

PROGRAMME HANDBOOK 2021

School of Counselling, Human Services and Social Work

Postgraduate Diploma in Counselling Theory & Master of Counselling

EPSOM CAMPUS

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Associate Dean, International (Strategic Engagement)	Dr Marek Tesar
Associate Dean, Pasifika	Jacoba Matapo
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Critical Studies in Education	Professor John Morgan
Curriculum and Pedagogy	Associate Professor Katie Fitzpatrick
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Te Puna Wānanga	Dr Helene Connor

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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

Programme Contacts

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Unuhia te rito o te harakeke, kei hea te kōmako e kō?
Ui mai ki ahau, 'He aha te mea nui o te Ao?'
Māku e kī atu,
'He tangata, he tangata, he tangata.

If you remove the central shoot of the flax bush, where will the bellbird find rest?
If you were to ask me, 'What is the most important thing in the world?'
I would reply,
'It is people, it is people, it is people.'

Key Dates for 2021

Semester One – 2021

Semester One begins	Monday 1 March 2021
Mid Semester Break/Easter	Friday 2 – Friday 16 April 2021
ANZAC Day	Monday 26 April 2021
Graduation	Tuesday 1 and Wednesday 2 June 2021
Lectures end	Friday 4 June 2021
Queen’s Birthday	Monday 7 June 2021
Study break	Tuesday 8 – Wednesday 9 June 2021
Examinations	Thursday 10 June – Monday 28 June 2021
Semester One ends	Monday 28 June 2021

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
Lectures end	Friday 22 October 2021
Labour Day	Monday 25 October 2021
Study break	Tuesday 26 – Wednesday 27 October 2021
Examinations	Thursday 28 October – Monday 15 November 2021
Semester Two ends	Monday 15 November 2021

Semester One – 2022

Semester One begins	Monday 28 February 2022
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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 Welcome to the Postgraduate Diploma in Counselling Theory (PGDipCounsTh) or Master of Counselling (MCouns) programmes. We hope you will find your studies with us rewarding. In this handbook you will find information about the nature of our programmes and the regulations and the schedule of courses needed to complete your degree.

Counsellor education has been offered at the University of Auckland for over 40 years, and our programmes have evolved as our profession and counsellor education have developed to meet the challenges of a changing world. We have a strong presence and reputation in the field, with highly experienced staff who are passionate about making a difference.

Our counselling programmes are designed for mature students with existing tertiary qualifications and professional experience in a field related to counselling, who wish to transition into counselling from their current profession. They also cater to counselling practitioners who are wishing to extend their professional learning through undertaking advanced qualifications and are already working in professional counselling practice, counsellor education and/or research.

Our graduates work in a variety of settings including school and tertiary counselling, counselling agencies in the community, private practice, workplace counselling, family therapy, consultation, pastoral care in religious communities, and counsellor education. A number of graduates have also completed doctoral degrees.

Through our programmes you will have the opportunity to gain sound and creative counselling and facilitation skills to enhance your practice, examine in depth the inter-related components of theory, research and practice, and develop the knowledge, understanding, critical thinking and research skills to reflect more effectively on your own practice.

Part 1 of the MCouns can be completed in one year full-time or two years part-time and involves both taught courses and practicum work. Part 2 of the MCouns can be completed in one year full-time or two years part-time, and involves the completion of a research portfolio that includes case studies and the report of an original research project. The PGDipCounsTh is equivalent to Part 1 of the MCouns and can be completed in one year full-time or up to four years part-time.

The Master of Counselling degree programme is accredited with the New Zealand Association of Counselling and provides an opportunity to study to become a counsellor or raise the level of your counselling knowledge, skills and qualifications. It will enable you to develop advanced counselling skills and your knowledge of the theory, the values and ethical principles, and the research that underpin effective professional counselling practice. The Postgraduate Diploma in Counselling Theory (PGDipCounsTh) is a standalone qualification in which you will gain a comprehensive knowledge of the theory and research that underpin counselling practice. It can be studied to enhance your professional skill base and it is also a pathway to the Master of Counselling (MCouns).

This booklet is designed to provide you with information that you will need as a student of both the PGDipCounsTh and the MCouns. It covers useful information about University services and policies of the Counselling programmes. Further information about the University can be found in the University Calendar. We recommend that you read the calendar for other important matters about being a student at the University of Auckland. It is important that you become familiar with these policies.

Goals of the programme

Our MCouns programme is designed for mature students with existing tertiary qualifications and professional experience in a field related to counselling, who are working in or intending to work in professional counselling practice, counsellor education and/or research. A primary goal of the programme is to provide a professional learning and development opportunity in which theory, research and practice are inter-related. A further goal of the programme is to enable each individual student to tailor learning to his/her particular background, practice setting and professional goals.

Appointments with staff

Staff are available to speak with students during non-teaching hours and, if you can, please be professional in your approach and make appointments face-to-face or by phone or e-mail.

Communication

There are a number of ways that we will communicate with you about important matter.

The most important method is via your University of Auckland student e-mail address. All students must activate this account by using their username and your password. Important information about lectures, room changes assessment tasks, lecture notes and readings may be advised via this email. Your lecturers and the Programme Director may also send you emails about important matters.

Staff will not be responsible for any disadvantage to you if you do not access messages this way. Please update all your addresses and phone numbers and ensure that your postal address for mail is current. You can change this on line via [Student Services Online](#).

Support and Advice

Our programme team are willing to offer assistance to students on an individual basis (our contacts e-mails are on page 2 in this Handbook).

For other special assistance with your study skills and academic writing you can use the excellent services of the [Academic Success Centre](#), [Libraries and Learning Services](#), [Pasifika Success](#) or [Te Korowai Atawhai](#).

Regulations for the Degree of Postgraduate Diploma in Counselling Theory

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

Admission

- 1 In order to be admitted to the programme, a student needs to have:
 - a completed the requirements for a Bachelors degree in education, counselling, nursing, social work or another profession from this University or an equivalent qualification approved by Senate or its representative
 - and*
 - b at least three years practical experience in teaching, counselling, nursing, social work or an equivalent profession as approved by Senate or its representative
 - and*
 - c an interview supported by referees' statements and evidence of practical experience is required.

Note: Agencies where counsellors in training are placed wish to ensure that client safety is not compromised. For this reason, the application form for the Counselling programme asks applicants to indicate whether they have any criminal convictions. Before any candidate can be accepted into the degree, an official police statement concerning absence or otherwise of criminal convictions will be required.
- 2 No student on whom the Postgraduate Diploma in Education – Counselling specialisation has already been conferred by the University of Auckland may enrol for this postgraduate diploma unless specific approval is given by Senate or its representative.

Duration and Total Points Value

- 3 A student enrolled for this postgraduate diploma must:
 - a pass courses with a total value of 120 points
 - and*
 - b complete within the time limit specified in the General Regulations – Postgraduate Diplomas.
- 4 The total enrolment for this postgraduate diploma must not exceed 160 points.

Structure and Content

- 5 A student enrolled for this postgraduate diploma must pass 120 points from the Postgraduate Diploma in Counselling Theory Schedule.
- 6 The programme for each student must be approved by the Dean of Faculty of Education and Social Work prior to enrolment.
- 7 A student admitted to this programme must complete the University of Auckland Academic Integrity Course as specified in the Enrolment and Programme Regulations, Academic Integrity, of the *University Calendar*.

Termination of Enrolment

- 8
 - a If the behaviour of a student in a learning or practice environment is found, after due and fair inquiry, to be offensive, disruptive or likely to give rise to a risk of harm to the welfare of any person, the enrolment of the student in the programme may be terminated by Senate or its representative and any application to re-enrol may likewise be declined.
 - b A student who is subject to any such inquiry may be suspended by Senate or its representative from lectures, classes and any practice placement pending the outcome of the inquiry.
 - c A student whose enrolment is terminated under Regulation 8a may appeal from that decision to the Council or its duly appointed delegate.

Distinction

- 9 This postgraduate diploma may be awarded with Distinction or Merit as specified in the General Regulations – Postgraduate Diplomas.

Variations

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

Commencement

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

Regulations for the Degree of Master of Counselling

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

Admission

- 1 In order to be admitted to this programme, a student needs to have:
 - a *either*
 - (i) completed the requirements for a Bachelors degree in education, counselling, nursing, social work or another profession from this University or an equivalent qualification approved by Senate or its representative with an average grade of B or higher in at least 90 points or equivalent in the most advanced courses taken towards the entry qualification
 - or*
 - (ii) completed the requirements for the Postgraduate Diploma in Counselling Theory, or the Postgraduate Diploma in Education – Counselling specialisation from this University or an equivalent qualification approved by Senate or its representative with an average grade of B or higher in at least 90 points or equivalent in the most advanced courses taken towards the entry qualification
- and*
 - b at least three years practical experience in teaching, counselling, nursing, social work or equivalent profession as approved by Senate or its representative.
- 2 An interview supported by referees' statements and evidence of practical experience is required.
Note: Agencies where counsellors in training are placed wish to ensure that client safety is not compromised. For this reason, the application form for the Counselling programme asks applicants to indicate whether they have any criminal convictions. Before any candidate can be accepted into the degree, an official police statement concerning absence or otherwise of criminal convictions will be required.
- 3 A student who has not gained an average of B or higher as specified in Regulation 1a must have otherwise shown to the satisfaction of the Dean of Faculty of Education and Social Work capacity to undertake advanced study and research in the courses proposed to be taken for this degree in order to be admitted to the programme.
- 4 No student on whom the Degree of Master of Education – Counselling specialisation has already been conferred by the University of Auckland may enrol for this degree unless specific approval is given by Senate or its representative.

Duration and Total Points

- 5 A student admitted to this degree under Regulation 1a(i) must:
 - a pass courses with a total value of 240 points
 - and*
 - b complete within the time limit specified in the General Regulations – Masters Degrees
 - and*
 - c not exceed 280 points for the total enrolment for this degree.
- 6 A student admitted to this degree under Regulation 1a(ii) must:
 - a pass courses with a total value of 120 points
 - and*
 - b complete within the time limit specified in the General Regulations – Masters Degrees
 - and*
 - c not exceed 160 points for the total enrolment for this degree.

Structure and Content

- 7
 - a A student admitted to this degree under Regulation 1a(i) must complete:
 - (i) 120 points from courses listed in the Master of Counselling Schedule
 - and*
 - (ii) 120 point Research Portfolio.
 - b A student admitted to this degree under Regulation 1a(ii) must complete a 120 point Research Portfolio.
- 8 A student admitted to this programme must complete the University of Auckland Academic Integrity Course as specified in the Enrolment and Programme Regulations, Academic Integrity, of the *University Calendar*.

Termination of Enrolment

- 9 a If the behaviour of a student in a learning or practice environment is found, after due and fair inquiry, to be offensive, disruptive or likely to give rise to a risk of harm to the welfare of any person, the enrolment of the student in the programme may be terminated by Senate or its representative and any application to re-enrol may likewise be declined.
- b A student who is subject to any such inquiry may be suspended by Senate or its representative from lectures, classes and any practice placement pending the outcome of the inquiry.
- c A student whose enrolment is terminated under Regulation 9a may appeal from that decision to the Council or its duly appointed delegate.

Research Portfolio

- 10 a The Research Portfolio is to be carried out under the guidance of a supervisor appointed by Senate or its representative.
- b A student who has to complete 240 points, must, before enrolment for the Research Portfolio, obtain an average grade of at least B in the first 120 points from the coursework component of the degree. If this is not achieved the courses passed will be reassigned to the Postgraduate Diploma in Counselling Theory.
- c A student who does not meet the requirements of this degree may apply to reassign courses passed for the Master of Counselling to the Postgraduate Diploma in Counselling Theory.
- d The Research Portfolio must be completed within 12 months of the completion and passing of the courses for this degree.

Variations

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

Honours

- 12 This degree may be awarded with Honours as specified in the General Regulations – Masters Degrees.

Commencement

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

Overview of the Master of Counselling and Postgraduate Diploma in Counselling Theory

Students who are selected for the MCouns programme will undertake 120 points of taught courses in the first year of the programme, enabling them to develop a strong knowledge and skill base. They will be required to undertake at least 100 hours of counselling practicum in the community while undertaking these first 120 points. Because of the need to include a substantial background of professional knowledge and skills in this taught part of the programme, entry to the second half, a 120 point research portfolio, will be on the basis of a 15 point research method course, and a B average or higher for the first 120 points. Those who do not gain a B average or higher for the first 120 points may apply to reassign courses passed for the Master of Counselling to a Postgraduate Diploma in Counselling Theory.

In the second year of the programme, while undertaking the research portfolio, students will attend regular seminars and workshops which will extend and integrate their research knowledge with their reflection on their practice. By means of this focused, coherent, cohort-based approach, which is a unique feature of this degree, students will be equipped with the necessary research knowledge, skills and understandings to enable them to complete the research portfolio. There are precedents for this cohort-based approach in other professional, health-related masters programmes. Students will also be required to undertake 400 hours of counselling practice while enrolled in the research portfolio, in order to meet the requirements for membership of the New Zealand Association of Counsellors. Of necessity, most students will need to enrol in this part of the programme on a part-time basis.

The programme of study for the PGDipCounsTh will comprise 120 points of taught courses. Students who complete the requirements of this diploma with an average grade of B or higher will be eligible to enrol in the second year of the 240-point MCouns.

Part 1: MCouns and PGDipCounsTh

Course Code	Title	Semester	Points
PROFCOUN 705A/B*	The Counselling Process	Semester 1 and 2	30 points
PROFCOUN 701A/B*	Counselling Laboratory	Semester 1 and 2	15 points
PROFCOUN 706*	Cultural Issues in Counselling	Semester 1	15 points
PROFCOUN 708*	Professional Issues in Counselling	Semester 1	15 points
EDPROFST 744	Pastoral Care and Counselling in Schools	Semester 1	15 points
EDPROFST 743	Family Counselling	Semester 2	15 points
PROFCOUN 707	Specialist Counselling Skills and Approaches	Semester 2	15 points
PROFCOUN 709*	Research and Counselling	Semester 2	15 points
PROFSUPV 713	Critical Issues in Counselling Supervision	Semester 2	15 points

Part 2: Research Portfolio

PROFCOUN 797*	Research Portfolio	120 points
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For all course pre-requisites please see the University of Auckland Calendar 2021 – www.calendar.auckland.ac.nz

Please note:

- Core Courses are identified with an asterisk
- All courses listed above are 15 points except for PROFCOUN 705 A/B which is 30 points
- Students in their first year of study must normally enrol in both [PROFCOUN 705A/B](#) and [PROFCOUN 701A/B](#) concurrently. The other required courses which can be taken in the first or second year (part-time) are asterisked above and include [PROFCOUN 706](#), [708](#) and [709](#). The other courses listed are electives
- A Special Study course code is available if any student needs to undertake an individualized course of study as an elective.
- Students may also include electives from other courses offered by other programmes. Consult programme staff about these.
- Meetings of counselling students in Part 2 of the programme (MCouns Research Portfolio) will be held on Tuesdays at 4:30pm on the 1st and 3rd week of the month, each meeting lasting approx. 2 hrs.

Supervised Field Practice: Guidelines

Supervised practicum is an integral part of the Postgraduate Diploma in Counselling Theory and the Master of Counselling. Students are expected to engage in supervised practice throughout the programme. The following information is intended as a brief overview only. Full information can be found in the Placement Handbook.

Finding a Placement

All students enrolled in the PGDipCounsTh and MCouns are responsible for finding their own placements. The University may be able to assist in this process by recommending possible organisations however the final responsibility rests with the student.

In Part 1 of the MCouns students must complete at least 100 hours of face to face counselling in a placement context before moving into Part 2.

Please note that, currently, you must complete 200 hours of face to face counselling before applying for [Provisional Membership of NZAC](#).

In Part 2 of the MCouns programme you are required to complete a further 400 hours of counselling related activities to graduate.

In both Parts, 10% of the total hours required may include running therapeutic groups.

When looking for a placement it is important to consider the following:

- The placement must have a counselling related focus
- The placement must be able to provide an adequate number and variety of clients for you to work with.
- There must be an experienced practitioner within the placement who is willing and available to oversee your practice as your field supervisor.
- This practitioner must be available to you on a regular basis and where necessary be willing to liaise with the placement staff and the University.
- The placement needs to have sound ethical and procedural policies that ensure client's safety and referral when necessary. Make sure that you have familiarised yourself with these guidelines and procedures.

Other Placement Requirements

The roles and responsibilities of the student, the Placement and the University are clearly outlined in the Placement Contract in the Placement Handbook.

Supervision

In addition to the field supervision provided by the placement the student must also attend regular external counselling supervision. To become a provisional member of NZAC, it is a programme requirement that students undertake 10 hours of cultural supervision provided by a Māori supervisor who is a practitioner of counselling and/or psychotherapy. It should be noted that this is in addition to a minimum of 20 hours of regular professional supervision that accompanies the first 200 hours of supervised professional counselling practice in one or more placement settings over a minimum of two years.

The cost of this supervision is not part of the course fees and is the responsibility of the student. See also the Supervision Policy document on the [NZAC](#) website.

Placement Approval

You must have your practicum placement and counselling supervision arrangement approved by your University supervisor or the practicum co-ordinator before beginning the placement or entering into a supervisory contract.

Placement Roles and Responsibilities

These are clearly outlined in the Placement Contract

Absence on placement - Attendance on placement

When students are on practicum and are unable to attend because of illness or any other reason, they are expected to notify the placement field supervisor before 8.30am or as soon as possible. Absence for more than five days requires a medical certificate.

Information for Clients

As a student counsellor you have an ethical responsibility to accurately represent yourself to your clients.

Here are some things your clients need to know:

- Your training status and where you are doing your counsellor education
- That you are supervised and may be talking about some of your work with your supervisor

Other information that clients may need to know from time to time could be:

- That you may, **with your client's permission**, write about your work in assignments
- That you may, **with your client's permission**, record (audio or video) some of your work so that you can discuss this with your supervisor
- What professional code of ethics you subscribe to
- What kind of counselling approach you use

Using Client Work for University Assignments or Supervision

You must not use any client material to support a university assignment without first obtaining your client's permission. A signed permission form is available from your university supervisor.

Permission must also be obtained before recording any client's sessions, for supervision or any other purposes.

Clients should never be pressured to give their consent to this and they are always able to withdraw their consent once it has been given.

Safety

It is important that you work within your level of skill and ability, while at the same time extending and developing your counselling practice. As each student begins the programme with a different level of experience and competence, it is important that you discuss with your field supervisor and counselling supervisor the kind of clients and client issues that you can safely work with.

While it is ideal that field supervisors assess clients to ensure that those allocated are not beyond your skills level it is not always possible to predict all the issues that may occur. It is therefore imperative that you are aware of referral options and policies and procedures to ensure client and counsellor safety.

It is also important that you have an experienced counselling supervisor who will undertake to supervise your client work.

At all times it is expected that a student on placement works within the New Zealand Association of Counsellors Code of Ethics. This can be downloaded from: www.nzac.org.nz/ethics/code-of-ethics/.

Graduate profile

Graduates of the Master of Counselling degree will practice in a variety of settings, and will be committed to their ongoing professional development throughout their careers, including continually reflecting upon their practice and striving to enhance their effectiveness. They will contribute to the counselling profession and the wider community through effective, highly skilled and soundly based practice, through engaging in dialogue between research and practice, through potentially advancing scholarship and research related to the field. Graduates will demonstrate the following dispositions, knowledge and skills:

1: DISCIPLINARY KNOWLEDGE & PRACTICE

Graduates of the University are expected to understand the thinking, research, theory and practice in their field of study and appreciate the role of their discipline in its contexts. Counselling students will be:

1. Able to develop an understanding of the history, definition, roles and context of counselling practice in Aotearoa New Zealand.
2. Able to develop advanced knowledge of theories and models relevant to counselling and to demonstrate them in practice. These include but are not limited to: theories of human development, cultural concepts, personality, mental un-wellness, psychological distress, process of change, therapeutic models.
3. Able to develop advanced skills required to engage in integrative counselling practice at individual, family/whanau, groups, communities and organizational levels.

2: CRITICAL THINKING

Graduates of the University are expected to be able to contest knowledge and practice, critically consider ideas, texts and research and think reflectively and reflexively. Counselling students will be:

1. Able to demonstrate critical understandings of social, cultural, political, economic, and legislative contexts, and the nature of power and consider these within the context of therapeutic relationships.
2. Able to articulate an understanding of multiple world views in the construction of knowledge and the social construction of problem definition in counselling practice.
3. Able to critically engage with the relevance of evidence in counselling practice, including research from kaupapa Māori, social science, education, and related fields in the practice of counselling.
4. Able to formulate and engage in research that makes a contribution to the counselling profession and its related fields.

3: SOLUTION SEEKING

Graduates of the University are expected to be able to apply theory, analysis, research and creative skills to solve problems and make reasoned decisions. They are expected to be able to consider historical, long-term and big picture perspectives, to systematically address complex problems and to be inventive in their solution seeking. Counselling students will be:

1. Able to identify and respond therapeutically to a range of presenting issues/problem areas and engage in contracting, collaborative goal setting and negotiation, and the evaluation of client processes and outcomes.
2. Able to work alongside people to recognize their own strengths, seek their own solutions and promote their empowerment for the facilitation of change. This includes having an understanding of wellbeing and recovery, in the context of spiritual, emotional, physical and whanau life.

4: COMMUNICATION AND ENGAGEMENT

Graduates of the University are expected to be able to receive and interpret information, express ideas and share knowledge with diverse audiences in a range of media and formats. They are expected to be able to establish a rapport and build collaborative relationships with individuals and groups. Counselling students will be:

1. Able to demonstrate advanced skills to build and sustain relationships with service users, colleagues, and people in other agencies.
2. Able to engage in critical self-examination and build self-awareness in the process of engaging in therapeutic relationships and supervision.

5: INDEPENDENCE AND INTEGRITY

Graduates of the University are expected to be able to learn and work autonomously and ethically. They are expected to be lifelong learners, to show resilience, proactivity and an ability to make principled decisions in academic and professional spheres. Counselling students will be:

1. Able to develop the skills to practice within legal and ethical boundaries of the counselling profession, including practical demonstration of awareness and understanding of the New Zealand Association of Counsellors Code of Ethics.
2. Able to demonstrate strategies for resilience and self care and demonstrate proactive use of supervision/ Puawananga Kaitiakitanga in practice.
3. Able to recognise the importance of ongoing training and continuing professional development in practice, and in the development of specialist areas of practice.

6: SOCIAL AND ENVIRONMENTAL RESPONSIBILITIES

Graduates of the University are expected to acknowledge Māori worldviews and the historic place of the Treaty of Waitangi. They are expected to be respectful of cultural and other forms of diversity and to embrace difference. Our graduates are expected to recognise a role for themselves in creating a sustainable future and be able to consider the social, cultural, environmental and economic consequences of national and international issues. Counselling students will be:

1. Able to recognise the importance of Te Tiriti o Waitangi and gain knowledge and skills to work well with Māori, and Māori organisations.
2. Able to articulate contemporary understandings of cultures in the widest sense, focusing on commonality, complexity, difference and diversity

While it is expected that graduates of the PGDipCounsTh will demonstrate many of the dispositions listed above the key difference between the two sets of graduates will be in relation to their ability to apply their theoretical knowledge and understandings to the practice setting.

PGDipCounsTh students will not be expected to be:

- 2.4. Able to formulate and engage in research that makes a contribution to the counselling profession and its related fields.
- 5.3 Able to recognise the importance of ongoing training and continuing professional development in practice, and in the development of specialist areas of practice.

Outcome statement

Master of Counselling graduates will practice with a high level of competence in a diverse range of professional environments, utilising theory and research to inform their current and future practice. They will also make an effective contribution to the research environment by engaging in research–practitioner dialogue and counselling-related research activities. The degree will also prepare graduates to become full members of the New Zealand Association of Counsellors (NZAC).

PGDipCounsTh graduates will exit the programme with a strong, up-to-date knowledge base as it pertains to counselling theory.

Working with all people

The counsellor education programme at the University of Auckland recognises the bicultural commitments and responsibilities of all our students. Graduates of our counselling programme must also be able to demonstrate competence in working with all people. As such, all students will be required to work in groups, pairs, and on placement with people of all genders, ethnicities, ages, or sexual orientations, religious or other beliefs.

External Standards

The Postgraduate Diploma in Counselling Theory and the Master of Counselling degree were approved by the Committee for University Academic Programmes under the provisions of the Education Act 1989. The Counselling programme is recognised by the Ministry of Education as suitable for secondary school counsellors, and provide scholarships for suitable candidates. The programme is also recognised by the New Zealand Association of Counsellors for the purposes of membership. www.nzac.org.nz/membership

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 (except Flexi Learning: see below): A109A (The Assignment Centre, located at the Education and Social Work Student Centre is open Monday – Friday, from 9.30am – 4pm during semester, and reduced hours during semester breaks).
Drop box located in the 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.

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 specified¹. The word count may be checked by the marker if there appears to be a discrepancy.
2. All written work that exceeds the specified word limit by more than a 10% leeway will be penalised. Students will be advised of how the penalty will be applied in the assessment detail.
3. The penalty for exceeding the word limit (and the 10% leeway) will be either:
 - I. The written work is marked in full, but 10% of the possible assessment mark is deducted from the mark awarded. For example, in a 1000-word essay worth 25 marks, a penalty of 2.5 marks will be applied if the word count exceeds 1100 words.
 - II. The written work is marked up to the point where the word limit (and the 10% leeway) is reached, and a mark is awarded according to the written work that has been marked. No further penalty is applied.

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

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

Return of Marked Assignments

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 coursework² 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.

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.			

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 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 Integrity

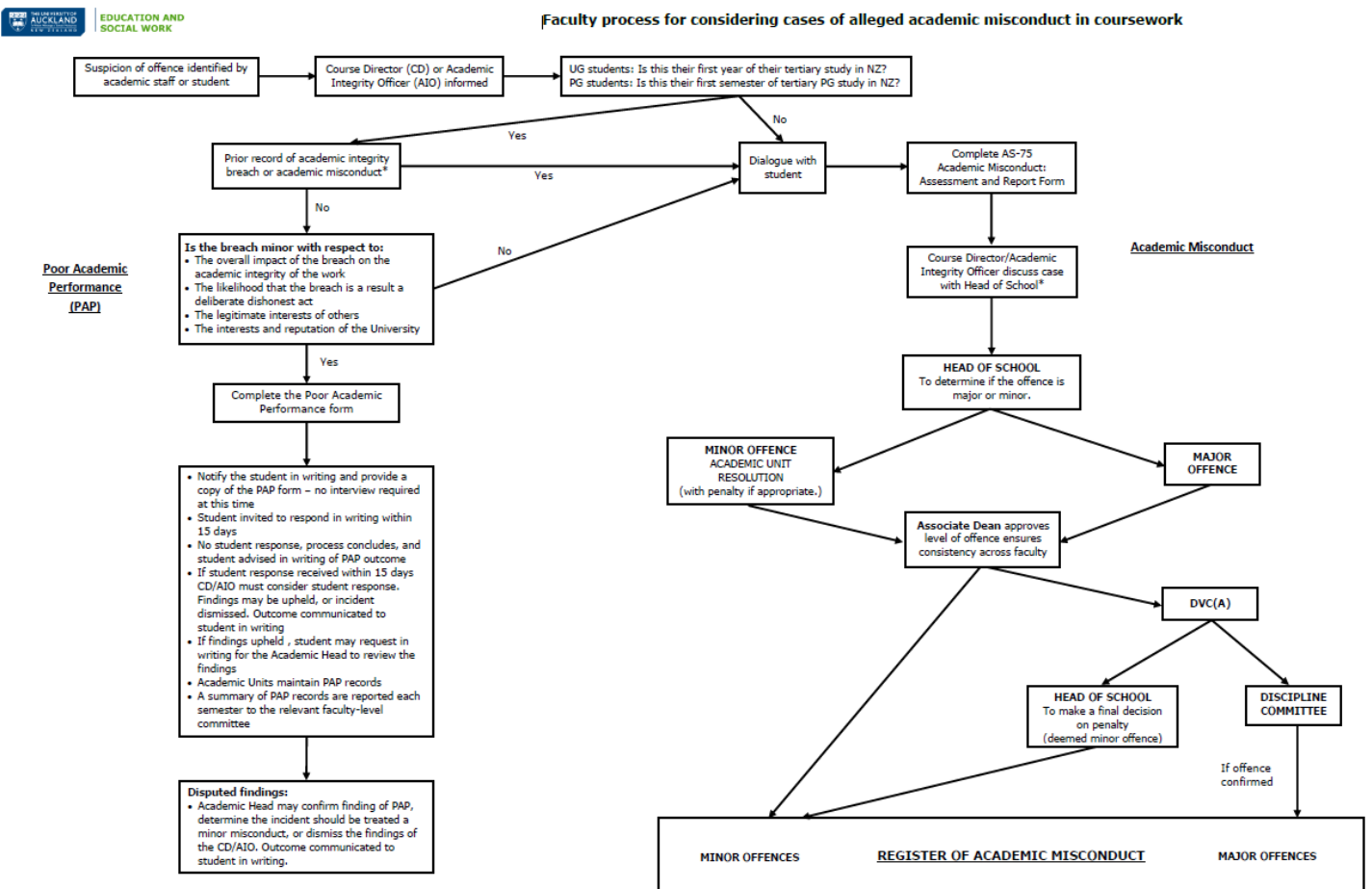
Students at the University of Auckland have a responsibility to understand the requirements of academic integrity as they apply to their coursework. All students admitted to an undergraduate degree and all postgraduate students who have not already completed the Academic Integrity Course are required 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:



Aegrotat and Compassionate Consideration

This is a University process that applies only to University Examinations (and Tests). Full details are in the University of Auckland Calendar [Examination Regulation 12](#). For assignment information, see Faculty [Special Consideration \(Unavoidable Circumstances\)](#).

Appeal of Course Marks or Grades

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.

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.

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 be 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](#).

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.

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.

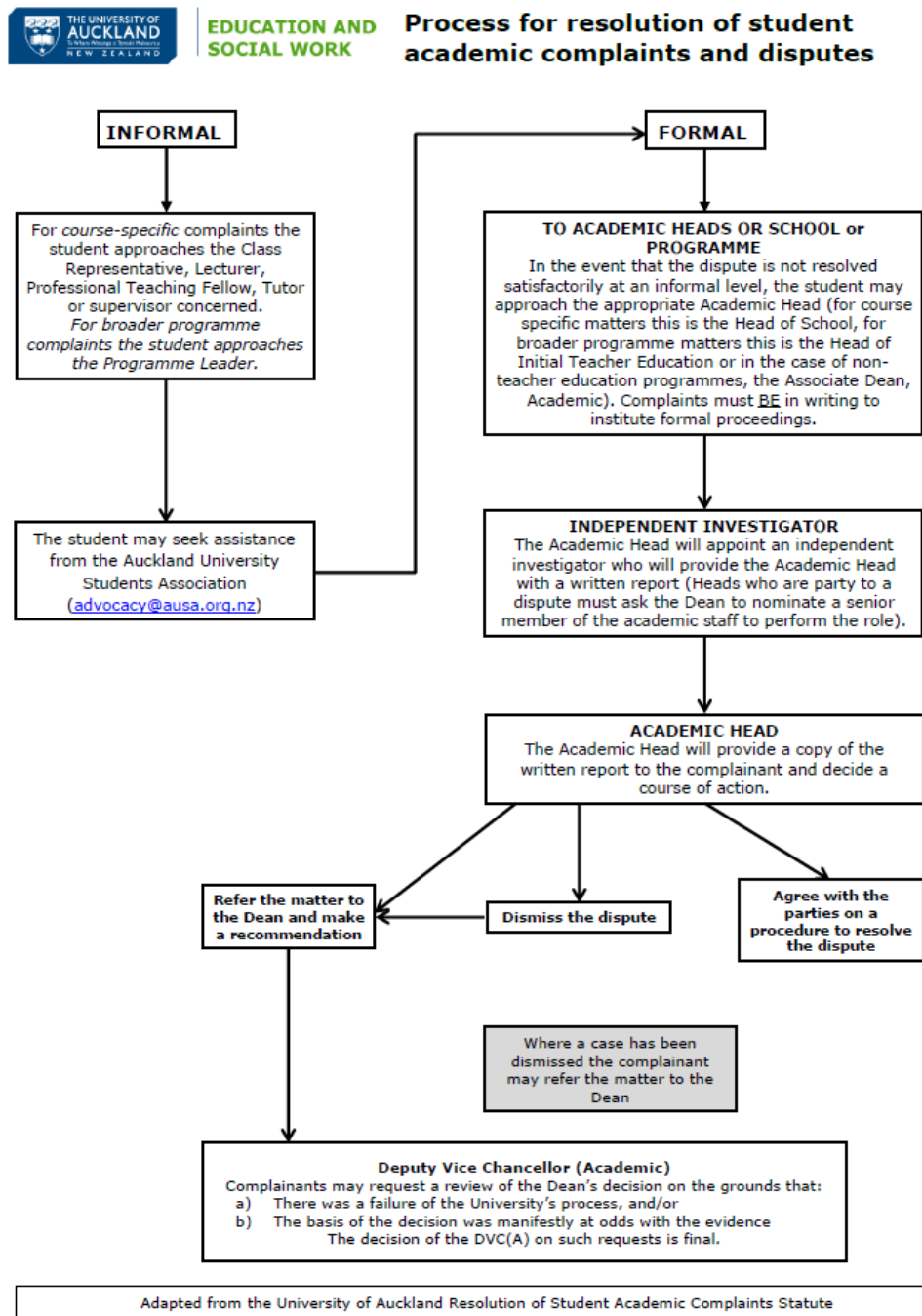
Request an official transcript

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 Statute 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:



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 fieldwork. 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 essay writing. Poor referencing and use of literature impacts on grades for written assessments. The University of Auckland 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 School's Administration Office in N303 for Counselling programmes (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.

What happens to your feedback?

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

The University uses student feedback to undertake 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](#).