THE UNIVERSITY
OF AUCKLAND
NEW ZEALAND
Te Whare Wānanga o Tāmaki Makaurau

School of Psychology

Teaching Guidelines

2013

SIGNIFICANT CHANGES FROM 2012

1. Role changes: Tony Lambert is now Deputy HoS Academic
2. We should have learning 'outcomes' not 'objectives' on handouts and in lecture outlines
3. New recommended section for course handouts on the use of electronic devices in lectures (p.12)
4. New section on lecture recording (p. 23)
5. New section on guidelines for teaching mentors and mentees (p. 54)
6. New section on procedure for student complaints from Faculty of Science (p. 55)
7. Note that all Stage 2 courses are scheduled for evaluation in 2013 as well as any course in its first or second year and any course that fell below the 70% satisfaction threshold in 2012.
8. Changes to Masters: Please note changes to the examination process (p. 69)
9. Changes to PhD: New section on issues to consider regarding the traditional PhD structure versus PhD by publications.

Updated: December 2012

Contents

QUICK FIND

The table below lists staff members and their relevant responsibilities within the school:

Staff Member	Responsibilities
Head of School Doug Elliffe	HoS' responsibilities for teaching include: • Maintaining and enhancing academic quality • Allocating teaching duties • Conducting regular reviews of curriculum and course content • Facilitating and initiating regular reviews and student evaluations of teaching • Attending to staff concerns and performance matters Some of these responsibilities may be delegated to other senior academic staff
Deputy HoS (Academic), & Chair, Academic Committee Tony Lambert	• Overseeing the undergraduate, Honours and PGDip programmes in the school • Chairing meetings of the Academic committee • Faculty Academic Committee
Deputy HoS (Research) Russell Gray	• Overseeing the Research activities in the school • Chairing meetings of the Research committee • Faculty Research Committee
Stage 1 coordinator (Academic) Tony Lambert	• Overseeing the Stage 1 courses • Level coordinator responsibilities
Stage 1 coordinators Michelle Burstall / Andrea Mead	• Overseeing the Stage 1 courses • Level coordinator responsibilities
Stage 2 coordinator Chris Podlesnik	• Overseeing the Stage 2 courses • Level coordinator responsibilities
Stage 3 coordinator Ian Kirk	• Overseeing the Stage 3 courses • Level coordinator responsibilities
Stage 700 Level coordinator Paul Corballis	• Overseeing the Stage 4 courses • Level coordinator responsibilities • Honours / PGDip Advisor
Masters coordinator Chris Sibley	• Overseeing the Masters programme • Masters advisor
PhD coordinator & Chair of PG Committee Michael Hautus	• Chairing meetings of Postgraduate Committee • Overseeing admission progress for PhD

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School Manager Sharon Walker	• Course budgets • Issues with teaching rooms • Timetabling
Finance Manager Kamalini Gnaniah	• Purchasing • Tutor contracts • Staff/student reimbursements
Academic Manager Larissa Isted	• Course limits / Timetabling / GPA information • Postgraduate administration/advice • Administration related to new course proposals
Undergraduate Senior Tutors (City) Michelle Burstall & Andrea Mead	• Undergraduate enquiries/enrolments (approving waivers, withdrawals, cross credits) • Setting up Cecil, uploading documents • Results entering, assisting with examinations meetings • Lab excuse slips • Aegrotats • Tutoring enquiries
Tuākana Programme Erana Cooper / Hinekura Simmonds & Sepi Seuala	• Advice/support for Māori & Pacific students
Undergraduate Assistant Room 344 HSB Building	• Enquiries • Assignment handbook • Enter marks • Senior tutor assistance
PA to HoS / School Secretary Meena Sadera	• General enquiries • SSCC/Class rep coordinator • Research+ coordinator
Administrator (Tāmaki) Sue O'Shea	• General enquiries • Postgraduate administration/advice (ABA, SLT)
Administrator (Tāmaki) Sheryl Robertson	• General enquiries • Clinical / Health
Admin Assistant (City) Rajni Herman	• General enquiries
IT Support	Email: help@sit.auckland.ac.nz • Software setup for teaching labs • IT support for teaching labs and Tutorial rooms
IT Support In Lab	Please contact: 89943 Email: ss@sit.auckland.ac.nz SIT Web: https://www.sit.auckland.ac.nz/Science_IT_Support
AV Support Peter Johnson (Extn 88938)	• AV requirements for teaching/research • AV form to complete available on Psychology website: http://www.psych.auckland.ac.nz/Psych/AppForms/AppForms.htm psy-av@list.auckland.ac.nz
Photocopy	Phone: 303 0385

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Service Printing.com	Account Manager: Kim Bowker (Direct dial: 303 5262) kim.bowker@printing.com http://nz.printing.com/ You will need your UPI and staff ID number to log in.

SUPPORT SERVICES

http://www.auckland.ac.nz/uoa/home/for/current-students/cs-student-support-and-services

External learning & support services for students	**Student Learning Centre (City Campus)** Level 3 of the Kate Edger Information Commons (Building 315) Room 320, 9 Symonds St **Phone:** 923 8850 **Email:** slc@auckland.ac.nz **Student Learning Centre (Tāmaki Campus)** Room 730.295, Student Resource Building **Phone:** 923 6665.
	Counselling (Student Health) Free confidential service, providing counselling on a wide range of issues including: stress, anxiety, depression, relationship issues, impact of personal difficulties on academic performance. Level 3, Kate Edger Information Commons, 2 Alfred Street, City Campus **Phone:** 923 7681 Monday to Friday 8am - 5pm
	Health Services • City Campus (Information Commons) extn 87681 • Tāmaki: extn 86677 Opening times are listed at: http://www.auckland.ac.nz/uoa/cs-health-services
	Student Support Office Non-academic queries: orientation, accommodation, financial advice, international student support Room 393, Level 3, Information Commons **Extn**: 89075 **Email:** studentsupport@auckland.ac.nz
	University Careers Centre Room 001, ClockTower (basement), 22 Princes Street **Phone:** 923 8727 **Email:** careers@auckland.ac.nz **Usual Opening Hours: City Campus** 10am - 4pm Mon - Fri.
Library	**General Lending Enquiries**: **Phone:** 923 5511 (after hours 373 7511) **Email:** lending.library@auckland.ac.nz
	Short Loan Level 1, The Kate Edger Information Commons *www.library.auckland.ac.nz/slc/slchome.htm*
	Liz Hardley (Psychology Librarian) Level M, General Library **Phone**: 923 7587 **Email**: l.hardley@auckland.ac.nz

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	To find out more about library resources for teaching go to: https://www.coursebuilder.cad.auckland.ac.nz/flexicourses/1606/publish/1/
Faculty Offices	**Arts** Student Centre: Level 4, Human Sciences Building, 10 Symonds Street **Phone:** 923 5060 **Fax:** 309 2359 **Email:** arts@auckland.ac.nz
	Science Student Centre: Ground Floor Maths/Physics Building **Phone:** 923 7020 **Fax:** 373 7431 **Email:** scifac@auckland.ac.nz
Examinations	Reception, Room 134 The ClockTower 22 Princes Street **Fax**: 85508 (Internal), 373 7508 https://www.staff.auckland.ac.nz/uoa/home/staff-intranet/teaching-and-students/services-for-students/examinations
Lecture Theatre Management	The Lecture Theatre Management Unit is responsible for centrally-controlled, pooled teaching rooms and the facilities therein. The LTMU should be contacted for questions related to the use of equipment, e.g., audio-visual, and the 'e-lectern' system in lecture theatres. Website: http://www.cad.auckland.ac.nz/content/files/itlit/ltmu_bus_schl_electern.pdf The e-lectern manual may be seen here: http://web.auckland.ac.nz/uoa/fms/secure/staff/admin_services/ltm/av/docs/e_lectern_manual.pdf **City Campus** Building 115, Room 7, 3A Symonds Street **Phone:** 09 923 8917 **Tāmaki Campus** Contact: k.taylor@auckland.ac.nz LTM at Tāmaki **Phone:** 09 923 5287
Link to Timetable Website:	How to find your teaching timetable: https://timetable.auckland.ac.nz/scientia/timetableeven/
Academic Standing Website:	How to find information about Academic Standing: http://www.auckland.ac.nz/uoa/cs-academic-standing

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TIMELINE FOR 2013

Semester 1	
JANUARY	• Course materials to Printing.com for photocopying • Course materials on Short Loan (late January) • Enrolment
FEBRUARY	• Semester 1 tutor contracts to Kamalini by mid Feb (latest) • Waitlists cleared and class lists generated by Senior Tutors • **Teaching begins Monday 4th March**
MARCH	• **Easter Break 29th to 2nd April**
APRIL	• **Mid Semester Break 22nd to 27th April** • Semester 1 exam timetabling request due to examinations (end April) • Calendar amendments for following year calendar (end April) • ANZAC Day 25th
MAY	• **Graduation 6th, 8th and 10th of May** • Formatted Semester 1 exam scripts due to examinations • First round of Calendar proofs
JUNE	• **Lectures end 7th June** • **Study Break 8th to 12th June** • Queen's Birthday 3rd • Exams: 13th June – 1st **July** • Mid-Year Postgraduate Examiners Meeting • Semester 1 marks on Cecil (mid-June) • Semester 1 results submission to Examinations (end June) • Semester 2 course materials to Printing.com for photocopying • Course materials on Short Loan (mid-June) • Teaching Improvement Grants due • **Inter Semester Break 26th June – 14th July**
Semester II	
JULY	• Semester 1 ends 1st • **Teaching begins 22nd July** • Semester 2 tutor contracts to Kamalini • Timetabling for following year due (end of July) • Handbook changes to Larissa
AUGUST	• **Mid Semester Break 2nd to 14th September** • Courses and Careers Day (End August) • Final round of Calendar proofs
SEPTEMBER	• Semester 2 exam timetabling request to Examinations (end of September) • **Graduation 24th**
OCTOBER	• Labour Day 28th October • Lectures end 25th • Exams: 31st October – 18th November • **Study Break/Exams 20th October – 24th October**
NOVEMBER	• **Lectures end 12th November** • Semester 2 coursework & exam marks on CECIL (mid-November) • Results submission to Examinations (End of November) • Enrolment begins • End of year Postgrad Examiners Meeting • Semester II ends 18th
DECEMBER	• Faculty Teaching Award applications due (early December) • Enrolment • University Teaching Award applications due
2014 – SEMESTER 1 BEGINS MONDAY 3rd MARCH	

THE 'GRADUATE PROFILE' FOR UNDERGRADUATE STUDENTS

A student who has completed an undergraduate degree at The University of Auckland will have acquired an education at an advanced level, including both specialist knowledge and general intellectual and life skills that equip them for employment and citizenship and lay the foundations for a lifetime of continuous learning and personal development.

The University of Auckland expects its graduates to have the following attributes:

I   Specialist Knowledge
1.   A mastery of a body of knowledge, including an understanding of broad conceptual and theoretical elements, in the major fields of study.
2.   An understanding and appreciation of current issues and debates in the major fields of knowledge studied.
3.   An understanding and appreciation of the philosophical bases, methodologies and characteristics of scholarship, research and creative work.

II   General intellectual skills and capacities
1.   A capacity for critical, conceptual and reflective thinking.
2.   An intellectual openness and curiosity.
3.   A capacity for creativity and originality.
4.   Intellectual integrity, respect for truth and for the ethics of research and scholarly activity.
5.   An ability to recognise when information is needed and a capacity to locate, evaluate and use this information effectively.
6.   An awareness of international and global dimensions of intellectual, political and economic activities, and distinctive qualities of Aotearoa/New Zealand.
7.   An ability to access, identify, organise and communicate knowledge effectively in both written and spoken English and/or Māori.
8.   An ability to undertake numerical calculations and understand quantitative information.
9.   An ability to make appropriate use of advanced information and communication technologies.

III   Personal qualities
1.   A love and enjoyment of ideas, discovery and learning.
2.   An ability to work independently and in collaboration with others.
3.   Self-discipline and an ability to plan and achieve personal and professional goals.
4.   An ability to lead in the community, and a willingness to engage in constructive public discourse and to accept social and civic responsibilities.
5.   Respect for the values of other individuals and groups, and an appreciation of human and cultural diversity.
6.   Personal and professional integrity and an awareness of the requirements of ethical behaviour.

Graduate Profile approved by Senate: 3rd March 2003

THE SCIENCE GRADUATE PROFILE

Graduate Profile

The Faculty of Science Graduate Profile is a description of the personal qualities, skills and attributes a student is expected to obtain by the end of an undergraduate Science degree programme at the University.

A student who has completed an undergraduate degree at The Faculty of Science of the University of Auckland will have acquired an education at an advanced level, including both specialist knowledge and general intellectual and life skills that equip them for employment and citizenship and lay the foundations for a lifetime of continuous learning and personal development.

Updated: December 2012

The Faculty of Science of the University of Auckland expects its graduates to have the following attributes:

Specialist knowledge

1.   A mastery of a body of knowledge including an understanding of conceptual and theoretical elements in a majoring field of study.

2.   Practical/ analytical and/or research skills which enable access to work in a related field or progression to post-graduate study.

3.   Understanding of scientific methods and approaches and the ability to utilise scientific principles in the approach to complex problems.

4.   An understanding of current issues and debates in the majoring fields of knowledge.

General intellectual skills and capacities

1.   An intellectual openness and curiosity.
2.   The ability to reason logically, and to think critically and analytically.

3.   Ability to find, evaluate critically, utilise, manage and communicate information, including with the use of modern information technology.

4.   A level of numeracy which enables competent undertaking of functions expected of a science graduate, and an understanding of qualitative and quantitative information as required.

5.   Personal and professional integrity and respect for the ethics of research and scholarly activity.

6.   An awareness of the distinctive qualities of Aotearoa/New Zealand and of our obligations to the Treaty of Waitangi.

7.   An awareness of international and global dimensions of intellectual, political and economic activities.

8.   An ability to access, identify, organize and communicate knowledge effectively in both written and spoken English and/or Māori

Personal qualities

1.   Academic honesty and ethical approach to profession.

2.   A love and enjoyment of ideas, discovery and learning.

3.   An ability to work independently and in collaboration with others.

4.   Self-discipline and an ability to plan and achieve personal and professional goals.

5.   An ability to lead in the community, and a willingness to engage in constructive public discourse and to accept social and civic responsibilities.

6.   Respect for the values of other individuals and groups, and an appreciation of human and cultural diversity.

7.   Personal and professional integrity and an awareness of the requirements of ethical behaviour.

Learning Outcomes for the BSc

These outcomes were developed by the Faculty Academic Committee with input from other faculty members including the Faculty Teaching and Learning Innovation Committee (FLTIG). Opportunities to develop these competencies should be reflected in the academic programme.

BSc: Learning Outcomes

On completion of a BSc, a graduate should be able to:

1. Demonstrate an understanding of a body of knowledge in a science discipline(s) which meets entry-level requirements of employers in science-based institutions, or is sufficient for progression to post-graduate study.
2. Demonstrate practical/ analytical and/or research skills appropriate to a science discipline which meet entry-level requirements of employers in a majoring field, or are sufficient for progression to post-graduate study.
3. Demonstrate a level of literacy, and written and oral communication skills which would enable them competently to undertake functions expected of a science graduate.
4. Demonstrate a level of numeracy which would enable them competently to undertake functions expected of a science graduate, and an understanding of qualitative and quantitative information as required.
5. Demonstrate an understanding of current issues and debates in the majoring fields of knowledge.
6. Demonstrate the ability to find, critically evaluate, use and manage information, including the use of modern information technology.
7. Demonstrate the ability to reason logically, and think critically and analytically, as the basis of problem solving.
8. Demonstrate an understanding of scientific methods and the ability to use scientific principles in the approach to complex problems and opportunities
9. Understand and practice academic honesty, and demonstrate an ethical approach to functions expected of a graduate in a majoring field.
10. Demonstrate an ability to work independently, and the self-discipline and ability to plan and achieve personal and professional goals.
11. Work collaboratively with others, interacting effectively and demonstrating a respect for other individuals and groups.
12. Demonstrate intellectual curiosity as a basis for lifelong learning, and an informed contribution to society.

27/7/2011

COURSE HANDOUTS

PSYCH 999
The Psychology of Very Long Words

COURSE OUTLINE
2013

READ AND RETAIN THIS DOCUMENT. YOU WILL NEED THE INFORMATION IT CONTAINS DURING THE SEMESTER

OVERVIEW

EXAMPLE: This paper provides an introduction to the study of links between psychological processes and health/illness. The paper will discuss a number of psychological issues relating to serious illnesses (cancers, coronary heart disease, etc.) and links to other aspects of physical well-being (e.g., exercise, diet, and alcohol use). Consideration will be given both to the theoretical models that have been developed within health psychology and to the types of methodology used in their investigation.

ACADEMIC STAFF

Prof. W. Wundt (Course coordinator)
Prof. Wundt's contact details, office hours, email etc.

Dr. G. Fechner
Dr. Fechner's contact details, office hours, email etc.

Undergraduate Tutor Coordinator:
Include a statement about what this person can help them with in relation to your course.

Michelle Burstall   HSB 344   Ph 3737599 ext 88526, m.burstall@auckland.ac.nz
Andrea Mead   HSB 535   Ph 3737599 ext 86253, a.mead@auckland.ac.nz

LEARNING OUTCOMES [compulsory section]

EXAMPLE:
At the successful outcome of this course the student should be able to:

1. Describe and evaluate the major theories and research findings in the following core areas of social and community psychology: Culture and social behaviour, Violence and aggression, The psychology of crowds, Collective violence, Intergroup hostility and prejudice, Leadership, Social and ethnic identity, Critical issues in the history of social psychology, Identity, Psychological well-being, Empowerment

2. Overview and critically assess the current state of social scientific knowledge in a selected area of inquiry within social or community psychology.

3. Apply social scientific theory and research findings to, and critically evaluate plausible explanations for, a selected naturalistically observed social and intergroup event or phenomena.

4. Summarise a review article on psychological well-being and critically assess the findings of an empirical study in this area.

LECTURES:

Days? Times? Locations?

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LABORATORIES/TUTORIALS:

Days? Times? Locations?

If appropriate, note that these begin in the second week of the semester.

Broad description of what happens in laboratory / tutorial classes.

> EXAMPLE: Tutorials provide an opportunity to discuss the main themes of the course, to prepare for the assignments, and critically examine relevant issues. As such they provide an opportunity to further consider some of the issues faced by social and community psychologists. Some tutorials cover material that is directly relevant for the assignments and the exam.

If labs/tuts are compulsory then this must be stated and information given about the consequences of not attending.

> EXAMPLE: Students will not be eligible for plussage if they miss more than two of the ten labs.

Information should also be provided on what to do if students need to or have missed a lab/tut. If labs/tuts are compulsory then it is usual to allow students to attend another session if possible. However, you will need to have a way of ensuring correct records are kept. This can be worked out with a Senior Tutor. Compulsory labs/tuts have administrative implications, so you may wish to seriously consider whether or not this is desirable for your course.

TUTORS

Noam Chomsky (contact details – see below)
Fred Skinner
Abraham Maslow

Details of office hours held by tutors – where & when? If these details are not available at the time the handout is printed, then a statement should be included about when and where these details will be available. Ideally they should be posted on Cecil and advertised at one or two lectures.

NOTE: Office hours for city courses are usually held in HSB 344 with times arranged to suit the course, the tutor and to fit in with other courses. Office hours may be concentrated around the times assignments are due, or may be spread over the course. It may not be necessary for every tutor to have an office hour every week.

SUGGESTED STATEMENT: You are welcome to attend the office hour of any tutor in the course, not just your own tutor.

A statement should be included about if and how to contact tutors outside of office hours. Options include:

- Cecil discussion function. (Strongly recommended).
- Individual tutors email address and/or university phone extensions could be included in the handout or tutors could give these out to their classes.
- No contact outside teaching times and office hours – all queries to go to the lecturers, course coordinators or staff in the undergraduate resource room.

REQUIRED TEXT
Freud, S. (2007). *Polysyllabic Lexical Items: A Student's Handbook* (5th ed.). Ekatahuna, NZ: Ekatahuna Press.

OTHER COURSE MATERIALS
Details & availability - Library, Short Loan, CECIL, web-based resources.

Updated: December 2012

CONTACT DETAILS FOR PSYCHOLOGY LIBRARIAN
Liz Hardley, l.hardley@auckland.ac.nz, extn 87587

CECIL: Please follow the link on Cecil (http://cecil.auckland.ac.nz/login.aspx) to check grades and attendance records (the latter only applies if your course is taking attendance, which is only needed if tutorials and labs are compulsory). It is expected that students will access this site at least once a week during their course to check their details and see if there are any messages. Course administrators will post important messages on Cecil. Please ensure that all your personal details (phone numbers, email address, and street address) are correct **AND KEPT UP TO DATE** on Cecil and Student Services Online.

COURSEWORK AND MARKS

Mark allocations and due dates:

(NB: It is university policy that these dates should mean that students have results of all internal assessment by the last teaching week)

Course work (lab reports, essays, research critiques, seminar presentations etc).
Test (date?), if there is one.
Exam.

Coversheet:
All assignments must be handed in with a cover sheet that will be posted on Cecil under (give full instructions for accessing). Assignments should ideally be in APA style, and it is strongly recommended that they be typed. Double spacing, one inch margins, and 12 point fonts (as APA style prescribes) must be used. If your assignment is hand written, you must use one side of the page only, double space (write on alternate lines), and take care to write legibly.

Handing in coursework for city based courses:
Hand all coursework to the box labelled PSYCH 999 outside HSB 344. Do NOT hand late coursework to that box as it will not be collected and marked. All assignments are due at 4pm on the date stated. The hand-in box will be cleared at this time. Late assignments are no longer able to be handed in at the main office (HSB 660).

Students should be informed that late assignments are to be handed in to the Undergraduate Resource Centre HSB 344 during opening hours. Opening hours for the each semester will be posted on Cecil.

IF some or all of the coursework is to be handed to tutors, then state this.

Students should retain an electronic copy of all coursework. This may be requested at anytime until the end of the exam period.

Exam:
The exam timetable is set centrally and is usually available mid semester on Student Services Online. Include statement about the exam, the relationship of the exam to the lecture content and where previous exams can be found.

EXAMPLE: The final examination is purposefully designed to focus on broad-level questions in order to accommodate the diverse stores of knowledge accumulated by students during the semester. It will consist of a choice of several essay questions concerning general themes and issues. Some essay questions will focus on a particular lecture topic (e.g., pain) whereas other essay questions will span a number of lecture topics. Examinations will be graded according to the breadth of material and the scholarly understanding reflected in the responses. Although we expect and encourage variety in the organisation of essays and short notes, we offer the following points as a guide to what a high quality response might include (note that the relevance of each point will vary across the exam questions):

- Briefly describe or define the major issue

- Briefly consider the prevalence, scope, or important implications of the problem or issue
- Discuss research on social and psychological factors related to the issue
- Consider methodological limitations of relevant research
- Discuss and compare theoretical models explaining the issue
- Describe and evaluate interventions for addressing the issue
- Think about how the field might develop further in the future

Absences from the final exam: In the case of unavoidable absence from the final exam, students must consult the Examinations Office in the Clock Tower Building on the city campus.

EXAMPLE OF SOMETHING YOU MAY WANT TO INCLUDE TO HELP STUDENTS UNDERSTAND GRADING:

Further Comments on Essay and Examination Marks

You can obtain a passing mark by showing that you have a reasonable grasp of the topic. To obtain a "B" grade you must show that you have a good grasp of the topic, that you have read literature outside of that covered in class, and that you can provide an intelligent evaluation of the issues, with only minor errors in what you write. An "A" grade will require that you have an excellent grasp of the topic, that you provide an intelligent evaluation of the issues, and that you support your positions with relevant research or reasoned arguments. The higher "A" grades will be reserved for those students who supplement this level of accomplishment with some outstandingly creative and original insights.

Plussage:
Explanation of plussage & plussage requirements – you may wish to choose from the following:

- Hand in all coursework
- Hand in all coursework and obtain a passing grade overall
- Obtain a passing grade overall for coursework
- Attend eight of the ten laboratories

EXAMPLE of explanation of how plussage operates: For those students **eligible** for plussage, their final grade for PSYCH 108 will be based **either** on the final exam alone marked out of 100, **or** on the final exam marked out of 60 *plus* the coursework marked out of 40, whichever alternative gives the student the better mark.
For those students **not eligible** for plussage, their final grade will be based on the final exam marked out of 60 *plus* the coursework marked out of 40. Thus, if you fail plussage, you are still able to sit the final examination, but your coursework will **automatically** count toward 40% of your final overall grade for PSYCH 108.

Policy on extensions:
List your policy (or choose one or more of the following):
- Extensions are normally only given when circumstances arise beyond the student's control that could not be foreseen, such as a new illness or major changes to personal circumstances.
- Proof may be required of the reason for the request (e.g. a medical certificate).
- Extensions will only be given by the course coordinator / lecturer in charge of the assignment / senior tutor / your own tutor (delete as applicable).
- Extensions must be requested before the work is due, not retrospectively.

Late assignments:
Assignments that are handed in after the due date and time will receive a late penalty, unless you obtained an extension prior to the due date.
List your policy (or use the following):
- Assignments up to five days late will lose 10% of the available marks per day. (Best to put this in relation to the actual marks lost – so if the assignment is out of 20 say they will lose 2 marks per day). Assignments more than five days late will not be marked.

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- Saturday and Sunday count as one day. Therefore if your assignment is due on Friday 4pm and you hand it in anytime between then and 4pm Monday it will count as two days late (Saturday/Sunday and Monday).
- Assignments that are ineligible to be marked may still be eligible for plussage under special circumstances. See the course coordinator.

For city based courses, **late assignments must be handed to the Psychology Undergraduate Resource office (HSB 344) during opening hours – these hours will be advised on CECIL**.

Word limit penalty:
Statement about your policy if you have one.

Example 1
The assignments in this course have word limits. You will be required to state your word count on the assignment coversheet. If you exceed the word limit you will receive a penalty as follows:
Up to 10% over the limit you will lose the % of the mark received that you are over e.g. 5% over an assignment for which you receive 50 marks is a loss of 2.5 marks. Between 10 – 20%, 20% of marks received will be deducted, 20 – 30% over, 30% of marks received will be deducted, 30 – 40% over, 40% of marks received will be deducted, 40 – 50% over, 50% of marks received will be deducted. More than 50% over and your assignment will not be marked.

Example 2
The assignments in this course have word limits. You will be required to state your word count on the assignment coversheet. If you exceed the word limit by more than 10% your assignment will not be marked.

Example 3
A word range is given for this assignment. Students are strongly advised to stay within the word range. Although there are not direct penalties for exceeding the word range, students who do so are unlikely to have been as concise as students who stick to the range and so may not obtain as good a grade.

SUGGESTED STATEMENT IF YOU HAVE A WORD LIMIT OR RANGE OF ANY KIND:
Any student who declares an incorrect word count (+/- 50 words) will be considered to be cheating. This will be dealt with through normal disciplinary channels. Remember, we may request an electronic copy of your assignment to verify your word count.

Turnitin:
If you are planning to use Turnitin within your course, include a statement advising how coursework will be handed in to Turnitin.

CHEATING AND PLAGIARISM

The University of Auckland will not tolerate cheating, or assisting others to cheat, and views cheating in coursework as a serious academic offence. The work that a student submits for grading must be the student's own work, reflecting his or her learning. Where work from other sources is used, it must be properly acknowledged and referenced. This requirement also applies to sources on the world-wide web. A student's assessed work may be reviewed against electronic source material using computerised detection mechanisms. Upon reasonable request, students may be required to provide an electronic version of their work for computerised review. If a student deliberately cheats and receives a penalty, the case will be recorded in a university-wide register. The record of the offence will normally remain until one year after the student graduates.

USE OF ELECTRONIC DEVICES IN LECTURES: Electronic devices such as laptops, tablets, or cell phones may only be used in lectures for taking lecture notes. Using such devices to do anything other than take notes is distracting for other students. **Students using devices for any other activity other than taking notes may be directed to leave the lecture.**

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COPYRIGHT STATEMENT
NOTE: if you do not provide a course pack, but do provide copyrighted material, modify the wording below as appropriate.

LECTURE TIMETABLE

Date	Topic	Reading	Lecturer
2 March	Introduction	Chpt 1, pp 2-17	W Wendt
3 March			
8 March			
9 March			
15 March			
16 March			
22 March			
23 March			
29 March			
30 March			
3 April	**Test**		
Mid Semester Break			
17 April			
4 May			
5 May	**Essay due**		
10 May			
11 May			
17 May			
18 May			
24 May			
25 May			
31 May			
1 June	Review of course/exam preparation		

NOTE: FoS Course Information Policy requires a Title and brief outline of each lecture and information to be provided on what students should do about missed lectures

LABORATORY/TUTORIAL TIMETABLE

As for lectures above.

EXTRA HELP
Information about learning strategies and where to go for extra help (Student Learning Centre,
http://cad.auckland.ac.nz/index.php?p=slc)

EXAMPLE if you wish to draw their attention to counselling services: We understand that some topics taught in Psych 108 might possibly raise personal issues for some students. There are a variety of ways that students can seek further assistance. The University of Auckland operates the City Campus Counselling Service on Level 3 of the Student Commons building. Their telephone number is 373-7599 extension 87895. Students can also access the university website for Current Students, where they can find information about counselling as well as other student services:
http://www.auckland.ac.nz/uoa/for/currentstudents/personalsupport/health/counselling/counselling.cfm

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For general matters regarding Psychology, see the School Handbook

If you are able to, it is ideal to include the assignment instructions with the course handout.

Student Communications using Email Policy

Email is now defined as an official communication channel and one of the primary means of communicating with students. Details of the policy can be found at
http://www.security.auckland.ac.nz/StudentEmailCommunications.htm

The policy requires students to use the University's centrally managed email service (EC Mail) and to check this email regularly for official communications from the University. All enrolled students are provided with a free University student email address (netID@aucklanduni.ac.nz) which is accessible at EC Mail http://webmail.ec.auckland.ac.nz/webmail.html. Official email includes, but is not limited to, communications regarding classes, lectures, examinations, assignments, graduation, library and other informational notices.

END OF COURSE HANDOUT

Updated: December 2012

Turnitin:

What is Turnitin?
Turnitin is an online subscription service that provides a tool for checking documents for originality. The University's subscription is provided for all staff to use, at their discretion.

UoA information on Turnitin can be found following these links:
Staff intranet/ Teaching and students/teaching and learning/academic honesty and plagiarism/Turnitin

OR
https://www.staff.auckland.ac.nz/uoa/home/staff-intranet/teaching-and-students/teaching-and-learning-1/academic-honesty-and-plagiarism-/turnitin

How to set up an account?
Academic staff who wish to register a course with this service or use it on an 'as required basis' should go to: http://www.library.auckland.ac.nz/databases/learn_database/public.asp?record=Turnitin.

Basic process for using turnitin for staff
1) Create an account (get university passwords – see above)
2) Create class (individual or master account)
3) Create assignment and degrees of access
4) Check uploaded assignments for originality:
     http://www.turnitin.com/en_us/training/instructor-training/about-originalitycheck
5) One thing to be careful of, if students don't register you will not spot if they don't turn it an assignment. Hence you need to either upload a class list, or I get my tutors to check all assignments against the turn it in submissions and to alert me if they are not there or if there are plagiarism concerns.

Basic process for using turnitin for students
1) Register
2) Enter class name and password set by lecturer
3) Upload assignment

Sample statement in course outline
1. You will need to hand in a paper copy of your essay into the **box labelled PSYCH 207** outside the Undergraduate Resources Centre on Level 3 of HSB.
2. You MUST also **submit an electronic copy of your report to Turnitin.com** (See instructions on Cecil). We strongly recommend that if you have not used Turnitin.com before that you register before the assignment due date so that you can quickly upload your assignment.
3. Instructions on how to register can be found at
   https://www.turnitin.com/static/helpCenter/enrolling_in_classes.php
4. Once registered instructions on submitting an assignment can be found at
   https://www.turnitin.com/static/helpCenter/submitting_as_a_student.php
5. Your assignment 1 must be uploaded to Turnitin no later than Friday 13th of May by 4pm and assignment 2 by Friday 20th of May by 4pm, otherwise penalties may apply.

When submitting an assignment to Turnitin.com you will need this information:

Class / Section ID: 3855279
Password: personality

ROLES OF COURSE DIRECTORS & COORDINATORS

From Faculty of Science policy:

Introduction

The Vice-Chancellor's expectation (conveyed in his email dated 31/3/2011) that our degree and postgraduate programmes should be led by staff who are active in research provides the Faculty a good opportunity to more clearly define the roles and responsibilities of academic staff involved in teaching. In so doing, it is anticipated that we will:

- better define the leadership roles expected of teaching-focussed staff
- better define the leadership roles expected of research-active staff
- reduce uncertainty around the scope of some academic roles
- improve the clarity of our academic processes
- meet the Vice-Chancellor's requirement to establish appropriate supervisory arrangements for staff who are not active in research and who are teaching in degree programmes

Teaching roles for FoS academic staff

It is proposed to define three teaching roles for academic staff:

- Course Director– whose principal focus is on ensuring appropriate course learning outcomes and research –informed curriculum and delivery
- Course coordinator – whose principal focus is on the excellence of delivery
- Course contributor(s) – who contribute(s) to the teaching of the course

In smaller courses, these roles may all be undertaken by one person. In larger courses, these roles may require the formation of a 'teaching team' in which different people perform the roles, liaising closely with one another.
In some circumstances, the Course Director role may extend to a cluster of closely related courses.

School of Psychology Guidelines:

In many courses the Director and Coordinator will be the same individual. The Director is required to be "research active".

Course Director

As a Course Director you will be responsible for the overall structure and content of the course, in particular ensuring that the teaching is based on up to date research in the area.

Prior to the course commencing – you will need to:

- Oversee course design
- Meet with the teaching team to plan the course including:

    ➢ lead discussion of the appropriateness/relevance of course learning outcomes
    ➢ lead discussion of new research findings that may need to be included in the course
    ➢ lead discussion on whether the curriculum content and assessment methods are appropriately aligned and will allow students to meet and demonstrate the learning outcomes
    ➢ lead discussion on whether the course learning outcomes and curriculum integrate effectively with related courses in the programme

- Ensure any significant changes to the course are approved by the school and faculty (Larissa can advise on this).

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Managing and Running your course:

- Act as (one of) the examiner(s) for the course.
- Liaise closely with the course coordinator during the conduct of the course
- Remain active in area(s) of research relevant to the course and up to date with modern teaching methods and teaching administration practices

When the course is completed – you will need to:

- Attend the examiners meeting
- Meet at least once with the teaching team to review the course at conclusion of delivery and to discuss appropriate improvements and initiatives. You will need to submit the documentation to the Deputy Head (Academic). <u>Note</u> – at stage one the course coordinators will organise and write up the review, but the director officially leads the process.

<u>Note that:</u> Course directors are not responsible for the line management of staff, or evaluating the quality of their teaching, but do have responsibility for ensuring the course is evaluated (in psychology however, the coordinator will organise the evaluation as per the evaluation schedule).

<u>Course Coordinator</u>
As a Course Coordinator you will be involved in the following tasks:
Prior to the course commencing – you will need to:

- Take account of the outcomes from the previous year's annual course review
- Produce a course outline and submit it to the Course Director for approval and forwarding to the HoS. (See the template in teaching guidelines for assistance. The template encourages you to think about many issues that go into designing and running a course)
- Develop other course related material as needed
- Negotiate with other members of the teaching team on teaching timetable (the HoS is responsible for allocating teaching staff to the course)
- Select and employ your tutor team, prepare tutor contracts and liaise and manage your tutors throughout the semester. (Andrea can help with this, please see the teaching guidelines)
- Ensure website information on your course is up to date
- Organise terms test(s), booking rooms if necessary. This may be done through Michelle Burstall by prior arrangement
- Register your textbook with the library and check availability in the short loan library
- Consider placing any other books required for assignments or the course on   short term loan in the library
- Set up Turnitin account for your course if you plan to use it
- Create discussion boards on Cecil and consider using the Cecil knowledge map

Managing and Running your course:

- Respond to School information requests. (Examination conditions, lab and tutorial room requirements, handbook, etc.)
- Convene additional meetings of the teaching team as required
- Engage as needed in the organisation and delivery of labs and tutorials and oversee day-to-day activities of graduate teaching assistants, demonstrators etc
- Liaise with class representatives & give consideration to any issues that may arise
- Provide pastoral care and mentoring to students
- Ensure that assignment marks, and feedback, are given to students within three weeks after due date and that ALL course work marks are available prior to the exam.
- Prepare the examination paper in conjunction with your teaching team and submit it to the Course Director for approval so that is submitted on-time
- Submit your exam script as per the schedule (you will be reminded of this)
- Arrange with the Course Director to collect final exam scripts from Examinations and distribute to markers

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- Organise delivery of marked scripts to Michelle Burstall for data entry. Ensure that the teaching team knows where to deliver marked scripts
- Ensure that exam marking is organized and done on time
- Attend the examiner's meeting along with the course director
- Organize course evaluations in your scheduled year and give student feedback on the outcome via Cecil

When the course is completed – you will need to:

- Liaise closely with the Course Director assist the Course Director with any reporting requirements for the course including as needed pass rates, student feedback and any peer review, and effectiveness of delivery
- Undertake continuous professional development in the science & practise of teaching
- At stage one – convene and lead the course review, which will also be attended by the course director

Course contributors

Teaching staff who contribute to the delivery and development of a course will be involved in the following tasks:

Prior to the course commencing – you will need to:

- Attend the course planning meeting
- Work on the initiation, development, revision and delivery of lecture material relevant to their contribution
- Work on the initiation, development and revision of lab, tutorial exercises
- Work on the application of relevant research findings to your teaching
- Contribute material to course guides, learning support exercises and assessment

During the course– you will need to:

- Maintain reasonable office hours and/or let students know how to get in touch with you, and respond to their queries within a reasonable time frame
- Provide pastoral care and academic mentoring to students
- Contribute to other course activities as reasonably required including assessment and marking
- Moderate tutor marking of assignments in your section of the course as appropriate
- Meet with and train tutors as appropriate, ensuring they are fully equipped to run the tuts/labs in your section of the course
- Remain current in the area(s) of research relevant to their contribution to the course and up to date with modern teaching methods and teaching administration practices

When the course is completed – you will need to:

- Mark the exam within the timeframe agreed with the coordinator
- Attend the course review meetings
- Contribution to the development and continuous improvement of the course as agreed at the teaching team review of course meetings.

INCORPORATING MĀORI CONTENT INTO TEACHING

All teaching staff are encouraged to incorporate Māori content into their teaching, where possible. This is in line with the University's Strategic Plan which describes the University's commitment to "encouraging teaching, learning and research in a range of fields important to Māori" (The University of Auckland Strategic Plan 2013-2020, p.12). Psychology is one such field.

Staff will find *"He Kohikohinga Rangahau: A bibliography of Māori and Psychology Research"* helpful in this regard. It is a useful resource, particularly suited to searching for Māori-related

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research that is relevant to a particular area of interest within Psychology. It provides a wide range of cross-indexed references under various subject headings.

A copy of the Bibliography is available online via the School website:
http://www.psych.auckland.ac.nz/uoa/home/about/our-research/research-groups/maori-and-pacific-research-group

Staff are directed to the notes at the beginning of the Bibliography as a starting point (pp.3-4), as they contain helpful information about how the Bibliography has been constructed and a disclaimer regarding use of the references.

For further information or assistance with incorporating Māori content into teaching, please contact:
Erana Cooper (el.cooper@auckland.ac.nz), Tāmaki 721.333, ext. 86869

For a copy of the University's latest Strategic Plan, go to https://policies.auckland.ac.nz/policy-display-register/strategic-plan-2013-2020.pdf.

LECTURE RECORDING

The default position in our School is that Stage 1 and 2 lectures will be recorded and released to students, and course coordinators may wish to set up automatic recording to facilitate this (see appendix). Staff may opt out of having their lectures recorded, but one staff member opting out should not affect the rest of the course. It is important to remember that recorded lectures do not have to be released to students, therefore it is possible to record a whole course, but for some lectures not to be released or to be considerably edited, at the discretion of the staff concerned.

It may not be appropriate to release recordings of lectures that contain:
- confidential or sensitive content that is best not heard by anyone who is not enrolled in the course,
- confronting or disturbing content that is best discussed in an environment where students' reactions can be monitored and responded to on the fly,
- elements subject to copyright that cannot be broadcast through the Internet,
- live demonstrations or other content that lecture recording is not able to capture.

Further information is given in Appendix 7. In regard to this material, please note that it is no longer the case that each course needs to have reached a consensus about whether lectures are to be recorded. It is also not the case that you need to have completed an authorization form before doing a manual recording. As long as you are in a lecture theatre equipped for recording you should be able to record the lectures without any advanced preparation.

TUTORS

Appointment of tutors

The tutoring role is considered beneficial not only for teaching undergraduate courses, but also for the development of graduate students. Because of this, preference should ideally be given to students who are either enrolled in the school, intending to enrol (e.g. someone writing a PhD proposal) or who have just completed a degree. It is also advised that preference be given to students enrolled in higher degrees.

It is the responsibility of course coordinators to appoint Graduate Teaching Assistants (GTAs) / tutors. However, to assist coordinators and graduate students, especially those coming from other universities, the Psychology Graduate Employment Pool is a resource where current or intending graduate students can register their interest in tutoring within the school and academic staff can access this information when they seek to employ students

An application form to join the PGEP is available from the Senior Tutors. Completed forms need to be sent to Andrea Mead, Course coordinators will be sent the names and details of graduate students who have expressed an interest in being considered for tutoring work.

PSYCHOLOGY GRADUATE EMPLOYMENT POOL

The Psychology Graduate Employment Pool (PGEP) is an opportunity for current and enrolling graduate students to register their interest in the possibility of working within the school (like a "seeking job" column) this creates a resource that academic staff can choose to access when they seek to employ students.

All students are invited to submit their details to the employment pool at the end of November each year. In December course coordinators are emailed the list of students who have expressed an interest in tutoring in the course. It is then up to the Course coordinator to decide if they wish to contact students and discuss their suitability for tutoring positions.

The pool also contains lists of students who are interested in Research Assistant positions, data entry, questionnaire administration and transcript typing etc so please feel free to contact Andrea if you need any assistance.

The role of tutors in the school

GTAs / Tutors have four primary roles:
1. To teach labs and tutorials
2. To mark coursework
3. To help individual students
4. To work as part of a team and assist other tutors

1. **To teach labs and tutorials** – GTAs / Tutors are expected to have a general knowledge of the subject area in which they are tutoring. However, they are not expected to design their own labs and tutorials except under special circumstances. Should they be expected to design a lab or tutorial they would need to be paid extra preparation time for this. Such payment would have to be negotiated with the HOS. It is the school and faculty expectation that all GTAs / Tutors have received full training before they enter a tutorial or laboratory situation. Training is available through the CAD and in house psychology tutor training sessions. Please advise all of your first time GTAs / tutors of this requirement and ask them to contact Andrea Mead for training details.

2. **To mark coursework** – When tutors are marking an assignment the lecturer responsible for the assignment should:

   - If possible (e.g. in a short answer test) try to organise marking so that each tutor marks a different question.

   - If possible, organise marking so that EITHER each tutor marks his or her own students OR no tutors marks his or her own students. This avoids students feeling the system may favour those who have their own tutor mark their work.

   - Hold a meeting to discuss marking criteria, or give the tutors a written marking guide (possibly both).

   - Read at least three assignments marked by each tutor, a high, low and middle one. The hardest assignments to discriminate are in the middle, so it is important lecturers do not just look at the top and bottom. This will also help the lecturer assess the quality of feedback the tutor is giving to the students - a low mark that is well justified by specific feedback is usually much easier for students to accept than one that is not explained.

   - Look at each tutor's mean and standard deviation. If there are discrepancies, a strategy to reduce these should be considered. The strategy used will depend in part on any problems revealed in step 2.

   - Hold a meeting or give feedback to tutors in some other form about their marking. This is very important for the professional development of tutors.

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3. **To help individual students –** Some courses offer office hours. It is expected that these will generally be in HSB 344 and not tutor's personal offices. These may be weekly, but will not necessarily involve every tutor every week. Office hours may be scheduled around assignments. However, it needs to be accepted that students will want to talk with tutors outside of set hours. Given that tutors are usually only paid for a certain number of hours the implications of this need to be thought through. One solution is 'give and take' i.e. not every hour they are paid will be a full hour and so it is OK for them to answer questions outside their paid hours. Another solution is to pay for a set number of hours for responding to student posts on the Cecil discussion boards

Course coordinators and lecturers can set up discussion boards on Cecil. They can be focused on general or specific topics e.g. General Discussion, Questions for Lecturer, Assignment 1 questions etc and then lecturers and tutors can answer the posts. This should really stream line the process as lecturers and tutors will not have to answer the same type of question over and over again as they can post the answer and then students can read through the posts for the answer to their question.

If you plan to use discussion boards you will need to mention them in the course handout and make it clear that this is the process that students must use to ask questions and view answers

For example see the following extract from Psych 207 course handout 2007.

> There will be a **General Discussion board** within Cecil where students can discuss issues related to the course. This will be monitored by tutors who will answer any specific questions so that all students can read their replies.
>
> **Please address your questions here, rather than to Drs Read and Peterson**, who will be approached by the monitoring tutor if the tutor cannot answer the question.

Individual papers can decide how the process will work for them - are all tutors going to answer posts in their office hours, will a couple of tutors be responsible for answering posts or is the lecturer / course co-ordinator going to be responsible for answering posts etc. This is probably something you will need to discuss with your tutors at your first meeting so that everyone is aware of the processes you set up.

If you require further assistance in the use of Discussion boards please feel free to contact Andrea or Michelle or Tristan Lomberg the Cecil Learning Technology Assistant - Faculty of Science Email ~ tristan.lomberg@auckland.ac.nz. Staff help ~ http://cecil.auckland.ac.nz/help/cwi7staff/cecil_7_staff_help.htm.

4. **GTAs / Tutors role as part of a team and in assisting other tutors**
   As tutors gain experience it is expected they will be able to assist the course coordinator and other tutors by taking an active role in tutor meetings, sharing their experience with others, being available to less experienced tutors, giving feedback to the course coordinator and sharing ideas for improvements.

GTAs / Tutor meetings

It is advised that tutor meetings are held throughout the course at the same frequency as labs or tutorials. These allow lecturers to transmit information about upcoming labs and tutorials, provide tutors with materials and to discuss how the course is going.

Tutor evaluation of teaching

Tutors or course coordinators can request evaluations of tutor teaching. It is good practice to require tutors to get these, especially if they wish to continue tutoring in the same course.

GTAs / Tutor contracts

All GTAs / tutors need to get an official university contract for the hours they will spend on the course. This could include:

1. Teaching time

2. Preparation time (usually 1-2 hours per tutorial. Note: Preparation time is usually the same no matter how many streams the tutor is teaching),

3. Meetings (usually 1-2 hours)

4. Marking. The marking allowance should be about 30 minutes for a 1500 word assignment, or 50 minutes for a 3,000 word assignment. This includes individual consultation with the lecturer and an allowance for re-marking assignments where students query their grade. In addition to this they will need to be paid for marking meetings (two are probably necessary for most assignments at stage 2 and 3).

5. Possibly an allowance for helping individual students outside set teaching times or office hours (particularly when a course does not have regular office hours)

Each **Course Coordinator** is responsible for completing the GTA / limited tutor form and to initial forms as correct and within budget. There are two separate contracts. A GTA contract which is for students who are employed and are currently enrolled as students at the university. There is an alternative tutor contract that is used for individuals who are not currently enrolled. Please check with Kamalini or Sharon if you are not sure which contract to use.

It is the course coordinators responsibility to check that your employee(s) have a nominated **start and finish date** that has been discussed with the tutor (a LTT document is a legal employment contract) and that all the tutor's personal details, including a signature is completed. If an employee is not a NZ resident a copy of their **work permit** is required with the **IR330 tax form**, before they can commence work and be paid.

Once these steps are completed please drop the contracts to **Kamalini**, DO NOT leave it up to your individual tutors to return the forms, you need to ensure you have them all back and they are completed with your initials the final sign-off on each form.

Kamalini will do the $/paid calculation box and return a copy of the completed contract to each tutor.

Michelle or Andrea are able to assist with this process.

Tutor training

Involvement in Tutor training is an important aspect of tutoring within the school. It is the school and faculty expectation that all GTAs / Tutors have received full training before they enter a tutorial or laboratory situation. Attendance at a tutor training session is considered a condition of a GTA's / Tutors employment by the faculty and course coordinators should advise GTA's / Tutors of this condition.

Tutors who complete three hours of training and have their teaching evaluated can apply for the Faculty of Science Certificate of Competence in Tutoring once they have taught two semesters. The details are as follows:

"Faculty of Science Certificate of Competence in Tutoring"

In order to be presented with a certificate you need to meet the Faculty of Sciences requirements which are as follows:

The recipient of this certificate has:

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1. Attended a minimum of one two-hour tutor training workshop offered by the faculty plus one additional professional development workshop as approved by the School, the Faculty of Science or the Centre for Professional Development.

2. Worked competently for a minimum of 2 hours per week for two semesters in laboratories, assistance rooms and / or small class tutorials.

3. Received a satisfactory evaluation of their tutoring / demonstrating performance in the form of a confidential survey of students in their tutorials.

Each tutor will be given access to the "Tutors" Cecil group which provides important information and resources such as the Tutor info pack which contains the Faculty of Science booklet for tutoring.

Compulsory Tutor training is provided through the Faculty of Science and follow up sessions will be provided by the Psychology school throughout the year covering a range of topics including Small group teaching, Essay marking and Feedback, Dealing with Students in Office hours, Answering Student emails etc.

The undergraduate senior tutors will also arrange for psychology specific tutor-training for groups of tutors on request of course coordinators as required.

If your tutors require the use of specific AV equipment or you would like them to receive specific training for AV use please contact Peter Johnson to arrange this.

PSYCH _____ Tutor contract
Semester - , 201-

Thank you for tutoring for PSYCH _____. Your job description and expectations are as follows:

Tutorials / labs
It is expected that you have a reasonable general knowledge of the subject matter of this course. If necessary, you may want to do some background reading (specify source e.g. the textbook, the recommended reading list for students) to get up to speed.

To prepare for the tutorials/labs you are expected to attend the meeting (specify time, dates and place, 1-2 hours per contact hour is usual meeting length) and to do 1 – 2 hours preparation (specify 1 or 2 depending on what you are paying for. If you are paying for more than 2 hours per contact hour this needs to be negotiated with the HoS). You will be given all the material you need to prepare for each session at the meeting (Specify if different from this).

At each tutorial/lab you will be expected to fill out an attendance record.

If you have any questions at all, it is important you raise these with the lecturer/course coordinator/senior tutor prior to your teaching sessions.

It is important that you follow the procedures for the tutorial/lab as set out by the lecturer and/or at the meeting. This is to ensure consistency across settings. It is also important you ensure that all students are treated equitably and fairly within tutorials – both by yourself, and by other students. If you have concerns about this, please raise these with the course coordinator or at a meeting.

Marking

For this course you will be asked to mark (specify here the marking requirements for the course. The marking allowance should be about 30 minutes for a 1500 word assignment, or 50 minutes for a 3,000 word assignment. This includes individual consultation with the lecturer and an allowance for re-marking assignments where students query their grade. In addition to this they will need to be paid for marking meetings (two are probably necessary for most assignments at stage 2 and 3).

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It is expected that you provide students with some written feedback both throughout the assignment and at the end of the assignment about their work. The aim of this is to make it clear to them why they have received the mark they have, and also to indicate how their work could be improved.

Your marking will be moderated by the lecturer. (Specify here how this will be done, possibly during a marking meeting, as well as by the tutor showing the lecturer three or so marked assignments. It is recommended the lecturer sees all assignments awarded a fail grade).

You will be expected to enter the marks for the assignments you mark onto a spreadsheet OR you will be expected to give your assignments in alphabetical order to staff in the undergraduate resource room for mark entry.

Evaluation

You will be required to have your tutoring formally evaluated by CPD, in about *week 5.* Please give the course coordinator a copy. If either you or the course coordinator has any concerns as a result of this a meeting will be arranged.

CECIL

CECIL is the University's official learning management system, and can be used by all teaching staff. From a teaching standpoint, CECIL provides an integrated computerised means to organise courses and provide students with resources via the Internet. Services are grouped in 5 main areas: course administration, online course material, web-based testing, gradebook, and communication. Course materials can be organised in relation to specific activities, e.g., an assignment or a reference, and can be shared amongst instructors. Activities (assessed or as learning aids) can be created to accomplish a wide range of educational objectives, and grades can be entered by multiple instructors and collated automatically.

Staff users can draw upon an extensive range of online support materials, as well as having access to well-trained student Learning Technology Assistants (LTAs) and helpdesk personnel.

For students, CECIL provides tools that aid in four areas:
* To facilitate learning, tests (assessed or formative) can be sat online, anywhere and anytime. Feedback options vary, both in timing and mode of delivery.
* Online chat, a discussion board, and an announcement feature facilitate student to student, and instructor-student, communication.
* Students can retrieve course-related information (e.g., lecture notes, sound files, references).
* Time management through a calendar system

Further information about CECIL may be found at http://cecil.auckland.ac.nz/login.aspx.Training manuals are available from School Reception.

To use CECIL
Documents that can be made available to students on Cecil include lecture presentations, course handouts, reading lists, and the like.

If you wish to upload documents onto Cecil you can use the wizard function to do this. You must assign an activity to each document you wish to upload and this can be done through the wizard on Cecil.

The Senior Tutors can also upload documents for students onto Cecil. They can be emailed if they are not too large, brought to them in HSB 344 on CD or a memory stick, or transferred to the Common Folder on the I drive (please send an email letting them know they have been deposited there and the course they are to be uploaded to).

It is best to use files in PDF format, although any format is supported by Cecil (word, excel, PowerPoint). Files cannot be too large as this prevents students on dial-up from accessing them, so unnecessary illustrations and information should be removed.

Updated: December 2012

Students request lecture material to be on Cecil in advance of the lectures but at present there is no school policy on this, therefore it can be posted before or after a lecture. It is always handy to send out an announcement on Cecil to let students know when something has been posted.

There are copyright limitations on Cecil when uploading information – if in doubt please email Brian Flaherty for guidance (b.flaherty@auckland.ac.nz). The general rule of thumb is that when posting readings you should check with the publisher yourself to confirm if it is okay to store locally, and with their agreement, do so. Or you can also link to the article on the publisher site by creating a durable link on Cecil.

We will have year lists on Cecil of all students enrolled in Stage 1, 2 and 3 courses. These are useful to target **all** students **once** with an announcement that should go to all students, rather than posting the same announcement to individual courses, where students may receive it more than once.

GUIDELINES FOR PLACING COURSE MATERIALS IN SHORT LOAN

NOTE: All prescribed texts should be in Short Loan.

Request new items for the Short Loan Collection using the online Short Loan Collection Request Forms (http://www.library.auckland.ac.nz/slc/).

Requests can be placed anytime and should be made well in advance of the teaching period for which the materials are required. Please be aware that the start of Semester is a very busy time and that requests are processed in order of receipt. At peak times, unavoidable delays may occur.

Period Course Materials Required For	Due Date
Summer School	Mid December
Semester One	Late January
Semester Two	Mid June

What is available in the collection:

- Books - prescribed and recommended
- CD ROMS accompanying books
- Journal articles, book chapters, book extracts, conference papers, case law and parliamentary materials available electronically
- Recent issues of some high demand journals
- New Zealand Herald - last three months
- Videos & DVDs
- Careers and Employment Collection
- Study Skills Collection
- Reference Collection

UNIVERSITY COPYRIGHT POLICY

The following link is to the staff guide on copyright, "Use of Copyright Material 2011".

- See **Appendix 8** for the Quick Guide.

ON COURSE ASSESSMENT

University Policy Key points:

- *General:* Assessment practices must be fair, valid, reliable and effective.
- *Links to Graduate Profile:* Assessment strategies should recognize the objectives contained in the relevant Graduate Profile (this is at the beginning of these guidelines). Explicit emphasis should be placed on assessment of independent and critical thought, creativity and imagination, communication and research skills.
- *Assessment Standards:* Assessment should be criterion referenced (standards based), not norm referenced (where a student is assessed in relation to the achievement of other students).
- *Plagiarism:* Assessments should minimize the likelihood of plagiarism occurring.
- *Group work:* Group projects should not normally constitute more than 20% of the total marks in any course.
- *Workload:* Assessment load for students should be spread as much as possible throughout the course.
- *Timing/Assessment Requirements:* Students should know the timing and general nature of all assessment tasks at the beginning of each course. If your course has an examination, internally assessed work which counts towards a final grade should not be scheduled for completion or submission after the end of the second-to-last teaching week. Students should have the results of all internal assessments by the end of the last teaching week of the course.
- *Feedback:* Feedback on student work should encourage student achievement, correct misunderstandings, and highlight shortcomings. Feedback to students on their assessed coursework should be given as soon as possible, and **no later than 3 teaching weeks** after the deadline for submitting the work. In addition to receiving a mark or grade, students receive a clear indication of the strengths and weaknesses of their work, accompanied by guidance on how to perform the task or a similar task better.
- *Changes to assessment requirements:* Assessments that have been approved and published (e.g., in course outlines) cannot be changed without consultation with students and approval by the Academic Head and Dean of Faculty. In the case of changes, these need to be agreed and publicised to students within the period of deleting the course from a student's enrolment without penalty.
- *Review:* Assessment procedures should be reviewed regularly.
- *Coursework – Handwriting:* Staff may ask students to submit coursework assignments in typed or word-processed form for ease of reading and marking, but students cannot be compelled to do so. Hand-written submissions must be accepted.

Types of assessment

- Essays, reports, problem solving exercises, case studies
- Laboratory based practical or creative work
- Written tests and examinations
- Oral presentations
- Aural tests in appropriate subject areas
- Individual and group projects
- Assessment of fieldwork in appropriate subject areas
- Computer-based tests and Multiple Choice Questionnaires (MCQs)
- On-line discussions

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- Clinical Assessment
- Portfolio-based forms of assessment
- Dissertation, thesis or other research projects

How much assessment?

The Arts Faculty states that for a 15 point course (note: all our undergraduate courses are 15 points), the assessment should be the equivalent of 5,000 words. This includes the exam – a 2 hour exam counting as 2,000 words. Obviously when calculations, diagrams and things other than writing are required the effort, time and difficulty of those needs to be roughly translated into a word equivalent when deciding on coursework.

APA format

APA format is usually required for assignments that involve referencing, tables, figures etc. You may or may not wish to allocate marks to the correct use of APA formatting. It is worth bearing in mind that if you do allocate marks to APA formatting, it is best that all your teaching materials are in this style. It is possible to ask for and comment on APA style without allocating marks to it.

Tests

Who
There should generally be two people supervising each test. A second person allows students to be accompanied to the toilet. The person who set the test should be available for queries.

Where and when
If you have a big enough lecture theatre, tests can be held in class time. It may be preferable, however, to hold a test in the evening. Evening tests need to be booked in advance and advertised to students in writing and verbally at the first lecture. It is recommended you require that students do not leave until the end of the time period allowed for the test.

Multi-choice tests
To reduce the possibility of cheating, when setting multi-choice tests you should have four different versions of the test, (i.e. each version has the response options in a different order). Students may also answer on a sheet that can be scanned. Michelle Burstall is able to help with setting up multi-choice tests.

Waiving tests/assignments

Occasionally coursework is waived.
Tests. If a student knows in advance that s/he cannot sit a test, various options are available:
1. The student sits the test after the other students, having signed a form that s/he has had no communication with others over the test content (this may be possible if the student has been overseas).
2. The test marks are reallocated to the exam.
3. The student completes an assignment in place of the test.

When should you waive a test?

Tests can sometimes be waived when:
1. Students are travelling overseas during that period to represent NZ in sports. Because we have a number of sports science students in our courses, this is not all that unusual.
2. A test clashes with a compulsory activity in another course.
3. There is some other absolutely compelling reason why they cannot sit the test, but can otherwise complete the course. These are very rare and are usually family events that have been planned for long time in advance and involve pre-booked travel. A sister's graduation at Canterbury is probably not compelling, but a parent's golden wedding anniversary in Los Angeles on the day of the test, for which the student has already bought a non-refundable ticket, may be.

When should you waive an assignment?

It is far preferable, if possible, to give an extended extension for an assignment than to waive it. This is because assignments are not time sensitive in the way tests are, and a student will be ineligible for an aegrotat or compassionate consideration if s/he has not completed all the coursework.

How strict should we be about spelling and grammar?

Most people do not take marks off for spelling and grammar AS LONG AS THE POINT CAN BE UNDERSTOOD in exams, or for short written pieces. However, most people do take some marks off for this in longer written assignments. Remember, students who are well organised can get help with this from the Student Learning Centre.

Scaling

It is not recommended that you scale coursework marks except under very unusual circumstances which should be discussed in advance with a level coordinator. If there are discrepancies between tutors, then one or more tutors' marks may be altered BUT you should first make sure all tutors are marking to the same criteria. (See the section on tutors – moderating is much more than looking at the final marks).

Assessment Return

The University undertakes to mark and return assessments to students within three weeks and all in-course work should be returned to students by the end of the teaching section of the semester.

Guidelines for students who query their mark

If students query the mark received in an assignment, there are a few possible approaches. Obviously it is important to be consistent within a course and to be clear to the student what approach will be taken. This is one approach:

The assignment is re-marked. If it was originally marked by a tutor this is done by the lecturer, but any discrepancy should be discussed with the tutor. If the mark is considered fair or too high, the mark is unchanged and the student is given additional written or verbal feedback to explain why the mark is unchanged. If the mark is considered too low, a new mark is given.

Alternatively, you may wish to advise students that remarking could result in the original mark going up or <u>down</u>.

If students query the mark received in a test, all adding should be checked. Re-marking is more complex than with assignments as the test may have been marked by more than one person. However, it may be possible to follow the guideline in the previous paragraph. It is also possible to refuse to remark tests (as is the case with exams) but this may be unnecessarily rigid given the relatively low rate of requests for this.

Resubmitting coursework

If some or all of the coursework is the same as the previous year, then you will need to decide if it is acceptable for students who are repeating the course to hand in exactly the same assignment as they did the year before. Here are your main options:

a. Allow this, and make no mention of it in your course outline.
b. Do not allow it and put a clear statement in the course outline stating that: "Students who are repeating the course must submit a piece of coursework that is substantially different from the previous year." You should also inform them of the penalty for failing to do this.
c. Put a statement in your course outline – or via a CECIL announcement – that all repeating students should see you. You can then negotiate with the students if they can

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have coursework credited from the previous year or if they have to resubmit a new attempt.

Please note: whatever process you adopt should be consistent across the course and all the above can be avoided if you change your assignments from year to year.

Office hours and assignments

It is suggested you schedule office hours to coincide with the week or two before assignments are due. This is when they are most likely to be used by the students.

Providing feedback to high and low scoring students through CECIL

Course coordinators may like to provide feedback to either high or low scoring students by emailing via Cecil. Below are a couple of sample emails for both. Michelle Burstall will arrange for you as required.

<u>Low Performance</u>

Dear (student name)

I am writing to you as I am concerned about your (assignment) mark for Psych (course number). My records show that your (assignment) mark is ( ) out of ( ).

It is still possible for you to pass Psych (course) but I would advise seeking help with your study. The Student Learning Centre offers excellent courses to help students with any aspect of study that they are having difficulty with. Please contact their website for more information at http://www.cad.auckland.ac.nz/index.php?p=slc

If you are experiencing any difficulties with any aspect of this course and you would like to discuss these difficulties then please do not hesitate to contact me:
Room (   ), Level 6, Human Sciences Building
Phone: 373 7599 ext
Email:

I wish you every success with your studies.
(name)

<u>High Performance</u>

Dear (Student)

I am writing to you to say congratulations on your exceptional (assignment) mark for Psych (course). My records show that your (assignment) mark is ( ) out of ( ).

Please do not hesitate to contact me if I can be of any help with any aspect of this course:

Room (   ), Level 6, Human Sciences Building
Phone: 373 7599 ext
Email:

Well done and keep up the good work.

(name)

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CHEATING (including Plagiarism)

THE UNIVERSITY OF AUCKLAND GUIDELINES: CONDUCT OF COURSEWORK

Link: http://www.auckland.ac.nz/uoa/home/about/teaching-learning/honesty

Overview of academic misconduct procedure within the school

All academic misconduct cases should be handled by the course coordinator (i.e. not by the course contributor who noticed it, unless this person is also the coordinator). If you would like advice at any point, please see the relevant level coordinator in the first instance. The course coordinator needs to obtain an SA-75. You can obtain this form from: https://www.staff.auckland.ac.nz/uoa/home/staff-intranet/teaching-and-students/teaching-and-learning-1/academic-honesty-and-plagiarism-/register-of-deliberate-academic-misconduct. The student concerned should be invited to an interview. You should have the SA-75 at the interview, and may fill in sections as the interview proceeds. It is advisable, but not essential, that two staff members are present. The primary purpose of the interview is to investigate if misconduct has occurred and the circumstances around it. After the interview you will need to see the HoS or Deputy HoS (Academic) to decide on the category of misconduct, and the penalty. Please do not inform the student at the interview of the penalty.

If the case is judged as "deliberate and non-naïve" the HoS will need to enquire if the student is on the university register of misconduct before deciding the penalty. When the penalty is decided, you should tell or email the student the outcome and leave the SA-75 at the main office (City or Tamaki) for the student to sign and return. If, at the interview, you decide no misconduct occurred you do not need to complete the SA-75 or consult the HoS, it is fine to just inform the student that the matter is over and destroy the SA-75.

You are strongly advised to read all the documentation in the guidelines when dealing with your first case – this is just an outline of the basic procedure.

Please note that one of the discussions we had in 2011 was how to decide if a case was "naïve or inadvertent" or "deliberate and non- naïve" as many cases seem to be a bit of both. We agreed that it was appropriate to use the "naïve or inadvertent" category for certain cases where the misconduct appeared to be a genuine mistake or oversight, and in these cases to apply a mild penalty. The university's position is that it is very unusual for this category to be used above Stage One. It is important to note that if a case is judged "naïve or inadvertent" it will not be entered on the university register. This means if the student re-offends the system will not pick this up.

UNIVERSITY BACKGROUND AND POLICY

1. What is 'inappropriate conduct' in coursework/what is cheating?

The general principle for determining whether cheating has occurred is whether work that is submitted for grading is *the student's own work, reflecting his or her learning.* If someone else's work – from whatever source -- is portrayed by a student as being their own work, without proper attribution, then it is cheating. In addition, if a student gives some or all of their work to another student who then represents it as theirs, then the student who gave the work is assisting or colluding in cheating. Both parties in this case may be subject to penalties.

The following are examples of cheating in coursework (this list is illustrative, and is not intended to be exhaustive):

1. *Plagiarism.*
   - Plagiarism means using the work of others in preparing an assignment and presenting it as your own without explicitly acknowledging – or referencing -- where it came from.

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Plagiarism can also mean not acknowledging the full extent of indebtedness to a source. Work can be plagiarised from many sources – including books, articles, the internet, and other students' assignments. Plagiarism can also occur unconsciously or inadvertently. Direct copying is definitely plagiarism. Paraphrasing of another work without attribution is also plagiarism. Submitting someone else's work or ideas without acknowledgement or attribution is not evidence of your own grasp of the material and cannot earn you marks.

2. *Copying from another student's coursework.*
   - This includes copying done with or without the knowledge of another student. It also includes using someone's coursework that had been submitted in a previous year – at any educational institution. Examples would include:
     - Copying all or part of someone else's assignment
     - Allowing someone else to copy all or part of your assignment
     - Having someone else do all or part of an assignment for you
     - Doing all or part of someone else's assignment for them

3. *Making up or fabricating data.*
   - This includes using false data in the writing up of laboratory reports, or using made-up quotations from interviewees.

4. *Submitting the same, or a substantially similar, assignment that you have done for assessment in more than one course.*

5. *Impersonating someone else.*
   - This includes arranging such impersonation.

6. *Misrepresenting disability, temporary illness or injury or exceptional circumstances beyond your control, and then claiming special conditions.*

7. *Using material obtained from commercial essay or assignment services, including web-based sources.*
   - Buying or otherwise acquiring essays, answers or ideas (in whole or in part) and using them in a coursework assignment is unacceptable.
   - Using information and material from a website without attribution is not acceptable.

Computer- and internet-assisted cheating are well-known phenomena globally. All students should also be aware that computerised detection mechanisms and techniques are also growing in sophistication. The University of Auckland uses a software system to identify cheating in coursework.

There are at least two other areas where the possibility of cheating could arise:

(a) Third party editing or assistance:

Cheating can arise if the editing or assistance with re-writing changes the ideas so that they are no longer solely your own, but instead can be viewed in whole or in part as the work of the person providing the assistance. These 'third parties' can include: fellow students, reading groups, friends, parents, SLC tutors and professional editing services.

The University provides guidance to students concerning the appropriate use of help from third parties. For further details see the document entitled "Use of Third Party Assistance in Undergraduate and Postgraduate Coursework: Guidelines for Students."

(b) Group/team work and study:

A feature of a university education is the opportunity to work, study and research as a member of a group or team. The University encourages students to develop their skills in working in collaborative and team settings. However, students and staff should be aware that group activities can pose risks of cheating.

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If an assignment is designated by a course organiser as a group project with a group output – where the work of a group of students is assessed -- it is the responsibility of group members to make sure that the workload is shared equally. Course organisers will determine procedures for dealing with cases where the final piece of work reflects unequal participation and effort.

Cheating can arise in a group working/studying situation. For example, it is unacceptable if a number of students work through to the solution of what is intended to be an individual's assignment. This process assists that individual student to cheat. Another example would be two students submitting an identical section of an assignment.

There is a difference between "getting help" and cheating. "Getting help" assists you to understand the material and assignment questions so that you are in a better position to create your own answers – this is acceptable. "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.

2. Ways to avoid cheating: advice for students and staff

Creating an environment that minimises the risk of cheating is a responsibility of The University of Auckland and every one of its teaching and research units. Students also have a responsibility in this regard and play an important part in the risk management process.

Advice for Students:

What are good practices to avoid cheating in coursework, or being accused of cheating?

1. Be honest about all the sources you have used in an assignment, and the level of indebtedness to those sources.

2. Don't copy any part of any other student's work, and don't let them copy yours.

3. If you have any doubts about what is an acceptable form or level of collaboration or discussion with other students, talk about it with the course organiser – before you submit the work for grading.

4. If you have any doubts about how to reference ideas appropriately – ask someone such as your course organiser, the Student Learning Centre (SLC), or Library staff. The University's 'Referencite' web page provides a comprehensive on-line set of referencing resources. http://www.cite.auckland.ac.nz/

5. Keep preparatory work. You may be requested – by means of interview, and/or through presenting materials used in preparation of a coursework assignment – to demonstrate that work submitted was your own. It is a good practice for all students to retain rough notes, computer files and other preparatory and supporting materials to substantiate ownership of work in case the origins of an assignment are queried.

6. If you are having difficulty with, for example, the course content, the language of the course, time management or pressures from overall workload or stress, talk to someone about it or seek assistance. The same applies to a situation where a fellow student is pressuring you to share your work with them. The temptation to cheat can arise from any or all of these circumstances. It is much better to deal with issues as they arise, rather than to be accused of cheating.

Where can a student who is tempted to cheat, or wants more general advice about cheating, go for help?

Besides family, friends and fellow students, there are many options available at the University, including:

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- The course convenor/coordinator, lecturer, tutorial leader, lab demonstrator
- Academic Head (the head of a School or School)
- Faculty-level official
- Health and Counselling services
- Student Learning Centre
- AUSA or other students' associations
- Chaplaincy services

Advice for Academic Staff:

Pedagogical circumstances and practices vary across the University. Nevertheless, there are several elements of good practice which all academic units and individual course organisers can draw upon to limit the possibilities for cheating.

1. Ensure that the design of coursework assessments minimises the possibility of cheating.

2. Disseminate in the classroom the message that cheating undermines the subject-specific and broader educational outcomes desired by the University. Communication and discussion of these outcomes with students reinforce this message.

3. Provide opportunities for students to discuss their attitudes towards cheating. Most students abhor cheating. Peer pressure can be a powerful means of control and reducing risk.

4. Provide advice and examples about how to plan an approach to the preparation of assignments so that students learn patterns of good academic behaviour.

5. Provide and increase awareness of support mechanisms for at-risk students. Schools / courses can assist students experiencing learning difficulties by providing tutorials, office hours, clinics etc. In some circumstances, individual counselling may be needed. The Student Learning Centre provides courses and support for a variety of needs – students should be advised of these services generally and more specifically as appropriate. The SLC also can offer workshops concerning cheating if requested by academic staff.

6. Provide clear context-specific definitions of cheating. Students need to know what is cheating, and what is acceptable and unacceptable behaviour. Schools and course organisers should develop specific illustrative examples (or case studies) of cheating within the general framework of principles outlined in these guidelines. These could be made available over an intranet site. They could also appear in undergraduate and postgraduate school handbooks. Moreover, "grey" areas need to be illustrated and discussed and a students need to know how to obtain advice.

7. Signal clearly to students the range of penalties for cheating.

3. Procedures for investigation

Refer to the diagram in the Appendix.

Wherever possible and appropriate, investigation and resolution of a suspected case of cheating should be undertaken informally and at the School level.

The steps for an investigation include:

a) If the potential instance of cheating is identified by a tutor or other member of teaching staff, the course convenor must be informed.

b) Dialogue with the student(s) is important. The student(s) concerned should be contacted and interviewed by the course convenor. Especially in cases where a major offence is suspected, it is advisable that a second member of academic staff, who does not have a vested interest in the specific issue, be present at the interview stage. At this stage academic staff should consult and apply the principles of natural justice outlined later in this section, particularly as they may suggest prudence in the initial making of

comments. During this dialogue, students should be reminded of the existence of these guidelines.

c) If cheating is not confirmed, no further action is needed.

d) If an offence is confirmed – and if it is determined by the course convenor to be 'inadvertent or naïve' -- then it should be resolved within the school, usually through educative means. The Academic Head may be involved. Penalties, e.g., loss of marks, may apply and in such cases, the Academic Head must be consulted.

e) If an offence is confirmed and it is determined by the course convenor to be 'deliberate and non-naïve', it should be referred to the Academic Head for (i) confirmation of the classification and (ii) determination as to whether it is a major or minor offence. The Appendix lists considerations that may assist in this latter determination.

f) Minor offences which are 'deliberate and non-naïve' should be resolved within the academic unit. A penalty may be applied at this stage.

g) Alleged major offences deemed to be 'deliberate and non-naïve' are forwarded through the Associate Dean to the Group Manager, Academic Administration for a recommendation to the Deputy Vice-Chancellor (Academic) on their submission to Discipline Committee.

h) Confirmed minor and major offences which are 'deliberate and non-naïve' are recorded in the University's Register of Deliberate Academic Misconduct.

Application of natural justice:

Procedures for investigation of cheating will apply relevant principles of natural justice. Natural justice in the present context denotes procedural fairness. It would include the following:

1. The right to be informed of the nature of the complaint and relevant supporting details, including the evidence on which the complaint is based.

2. The right of the accused student to be heard and explain his/her position.

3. Sufficient notice of any hearing.

4. Particularly in the more serious cases it may be appropriate to inform the student that s/he may wish to obtain legal or other advice.

5. Notwithstanding 3 above, it would be reasonable for the University to ask students for an immediate explanation of their conduct for the purpose of establishing whether some form of wrongdoing has occurred. If wrongdoing is identified, students should have the further opportunity to explain their position, as outlined above.

6. Before attending any hearing or meeting which may result in a finding of wrongdoing, students should be advised that they may attend with a supporting person. In the more serious cases, students should be advised that they may be represented by a lawyer or other responsible party.

7. Natural justice requires an absence of bias in the conduct of proceedings. If there is a history of antagonism or problems between a particular student and the investigating staff member, the latter should request another staff member to take over the investigation. Moreover, where there are allegations of serious misconduct, it may be appropriate that the matter be investigated by a panel of three.

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The Keeping and Use of Records:

Faculties/schools must record each proven deliberate and non-naïve offence in the University Register of Deliberate Academic Misconduct. When a case is referred to Discipline Committee, the offence, if proven, will be entered into the Register by the University Secretariat.

Any supporting documentation relevant to a case of cheating must be held in a secure Faculty location, accompanied by a paper copy, signed by the student, of the 'Academic Misconduct: Assessment and Report Form'. Records pertaining to an individual student should be kept until one year following the graduation of the student. This provision applies to each qualification in which the student enrols.

Discipline Committee may direct that the record of a specific major offence(s) be retained for longer than one year following graduation.

The Register can only be referred to at the penalty stage of any proceedings – not at the investigation stage. These records can assist with determining the appropriate penalty (for example, in the case of repeat offenders), or in assisting the consistent determination of penalties (for example, for comparable offences by different students).

The functioning and appropriate use of the Register is described in the document 'University of Auckland Register of Deliberate Academic Misconduct.'

Right of Appeal:

If a student does not agree with the decision or does not accept the penalty imposed by the course convenor/coordinator/lecturer in consultation with the Academic Head he/she has the right to request that the decision and/or penalty be reviewed by the Appeals Committee of Council.

5. Penalties

The penalties for cheating can vary with such factors as the seriousness of the offence, previous instances of cheating by the student, and extenuating circumstances.

Schools or faculties may impose the following penalties in minor cases of cheating in coursework:

- Reduce the grade for the piece of work to which the cheating offence refers, down to and including a grade of zero.
- Cancel any marks previously given for the piece of work concerned – hence zero.
- Not mark the piece of work, thus giving it zero.
- Oral or written reprimand.

Discipline Committee may impose the above penalties plus:

- Not credit a course or courses to the student's degree programme.
- Cancel any previously-credited pass in a course associated with the offence.
- Impose a fine not exceeding $1,000.
- Suspend attendance at the University for a period to be determined.
- Cancel enrolment, i.e., expulsion from the University.

In accordance with the University's Disciplinary Statute it is possible for students to apply for a review of any penalty imposed pursuant to these Guidelines to the Appeals Committee of the Council.

Approved by Senate on: 5 November 2007

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Appendix: Protocols to assist the consideration of major and minor coursework offences

1. Is the matter in question an offence, in terms of a violation of academic norms or conventions? This decision is made on the merits of the case, with no access/referral to the student's previous record.

It is typically the course convenor who determines the possible existence of an offence, discusses the incident with the student, and makes the initial classification of the nature of the offence and the subsequent pathway (see flow chart diagram) under which it will be considered.

If it is determined that there is an offence:

2. Determine whether the offence should be classified as one which is: (A) 'inadvertent **or** naïve'; or (B) 'deliberate **and** non-naïve'. This requires a judgment about the student's intentions and reasonable understandings at the time of the offence.

	Pathway A Inadvertent or naive	Pathway B Deliberate and non-naive
General Points	The student: • did not intend to commit an offence • is new to the University and did not know what they did was wrong; the problem is a lack of knowledge	The student: • committed the offence, and • admits they knew it was wrong, or • was given clear instructions, and has had sufficient time to learn referencing practices and standards There is evidence the student knew what they were doing was wrong
Examples	*A first-year undergraduate student submits a first essay assignment in a course. The essay includes several un-referenced 'cut and pastes' from the web, and a bibliography of references. The offence probably reflects a lack of understanding of academic referencing conventions. While intentional, the incident may be found to be 'naïve'.* *A case may arise where the incident is determined to be 'deliberate' yet there is still an element of naivety. For example, a student copies material without referencing but believes this is acceptable and there is a plausible reason for so believing, e.g., there has been no exposure to academic conventions and referencing norms. This case may be determined to be deliberate but it is still naïve.*	*In a Stage 2 course, four students work as a team to conduct a lab experiment. The course instructor encouraged this collaboration, but also made it clear that each student should prepare their lab assignment submission separately. However, one student copies a section from the written assignment of another student in the team. The student has not observed the assignment ground rule that each student's submission should reflect their own learning. The copying may be determined to be 'deliberate and non-naive'.* *For a second semester course, a substantial amount (e.g., 50%) of a postgraduate student's essay comprised word-for-word material that the student had submitted previously for grading in another course. The student considered that it was their intellectual property, and could be re-used as needed. The student admitted that they were aware of the Enrolment and Programme Regulations' clause that work submitted for credit in one course cannot be resubmitted for credit in another course. Given this admission, the student's academic level, and the amount of material re-used, the incident may be determined to be 'deliberate and non-naïve'.*

3. If the offence is determined to be 'inadvertent or naïve' then it is an offence that should be addressed at the school/departmental level. Students who have used different referencing practices in high school, who have not been well-acculturated into academic norms, or who

have misapprehensions about material in the public domain may engage in naïve acts of plagiarism. Offences of this nature are best treated by course convenors as a learning issue that merits an educative response, rather than being treated as a formal offence subject to disciplinary procedures. The Academic Head may be consulted as to the most appropriate action.

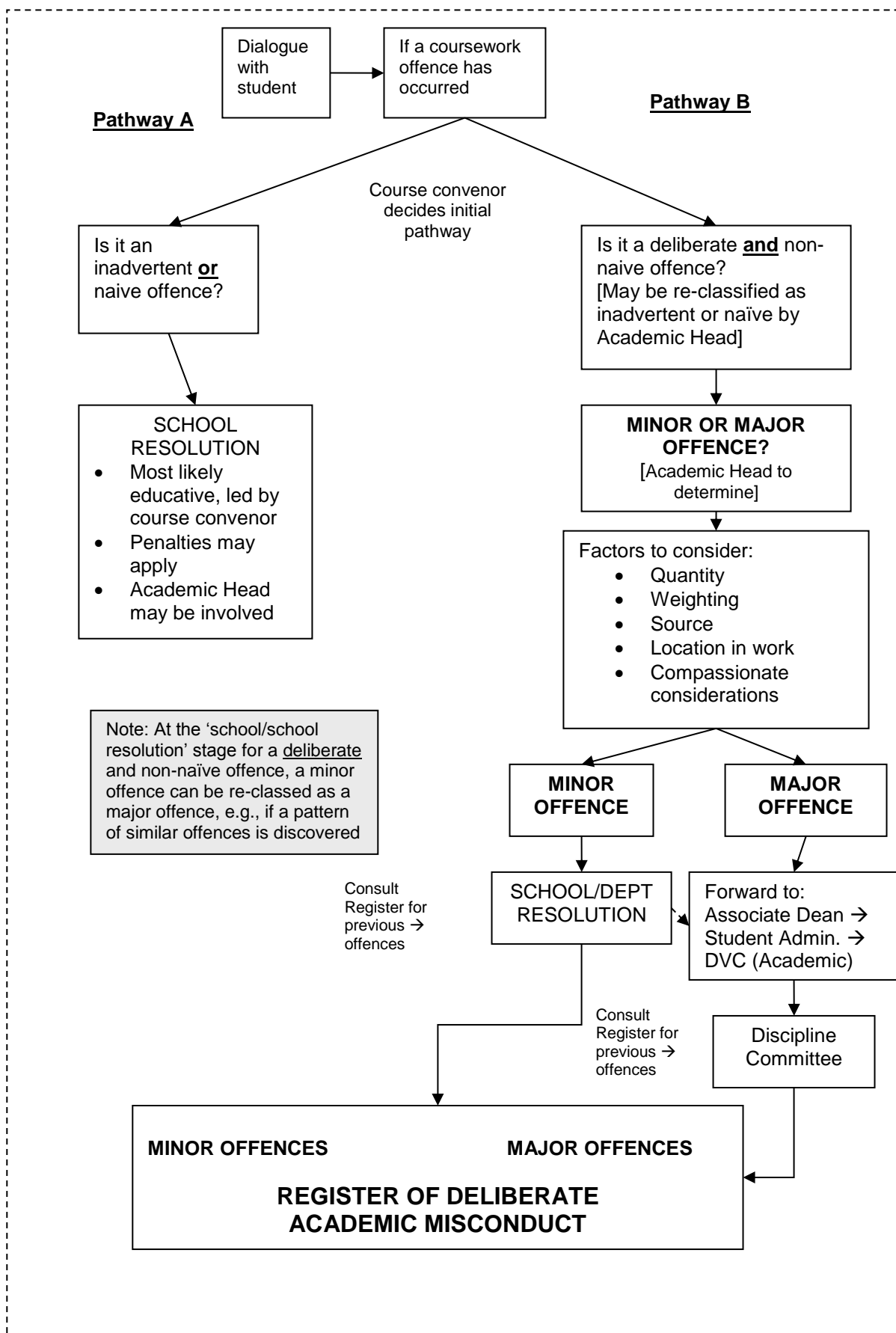4. If the offence is found to be 'deliberate **and** non-naïve':

a) The Academic Head must consider whether the matter is most appropriately addressed at the school level or whether it is necessary to elevate it to higher University levels.

b) The Academic Head must consider and weigh a number of issues in order to determine whether the matter is to be classed as a major (referral to the DVC Academic) or minor (dealt with by the school) offence:
   - *Quantity:* How much deception is involved, as a percentage of the total work? (e.g., a higher percentage would be more serious).
   - *Weighting:* What is the weighting of the work as a proportion of the final grade? (e.g., a greater weighting would be more serious).
   - *Source:* What is the source of the deception? (e.g., copying from published work, or copying from another student – the latter might be found to be more serious)
   - *Location of the dishonesty in the work in question:* Is the offence central to the main argument, the methodology, in a footnote etc?
   - *Compassionate considerations:* Are there other matters, e.g., the student's personal circumstances at the time of the offence, which should be taken into account in mitigating the offence?

If, after consideration of the above factors, the deliberate offence is deemed to be **minor**, then the matter is dealt with in the school. If the offence is deemed to be **major**, then it is referred through the pathway outlined in the *Guidelines: Conduct of Coursework*, to the DVC (Academic).

5. If the school/school is determining the penalty for a minor offence, and finds on consulting the Register of Deliberate Academic Misconduct that a previous minor offence(s) exists for the student, then the offence may be treated proportionately (i.e., more harshly) at the penalty phase.

The processes for dealing with cases of academic misconduct are displayed in the flow chart on the following page.

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Processes for the consideration of major and minor coursework offences

Dialogue with student → If a coursework offence has occurred

Pathway A

Pathway B

Course convenor decides initial pathway

Pathway A:

Is it an inadvertent **or** naive offence?

↓

SCHOOL RESOLUTION
- Most likely educative, led by course convenor
- Penalties may apply
- Academic Head may be involved

Note: At the 'school/school resolution' stage for a deliberate and non-naïve offence, a minor offence can be re-classed as a major offence, e.g., if a pattern of similar offences is discovered

Pathway B:

Is it a deliberate **and** non-naïve offence? [May be re-classified as inadvertent or naïve by Academic Head]

↓

MINOR OR MAJOR OFFENCE? [Academic Head to determine]

↓

Factors to consider:
- Quantity
- Weighting
- Source
- Location in work
- Compassionate considerations

↓

MINOR OFFENCE | **MAJOR OFFENCE**

Consult Register for previous → offences

SCHOOL/DEPT RESOLUTION

Forward to: Associate Dean → Student Admin. → DVC (Academic)

↓

Consult Register for previous → offences

Discipline Committee

MINOR OFFENCES   **MAJOR OFFENCES**

REGISTER OF DELIBERATE ACADEMIC MISCONDUCT

THE UNIVERSITY
OF AUCKLAND
NEW ZEALAND
Te Whare Wānanga o Tāmaki Makaurau

Use of Third Party Assistance in Undergraduate and Postgraduate Coursework: Guidelines for Students

The University of Auckland expects that, over the course of their study, all students will become independent learners, able to communicate their ideas and the material supporting those ideas clearly and accurately. It sets students coursework assignments which it expects students to prepare on the basis of appropriate study and research and to present applying their own ideas and words. Developing and improving communication and writing skills are an essential part of a university education, and are highlighted in the University's Graduate Profiles.

Sometimes, however, students need advice and/or help in developing their written communication skills. The University of Auckland encourages students to improve their writing skills and permits them to seek assistance from third parties to do so. Examples of 'third parties' are: fellow students, reading groups, friends, parents, SLC tutors, and professional editing services.

There are important limits on this assistance because of the fundamental educational principle that assessed work should ultimately be your work, reflecting your own learning and performance.
The following points should be noted:
- Assignments are aimed at assessing specific skills or understanding. Any third party assistance that you are given must not influence in any way the marker's assessment of your skills or understanding.
- Third parties cannot rewrite all or any part of your assignment.
- If the assignment requires numerical calculations or derivations, or work of a similar nature, these cannot be performed by third parties.
- Individual output from a group assignment must avoid unauthorised assistance from fellow students in the group. See the University document "Guidelines: Conduct of Coursework" for details.
- You must personally choose which advice you accept.

Departments may state that help from third parties is not acceptable in some courses. For example, if you are being assessed on your understanding of the English language, the Department may stipulate that no additional writing assistance can be used.

Third parties may scrutinise and offer advice on the following aspects of coursework:

A **Clarity**
- avoiding ambiguity, repetition and verbosity
- the use of punctuation to ensure clarity of meaning and ease of reading

B **Grammar and usage**
- the conventions of grammar and syntax in written English
- words and their meanings (but not technical terms)
- the expression of numbers, dates, percentages, measurements and statistical data
- the use of italics, capitalization, hyphenation, symbols and shortened forms
- the display of lists and quotations

C **Spelling and Punctuation**
- spelling and punctuation (including British and American uses)

Updated: December 2012

D Illustrations and tables
- the position of tables and illustrations in the assignment
- the clarity, grammar, spelling and punctuation of the text in illustrations and tables

E Text
- completeness and internal consistency in references (including citations, bibliography, list of references, endnotes or footnotes, and cross-references)
- consistency in page numbers, headers and footers

Your responsibilities as a student

- You must prepare your assignments independently or as part of a team, according to Departmental instructions, and complete them to the best of your ability.
- If you seek the assistance of a third party once you have your work in draft, you must provide that third party with a copy of these guidelines so that they understand what types of assistance can be provided.
- You must provide any third party with a printed, not an electronic, copy of your draft so that any comments made on the draft can be fully considered by you prior to changes being made. This is part of the learning process.

Resources for students to improve their writing

- It is always helpful to pay attention to the writing style and techniques employed by good writers.
- The Student Learning Centre provides workshops, individual appointments, and on-line resources to help students improve writing skills.
- The English Language Self Access Centre (ELSAC) has print and electronic resources to help improve English language abilities. Individual appointments with language advisors are also available.
- English writing and expression courses, and Maori language courses, can sometimes be included for credit in degree programmes.
- The spelling and grammar checker in your word processing software can be a useful resource.

February 2009

Register of Deliberate Academic Misconduct

Briefing note for

Faculty Deans, Academic Heads, academic staff and school/departmental administrative staff

In 2009 the University will implement two complementary measures impacting on the recording of instances of academic misconduct in <u>coursework</u>:

1. An 'Academic Misconduct: Assessment and Report Form' (AS-75) will be used to record the assessment and report of a suspected case of misconduct, the Academic Head's determination, and any student comments.
2. Confirmed misconduct cases that are determined to be 'deliberate and non-naïve' will have their AS-75 information entered into an online and secure Register of Deliberate Academic Misconduct.

These changes were developed by the University's Teaching and Learning Quality Committee, and approved by Senate, as part of a revision in 2007 of the Guidelines: Conduct of Coursework.

Why are these steps being taken?
Currently, the University does not have the capability to:
- Identify repeat misconduct across schools, and across faculties
- Ensure a reasonable level of consistency in the application of appropriate penalties
- Aggregate and report data on misconduct, and analyse trends concerning types of cheating, incidence levels, penalties applied, etc
- Adjust its student learning support resources and services in response to levels and trends in academic misconduct

Over time, the data in the Register will improve capabilities in each of these areas.

Is the process for investigation, determination and resolution of coursework misconduct changing for 2009?
No. The process remains a matter of academic judgment that involves the student, teaching staff and the responsible Academic Head (for the final determination and penalty, excluding cases that are referred to Discipline Committee).

Do these changes just add extra needless bureaucracy?
No. The University has long required a record of academic dishonesty in coursework to be kept in faculties. These records have tended to be piecemeal, isolated from records elsewhere, and do not always contain the same information. The changes should make record-keeping easier for staff. They will standardise the type of information collected (the AS-75 form) and put it online (the Register) so that the University, its faculties and teaching units can better understand and take effective steps to address academic dishonesty.

How the Register will work

a) Scope
For an incident to be recorded in the Register, it must:
- Be an instance of <u>academic</u> misconduct in <u>coursework</u>; and
- Be of a <u>deliberate</u> and non-naïve nature (either a minor or major offence); and

Updated: December 2012

- Be adjudicated at either the school/school/faculty level (minor offence) or by Discipline Committee (major offence)

b) Operation

The Register functions in a straightforward manner:

1. If a case of suspected academic misconduct is likely to result in the application of an academic penalty, then the AS-75 form is to be used.
2. Suspected cases are investigated and the relevant data are entered on the hard copy of the AS-75 form. There is input from the course convenor (section A); Academic Head (section B); and the student (section C).
3. If a penalty is to be applied, a designated faculty officer (usually an Associate Dean or equivalent) is asked to consult the Register to determine if the student has committed a prior offence(s).
4. When all sections of the AS-75 form are completed, and the offence is determined to be deliberate and non-naïve in nature, data is entered into the online Register. The student is given a signed copy of the AS-75 form.

The following table explains the circumstances under which the hard copy of the AS-75 form and the on-line Register are to be used by schools, schools and faculties.

Type of Academic Misconduct	Record on SA-75 paper form?	Data entry into Register?	Follow-up action
Inadvertent or naïve	YES, if an academic penalty is to be applied	NO	File AS-75 and any associated documentation in school
Deliberate and non-naïve – minor offence	YES	**YES**	File AS-75 and any associated documentation in school
Deliberate and non-naïve – major offence	YES	NO	Refer AS-75 and any associated documentation to Faculty Associate Dean and Group Manager, Academic Administration, for possible consideration by Discipline Committee

c) The 'consultation' function

Consultation of the Register to determine if the student has committed a prior offence(s) can only be done at the penalty stage, i.e., after cheating has been confirmed. Access to the Register for consultation purposes is limited to a designated Associate Dean in each Faculty who will consult the register on request of an Academic Head. The Associate Dean has discretion to grant direct access to Academic Heads in the Faculty. Access in all cases will be password-protected.

d) Access to the Register

The information on the Register is highly sensitive and access rights to it are strictly defined. Access control is maintained by the System Administrator, Planning and Quality Office.

Data entry:
- A designated member of administrative staff in each school/school
- A member of the University Secretariat

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Consultation/search for prior offences:
- A designated Associate Dean in each faculty (and Academic Heads at the A/D's discretion)
- Chair, Discipline Committee

General access:
- Vice-Chancellor
- Deputy Vice-Chancellor (Academic) or nominee
- Chair of Discipline Committee
- Quality Co-ordinator
- Director, Student Administration, or nominee

Removal of entries following graduation:
- System Administrator, Planning and Quality Office

There is no access to the Register for other purposes. No personal information from the Register shall be released to any third party or external agency unless required by law or if the student has expressly consented to its release in writing.

Discipline Committee
The University Secretariat will enter into the Register the details of major incidents of deliberate academic misconduct related to coursework that are dealt with by Discipline Committee. The Chair of Discipline Committee may consult the Register at the penalty stage to determine if a prior coursework offence(s) has been committed.

Institutional oversight and reporting
The DVC (Academic) is responsible for the institutional oversight and management of the Register.

Using data from the Register, the Quality Coordinator will prepare annually a report to Teaching and Learning Quality Committee and Education Committee on deliberate academic misconduct. No individual students will be identified.

Student rights and protections
- A student confirmed to have cheated will receive a copy of the AS-75 form. This includes a section for student comments (e.g., to ensure that the student's version of the matter is part of the record, whether they agree with or dispute the facts, outcome etc).
- A student has the right to obtain the information held on them in the Register.
- The student may appeal a minor offence (adjudicated at the school level) to the Dean. For a major offence, the student is informed of their appeal rights by Discipline Committee.
- Academic staff will not be able to consult the Register when dealing with the merits of a suspected academic misconduct case. Students can be assured that each case is to be determined on its own merits without reference to prior incidents or penalties. The Register is only to be consulted after a case of cheating has been confirmed.

Retention of information in the Register
All entries in the Register pertaining to an individual student will normally be removed one year following the graduation of the student. This provision applies to each degree in which the student enrols.

Discipline Committee may direct that the record of a specific major offence(s) be retained in the Register for a period longer than one year.

May 2010
Planning and Quality Office

Documentation of 'major' cases of academic misconduct in coursework:

A checklist for Faculties and Schools/Schools using the AS-75 form

'Major' cases of academic misconduct in coursework are referred (with an AS-75 form and any supporting documentation) to Discipline Committee for consideration. The initial experience in 2009 with use of the AS-75 form suggests that some clarification is needed concerning how the form is to be completed by schools/schools/faculties, bearing in mind the roles played by Discipline Committee in adjudicating cases classified as 'major' offences. Some of the instructions on the AS-75 form have been revised to facilitate completion of the form.

1. *Section A-3 (Incident):* In cases where student #1, not enrolled in a particular course, is assisting student #2 to cheat in another course, the 'course code' box for student #1's AS-75 form should be left blank.

2. *Section A-6 (Summary from interview):* For 'major' cases to be referred to Discipline Committee, only a summation of 'factual matters' should be recorded in this section. An 'evaluation' or 'determination' should <u>not</u> be made, since it is the responsibility of Discipline Committee to draw the conclusions.

3. *Section B-2 (Prior offence):* This section should <u>not</u> be completed if the offence is considered 'major.' There is no need to consult the Register – this will be done by Discipline Committee at the penalty stage.

4. *Section B-3 (Resolution of incident)*: For 'major' cases, only the box in Part B marked 'Referral to Discipline Committee' should be checked. Discipline Committee will determine any other action or penalty.

5. *Section C (Student declaration):* Please ensure that:
   - the student has seen the assessment and report form, and ticks the relevant box
   - Section C is signed and dated by the student
   - the student receives a completed copy of the form

For further information/questions regarding completion of the AS-75 form:

David Tippin. Quality Coordinator, Planning and Quality Office
d.tippin@auckland.ac.nz
Extn: 84661

Resources
The University's 'academic dishonesty' web page has been upgraded.

This site includes a Register of Deliberate Academic Misconduct section containing the following resources:
- A link to access the online Register
- The AS-75 form
- A User Guide
- This staff briefing note

Updated: December 2012

Academic dishonesty links

For students:

http://www.auckland.ac.nz/uoa/cs-academic-honesty

Updated: December 2012

THE UNIVERSITY
OF AUCKLAND
NEW ZEALAND
Te Whare Wānanga o Tāmaki Makaurau

Human Sciences Building
Level 6, Room 660, 10 Symonds St
Telephone 64 9 373 7599 ext. 88557
Facsimile 64 9 3737450
Email: m.sadera@auckland.ac.nz
www.psych.auckland.ac.nz

The University of Auckland
Private Bag 92019
Auckland, New Zealand

SAMPLE STANDARD LETTER

(Modify as appropriate)

[Date]

[Name & Address]

Dear

You are asked to attend a meeting to discuss a conduct issue regarding (Course Name + Number.).

On (Place, date and time).

You may bring a support person to the meeting.

You may also wish to bring a legal representative. (NOTE – this statement is only required for potentially major offences)

Yours sincerely

Signed by Course Coordinator and/or teaching staff involved.

EXAMINATIONS

The course coordinator is responsible for the creation of the examination paper for his or her course and for the provision of the examination paper to the examinations office in final form, ready to print. Essential instructions, guidelines and forms are contained in the following documents:

Instructions to Examiners and Assessors (pdf document)
Detailed guidelines on marking and assessing of examinations are contained in
https://www.staff.auckland.ac.nz/webdav/site/staff/shared/teaching-and-students/services-for-students/documents/2012-examiners-assessors-web.pdf

Guidelines for the Preparation of Examination Papers (pdf document).
Layout requirements and procedures for exam preparation are specified in

https://www.staff.auckland.ac.nz/webdav/site/staff/shared/teaching-and-students/services-for-students/documents/examinations/forms/guidelines-for-the-preparation-of-examination-papers.pdf

A detailed sample examination paper is provided at the end of this document.

Deadlines for submission of examination papers to the Examination Office:
Papers examined in Week 1 17   working days prior to the first day of examinations
Papers examined in Week 2 9   working days prior to the first day of examinations
Papers examined in Week 3 5   working days prior to the first day of examinations

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The University of Auckland EXAMINATIONS Stationery Form specifies any special printing, stationery or other material requirements and must accompany the final examination paper when submitted to the examinations office. This form can be obtained from the Psychology main office.

Note that the course coordinator must also provide the examinations office with a contact telephone number at which they are accessible during the time of the examination.

School of Psychology examination process

Person responsible: TBC (Deputy Head, Academic)

To ensure all our examination papers are at the Examinations on time, you are requested to get your scripts to the City or Tamaki office by the date advertised.

This date will be midday, one day in advance of the university deadline.

As the deadlines differ (depending on which week your examination is in), all examiners will be emailed an individual deadline. Please take careful note of this.

All papers need to have been thoroughly checked for errors by the assessor. If you have a particularly complex paper and would like a further check, please organize this with Meena at least three days in advance of the deadline. If we are informed that your examination paper contained an error despite checking, we will discuss with you a way to ensure this can be avoided in future.

If your paper has not been received at the school office by the deadline, you will be emailed, and required to confirm that you intend to get it to examinations by the next day.

Collection of Exam Scripts after the Exam
Listed examiners must take their staff ID to collect the exam scripts after the exam. Examiners must count the scripts and sign forms stating the count is correct.

Updated: December 2012

The locations where scripts can be collected by examiners are specified in the Examination Section for Staff on the University website. We recommend you ask where the collection point will be when you deliver the exam.

Role of the assessor
The role of assessors is to moderate results and the assessment process by determining that the evaluation has:
- Assessed student achievement at the level stated in learning outcomes
- Adequately sampled the essential outcomes of a course
- Used an appropriate marking schedule
- Clearly stated all instructions and questions
- Achieved fairness and comparability of standards across the papers and answers being evaluated.

Submission of Final Grades

Submission of exam results is to be done through Cecil for undergraduates.

If you are the co-ordinator of a class in which Michelle does not collate your plussage and examination results, please provide Michelle with your final exam mark for your students out of 100 together with the letter grade in an excel spreadsheet. She will also need to see a grade distribution of the class as well.

University Policy Key points on Examinations:

- *Involvement of Multiple Staff:* Each course is to be examined by more than one staff member, or examined by one member of staff and assessed by another.

- *Forewarning of exam material:* During class time, staff may announce the apportionment of questions in the final exam in relation to material covered in the course. Actual questions can only be announced in advance with approval of both your HoS/D and Dean.

- *Examination Day:* On the day of the examination, at least one of the examiners must be available at their university telephone extension for the full duration of the examination.

- *Recounting/remarking:* Students may apply, within 4 weeks of receiving their official results, to have their examination script marks recounted. Within 3 months, a student may apply for a photocopy of their final examination script. Students do not have the right to request remarking of their script.

Updated: December 2012

AEGROTATS AND COMPASSIONATE CONSIDERATION

1. **Aegrotat Consideration** - **for temporary illness or injury**
   Temporary illness or injury which prevents a person from sitting an examination, or which seriously impairs either examination preparation or examination performance, can be taken into account if suitable evidence is provided.

   Application forms are available from the Student Health Service at the relevant Campus. **(Note: Applicants should be seen by a registered medical practitioner on the <u>actual</u> day of the examination(s) for which consideration is to be given, see Eligibility below).** The completed form with medical evidence should be returned to the Student Health Service at the relevant Campus **no later than 7 days** after the affected examination or 7 days after the last examination to be considered.

2. **Compassionate Consideration** - **for events other than illness.**
   Exceptional circumstances beyond a student's control which prevent the sitting of an examination, or which seriously impair either examination preparation or performance, can be taken into account if suitable evidence is provided. The completed form with the appropriate evidence should be returned to the Student Health Service at the relevant Campus **no later than 7 days** after the affected examination or 7 days after the last examination to be considered.

Note: The examination should be attempted if at all possible. **Special conditions may be arranged if necessary.**

Advice to Students
Students should be advised to enquire about aegrotat or compassionate consideration if temporary illness or injury, or exceptional circumstances beyond their control, have prevented them from sitting an examination, or seriously impaired their examination preparation or their examination performance. They should contact the Examinations Office or the Health and Counselling Service for application forms and advice. The requirements are stringent, and it is essential that students follow the correct procedures which are fully explained on the forms and in the Examination Instructions mailed to every candidate before each examination period.

School Guidelines on calculating an aegrotat or compassionate grade
The basic principle suggested is to give students a recommended grade that is equivalent to, or slightly lower than the grade they probably would have achieved had they sat the exam (in the case of aegrotats) or sat the exam under normal conditions (in the case of compassionate consideration).

The best way to work out the grade they probably would have achieved is to calculate the actual grade achieved by other students in the course with the same or similar coursework marks. If this calculation puts the student seeking consideration at the low end of a grade range, then the grade below should be recommended. If the student is likely to have achieved at the high end of the grade range then that grade should be recommended.

Using this method, any student who is likely to have achieved a mark of 57 or lower cannot be said to have a 'clear pass'. You may want to take account of the student's complete academic record when deciding whether or not students in the 55-57 range should get a 'C' recommendation. You cannot recommend a C- as this will not be accepted. It is also suggested that you do not recommend grades above A- for any student who has not sat the exam or has sat it and performed poorly but been awarded compassionate consideration. In very exceptional circumstances at Stage 2 or 3, when a student has a record of very high grades in Psychology and other subjects, it may be appropriate to recommend an A or A+.

GUIDELINES FOR TEACHING MENTORS AND MENTEES

The Deputy Head (Academic) will arrange a teaching mentor for all new permanent staff whose job includes a teaching component. The relationship will run for one year.

1. Each person in the pair observes and writes a peer review on one of the other person's teaching sessions. This should include comments about what the reviewer considered enhanced student learning and suggestions for improvement. The reviews are discussed at follow-up meetings. You are encouraged to give each other permission to use these in your APR etc.
2. Each person goes over the other's course materials – especially the course handout.
3. Meetings are held at least twice each semester. It is useful to schedule these in advance.
4. Mentees should feel comfortable approaching the mentor for any advice on teaching, university policy and school practice. The level coordinator and Deputy Head (Academic) is also available to help with questions.

STUDENT REPRESENTATION AND COMPLAINTS

As a general principle, the University encourages the prompt and informal resolution of all student concerns and complaints as they arise, in a collegial and non-adversarial manner. It is particularly important that procedures and processes be applied in a consistent manner – if in doubt; consult your course coordinator or Academic Head.

The University, in collaboration with the Auckland University Students Association, supports a class representative and Student/Staff Consultative Committee system.

Each class will elect a class or year representative at the start of the semester. Student reps have two roles: as advocates/mediators for the class or year they represent; and as a member of the departmental/school Student/Staff Consultative Committee, where student reps and academic staff discuss departmental/school issues. The class rep is a primary point of contact for students who have a problem or a suggestion to make about teaching or course quality, or student learning conditions.

Students have several initial options if they wish to raise concerns, or complain, about a course, its delivery or teaching:

- Bring the matter directly to the teacher, or course coordinator; or
- Talk to the class representative, who may then raise it directly with the teacher, HoS/HoD, etc, or pursue the matter at a meeting of the relevant Staff/Student Consultative Committee; or
- Contact WAVE, The Student Advocacy Network maintained by students, or the University Mediator's Office.

The informal and formal processes for the handling of grievances and problems are described in the following two documents:

- *Student Learning and Research Grievances Procedures for Undergraduate Students*
- *Resolution of Research Problems: Postgraduate Research Students*

http://www.auckland.ac.nz/uoa/home/about/teaching-learning/policies-procedures

The Head of School/Department must provide a written response within 10 academic days from notification of the grievance. If grievance seems to have no reasonable ground, the School/Department Head shall state in writing why in his or her judgement the grievance is without merit. If, however, the Head of School/Department sees reasonable ground for the student's complaint, the Head shall meet with the staff member and/or with the student and staff member together in an effort to resolve the student's grievance. The Head of School/Department on receipt of a complaint may direct the issue back to the informal process if she/he feels that it is appropriate.

Procedure for Student Complaints in the Faculty of Science

The Faculty has in place mechanisms in accordance with the Student Charter and the University dispute procedure.

Students are encouraged to approach course coordinators or Stage advisors in their home school in the first instance. Science Student Centre will receive complaints, and give advice on the best course of action to seek resolution.

Updated: December 2012

School/Departmental mechanisms

- All courses have a course coordinator who has responsibility for the delivery and management of that course, and who is available to students for advice and information relating to the course.
- All School/Departments have Stage coordinators who are available to students for advice and information related to studies at that level.
- All Heads of School/Departments are responsible for the delivery of the teaching programme in their School/Schools, and may be approached where issues arise.
- All School/Departments have an active staff-student consultative committee, which conforms to the terms set out by AUSA, and Faculty requirements.

Faculty mechanisms

- Associate Deans (academic) and (postgraduate) are available by appointment to discuss issues relating to the academic programme where school/departmental advice and assistance has been inappropriate or insufficient.
- The Faculty has Faculty staff-student consultative committees for both undergraduate and post-graduate students with representation from all schools and close liaison with AUSA Advocacy coordinators, and the Education Vice-President of AUSA.

Complaints relating to Admission

- Where an applicant appeals a decision, information on the decision is gathered and provided to Associate-Dean (academic or postgraduate) for re-assessment along with any additional information provided by the applicant.
- The application is reassessed and the decision notified to the applicant (if written, applicant advised in writing; if in person, applicant advised verbally at the time and followed up with a written explanation.)
- Should there be dispute about process or application of declared criteria for admission the student may appeal to the Dean who will consult with the University Executive Officer if required.
- In the event that the student is unhappy with the outcome of both these processes they may appeal to the DVC (A) on the basis of either:
  - A failure of the University's process and / or
  - The basis of the decision was manifestly at odds with the evidence.

Complaints relating to courses

- Students are encouraged to raise issues of concern with the course coordination or lecturer with responsibility for that course.
- Where a student feels unable to approach staff directly they may discuss the matter with the elected class representative who may make the approach on their behalf, or where the issue is a generic one, on behalf of the class.
- Issues relating to course or programme matters may be brought to the School/Departmental Staff-Student Committee for discussion and resolution.
- Should this fail, the issue may be raised with the Head of School/Department, Associate Dean (academic) or (postgraduate), or brought to the Faculty Staff-Student Committee for discussion and resolution or referral.
- All issues are referred back to the school unless resolution has proved impossible at that level, but Associate Deans may broker discussion and resolution if needed. Cases may be referred from AUSA Student Advocacy for discussion.

Complaints relating to academic programmes

- Students are encouraged to raise issues of concern with the course coordinator or lecturer with responsibility for that course in the first instance, or with the Head of School/Department.

- Should that not be satisfactory the Associate Deans are available to discuss that matter, and seek a resolution.

Complaints relating to staff members
- Students are encouraged to raise issues of concern with the course coordinator or Head of School/Department (HoS/D) in the first instance.
- Should this be unsatisfactory, students may approach the Associate Deans, the harassment network or AUSA Student Advocacy for assistance.
- Where a resolution cannot be reached the Mediator may be asked to assist. AUSA Advocacy may provide representation and support for the student.
- Substantive issues should be a subject of discussion between the staff member concerned, the HoS/D and the Faculty HR person in the first instance.

Complaints about other students
- Students are encouraged to raise the issue with the course coordinator or HoS/D in the first instance.
- Should this be unsatisfactory, students may approach the Associate Deans, the harassment network or AUSA Advocacy for assistance.
- Where a resolution cannot be reached, the Mediator may be asked to assist. AUSA Advocacy may provide representation and support for the student.

Complaints relating to facilities
- These should be raised with the course coordinator or School/Departmental Manager, who will contact the Lecture Theatre Manager, Property Services or the Faculty Manager as required.

Publicity
- The class representation system is publicised by AUSA, the support networks available by the Mediators Office and the availability of School and Faculty assistance is listed in Faculty and School publications.

Process for routine complaints:

Course Coordinators
- Complaints relating to course or personnel involved with the course should be referred to the course coordinator, then HoS/D should process the complaint.

Course Coordinators
- Should receive complaint in an open and friendly way, note details and ensure that their understanding of the situation matches that of the complainant.
- Review the issues one by one with responses based on policy, regulations, knowledge of relevant factors, and avoiding being defensive.
- Feed outcome of the investigation and remedial steps taken, to the student, preferably in writing.
- Review the outcome with the student to ensure there are no outstanding issues.
- If the student is satisfied that the issue has been dealt with then the file can be closed. If not, the matter should be referred to the HoS/D.

Head of School/Department (HoS/HoD)
Complaints which are received directly by the HoS/D should be referred to the course coordinator first, unless they involve the coordinator or senior staff, or issues unrelated to the delivery of the course.
Where a matter is referred back from the course coordinator, the HoS/D:
- Should meet with the course coordinator to ascertain relevant circumstances and previous advice or information given.

Updated: December 2012

- Should meet with the complainant and hear the story first hand.
- Respond in person, or writing, depending on the circumstances.
- Undertake to follow through to resolve differences, or refer student to the appropriate agency for further assistance. These might include Student Health, Mediator and/or AUSA Advocacy.
- Where there is no possible resolution, the student should be clearly advised in writing and where necessary Associate Dean (academic) or (postgraduate) may be invited to assist.

Associate Deans

Associate Deans are frequently approached about conflicts with schools/schools.

Associate Dean

- Should refer the matter back to the School/Department (HoS/D, course coordinator or staff-student committee through class reps).
- If the student has already approached the school/department without success, ask the student to put the circumstances in writing, or assist the student to compile a record of the circumstances.
- Should meet with the school/department to investigate.
- Should respond to the student in writing setting out understandings and resolution.
- Ascertain that a satisfactory resolution is obtained.

Where necessary, refer the matter to Dean for consideration. The Dean may consult with the University Executive Officer as needed. Student Health and Counselling may be involved. Where no resolution can be reached, or where the student behaviour makes it impossible to process the complaint in a professional manner, a student may ask for the matter to be referred to the DVC (A) on the basis of:

- a failure in the University's processes, and/or
- the basis that the decision was manifestly at odds with the evidence.

2006 Revised 2011/2012 MG

VOLUNTARY RESEARCH PARTICIPATION

Each semester all undergraduate students will be informed as to research projects being conducted by staff and graduate students in which they can participate. This information is collated by Andrea Mead it is then added to the research participation scheme where the details are posted on Cecil for students to access, it is available on the school web site and printed out and put up on notice boards.

Research may be carried out in class time, if written approval is obtained from the course coordinator and submitted with an ethics application. If the entire class is being invited to take part in class time, verbal feedback, either in a lecture if there is time available, or in labs and tutorials, would generally be expected. For some studies, this can perhaps be done at the same time as the measures are taken. The class would also need to be informed about when the results will be available, and these should be posted on Cecil (students can still access Cecil for old courses, and/or Cecil announcements can be sent out to students at all levels saying when the results are available,) perhaps in the form of a poster.

At the beginning of each semester an email will be sent out reminding staff and graduate students to submit their research descriptions to the research participation scheme. You need to email a summary of your research which should include a brief description of the current research, what is involved in student participation and your contact details so that students can respond to you. A web link that directs students to your research can be useful. You need to include a sentence at the end to confirm that your research has been approved by the ethics committee or that you have applied to the ethics committee and your research is subject to approval by UAHPEC.

Please see the example below.

Finger movements and motor control.

A larger project on how the brain reads Braille requires sighted volunteers who will be asked to plan and execute Braille-like reading movements without the Braille or demands to read. Participation will involve a single session of no more than 60 min, for which a $10 voucher is offered, and will require making a series of finger movements across a digitising tablet under varying conditions of speed and accuracy. There is no discomfort involved. The data will serve as the basis for comparison with the movements made by Braille readers of varying degrees of fluency. For further details, contact Dr Barry Hughes (b.hughes@auckland.auckland.ac.nz; ext 85265).

> The project has been approved by University of Auckland Human Participants Ethics Committee (Ref 2008/276).

Updated: December 2012

COURSE EVALUATIONS AND MONITORING

University Policy Key points:

- All undergraduate courses and teaching are evaluated by students at least once every three years. Postgraduate courses of a significant size (e.g. 10 students or more) are evaluated by students at least once every three years.
- Each teaching unit maintains a rolling 3-year Student Evaluation Plan, updated annually, for the conduct of course and teaching evaluations.
- Summative evaluations are conducted using standardised instruments and supplementary questions approved by Teaching and Learning Quality Committee.
- Student evaluations of courses and teaching are conducted in a way that enables students to provide anonymous feedback.
- The results of course and teaching evaluations commissioned under Student Evaluation Plans are processed centrally in a timely manner and made available to the relevant teaching staff, Academic Heads and Faculty Deans as appropriate.
- Teaching and Learning Quality Committee and Deans of Faculties receive annually an aggregate report on evaluation results.
- Students are informed of any changes to courses and teaching that are made as a result of prior evaluations.

The teaching unit Student Evaluation Plan should be finalised by 31st March of each year, with copies sent to:

- The Faculty Office; and
- Planning and Quality Office

Student requests for evaluation of teaching and courses
Students may request the evaluation of teaching or courses through the appropriate Staff-Student consultative Committee, which may pass the request to the Academic Head for consideration and implementation. Teaching staff are to be notified when an evaluation is to take place at the request of students.

Evaluation will be conducted using standardised instruments and supplementary questions approved by Teaching and Learning Quality Committee. To order evaluations go to:
cecil.auckland.ac.nz/esc/.

The major standardised tools used for student evaluations are:

- University Lecturing Questionnaire
- University Tutoring Questionnaire
- University Course Questionnaire
- University Postgraduate Questionnaire

See Appendix for summary of questions available.

A limited number of supplementary questions, drawn from an item bank maintained by the Planning and Quality Office, may be added to each questionnaire.

Students should be informed of any changes to courses and teaching that are made as a result of evaluations.

The timing of administration of evaluations, and the time required to process the questionnaires, generally means that the course will end before evaluation results are available. It is, however, important that students are involved in an evaluation culture which values their feedback throughout their time at the University. One way of achieving this is for staff, during the next iteration of the course, to inform students of any adjustments that have been made in course design and/or delivery as a result of feedback from previous students. These changes may also be reported to students in course books.

Updated: December 2012

Teaching Evaluation Plan

We will evaluate all courses at each level in the same year. This has two purposes. First, it is simple, so we can easily work out which courses should be evaluated in any current year. Second, it allows us to review one year level each year (or two year levels when the stage one and stage four courses are being evaluated). We anticipate that the review will be conducted by the HoS, Deputy HoS (Academic) and the appropriate level coordinator. These people will look at the results of the evaluations for each course, and, possibly, any other 'quality indicators' that may be relevant. For example, course outlines, special circumstances that may have led to dips or peaks in the course evaluations and so on. We need to give special attention to courses that show less than 70% student satisfaction. Of course we are fully aware that student evaluations are just one part of the picture, but if we get all courses at a single year level evaluated simultaneously, this is at least a starting point for discussing how we think that year level may be working as a whole. As a consequence of the review, the HoS or Deputy HoS will follow up with course coordinators, raise general points with the staff as a whole, or whatever seems an appropriate way to respond to what we've discovered.

Attached also is a lecturer evaluation schedule, again for simplicity this is in alphabetical clusters. The HoS will review the results of the lecturer evaluations and follow up with staff members as he considers appropriate.

Some other points of note:

If a course or a lecturer is not reviewed in the scheduled year (usually because the course was not taught or the lecturer was on leave), the course or lecturer will be evaluated the following year and again when their course level/surname comes due. When it is your year to get your lecturing evaluated, we ask you evaluate all your undergraduate courses – but not guest lecture slots (i.e. anything less than 4 lectures). Also, if you are teaching stage one, you are only expected to evaluate one semester or the other.
New courses should be evaluated in their first year and probably in their second year as well (this will be decided on a case by case basis), regardless of the schedule for that year level.
The HoS can call for an extra evaluation at any time. This is likely to happen for courses that fall under the 70% satisfaction threshold.
Staff can order additional evaluations of their courses or teaching whenever they wish.
Staff applying for promotion may need to show recent evidence of positive teaching evaluations. This is a good reason to have your lecturing evaluated outside of the schedule. You will, however, still need to have your lecturing evaluated again when it comes due, even if this is the following year.
We will work to publicise the evaluations well, encouraging course coordinators to monitor response rates for online evaluations and reminding students to complete them, we will consider other strategies as well.

Schedule for the course evaluations of Psychology courses:

Stage I and 700 Level –   2014, 2017, 2020, 2023, 2026

Stage III –   2015, 2018, 2021, 2024, 2027

Stage II –   2013, 2016, 2019, 2022, 2025

To order Evaluations go to: QA.CECIL.auckland.ac.nz

Teaching Evaluations: Hard copy or online?

Hard copy teaching evaluations should be used for new courses, new lecturers and scheduled course evaluations (see above). It is recommended that online evaluations be used by more experienced staff. It is suggested that you stress to students that these are completely confidential.

Updated: December 2012

Teaching Awards
Student nominations are an integral part of the process of recognising excellent teaching. A message inviting nominations will be sent out to the students via Cecil about halfway through the semester. You may also wish to consider including a copy of the nomination form in your course guide.

Annual Course Review

Purpose:
To assist teaching teams (and individuals) in capturing an overview of their course, the Faculty Academic Programmes Committee has developed the attached template to facilitate end-of - course discussion about how the course went, and any potential changes or new initiatives. This has been undertaken with strong encouragement from the ProVC (academic), and is not intended to be used for any purposes other than the iterative improvement of course delivery. Audit Committee has requested that we demonstrate that we actively and iteratively show how we review and improve course delivery. It is expected that all teaching teams will meet annually at the conclusion of the course and work through the questions on the template with a view to continuous improvement. This process should be completed by July 1st for Semester 1 courses and 15th December for Semester 11 courses on any year.
It is well recognised that effective teachers reflect on their practice with the intention of enhancing the student learning experience[1].

Course coordinators should:
- Assemble the suggested materials as appropriate
- Set date, time and place for the meeting
- Facilitate discussion
- Fill out the template and submit a copy to School Manager for filing and reference.

Teaching Team members should:
- Make themselves available at the agreed time and be prepared to participate with a view to iterative improvement of the course, and problem-solving.
- If you are the sole presenter for a course, it would be helpful to discuss the course with your course assessor.

Heads of School should:
- Ensure that all courses are reviewed annually at the conclusion of delivery.

School assistants should:
- Arrange to archive completed forms for reference and access by HoS and Course Coordinators.

Faculty Academic Committee will:
- Appoint a sub-committee to review an anonymous sample of reviews for quality control on the process.

Faculty of Science course review template
This template is designed to assist you to minute the annual post-delivery teaching team meeting and capture strengths and intended changes for future development as part of a programme of continuous improvement.

Code	
Course title	
Semester taught	
Date of review	
Date of previous review	
Coordinator and teaching staff	

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[1] (Effective teaching at the University of Auckland Policy 2004)

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Structure (number of lectures, labs, tutorials, field trips etc)	
Assessment structure (tests, assignments, exam etc)	
In attendance at review meeting	

In reviewing the course you may need to consider: *Copy of last review (attach)* *Student course evaluation (attach)* *Learning outcomes* *Student performance* *Peer reviews* *External/professional feedback*	In your comments address the appropriateness of: *Structure and delivery methods* *Place in school programme* *Content (e.g. coherence, level, difficulty)* *Organisation (e.g. team meetings, responsibilities)* *Assessment and marking procedures* *Facilities and resources (e.g. rooms, text, Cecil)*

Overall assessment of course (including strengths and concerns)

Changes implemented since last review

Plans for improvement

Other comments

Updated: December 2012

TUĀKANA PROGRAMME

The aim of the Psychology Tuākana (mentoring) Programme is to improve the retention and success of Māori and Pacific students in our school. The Tuākana Programme was first piloted in the school in Semester 2, 2002, and has been very successful since its inception. Tuākana Programmes are a University-wide Equity initiative and are also run successfully in most other schools around the university.

The Psychology Tuākana programme adopts a Māori and Pacific holistic approach to the encouragement and care of students. The purpose of the programme is to increase both social and academic support between students, and between staff & students, with the aim of increasing success of the students. The Tuākana Programme involves more senior students being the Tuākana, or mentors, to stage 1, 2 and 3 students below them. School of Psychology tutors are also involved in the programme.

How does it work?

Most students who are enrolled as Māori and/or Pacific students in Psychology papers are automatically signed up to the Psychology Tuākana programme. When enrolments are completed at the end of week 2, students are then assigned a Tuākana/mentor. The Tuākana/mentor holds office hours each week for the student to drop-in and see them, either in the Kohanga (HSB 663) or Potu Ole Pasifika (HSB 602). Students are invited to use these rooms as often as they can, even when their Tuākana aren't there. They have kitchen and printing facilities and a library with some course textbooks. Tuākana/mentors are also available for individual appointments where needed, and can be contacted by email or by phone.

There are also Tuākana Programme tutors for Stage 1 and 306 who have set office hours that students can attend for advice about courses and assistance with coursework. Several social events are held throughout the year, such as a 'Welcome Kai' for Māori and Pacific students at the beginning of each semester. Staff are also welcome to attend these events.

For more information contact:

Tuākana Programme Coordinators

Hinekura Simmonds
h.hollis@auckland.ac.nz
HSB 608
Extn: 87198

Sepi Seuala
sfou010@aucklanduni.ac.nz
HSB 608
Extn: 87198

Updated: December 2012

GRADUATE PROFILE: POSTGRADUATE RESEARCH GRADUATE

Preamble

The University of Auckland has developed a collection of Graduate Profiles for students in postgraduate level programmes that expresses an aspiration for its graduates through a set of university-wide attributes and values which it considers to be attainable by graduates of a leading research university. They communicate to current and potential students and faculty, employers, the community, and other academic institutions the qualities that The University of Auckland seeks to impart to, or foster in, its graduates. The Graduate Profiles that have been developed are for: (i) Postgraduate Coursework Graduates; (ii) Postgraduate Research Graduates (masters level or equivalent); and (iii) Doctoral Graduates.

The University of Auckland is committed to provide an educational experience of the highest standards to its students. In addition, The University of Auckland recognises the needs of a diverse and multi-cultural student population, including its special responsibility under Te Tiriti o Waitangi / The Treaty of Waitangi.

The implementation of the Graduate Profiles rests with the faculties, schools, and other teaching and learning support divisions of the University, which may develop more specific profiles that are suitable for their subject fields and/or student population. As the student learning environment changes, the Graduate Profiles will be reviewed.

Description

A Postgraduate Research Graduate (i.e, masters level or equivalent) will demonstrate well-developed skills in the definition, management, and communication of research in a specialist area. On completing their studies at a satisfactory level, Postgraduate Research Graduates will have attained a core set of attributes and values that provide a platform to allow them:
(i) to undertake advanced and original research at the doctoral level in their chosen subject field; (ii) to continue developing personally and professionally in their careers; and (iii) to make potentially innovative, and important contributions to the communities and societies in which they reside. The University of Auckland expects its Postgraduate Research Graduates to obtain the following attributes and values:

1. Specialist knowledge

(a) A mastery of a body of knowledge, including a high level understanding of conceptual and theoretical elements, in the field of study.
(b) An understanding and appreciation of current issues and debates in the field of study.
(c) An understanding and appreciation of the philosophical bases, methodologies and characteristics of scholarship, research, and creative work.
(d) An understanding of the relevance and value of their contribution to the local and global communities' knowledge of fact, theory, and/or mastery of practice.

2. Effective communication
(a) A capacity to communicate ideas effectively in suitable formats to a range of audiences inside the field of study or discipline and to the wider community.
(b) An ability to communicate effectively using written and spoken English and/or Māori, and where appropriate, other languages.

3. General intellectual skills and capacities

(a) A capacity for critical, conceptual, and reflective thinking.

(b) A capacity to locate, contextualise, critically evaluate, synthesise, and use information effectively.
(c) An ability to analyse information, where relevant, using appropriate tools, technologies, and methods.
(d) A capacity for critical appraisal of relevant scholarly literature.
(e) An ability to initiate, design, conduct, sustain and report research.
(f) A willingness to seek continuous improvement in research skills and quality of research.
(g) Interdisciplinary perspectives.
(h) The self-awareness to identify one's professional, personal, and research skills, the ability to market these appropriately in the employment market.
(i) An understanding of career and professional development strategies.
(j) The ability to work independently, as well as collaboratively and effectively with others, as appropriate.

4. Independence, creativity and learning

(a) An intellectual openness and curiosity.
(b) A capacity for creativity and originality.
(c) An ability to identify, define, analyse, and solve problems in a flexible manner and the skill to adapt innovatively to changing environments and outcomes.
(d) An appreciation for ideas, discovery, and learning.
(e) Self-discipline and an ability to plan and achieve goals (personal and professional), including career advancement and identifying appropriate opportunities in the chosen field.

5. Ethical and social understanding

(a) Personal, professional and intellectual integrity, and respect for the ethics of research and scholarly activity.
(b) An awareness of local and global dimensions of intellectual, political, and economic activities.
(c) An appreciation of human and cultural diversity and respect for the values of individuals and different cultural groups.
(d) An awareness of the implications and potential of their research in terms of intellectual property and commercialisation.

Honours/Postgraduate Coordinator Responsibilities

This is a significant role that involves overseeing all first-year postgraduate psychology courses and students and organizing the Honours programme. All of the responsibilities below involve coordination with the Academic Manager, Larissa Isted.

General responsibilities:

➢ fielding student queries and providing advice regarding courses, enrolment options and pre-requisite requirements;

➢ working with the academic manager to evaluate postgraduate domestic and international applications;

➢ approving waiver of prerequisites/co-requisites and withdrawals for postgraduate level courses;

➢ attending Student Staff Consultative Committee meetings and responding to matters raised by postgraduate students; and chairing postgraduate information and welcome sessions;

➢ advising course coordinators on issues such as plagiarism; meeting and advising staff or students with course or assessment difficulties;

➢ attending Postgraduate Committee Meetings.

Coordination of External Examination Process:

➢ identifying and securing potential external examiner for the end of each semester, usually for a 2-year term;

➢ working with the external examiner each assessment to evaluate school consistency, grade distributions and assessment quality across all postgraduate papers;

➢ responding to staff or external examiners' queries and recommendations during the examination process, including making and enacting recommendations;

➢ chairing examiners' meetings, recording any problems/difficulties and integrating proposed changes or issues for consultation to postgraduate committee;

➢ identifying and organizing top postgraduate student prizes at the end of each year.

Coordination of Honours Programme and PSYCH 720:

➢ reviewing and developing the course and assessment structure each year in consultation with Postgraduate Committee, including adopting changes in response to external examination process and staff feedback (including for 720 projects);

➢ organizing, chairing and/or teaching regular learning-based workshops across the year;

➢ liaising with students throughout the year on assessment deadlines, requirements and marking procedures (most effectively achieved via creating a Cecil group);

➢ co-ordinating double marking of assessment, including resolving discrepancies across markers (including for 720 projects);

➢ co-ordinating central programme events (welcome session, end-of-year poster judging and function);

➢ managing student-supervisor issues and complaints (including for 720 projects);
➢ coordinating selection of Honours students and allocation of supervisors.

EXTERNAL ASSESSOR/EXAMINER GUIDELINES

In general external assessor is given anywhere from 2-3 days to look over the material, which is followed by an Examiners' meeting. The examiner is asked to note if a consistent standard is being applied across the courses, and if the overall marking standard seems reasonable for courses at this level.

What do we provide to the External Assessor?

A Master spreadsheet of courses is provided on arrival of the external. This will include the students of the current year of assessment with the final grade entered for each course. The Master spreadsheet should include the STDev, Average, pass rate etc.

The following should be provided for **each** course and should be set up **prior** to the arrival of the external assessor/examiner.

- Course outline
- Class grading sheet (this will have the names of the students along with course marks throughout the semester along with the final exam grade, usually with the final column providing the end percentage grade and final letter grade.
- Exam Questions
- Exam Scripts
- Marked student coursework from the semester.
- Contact details for course coordinator. Should the course coordinator be away, another member of staff should be named as able to make decisions in relation to the course. As a default, the level 4 coordinator will take this role.

The external may require internet access or laptop in order to write up their report. Usually background material such as the school handbook is useful. Also provide, note paper, ruler, pens, pencils etc

Expectations for the External Assessor

The external examiner provides a report on impressions of the courses, the assessment procedures and marking, and can provide recommendations for improvement.

The external examiner may be asked to pay particular attention to pieces of student work where: the student has failed, the student's mark is out of line with other marks achieved, cheating has been confirmed or the staff member has any other reason to want further verification of a grade awarded.

An examiners' meeting is usually set at the end of the assessing period (usually meetings are scheduled to last 1-2 hours). This meeting should involve all coordinators of the courses that are being assessed. Staff have the opportunity to comment on their courses or in regards to particular students. If a coordinator is away, he or she should make arrangements for an alternative staff member to speak on behalf of the course. As a default, the level 4 coordinator will take this role. If any absent coordinator wishes to be consulted before changes are made to his or her course grades, the coordinator must provide contact details for the day of the examination meeting. Courses may be scaled at the meeting.

At the end of the examiners' meeting the external assessor is required to sign exam sheet results, and signing against any changes made.

It recommended the external assessor is asked to perform in this role for 2 years.

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MASTERS

For all advice of an administrative nature (including enrolment, but excluding examination), students and supervisors should consult the School Academic Manager / Postgraduate Coordinator (Larissa Isted; l.isted@auckland.ac.nz). (Students should be advised to consult the School Handbook, for any general inquiries, before contacting Larissa). Staff might also like to consult the calendar: *http://www.calendar.auckland.ac.nz/regulations/academic/general/masters.html*

The examination process is managed within the School in the City by the Administrative Assistant (Rajni Herman; r.herman@auckland.ac.nz), and for Tāmaki based students either Sheryl Robertson (s.robertson@auckland.ac.nz) or Sue O'Shea (s.oshea@auckland.ac.nz).

For all advice relating to academic matters, supervisors and students may contact the Masters Advisor (Chris Sibley, 2013; c.sibley@auckland.ac.nz) in the first instance.

In terms of academic advice for students expressing initial interest in a master's thesis, Chris will meet with students and suggest areas of fit and possible supervisors who might supervise something in the student's area of interest. Chris is also responsible for making sure the thesis supervision process is fair and open for both the student and supervisor, and should be contacted if there are any concerns by either party regarding the supervision process during the year. Finally, Chris is responsible for checking and signing off on the final thesis grade recommended by the assessor.

General Advice
It may be helpful to advise students that the expected time commitment for full time masters study (for a student of 'average ability' to receive an 'average grade') is 40 hours per week. Also, it is University policy that students may not work more than 500 hours per calendar year and still retain full-time status. There is a lot of diversity in Psychology hence the word count for a master's thesis can differ by topic area. Thus there is no one official recommended word count. You can ask your supervisor for a general expected range for the word count typical for your topic area. There will be an event to welcome new master's students at the beginning of each year. This is organised by the Postgraduate Coordinator and the Masters Advisor early in Semester 1.

Extensions
If students need to seek an extension, they should discuss this with their supervisor, and this will be administered by Larissa Isted. The extension should be applied for a month prior to the submission date.

Thesis submission
Students submit two hard bound copies and a digital copy of the thesis to the Graduate Centre.

The Examination Process
Rajni Herman, Sheryl Robertson or Sue O'Shea administers the examination process. Supervisors will need to recommend two examiners (from 2013 the examiners must not be a supervisor) – and an assessor (who may not be the supervisor or co-supervisor). One of the Examiners should be external to the University. It is School policy that the Assessor should be internal to the School. All those involved should be contacted prior by the supervisor to gain agreement to be involved in the marking and should be available to mark the thesis within six weeks. Please provide names of examiners to the appropriate administrator two weeks prior to the student's submission. They will complete the appropriate forms and will communicate with the Examiners and Assessor.

When the two bound theses are received by the School, Rajni, Sue or Sheryl will send a copy to each of the Examiners with an invitation to examine. The two Examiners work independently to examine the work and submit the reports. When both Examiners' reports are received by the School, these will passed on along with a copy of the thesis on to the Examination Committee, who is asked to "provide a report outlining the major agreements and differences between the two examiners' reports, and assessing the relevance of those to the work examined." The Examination Committee (comprising the Graduate Advisor and an academic from the University)

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"may recommend a grade for the work, but, in cases where examiners have recommended different grades, the Examination Committee must not contact the examiners to negotiate an agreed grade." (2013 Instructions to Examiners and Assessors)

New to us in 2013: Examiners' reports will be provided in confidence to the supervisor, who may provide confidential comment on them in writing (within one week) to the Examinations Committee. This can aid in the Examination Committee decision.

Approval of the recommended grade by the Examination Committee is the responsibility of the Academic Head (or Acting Head).

Below is a description of the current School process that the Postgraduate Committee follows in recommending a grade to the Academic Head (please consult Larissa Isted for details of changes in process from 2013):

1. Once the School has the Assessor's and both Examiners' reports the PG Committee rep (i.e., the Masters Advisor) will review all three reports.

2. Where the PG Committee Rep can clearly determine the best grade to recommend (in practice this will most likely be the Assessor's recommended grade), s/he will then email the Internal Examiner (supervisor) and Assessor to notify them of the various grades recommended, and what her final recommendation is. The PG Committee Chair will be copied into this email so they are kept in the consultative loop; and the appropriate administrator will be copied in, for filing.

3. Although this won't be strongly encouraged, the Internal Examiner will be invited to comment if they are not happy with the grade. In this case the PG Committee Rep will ask the Internal Examiner and Assessor to consult with each other and let her know if they can reach agreement.

4. If they can reach an agreement, then this will most likely be the PG Committee Rep's recommendation.

5. If the Internal Examiner and Assessor cannot reach an agreement, then the PG Committee Rep (in consultation with the wider PG Committee – or at least the Chair) would attempt to mediate a result. If, at this point, no agreement was reached, then the PG Committee would decide what grade to recommend to the Academic Head.

6. If the picture is too complicated for the PG Committee to wish to make this recommendation against the preference of the Internal Examiner, then the Academic Head would be consulted; at this point the result would be considered Disputed and we would follow procedures outlined for dealing with this, including contacting the External Examiner. *(It is anticipated that this would be an unusual and rare course of action.)*

7. If, at step 2 above, the PG Committee Rep has reason for doubt over the recommended grade, he would consult with the PG Chair and possibly the HoS, and then inform the Internal Examiner and Assessor of his recommendation (which may not be what the Assessor has recommended). *(It is anticipated that this would be very unusual.)*

Policy and Principle guiding this process: Examiners do not need to formally agree to the grade, but we consider it polite that they be informed of the process and have the opportunity to comment if, for instance, there is strong disagreement. For full details of University Policy (2012) see:
https://www.staff.auckland.ac.nz/uoa/home/staff-intranet/teaching-and-students/services-for-students/examinations/examiners-and-assessors#s2c1

Availability of Examiners' reports

From 2013 students can be supplied their reports. Supervisors in general should provide summary feedback.

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PhD

Processes Surrounding the PhD

General

All of our instructions for PhD applications and the Provisional-Year Reviews process are online here (http://bit.ly/n5Gjjk). The application form is available here (http://bit.ly/ihhUIj). We update these forms regularly as we find and correct inflexibilities in our systems or align ourselves with changes in policy. Please ensure that you and your PhD students use only the most up-to-date forms. In addition, please ensure that all documentation for the administration of the PhD programme are completed electronically.

PhD Applications

Meena, to whom all correspondence should be addressed, administers the internal application process. This involves initial inquiries through to the satisfactory completion of the Expression of Interest (EoI). Upon being made aware of an application, Meena will send detailed instructions to both the supervisor and applicant.

Note that it is the responsibility of applicants to approach potential supervisors. If you are approached, it is important to respond in a timely fashion so that the applicant does not get discouraged from pursuing enrolment in the School. On the other hand, it is sensible for the proposed supervisor to familiarize themselves with the capabilities of an applicant. For unfamiliar applicants, this may involve requesting some of their written work, or giving them a written project to complete.

Please keep in mind that the EoI process is not designed in a way that is overly conducive to our own way of selecting students. Consequently, it pays to ignore whatever the applicant has given as a topic. Applicants write proposals for topics because the system tells them to, not because they are inflexible. This means that if an applicant approaches you with a topic that you are not interested in, you are advised to tell them what areas, or specific topics, you are interested in. Negotiate with the applicant a topic of importance to you.

Provisional-Year Review

Larissa is taking the lead role in the administration of the Provisional-Year Review process. Details of the process are available online as indicated above. Supervisors have the overall responsibility of ensuring that these procedures are followed.

It is important to coach your students in a manner that ensures they have the best chance of satisfactorily completing all of their provisional goals. Be sure to know what these goals actually are. They often undergo revision before an application is accepted, and hence you are advised to get a copy of your students Registration Summary (from the School of Graduate Studies) which contains the 'official' goals.

If you have a student who seems to be struggling in some way, please ensure you proffer advice to the student in writing. This will maintain a chain of documentation that demonstrates quality of supervision. In the event that the student does not obtain confirmation of registration after the PY Review, the School will be able to document its supportive and professional role in the supervision of the student during the provisional year.

Annual Reports

At the end of each year (excluding the provisional year), an annual report needs to be completed by the student and supervisors. Several individuals and committees throughout the UoA view this report. Please ensure it is completed in a thorough fashion, and on time. Please also ensure that it is completed electronically. The late completion of these forms can lead to

delays in funding via PReSS accounts, not to mention a considerable amount of additional paper-work for the individual administering this process for the School; namely, Larissa.

DClinPsy Research Proposals

Administration of the DClinPsy is under the control of Sheryl. With regard to DClinPsy Research Proposals, Sheryl coordinates the process, and is the individual to whom all required and requested information should be sent. Clinical sign-off on proposals is by Claire Cartwright, after which proposals are considered by Postgraduate Committee.

Other Issues

Advice on all other issues relating to the PhD Programme can usually be obtained via the School of Graduate Studies. In many instances, it is good for the student to seek out information directly from this source, rather than consuming School resources. If this does not work out, then Larissa is able to provide advice. The School of Graduate Studies can be contacted at:

Physical address
East Wing
The ClockTower
22 Princes Street
Auckland

Phone: +64 9 373 7599 ext. 81321
Email: postgradinfo@auckland.ac.nz

PhD with Publication or by Thesis: Issues to consider
For Supervisors and Students

Relevant regulations under the PhD statue:

g. If the core of the thesis comprises a series of published or unpublished research papers and/or case studies, <u>the candidate must be the lead or sole author of each paper or case study and have written the text</u> and must provide a contextual framework and concluding discussion that will normally amount to 20,000-30,000 words. The range and focus of this material shall generally correspond with the introductory and concluding chapters of a thesis. The thesis must be presented in a consistent format, citation style and typeface.

h. If the core of the thesis does not comprise a series of published or unpublished research papers and/or case studies, a candidate may still include within their thesis published or unpublished research papers and/or case studies, provided that the candidate was the lead or sole author of each paper or case study and wrote the text. The thesis must be presented in a consistent format, citation style and typeface.

PhD by Thesis	PhD with publication
Pros	**Pros**
Provides the opportunity to show that the student fully understands and can synthesise a large body of knowledge.	Student still shows understanding of the field through the literature review at the outset and discussion at the end (which the supervisor should edit only minimally) plus technical research skills shown in appendices of data, data collection methods, etc.
Demonstrates a full understanding of a topic area.	
Is a well-known format, so supervisors may be able to provide clearer supervision.	More focused, and assists development of a set of skills that relate to what academics are

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It is more clearly the students work. Supervisors understand the different degrees of input they are able to provide to the student's thesis and joint publications.

Can potentially be completed more quickly than a PhD with publication. However, note that it is acceptable to present submitted manuscripts for PhD with publication.

May suit certain kinds of studies that are not easily divided into discrete units.

Allow publications to be written from a deeper understanding of the field and issues than if they are written while the student is still relatively new to the field.

required to produce.

May result in an increase in publication rate, which benefits the student (access to academic jobs), the supervisor, the School, and the University. We have ethical responsibilities to be clear on this matter to all involved; i.e., personal advantages of the method. Note, however, that not all students want or need publications for their chosen career.

May benefit practice, for practitioner PhDs, by ensuring the research is available in the public domain and therefore contributes appropriately to knowledge.

Student will be able to calibrate directly their own performance against standards required for academic or research-based occupations.

Cons

May disadvantage the student relative to those doing PhD with publication who will come out either with publications, or closer to that stage. Note that the by thesis route does not preclude publication (see regulation h above).

Is not as beneficial to the supervisor who may not get joint publications out of the thesis.

Cons

May not show the student's ability to conceptualise and think broadly to the same extent.

The process of getting reviews and feedback and resubmitting can be lengthy. Note that the regulations state only that the publications need to be submitted.

This requires a lot more input from the supervisor, for example in checking analyses and in editing the work, which they would not do for the "by thesis" route, and also in any revisions of the manuscript/ resubmissions. This makes it difficult to assess how much was genuinely "written by" the student.

The intensity of focus required for each publication can delay progress overall.

May influence the examination process; e.g., a publication that is accepted but an examiner thinks is poor.

Some of the critical questions from examiners may already have been raised by reviewers in the publication process. If the supervisor has responded to these, then the PhD student may end up using the supervisors' comments/ responses to address examination questions, rather than showing their own independent thought. Examiners may not know this.

The performance of the student may be insufficient to justify inclusion of manuscripts/papers as part of the PhD. This would occur if the supervisor must step in to an excessive amount (as defined by regulations) to attain publication. In this case the student would have to revert to a PhD by thesis model.

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EXTERNAL STUDENT SERVICES AND SUPPORT

General Academic Skills:
General academic learning and skills development is offered through the Student Learning Centre (SLC), which is a part of the Centre for Academic Development. The SLC has a variety of programmes to enhance student learning and achievement, catering to the needs of first-year students all the way up to doctoral students. There are also specific programmes to support Māori and Pacific Island students.

Location: Kate Edger Information Commons
Website: http://www.slc.auckland.ac.nz/

The University Library:
The University of Auckland Library is integral to research, teaching and learning within the University. On the Library Information for University Staff page can be found a wide range of Library services and resources designed to assist in creating, and maintaining, an outstanding teaching and learning environment.

Website: http://www.library.auckland.ac.nz/

• *Information Literacy*
The Library offers courses and resources to improve students' skills and abilities to use information resources to support their learning, e.g., identifying, searching for and retrieving information, evaluating information sources critically, managing information, and associated issues such as plagiarism and copyright.
Website: http://www.library.auckland.ac.nz/instruct/il/intro.htm

• *Subject/discipline resources*
On its 'resources by subject' page, LEARN, the Library website lists selected resources that have been evaluated or created by University of Auckland subject librarians. Resources include databases, Internet resources and guides relevant to a subject area.
Website: http://www.library.auckland.ac.nz/subjects/

• *Prescribed Texts & High-demand Texts*
Students are encouraged to purchase prescribed texts. However, teaching staff should ensure that the Library holds at least one copy of all prescribed and recommended course texts. Prescribed and recommended course texts are available from the Kate Edger Information Commons Short Loan Collection (which caters for Arts, Business & Economics, and Science subjects) and in short loan collections each of the divisional and campus libraries. There are Online forms to use for requesting that material be placed in short loan. Contact your Subject Librarian for assistance in the selection and depositing of material in a Short Loan collection.

• *Electronic Course Materials*
Electronic Course Readings are journal articles, book chapters or book extracts that are required or recommended reading for particular courses. Journal articles, book chapters, book extracts, conference papers, case law and parliamentary materials are digitised and made available online as pdf files (no more than one from each book/volume - see copyright section). Under the CLL copyright licence an item cannot be digitised if it has already been supplied to students in a current course pack. There are Online forms to request Short Loan to digitise a journal article or a book chapter. There are brief notes on what copyright means for electronic course readings on the Library Copyright Compliance for Electronic Course Readings page. Website: http://www.library.auckland.ac.nz/slc/

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Databases and assistance from the Psychology Subject Librarian

A select list of databases that are relevant to research in psychology, including PsycINFO (the major database for all areas of psychology) and Web of Science (the premier citation database), is linked from the Library's home page:
 http://www.library.auckland.ac.nz/subject-guides/psych/psy.htm?FROM_REF=rt-by-faculty
There is also the facility to search some of these databases simultaneously, using the Multi-database search, using the Custom Search option: http://www.library.auckland.ac.nz/databases/#
Targeted primarily at undergraduates is the Articles & More search (the tab next to the Catalogue within Library Search). This searches the Catalogue plus online articles from the following collections:
http://www.library.auckland.ac.nz/databases/articles-dblist.htm
Because it is similar to Google Scholar, this search is easier for undergraduates to use for finding material for assignments, because it does not require proficiency in syntax searching.
The Library runs frequent free workshops for students, including courses on database searching and reference management, bookable from:
http://www.library.auckland.ac.nz/booking/.
These are open to all staff and students. There are also bookable Student Learning workshops, which offer courses on essay writing, statistics etc.
http://www.library.auckland.ac.nz/studentlearning/index.php?p=slc_workshops
A number of library workshops for Doctoral students are available via the Doctoral Skills programme, and include courses on literature searching.
The Psychology Subject Librarian holds individual sessions with students (undergraduates and postgraduates), on literature searching, and reference management, sometimes on the recommendation of teaching staff. She can also be contacted to provide sessions for groups, or assist with online tutorials.
http://www.library.auckland.ac.nz/subject-guides/psych/psychsub.htm

Liz Hardley, 2013

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ENGLISH LANGUAGE SUPPORT

ELSAC (English Language Self Access Centre):
• Students can improve their English at ELSAC using a range of language support materials which can be worked on in their own time. ELSAC also provides group activities and workshops. Personal language advice on the best ways to improve English is also available.

Location: Kate Edger Information Commons, level 1
Website: http://www.cad.auckland.ac.nz/index.php?p=ele

SLC (Student Learning Centre):
• The REAL (Results for English as an Additional Language) programme focuses on developing skills in academic writing and university learning methods, through individual appointments, workshops and drop-in facilities.
• The LEX (Language Exchange) programme helps students help each other by exchanging skills and languages, e.g., through pairing students, and through English conversation classes.
Website: http://www.slc.auckland.ac.nz/index.php

STUDENTS WITH DISABILITIES

Disability Services co-ordinates a range of services and support technologies for students with disabilities that can assist with their learning. These include in-class support of note takers, sign language interpreters, tutors, laboratory assistants, and test writers over a wide range of courses, and supervisors and amanuenses for examinations under special conditions. A library assistance scheme, and designated study spaces equipped with appropriate furniture and specialist technology are also provided.

Location: Room 036, Basement Level, The ClockTower Building, 22 Princes St.
Contact: ext. 88808, disabilities@auckland.ac.nz
Website: http://www.disability.auckland.ac.nz/

International Students coming in to the University of Auckland

1. English language score:
    a. For international students, there is a minimum cut off for English language scores either on TOEFL or IELTS which you can find on the International Office website. Note that these tests have multiple parts (reading, writing, spoken, listening) and students have to achieve a minimum across these. So students *should* be able to cope with all aspects of using the English language in their academic work.
    b. For permanent residents, there are no English language requirements. They are assessed for entry in the same manner as domestic students.
2. Resources at entry
    a. International students are asked to take the 20 minute online DELNA assessment (Diagnostic English Language Needs Assessment). Note that all new students are asked to take this, in fact. If DELNA reveals any difficulties, the student is asked to do a 2 hour assessment with a DELNA advisor to identify the specific areas of need and then the student is suggested a means of addressing those (e.g., with the ELSAC – English Language Self-Assessment Centre – note that they have advisors so not strictly dependent on the student's initiative; or with SLC – Student Learning Centre). **Note** that the system is voluntary. Only some students do the first DELNA assessment, and not all those asked to do the longer assessment go on to do so.
3. Resources throughout their studies
    a. Permanent residents and international students are all able to use ELSAC, SLC and the Student Health Centre.
    b. International students additionally have 3 advisors in the International Office whose role is to provide pastoral care; those issues that are beyond their capabilities, they will refer on. The Associate Director there is Rebecca Walkinton and she is happy to have

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international students referred to her (r.walkinton@auckland.ac.nz). **Note** also that her mobile is 24/7 so any urgent issues where you are concerned for the student's welfare can and should be immediately referred.

Information to include in Postgraduate Course Outlines

All new students are asked to complete the 20 minute DELNA (Diagnostic English Language Needs Assessment). This is particularly important if you are a student whose first language is not English, to see whether you are likely to need language support. You may also use ELSAC – English Language Self-Assessment Centre – which is in the Information Commons; please note that they have advisors to help you. Also the SLC – Student Learning Centre- is available to all students as a resource to help you improve the quality of your academic studies. Finally, the Student Health Centre provides not only for physical health needs but also mental health needs via their counselling services. All students, including international, permanent residents, and domestic students, can access these various resources at this University. Some services are free while some have small fees. International students also have access to the International Office for any enquiries. Please do make use of these resources – they are in place to help you to reach your potential.

ADMINISTRATION

Enrolments
Students frequently assume that course coordinators can make decisions about enrolment (especially waiving of prerequisites). Please direct them to the appropriate Stage Coordinator or the undergraduate office.

Ethics Applications
Some courses involve the research participation of students or other persons, or of animals. With rare exceptions, these exercises should have the approval of the relevant University Ethics committee. Usually course coordinators are responsible for securing ethics approval for the research component of courses.

Ethics approvals must be reviewed by one of the Ethics advisors prior to HoS sign off.

Ethics Advisors within the School:

Helena Cooper Thomas   Claire Cartwright   Oliver Mudford
Suzanne Barker-Collo   Brenda Lobb   Karen Waldie
Clare McCann   Nicola Gavey   Glynn Owens
Paul Corballis

Erana Cooper is available to advise on ethical issues regarding research with Māori and research responsiveness to Māori.

Functions of Academic Committee

1. Maintaining and updating some form of teaching guidelines that allows staff to access university policy and any School of Psychology interpretations in one place.

2. Interpreting new university and faculty policy, suggesting structures that allow us to implement the policy effectively and with the minimum of confusion and effort for staff

3. Responding to requests for feedback on new teaching policy

4. Considering the overall programme and course content on an annual basis.

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5. Reviewing applications for new courses and the deletion of old courses, ditto for new and old programmes. (We ask that staff with new course proposals attend the first or second Academic Committee meeting of the year).

6. Consideration and response to School and faculty reviews.

7. Liaison with other school committees as appropriate and with faculty and university teaching committees (e.g. greater coordination with the Māori and Pacific committee).

LEVEL COORDINATORS

Responsibilities
- Providing advice on courses within the level
- Approving waiver of prerequisites/co requisites for level
- Approving withdrawals from courses within the level
- Approving cross credits for transferring and exchange students
- Monitoring of due dates for assignments and tests within the level – monitoring exam schedule
- Attending Academic Committee meetings.
- Attending Student/Staff Consultative committee meetings. If a level coordinator is unable to attend a meeting, then they are asked to get a substitute to attend. It is suggested the substitute is a course coordinator from their level
- Organising and attending examiners' meetings
- Advisors to course coordinators on conduct related issues

Withdrawals
Protocol for approving withdrawals from courses in Faculty of Science
The use by students of withdrawals from courses has increased. It is to the school and student advantage to have as many students as is practicable complete courses**.**

Withdrawals (also see 2013 Calendar, P.24)

a) Any student wishing to cease attendance in a programme or course after the period specified for deletion may do so by obtaining the permission of the relevant Head of School and the Dean (or delegated persons) for that programme. Application must be made on the course alteration form.
b) The last dates for withdrawal are set out in the calendar.
c) The course must stay on the record and show as a withdrawal.
d) All fees remain owing.
e) For calculation of USP, withdrawals count as a failure.
f) For selection into limited entry courses withdrawals count as a failure.
(NB this means a GPA of 0.)
g) Where withdrawal will not reduce a student load to less than 100 points, it will not affect selection into limited entry programmes.
h) For student allowances, withdrawal from a course will count as a failure and automatically reduce the number of points in which a student is deemed to be enrolled.
i) If a student who ceases to attend lectures does not complete a Course Alteration Form, the course will be recorded as a DNS.
j) Application to withdraw outside the designated date will only be considered by the Director, Student Administration in exceptional circumstances.

Withdrawal differs from Deletion (ceasing to attend and notifying within the specified period for deletion), and Late Deletion (removal of a course from a student's record in exceptional circumstances), in that the course stays on the student record.
All students must have withdrawals signed off by the School and Faculty.
It is suggested that the following protocols apply:

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1. School/Departments should discuss the circumstances leading to the request for withdrawal with the student.
2. Where there is no possibility of a student passing the course (failed to succeed in practical or test components, and unable to amass sufficient credit to pass), where continuation in the course will jeopardise their ability to succeed in other courses, or where the student is adamant about withdrawing, then the School should authorize the withdrawal.
3. Where a student is receptive to a "rescue package" (time management / tutoring / mentoring or other relevant activity) and has a chance of passing by their efforts, then either the School or the Student Centre should work with the student to maximise the chance of success. If a student is willing to try another approach, then approval for the withdrawal should be withheld.
4. School/Departments should ensure that staff are aware of the distinction between withdrawal and deletion and the relevant dates for both.

Credit for transferring students

Students applying for cross credits must formally apply via the ROPAS (Recognition of Prior Academic Study) Office (ext 89524, 87303, 85647). They will then forward any requests to the Faculty office, who may in turn ask for an assessment on Psychology courses.

Monitoring of due dates for assignments and tests

The year coordinator may wish to check that due dates across courses are not too closely aligned. In particular tests must not be set on the same day, ideally these should be three days apart.

Committee Responsibilities

Attendance at Academic Committee and Staff/Student Consultative Committee meetings and undertaking of a share of the jobs that result from these meetings.

Examiners' Meetings

After the final exam has been marked, level coordinators should call an examiner meeting for all course coordinators of that level. If a course coordinator cannot attend, they must appoint a nominee. This meeting is to check for consistency of marking between sections, approve the final grades and discuss any changes that should be incorporated for the following year. This is also a good opportunity to revisit and update the learning objectives for the course.

Level Coordinators should consider if coursework differences may be contributing to exam results at the meeting.

Material to be Presented

For each course:

- Grade distribution (% and numbers) (both pre and post scaling if relevant)
- Mean and median
- Previous year's data for comparison
- Borderline results for consideration
- Appropriate means of identifying anomalies (scattergrams/matrices or other)
- Any information which is relevant to moderation

Where appropriate a matrix of individual performance across courses.

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Matters to be considered

- The standard of the examination is appropriate for the subject and the level
- The assessment is related to the principle learning outcomes of the course
- The distribution of grades is appropriate for the class and level, taking into account the relative size of the group and the range of abilities.
- The relativity between a course and other courses at the same level is appropriate.
- Borderline grades have been assigned appropriately.
- Where appropriate, inconsistencies within individual student performance are considered, particularly for graduating students.
- Scholarships and prizes may be decided.

Information from examiners' meetings should feed into a process of continuous review of courses by the relevant teaching teams.

LINKS

Teaching and Learning Policy: Assessment of Student Learning
http://www.auckland.ac.nz/uoa/fms/default/uoa/about/teaching/policiesprocedures/docs/studentlearning.pdf

Guidelines: Conduct of Coursework:
http://www.auckland.ac.nz/webdav/site/central/shared/about/teaching-and-learning/policies-guidelines-procedures/documents/coursework-conduct-guidelines-senate-approved-5-Nov-2007.pdf

Student Learning and Research Grievances
http://www.auckland.ac.nz/uoa/fms/default/uoa/about/teaching/policiesprocedures/docs/stdnt_learning_rsrch_grievance.pdf

Examinations
https://www.staff.auckland.ac.nz/uoa/home/staff-intranet/teaching-and-students/services-for-students/examinations

E-Lectern and S Lectern Operation

User manual
http://web.auckland.ac.nz/uoa/fms/secure/staff/admin_services/ltm/av/docs/e_lectern_manual.pdf

APPENDICES

1.   Assessment of Student Learning
2.   Award of Marks and Grades
3.   Copyright Survey 2008 - Memo
4.   Summative (end of semester) evaluations
5.   Benchmarks of Effective Educational Practice
6.   Lecture recording

TEMPLATES

(available on website www.psych.auckland.ac.nz)

Course Handout Template

Tutor Application Form

Limited Term Tutor

IR 330 Tax Form

Appendix 1

Grade	Descriptor for Stage I	Descriptors for Stages II & III
A+ A A-	Work of high to exceptionally high quality showing excellent knowledge and understanding of subject matter and appreciation of issues; maps and diagrams, graphs, tables etc included where appropriate; relevant literature references (if appropriate).	Work of high to exceptionally high quality showing excellent knowledge and understanding of subject matter and appreciation of issues; well formulated arguments based on string and sustained evidence; maps and diagrams, graphs, tables etc included where appropriate; relevant literature references; high level of creative ability, originality and critical thinking; excellent communication and presentation skills.
B+ B B-	Work showing good to strong grasp of subject matter an understanding of major issues though not necessarily of finer points; relevant literature referenced (if appropriate).	Work showing good to strong grasp of subject matter an understanding of major issues though not necessarily of 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
C+ C C-	Work showing a knowledge of subject matter and appreciation of main issues though possibly with some lapses and inadequacies; limited referencing (if appropriate).	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.
D+ D	Work lacking breadth and depth; work generally has gaps; understanding and coverage of this material is inadequate; indicates a need for considerable effort to achieve improvement; no referencing (if appropriate).	Work lacking breadth and depth; work generally has gaps. Frequently work of this grade takes a simple factual approach and understanding and coverage of this 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-	Highly unsatisfactory. Work shows a lack of knowledge about and understanding of the topic. Inadequate in degree of relevance, sometimes completeness, sometimes both.	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.

Updated: January 2009

Appendix 2

Award of Marks and Grades

1. Pass Marks

A pass mark is 50% or over.

2. Grades

There are ten pass grades and three fail grades as set out below:

Grade Point Scale

Grade		Grade Points	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	50 – 54
D+	Marginal fail	0	45 – 49
D	Clear fail	0	40 – 44
D-	Poor fail	0	0 - 39

Appendix 3

INTERNAL MEMORANDUM

To:	Faculty Registrars
CC:	The Deans
From:	Melanie Johnson/Grant Wills Office of the Vice Chancellor
Date:	01 February 2013
Subject:	Copyright Survey 2008 – Advice for Staff

I am writing to you about steps which will simplify the 2008 survey of copyright material in University coursepacks and would ask you to pass this information on to all staff in your Faculty.

The University has recently renewed its licence with Copyright Licensing Limited ("CLL") for copying of print materials (including the right to make electronic coursepacks from print originals) for a further period of five years. This is expected to be the only survey of this material during the term of the licence (2008-12).

Because the survey covers all 2008 coursepacks (or materials equivalent to a coursepack), it is important that when preparing coursepacks for coming year staff ensure that each coursepack contains a complete index of the contents of the coursepack including relevant attribution details.

If the contents page contains the following information, no other information (other than the numbers enrolled in the course) will be needed to comply with our survey obligations:

- Publisher & Date of Publication - Indicate whether copy taken from hard copy version or accessed from electronic source (i.e. library online database)

- Publication Title - (Book, Journal, Periodical) Volume/Issue No.

- Title of work copied - Where different from publication title

- Author

- Type of work copied – book, journal article, diagram, illustration, legislation, abstract.

- Diagrams - **Note:** each diagram or illustration which does not form part of an article or book you have copied and attributed, must be listed separately with its own attribution details as these are separate copyright works.

- ISBN/ISSN – Important to determine the edition and correlate page numbers to illustrations and diagrams.

- Page Numbers Copied – e.g. 4 – 14

   During the last survey a common problem was that staff did not include page numbers or the number of pages copied. This can mean some rights owners were not paid the full amount they were entitled to.

If this information is not provided in the "contents" pages then staff will need to fill in a form providing these details. If all the attribution details are not available it will be necessary to submit the coursepack itself with the partially completed form attached.

The Copyright Warning Notice has also been revised in an attempt to ensure that recipients of copyright materials copied under the licence are clear as to their obligations with regard to those materials. The revised wording is:

<div style="border:1px solid black; padding:10px;">

COPYRIGHT WARNING NOTICE

"This material is protected by copyright and has been copied by and solely for the educational purposes of the University under licence. You may not sell, alter or further reproduce or distribute any part of this coursepack/material to any other person. Where provided to you in electronic format, you may only print from it for your own private study and research. Failure to comply with the terms of this warning may expose you to legal action for copyright infringement and/or disciplinary action by the University."

</div>

The Copyright Warning Notice must be prominently displayed on any materials copied under the CLL licence and distributed to students.

Conclusion

Please encourage staff to ensure that sufficient information is set out in the contents page of coursepacks to enable CLL to make payments to authors and rights owners and to make the process of making returns as painless and efficient as possible for course coordinators and survey administrators.

If staff have any queries or would like us to come and speak to the faculty, school or course planning group about the requirements for coursepacks we are happy to do so.

Melanie Johnson:	Grant Wills
Copyright Officer	Executive Officer
Email: mf.johnson@auckland.ac.nz	Email: g.wills@auckland.ac.nz
Extension: 88541 `	Extension; 87746

Appendix 4

**Summative (end of semester) evaluations:
Generic questions**

For 2011

LS – Lecturing
LS01   The lecturer was well-prepared for the lectures
LS02   The objectives of the lectures were clearly explained
LS03   The lecturer stimulated my interest in the subject
LS04   The way the lecturer presented material assisted my understanding of the subject
LS05   The lecturer used educational technologies (e.g., e-lectern, CECIL, audio-visual clips) in ways that supported my learning
LS06   I found the lecturer approachable
LS07   The lecturer responded to students' questions in a constructive way
LS08   The lecturer stimulated my engagement in the learning process
LS09   Overall, the lecturer was an effective teacher

Generic open-ended questions:
What was most helpful for your learning?
What improvement would you like to see?

CS – Course
CS01   The course content was structured in a clear and logical manner
CS02   I had a clear idea of what was expected of me in this course
CS03   The course resources and materials helped me to learn
CS04   The volume of work in this course was fair and reasonable
CS05   I was clearly informed how my learning would be assessed
CS06   Assessments supported the aims of the course
CS07   I received helpful feedback on my learning progress
CS08   This course helped deepen my understanding of the subject
CS09   I found the course intellectually stimulating
CS10   Overall, I was satisfied with the quality of this course
CS11   The teaching facilities (e.g., lecture theatres, labs, tutorial rooms) were adequate for this course

Generic open-ended questions:
What was most helpful for your learning?
What improvement would you like to see?

TS – Tutoring
TS01   The tutor was well prepared for the tutorials
TS02   The tutor stimulated my interest in the subject
TS03   The tutor encouraged participation in constructive ways
TS04   The tutor helped me to understand the course materials better
TS05   The tutor's oral communication skills were good
TS06   The tutor responded to students' questions in a constructive way
TS07   The tutor was approachable when I required extra assistance
TS08   The tutorials assisted my learning
TS09   Overall, the tutor was an effective teacher
TS10   I understood the purpose of the tutorials

Generic open-ended questions:
What was most helpful for your learning?
What improvement would you like to see?

PG – Postgraduate Course/Lecturing
PG01 The teaching in this course contributed to my mastery of the subject
PG02 The course was structured in a clear and logical manner
PG03 I had a clear idea of what was expected of me in this course
PG04 Assessments supported the aims of the course
PG05 I received helpful feedback on my learning progress
PG06 The volume of work in this course was fair and reasonable
PG07 The course encouraged me to participate in ways that helped me to learn
PG08 The course developed my sense of intellectual independence and confidence
PG09 The resources, materials and activities in this course helped me to learn
PG10 Overall, I was satisfied with the quality of this course

Generic open-ended questions:
What aspects of this course are done particularly well?
In what way did this course increase your knowledge and/or your general intellectual skills and capacities?
How could this course and/or its teaching be improved?

CL – Clinical Attachment/Placement
CL01 This clinical attachment/ placement provided an environment that stimulated my learning
CL02 The learning objectives of the clinical attachment/ placement were clear to me
CL03 I received helpful feedback on how I was going
CL04 This clinical attachment/ placement helped me to develop skills for working with Māori patients and whānau
CL05 The assessment(s) on this attachment/placement were fair and appropriate
CL06 Overall, this clinical attachment/ placement was a valuable learning experience

Generic open-ended questions:
What was most helpful for your learning?
What improvement would you like to see?

GE – General Education
GE00 If you are taking this course for General Education, please answer the following questions:
GE01 The teaching staff clearly explained subject-specific terminology in the course
GE02 I had a good understanding of the learning objectives of this course
GE03 I think this General Education course was a valuable addition to my degree.
GE04 I would not normally have studied this subject
GE05 I found this General Education course to be harder than the rest of my courses.

Generic open-ended questions:
What was most helpful for your learning?
What improvement would you like to see?

Appendix 5

BENCHMARKS OF EFFECTIVE EDUCATIONAL PRACTICE

The Benchmarks are based on 42 key questions from the NSSE survey that capture many of the most important aspects of the student experience. These student behaviours and institutional features are some of the more powerful contributors to learning and personal development.

LEVEL OF ACADEMIC CHALLENGE

Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote high levels of student achievement by emphasizing the importance of academic effort and setting high expectations for student performance. Activities and conditions:

- Preparing for class (studying, reading, writing, rehearsing, and other activities related to your academic program)
- Worked harder than you thought you could to meet an instructor's standards or expectations
- Number of assigned textbooks, books, or booklength packs of course readings
- Number of written papers or reports of 20 pages or more
- Number of written papers or reports between 5 and 19 pages
- Number of written papers or reports fewer than 5 pages
- Coursework emphasizes: Analyzing the basic elements of an idea, experience, or theory
- Coursework emphasizes: Synthesizing and organising ideas, information, or experiences
- Coursework emphasizes: Making judgements about the value of information, arguments, or metHoSs
- Coursework emphasizes: Applying theories or concepts to practical problems or in new situations
- Campus environment emphasizes spending significant amounts of time studying and on academic work

STUDENT INTERACTIONS WITH FACULTY MEMBERS

Students see first-hand how experts think about and solve practical problems by interacting with faculty members inside and outside the classroom. As a result, their teachers become role models, mentors, and guides for continuous, life-long learning. Activities:

- Discussed grades or assignments with an instructor
- Talked about career plans with a faculty member or advisor
- Discussed ideas from your readings or classes with faculty members outside of class
- Worked with faculty members on activities other than coursework (committees, orientation, student-life activities, etc.)
- Received prompt feedback from faculty on your academic performance
- Worked with a faculty member on a research project

SUPPORTIVE CAMPUS ENVIRONMENT

Students perform better and are more satisfied at colleges that are committed to their success and cultivate positive working and social relations among different groups on campus. Conditions:
- Campus environment provides support you need to help you succeed academically

Updated: December 2012

- Campus environment helps you cope with your non-academic responsibilities (work, family, etc.)
- Campus environment provides the support you need to thrive socially
- Quality of relationships with other students
- Quality of relationships with faculty members
- Quality of relationships with administrative personnel and offices

ACTIVE AND COLLABORATIVE LEARNING

Students learn more when they are intensely involved in their education and are asked to think about and apply what they are learning in different settings. Collaborating with others in solving problems or mastering difficult material prepares students to deal with the messy, unscripted problems they will encounter daily during and after college. Activities:
- Asked questions in class or contributed to class discussions
- Made a class presentation
- Worked with other students on projects during class
- Worked with classmates outside of class to prepare class assignments
- Tutored or taught other students
- Participated in a community-based project as part of a regular course
- Discussed ideas from your readings or classes with others outside of class (students, family members, co-workers, etc.)

ENRICHING EDUCATIONAL EXPERIENCES

Complementary learning opportunities inside and outside the classroom augment the academic program. Experiencing diversity teaches students valuable things about themselves and other cultures. Used appropriately, technology facilitates learning and promotes collaboration between peers and instructors. Internships, community service, and senior capstone courses provide students with opportunities to synthesize, integrate, and apply their knowledge. Such experiences make learning more meaningful and, ultimately, more useful because what students know becomes a part of who they are. Activities and conditions:
- Talking with students with different religious beliefs, political opinions, or values
- Talking with students of different race or ethnicity
- An institutional climate that encourages contact among students from different economic, social, and racial or ethnic backgrounds
- Using electronic technology to discuss or complete assignments
- Participating in:
  - Internships or field experiences
  - Community service or volunteer work
  - Foreign language coursework
  - Study abroad
  - Independent study or self-assigned major
  - Culminating senior experience
  - Co-curricular activities
  - Learning communities

Appendix 6

LECTURE RECORDING AT THE UNIVERSITY OF AUCKLAND

https://www.staff.auckland.ac.nz/uoa/home/staff-intranet/central-services/computing-and-technology/media-services/ltr

See pdf:

Appendix 6

LECTURE RECORDING AT THE UNIVERSITY OF AUCKLAND

Updated: December 2012

Lecture recording at the University of Auckland

Quick Start Guide

The University of Auckland is introducing an automated recording service for digitally capturing lectures for web delivery to students enrolled in particular courses. This service will be available in only selected lecture theatres initially.

What will be recorded?

Lecture recordings will capture the **lecturer's voice** (provided the microphone is on), **whatever is being displayed via the nominated projector** in the lecture theatre (eg PowerPoint presentation, document camera item), and/or DVD or CD presentations (video and audio).

Why do lecturers use lecture recording?

There are numerous reasons why staff use lecture recording. The most common reasons are:

- to support students who can't come to class due to a variety of reasons – family and work commitments, sickness, timetabling clashes, transport difficulties

- to provide an additional learning resource for all students and especially for those with disabilities, learning difficulties, cultural and language differences.

What are students' experiences?

Students who use recorded lectures tend to be positive about the experience; they perceive it supports their learning and helps them to achieve better results. Overall, their reasons for using recorded lectures largely mirror those that influence staff.
Research findings show that lecture attendance is still popular with many students because they:

- find lectures motivating

- value contact with lecturers and peers

- find the visual aids helpful (ie those which may not be displayed via the lecture theatre projector and therefore are not captured as part of the recorded lecture).

Some students choose to attend lectures then review the recorded lectures to supplement their learning by:

- revising for exams

- revisiting complex ideas and concepts

- working at their own pace and place of convenience

- picking up on things that they missed in class

- going back and taking comprehensive notes after the lecture so they can concentrate on what is happening in the lecture

- checking what was said before approaching their lecturer for clarification of issues, ideas or misunderstandings.

Recording checklist:

1. Lecturer email address entered into lecture recording interface on e-lectern (if the class is being automatically recorded, the lecturer does not have to do this step)

2. Microphone switched on

3. 'Start recording' button on interface activated (unless automatic recording pre-arranged)

4. Visual content to be captured is displayed on Nominated Projector

5. 'Stop recording' button on interface activated at end of lecture.

Learning Environment Support Unit (LESU)

You may contact the LESU to find out which lecture theatres will offer lecture recording, how to access this service, and for training sessions for using the e-lecterns.

The central point of contact for LESU technical support is:
Phone: 09 373 7599 ext 84800
Email: lecturetheatres@auckland.ac.nz

If you require assistance during a lecture, there is a phone in the e-lectern, which automatically connects you to support.

THE UNIVERSITY OF AUCKLAND
NEW ZEALAND
Te Whare Wānanga o Tāmaki Makaurau

Do I have to record my lectures?

Lectures should only be recorded with the permission of the staff involved. Lecturing staff in team-taught courses should reach a consensus decision about whether lectures in the course will be recorded. Before lectures can be recorded, the recording authorisation form must be completed by the course co-ordinator and forwarded to the ITS Media Services Team (mediaservices@auckland.ac.nz).

If I decide to record lectures in my course, should I record all lectures?

If lecture recording is to be introduced for a course, ideally all of the lectures for that course should be recorded and made available to enrolled students.

How will it work?

The ITS Media Services Team will email the course coordinator to confirm that the recording authorisation form has been received and processed.

If the course has been set to record automatically, the lecturer does not need to do anything when they get to class to make the recording start.
If you are manually starting recordings, the lecturer will enter their email address into the lecture recording interface on the e-lectern, and ensure their **microphone is turned on**. The lecturer will start and stop the recording of each lecture manually, using the lecture recording interface.

Later in the day, an email containing URL links to the recorded lecture in common media file formats will be automatically sent to the lecturer and the course coordinator, who will provide students with access to the files by posting the links in CECIL. A copyright warning notice will be automatically added to all recordings, but lecturers are required to observe usual copyright restrictions (see over).

Students can access the recording by streaming it through their computer, or by downloading it for use on their computer or an audio/video-capable mobile device, eg iPod or mobile phone. All recorded lectures will be deleted seven weeks after the end of the examination period for the course.

Lecture recording obligations

The University will:

- obtain the explicit consent of the course coordinators when lectures are to be recorded and made available to students

- provide copyright warning and limitation of use notices on any lectures that are recorded and made available to students

- advise lecturers on the issues relating to the subsequent distribution of recordings

Course Coordinators will:

- discuss with other lecturers on the course whether lectures will be recorded (where necessary)

- complete the authorisation form and send this to the ITS Media Services Team

- provide lecturing staff with a copy of these guidelines and attachments, including the copyright information

- advise students in the course of the copyright restrictions on recorded lectures

Advice to students permitted to record lectures

The content and delivery of lectures in this course are protected by copyright. Material belonging to others may have been used in these lectures and copied by and solely for the educational purposes of the University under licence. You may record the lectures for the purposes of private study or research, but you may not make a further copy or sell, alter or further reproduce or distribute any part of these lectures to any other person. Failure to comply with the terms of this warning may expose you to legal action for copyright infringement by the copyright owner and/or disciplinary action by the University.

Lecturing staff will:

- only use copyright material of other parties in accordance with the University's copyright and database licensing agreements and the NZ Copyright Act

- obtain permission for the use of each item of copyright material not covered by the University's copyright licences or exceptions under the Act. (Please refer to the outline of material that can be used included in this brochure or contact the University's Copyright Officer if you are unsure about a particular item.)

Limits on material you can use in a recorded lecture available to students enrolled in a course

This is a general guide only and specific advice should be sought from the Copyright Officer in the Office of the Vice Chancellor, Melanie Johnson: mf.johnson@auckland.ac.nz

	Lecture Recording - Download or Streaming
UoA Lecturer's Content	© owned by lecturer – licensed to University under IP Policy
External Lecturer's Content	© owned by lecturer Must obtain consent before making available in this manner
Content from TV Broadcast	© Licensed by ScreenRights
Content from Radio Broadcast	© Licensed by ScreenRights
Content from Commercial VHS or DVD	Not permitted
Music from Audio CD	©Licensed by APRA/AMCOS PPNZ
Film from Internet	© Licensed by Screenrights
Radio broadcast of talk back radio from Internet	© Licensed by Screenrights
Music from Internet	© Licensed by APRA/AMCOS PPNZ
© Work posted on the Internet	Permitted under s44A © Act on password protected learning management system to students enrolled in a particular course
Text & graphics from hard copy originals	© Licensed by CLL
Text & Graphics from NZ newspapers	© Licensed by PMCA
Advertisements from newspapers	Not permitted
Grand Right Works (Opera, musicals etc)	Not permitted

Commonly Used Examples

Material	You may copy
* Books, journals, and similar	Up to 10% or a chapter, whichever is greater, provided it was copied from a hard-copy source. (If the source is electronic, check the Terms of Use. If multiple copying is prohibited, seek permission)
* New Zealand Newspapers	No more than five articles from any single edition of a newspaper.
* Short works such as poems, short stories	Up to 15 pages. (If the source is electronic, permission must be sought).
* Diagrams, graphs, illustrations, artworks	A single item from a hard-copy source. A separately published work cannot be copied without permission.
* Web sites	Providing each page or pages copied from a site is displayed under a separate frame/identifier, the author is identified, the source is acknowledged, the date of storage and name of the establishment are recorded. The website pages must be removed when no longer required for the course.
pdf from University Library or on-line database	Only in accord with the Terms and Conditions of the licence for each database.
Broadcast from radio or tv	Any broadcast provided it is recorded by the user in New Zealand.
NZ Govt. material	Bills, Acts, regulations, bylaws, parliamentary debates, select committee/Royal Commission reports, inquiries and judgments of NZ courts and tribunals (Other NZ Govt material is subject to copyright)

A copyright warning notice must be displayed where any third party copyright work is included in a lecture.

* Small parts may be copied for educational purposes: The Copyright Act specifies 3% or 3 pages (whichever is greater) unless that constitutes the whole work, in which case the limit is 50%

For additional information, see the Centre for Academic Development page regarding copyright, at
http://www.cad.auckland.ac.nz/index.php?p=copyright

Making the most effective use of lecture recording

Introducing any new technology into a well established practice will change the dynamics of teaching and learning: the relationship between elements in the curriculum, the way you teach, the way students learn, the way you communicate and gain feedback from your students. In short, to make the most of a new technology, including lecture recording, you need to take a whole of curriculum perspective.

One Size Does Not Fit All

Making recorded lectures available to your students is not a decision that should be made lightly. Each programme or course has its own unique context arising from:

1. the nature of the discipline, the content, and learning experiences

2. student characteristics - enrolment modes, needs and expectations

3. logistical arrangements - class sizes, timetabling and room ambience.

Following are some insights into some of these issues that have been drawn from the experiences of staff and students who have used lecture recording.

The philosophy and outcomes of the course – where learning experiences and outcomes are best achieved through a physical presence for social communication, networking, socialisation and collaboration, then lecture recording may not be appropriate.

Content - lecture recording may not be appropriate if lecture material contains:

- confidential or sensitive content that is best not heard by anyone who is not enrolled in the course,

- confronting or disturbing content that is best discussed in an environment where students' reactions can be monitored and responded to on the fly

- elements subject to copyright that cannot be broadcast through the Internet

- live demonstrations or other content that lecture recording is not able to capture.
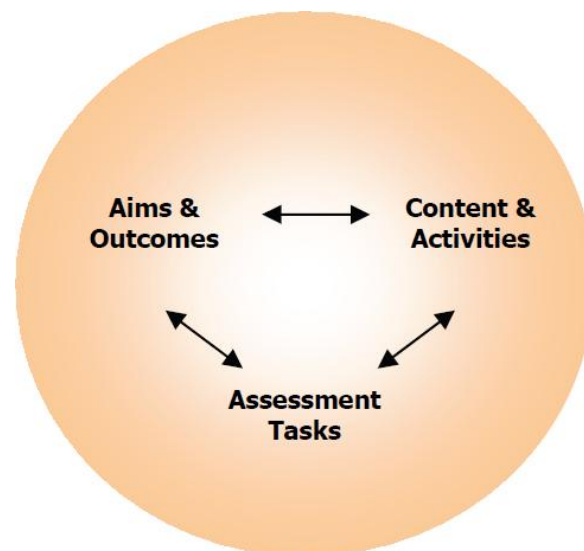
Lecture context and dynamics - lecture recording has been found to be useful when:

- the lecture is delivered in a traditional format based on largely on one-way communication

- class sizes are large and tend to be impersonal

- there are little to no interactive elements where students communicate or collaborate with others.

Lecture recording has been found to be less appropriate for small classes where the face-to-face encounter is used for problem solving, discussions and other small group activities.

Student characteristics – lecture recording is beneficial when students:

- cannot attend for bona fide reasons – sickness, timetabling, distance from campus

- are seeking flexibility due to work, family and other lifestyle arrangements

- come from non-English speaking backgrounds

- have special learning needs which make understanding and comprehending real-time lectures difficult

- only have the recorded lecture on that particular day and have no other reason to attend.