

**PROGRAMME HANDBOOK 2018**

# **Bachelor of Sport, Health and Physical Education**

**EPSOM CAMPUS**

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## Bachelor of sport, Health and Physical Education Programme Contacts

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Website [www.education.auckland.ac.nz/sport-health-pe](http://www.education.auckland.ac.nz/sport-health-pe)

## Faculty of Education and Social Work Academic Roles

Dean of Education and Social Work	Associate Dean Mark Barrow
Deputy Dean	Associate Professor Wayne Smith
Head of Initial Teacher Education	Associate Professor Fiona Ell
Associate Dean, Teaching and Learning	Associate Professor Eleanor Hawe (to July 2018) Dr Rena Heap (from July 2018)
Associate Dean, Students	Dr Rachel Russell
Associate Dean, Research	Dr Aaron Wilson
Associate Dean, Postgraduate	Professor Gavin Brown
Associate Dean, International (Strategic Engagement)	Dr Marek Tesar
Associate Dean, Pasifika	Dr Rae Si'ilata
Associate Dean, PBRF	Dr Jay Marlowe
Te Tumu	Dr Te Kawehau Hoskins

School	Head of School
Counselling, Human Services and Social Work	Dr Allen Bartley
Critical Studies in Education	Professor Peter O'Connor (to April 2018)
Curriculum and Pedagogy	Professor Helen Hedges
Learning, Development and Professional Practice	Associate Professor Richard Hamilton
Te Puna Wānanga	Dr Te Kawehau Hoskins

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## Key Dates for 2018

### Semester One – 2018

Orientation Day	Friday 23 February 2018
Semester One begins	Monday 26 February 2018
Mid Semester Break/Easter	Friday 30 March – Saturday 14 April 2018
ANZAC Day	Wednesday 25 April 2018
Graduation	Monday 7, Wednesday 9, Friday 11 May 2018
Lectures end	Friday 1 June 2018
Study break	Saturday 2 – Wednesday 6 June 2018
Examinations	Thursday 7 – Monday 25 June 2018
Queen's Birthday	Monday 4 June 2018
Semester One ends	Monday 25 June 2018

### Semester Two – 2018

Semester Two begins	Monday 16 July 2018
Mid-semester break	Monday 27 August – Saturday 8 September 2018
Graduation	Tuesday 25 August 2018
Lectures end	Friday 19 October 2018
Study break/exams	Saturday 20 – Wednesday 24 October 2018
Examinations	Thursday 25 October – Monday 12 November 2018
Labour Day	Monday 22 October 2018
Semester Two ends	Monday 12 November 2018

### Semester One – 2019

Semester One begins	Monday 4 March 2019
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## Introduction by Programme Leader

### Bachelor of Sport, Health and Physical Education

**Nau mai rā ki Te Kura o Te Whare Wānanga o Tāmaki-makau-rau. Kia ora, talofa lava, malo e le lei, kia orana, fakaalofa lahi atu, namaste, 你好 nǐ hǎo**

Welcome to the Faculty of Education and Social Work at the University of Auckland and the Bachelor of Sport, Health and Physical Education (BSportHPE) degree. I hope you will enjoy your studies. In this handbook you will find the Regulations and the schedules of courses needed to complete your degree. Please note that you are expected to complete your BSportHPE within the time allowed, three years full time or up to six years part time.

As programme leader for the degree, I look forward to meeting and getting to know you. So you can learn a little bit about me, I introduce myself briefly below.

#### Rod Philpot



I am a Canadian-born New Zealander who has been living in Auckland since 1991. My journey to lecturing in the university has included several years as a Health and Physical Education teacher, and extensive coaching experiences, primarily in ice hockey, football and basketball. I completed my Bachelor of Physical Education and Bachelor of Education degrees at the University of Lethbridge in Canada, and my subsequent Masters and PhD at the University of Auckland. My research interests focus on social justice through critical approaches to sport, health and physical education.

This booklet is designed to provide you with information specific to students in the Bachelor of Sport, Health and Physical Education. It covers useful information about University services and policies of the Faculty of Education and Social Work programmes. Further information about the University can be found in the University Calendar, and you are expected to read it for other important policies relating to being a student at the University of Auckland. It is important that you become familiar with these policies.

#### Communication

The main way that we contact you is via your University of Auckland student e-mail address, which you activate with your username and password. All important information about lectures, room changes assessment tasks, lecture notes, readings and other important University information will be sent to this email address. Your Programme Co-Leaders may also send you emails. **Staff are not responsible for any disadvantage to you if you do not read emails sent to this address.**

Please update all your addresses and phone numbers and ensure that your postal address for mail is current. You can change this online via Student Services online.

#### Support and Advice

Early in Semester One you will be appointed an Academic Advisor from the BSportHPE staff. Your Academic Advisor can assist you with programme planning and other academic advice. Their time is limited so please make an appointment to see them. We encourage you to use the excellent services of the [Academic Success Centre](#), [Libraries and Learning Service](#), [Pasifika Success Centre](#) or [Te Korowai Atawhai](#) for free help and support with study skills and academic writing. Making appointments early allows you to get support when you need it.

## Features of the Bachelor of Sport, Health and Physical Education degree

Welcome to the BSporthPE, which is a 3-year undergraduate degree offering subjects in the fields of health education, physical education and sport studies. It includes a mix of practical and theory-based courses taught by internationally recognised staff in Sport, Health and Physical Education. Depending on the pathway you choose, you will also take courses offered by other Faculties in the University.

Grounded in the discipline of education, the degree is underpinned by critical inquiry in health education, human movement education, and sport studies. As a result, graduates will have a sound health-focused human movement background and the capacity to recognise the complex nature of society including the impact of our ever-changing demographic, economic, social, and political contexts.

In line with the research goals of the University, the programme engages with research-informed discipline knowledge in the bio-physical and social sciences. It will also recognise and value the situated, experiential nature of learning and, as such, include research-informed practical courses of study.

Graduates will have the skills and dispositions required to be community leaders who can contribute to positive change in the lives of others in the general fields of sport, health education, and physical education. They will recognise and value the unique ethnic diversity of the greater Auckland region and New Zealand society in general, with a particular focus on Māori and Pacific populations' health and physical cultures.

BSporthPE graduates will be professional, critically-oriented inquirers, competent communicators, and have strong discipline knowledge, experience and practical skills. They will have opportunities for employment in a range of fields, which may include community health promotion and education, human services (e.g. youth services), and/or community sport, coaching or physical activity leadership. Graduates who seek a career in teaching will be eligible to apply for entry into the Faculty's graduate and postgraduate initial teacher education programmes or other graduate or postgraduate programmes related to the field.

### Graduate profile

- Graduates will be critically-conscious of the needs of diverse populations and have a socio-cultural understanding of health, human movement and physical culture.
- Graduates will have discipline knowledge that allows them to view human health and human movement as both physical and social constructs.
- Graduates will identify, and/or demonstrate the ability to connect with Māori and Pacific Island cultures and values.
- Graduates will have experience using, use, or be fluent in Te Reo and will understand tikanga Māori.
- Graduates will be competent in the use of digital technologies.
- Graduates will have the knowledge, skills and dispositions to contribute to positive change in the lives of others.

## Overview of the 2018 BSportHPE Programme

For all course pre-requisites please see the University of Auckland Calendar 2018 – [www.calendar.auckland.ac.nz](http://www.calendar.auckland.ac.nz)

### Year One Bachelor of Sport, Health and Physical Education

Year One introduces you to the broad discipline fields of health and human movement. If you are in the health education and promotion, health and physical education, sport science and dance pathways, you may also begin your pathway studies. You are required to take three core courses and two Faculty-wide courses. You may choose 3 courses from the electives list or General Education Schedules. Note that some pathways require you to take a pathway course in Year One.

Students required to take the AELR will replace their elective in Semester One with [ENGLISH 121G](#).

Listed below are the pathways in this degree and their relevant courses for 2018.

### Sport Coaching and Leadership Pathway

Semester One

<a href="#">HUMSERV 102</a> Lifespan Development for Human Services	<a href="#">SPORTHPE 102</a> Learning and Pedagogy	<a href="#">SPORTHPE 103</a> Biophysical Foundations	<b>ELECTIVE</b> Choose one of the following: <a href="#">PHYSED 101</a> Games and Sport Education <a href="#">PHYSED 103</a> Outdoor Education 1 SPORT 101 Making a difference in Sport <a href="#">DANCE 101</a> Introduction to Dance and Creative Processes* <a href="#">EXERSCI 103</a> Human Anatomy <a href="#">POPHLTH 111</a> Population Health
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Semester Two

<a href="#">EDUCSW 101</a> Te Ao Māori	<a href="#">SPORTHPE 101</a> Sociocultural Foundations	<a href="#">General Education</a>	<b>ELECTIVE</b> Choose one of the following: <a href="#">PHYSED 102</a> Alternative Sports and Play <a href="#">DANCE 101</a> Introduction to Dance and Creative Processes* <a href="#">POPHLTH 111</a> Population Health
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\* Dance 101 is compulsory for the Dance pathway. It can be taken in either Semester 1 or 2.

### Sport Science Pathway

Semester One

<a href="#">HUMSERV 102</a> Lifespan Development for Human Services	<a href="#">SPORTHPE 102</a> Learning and Pedagogy	<a href="#">SPORTHPE 103</a> Biophysical Foundations	<a href="#">EXERSCI 103</a> Human Anatomy Please talk to Rod about enrolling in this course
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Semester Two

<a href="#">EDUCSW 101</a> Te Ao Māori	<a href="#">SPORTHPE 101</a> Sociocultural Foundations	<a href="#">General Education</a>	<b>ELECTIVE</b> Choose one of the following: <a href="#">PHYSED 102</a> Alternative Sports and Play <a href="#">DANCE 101</a> Introduction to Dance and Creative Processes <a href="#">POPHLTH 111</a> Population Health
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## Dance Pathway

### Semester One

<a href="#"><u>HUMSERV 102</u></a> Lifespan Development for Human Services	<a href="#"><u>SPORTHPE 102</u></a> Learning and Pedagogy	<a href="#"><u>SPORTHPE 103</u></a> Biophysical Foundations	<b>ELECTIVE</b> Choose one of the following: <a href="#"><u>PHYSED 101</u></a> Games and Sport Education <a href="#"><u>DANCE 101</u></a> Introduction to Dance and Creative Processes* <a href="#"><u>EXERSCI 103</u></a> Human Anatomy <a href="#"><u>POPPLTH 111</u></a> Population Health
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### Semester Two

<a href="#"><u>EDUCSW 101</u></a> Te Ao Māori	<a href="#"><u>SPORTHPE 101</u></a> Sociocultural Foundations	<a href="#"><u>General Education</u></a>	<b>ELECTIVE</b> Choose one of the following: <a href="#"><u>PHYSED 102</u></a> Alternative Sports and Play <a href="#"><u>HEALTHED 101</u></a> Food and Education <a href="#"><u>DANCE 101</u></a> Introduction to Dance and Creative Processes* <a href="#"><u>POPPLTH 111</u></a> Population Health
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\* Dance 101 is compulsory for the Dance pathway. It can be taken in either Semester 1 or 2.

## Health and Physical Education Pathway

### Semester One

<a href="#"><u>HUMSERV 102</u></a> Lifespan Development for Human Services	<a href="#"><u>SPORTHPE 102</u></a> Learning and Pedagogy	<a href="#"><u>SPORTHPE 103</u></a> Biophysical Foundations	<b>ELECTIVE</b> Choose one of the following: <a href="#"><u>PHYSED 103</u></a> Outdoor Education 1 <a href="#"><u>HEALTHED 101</u></a> Food and Education <a href="#"><u>SPORT 101</u></a> Making a difference in Sport <a href="#"><u>DANCE 101</u></a> Introduction to Dance and Creative Processes* <a href="#"><u>EXERSCI 103</u></a> Human Anatomy <a href="#"><u>POPPLTH 111</u></a> Population Health
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### Semester Two

<a href="#"><u>EDUCSW 101</u></a> Te Ao Māori	<a href="#"><u>SPORTHPE 101</u></a> Sociocultural Foundations	<a href="#"><u>General Education</u></a>	<b>ELECTIVE</b> Choose one of the following: <a href="#"><u>PHYSED 102</u></a> Alternative Sports and Play <a href="#"><u>DANCE 101</u></a> Introduction to Dance and Creative Processes* <a href="#"><u>POPPLTH 111</u></a> Population Health
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\*Highly recommended to seek advice about these courses before enrolment

\* Dance 101 is compulsory for the Dance pathway. It can be taken in either Semester 1 or 2.

## Health Education and Promotion Pathway

### Semester One

<a href="#"><u>HUMSERV 102</u></a> Lifespan Development for Human Services	<a href="#"><u>SPORTHPE 102</u></a> Learning and Pedagogy	<a href="#"><u>SPORTHPE 103</u></a> Biophysical Foundations	<a href="#"><u>POPPLTH 111</u></a> Population Health
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### Semester Two

<a href="#"><u>EDUCSW 101</u></a> Te Ao Māori	<a href="#"><u>SPORTHPE 101</u></a> Sociocultural Foundations	<a href="#"><u>General Education</u></a>	<b>ELECTIVE</b> Choose one of the following: <a href="#"><u>PHYSED 102</u></a> Alternative Sports and Play <a href="#"><u>HEALTHED 101</u></a> Food and Education <a href="#"><u>DANCE 101</u></a> Introduction to Dance and Creative Processes
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\*Highly recommended to seek advice about these courses before enrolment

## Generic Pathway

### Semester One

<u><b>HUMSERV 102</b></u> Lifespan Development for Human Services	<u><b>SPORTHPE 102</b></u> Learning and Pedagogy	<u><b>SPORTHPE 103</b></u> Biophysical Foundations	<b>ELECTIVE</b> Choose one of the following: <u><b>DANCE 101</b></u> Introduction to Dance and Creative Processes <u><b>EXERSCI 103</b></u> Human Anatomy* <u><b>PHYSED 103</b></u> Outdoor Education 1 <u><b>POPHLTH 111</b></u> Population Health* <u><b>SPORT 101</b></u> Making a Difference in Sport
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### Semester Two

<u><b>EDUCSW 101</b></u> Te Ao Māori	<u><b>SPORTHPE 101</b></u> Sociocultural Foundations	<u><b>General Education</b></u>	<b>ELECTIVE</b> Choose one of the following: <u><b>DANCE 101</b></u> Introduction to Dance and Creative Processes <u><b>HEALTHED 101</b></u> Food and Education <u><b>PHYSED 101</b></u> Games and Sport Education <u><b>PHYSED 102</b></u> Alternative Sport and Play
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\*Highly recommended to seek advice about these courses before enrolment

Dance 101 is compulsory for the Dance pathway. It can be taken in either Semester 1 or 2.

## Year Two Bachelor of Sport, Health and Physical Education

### Semester One – Core courses

<a href="#">EDUCSW 201</a> Diversity in Aotearoa/New Zealand	<a href="#">HEALTHED 201</a> Child and Youth Health Education	<a href="#">SPORTHPE 202</a> Skill Learning	<b>Elective – see below for courses</b>
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### **ELECTIVE** Choose one of the following:

<b>100 Level courses:</b> <a href="#">PHYSED 103</a> Outdoor Education 1 <a href="#">DANCE 101</a> Introduction to Dance and Creative Process <a href="#">POPLHLTH 111</a> Population Health <a href="#">DANCE 131</a> Dance Education <a href="#">EXERSCI 103</a> Human Anatomy <a href="#">SPORT 101</a> Making a Difference in Sport	<b>200 Level courses:</b> <a href="#">EXERSCI 203</a> Biomechanics 1 <a href="#">DANCE 231</a> Community Dance <a href="#">POPLHLTH 203</a> Health Promotion: Philosophy and Practice (HEHP Pathway) <a href="#">POPLHLTH 206</a> Life Cycle Nutrition
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### Semester Two

<a href="#">EDUCSW 202</a> New Cultures of Learning	<a href="#">SPORTHPE 201</a> Whakatinanahia	<a href="#">SPORTHPE 203</a> Physiology, Exercise, Fitness	<b>Elective – see below for courses</b>
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### **ELECTIVE** Choose one of the following:

<b>100 Level courses:</b> <a href="#">PHYSED 101</a> Games and Sport Education <a href="#">PHYSED 102</a> Alternative Sport and Play <a href="#">HEALTHED 101</a> Food and Education <a href="#">DANCE 101</a> Introduction to Dance and Creative Process	<b>200 Level courses:</b> <a href="#">PHYSED 203</a> Outdoor Education 2 <a href="#">SPORT 204</a> Coaching Sport <a href="#">HEALTHED 202</a> Sexuality, Education and Society <a href="#">EXERSCI 202</a> Principles of Tissue Adaption <a href="#">EXERSCI 206</a> Exercise Nutrition <a href="#">DANCE 210</a> Contemporary Dance and Choreography 2
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Please note that there may be some pre-requisite courses for entry into the 200 level courses. These are listed via the course links on this page.

## Regulations for the Degree of Bachelor of Sport, Health and Physical Education – BSporthPE

The regulations for this degree are to be read in conjunction with all other relevant statutes and regulations including the Academic Statutes and Regulations.

### Duration and Total Points Value

1. A student enrolled for this degree must follow a programme of the equivalent of six full-time semesters and pass courses with a total value of 360 points, unless credit is granted under the Admissions Regulations and/or the Credit Regulations.

### Structure and Content

2. Of the 360 points required for this degree, a student must pass:
  - a 330 points from the courses listed in the Bachelor of Sport, Health and Physical Education Schedule, including
    - (i) 210 points from the Core Courses listed in the Bachelor of Sport, Health and Physical Education Schedule
    - (ii) 180 points in courses above Stage I, of which at least 75 points must be above Stage II
  - b 30 points from courses offered in either the General Education Open Schedule or the General Education Faculty Schedule approved for this degree from a combination of these schedules, and the Academic Integrity course as specified in the Enrolment and Programme Regulations, Academic Integrity, of the *University Calendar*.
3. The programme for each student requires the approval of the Dean of Faculty of Education and Social Work prior to enrolment.

### English Language Requirements

4. A student enrolled in this degree must demonstrate competence in the English Language, by passing EDUCSW 199, as prescribed by the Faculty of Education and Social Work, before enrolment in EDUCSW 301.

### General Education Exemptions

5.
  - a A student is exempted from the requirement to pass courses offered in the General Education Schedules who has:  
either:
    - (i) completed an undergraduate degree at a tertiary institution  
or
    - (ii) commenced study for this degree at a tertiary institution before 1 January 2006  
or
    - (iii) been admitted to this degree with credit from another tertiary institution of 240 points or more.
  - b A student who has been exempted from the requirement to pass courses offered in the General Education Schedules must substitute 30 points from courses approved by the Dean of the Faculty.
  - c A student admitted to this degree with credit from another tertiary institution of between 120 and 235 points inclusive must pass:
    - (i) 15 points from courses offered in the General Education Schedules  
and
    - (ii) a further 15 points from courses approved by the Dean of the Faculty.
  - d A student who has been fully or partially exempted from the requirements to pass courses offered in the General Education Schedules is nonetheless required to complete the Academic Integrity Course.

### Practical Requirements

6.
  - a Results may be deferred for courses with a practical component where a student is unable to complete due to illness, injury, or other exceptional circumstances beyond their control.
  - b Where results are deferred, assessment of a practical component must be undertaken as soon as practicably possible at a time deemed appropriate by the Programme Leader.

### Variations

7. In exceptional circumstances Senate or its representative may approved a personal programme that does not conform to these regulations.

### Commencement

8. These regulations came into force on 1 January 2017.

## Assignment Process

### CANVAS:

In the BSportHPE, a large number of assignments are submitted either electronically, or via canvas, or in person.

Paper based and other non-electronic submissions will continue to be collected at the designated on-campus locations. These should be submitted with the coversheet that will be available via the Cover Sheet link located in the left hand navigation bar in your Canvas course site. The coversheets will be individualised with a QR code that will be scanned on receipt.

All non-electronic assignments are handed in at the campus where you attend the course (unless your lecturer advises otherwise).

Please see below for details of drop off locations and their opening hours:

- Epsom Campus (except Flexi Learning: see below): A114A (The Assignment Centre opposite the Education Student Centre is open Monday – Friday, from 9.30am – 4pm during semester, and reduced hours during semester breaks). Drop box on left hand wall; after-hours drop box located beside the main entrance.
- City Campus: Drop box for Liberal Arts courses is on Level 1, 15 Wynyard Street 8.30 am – 7pm during semester time. During semester breaks: 8.30 am to 5 pm.
- Manukau Campus: Programme office NQ227 7.30 am to 9.00 pm (and until 4 pm Saturdays)

## Assignment Submission

### Non-electronic submission of Assignments

Faculty students across all campuses will generate their own individual coversheets for each assignment. Every coversheet will contain a unique barcode to facilitate prompt processing and automated emails to confirm receipt and advise when an assignment is ready to be picked up.

Find the answers to common questions about preparing and handing in your assignments where it has been indicated the submission is to be on paper. If you still have questions please contact [foedassignments@auckland.ac.nz](mailto:foedassignments@auckland.ac.nz).

### Electronic Submission of Assignments

All electronic submission of assignments must be uploaded to an assignment dropbox on Canvas, or Turnitin as assigned by your lecturer. You will be notified at the beginning of your course that the submission of assignments is electronic. You will also be notified about how you will receive your marked assignment back. Usually online submission means your marked script will be made available to you online. Information will be provided as to how to upload your assignment and how to access your marked script online from the Course Director. No coversheet is required for electronic submission. **The submission times of 12:30pm for undergraduate and 4:30pm for postgraduate level 7** coursework apply to submission of online assignments.

Find information about coversheets, forms and course information and assignments frequently asked questions via link: [www.education.auckland.ac.nz/en/for/current-students/assignments](http://www.education.auckland.ac.nz/en/for/current-students/assignments)

## Extensions

Requests for extensions must be made to the Course Director (or nominee where applicable) in advance of the due date. Applications must be accompanied by evidence of the need for an extension. Extensions will not be granted for academic workload reasons (for example, a number of assignments due at the same time) but may be considered in the case of temporary illness or injury, or for compassionate reasons. Extensions are granted at the discretion of the Course Director (or nominee where applicable). For further information see [www.education.auckland.ac.nz/en/for/current-students/assignments](http://www.education.auckland.ac.nz/en/for/current-students/assignments).

## Penalties for Late work

If you submit coursework after the notified deadline, or after the approved extension, you will have the marks for that coursework adjusted as follows:

- a. within one calendar week late – deduct 10% of the total value of the assessment (e.g., for an assignment worth 40%, you score 32 but hands the work in a day late. You lose 4 marks – 10% of 40 – and is awarded a final mark of 28)
- b. one to two calendar weeks late – deduct 50% of the total value of the assessment
- c. later than two calendar weeks but not after the handing back of other students' work – 100% deduction.

*Note:* under [Examination Regulations](#) 1c and d students must complete “to the satisfaction of the examiners.” This means that you will still need to hand in assignment work even if it is later than two calendar weeks after the deadline.

## Return of Marked Assignments

You can expect to have marked assignments and tests returned within three weeks from the due date.

## Compassionate Consideration (Unavoidable Personal Circumstances)

If you face unavoidable personal circumstances that mean that you are unable to submit a component of **coursework**, you may apply to the Programme Leader for special consideration.

The application is made on the form Compassionate Consideration: Unavoidable Personal Circumstances and must be supported by written evidence from a doctor or counsellor. The form can be found here: <https://cdn.auckland.ac.nz/assets/education/for/current-students/FoEd-96B-Special-Considerationnew.pdf>

You must apply no later than two weeks after the due date of the assignment.

If the Programme Leader supports the application, the Course Director in consultation with the Head of School may:

- a. either, require the student to re-enrol in the course, or
- b. where at least 50% of the coursework has been completed at a grade well above the minimum pass standard, award an assessed grade for the course based on:
  - i. **either** the grade achieved for completed work (one grade lower would normally be awarded in this case)
  - ii. **or** the allocation of a mark for the missing work derived from your ranking on the completed work, or
- c. ask you to submit the work by a revised deadline, or
- d. submit a new task by a revised deadline.

## Resubmission

With the exception of the two clauses below no provision should be made for resubmission of work for remarking.

At the discretion of the Programme Leader, and in consultation with the Head of School, a student who, at the end of the programme has failed no more than one non-practicum course with a D+ grade may be invited to submit to the Programme Leader a supplementary piece of work that addresses the areas of concern in the failed course. If the student meets the requirements of this supplementary work a grade of C- will be awarded.

## Assessment and Grading Scale

Assessment comprises examinations and coursework. Examinations are run centrally. Programme coursework refers to all other assessments (assignments, seminars, practicum, tests etc.):

1. In courses that involve coursework and examinations students must complete both components to the satisfaction of the examiners.
2. In courses that only include coursework students must complete to the satisfaction of the examiners such oral, practical, written or other tests and assignments as have been prescribed for the completion of the course.
3. In any course, students must complete all assignments.
4. In any course that has a practicum component, a student must pass all components in order to have passed that course as a whole.
5. Course results are reported as grades. There are ten pass grades and three fail grades.

Grade	Description	Grade Point	Percentage
A+	High first	9	90-100
A	Clear first	8	85-89
A-	Bare first	7	80-84
B+	High second	6	75-79
B	Clear second	5	70-74
B-	Bare second	4	65-69
C+	Sound Pass	3	60-64
C	Pass	2	55-59
C-	Marginal Pass	1	50-54
Conceded Pass		1	
D+	Marginal Fail	0	45-49
D	Clear Fail	0	40-44
D-	Poor Fail	0	0-39

The development of assessment criteria for coursework should be adapted from the general university expectations for grade-level performance set out below:

GRADE	% VALUE	DESCRIPTION
A +	90 - 100	Work of high to exceptionally high quality showing excellent knowledge and understanding of subject matter and appreciation of issues; well formulated arguments based on strong and sustained evidence; maps and diagrams, graphs and tables, etc included where appropriate; relevant literature referenced; high level of creative ability, originality and critical thinking; excellent presentation and communication skills.
A	85 - 89	
A -	80 - 84	
B +	75 - 79	Work showing good to strong grasp of subject matter and understanding of major issues though not necessarily of the finer points; arguments clearly developed and based on convincing evidence; relevant literature referenced; evidence of creative ability, originality and critical thinking; good communication and presentation skills.
B	70 - 74	
B -	65 - 69	
C +	60 - 64	Work showing a knowledge of subject matter and appreciation of main issues though possibly with some lapses and inadequacies; arguments developed and supported by some evidence and references; creative ability, originality and critical thinking present but limited; adequate communication and presentation skills
C	55 - 59	
C -	50 - 54	
D +	45 - 49	Work lacking breadth and depth. Work generally has gaps. Frequently work of this grade takes a simple factual approach and understanding and coverage of material is inadequate; does not attempt to interpret the material; at the lower end, indicates a need for considerable effort to achieve improvement; communication and presentation skills are poor.
D	40 - 44	
D -	0 - 39	Highly unsatisfactory. Work shows a lack of knowledge about and understanding of the topic. Inadequate in degree of relevance, sometimes completeness, sometimes both. Communication and presentation skills are weak.

Please note that the attainment descriptors are adapted to different levels of learning or degree study.

## General Information

### Enrolments, withdrawals and course changes

You must **enrol** in a timely manner and there may be penalties for late enrolment or late course changes.

Students may withdraw from courses should their situation change. However, this should not be done without discussion with the Academic Advisor or a Programme Co-Leader. Neither your academic advisor nor the programme co-leader can formally withdraw you from courses. This is a task that you must do yourself.

Late deletions are usually only allowed for medical or serious personal reasons and you must go to the Student Health Centre to ensure that the correct procedure is followed.

### Fees

The payment of fees is your responsibility. If you haven't paid your fees, you won't be able to gain access to the online learning management system, Canvas, which contains all your course materials, lecture notes, assignment information and assignment submissions. Fees remain **a personal debt** if they are unpaid and you have started the course. Failure to pay fees within the required time means that Canvas and library access will be removed and you may need to pay a penalty fee to be reinstated. You will not be able to graduate until all responsibilities have been met.

**You must formally withdraw from courses within the first two weeks of the Semester to avoid debts.** You need to keep up to date with the status of your enrolment. Deletions are stressful and impact on your study.

See the [2018 Calendar](#) for detailed rules regarding enrolment and withdrawal.

### Study space

Most study space is provided in the Library. Many more study places and computers are provided in the Information Commons on the City campus. You are encouraged to make use of these facilities as part of your regular study and preparation for classes and assignments. Preparing in advance is known to reduce stress. Students may request access to classrooms for study groups/seminar practices at times when classrooms are not scheduled. You **must** make a booking to guarantee access. Discuss your request with the School office.

### Texts and resources

Many required texts are available through University Book Shop (UBIQ). It is possible to order these books online from [www.ubsbooks.co.nz](http://www.ubsbooks.co.nz) or [www.ubiq.co.nz](http://www.ubiq.co.nz) or Phone 09 306 2700 (option 1). Delivery costs (courier within NZ) are added to the price at the time of checkout, or books may be collected from any of the UBS stores.

You will be provided with readings in several different ways. Basic readings are provided electronically free of charge, through your course page on Canvas. Your individual course lecturer will inform you how you can access your readings. In addition some hard copies may be available on short term loan in the Library.

The programme uses a range of assessment methods including: journals, photo projects, multi task assignments, reports, case studies, seminars, essays presentations, group projects and tests. The cost of materials required for the preparation of assignments is the responsibility of students unless otherwise specified.

### Student feedback

The Course Lecturer/s will provide an opportunity for written feedback from students at the end of each course. In addition all courses delivered at the University of Auckland are regularly reviewed in a centralised, anonymous student review process. The results of these processes are provided to Programme administrators who are responsible for action on student concerns. The University has a Quality Management System which ensures that all courses and programmes are subject to monitoring and review.





Health/Medical	Epsom Campus Student Health Service, R Block, ext 48526, DD 623 8889
International Students	Associate Dean International (Strategic Engagement) Dr Marek Tesar, ext 46375
Personal, professional, or confidential issues	Epsom Campus Counsellors: make appointment online under 'Counselling Services' or phone 923-7681
Student Allowances/Loans	StudyLink, 0800-889 900
Support for Māori students Te Korowai Atawhai / Māori Student Support Service	Kaitiaki Tauira Māori /Māori Student Support Coordinator: Rochai Taiaroa, ext 46388 Kaiāwhina & student study space (contact Rochai for location) Te Puna Wānanga Graduate student space (D Block)
Support for Pasifika students	Pasifika Success Coordinator (Level 2 N211) Tim Baice, Academic Coordinator, ext 48469
Sylvia Ashton Warner Library	Epsom Campus – Phone: 09 623 8886 Email: <a href="mailto:library@auckland.ac.nz">library@auckland.ac.nz</a> See University website for hours
Timetable and programme of study. Fails, resits, all changes to your programme	Education Student Centre, A Block

You will also be advised further about these during orientation week, as well as the following faculty services:

- Parents room
- Prayer room
- IT Services
- AUSA (Auckland University Students' Association)

## The Library

The greatest source of your information and research efforts will be found in the Library. It is essential that you attend the Orientation Programme for the Library. You will be required to be a confident user of electronic resources and databases. We have subject liaison librarians who can assist you.

## Library hours

Term hours

Monday – Thursday	8am – 8pm
Friday	8am – 6pm
Saturday & Sunday	10am – 4pm

Term break hours

Monday – Friday	9am – 6pm
Saturday & Sunday	10am – 4pm

## Short Term Loan

You will find that within the reading lists of most of your courses, an indication that some of the books will be placed on short term loan. This means that items of heavy demand are placed behind the lending desk as **short term loan**. The items are for use within the library only, but most may be borrowed as overnight loans. An overnight loan is issued **half an hour** before closing time and **must** be returned within half an hour of opening.

Further information on the library is available in the University Calendar and in the library services booklet. Many course readings may also be available as an electronic resource accessed through the Library system.

## Library: Essentials for using the Sylvia Ashton-Warner Library

The Library lending policy is explained in detail at:

<http://www.library.auckland.ac.nz/services/borrowing-and-requesting>. There is also a pamphlet at the Lending Desk which explains how many books you may borrow and the length of the borrowing period. It also explains how to request an item and how much the fines are.

Key points to remember:

- There are Subject Librarians who can help you with your research. Go to : <https://www.library.auckland.ac.nz/contacts/subject-librarian/?sbid=&deptid=67>
- The Library provides training courses in searching the catalogue, using databases and EndNote. Make a booking at: <https://www.library.auckland.ac.nz/booking/>
- **Always** check your patron information on the Library Catalogue, to find out when your books are due back. You can also renew your books online from here.
- If you receive a recall notice, return the item immediately or by the new due date. There are heavy fines for recalled books not returned by the new due date.
- Email notices about recalled books or overdue items are sent to your student email ([username@aucklanduni.ac.nz](mailto:username@aucklanduni.ac.nz))
- If you are going to be away from the campus please ensure that you return any library books before you go. The Library will not accept either of the above as excuses to cancel any penalty charges.

## Computers

In general, students are expected to complete all their assignments on a computer. Information technology is an integral part of social work practice, and all students should be computer literate at the time of their graduation.

Students have access to computers in the library, both for library use and for casual use for the completion of assignments as well as research. The Epsom campus also offers to students a range of network services such as internet access, email services and printing.

## Cheating and Plagiarism

The University of Auckland will not tolerate cheating, or assisting others to cheat, and views cheating in course work as a serious academic offence. The University Guidelines (2001) on cheating define plagiarism as the use of other people's work in an assignment, and presenting it as your own without explicitly acknowledging or referencing where it came from. Work can be plagiarised from many sources – including books, articles, the internet, and other students' assignments.

You **may have up to 100 percent of marks deducted** for an assignment if it includes someone else's unattributed, or less than fully attributed, work or ideas. In serious cases disciplinary action may be taken.

You can avoid cheating by:

1. Being honest, with appropriate referencing, about all sources you have used and the level of indebtedness to those sources.
2. Not copying any part of any other student's work.
3. Not using material from previously submitted assignments.
4. Not making up or fabricating data.
5. Not using material from commercial essay or assignment services, including web-based sources.

You can help others avoid cheating, and avoid being accused yourself, by:

6. Not letting any other student copy any part of your work.

If you have any doubts about what is an acceptable level of collaboration or discussion with other students, you should talk about this with the Course Director BEFORE you hand in the work for grading.

There is a difference between "getting help" and cheating. "Getting help" is directed towards assisting you to understand the material and assignment questions so that you are in a better position to create your own answers – this is acceptable. "Getting help" could be obtained through a discussion with a student group, academic staff or tutors in preparation for doing an individual assignment.

Talking about an assignment and methods of solving problems with other students is an acceptable form of collaboration in the learning process, and is encouraged. Cheating arises, for example, if a student copies another student's answers or ideas, or someone else writes some, or all, of a student's assignment. **You should keep all preparatory notes and assignment drafts.**

**If you are having difficulties with your ability to manage the workload of the course you should seek assistance. It is better to deal with issues of workload and stress as they arise, rather than to be accused of cheating.**

### **Jury Service**

If you are called up for jury service you are able to request a letter of support from your Programme Director/Programme Leader so that your programme of study is not put in jeopardy. Applications to apply for exemption are considered on a case-by-case basis by the court registrar and they are not always accepted. Please take your jury summons documentation to the School's Administration office in N303 (Please refer: <https://www.justice.govt.nz/courts/jury-service/what-it-involves/>).

Teaching and Learning Regulations

Academic Integrity

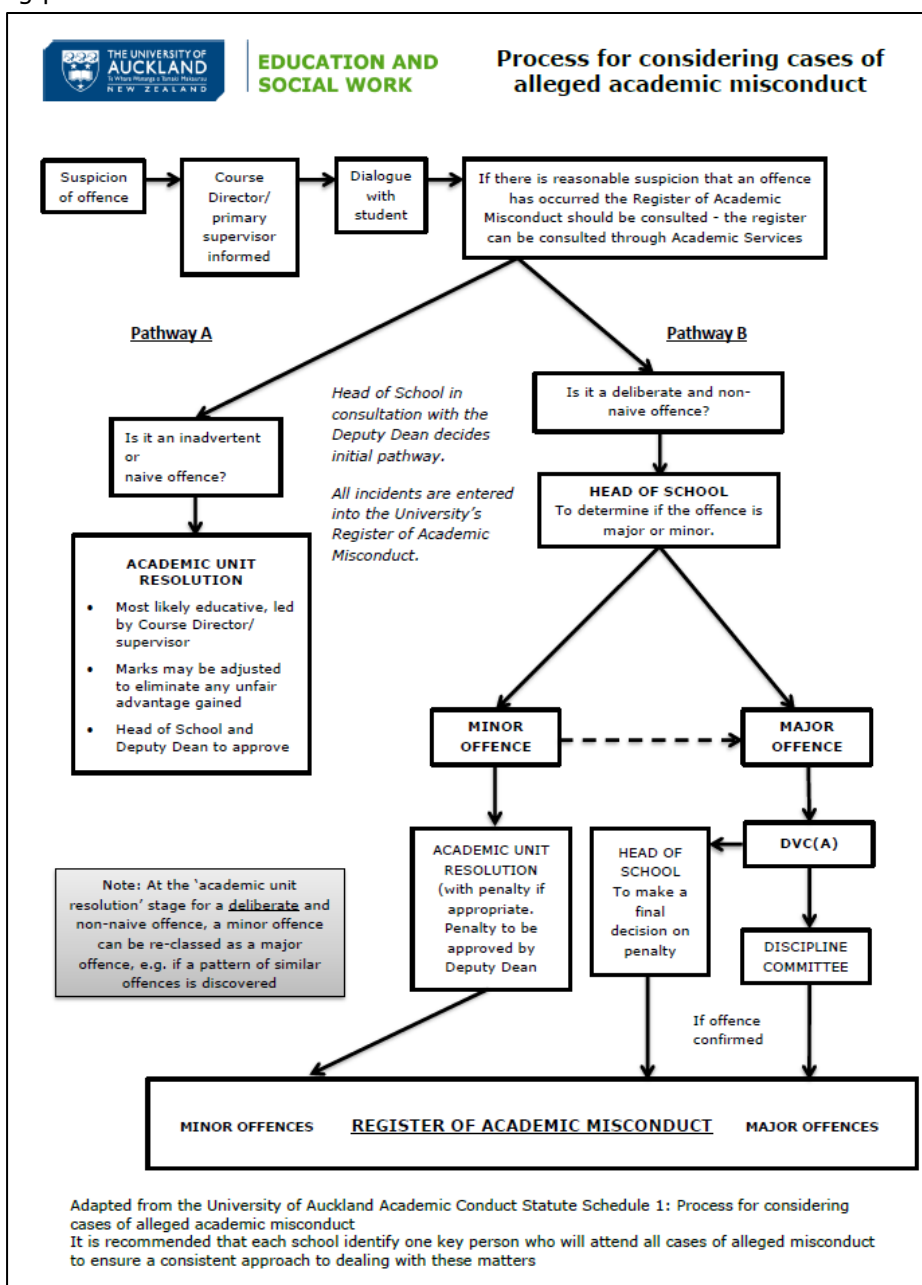
All students admitted to an undergraduate or postgraduate degree, diploma or certificate are required to complete a compulsory, online Academic Integrity Course (see University of Auckland 2018 Calendar, pp 27. This online course, comprised of 5 modules, asks students to explore the concept of academic integrity. Students will learn how to demonstrate academic integrity in their study and research, improve their knowledge about University rules relating to academic conduct, and understand the consequences of academic misconduct. For more information visit this link: [www.auckland.ac.nz/academic\\_honesty](http://www.auckland.ac.nz/academic_honesty)

Academic Misconduct

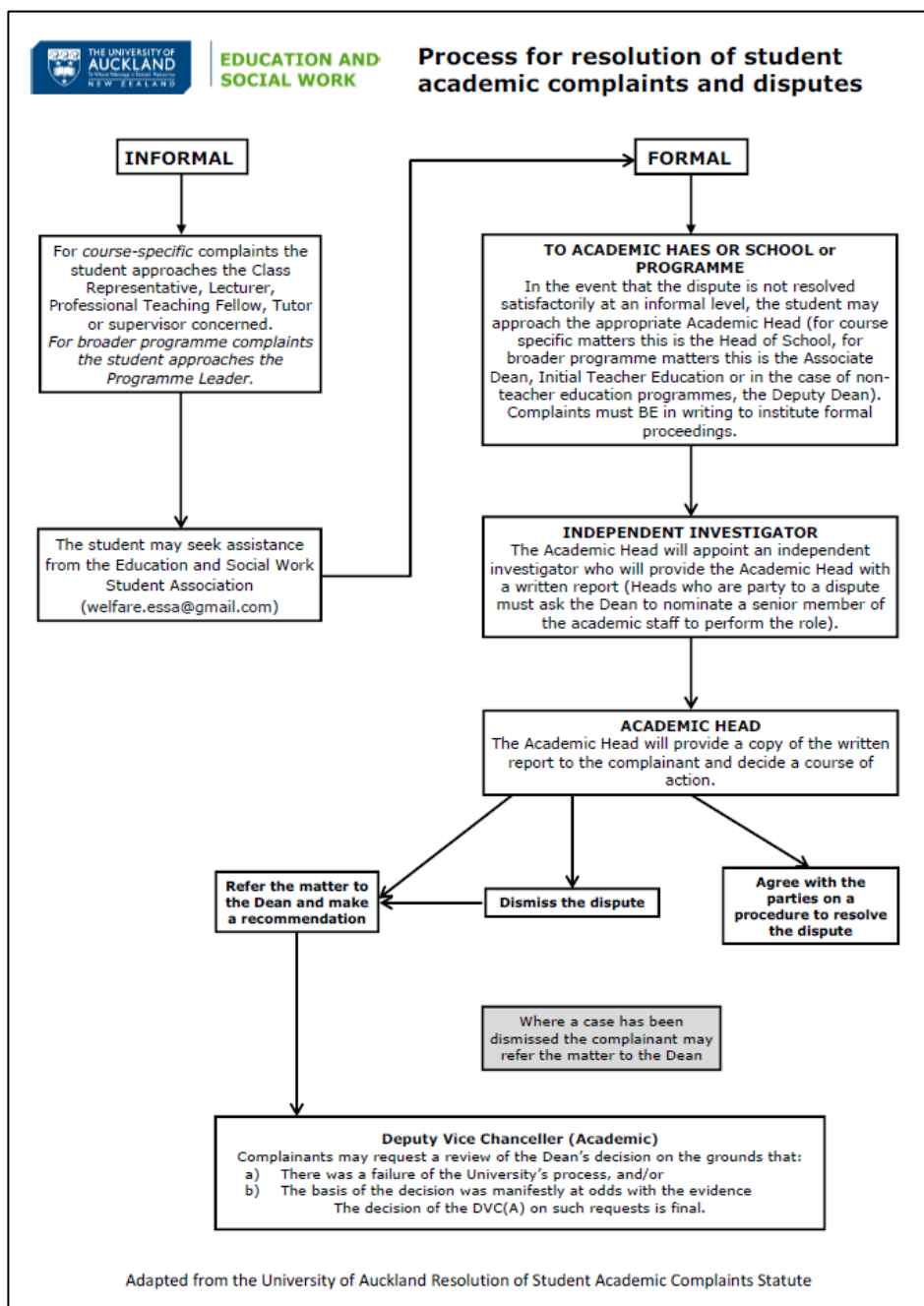
The University has a statutory responsibility to encourage the development of intellectual independence in its students. It assesses the achievement of this goal through coursework and examinations. The University expects all students to complete coursework and examinations with integrity and honesty.

The University of Auckland will not tolerate cheating, or assisting others to cheat. It views cheating as a serious academic offence. To ensure that the standard of all University qualifications is maintained, students and staff have a responsibility to prevent, discourage and report cheating.

Allegations of academic misconduct at the Faculty of Education and Social Work shall be dealt with by the following process:



The University of Auckland's full guidelines on procedures and penalties for academic dishonesty are detailed in the University's "Guidelines: Conduct of Coursework" available at [www.auckland.ac.nz/academic\\_honesty](http://www.auckland.ac.nz/academic_honesty)



## Academic English Language Requirement

The University has an Academic English Language Requirement (AELR) for all its bachelor degree programmes. The aim of the AELR is to ensure you have a sufficient level of competence in academic English to support your study at University. Those that have not met the AELR through their entrance qualification will be advised at the time of enrolment. The AELR may be met through your entry qualification or through satisfactory completion of an approved course in your first 12 months of study. For more information, see [www.auckland.ac.nz/aclr](http://www.auckland.ac.nz/aclr).

## Aegrotat and Compassionate Consideration

This is a University process that applies only to University Examinations (and Tests). Full details are in the *University of Auckland Calendar Examination Regulation 13*.

## Appeal of Course Marks or Grades

A student who is concerned about a mark or grade for an assessment can appeal in writing to the Course Director for a reconsideration of the mark or grade stating the reason why they consider the mark or grade is inconsistent with the assessment criteria. The written appeal must be received within one week of the work being available for return or grade being notified. The Course Director reviews the mark or grade in relation to the stated reasons or seeks a second opinion if they were the original marker or assessor. If the appeal is not upheld and the student is still concerned a written appeal, restating the nature of the concern in relation to the assessment criteria, needs to be made to the Academic Head.

## Availability of Examination Scripts

By making application during the three months after the end of the examination period for the examination, a candidate may obtain a copy of their examination script. For full details see the *University of Auckland Calendar* [Examination Regulation 23](#).

## Conceded passes

Conceded passes can only be granted in undergraduate degrees consistent with university regulations. For full details see the *University of Auckland Calendar* [Examination Regulation 20](#).

## Course Deletions and Withdrawals

- A course deletion means that the course will be removed from your academic record and fees are fully refunded. There are specified timeframes within which course deletions can occur. Specific dates at which deletions can occur can be obtained via the following link: [www.calendar.auckland.ac.nz/en/genregs/enrolment-and-programme.html](http://www.calendar.auckland.ac.nz/en/genregs/enrolment-and-programme.html)
- Withdraw means that you are withdrawing from a course after the deadline for deletion and before the last day to withdraw. Withdrawn courses remain on your academic record with a withdrawn grade and all fees remain owing. A withdrawn grade counts as a fail for Grade Point Average (GPA) calculations. Specific dates at which withdrawals can occur can be obtained via the following link: [www.calendar.auckland.ac.nz/en/genregs/enrolment-and-programme.html](http://www.calendar.auckland.ac.nz/en/genregs/enrolment-and-programme.html)

## DELNA (Diagnostic English Language Needs Assessment)

In professional programmes, it is important that students have well-developed academic English language skills to meet the graduating standards of their particular programme. As a consequence, all undergraduate students in the Faculty of Education and Social Work (Bachelor of Education (Teaching); Bachelor of Physical Education; Bachelor of Human Services, Bachelor of Social Work and Bachelor of Sport, Health and Physical Education), as well as the Graduate Diplomas in Teaching, and Education Foundation students have to complete the DELNA language requirements.

Students enrolled in the BEd(Tchg) Primary, BSportHPE and BSW programmes will be required to pass EDUCSW 199 before they will be able to enrol in the specified course in their 3<sup>rd</sup> year of their programme.

In the first instance students must complete the DELNA **Screening** assessment. Those students who achieve the required standard automatically meet the DELNA requirement and need do nothing more in relation to DELNA.

If a student's screening indicates that diagnosis is required he/she must undertake the DELNA **Diagnosis**. Following the Diagnosis, students need to meet with a DELNA adviser to go over their DELNA profile. Students who have been identified as needing academic language support will be required to work through **an individual plan**. This is mandatory.

An **individual plan** will be developed by a DELNA adviser on the basis of students' DELNA diagnostic results and identified areas of need. The individual plan links to online modules that students complete in Canvas.

The DELNA diagnosis and follow up appointment with an adviser to access an individual plan if required, must be completed within **three months of the beginning of Semester One of the degree**.

Students who receive the lowest band scores in the DELNA Diagnosis will be required to complete another assessment once they have accessed support. This is called a **Post DELNA assessment**.

Students who have a diagnosed Learning Disability and have had special conditions approved, can make an appointment with Student Disability Services to access accommodations.

### **Group assessment**

There may be times when students are required to complete a group assessment task or team based project. Details of such tasks, including group work expectations will be published in course materials to ensure students are clear about what is being assessed and the allocation of marks to the various components of the assessment. Students should also refer to Module 2 of the Academic Integrity Course (Avoiding Academic Dishonesty) to clarify responsibilities when collaborating with peers. For more information visit this link: [www.auckland.ac.nz/academic\\_honesty](http://www.auckland.ac.nz/academic_honesty)

### **Partial Resits**

Partial resits are not permitted. A student who has failed a course is required to complete all assessment requirements for the course in which they re-enrol.

### **Student email**

All students enrolled at the university are provided with an email account called student email. At the time of enrolment, students are provided with an email address. This address includes a student's username characters plus a generic address, e.g., [jbon007@aucklanduni.ac.nz](mailto:jbon007@aucklanduni.ac.nz). Students are able to access student email through the following link: <http://mail.aucklanduni.ac.nz>.

Student email is the main way in which the university communicates with students so it is vital that students access their email account on a regular basis. Failure to do means that students miss out on important information such as communications relating to coursework and academic progress, examinations, graduation, student financials and the library. Urgent and unexpected communications are also sent through this email, e.g., what will happen if a natural disaster strikes the university / the city of Auckland.

Students can forward their university email to a private address if they wish to do so and this can be completed by signing into your account and providing the appropriate details.

### **Storage and Disposal of Student Work**

Examination scripts will be retained in secure storage for only four months following the examination period and thereafter be destroyed (Examination Regulation 23). Thesis, dissertation or research portfolios will be retained until six months after the assessment has been completed.

Assignments will be retained in secure storage until five weeks into the start of the following semester and thereafter destroyed.

### **Student Services Online (SSO)**

Student Services Online is the University of Auckland's comprehensive online system, which enables students to apply for admission to the university and once accepted into a programmed, enrol in courses. Students can access SSO via the following link: [www.studentservices.auckland.ac.nz](http://www.studentservices.auckland.ac.nz)

SSO also provides students with access to a range of relevant academic information including:

Course advice and information;

- Enrolment advice;
- Fees advice;
- Timetables, grades and course history advice;
- Graduation.

**Course advice and information** includes programme requirements and the course catalogue for your programme

**Enrolment advice** includes closing dates for enrolment into courses. Students can enrol in their required / selected courses and, if necessary, apply for a course concession. Changes to programmes can be made such as the deletion and addition of courses.



## **Fees advice**

This link enables students to check their account details for fees, charges, payments, credits and refunds. Students can also create an account statement and invoice and make payments online using a credit card.

**Timetables, grades and course history advice** enable students to view their programme and examination timetables. Grades, course history and unofficial academic transcripts can also be viewed. A request for an official academic transcript can also be made.

## **Graduation**

At the successful completion of a programme students must apply to graduate. This link also provides information pertaining to dates and times of graduation ceremonies as well as advice about academic regalia.

The SSO website is the place where students can update their **personal details** such as their email address (if that is used to redirect university mail), contact address and phone number. It is vital that students ensure that their personal details are current to enable effective communication.

## **Submission in Māori**

Assignments and examinations in courses that do not use Te Reo as the medium of instruction may be submitted in Māori provided the Course Director has been consulted within the first two weeks of the course and confirmed the availability of a suitably qualified person with linguistic and subject expertise to mark the work.

## **Third party assistance**

While it is expected that at all levels of study students work independently producing work that is their own, there may be times when help is needed in regard to the improvement of written communication skills. The University of Auckland encourages students to improve their writing skills and permits students to seek assistance from third parties to do so. However, there are limits to the type and level of assistance that third parties can provide. The following link provides full details regarding the type of advice and support that third parties can offer <https://www.auckland.ac.nz/en/about/the-university/how-university-works/policy-and-administration/teaching-and-learning/students/third-party-coursework.html>

## **Unsatisfactory Progress**

In undergraduate programmes, students' academic standing is assessed each semester. To maintain the status of 'good' academic standing a student is required to pass at least 50% of points enrolled in any one semester. Failure to meet the 50% threshold will mean that a student's academic status in their next semester of study is amended and s/he will be reviewed. Continued failure to meet the criteria to attain 'good' academic standing will result in a student's status being revised to 'academic restriction' and finally 'enrolment terminated'.

## Professional Ethics Related to Conduct and Research

As in any professional programme of study, a high level of professional ethics is expected of both staff and students alike. Particularly when working in fieldwork settings and when conducting research, students will be expected to observe the University of Auckland and site-specific codes of conduct as well as the provisions of The Privacy Act.

### Professionalism and the Use of Social Media

The faculty launched its Facebook page in March 2011. Access the following links for professional and practical guidelines for the use of social media to help you maintain professional standards.

[Professionalism and the use of social media guidelines](http://www.teachersandsocialmedia.co.nz/) <http://www.teachersandsocialmedia.co.nz/>

### Referencing Policy

Correct referencing is **essential** to good essay writing. Poor referencing and use of the literature impacts on grades for written assessments. The University of Auckland uses the APA 6<sup>th</sup> referencing style

<http://www.cite.auckland.ac.nz/index.html>.

## Hints for Interpreting Assignment Questions

### Hints for interpreting assignment questions

When working out what the question really means, consider that a basic question comes in two parts:

- (a) What you have to do (eg discuss; 'explain')
- (b) What you do it to (eg topic, problem, case study)

### 'What you have to do' Words:

These are all verbs and, as definitions can vary, always check the exact meaning of them with your lecturers or in the dictionary, if you are in any doubt.

Analyse	Describe the various parts of x and explain how they work together or whether they work together.
Compare	Describe the major similarities between two or more things. Note: Compare can mean compare and contrast.
Contrast	Describe the major differences between two or more things.
Critically reflect	A combination of reflection and critique.
Critique	Give a critical analysis of x; point out faults/ merits; write a critical essay.
Define	Give the exact meaning of x.
Describe	Set out the features, qualities, or properties of what is asked, in detail.
Discuss	Write about the important aspects of the topic and the arguments for and against. Draw a conclusion.
Evaluate	Give an opinion, supported by evidence, on the worth of something.
Examine	Divide into parts and describe each part in a critical way.
Explain	Write out in detail, make clearer, examine reasons and causes.
Identify	Name.
Illustrate	Make clear; explain by means of description, examples, diagrams and figures.
Justify	Give reasons for conclusions or opinions.
Outline	Give the main general features, facts or principles.
Reflect	Think deeply about; look back on. Note: Some courses and lecturers use this word in a special way. You must check exactly what is required here.
Show	Give reasons and causes.
State	Set out the facts clearly and concisely.
Summarise	Give a concise account of the main points.

Critical thinking means thinking logically and applying sound intellectual standards to your work. It is important for most academic tasks, including reading, discussions, written assignments and exam answers.

Critical thinking includes such 'higher-order' thinking tasks as reasoning, problem-solving, analysis, synthesis and evaluation. The skills or tasks involved in critical thinking will vary, but may include:

- developing a logical argument
- identifying the flaws or weaknesses in an argument
- making relevant connections or links across disciplines, or from theory to practice
- analysing the material in a range of sources and synthesising it
- applying theory to particular cases

## Programme Changes - Procedures and Regulations

### Change of Address / Personal Details

The SSO website is the place where students can update their **personal details** such as email address (if that is used to redirect university mail), contact address and phone number. It is the student's responsibility to ensure personal details are current to enable effective communication.

### Change of Name

The Education Student Centre has forms to register name changes. Official evidence of name change is essential e.g., marriage certificate or deed poll papers.

### Deferring from Programme

Full time students can apply to defer completion of their programme for up to one year, once they have enrolled and started the programme.

**Please note:** Students deferring should note that the programme from which they defer may not be available in the same form, sequence or time-frame when they return, and full credit may not always be awarded for previous study.

Follow the same procedure as for resignation (below).

**Please note:** You have not officially resigned or deferred until your forms have been signed by the programme director or nominee of your programme.

### Resignation from Programme

Any intention to resign from the programme should be discussed with the Programme director.

Collect the relevant forms from the Education Student Centre. Then make an appointment to present the completed form to the programme director. Arrange this appointment directly with the programme director.

### Transfer to other Colleges/Faculties of Education

A student is expected to complete the programme for which she/he was selected.

However, if a student decides to transfer to another college/faculty of education then they must resign from the Faculty of Education and Social Work programme in which they are enrolled by following the process for 'Resignation from the Programme' quoted above. If accepted complete the transfer forms which can be obtained through the Education Student Centre.

### Withdrawal from Courses

Withdrawals from courses must be completed formally through the Education Student Centre. Please refer to the University of Auckland Calendar 2018 and Education Student Centre for details.

## University Statement on Student Feedback

The University of Auckland is committed to providing its students with an outstanding learning and teaching experience, programmes of study that are challenging and of international calibre, and opportunities and support to achieve your academic and personal potential.

To ensure that we continue to meet these commitments, we need to know how well we are doing from time to time, and what you would like to see done better. Feedback from students is an important part of this monitoring process. Your feedback also provides us with ideas and incentives to make further improvements in what we do for you.

### **Why is giving your feedback important?**

A student perspective – providing your views and opinions, having your say, suggesting changes – is an essential part of the University's overall objective of providing high quality courses, teaching and learning experiences, and contributes to the vitality of the University.

The programme that you are enrolled in, the courses that you take, the teaching methods that are used, and the services and facilities to which you have access have been developed in part as a result of feedback from previous students.

### **How do you make your feedback matter?**

The feedback you provide should be honest and forthright. It is also very important that open-ended comments are given at the professional – not personal – level, and are constructive and appropriate. Please keep in mind that feedback given by students through evaluations and surveys is usually anonymous (you are not identified personally), but it is not usually confidential – the de-identified results are shared and discussed within the University.

### **Do students have to give feedback?**

Giving feedback is entirely voluntary and you will never be compelled to do so. But just as your university experience benefits from previous student feedback, so too will future students benefit from feedback you may give. And you will also see changes resulting from your feedback during your time as a student at the University.

### **The types of feedback include:**

#### 1. Evaluations of courses, lecturing and tutoring

Each year, about one-third of all courses are evaluated by students. All students are eligible to participate anonymously. The University-wide evaluations of courses and teaching are completed on-line, but other evaluations may be done in-class. Evaluation forms typically include 'tick the box' questions and an opportunity to provide open-ended comments. Most evaluations are done towards the end of the course, but sometimes you will be asked to provide feedback earlier so that the teacher can check how students are experiencing the course and make adjustments if necessary.

You may also be asked to evaluate a lecturer or a tutor. Separate forms are used for this purpose.

#### 2. University-wide surveys

From time to time you may be invited to provide feedback on such matters as your programme of study, your overall university experience, or your views on the university's services and facilities. Some of these surveys use a random sample approach, and others may be targeted at specific groups of students, meaning that not all students may be invited to participate. Each survey is carefully constructed to provide needed information, and the university controls the number of surveys so as to ensure that students are not unnecessarily burdened with survey requests.

#### 3. Other surveys/formal comment mechanisms

Your department, school or faculty may occasionally ask for your feedback on specific matters that are within their respective areas of responsibility. Providers of student services or facilities may also ask for your comments through suggestion boxes, on-line feedback links, etc. *Staff-Student Consultative Committees (SSCC)*.

Each class has a student representative, and each department has a Staff-Student Consultative Committee which meets periodically. You can provide your comments and suggestions on your teaching and learning experiences through the class reps, who are members of the departmental SSCC. The SSCC system provides a forum for consideration of your feedback and ideas at the departmental and faculty levels.

4. Speaking directly to your lecturers and other staff members

Academic staff welcome your feedback on your learning experiences. Talk to them directly if you have a comment, concern, or praise – staff like to know that you appreciate their work.

### **What happens to your feedback?**

All student feedback received through the sources mentioned above is carefully analysed and considered. Of course, not every comment or suggestion can be acted upon. Resource constraints can, for example, be a significant obstacle.

Evaluations of courses, lecturing and tutoring are looked at by both lecturers and their Academic Head. Adjustments in a course or lecturing may be made whilst the course is being taught, or the next time the course is offered.

Student responses to university-wide surveys are discussed in detail in university committees and are also considered where appropriate by managers of services and facilities.

Reports on the results of university-wide surveys are posted on the 'current students' section of the university website.

Here is a short list of changes or improvements that have occurred in the past few years to which student feedback contributed:

- Upgraded lecture theatres and tutorial rooms
- More group study space and lounge areas
- More computers and computer labs
- More detailed course outlines
- Greater use of CECIL by teaching staff
- Better academic advice
- More opportunities to have an international educational experience

For more information see

<https://www.auckland.ac.nz/en/about/learning-and-teaching/teaching-and-course-development/student-feedback.html>

When you are asked to provide feedback, please give it!  
It helps you, fellow students and the University.