## Faculty of Education and Social Work Academic Roles

<table>
<thead>
<tr>
<th>Position</th>
<th>Name</th>
</tr>
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<tbody>
<tr>
<td>Dean of Education and Social Work</td>
<td>Associate Professor Mark Barrow</td>
</tr>
<tr>
<td>Te Tumu</td>
<td>Associate Professor Melinda Webber</td>
</tr>
<tr>
<td>Head of Initial Teacher Education</td>
<td>Dr Paul Heyward</td>
</tr>
<tr>
<td>Associate Dean, Academic</td>
<td>Dr Barbara Staniforth</td>
</tr>
<tr>
<td>Associate Dean, Academic Transition</td>
<td>Dr Camilla Highfield</td>
</tr>
<tr>
<td>Associate Dean, International</td>
<td>Professor Marek Tesar</td>
</tr>
<tr>
<td>Associate Dean, Pacific</td>
<td>Dr Jacoba Matapo</td>
</tr>
<tr>
<td>Associate Dean, Postgraduate Research</td>
<td>Professor Christa Fouché</td>
</tr>
<tr>
<td>Associate Dean, Research</td>
<td>Associate Professor Aaron Wilson</td>
</tr>
<tr>
<td>Associate Dean, Teaching and Learning</td>
<td>Gail Ledger</td>
</tr>
</tbody>
</table>

## School

<table>
<thead>
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<th>Head of School</th>
</tr>
</thead>
<tbody>
<tr>
<td>Counselling, Human Services and Social Work</td>
<td>Associate Professor Allen Bartley</td>
</tr>
<tr>
<td>Critical Studies in Education</td>
<td>Professor John Morgan and Associate Professor Barbara Grant (jointly)</td>
</tr>
<tr>
<td>Curriculum and Pedagogy</td>
<td>Associate Professor Katie Fitzpatrick</td>
</tr>
<tr>
<td>Learning, Development and Professional Practice</td>
<td>Professor Marek Tesar</td>
</tr>
<tr>
<td>Te Puna Wānanga</td>
<td>Dr Helene Connor</td>
</tr>
</tbody>
</table>

## Programme Contacts

<table>
<thead>
<tr>
<th>Programme leader</th>
<th>Mobile: 0226 776 387</th>
<th>Office: H310</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dr Kiri Gould</td>
<td></td>
<td>Email: <a href="mailto:k.gould@auckland.ac.nz">k.gould@auckland.ac.nz</a></td>
</tr>
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Website [www.education.auckland.ac.nz](http://www.education.auckland.ac.nz)
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<td>Appeal of Course Marks or Grades</td>
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<td>Lecture Capture at the University of Auckland</td>
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<td>MyAucklandUni</td>
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<td>Resignation from a programme</td>
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<td>Request an official transcript</td>
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<td>Resolution of Student Academic Complaints and Disputes</td>
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Student Services Update

From 1 April 2022 there will be changes to student services functions across the University. New campus-based student hubs will replace the current faculty student centres which will be closed.

More information will be made available closer to April.

- The University’s Student Hubs are open seven days a week and provide services, support and advice for all current and future students.
- Located at campuses in Auckland and Northland, Student Hubs are open to all students, no matter the area of study, query, or support required.
- Contact studentinfo@auckland.ac.nz for any questions you have about your studies.

The Student Hubs will offer

- Learning support and advice as you progress through your study.
- General direction, information and advice on being a student and navigating the university, including connection to wellbeing and engagement services.
- Library services support and advice.
- Student IT support.
- Employability and careers support including internships and volunteering opportunities that can support your career goals while you are studying.

Student Hub locations from 1 April

- City Campus
  General Library, Building 109,5 Alfred Street, Auckland
- Epsom Campus
  Sylvia Ashton Warner Library, Gate 3 74 Epsom Avenue (parking at Gate 2)
- Grafton Campus
  Philson Library, Building 503, Level 1 (entry via the Atrium, Building 505), 85 Park Rd, Grafton
- Te Papa Ako o Tai Tonga
  6 Osterley Way, Manukau
- Te Papa Ako o Tai Tokerau
  L Block, 13 Alexander Street, Whangarei
# Key Dates for 2022

## Semester One – 2022

<table>
<thead>
<tr>
<th>Event</th>
<th>Dates</th>
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</thead>
<tbody>
<tr>
<td>Semester One begins</td>
<td>Monday 28 February 2022</td>
</tr>
<tr>
<td>Va’atele week</td>
<td>Monday 28 February – 4 March 2022</td>
</tr>
<tr>
<td>Easter</td>
<td>Friday 15 – Tuesday 19 April 2022</td>
</tr>
<tr>
<td>Mid Semester Break</td>
<td>Wednesday 20 - Friday 29 April 2022</td>
</tr>
<tr>
<td>ANZAC Day</td>
<td>Monday 25 April 2022</td>
</tr>
<tr>
<td>Graduation</td>
<td>Tuesday 3 - Thursday 5 May 2022</td>
</tr>
<tr>
<td>Lectures end</td>
<td>Friday 3 June 2022</td>
</tr>
<tr>
<td>Queen’s Birthday</td>
<td>Monday 6 June 2022</td>
</tr>
<tr>
<td>Study break</td>
<td>Tuesday 7 – Wednesday 8 June 2022</td>
</tr>
<tr>
<td>Examinations</td>
<td>Thursday 9 – Monday 27 June 2022</td>
</tr>
<tr>
<td>Matariki</td>
<td>Friday 24 June 2022</td>
</tr>
<tr>
<td>Semester One ends</td>
<td>Monday 27 June 2022</td>
</tr>
</tbody>
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## Semester Two – 2022

<table>
<thead>
<tr>
<th>Event</th>
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</thead>
<tbody>
<tr>
<td>Semester Two begins</td>
<td>Monday 18 July 2022</td>
</tr>
<tr>
<td>Mid-semester break</td>
<td>Monday 29 August – Friday 9 September 2022</td>
</tr>
<tr>
<td>Graduation</td>
<td>Wednesday 28 September 2022</td>
</tr>
<tr>
<td>Lectures end</td>
<td>Friday 21 October 2022</td>
</tr>
<tr>
<td>Labour Day</td>
<td>Monday 24 October 2022</td>
</tr>
<tr>
<td>Study break</td>
<td>Tuesday 25 – Wednesday 26 October 2022</td>
</tr>
<tr>
<td>Examinations</td>
<td>Thursday 27 October – Monday 14 November 2022</td>
</tr>
<tr>
<td>Semester Two ends</td>
<td>Monday 14 November 2022</td>
</tr>
</tbody>
</table>

## Semester One – 2023

<table>
<thead>
<tr>
<th>Event</th>
<th>Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>Semester One begins</td>
<td>Monday 27 February 2023</td>
</tr>
</tbody>
</table>
Welcome to the Faculty of Education and Social Work at the University of Auckland and Bachelor of Early Childhood Studies (BECSt) 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 BECSt 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.

My name is Kiri Gould. I have a long-standing interest in early childhood, in the wellbeing of young children and supporting those who work with them. Across my career I have been an early childhood teacher, early childhood centre manager, teacher educator and researcher.

My involvement in the Bachelor of Early Childhood Studies comes from my previous experiences and understanding that working with young children (0-8 years old) is important, challenging and hugely rewarding. The early years of life are significant to children’s ongoing success and wellbeing across their lifespans and working with young children and their families can have a long-lasting impact.

The Bachelor of Early Childhood Studies programme encompasses a broad study of early childhood education and the social contexts relevant to those wanting to work with young children and their families. The degree is designed for you to develop expert understanding of the complex and vital early years of children’s lives. Practical placements each year in early childhood and other educational settings will allow you to explore areas of interest and refine and develop relevant professional skills.

Our Bachelor of Early Childhood Studies is a three-year programme consisting of face to face, online and practice-based teaching and learning. The programme is taught across both the City and Epsom campuses. To complete a BECSt degree, you must pass courses totaling at least 360 points. At least 330 of these points must be from the listed BECSt schedule and 30 points from courses offered in either the General Education open schedule and/or the General Education faculty schedule approved for this degree.
Regulations for the Degree of Bachelor of Early Childhood Studies

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

Note: This is not an initial teacher education qualification.

Admission
1 The applicant will be required to consent to disclosure of criminal convictions and safety checks required by the Children's Act 2014. While a record of criminal convictions will not prevent any student from attaining their qualification, it may limit their options with regards to available practical learning opportunities.

Note: This is a limited entry programme as per the Limitation of Entry Statute 1991 and selection criteria apply. Selection criteria are available from the Faculty of Education and Social Work.

Duration and Total Points Value
2 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 Admission Regulations and/or the Credit Regulations.

Structure and Content
3 Of the 360 points required for this degree, a student must pass:
   a At least 330 points listed in the Bachelor of Early Childhood Studies Schedule
   b 30 points from courses offered in either the General Education Open Schedule or the General Education Faculty Schedule approved for this degree or from a combination of these schedules.

4 A student must complete the University of Auckland Academic Integrity course as specified in the Enrolment and Programme Regulations, Academic Integrity, of the University Calendar.

5 A student who is required to meet the Academic English Language Requirement, as specified in the Enrolment and Programme Regulations, Academic English Language Requirement, of the University Calendar, may substitute an academic English language course approved by the Senate or its representative for 15 points of General Education.

General Education Exemptions
6 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) been admitted to this degree having completed 240 points or more of degree-level study at another tertiary institution.

   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 available for this degree.

   c A student admitted to this degree, who has completed between 120 and 235 points inclusive of degree-level study at another tertiary institution, or who has completed a minimum of 50 points of study towards this degree in one semester at an overseas institution, either through an overseas exchange programme or through prior approval under the Credit Regulations must pass:
   (i) 15 points from courses offered in the General Education Schedules
   and
   (i) a further 15 points from courses available for this degree.

English Language Requirements
7 A student must demonstrate competence in the English language, by passing EDUCSW 199, as prescribed by the Faculty of Education and Social Work, prior to enrolment in EDUCSW 302.

Variations
8 In exceptional circumstances Senate or its representative may approve a personal programme which does not conform to these regulations.

Commencement
9 These regulations came into force on 1 January 2022.
Graduate Profile for the Bachelor of Early Childhood Studies

At the completion of the Bachelor of Early Childhood Studies graduates will have developed specialist knowledge, theoretical underpinnings and competencies in the following six domains in relation to early childhood studies and practice.

Disciplinary Knowledge and Practice
- Able to display knowledge and understanding of essential content and significance of early childhood studies.
- Able to apply knowledge and understanding through engaged disciplinary practice.
- Able to define, contextualise and address questions or problems through multi and/or interdisciplinary enquiry.

Critical Thinking
- Able to identify and evaluate the premises, conditions, and contexts of knowledge claims.
- Able to conceive and formulate questions based on synthesising information and ideas from multiple sources and diverse perspectives.
- Able to critically engage with ideas, information, theory and evidence with a view to informing and enhancing professional practice.

Solution Seeking
- Able to define problems regarding their significance, ethical implications, and real-world challenges, using skills in the analysis of social and cultural data.
- Able to research, imagine, and aim to create transformative solutions to defined problems.
- Able to employ an inquiry stance and fit for purpose techniques to systematically address and resolve challenges and problems of practice.

Communication and Engagement
- Able to express information and ideas clearly, coherently, and professionally in a variety of forms, to diverse audiences, for a range of purposes.
- Able to develop and refine the skills that enable you to build and sustain productive relationships with tamariki, colleagues and communities.
- Able to interact and collaborate with individuals and groups to accomplish tasks, demonstrate the capacity for teamwork, and achieve constructive outcomes.

Independence and Integrity
- Able to demonstrate academic integrity and to engage in independent, ethical decision-making and action.
- Able to monitor, control and regulate your thinking, behaviour and emotions as you work to achieve personal and professional goals.

Social and Environmental Responsibilities
- Able to understand the historical, social, political, economic and cultural significance of tangata whenua and recognise the ongoing significance of Te Tiriti o Waitangi to contemporary New Zealand.
- Able to acknowledge and value difference, show respect for diversity and reflect critically on the principle of inclusion in early childhood settings.
**DELNA (Diagnostic English Language Needs Assessment)**

**What is DELNA for?**
In professional programmes, students need well-developed academic English language skills to meet the graduating standards of their particular programme. All undergraduate students at the Faculty of Education and Social Work are required to complete the DELNA language requirements.

**DELNA Screenings**
All students are required to do a 20-minute Canvas-based DELNA Screening during the first week of Semester One. You will need your student ID number to log into Canvas. You will be enrolled in the **DELNA Screening Canvas course**, which you will be able to access on your Canvas dashboard, and you will find the Screening under ‘Assignments’.

You will see the assessment result immediately after completing the Screening, and it will show if you need to develop your knowledge of academic English. If you see ‘Good’ or ‘Satisfactory’, you have completed all DELNA requirements. If you see ‘Diagnosis Required’, you will be given a booking link to do the Diagnosis for a more in-depth academic English language analysis.

**Students who get ‘Diagnosis Required’:**
After the **DELNA Screening**, book and complete a **DELNA Diagnosis** (a 2-hour assessment of academic listening, reading and writing skills, either in person or online) and make an appointment with an adviser to discuss results and what ongoing English language support you need. Advisers give individual plans (IP).

**Timeframe**
- Complete the **DELNA screening** by the end of your first week.
- Complete the **DELNA Diagnosis** assessment (if needed) within two weeks of your **DELNA Screening**

At the latest, you need to have completed the **DELNA Diagnosis** and seen a **language adviser** to get your **individual study plan** by the **mid-semester break in Semester One of your first year of study**.
- In 2022, this is by **29th April**. (Mid-year enrolment dates will differ)

**More information about the DELNA process**
- The DELNA Diagnosis will be available at Epsom, Te Tai Tonga and Tai Tokerau campuses, and online.
- Students’ individual plans (IP) are linked to online modules of the **Academic Language Enrichment** programme on Canvas. Students complete the modules at their convenience.
- **Post DELNA**: Students who receive low scores for writing 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 for DELNA.
- Regular meetings with an Academic Language adviser are necessary for success.

**English Language Competency: EDUCSW 199 (A/B)**
DELNA completion is linked to a zero point paper **EDUCSW 199**. Students will be required to pass **EDUCSW 199** in order to graduate.
Covid 19 Vaccination Status

To participate in practicum placements you will need to disclose to the University your Covid 19 vaccination status, including the dates you were vaccinated.

We will use the information you provide only to coordinate your practicum placement, and meet the requirements of the Ministry of Education, Boards of Trustees, the principals of kura and schools and the managers of early learning services to ensure that students on practicum placement do not pose a risk to those who work and learn in kura, schools and early learning centres. This will include disclosing information about your specific vaccination status to the relevant practicum provider prior to the commencement of a practicum placement. We will not use or share this information in any other way, unless this is permitted or required by law.

While you do not have to provide us with the information requested, not doing so will mean:
- The University will not be in a position to advise the practicum provider that you have had the vaccinations required to attend the practicum placement
- The practicum provider will not therefore be able to accept you on the practicum placement
- You will not meet the prescribed practicum requirements
- You will not therefore be able to meet the requirements of the programme.
Overview of the 2022 BECSt Programme

Programme overview

The programme is themed around several strands which run through the years of the degree. They are comprised of:

* Te Ao Māori, Diversity and Inclusion
* Child and Human Development
* Educational Psychology
* Education and Society
* Additional Areas including General Education, Electives and Curriculum
* Professional Practice and Practical Experience

A special feature of this programme is the range of practice environments students will be able to experience throughout the programme, allowing them to explore contexts of specific relevance. These will occur in contexts where they will examine professional practice on supported and supervised placements, culminating in a final semester capstone service-learning course. This will give the academic courses more relevance, cater to specific needs and interests, and support the students’ reflective learning.

As this is not a professional degree, it is intended to provide students with a broad range of knowledge, skills and experiences that they can take forward into a range of employment opportunities and future study pathways. Consequently, during their practical experiences, students will have the opportunity to encounter a range of contexts and practices.

For all course pre-requisites please see the University of Auckland Calendar 2022 – [www.calendar.auckland.ac.nz](http://www.calendar.auckland.ac.nz)

Year One Bachelor of Early Childhood Studies

<table>
<thead>
<tr>
<th>Semester One</th>
<th>Semester Two</th>
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<tbody>
<tr>
<td><strong>EDUC 115</strong> Introduction to Child and Adolescent Development</td>
<td><strong>EDUC 106</strong> History of Education and Society</td>
</tr>
<tr>
<td><strong>EDPROFM 100</strong> Te Ao Māori – Te kākano</td>
<td><strong>EDCURRIC 118</strong> Young Children and Early Learning Environments</td>
</tr>
<tr>
<td><strong>EDPROFST 104</strong> Early Childhood Education in Aotearoa</td>
<td><strong>SOCWORK 111</strong> Professional Communication Skills</td>
</tr>
<tr>
<td><strong>GENERAL EDUCATION</strong></td>
<td><strong>EDPROFST 115</strong> Professional Early Childhood Practice 1</td>
</tr>
</tbody>
</table>

General Education

You may take **ENGLISH 121G or any other General Education course** available from the appropriate schedules either Open or Education & Social Work.

Go to [www.auckland.ac.nz/uoa/cs-general-education](http://www.auckland.ac.nz/uoa/cs-general-education) to find out what General Education courses are available. Choose those that do not clash with your compulsory courses and timetable allowing for travelling time if they are taught at the City campus.

Only courses with the **G suffix** from the Open and Education & Social Work Schedules satisfy the General Education requirement. Also note that you must select courses from outside of your degree area (i.e. no identical course codes e.g. **EDUC** 100G and **EDUC** 114).
### Year Two Bachelor of Early Childhood Studies

<table>
<thead>
<tr>
<th>Semester One *</th>
<th>Semester Two *</th>
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<tbody>
<tr>
<td><strong>EDPROFST 211</strong></td>
<td><strong>EDUC 221</strong></td>
</tr>
<tr>
<td>Engaging with Infants and Toddlers</td>
<td>Child Development</td>
</tr>
<tr>
<td><strong>EDCURRIC 109</strong></td>
<td><strong>EDUC 223</strong></td>
</tr>
<tr>
<td>Language and Literacies Education</td>
<td>Educational Psychology</td>
</tr>
<tr>
<td><strong>EDPROFST 215</strong></td>
<td><strong>EDUC 203</strong></td>
</tr>
<tr>
<td>Professional Early Childhood Practice 2</td>
<td>Pasifika Education and Diversity</td>
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### Year Three Bachelor of Early Childhood Studies

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<thead>
<tr>
<th>Semester One *</th>
<th>Semester Two *</th>
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<tbody>
<tr>
<td><strong>EDUC 300</strong></td>
<td><strong>EDPROFST 209</strong></td>
</tr>
<tr>
<td>Understanding Childhood</td>
<td>Developing Learning Communities</td>
</tr>
<tr>
<td><strong>EDUC 324</strong></td>
<td><strong>EDUCSW 303</strong></td>
</tr>
<tr>
<td>Inclusive Education and Philosophy</td>
<td>Research and Professional Practice</td>
</tr>
<tr>
<td><strong>EDCURRIC 216</strong></td>
<td><strong>EDUCSW 302</strong></td>
</tr>
<tr>
<td>Hauora</td>
<td>Selective Learning</td>
</tr>
<tr>
<td><strong>EDPROFST 396</strong></td>
<td><strong>ELECTIVE</strong></td>
</tr>
<tr>
<td>Professional Early Childhood Practice 3</td>
<td></td>
</tr>
</tbody>
</table>

* Bachelor of Early Childhood Studies is a new programme – the structure of Years Two and Three may be subject to change.
Assignment Process

Assignments are submitted via Canvas for taught courses. Students must keep a copy of all assessment tasks submitted.

Assignment Submission

Electronic submission of assignments must be uploaded via Canvas. You will be notified at the beginning of your course that the submission of assignments is electronic. You will also be notified about how your marked assignment will be returned. Usually, online submission means marked assessments 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. Coversheets are not required for electronic submission.

The submission times of 12:30pm for undergraduate and 4:30pm for graduate and postgraduate coursework apply to submission of all assignments for all students studying at the Faculty of Education and Social Work.

Submission times for other faculties will be advised.

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 https://www.auckland.ac.nz/en/education/current-students/planning-your-study/assignment-information.html.

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 hand the work in a day late. As such, you lose 4 marks (10% of 40) and are 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 – 100% deduction. A zero mark will be awarded.

Note: under Examination Regulations students must complete “to the satisfaction of the examiners.” This information is available via the digital course outline

Penalty for Exceeding Specified Assessment Word Limit

Word limits apply to all written assessments as specified in the detail of the assessment tasks.

1. Students must provide a word count for all written assignments where a word limit is specified1. The word count may be checked by the marker if there appears to be a discrepancy.

2. All written work that exceeds the specified word limit by more than a 10% leeway will be penalised. Students will be advised of how the penalty will be applied in the assessment detail.

3. The penalty for exceeding the word limit (and the 10% leeway) will be either:

   I. The written work is marked in full, but 10% of the possible assessment mark is deducted from the mark awarded. For example, in a 1000-word essay worth 25 marks, a penalty of 2.5 marks will be applied if the word count exceeds 1100 words.

   II. The written work is marked up to the point where the word limit (and the 10% leeway) is reached, and a mark is awarded according to the written work that has been marked. No further penalty is applied.

No penalty is applied for an assessment falling under the specified word limit, however, written assignments that are very much too short may not have met the criteria as outlined in the assessment detail.

1. The reference list or bibliography at the end of the written assessment is not included in the word count, however, in-text citations are included
Return of Marked Assignments

Students can expect to have marked assignments and tests returned within three weeks from the due date. Your marked script will be made available to you online. Information about how to access your marked assessment will be provided in the course assessment information on CANVAS.

Non-electronic marked assessment (such as tests) may be returned in class.

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

The application is made on the form Special Consideration: Unavoidable Personal Circumstances and must be supported by written evidence from a doctor or counsellor. The form can be found here: request-for-assignment-extension-and-special-consideration.pdf (auckland.ac.nz)

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.

Disputes related to Coursework Marks or Grades

According to the UoA Assessment (Coursework, Tests and Examinations) Policy, students have the right to query an assessment process in coursework or in a test that they believe to be unfair. See Resolution of Student Academic Complaints and Disputes Statute

Faculty of Education and Social Work Process:

1. A student who is concerned about a mark or grade for a coursework assessment can use the informal procedures set out in the Statute to dispute the assessment outcome. The student should raise this concern directly with the Course Director in writing requesting a reconsideration of the mark or grade, explicitly stating the reason why they consider the mark or grade is inconsistent with the assessment criteria.

2. Any written concern must be received within two calendar weeks of the coursework assessment being returned.

3. 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.

4. The Course Director notifies the student of the outcome. Please note, marks or grades cannot be reduced in this process.

5. If the grade or mark is not adjusted and the student is still concerned, a formal written complaint restating the nature of the concern in relation to the assessment criteria is made to the Academic Head.

Note that this process cannot be used in relation to Examinations.

Deferred Results

Where a student, at the completion of their programme, receives a grade of D+ for one course the result of this course will be deferred. In this circumstance, the student’s overall progress will be reviewed by the Programme Leader and if it is deemed to be of a satisfactory standard then the student may be given an opportunity to complete additional work within six weeks of notification.
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, or coursework only, students must complete to the satisfaction of the examiners. (Refer to your digital course outline for details)

2. In any course that has a practicum component, a student must pass all components in order to have passed that course as a whole.

3. Course results are reported as grades. There are ten pass grades and three fail grades. (Unless there is a completed/did not complete grading scale.)

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

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
<th>Designation</th>
<th>% range</th>
<th>Grade Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>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 communication and presentation skills.</td>
<td>High first</td>
<td>90 - 100</td>
<td>9</td>
</tr>
<tr>
<td>A</td>
<td></td>
<td>Clear first</td>
<td>85 - 89</td>
<td>8</td>
</tr>
<tr>
<td>A-</td>
<td>Work showing good to strong grasp of subject matter and appreciation 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.</td>
<td>Bare first</td>
<td>80 - 84</td>
<td>7</td>
</tr>
<tr>
<td>B+</td>
<td>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.</td>
<td>High second</td>
<td>75 - 79</td>
<td>6</td>
</tr>
<tr>
<td>B</td>
<td></td>
<td>Clear second</td>
<td>70 - 74</td>
<td>5</td>
</tr>
<tr>
<td>B-</td>
<td>Work lacks 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.</td>
<td>Bare second</td>
<td>65 - 69</td>
<td>4</td>
</tr>
<tr>
<td>C+</td>
<td>Correct first</td>
<td>Sound pass</td>
<td>60 - 64</td>
<td>3</td>
</tr>
<tr>
<td>C</td>
<td>Correct second</td>
<td>Pass</td>
<td>55 - 59</td>
<td>2</td>
</tr>
<tr>
<td>C-</td>
<td>Marginal pass</td>
<td>Marginal pass</td>
<td>50 - 55</td>
<td>1</td>
</tr>
<tr>
<td>D+</td>
<td>Highly unsatisfactory. Work shows a lack of knowledge and understanding of the topic. Inadequate in degree of relevance, sometimes completeness, sometimes both. Communication and presentation skills are weak.</td>
<td>Marginal fail</td>
<td>45 - 49</td>
<td>0</td>
</tr>
<tr>
<td>D</td>
<td></td>
<td>Clear fail</td>
<td>40 - 44</td>
<td>0</td>
</tr>
<tr>
<td>D-</td>
<td></td>
<td>Poor fail</td>
<td>0 - 39</td>
<td>0</td>
</tr>
</tbody>
</table>

NA (Not Available) - must be entered where a grade is not immediately available, but expected at a later date. The final grade must be submitted within the deadlines for results submission.

DNS (Did Not Sit) - must be entered if the student did not sit the exam.

DNC (Did Not Complete) - must be entered in the following circumstances: where a student has gained more than 50 percent in a course but has not completed the approved compulsory coursework and tests; where a student has gained less than 50 percent in an internally assessed course because of the failure to complete coursework and test but the entry of a final grade would inappropriately represent the reasons for failure of the level achievement.
Support Systems for Students

Where students have questions or concerns about their programme, performance, or personal professional well-being they are urged to seek immediate assistance from an appropriate source.

<table>
<thead>
<tr>
<th>Nature of your query or concern</th>
<th>Who to see:</th>
</tr>
</thead>
</table>
| Academic Success Centre (Student Support) N Block Level 3 foyer | **Student Engagement and Experience** Rebekah Williams ext 48855  
**Academic English Language Advisers**  
Donglan Zhang, Denise McKay, Ann O’Byrne: edswdelna@auckland.ac.nz  
**Primary Maths Support** Angela Spavin ext 48217 |
| Counselling Support | Epsom Campus Counsellors: make appointment online under ‘Student Health and Counselling Services’ or phone 09 923-7681 |
| Deferral, Resignation, Transfer | **Education and Social Work Student Centre** – request appropriate form |
| Difficulty with course content | Your lecturer/s  
Academic Success Centre – N Block |
| Feeling at risk of failure/progress causing concern | Your lecturer/s, Academic Success Centre, **Student Health and Counselling Services**, Associate Director or Programme Leader, Course Directors, Pouarataki |
| Financial, Hardship, Student Association etc. | **ESSA** (Education and Social Work Students Association)  
Office: N335 from 10.30 am – 2 pm during semester time.  
Email: essuoa@gmail.com |
| Health/Medical | **Student Health and Counselling Service**, Epsom Campus, R Block  
Phone: phone 09 923-7681 |
| International Students | Associate Dean International  
Professor Marek Tesar, ext 46375 |
| LGBTI Student Support | **Faculty Rainbow Network**  
Email: rainbowEDSW@auckland.ac.nz |
| Scholarships | Faculty **Scholarships** or  
University scholarships: www.scholarships.auckland.ac.nz |
| Student Allowances/Loans | StudyLink, 0800-889 900 |
| Student Disability Services | Email: disability@auckland.ac.nz  
Website: www.disability.auckland.ac.nz |
| Support for Māori students Te Korowai Atawhai | Kaitiaki Tauira Māori /Māori Student Support Advisor: tekorowaiatawhai@auckland.ac.nz  
Kaiāwhina & student study space |
| Support for Pasifika students Pasifika Success | Pasifika Success Coordinator (Level 2 N211)  
Tim Baice, Coordinator Pasifika Success, ext 48469 |
| Support for Students from Refugee Backgrounds | Denise McKay, Academic Success Centre |
| Sylvia Ashton Warner Library | Epsom Campus – contact us via  
| Timetables, programme of study. Fails, resits, changes to your programme | **Education and Social Work Student Centre** A Block |

You will be advised further about these during orientation (Va’atele) week, as well as the following faculty services:

- Parents room – H404
- Prayer room – E14B (Female) and E14C (Male)
The greatest source of your research information, learning essentials, and study support services will be found in the Libraries & Learning Services website www.library.auckland.ac.nz

Library hours – Epsom Campus

Semester hours – for more details, see www.library.auckland.ac.nz/hours

<table>
<thead>
<tr>
<th>Monday - Thursday</th>
<th>8 am – 8 pm</th>
</tr>
</thead>
<tbody>
<tr>
<td>Friday</td>
<td>8 am – 6 pm</td>
</tr>
<tr>
<td>Saturday &amp; Sunday</td>
<td>10 am – 4 pm</td>
</tr>
</tbody>
</table>

Term break hours

<table>
<thead>
<tr>
<th>Monday – Friday</th>
<th>9 am – 6 pm</th>
</tr>
</thead>
<tbody>
<tr>
<td>Saturday &amp; Sunday</td>
<td>closed</td>
</tr>
</tbody>
</table>

Te Tumu Herenga | Libraries & Learning Services lending policy is explained in detail on the website here: http://www.library.auckland.ac.nz/services/borrowing-and-requesting. It also explains how to request an item and how much the fines are.

Key points to remember:

- Visit the Helpdesk for staff assistance if you have any queries, or use the Ask Us form: https://www.forms.auckland.ac.nz/en/public/library/ask-us.html
- Explore www.learningessentials.ac.nz for help with studying at University, reading effectively, finding information, writing, and referencing.
- You are welcome to attend various face to face and online workshops, held from time to time. You can book at: www.library.auckland.ac.nz/workshops/
- You may register directly to Let’s talk to locals and Writing in English workshops in here.
- Always check your library account on the Te Tumu Herenga Libraries & Learning Services 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.
- If you are going to be away from the campus please ensure that you return any library books before you go to avoid incurring any penalty charges.

Many course readings may also be available as an electronic resource on reading lists accessed through Canvas.

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 Helpdesk 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 in the last 2 hours before the library closes and must be returned by opening time of the library to avoid a fine.

Study Space

Most study space is provided in the Sylvia Ashton Warner Library and the Student Commons located in A Block and E Block. Many more study places and computers are provided in the Kate Edger Information Commons on the City Campus. You are encouraged to make use of these facilities, as regular study habits will prevent overloaded work commitments and stress. Students may request access to classrooms for study groups/seminar practice at times when classrooms are not scheduled. You must make a booking to guarantee access. Discuss your request with your lecturer.
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. Computers in the teaching labs in N block are also available for student use, Monday to Fridays, when classes are not running.

Workshops

Te Tumu Herenga | Libraries and Learning Services also offer advice and workshops to assist you with University study. Workshops include referencing, how to search and find relevant journal articles, improving listening and speaking skills, note taking and writing skills. To view the full range of available workshops and register for these sessions, visit the Libraries and Learning Services website here.

Inclusive Learning

Inclusive Learning offers a specialist service for neurodiverse students. Students need to register with Student Disability Services to access Inclusive Learning.

Inclusive Learning Advisers recommend study/learning strategies and resources to support students’ academic development. We determine appropriate special assessment conditions for students with specific learning disabilities and offer screening and needs-based learning assessments for students experiencing ongoing learning difficulties. Students can contact us at inclusivelearning@auckland.ac.nz for information about the ADHD and AS Peer Support Hangout groups.
General University information and policies

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. Students will be advised if they have met the AELR requirements at time of enrolment. For those that have not met the AELR, this may be met through satisfactory completion of an approved course in your first 12 months of study. For more information visit [http://www.auckland.ac.nz/aelr](http://www.auckland.ac.nz/aelr).

Academic Integrity
Students at the University of Auckland have a responsibility to understand the requirements of academic integrity as they apply to their coursework. All students admitted to an undergraduate degree and all postgraduate students who have not already completed the Academic Integrity Course are required to do so as a condition for completing their programme of study. Completion of the course is a requirement in order for any degree, diploma or certificate to be conferred or awarded. Full details are in the University of Auckland Calendar [Enrolment and programme regulation 21](http://www.auckland.ac.nz/).

Through this online course 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 see [here](http://www.auckland.ac.nz/).

Academic Misconduct
The University expects all students to complete their coursework, tests and exams with integrity and honesty. The work that a student submits for grading must be the student’s own work, reflecting their learning. Where work from other sources is used, it must be properly acknowledged and referenced. This requirement also applies to sources on the internet. A student’s assessed work may be reviewed against online source material using computerised detection mechanisms. Allegations of academic misconduct will be investigated under the [Student Academic Conduct Statute](http://www.auckland.ac.nz/).

Allegations of academic misconduct at the Faculty of Education and Social Work shall be managed by the following process:
**Academic Standing (Unsatisfactory progress)**

In undergraduate programmes, students’ academic standing is assessed each semester (including summer school). To maintain the status of good academic standing a student is required to pass at least 50% of points enrolled in a semester. Failure to meet the 50% threshold will mean that a student’s academic status in their next semester of study is amended and advice and support as appropriate will be offered. 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’. More information about Academic Standing can be found here.

**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 12. For assignment information, see Faculty Special Consideration (Unavoidable Circumstances).

**Appeal of Course Marks or Grades**

According to the UoA Assessment (Coursework, Tests and Examinations) Policy, students have the right to query an assessment process in coursework or in a test that they believe to be unfair. This process is laid out here: Disputes related to Coursework Marks or Grades.

**AskAuckland**

AskAuckland is the University’s online help and support centre. A list of frequently asked questions is available online. If the answer is not available online, there is also the option to have your question or comment sent to the Student Support Team. Students can also drop in to the Education and Social Work Student Centre.

**Change of Name**

The Education and Social Work Student Centre has the form required to register name changes. Official evidence of name change is essential, e.g., marriage certificate or deed poll papers.

**Children’s Act 2014**

Every student applying for admission or admitted to an Initial Teacher Education programme, Bachelor of Social Work, Postgraduate Diploma in Counselling Theory, Master of Counselling and Master of Social Work Professional programme will be subject to safety checks under the Children’s Act 2014. A safety check includes (but is not limited to) a New Zealand Police vet and an assessment of the risk, if any, that the student would pose to the safety of children if employed or engaged as a children’s worker. If a student enrolled in an Initial Teacher Education, Counselling or Social Work programme is found to have been convicted of a specified offence (as listed in Schedule 2 of the Children’s Act 2014) or otherwise assessed to pose an undue risk to the safety of children, they may not be permitted to perform the required practical work and so be unable to complete the programme.

Every student applying for admission to the Bachelor of Education (Teaching English to Speakers of Other Languages) will be subject to safety checks required by the Children’s Act 2014. While this will not prevent any student attaining their qualification, it may limit their options with regards to available practical learning opportunities.

Students in the Bachelor of Sport, Health and Physical Education will also be subject to safety checks under the Children’s Act 2014 during the second year of their programme, prior to enrolment in EDUCSW 302 and SPORT 204. This will not prevent any student from attaining their qualification but may limit his/her options with regards to available service-learning opportunities and employment opportunities. Students will need to discuss this further with the programme staff. Please refer to the legislation here for more information.

If you have concerns about past convictions for specified offences or whether you could be assessed to pose an undue risk to the safety of children, you should notify us on 0800 61 62 63. You should note that the Criminal Records (Clean Slate) Act 2004 does not apply to Police vets conducted to perform safety checks of core children’s workers under the Children’s Act 2014, even if it would normally permit that person to conceal their criminal convictions.

**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 19.
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. It is not sufficient for a student to notify an addition or deletion solely to the department or faculty – it must be done online. Specific dates at which deletions can occur can be obtained via the following link: 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. Withdrawals from courses must be completed formally through the Education and Social Work Student Centre. For more information about course withdrawals, see here.

Specific dates at which withdrawals can occur can be obtained via the following link: http://www.calendar.auckland.ac.nz/en/genregs/enrolment-and-programme.html

Covid-19 Vaccination and Testing Policy

From 4 January 2022, the University of Auckland has put in place a Covid-19 Vaccination and Testing policy which sets out the obligations and responsibilities for accessing campus and participating in face-to-face University-managed activities with regard to Covid-19 and the New Zealand 'My Vaccine Pass' system. Further details of this policy can be found here.

Deferring from a programme

Full time students can apply to defer the completion of their programme for up to one year, once they have enrolled and started the programme. Forms are available from the Education and Social Work Student Centre. 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 to study, and full credit may not able to be awarded for previous study.

Digital Resources

Course materials are made available in Canvas, which also includes reading materials and lecture recordings (where available). Please remember that recording of any class on a personal device requires the permission of the instructor.

Enrolments

Students must enrol in a timely manner. There are penalties for late enrolment and course changes. For more information, see here.

Examinations

Information about exams at the university, including instructions on how to view exam timetables, and what to do if there are issues with scheduled exams is available here.

You can request a copy of your paper examination script within three months after the end of the examination period. Examination scripts will normally only be retained for four months after the examination before being destroyed (Examination Regulation 22). For more information see here.

Fees

The payment of fees is a student’s responsibility. Fees remain a personal debt if they are unpaid. Fees can be paid at the Education and Social Work Student Centre. The faculty can only accept fee payments by EFTPOS to the amount of $10,000. Fee payments above this amount should be made in person at Ask Auckland Central or one of the other methods available. To find out more about fees, including what happens if fees are unpaid, see here.

Forms, Policies and Guidelines

A number of student forms and University policies and guidelines for students are available on the University website for students to access here. Some of the forms still need to be obtained from the Education and Social Work Student Centre, as they are faculty specific, such as for deferment, resignation from a programme or transferring to another programme.
General Education

Students studying an undergraduate degree at the University of Auckland will be required to take one or two General Education courses, depending on what degree they are enrolled in. BSportHPE students require two General Education Courses to complete their degree. General Education courses are designed to give students the opportunity to study a broad range of subjects outside their main field of study. You must complete your required General Education courses to be eligible to graduate.

It is important to note that only courses with the 'G' Suffix from the Open and Education and Social Work Schedules satisfy the General Education requirement. To meet the General Education requirements:
   a. You must select courses from outside your degree area.
   b. You cannot take courses with identical course codes, e.g. DANCE 101G and DANCE 114 or EXERSCI 100G and EXERSCI 103, or you will need to find another General Education course to fulfil your requirements.

More information about General Education can be found here.

Group assessment

There may be times when students are required to complete a group assessment task or team based project. More information about group work can be found here.

Graduation

At the successful completion of a programme students will be advised to apply to graduate using Student Services Online. Further information about applying to graduate is available here.

Inclusive Learning

All students are asked to discuss any impairment related requirements privately, face to face and/or in written form with the course coordinator, lecturer or tutor.

Student Disability Services also provides supports for students with a wide range of impairments, both visible and invisible to succeed and excel at the University. For more information and contact details see here.

Learning Resources

There are a number of texts which will be essential for your learning, and, in particular, for your assignment preparation. For each course you will be given information about these on Canvas.

Many required texts are available through UBIQ bookstore, the University Bookshop or Kohia Centre, and it is possible to order these online. You will also be provided with readings in several different ways. Basic readings are provided electronically free of charge. 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.

Lecture Capture at the University of Auckland

Most lectures given in lecture theatre recording-enabled rooms will be recorded and released to students. Recordings, where available, can be accessed through Canvas. Courses that are not suitable for recording may be exempted. This will be clearly notified in course information. For more information visit Student guide to lecture capture.

MyAucklandUni

MyAucklandUni is a student’s one-stop-shop that shows all your important information in one place. It makes it easy to stay informed, understand what you need to do, find information, and complete tasks. Plus you get easy access to enrol in your courses, your student email, Canvas, Student Services Online, your Library information, your personal details and AskAuckland help and support.

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.

Personal support

The University offers a range of support to support your learning, your health or to meet your personal or community needs. To find out more, see here.
Resignation from a programme

Any intention to resign from a programme should be discussed with the Programme Leader or Associate Dean Teaching and Learning. The relevant form is available from the Education and Social Work Student Centre and must be signed by the Programme Leader or Associate Dean Teaching and Learning.

Request an official transcript

Students are able to create an unofficial transcript which is an unofficial record of courses that they have attempted at the University with Student Services online, which can be used for internal use. If you require an official transcript of your academic record to supply to someone outside the University, you can do so by following the instructions here.

Resolution of Student Academic Complaints and Disputes

If a student has concerns about their course teaching or assessments, or the way that they are being treated by a staff member, the Resolution of Student Academic Complaints and Disputes Statue allows for a prompt and formal resolution of all student academic disputes or complaints, as they arise.

The Resolution of Student Academic Complaints and Disputes at the Faculty of Education and Social Work shall be managed by the following process:

Adapted from the University of Auckland Resolution of Student Academic Complaints Statute
Student Charter and Responsibilities

The Student Charter assumes and acknowledges that students are active participants in the learning process and that they have responsibilities to the institution and the international community of scholars. The University expects that students will act at all times in a way that demonstrates respect for the rights of other students and staff so that the learning environment is both safe and productive. For further information visit Student Charter (https://www.auckland.ac.nz/en/students/forms-policies-and-guidelines/student-policies-and-guidelines/student-charter.html).

Student email

All students enrolled at the university are provided with an email account called student email at the time of enrolment. This account’s address includes a student’s username characters plus a generic address, e.g., dwho063@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 so 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 22). 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 programme, enrol in courses. Students can access SSO via the following link: www.studentservices.auckland.ac.nz

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

- Course advice and information including programme requirements and the course catalogue for your programme;
- Enrolment advice including closing dates for enrolment into courses and changes to programmes;
- Fees advice;
- Timetables, grades and course history advice including access to unofficial academic transcripts;
- Graduation;
- Updating personal details.

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. More information is available here.

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. Full details regarding the type of advice and support that third parties can offer can be found here.
Transfers between University of Auckland, Faculty of Education and Social Work Programmes

Transfers between University of Auckland, Faculty of Education and Social Work programmes may be possible in some circumstances, subject to the following provisions:

- All such transfers shall be subject to the approval of the programme leader/Director responsible for the pathway where the student resides and the programme leader / Director responsible for the pathway into which the transfer is sought.
- All requests for transfers will be considered on the basis of University of Auckland’s Credit Regulations for cross-credit and internal credit. Where programme components vary, full credit for already-completed courses may not be awarded.

Transfer to other Colleges / Faculties of Education

A student is expected to complete the programme 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’.

Updating addresses and personal details

With SSO students can quickly update their personal details whenever they choose. While students cannot change verified information, such as names online, you can make sure that the University has up-to-date contact details. We do occasionally post correspondence to the mailing address that was listed when applications were submitted, such as acknowledgment letters, fee invoices, student ID cards or graduation information.

University Proctor

The Proctor is the primary reference point in the University for all matters relating to student non-academic misconduct, including complaints against students, or disputes between students. While the Proctor does not handle academic complaints or disputes, they are able to provide students with advice about the policies and procedures in this area. For more information about the University Proctor, see here.
Professional Requirements and Conduct

As in any professional programme of study, a high level of professional ethics is expected of both staff and students alike. 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.

Attendance and Engagement

Full attendance is expected in all on-campus courses/classes and during practicum placements or other field-work. Non-attendance will put at risk students’ ability to meet learning outcomes. All absences should be discussed with the lecturer/s or the fieldwork supervisor as a matter of professionalism and courtesy. For those students who are enrolled in fully online courses full participation in, and completion of all the online activities, is strongly recommended as an aid to success.

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 Student Academic Conduct Statute (2020) defines 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, other students’ assignments and resubmission of a student’s own previously submitted work. The University uses Turnitin to check work submitted electronically and all non-electronic assignments must be accompanied by a signed, student written declaration that is downloaded from Canvas.

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 your own 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.
Referencing

Correct referencing is **essential** to good essay writing. Poor referencing and use of literature impacts on grades for written assessments. The Faculty of Education and Social Work uses the APA 7th referencing style.

Referencing is the official University of Auckland website which offers assistance on all aspects of referencing. Visit it at [www.cite.auckland.ac.nz](http://www.cite.auckland.ac.nz)

**Need more information?**

For a complete referencing guide see the Publication Manual of the American Psychological Association which is available at the Sylvia Ashton-Warner Library.


Professionalism and the use of social media

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](#) or [Teachers and Social Media](#).

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 Practicum Office for Teacher Education Programmes or the School of Counselling Human Services and Social Work’s Administration Office for Social Work and Counselling programmes or Programme Leader for BSPORT/HPE/BEDTESOL/BECSSt. (Please refer: [https://www.justice.govt.nz/courts/jury-service](https://www.justice.govt.nz/courts/jury-service)).
Student Feedback

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

To ensure we continue to meet these commitments, we need to know how well we are doing and what you would like to see done better. Feedback from students provides the University with the ideas and incentives to make further improvements to what we do.

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, future students will benefit from any feedback you choose to give. And you may also see changes resulting from your feedback during your time as a student at the University.

The first step to making your voice heard is to complete the course evaluation or survey provided to you by the University. The more students who complete the evaluation or survey, the more significance and impact the results can have.

The University sometimes may take a few weeks, months or longer to take on board and action student suggestions. In some cases, you will reap the benefits yourself, and in others, future students in your course or programme will benefit.

Make sure your feedback is constructive and effective

As a student, you will know when you have received helpful feedback, and when you have gotten feedback that doesn’t really give you the information you need in order to improve or reflect on your work.

- make sure your feedback is specific and realistic
- focus on issues, not specific people
- suggest solutions
- keep it relevant

Types of feedback

SET

Each semester students receive a Summative Evaluation Tool or SET evaluation for each taught course they are enrolled in. The SET evaluation will include questions about the course and about your teachers. These evaluations allow you to provide constructive, honest feedback that can help a teacher or teaching team to make improvements to a course.

Learning and Teaching Survey

Each year, 10,000 students are selected to complete the annual Learning and Teaching Survey. The University runs this survey so we can understand how things are going for students and make positive changes around the University based on student feedback. This survey is the main way the University gathers information from students on their overall experience of studying at this University, and uses this information to set priorities for the next year(s).

Student Representatives

Volunteering as a class representative is an excellent opportunity to provide feedback, and to pass on the feedback of your peers to your teachers. Class representatives can also participate in academic unit and faculty level staff-student consultative committees.

At a university level, student representatives sit on all of the University’s key academic committees, and elected student representatives from the different student associations across the University attend the Vice-Chancellor’s Student Consultative Committee where they discuss issues of importance to students with the Vice-Chancellor and senior staff.

For more information – please see the Class Representation Policy.
What happens to your feedback?

Each year the results of course and teaching evaluations (SET) and the Learning and Teaching Survey results are analysed and reviewed in a series of meetings with University and Faculty leadership teams to review what students have said, and what is planned in response.

The University uses student feedback to look at projects and initiatives that can benefit the academic environment and student life at the University.

Faculties identify a number of priority initiatives to improve the learning and teaching environment. These are developed in consultation with staff and students and reported to the University Teaching and Learning Committee.

For SET evaluations, the results are returned to academic staff and the Academic Head (Head of School) and the Associate Dean Teaching and Learning. It is the responsibility of the teaching staff to judge how best to use the feedback in making adjustments and/or improvements to their course, teaching practices etc.

For more information about student feedback, visit the University’s website here.