PROGRAMME HANDBOOK
JULY 2021 - JUNE 2022

Bachelor of Education (Teaching English to Speakers of Other Languages)

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

EDUCATION AND SOCIAL WORK

FACULTY OF EDUCATION AND SOCIAL WORK ACADEMIC ROLES

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School	Head of School
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Critical Studies in Education	Professor John Morgan
Curriculum and Pedagogy	Associate Professor Katie Fitzpatrick
Learning, Development and Professional Practice	Associate Professor Richard Hamilton (to 31 Aug 2021) Associate Professor Marek Tesar (from 1 Sept 2021)
Te Puna Wānanga	Dr Helene Connor

PROGRAMME CONTACTS

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VERSION CONTROL

Version Two of the programme handbook has been updated to include the following guidelines for Semester Two, 2021:
- Disputes related to Coursework Marks or Grade
- Penalty for Exceeding Assessment Word Limits

KEY DATES FOR 2021/2022

Semester Two – 2021

Semester Two begins	Monday 19 July 2021
Mid-semester break	Monday 30 August – Friday 10 September 2021
Graduation	Monday 27 September 2021
Semester Two Lectures end	Friday 22 October
Labour Day	Monday 25 October 2021
Semester Two Study break	Tuesday 26 October – Wednesday 27 October 2021
Semester Two Examinations	Thursday 28 October – Monday 15 November 2021
Semester Two ends	Monday 15 November 2021

Summer School – 2022

Summer School begins	Thursday 6 January 2022
Auckland Anniversary Day	Monday 31 January 2022
Waitangi Day	Monday 7 February 2022
Summer School Lectures end	Friday 11 February 2022
Summer School Study Break	Saturday 12 February 2022
Summer School examinations	Monday 14 February – Wednesday 16 February 2022
Summer School ends	Wednesday 16 February 2022

Semester One – 2022

Semester One begins	Monday 28 February 2022
Easter/Mid-semester Break	Friday 15 April – Friday 29 April 2022
ANZAC Day	Monday 25 April 2022
Graduation	Monday 9, Wednesday 11, Friday 13 May 2022
Semester One Lectures end	Friday 3 June 2022
Queen's Birthday	Monday 6 June 2022
Semester One Study break	Tuesday 7 June – Wednesday 8 June 2022
Semester One examinations	Thursday 9 June - Monday 27 June 2022
Semester One ends	Monday 27 June 2022

INTRODUCTION TO THE PROGRAMME

Nau mai rā ki Te Kura Akoranga me Te Tauwhiro Tangata, otirā, ki Te Whare Wānanga o Tāmaki-makaurau. Kia ora, talofa lava, mālō e lelei, kia orana, fakaalofa lahi atu, namaste, 你好 nǐ hǎo

Welcome to the Faculty of Education and Social Work at the University of Auckland and Bachelor of Education (Teaching English to Speakers of Other Languages) (BEd(TESOL)) degree.

We hope you will enjoy your studies. In this handbook you will find the Regulations and the schedules of courses needed to complete your degree. Please note that you are expected to complete your BEd(TESOL) within the time allowed, three years full time or up to six years part time.

We look forward to meeting and getting to know you.

Dr. Constanza Tolosa - Programme leader from July to December 2021
I am a Senior Lecturer in Languages Education at the University of Auckland with research and teaching expertise in the learning and teaching of languages. I am an experienced teacher of languages with New Zealand teacher registration. As a language teacher educator, I teach in different programmes at the faculty of Education and Social Work including pre-service programmes for future teachers of languages.

Dr Christine Biebricher
I am a trained secondary school teacher, and have worked in pre- and in-service language teaching education in Germany, Spain and in New Zealand. My academic work draws on my background in Language Didactics and Applied Linguistics, and on my experience and expertise in languages, literacies and TESOL. My research interests focus on teacher education and teacher professional development in languages and literacies.

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

The BEd(TESOL), which is a 3-year undergraduate degree, provides you with a deep understanding of teaching and learning ESOL. You will gain the latest, interdisciplinary knowledge and skills to excel at teaching and supporting learners, whether children or adults.

The degree includes a mix of practical and theory-based courses taught by internationally recognised staff in Education and TESOL.

One of the strengths of this programmes is its holistic view of education and teaching English to speakers of other languages. It not only offers courses in TESOL, but also provides a strong foundation in the core disciplines that inform TESOL education, including psychology, philosophy, sociology and history. This is paired with robust pedagogical groundings on learning, teaching and assessment applied to the teaching of English to speakers of other languages, making the programme applicable to a large range of global educational contexts.

BEd(TESOL) graduates will be professional, reflective inquirers, competent communicators, and have strong discipline knowledge and practical experience. They will have the skills and dispositions required to be in a range of education-based services and organisations. Graduates will have opportunities for employment in a range of fields, which may include educational leadership, policymaking or teaching TESOL in several school sectors. Graduates who seek a career in teaching will be eligible to apply for entry into the Faculty's graduate and postgraduate initial teacher education programmes or other graduate or postgraduate programmes related to the field.

REGULATIONS FOR THE DEGREE OF BACHELOR OF EDUCATION (TEACHING ENGLISH TO SPEAKERS OF OTHER LANGUAGES)

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

Note: This is not an initial teacher education qualification

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

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

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

Structure and Content
3. Of the 360 points required for this degree, a student must pass:
   a at least 300 points listed in the Bachelor of Education (Teaching English to Speakers of Other Languages) Schedule
   b 30 points from courses offered in either the General Education Open Schedule or the General Education Faculty Schedule approved for this degree or from a combination of these schedules, and the Academic Integrity course as specified in the Enrolment and Programme Regulations, Academic Integrity, of the *University Calendar*
   c up to 30 points from courses available for this degree or other Bachelors degrees at this University.
4. A student who is required to meet the Academic English Language Requirement, as specified in the Enrolment and Programme Regulations, Academic English Language Requirement, of the *University Calendar*, may substitute an academic English language course approved by the Senate or its representative for 15 points of General Education.
5. The programme for each student requires the approval of Dean of Faculty of Education and Social Work, or nominee, prior to enrolment each year.
6. A student enrolled for this degree must demonstrate competence in the English language, by passing EDUCSW 199, as prescribed by the Faculty of Education and Social Work, before enrolment in EDPROFST 306.

General Education Exemptions
7. a A student is exempted from the requirement to pass courses offered in the General Education Schedules who has:
   either
   (i) completed an undergraduate degree at a tertiary institution
   or
   (ii) commenced study for this degree at a tertiary institution before 1 January 2006
   or
   (iii) been admitted to this degree having completed 240 points or more of degree-level study at another tertiary institution.
   b A student who has been exempted from the requirement to pass courses offered in the General Education Schedules must substitute 30 points from courses available for this degree.
   c A student admitted to this degree, who has completed between 120 and 235 points inclusive of degree-level study at another tertiary institution, must pass:
   (i) 15 points from courses offered in the General Education Schedules
   and
   (ii) a further 15 points from courses available for this degree.

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

Commencement
9. These regulations and/or schedule have been amended with effect from 1 January 2021.

DELNA (DIAGNOSTIC ENGLISH LANGUAGE NEEDS ASSESSMENT)

What is DELNA for?

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

Orientation Day

All students are required to do a 20-minute **DELNA screening** on Orientation Day. The result will show if you need to develop your knowledge of academic English **OR** if your level is already sufficient.

Students who need further language assessment: DELNA process

During the first two weeks after the **DELNA screening**, complete a **DELNA diagnosis** (2 hour pen and paper assessment) and make an appointment with an adviser to discuss results and what ongoing English language support you need. Advisers give individual plans (IP).

Timeframe for Bachelor of Education (TESOL) students (mid-year intake)

- Complete the **DELNA screening** during orientation
- Complete the **DELNA Diagnosis** assessment (if needed) within two weeks of your **DELNA Screening**

At the latest, you need to have completed the DELNA Diagnosis and seen a **language adviser** to get **your individual study plan** by the **mid-semester break in Semester 1 of your first year of study**.

- In 2021, this is by **27 August**.

More information about the DELNA process

Epsom Campus or City Campus for assessments

- Screening sessions will be held at **Epsom Campus** and on **Zoom**. The Diagnosis will be available at **City Campus**. You may also be offered Diagnosis sessions at Epsom Campus initially. Further information will be provided at your orientation.
- Students' individual plans (IP) are linked to online modules of the *Academic Language Enrichment* programme on Canvas. Students complete the modules as soon as possible.
- **Post DELNA**: Students who receive the lowest scores in the DELNA Diagnosis will be required to complete another assessment once they have accessed support. This is called a **Post DELNA assessment**.
- Students who have a diagnosed **Learning Disability**, and have had special conditions approved, can make an appointment with **Student Disability Services** to access accommodations for DELNA.
- Regular meetings with an Academic Language adviser are necessary for success.

English Language Competency: EDUCSW 199 (A/B)

DELNA completion is linked to a zero point paper **EDUCSW 199**. Students will be required to pass **EDUCSW 199** in order to graduate.

DEGREE PLANNER FOR THE BACHELOR OF EDUCATION (TESOL)

The BEd(TESOL) degree requires 300 points (24 x 15 point courses). Each box represents one 15 point course, you must choose one corresponding coloured course for each box.

General Education: 30 points (2 courses) from the Open Schedule or Education and Social Work schedule.

True Electives: up to 30 points (2 courses) from courses available for this degree or other Bachelor degrees at the University of Auckland.

	15	15	15	15	15	15	15	15
Part 1	EDPROFM 100	LANGTCHG 101					General Education	General Education
Part 2	EDPROFST 207A	EDPROFST 207B	LANGTCHG 207					True Elective
Part 3	EDPROFST 306A	EDPROFST 306B	LANGTCHG 301					True Elective

STREAMS - Interested in a specific area of Education? Use these streams to help you when choosing your courses

	TESOL	TESOL- Practical Experience	Learning and Teachers	Pedagogy Teaching and Assessment	Education	Additional Areas
Part 1	ENGLISH 121 ACADENG 100, 101, 210 ENGWRIT 101 LANGTCHG 101		EDUC 115 EDUC 121 HUMSERV 101 HUMSERV 102	EDUC 117 EDUC 119	EDUC 113 EDUC 116	EDPROFM 100 EDUC 100 EDUC 118 EDUC 122
Part 2	EDPROFST 207A LANGTCHG 207 EDPROFST 318	EDPROFST 207B	EDUC 221 EDUC 223 LANGTCHG 202	EDUC 224 EDUC 283	EDUC 204 EDUC 213 HEALTHED 201	
Part 3	EDPROFST 306A LANGTCHG 301 EDUC 318 EDUC 348 EDPROFST 372	EDPROFST 306B	EDUC 300 EDUC 323 EDUC 352	EDUC 308 EDUC 351 EDPROFST 313 EDPROFST 324 EDPROFST 325	EDUC 317	

It is the student's responsibility to check that their course choices comply with University Regulations as regulations may change from year to year.

Part 1

EDPROFM 100 - Te Ao Māori - Te Kākano

Introduces socio-political and historical contexts, including Te Tiriti o Waitangi, to inform understandings about Māori challenges and aspirations within contemporary New Zealand society. Examines own social and cultural locations for their impact on professional and social practices in a range of settings. Develops basic knowledge of Te Ao Māori including Te Reo me ngā tikanga Māori.

EDUC 113 - Current Issues in Education	ACADENG 101 - Academic English Writing
EDUC 115 - Introduction to Child and Adolescent Development	ACADENG 210 – Writing Research Reports
EDUC 116 - Introduction to Educational Thought	ENGLISH 121 - Reading/Writing/Text
EDUC 117 - Teaching and Learning: An Educational Psychological Perspective	ENGWRIT 101 - English Writing for Academic Purposes
ACADENG 100 - Forms in Academic English	EDUC 100 - The Creative Process

LANGTCHG 101 – Introduction to Language Teaching

An introduction to a range of approaches to second language teaching and the theories of language and learning which underpin them. Students will explore the basic concepts related to current approaches to ELT in their home country and the social context of learning.

EDUC 121 - How People Learn	EDUC 118 - History and Society in New Zealand Education
HUMSERV 101 - Psychology for Human Services	EDUC 122 - Learning Sexualities
HUMSERV 102 – Lifespan Development for Human Services	

Part 2

EDPROFST 207A & B – Interdisciplinary Approach: TESOL

An overview of second language learning and teaching that addresses the interdisciplinary nature of TESOL by developing knowledge, skills and attitudes associated with TESOL within different contexts. Addresses questions such as: What are the important principles, concepts and skills in an interdisciplinary approach to TESOL? Why is intercultural communicative language learning important? How are these concepts evident in practice?

EDUC 224 – Assessment and Evaluation in Education	EDUC 221 - Child Development
	EDUC 223 - Educational Psychology

LANGTCHG 207 – Instructed Language teaching

Introduces the study of characteristics of the acquisition-rich classroom by considering how a second language is learned, and explores different aspects of language pedagogy from the perspective of second language learning and factors responsible for individual differences in L2 learning in a classroom context.

EDUC 283 - Pedagogy – Beyond Skills and Methods	EDUC 204 - Philosophy and Sociology of Education
EDFPROST 318 - Language Teaching for ESOL: An Introduction	EDUC 213 - Education and Social Justice
LANGTCHG 202 - Introductory English Language Analysis for Teachers	HEALTHED 201 - Child and Youth Health Education

Part 3

EDPROFST 306A & B -Contemporary Issues in TESOL

Examines a range of contemporary issues relating to TESOL education allowing students to draw connections between theory, research, their own experiences as language users and practice. Addresses questions such as: What are the latest developments in the theory, policy and practice of TESOL? How does digital technology impact TESOL? How does reflective practice shape the work of the TESOL educator?

EDPROFST 313 - The Professional Teacher	EDUC 352 Adolescence
EDPROFST 324 - Advanced Group Skills	
EDPROFST 325 - Introduction to Leadership in Education	
EDUC 351 – Understanding Behaviour in the Classroom	

LANGTCHG 301 – The Second Language Curriculum

Introduces principles and procedures used in course design and to evaluate TEFL courses, coursebooks and materials. Develops a practical understanding of how to set about planning an EFL curriculum.

EDUC 300 – Understanding Childhood	EDUC 318 - Teaching Languages in Schools
EDUC 308 – Teachers and Teaching	EDUC 348 - The Reading Process
EDUC 317 - History and Sociology in Education	EDPROFST 372 - Language Learning through Tasks
EDUC 323 - Contemporary Topics in educational Psychology	

OVERVIEW OF THE 2021 BACHELOR OF EDUCATION (TESOL) PROGRAMME

For all course pre-requisites please see the University of Auckland Calendar 2021 –
www.calendar.auckland.ac.nz

Year One – Bachelor of Education (TESOL)

Each year includes two compulsory courses, in Year 1 they are:

Introduction to Language Teaching (15 pts) and Te Ao Māori – Te Kākano (15 pts)

In addition to the compulsory courses, for each semester you will need to choose 3 electives, as listed below.

Semester Two 2021*

Compulsory	Three electives from the following		
LANGTCHG 101 Introduction to Language Teaching	**EDUC 122** Learning sexualities		
	EDUC 113 Current issues in Education **OR** **HUMSERV 102** Lifespan Development for Human Services	**OR**	**EDUC 117** Teaching and Learning: An Educational Psychological Perspective
	ENGLISH 121 Reading/Writing/ Text **OR** **ACADENG 101** Academic English Writing **OR** **ACADENG 210** Writing Research Reports	**OR** **OR**	**ACADENG 100** Forms in Academic English **ENGWRIT 101** English Writing for Academic Purposes
	General Education any 15 pt course from Open Schedule or Education & Social Work Schedule		

Semester One 2022*

Compulsory	Three electives from the following		
EDPROFM 100 Te Ao Māori - Te Kākano	**EDUC 115** Introduction to Child and Adolescent Development **OR** **HUMSERV 101** Psychology for Human Services	**OR** **OR**	**EDUC 121** How People Learn **HUMSERV 102** Lifespan Development for Human Services
	ENGLISH 121 Reading/Writing/ Text **OR** **ACADENG 101** Academic English Writing **OR** **ACADENG 210** Writing Research Reports	**OR** **OR**	**ACADENG 100** Forms in Academic English **ENGWRIT 101** English Writing for Academic Purposes
	General Education any 15 pt course from Open Schedule or Education & Social Work Schedule		

*not all of these courses may be available for 2022 and/or for online delivery

Year Two – Bachelor of Education (TESOL)

Each year includes two compulsory courses, in Year 2 they are:

Interdisciplinary Approach: TESOL (30 pts) and Instructed Language Learning (15 pts)

Interdisciplinary Approach: TESOL runs across two semesters and contains a practical component in which you have the opportunity to learn from practitioners in the field.

In Year 2, Semester Two, in addition to the two compulsory core courses you will need to choose two courses from the following:

Semester Two 2021*

Compulsory	Two electives from the following
EDPROFST 207A Interdisciplinary Approach: TESOL **LANGTCHG 207** Instructed Language Learning	**EDUC 213** Education and Social Justice **OR** **EDUC 221** Child Development **OR** **EDUC 283** Pedagogy – Beyond Skills Method

Semester One 2022*

Compulsory	Three electives from the following
EDPROFST 207B Interdisciplinary Approach: TESOL	**EDPROFST 318** Language Teaching for ESOL: An Introduction **OR** **EDUC 224** Assessment and Evaluation in Education
	EDUC 204 Philosophy and Sociology of Education
	HEALTHED 201 Child and Youth Health Education
	A True Elective any 15 pt course from across the University

*not all of these courses may be available for 2022 and/or for online delivery.

Each year includes two compulsory courses, in Year 3 they are:

Contemporary Issues in TESOL (30 pts) and The Second Language Curriculum (15 pts)

Contemporary Issues in TESOL runs across two semesters and contains a practical component in which you have the opportunity to learn from practitioners in the field.

In Year 3, Semester Two, in addition to the two compulsory core courses you will need to choose two courses from the following:

Semester Two 2021

Compulsory	Three electives from the following
EDPROFST 306 A Contemporary Issues in TESOL	**EDUC 318** Teaching Languages in Schools **OR** **EDUC 323** Contemporary Topics in Educational Psychology
	A True Elective any 15 pt course from across the University

Semester One 2022*

Compulsory	Three electives from the following
EDPROFST 306B Contemporary Issues in TESOL	**EDUC 318** Teaching Languages in Schools
LANGTCHG 301 The Second Language Curriculum	**EDUC 352** Adolescence
	EDPROFST 372 Language learning through tasks

*not all of these courses may be available for 2022

PRACTICAL REQUIREMENTS IN THE BED(TESOL)

In semester 1, 2022, as part of EDPROFST 207 B: Interdisciplinary Approach: TESOL and EDPROFST 306 B, Contemporary Issues in TESOL you will have the opportunity to gain practical experience in the field. You will 'shadow' a professional in a primary or secondary New Zealand school setting and follow the practitioner at school for several days. You will design an inquiry and reflect on your experience in the field.

The course will be complemented by weekly tutorials on campus where course participants share their experiences, reflect and readjust their respective inquiry projects.

ASSIGNMENT PROCESS

Assignments are submitted either electronically, or via canvas, or in person.

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

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

Students must keep a copy of the written component of all assessment tasks submitted.

Assignments with non-electronic submission should be submitted at the campus where you attend the course, unless your lecturer/Canvas site advises otherwise. Please see below for details of drop off locations and their opening hours:

> Epsom Campus: A109A (The Assignment Centre located at the Education and Social Work Student Centre in A Block is open Monday – Friday, from 9.30am – 4pm during semester, and reduced hours during semester breaks).
> Drop box located in Student Centre; after-hours drop box located beside the main entrance.

The Assignment Centre will send an automated email to students to confirm receipt of assignments for non-electronic submission only.

For courses from the Faculty of Arts, you may be required to submit your assignments – please follow the instructions on Canvas.

Assignment Submission

Non-electronic submission of Assignments

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

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

Electronic Submission of Assignments

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

The submission times of 12:30pm for undergraduate and 4:30pm for postgraduate level 7 coursework apply to submission of **all** assignments.

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

Extensions

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

Penalties for Late work

If you submit coursework after the notified deadline, or after the approved extension, you will have the marks for that coursework adjusted as follows:
a. within one calendar week late – deduct 10% of the total value of the assessment (e.g., for an assignment worth 40%, you score 32 but hands the work in a day late. You lose 4 marks – 10% of 40 – and is awarded a final mark of 28)
b. one to two calendar weeks late – deduct 50% of the total value of the assessment
c. later than two calendar weeks but not after the handing back of other students' work – 100% deduction.

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

Penalty for Exceeding Specified Assessment Word Limit

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

1. Students must provide a word count for all written assignments where a word limit is specified[1]. The word count may be checked by the marker if there appears to be a discrepancy.
2. All written work that exceeds the specified word limit by more than a 10% leeway will be penalised. Students will be advised of how the penalty will be applied in the assessment detail.
3. The penalty for exceeding the word limit (and the 10% leeway) will be either:
   I. The written work is marked in full, but 10% of the possible assessment mark is deducted from the mark awarded. For example, in a 1000-word essay worth 25 marks, a penalty of 2.5 marks will be applied if the word count exceeds 1100 words.
   II. The written work is marked up to the point where the word limit (and the 10% leeway) is reached, and a mark is awarded according to the written work that has been marked. No further penalty is applied.

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

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

Return of Marked Assignments

You can expect to have marked assignments and tests returned within three weeks from the due date. Online assignments are usually returned online, while non-electronic assignments may be returned in class or via the Assignment Centre. An automated email will be sent when these are ready to be collected. You must produce your ID card to collect your assignment.

Special Consideration (Unavoidable Personal Circumstances)

If you face unavoidable personal circumstances that mean that you are unable to submit a component of **coursework**, you may apply to the Programme Leader for special consideration. You must apply no later than two weeks after the due date of the assignment.

The application is made on the form Special Consideration: Unavoidable Personal Circumstances and must be supported by written evidence from a doctor or counsellor. The form can be found here.

If the Programme Leader supports the application, the Course Director in consultation with the Head of School may:
a. either, require the student to re-enrol in the course, or
b. where at least 50% of the coursework has been completed at a grade well above the minimum pass standard, award an assessed grade for the course based on:
   i. **either** the grade achieved for completed work (one grade lower would normally be awarded in

this case)

    ii. **or** the allocation of a mark for the missing work derived from your ranking on the completed work, or

c. ask you to submit the work by a revised deadline, or

d. submit a new task by a revised deadline.

Disputes related to Coursework Marks or Grades

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

EDSW Process:

1. A student who is concerned about a mark or grade for a coursework[2] assessment can use the informal procedures set out in the Statute to dispute the assessment outcome. The student should raise this concern directly with the Course Director in writing requesting a reconsideration of the mark or grade, explicitly stating the reason why they consider the mark or grade is inconsistent with the assessment criteria.

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

3. The Course Director reviews the mark or grade in relation to the stated reasons or seeks a second opinion if they were the original marker or assessor.

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

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

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

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Assessment and Grading Scale

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

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

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

Grade	Description	Designation	% range	Grade Points
A+	Work of high to exceptionally high quality showing excellent knowledge and understanding of subject matter and appreciation of issues; well formulated arguments based on strong and sustained evidence; maps and diagrams, graphs and tables, etc included where appropriate; relevant literature referenced; high level of creative ability, originality and critical thinking; excellent communication and presentation skills.	High first	90 - 100	9
A		Clear first	85 - 89	8
A-		Bare first	80 - 84	7
B+	Work showing good to strong grasp of subject matter and understanding of major issues though not necessarily of the finer points; arguments clearly developed and based on convincing evidence; relevant literature referenced; evidence of creative ability, originality and critical thinking; good communication and presentation skills.	High second	75 - 79	6
B		Clear second	70 - 74	5
B-		Bare second	65 - 69	4
C+	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.	Sound pass	60 - 64	3
C		Pass	55 - 59	2
C-		Marginal pass	50 - 55	1
D+	Work lacks breadth and depth. Work generally has gaps. Frequently work of this grade takes a simple factual approach and understanding and coverage of material is inadequate; does not attempt to interpret the material; at the lower end, indicates a need for considerable effort to achieve improvement; communication and presentation skills are poor.	Marginal fail	45 - 49	0
D		Clear fail	40 - 44	0
D-	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.	Poor fail	0 - 39	0
NA (Not Available)	NA must be entered where a grade is not immediately available, but expected at a later date. The final grade must be submitted within the deadlines for results submission.			
DNS (Did Not Sit)	DNS (Did Not Sit) -must be entered if the student did not sit the exam.			
DNC (Did Not Complete)	DNC must be entered in the following circumstances: where a student has gained more than 50 percent in a course but has not completed the approved compulsory coursework and tests; where a student has gained less than 50 percent in an internally assessed course because of the failure to complete coursework and test but the entry of a final grade would inappropriately represent the reasons for failure of the level achievement.			

SUPPORT SYSTEMS FOR STUDENTS

Where students have questions or concerns about their programme, performance, or personal professional well-being they are urged to seek immediate assistance from an appropriate source. For specific information enquiries, see table below; for general enquiries, please email education@auckland.ac.nz.

Nature of your query or concern:	Who to see:
Academic Success Centre (Student Support) N Block Level 3 foyer	**Student Engagement and Experience** Rebekah Williams ext 48855 **Academic English Language Advisers** Donglan Zhang, Denise McKay, Ann O'Byrne: edswdelna@auckland.ac.nz **Primary Maths Support** Angela Spavin ext 48217
Counselling Support	Epsom Campus Counsellors: make appointment online under 'Student Health and Counselling Services' or phone 923-7681
Deferral, Resignation, Transfer	Education and Social Work Student Centre – request appropriate form
Difficulty with course content	Your lecturer/s Academic Success Centre – N Block
Feeling at risk of failure/progress causing concern	Your lecturer/s, Academic Success Centre, Student Health and Counselling Services, Associate Director or Programme Leader, Course Directors, Pouarataki
Financial, Hardship, Student Association etc.	ESSA (Education and Social Work Students Association) Office: N335 from 10.30 am – 2 pm during semester time. Email: essauoa@gmail.com
Health/Medical	Student Health and Counselling Service, Epsom Campus, R Block Phone: 623 8889 or ext 48526
International Students	Associate Dean International Dr Marek Tesar, ext 46375
LGBTI Student Support	Faculty Rainbow Network Email: rainbowEDSW@auckland.ac.nz
Scholarships	Faculty Scholarships or University scholarships: www.scholarships.auckland.ac.nz
Student Allowances/Loans	StudyLink, 0800-889 900
Student Disability Services	Email: disability@auckland.ac.nz Website: www.disability.auckland.ac.nz
Support for Māori students Te Korowai Atawhai	Kaitiaki Tauira Māori /Māori Student Support Advisor: tekorowaiatawhai@auckland.ac.nz Kaiāwhina & student study space
Support for Pasifika students Pasifika Success	Pasifika Success Coordinator (Level 2 N211) Tim Baice, Coordinator Pasifika Success, ext 48469
Support for Students from Refugee Backgrounds	Denis McKay, Academic Success Centre
Sylvia Ashton Warner Library	Epsom Campus – contact us via www.forms.auckland.ac.nz/en/public/library/ask-us.html
Timetables, programme of study. Fails, resits, changes to your programme	Education and Social Work Student Centre, A Block

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

- Parents room – H404
- Prayer room – E14B (Female) and E14C (Male)

TE TUMU HERENGA | LIBRARIES & LEARNING SERVICES : ESSENTIALS FOR USING THE SYLVIA ASHTON-WARNER LIBRARY

The greatest source of your research information, learning essentials, and study support services will be found in the Libraries & Learning Services website www.library.auckland.ac.nz

Library hours – Epsom Campus

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

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

Term break hours

Monday – Friday	9 am – 6 pm
Saturday & Sunday	closed

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

Key points to remember:
- Visit the Helpdesk for staff assistance if you have any queries, or use the Ask Us form: https://www.forms.auckland.ac.nz/en/public/library/ask-us.html
- Explore www.learningessentials.ac.nz for help with studying at University, reading effectively, finding information, writing, and referencing.
- You are welcome to attend various face to face and online workshops, held from time to time. You can book at: www.library.auckland.ac.nz/workshops/
- Always check your library account on the Te Tumu Herenga Libraries & Learning Services Catalogue, to find out when your books are due back. You can also renew your books online from here.
- If you receive a recall notice, return the item immediately or by the new due date. There are heavy fines for recalled books not returned by the new due date.
- Email notices about recalled books or overdue items are sent to your student email.
- If you are going to be away from the campus, please ensure that you return any library books before you go to avoid incurring any penalty charges.

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

Short Term Loan

You will find that within the reading lists of most of your courses, an indication that some of the books will be placed on short term loan. This means that items of heavy demand are placed behind the Helpdesk as **short term loan**. The items are for use within the library only, but most may be borrowed as overnight loans. An overnight loan is issued **in the last 2 hours before the library closes** and **must** be returned by opening time of the library to avoid a fine.

Study Space

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

Computers

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

Students have access to computers in the library, both for library use and for casual use for the completion of assignments as well as research. The Epsom campus also offers to students a range of network services such as internet access, email services and printing. Computers in the teaching labs in N block are also available for student use, Monday to Fridays, when classes are not running.

Workshops

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

Academic English Language Requirement

The University has an Academic English Language Requirement (AELR) for all its bachelor degree programmes. The aim of the AELR is to ensure you have a sufficient level of competence in academic English to support your study at University. Students will be advised if they have met the AELR requirements at time of enrolment. For those that have not met the AELR, this may be met through satisfactory completion of an approved course in your first 12 months of study. For more information visit http://www.auckland.ac.nz/aelr.

Academic Integrity

Students at the University of Auckland have a responsibility to understand the requirements of academic integrity as they apply to their coursework. All students admitted to an undergraduate degree and all postgraduate students who have not already completed the Academic Integrity Course are required to do so as a condition for completing their programme of study. Completion of the course is a requirement in order for any degree, diploma or certificate to be conferred or awarded. Full details are in the University of Auckland Calendar Enrolment and programme regulation 17.

Through this online course students will learn how to demonstrate academic integrity in their study and research, improve their knowledge about University rules relating to academic conduct, and understand the consequences of academic misconduct. For more information see here.

Academic Misconduct

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

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

EDSW Process for considering cases of alleged academic misconduct_Nov 2020
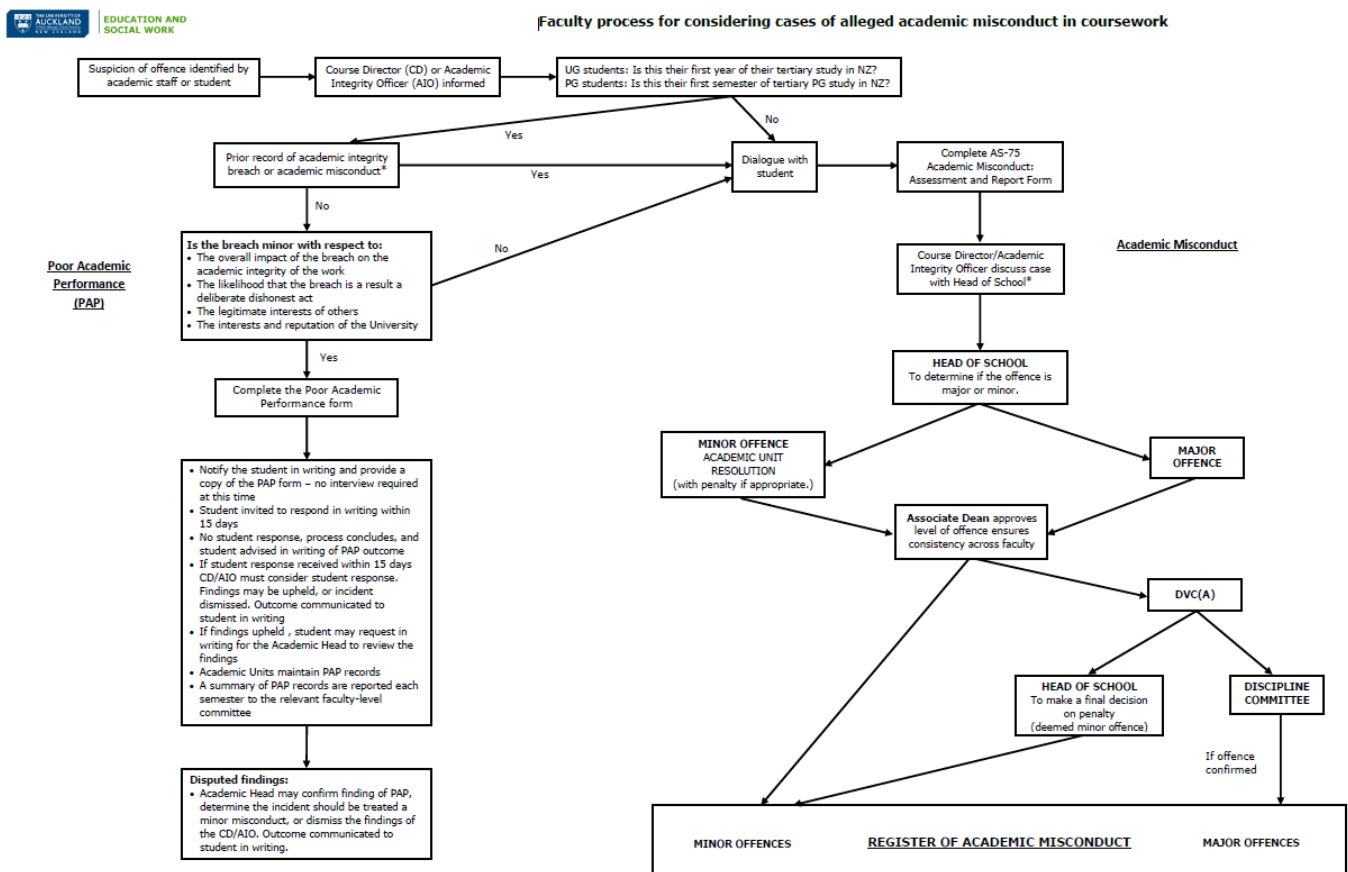
Academic Standing (Unsatisfactory progress)

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

Aegrotat and Special Consideration

This is a University process that applies only to University Examinations (and Tests). Full details are in the University of Auckland Calendar *Examination Regulation 13*. For assignment information, see Faculty Special Consideration (Unavoidable Circumstances).

Appeal of Course Marks or Grades

A student who is concerned about a mark or grade for an assessment should in the first instance talk to their lecturer, professional teaching fellow, Tutor or supervisor concerned. If the concern is not resolved satisfactorily at this stage, the student can appeal in writing to the Course Director for a reconsideration of the mark or grade stating the reason why they consider the mark or grade is inconsistent with the assessment criteria. The written appeal must be received within one week of the work being available for return or grade being notified. The Course Director reviews the mark or grade in relation to the stated reasons or seeks a second opinion if they were the original marker or assessor. If the appeal is not upheld and the student is still concerned a written appeal, restating the nature of the concern in relation to the assessment criteria, needs to be made to the Academic Head. This is as per the Process for resolution of student academic complaints and disputes

AskAuckland

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

Availability of Examination Scripts

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

Change of Name

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

Children's Act 2014

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

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

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

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

Conceded passes

Conceded passes can only be granted in undergraduate degrees consistent with university regulations. For full details see the *University of Auckland Calendar* Examination Regulation 19.

Course Deletions and Withdrawals

- A course deletion means that the course will be removed from your academic record and fees are fully refunded. There are specified timeframes within which course deletions can occur. It is not sufficient for a student to notify an addition or deletion solely to the department or faculty – it must be done online. Specific dates at which deletions can occur can be obtained via the following link: http://www.calendar.auckland.ac.nz/en/genregs/enrolment-and-programme.html
- Withdraw means that you are withdrawing from a course after the deadline for deletion and before the last day to withdraw. Withdrawn courses remain on your academic record with a withdrawn grade and all fees remain owing. A withdrawn grade counts as a fail for Grade Point Average (GPA) calculations. Withdrawals from courses must be completed formally through the Education and Social Work Student Centre. For more information about course withdrawals, see here.

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

Deferring from a programme

Full time students can apply to defer the completion of their programme for up to one year, once they have enrolled and started the programme. Forms are available from the Education and Social Work Student Centre. Students deferring should note that the programme from which they defer may not be available in the same form, sequence or time-frame when they return to study, and full credit may not able to be awarded for previous study.

Digital Resources

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

Enrolments

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

Examinations

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

Feedback to students

An early, low-stakes task will allow students to get feedback early in the course before the first assessment so they can see how they are going. More emphasis will be put on providing useful and timely feedback on all assessments.

Fees

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

Forms, Policies and Guidelines

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

General Education

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

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

More information about General Education can be found here.

Group assessment

There may be times when students are required to complete a group assessment task or team based project. Details of such tasks, including group work expectations will be published in course materials to ensure students are clear about what is being assessed and the allocation of marks to the various components of the assessment. For significant group work projects (or for where group work tasks form a significant part of a course) a minimum component of the task must assess individual contribution. More information about group work can be found here.

Graduation

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

Inclusive Learning

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

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

Learning Resources

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

Lecture Capture at the University of Auckland

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

MyAucklandUni

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

Partial Resits

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

Personal support

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

Resignation from a programme

Any intention to resign from a programme should be discussed with the programme leader or Associate Director. The relevant form is available from the Education and Social Work Student Centre and must be signed by the Programme Leader or Associate Director.
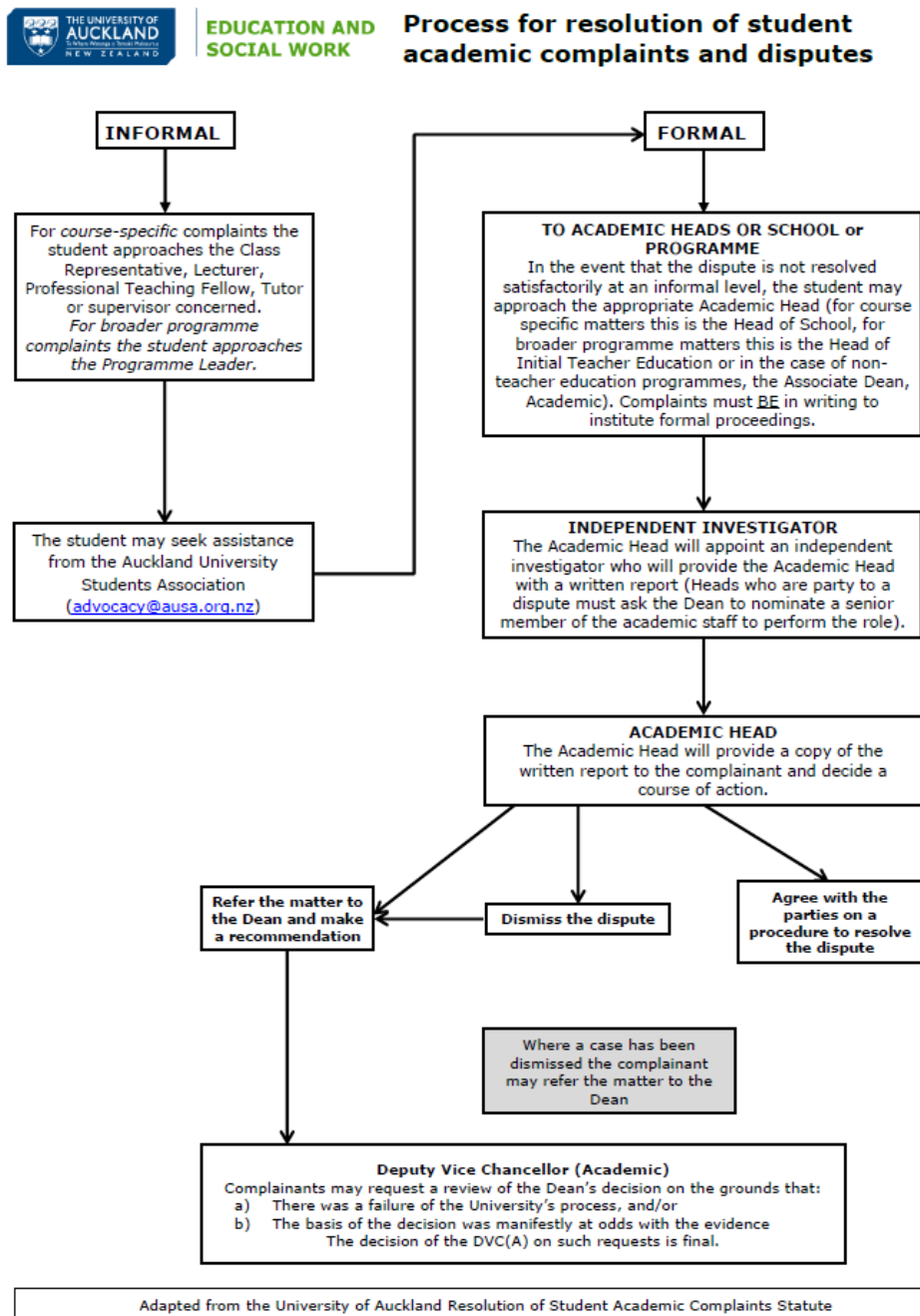
Request an official transcript

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

Resolution of Student Academic Complaints and Disputes

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

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

Process for resolution of student academic complaints and disputes

THE UNIVERSITY OF AUCKLAND — **EDUCATION AND SOCIAL WORK**

INFORMAL

For *course-specific* complaints the student approaches the Class Representative, Lecturer, Professional Teaching Fellow, Tutor or supervisor concerned.
For broader programme complaints the student approaches the Programme Leader.

The student may seek assistance from the Auckland University Students Association (advocacy@ausa.org.nz)

FORMAL

TO ACADEMIC HEADS OR SCHOOL or PROGRAMME
In the event that the dispute is not resolved satisfactorily at an informal level, the student may approach the appropriate Academic Head (for course specific matters this is the Head of School, for broader programme matters this is the Head of Initial Teacher Education or in the case of non-teacher education programmes, the Associate Dean, Academic). Complaints must BE in writing to institute formal proceedings.

INDEPENDENT INVESTIGATOR
The Academic Head will appoint an independent investigator who will provide the Academic Head with a written report (Heads who are party to a dispute must ask the Dean to nominate a senior member of the academic staff to perform the role).

ACADEMIC HEAD
The Academic Head will provide a copy of the written report to the complainant and decide a course of action.

Refer the matter to the Dean and make a recommendation

Dismiss the dispute

Agree with the parties on a procedure to resolve the dispute

Where a case has been dismissed the complainant may refer the matter to the Dean

Deputy Vice Chancellor (Academic)
Complainants may request a review of the Dean's decision on the grounds that:
a) There was a failure of the University's process, and/or
b) The basis of the decision was manifestly at odds with the evidence
The decision of the DVC(A) on such requests is final.

Adapted from the University of Auckland Resolution of Student Academic Complaints Statute

EDSW Process for resolution of student academic complaints and disputes FINAL_2019

Student Charter and Responsibilities

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

Student email

All students enrolled at the university are provided with an email account called student email. At the time of enrolment, students are provided with an email address. This address includes a student's username characters plus a generic address, e.g., jbon007@aucklanduni.ac.nz. Students are able to access student email through the following link: http://mail.aucklanduni.ac.nz.
Student email is the main way in which the university communicates with students so it is vital that students access their email account on a regular basis. Failure to do means that students miss out on important information such as communications relating to coursework and academic progress, examinations, graduation, student financials and the library. Urgent and unexpected communications are also sent through this email, e.g., what will happen if a natural disaster strikes the university / the city of Auckland.

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

Storage and Disposal of Student Work

Examination scripts will be retained in secure storage for only four months following the examination period and thereafter be destroyed (Examination Regulation 22). Thesis, dissertation or research portfolios will be retained until six months after the assessment has been completed.

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

Student Services Online (SSO)

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

SSO also provides students with access to a range of relevant academic information including:
- Course advice and information;
- Enrolment advice;
- Fees advice;
- Timetables, grades and course history advice;
- Graduation.
- Updating personal details.

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

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

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

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

Submission in Māori

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

Texts and resources

Many required texts are available through UBIQ bookstore, the University Bookshop or Kohia Centre, and it is possible to order these online. You will also be provided with readings in several different ways. Basic readings are provided electronically free of charge. These will be provided to you through Canvas. Your individual course lecturer will inform you how you can access your readings. In addition some hard copies may be available on short term loan in the Library.

Third party assistance

While it is expected that at all levels of study students work independently producing work that is their own, there may be times when help is needed in regard to the improvement of written communication skills. The University of Auckland encourages students to improve their writing skills and permits students to seek assistance from third parties to do so. However, there are limits to the type and level of assistance that third parties can provide. Full details regarding the type of advice and support that third parties can offer can be found here.

Transfers between University of Auckland, Faculty of Education and Social Work Programmes

Transfers between University of Auckland, Faculty of Education and Social Work programmes may be possible in some circumstances, subject to the following provisions:
- All such transfers shall be subject to the approval of the programme leader/Director responsible for the pathway where the student resides and the programme leader / Director responsible for the pathway into which the transfer is sought.
- All requests for transfers will be considered on the basis of University of Auckland's Credit Regulations for cross-credit and internal credit (see University of Auckland Calendar, pp 26). Where programme components vary, full credit for already-completed courses may not be awarded.

Transfer to other Colleges / Faculties of Education

A student is expected to complete the programme for which he/she is selected. However, if a student decides to transfer to another college / faculty of education then they must resign from the Faculty of Education and Social work programme in which they are enrolled by following the process for 'Resignation from the Programme'.

Updating addresses and personal details

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

University Proctor

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

PROFESSIONAL REQUIREMENTS AND CONDUCT

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

Attendance

Full attendance is expected in all on-campus courses/classes and during practicum placements or other field-work. Non-attendance will put at risk students' ability to meet learning outcomes. All absences should be discussed with the lecturer/s or the fieldwork supervisor as a matter of professionalism and courtesy. Please see the Associate Director/Programme Leader or a counsellor if you feel this is more appropriate.

Cheating and Plagiarism

The University of Auckland will not tolerate cheating, or assisting others to cheat, and views cheating in course work as a serious academic offence. The Student Academic Conduct Statute (2020) defines plagiarism as the use of other people's work in an assignment, and presenting it as your own without explicitly acknowledging or referencing where it came from. Work can be plagiarised from many sources – including books, articles, the internet, and other students' assignments. The University uses Turnitin to check work submitted electronically and all non-electronic assignments must be accompanied by a signed, student written declaration that is downloaded from Canvas.

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

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

You can help others avoid cheating, and avoid being accused yourself, by:
6. Not letting any other student copy any part of your work.

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

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

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

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

Referencing

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

ReferenCite is the official University of Auckland website which offers assistance on all aspects of referencing. Visit it at www.cite.auckland.ac.nz

Need more information?

For a complete referencing guide see the Publication Manual of the American Psychological Association. The Sylvia Ashton-Warner Library holds copies of this.

American Psychological Association. (2019). *Publication manual of the American Psychological Association* (7th ed.).

Professionalism and the use of social media

Access the following links for professional and practical guidelines for the use of social media to help you maintain professional standards. Professionalism and the use of social media guidelines or Teachers and Social Media.

Jury Service

If you are called up for jury service you are able to request a letter of support from your Programme Director/Programme Leader so that your programme of study is not put in jeopardy. Applications to apply for exemption are considered on a case-by-case basis by the court registrar and they are not always accepted. Please take your jury summons documentation to the Practicum Office in H201a for Teacher Education Programmes or the School's Administration Office in N303 for Social Work and Counselling programmes or Programme Leader for BSportHPE/BEd(TESOL). (Please refer: https://www.justice.govt.nz/courts/jury-service/)

STUDENT FEEDBACK (UNIVERSITY OF AUCKLAND, 2018)

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

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

Do students have to give feedback?

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

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

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

Make sure your feedback is constructive and effective

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

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

Types of feedback

SET

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

Learning and Teaching Survey

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

Student representatives

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

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

Each year the results of course and teaching evaluations (SET) and the Learning and Teaching Survey results are analysed and reviewed in a series of meetings with the Deputy Vice-Chancellor (Academic), the Director of Learning and Teaching, the Manager, Academic Quality, each faculty dean and faculty staff to review what students have said, and what is planned in response.

The University uses student feedback to look at projects and initiatives that can benefit the academic environment and student life at the University. Some of these can be found here.

Faculties identify a number of priority initiatives that they will work on to improve the learning and teaching environment, as identified by students in their faculty. These are reported to the University Teaching and Learning Committee

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

Teaching staff are strongly encouraged to tell students what changes will/have been made in the course and its teaching as a result of what students have said in their feedback.

Courses with low ratings

A summary of the evaluation results for each faculty is also provided to the respective dean. As mandated by University policy, this summary includes a list of all courses that do not reach a minimum 70% 'agree/strongly agree' response level to the question 'overall, I am satisfied with the quality of this course.' The faculty reviews each course to determine what factors have contributed to the student rating, makes improvements where necessary, and subsequently assesses, through re-evaluation, if students rate the course more highly. These courses are discussed in the annual meeting with the Deputy Vice-Chancellor (Academic).

For more information about student feedback, including some of the changes that have come about from student feedback, visit the University's website here.