



# EDUCATION AND SOCIAL WORK

## EDSW-100

Faculty of Education and Social Work

# Referee Report

**CONFIDENTIAL TO FACULTY OF EDUCATION AND SOCIAL WORK SELECTION PERSONNEL**

Please complete this form and email it to: [kohia@auckland.ac.nz](mailto:kohia@auckland.ac.nz)

**Or post to: Kohia Education Centre**  
 The University of Auckland  
 Faculty of Education and Social Work  
 Private Bag 99946  
 Newmarket  
 Auckland 1149

<b>Referee's Name:</b>	
<b>Referee's Contact Telephone Number:</b>	Daytime: _____ Business: _____
<b>Referee's Email:</b>	
<b>Applicant's name:</b>	
<b>Name of programme(s) applicant has applied for:</b>	
<b>In what capacity have you known the applicant?</b> For example as a teacher, employer, community organisation, colleague, church leader, etc.  <b>Note that a family relative or a close friend cannot act as a referee.</b>	<input type="checkbox"/> If you do not consider you know the applicant well enough to complete this form, please tick box, sign and return.

**Please show how well you know the applicant's work experience, abilities, attitudes and personal qualities, by checking the appropriate category.**

	THOROUGH KNOWLEDGE	GENERAL KNOWLEDGE	LITTLE KNOWLEDGE
Work Experience	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Abilities (Work and/or education)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Personal qualities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Outlined below are a series of statements which we would like you to respond to as quickly and accurately as possible. If you do not have the information on which to base a judgement, could you please indicate (uncertain or no opportunity to observe).**

Please indicate your evaluation of the applicant in the areas listed below by checking the appropriate spaces.

1	Demonstrates the ability to establish and maintain connection with people, demonstrating empathy, respect and genuineness. Low <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> High or <input type="checkbox"/> Uncertain <input type="checkbox"/> No opportunity to observe
2	Displays sensitivity to non-verbal communication Low <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> High or <input type="checkbox"/> Uncertain <input type="checkbox"/> No opportunity to observe

3	Displays ability to develop professional relationships. Low <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> High or <input type="checkbox"/> Uncertain <input type="checkbox"/> No opportunity to observe
4	Works effectively in and with groups; facilitates movement and direction in a group with a sensitivity toward, or understanding of, the dynamics underlying group interaction. Low <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> High or <input type="checkbox"/> Uncertain <input type="checkbox"/> No opportunity to observe
5	Has a sense of his/her own worth, potency, and adequacy. Low <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> High or <input type="checkbox"/> Uncertain <input type="checkbox"/> No opportunity to observe
6	Is open-minded, able and willing to examine his/her own beliefs and values. Low <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> High or <input type="checkbox"/> Uncertain <input type="checkbox"/> No opportunity to observe
7	Is aware of the impact of his/her actions and words on others. Low <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> High or <input type="checkbox"/> Uncertain <input type="checkbox"/> No opportunity to observe
8	Knows the impact others have on him/her. Low <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> High or <input type="checkbox"/> Uncertain <input type="checkbox"/> No opportunity to observe
9	Demonstrates the ability to make decisions and to carry out plans without the immediate support of others. Low <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> High or <input type="checkbox"/> Uncertain <input type="checkbox"/> No opportunity to observe
10	Demonstrates the ability to persevere in challenging circumstances. Low <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> High or <input type="checkbox"/> Uncertain <input type="checkbox"/> No opportunity to observe
11	Demonstrates the ability to function well under pressure. Low <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> High or <input type="checkbox"/> Uncertain <input type="checkbox"/> No opportunity to observe
12	Exhibits intellectual curiosity and a desire to learn. Low <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> High or <input type="checkbox"/> Uncertain <input type="checkbox"/> No opportunity to observe
13	Demonstrates good problem solving skills. Low <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> High or <input type="checkbox"/> Uncertain <input type="checkbox"/> No opportunity to observe
14	Promotes social justice. Low <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> High or <input type="checkbox"/> Uncertain <input type="checkbox"/> No opportunity to observe
15	Works effectively in and with diverse groups of people. Low <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> High or <input type="checkbox"/> Uncertain <input type="checkbox"/> No opportunity to observe
16	Behaves ethically and in a trustworthy manner. Low <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> High or <input type="checkbox"/> Uncertain <input type="checkbox"/> No opportunity to observe

Do you consider the applicant can be trusted to work with children and young people?

Yes  No  Uncertain (Please comment below)

Can you explain why this is the case.

Have you ever had a reason to suspect the applicant's honesty?

Yes  No

Please explain.

Do you know of any disciplinary or legal processes involving the applicant?

Yes     No

Please explain.

Please detail the strengths of this person which you consider important to the role of a social worker/teacher/counsellor.

Please detail the limitations or shortcomings of this person which you consider important to the role of a social worker/teacher/counsellor (indicate all that are applicable).

Please make any further comments you would like to, in relation to the applicant's suitability for academic study and suitability for this programme.

**Affirmation and Recommendation** (please tick one box to indicate your overall recommendation)

I confirm that the information set out in this Referee Report is true and correct to the best of my knowledge, and I consent to the information supplied being used for selection processes for entry to the University of Auckland. I understand that I may be contacted personally concerning information supplied in this report.

Highly Recommended     Recommended     Not Recommended     I would prefer to be contacted to discuss the applicant

Signature of Referee  
or add initials if  
sending via email

Date:

We thank you for agreeing to be a referee for this applicant, and for providing us with this information. Please send back this completed form promptly to the Faculty of Education and Social Work Student Centre.