

Te Kura Mahi ā-Hirikapo | School of
Psychology, Speech and Hearing

Te Kaupeka Pūtaiao | Faculty of Science

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Aratohu Ākonga

Guide for Students

BSLP – MSLP – MAud - MSc (SLS)

2026

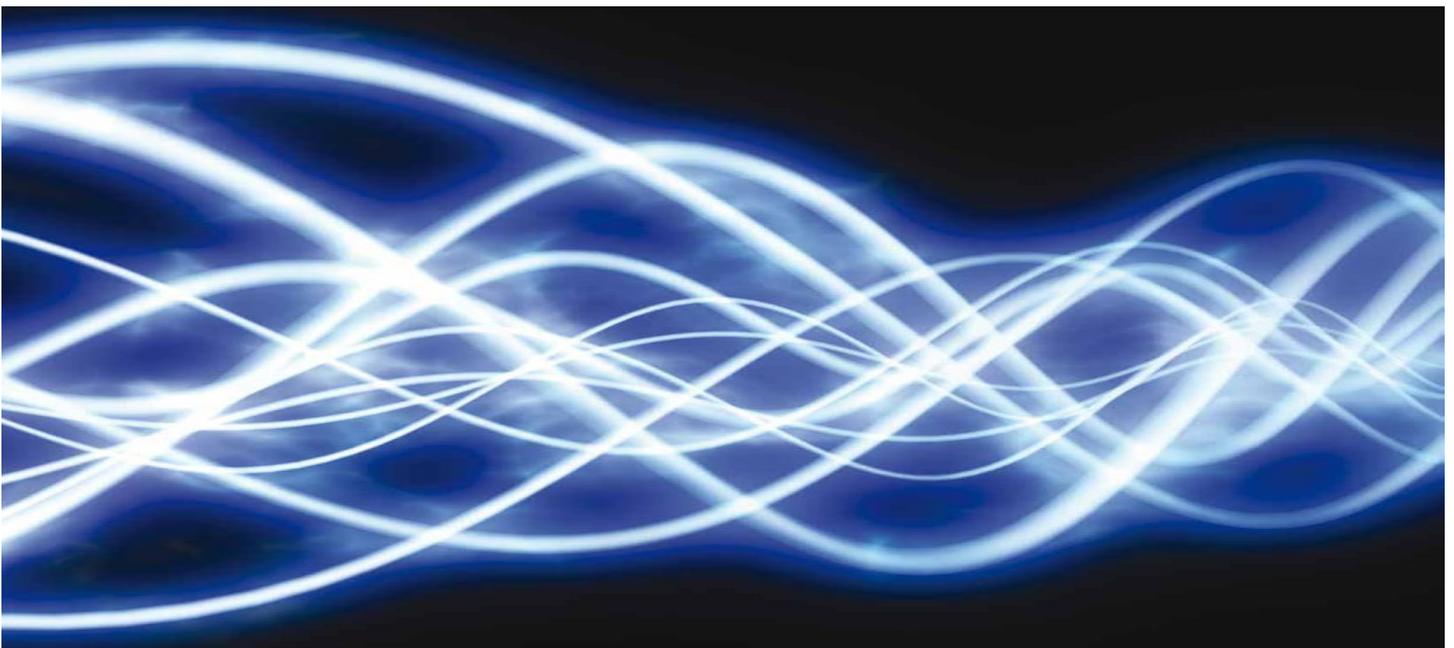


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Introduction to the School – He Kupu Arataki

Kia ora koutou and welcome to the School of Psychology, Speech and Hearing | Te Kura Mahi ā-Hirikapo. The School provides education, research and public services in psychology, speech-language therapy and audiology. Students are educated and challenged to excel in professional practice and disciplinary research related to psychology, hearing, speech, language, and swallowing. This Handbook provides essential information about the programmes in speech and hearing.

The School hosts the longest running speech-language therapy programme in the country and is responsible for educating the majority of professionals working in New Zealand. Since 2005 we have also provided clinical and research training in the field of audiology. Academic curricula and research supervision are provided by full-time doctoral faculty and highly skilled clinical educators. The speech-language therapy programme is accredited by the New Zealand Speech-Language Therapists' Association (NZSTA) and the audiology programme is accredited by the New Zealand Audiological Society (NZAS).

An underlying philosophy of our programmes is the belief that the ability to communicate successfully is fundamental to living a meaningful life. Communication challenges, whether the result of developmental delay, traumatic brain injury, hearing loss, stroke, or any myriad of factors, deserve the attention of professionals who are able to provide theoretical and practical habilitative, remedial or augmentative support.

Each year, the School welcomes distinguished visitors from around the world with expertise in audiology or speech-language pathology. Some will be supported by the University's Erskine Fellowship to lecture and conduct collaborative research in the School.

On behalf of all staff, I welcome you to the School and wish you all the very best for your studies and time with us.

Ngā mihi,



Professor Megan McAuliffe
Head of School

Graduate Profile BSLP (Hons) – Āhuratanga Tāura BSLP (Hons)

A graduate profile describes the attributes that graduates of the programme will possess on completion of the qualification.

A graduate of a BSLP (Hons) is expected to be able to:

Personal attributes - Āhuratanga Tangata

- Demonstrate advanced knowledge of the discipline of speech-language therapy/pathology and an ability to apply scientific principles and concepts.
- Demonstrate the ability to think and work independently.
- Engage in intellectual analysis, critical reasoning, and problem solving.
- Effectively access and use information relevant to the discipline of speech-language pathology.
- Plan and carry out research.
- Apply knowledge and skills to new situations.
- Demonstrate skills for lifelong learning.
- Demonstrate numeracy skills.

Interactive attributes - Āhuratanga Tauwhiti

- Communicate effectively both in written and spoken English.
- Communicate concepts, results and conclusions related to research findings.
- Work collaboratively on tasks and show leadership.

Professional attributes - Āhuratanga Ngaio

- Design and undertake clinical practice to the standard of an entry-level speech-language therapist/pathologist.
- Demonstrate an appreciation of cultural competency and of the ethical, social, bicultural, and multicultural issues relevant to speech-language therapy/pathology.

Graduate Profile MSLP – Āhuratanga Tāura MSLP

A graduate profile describes the attributes that graduates of the programme will possess on completion of the qualification.

A graduate of a MSLP is expected to be able to:

Personal attributes - Āhuratanga Tangata

- Demonstrate advanced knowledge of the discipline of speech-language therapy/pathology and an ability to apply scientific principles and concepts.
- Demonstrate the ability to think and work independently.
- Engage in intellectual analysis, critical reasoning, and problem solving.
- Effectively access and use information relevant to the discipline of speech-language pathology.
- Plan and carry out research.
- Apply knowledge and skills to new situations.
- Demonstrate skills for lifelong learning.
- Demonstrate numeracy skills.

Interactive attributes - Āhuratanga Tauwhiti

- Communicate effectively both in written and spoken English.
- Communicate concepts, results and conclusions related to research findings.
- Work collaboratively on tasks and show leadership.
- Engage in rigorous intellectual analysis, criticism, and problem solving.

Professional attributes - Āhuratanga Ngaio

- Design and undertake clinical practice to the standard of an entry-level speech-language therapist/ pathologist.
- Demonstrate an appreciation of cultural competency and of the ethical, social, bicultural, and multicultural issues relevant to speech-language therapy/ pathology.

Graduate Profile MAud – Āhuratanga Tāura MAud

A graduate of the Master of Audiology is expected to be able to:

Personal attributes - Āhuratanga Tangata

- Demonstrate advanced knowledge of the discipline of audiology and an ability to apply scientific principles and concepts to clinical and non-clinical endeavours.
- Independently solve problems through application of scientific knowledge and methods.
- Demonstrate an ability to think critically and independently.
- Demonstrate an understanding of the advanced theoretical concepts within the areas of audiologic and vestibular assessment and management.
- Effectively access and use information relevant to the assessment and management of audiologic and vestibular disorders.
- Apply knowledge and skills to new situations.
- Demonstrate skills for lifelong learning.
- Work independently.
- Understand, evaluate, access, and critically review new information, including findings and discussion in the literature.
- Research, analyse, evaluate and argue from evidence.
- Plan and carry out a specific programme of scientific research.
- Work collaboratively on tasks and show leadership.

Interactive attributes - Āhuratanga Tauwhiti

- Communicate clinical results effectively in both written and spoken English.
- Communicate concepts, results, and conclusions related to research findings.
- Design and carry out clinical assessment and management plans for adults and children with audiologic and vestibular disorders.
- Work collaboratively on research to a level required of an entry level audiologist.
- Engage in rigorous intellectual analysis, criticism, and problem solving.

Professional attributes - Āhuratanga Ngaio

- Demonstrate a commitment to te Tiriti o Waitangi/ the Treaty of Waitangi and delivery of clinical services in a culturally competent manner.
- Demonstrate an understanding of Deaf culture.
- Demonstrate an understanding of Continuing Education within a clinical context.
- Understand and adhere to the Code of Ethics of the New Zealand Audiological Society.

Qualification Information – Whakamāramatanga

Degrees in Speech and Language Pathology

The School provides opportunities for both undergraduate and post-graduate study in speech-language therapy/pathology¹. Each of these qualifications is governed by specific regulations which are found in the University's Calendar. Below is a brief description of each qualification and some of the important regulations that each student should be aware of.

The Bachelor of Speech and Language Pathology with honours (BSLP) (Hons) degree is awarded to students who complete four years of coursework related to the study of human communication, communication and swallowing disorders, and speech and hearing science. Admission to the Professional Programme takes place after the first year of study and is competitive. This degree allows students to enter the profession as Speech-Language Therapists and members of the New Zealand Speech-Language Therapists' Association. An Honours degree in Speech and Language Pathology is available to all students. Honours will be awarded on the basis of students' grades in the third and fourth years of study. The degree may be awarded with First Class Honours or with Second Class Honours (Division I or Division II). More information regarding Honours is available from the School.

Important Information for BSLP students:

- In each professional year, a student must normally obtain at least a B- average in the compulsory courses in order to progress to the next.
- A student must pass all compulsory courses for each professional year of the degree before progressing to the following year, unless special approval is given by the Executive Dean of Science or delegate, upon the recommendation of the Head of the School of Psychology, Speech and Hearing or delegate. Note this approval will not be given in the case of a student failing a course or courses in a professional year and or failing to meet the required GPA to progress to the next year.
- Part-time enrolment: if you are enrolled on a part-time basis, you must complete the BSLP within 8 years of your first year of enrolment.

The Master of Speech-Language Pathology (MSLP) is a full-time two-year graduate-entry professional qualification to practice as a speech language therapist. Students generally have a background in science, linguistics, engineering, psychology, education, or health sciences. In the MSLP, students study the areas of clinical linguistics, evidence-based practice, introductory neuroscience, speech and language development and disorders across the lifespan, typical and atypical hearing, swallowing, fluency and voice, and professional (clinical) practice. The course does not include a thesis.

¹ The term 'speech-language therapy' is commonly used in New Zealand, the United Kingdom and Ireland to describe the profession. In Australia, Canada and the United States the term 'speech-language pathology' is used

Important information for MSLP students:

- To enrol in year 2 courses, students must first achieve a 'B' average in year 1 courses. Students who fail an academic paper in year 1 must repeat and meet the required grade point average before progressing to year 2.
- Students who fail a clinic paper may, under exceptional circumstances and with the permission of the Executive Dean of Science or delegate, repeat that paper once only. A student may only repeat one clinical paper. Students who fail clinic papers twice or fail two clinic papers will be withdrawn from the MSLP programme.
- Part-time enrolment: if you are enrolled on a part-time basis, you must complete the MSLP within 4 years of your first year of enrolment.
- Completion of the MSLP does not currently provide a direct entry to doctoral (PhD) studies. For students considering undertaking a future PhD, it is recommended that you consider enrolment in SPSC490 in your 2nd year of study or after your degree is completed. Successful completion of SPSC490 can provide a direct pathway to enrolment in a PhD programme.

The Master of Science in Speech and Language Sciences (MSc) is awarded to individuals who have completed all the requirements of the BSLP (or equivalent degree) and an additional 12 months' research and clinical work dedicated to advanced study in the discipline. Each student completes a thesis designed to address an important issue or problem in the discipline. It is expected that the academic work reported in the thesis will be of publishable quality. A part time distance learning option for the MSc programme (2 year extramural) is also available for practising clinicians in speech and language therapy who, because of work or family obligations, are not able to commit to post graduate study on a full-time basis or who are not able to relocate to the Canterbury region. Participation in this part-time programme requires prior approval by the Head of School and the Dean of Science. Admission is competitive and application material is available from the School. This is referenced in the University of Canterbury Calendar / Science / The Degree of Master of Science.

There are two pathways to an MSc in Speech and Language Sciences:

- SPSC605 Advanced Clinical Practicum, Supervision, and Administration (0.125 EFTS) and SPSC695 MSc Thesis (Clinical) (0.875 EFTS)
- SPSC696 MSc Thesis (Research) (1.0 EFTS)

Prerequisites: A four-year Bachelor of Speech and Language Pathology with Honours degree or an approved undergraduate honours degree qualification in a related discipline. A "B" grade average or above across student's prior degree is normally required.

The Doctoral degree (PhD) in Speech and Language Sciences requires prior completion of a master's degree or equivalent (excluding the MSLP: see above information regarding completion of SPSC490). Interested students are expected to have research experience and complete significant research work during their PhD. Students interested in doctoral study should explore the interests and research programmes of staff members as indicated on the School web page before applying to the School.

Degrees in Audiology

Audiology | Mātai Ororongo is the scientific study of hearing and balance, and related disorders. Audiologists | Kaimātai Ororongo are highly trained professionals dedicated to the assessment, diagnosis and non-medical management of hearing and balance function. Our Master of Audiology (MAud) graduates are well-prepared for careers in public and private healthcare

settings, in high-tech industry (such as manufacturers of hearing aid devices and related healthcare products), population/public health, the charity or not-for-profit sector, or for following a career in fundamental or applied research in hearing science. Career opportunities for audiologists are excellent within New Zealand and around the world.

The University of Canterbury provides post-graduate degrees (Masters and PhD) in Audiology.

- The *Master of Audiology (MAud) degree* is a 2-year post-graduate programme that includes course work, clinical, and research experiences. It is also available part-time over three or four years (with limited distance options). Academic coursework focuses on training professional clinical audiologists with emphasis on the development of clinical skills relating to the practice of audiology. Not only does the UC MAud programme provide you with in-depth knowledge of acoustics, the hearing and balance systems, and the technology associated with hearing aids and amplification devices, it has a strong interpersonal component, teaching hearing assessment, cultural safety, and counselling for complex hearing disorders like tinnitus (sounds like ringing in the ears). You'll receive over 250 hours of clinical experience during the degree. Upon completion of the degree, students will be prepared as entry-level audiologists and will be eligible for provisional membership in the New Zealand Audiological Society.
- Repeating of Courses: A student who fails any of the academic courses in Year 1 (HEAR651, HEAR652, HEAR 653, HEAR655, HEAR656, HEAR657), may repeat those courses, but may not progress to the Year 2 curriculum until all those courses are passed. A student who fails either the clinical courses (HEAR654, HEAR658) or the thesis (HEAR690) may not repeat those courses, or offer any other courses in their place. Therefore, will not be able to complete the degree.
- A Year 1 grade average of B is required for entry into the thesis. This thesis must be completed within 12 months (full-time).
- The PhD in Audiology requires prior completion of a bachelor's degree with honours, a master's degree, or equivalent. Interested students are expected to have research experience and complete significant research work during their PhD. Students interested in doctoral study should explore the interests and research programmes of staff members as indicated on the School web page before applying to the School.

Full Time Expectations – Ngā Kawatau

A full-time student in the BSLP, MSLP, MAud or Post-Graduate Programmes is expected to participate in course work and clinical practicum with the same level of commitment given to a full-time job. How the student organises their study schedule involves personal decisions. However, it is inconsistent with the professional nature of this programme to prioritise employment schedules to the detriment of academic or clinical course work. It is expected that students will not leave class early for work-related reasons nor will work-related excuses be considered as reasons for assignment extensions.

For students who, due to financial or personal reasons, do not wish to participate on a full-time basis, the School will work to individually prepare a part-time schedule to meet the specific needs of each student.

Student Personal Files – Te Matatapu

Aotearoa New Zealand's Privacy Act (2020) sets standards for the collection, storage, and use of personal information. In particular, it requires the University to collect personal information directly from students themselves or obtain approval to collect it from another source; provide reasons why the personal information is being collected; obtain approval for the proposed uses of that information; allow an individual access to their own personal information; and allow the opportunity to update that information regularly. Newly admitted students in the School will be required to complete a privacy form with specific questions relating to their particular programme. This form applies to the duration of training; therefore, students may be required to complete the form again as pertinent information changes.

Student Representatives – Māngai Ākongā

Both the School and the UC Students' Association support each programme year group to elect TWO class representatives. The primary role of class representatives is to act as a liaison between students and lecturers/co-ordinators. Further information is available at <http://www.ucea.org.nz/student-support/class-reps/>

Year Co-ordinators – Kairuruku Reanga

Within the School, all students have a Year Co-ordinator. This person is charged with co-ordinating schedules and assignments for the year or degree level. They also serve as the first point of school contact for the student in the event of a problem or in need of pastoral care and direction to appropriate university services. For 2026, the Year Co-ordinators are -

BSLP Second Year	Rosie Lamb
BSLP Third Year	Ruth Ramsay
BSLP Fourth Year	Jayne Newbury
MSLP First Year	Kate Cook
MSLP Second Year	Toby Macrae
MAud Year One	Kate Jepsen
MAud Year Two	Kate Jepsen
Postgraduate Speech and Language Sciences	Ziva Shai Campbell / Maggie-Lee Huckabee
Postgraduate Audiology	Ziva Shai Campbell

Programme Directors – Kaihautū Hōtaka

Programme Directors undertake a range of student, clinical and academic activities. Students are encouraged to contact programme co-ordinators regarding issues unable to be discussed or resolved with Lecturers, Clinical Educators or Year Co-ordinators. For 2026, the Programme Directors are:

BSLP/MSLP/MAud (Clinical)	Gina Tillard
BSLP (Academic)	Toby Macrae
MSLP (Academic)	Dean Sutherland
MAud (Academic)	Mike Maslin

Student and Course Advice

The Student Advisors in the Faculty of Science are responsible for liaison with students in science courses and programmes. You can find further information and book appointments with the Student Advisors on the Faculty of Science website:

<https://www.canterbury.ac.nz/study/academic-study/science/support-for-science-students> or contact them for advice via email at sciencedegreeadvice@canterbury.ac.nz.

Contact with Staff – Te Whakapā Mai

All staff in the School want to support every student to be successful. Students are encouraged to contact staff when personal difficulties, problems with study skills, or other issues negatively impact their clinical or academic work. Academic staff and Clinical Educators will be available for appointments either at set times during the week or by individual arrangement.

Professionalism – Kia Ngaio

The New Zealand Audiological Society (NZAS), and the New Zealand Speech-Language Therapists' Association (NZSTA) are the professional organisations that work to support the professional development of their members and serve as advocates for the provision of adequate and appropriate audiological, speech and language services in New Zealand. Students are encouraged to join the respective association as student members. Application forms are available on the notice board.

Throughout training, students are expected to conduct themselves in a professional manner. Being professional includes qualities such as punctuality and dependability. When client contact is concerned, students must always be prepared and on time for all sessions. Even small things like dressing appropriately for the situation and wearing name badges when on professional assignments off campus reflect on a student's professionalism. Not acting in a professional and ethical manner is grounds for failure on a roster (Please refer to the Clinical Handbook for more information).

Using the Internet and Computer Access – Te Ipurangi me ngā Rorohiko

Our courses assume that students will have a UC email account and access to the internet. A student e-mail account is provided on enrolment.

It is expected that students will check their email routinely, especially as staff often send announcements via email.

If you do not use the email/IT account provided by the University, it is your responsibility to have your messages redirected in a similar way in which you would have your mail address or phone number changed. ITCS can provide this service for you.

Staff in the School place material on the webpage or the *Learn/AKO* website whenever possible. It is vital that every student in the School has web access. The use of the web reduces student costs and cuts down on paper consumption.

Students who do not feel competent with using email or the web should seek out courses or help sessions offered on campus. For example -

Academic skills - <http://www.canterbury.ac.nz/support/asc/>

Student care - <https://www.canterbury.ac.nz/life/support-and-wellbeing/need-to-talk>

A number of computers are available to students. Computers can be found in the student spaces on Level 3 of the Psychology-Sociology building. These computers are primarily for accessing email and the use of software that is not available on other computers on campus, as well as for preparing confidential client reports.

Learn – AKO

Learn/AKO is the learning management system that sets up individual online space for UC courses. Within Learn/AKO students will find course material and ways to interact with lecturers, tutors and classmates in an online environment. This allows for 24/7 access to resources, taking part in learning activities and completing assessment tasks. Students are encouraged to check this system regularly by logging in to <https://learn.canterbury.ac.nz/> using your own UC username and password. Once logged in, your available courses available will appear.

Awards and Scholarships Available in Speech and Hearing – Ngā Tohu me ngā Karahipi

The University of Canterbury provides opportunities for students to obtain scholarships and awards. For current information about University scholarships, contact the Scholarships Office in the Registry - <https://www.canterbury.ac.nz/study/getting-started/scholarships>

BSLP, MSLP, MAud Scholarships - <https://www.canterbury.ac.nz/study/getting-started/scholarships>

In addition to university scholarships, the School and other supporting organisations or individuals have established scholarships and awards. Current awards and scholarship opportunities include:

Awards and Scholarships for BSLP (Hons) and MSLP Students – Tohu mā ngā Tāura BSLP (Hons) / MSLP

Ministry of Education Scholarships - <https://www.education.govt.nz/education-professionals/schools-year-0-13/scholarships-and-study-awards/learning-support-specialist-scholarships/speech-language-therapy-scholarship>

Pacific Health Scholarships - [Pacific Health Scholarships 2026 – Te Whatu Ora - Health New Zealand](#)

The Bevan Holdgate Prize in Speech and Language Therapy provides a small cash grant to the student who performs the best in the final year clinical paper.

The New Zealand Communication Disorders Trust Prize for Clinical Practice recognising excellence or innovation in clinical practice.

The New Zealand Communication Disorders Trust Prize for Research recognising excellence in innovation in research.

Awards and Scholarships for MAud Students – Tohu mā ngā Tāura MAud

The Audiology South Prize for Clinical Excellence provides a cash grant to the student who performs the best in the MAud Year 1 clinical paper.

A limited number of UC Masters Scholarships are available for the thesis year of the MAud programme.

One way to improve the provision of hearing healthcare for Māori is to increase the number of Māori audiologists in Aotearoa. To help achieve this, UC offers two sets of Māori Scholarships for the Master of Audiology.

- Te Kura Mahi ā-Hirikapo is currently offering up to four Māori Scholarships for our 2026 intake into the UC MAud Programme. These scholarships cover domestic course fees for the entire Masters programme, which is available over 2 years full-time or 3-4 years part-time (with limited distance options).
- [The New Zealand Audiological Society MAud Scholarship for Ākonga Māori](#) is also awarded annually, providing \$5000 and a mentoring opportunity.

For more information, see the UC Scholarships Website.

Awards and Scholarships for SLP Post-Graduate Research Students – Ngā Karahipi mō ngā Tāura SLP

The New Zealand Speech and Language Therapy Association (NZSTA)/ Te Kāhui Whakatikatika Reo Korero o Aotearoa is the professional organisation which works to support the professional development of its members and is an advocate for the provision of adequate speech and language services in New Zealand. One scholarship is available for a master's degree student and one scholarship is available for a doctoral student. Applicants must be members of the NZSTA. Applications for the scholarship are available through the School or through the NZSTA.

The Jean Seabrook Prize was established in 1999 by Dr Jean Seabrook, Director of the Speech Therapy Training Programme at the College of Education from 1964-1972 to encourage doctoral research. This prize is awarded by the Council of the University of Canterbury on the recommendation of a selection committee on the basis of a submitted PhD thesis constituting an outstanding research project concerned with speech-language pathology.

Sir Don Beavan Doctoral Scholarship. This scholarship was established in 2011 to support research in the School of Psychology, Speech and Hearing, and the Health Sciences Centre of the University of Canterbury. The scholarship is awarded to a University of Canterbury PhD candidate and provides for a living allowance and tuition fees.

Policies and Procedures – Ngā Tikanga

Note: Please note that the information in the University of Canterbury Calendar on these topics is authoritative.

<https://www.canterbury.ac.nz/about-uc/corporate-information/regulations/uc-calendar>

Attendance – Te Tae-ā-tinana

Attendance at clinic and clinically related activities is compulsory. This refers to clinical tutorials, supervision conferences (group or individual), and timely completion of clinical administrative responsibility. Absence from clinic must be supported by a medical certificate or evidence of bereavement. It is assumed that you are prepared academically for clinical practice through attendance at lectures/class sessions.

In addition, as a professional school, students are advised to attend all class sessions. Absences should only occur for the same reasons that are included in special consideration submissions (see <https://www.canterbury.ac.nz/study/study-support-info/study-related-topics/special-consideration>). Preparing assignments or studying for tests do not constitute adequate reasons for missing a class. Individual lecturers may choose to incorporate a mark that involves attendance into their own courses (e.g., a participation mark). If so, lecturers will provide this specific information in their own course outlines.

If a student elects to miss a scheduled class meeting, staff are not responsible for providing handouts, organising make-up tests or separate assessments of learning, or providing individual tutoring at alternative times. In the event of an absence due to illness or bereavement, students should inform the lecturer concerned, collect lecture notes or handouts from Learn/AKO, and discuss the class with their peers. If considered necessary, request a meeting with the course lecturer to discuss the material. In these cases, staff would like to ensure that illness or bereavement does not impede academic progress.

If a student wishes to take a leave of absence from the School, formal written approval must be sought from the Head of School (Prof. Don Hine or delegate) **before** any travel or other arrangements have been made. This also applies to missing tests or other assessment deadlines due to involvement in representative sport or cultural groups.

Contact Hours – Wā Whakapā Mai

The total workload for an average student for course lectures, tutorials, revision and assessment is 10 hours per course point (i.e. 150 hours for a 15-point course).

Assignments Submission – Te Tuku Mahi

The School has a policy of 'blind marking'. This means that, if possible, instructors will be unaware of your identity when your work is marked, helping to ensure a fair and impartial system of marking. Some assessments are not able to be marked blind (e.g., clinical reports, face-to-face assessments, theses).

Unless otherwise indicated by your course instructor, your name should not appear on assessed work. Use your student number instead and make sure this is printed in the header or footer of each page.

Assignments must be typed, correctly referenced and should include a bibliography unless otherwise indicated by the course Instructor.

All assignments listed on the course syllabus, unless indicated otherwise, are expected to be handed in by the due date stated on the course outline. If you are having difficulty meeting assessment deadlines, please contact the course coordinator for advice.

Extensions - If required, due to **unforeseen and documentable** circumstances, you can request an extension from the course coordinator. Ideally these requests would be made as soon as you are aware of the need. To qualify for an extension, the circumstances preventing you from completing work on time must be documented and evidence will be required e.g. medical certificate. Extensions would usually be 1-3 days. If a week or more is required, a special consideration may be more appropriate, as moving deadlines out further has a "flow-on" effect to your work due later in the semester.

Late work (where no extension has been granted) - we will accept and mark late work that is submitted up to 4 days after the due date. **However, there is a penalty for late work.** We call this the "10-10-10-4" rule. Where possible, all course work will be due at 10 pm. You have a 10 minute "grace period" to submit without penalty. Work submitted after 10:10 pm, will lose 10% of the grade awarded per 24-hour period for a maximum of 4 days. If you do not submit your work by 10 pm 4 days after the due date, your work will not be accepted for marking and a mark of 0 entered. Failure to submit an assignment may result in failing the course – please check individual course outlines carefully.

Special Considerations - the programmes adhere to the UC Policy Guidelines regarding special considerations. Where you feel you have been prevented from demonstrating your knowledge or

skills for the assessed work, you can apply for a special consideration by clicking the link ([here](#)) and reading through the criteria. Special considerations are evaluated by an independent central committee. If approved, a solution is recommended by the course coordinator, and this is moderated at the Speech and Hearing Examiners' Meetings. The remedy applied is unique to your circumstances and takes into account an extension and/or late submission. For example, common solutions are an alternative date to sit a test, an alternative assessment or as a last resort, a computed grade. We encourage you to discuss any special consideration applications with your course coordinator, before submitting your application, so that a timely solution can be applied. Note special considerations do not apply to assessments that are $\leq 10\%$ of your overall course grade.

Learn – Ako

Most assignments are submitted electronically through *Learn/AKO*

<https://learn.canterbury.ac.nz/> - check with your course lecturer first. Assignments can be submitted, marked, and returned via *Learn/AKO*. All student work will be graded and returned to students no later than three weeks from the due date (including non-teaching days) unless indicated otherwise in the course outline.

Academic Misconduct – Ngā Hapa Akoranga

As a professional programme, it is imperative that students work to the best of their abilities and in a professional and ethical manner. Academic misconduct will be handled in line with the guidelines specified by the regulations of the University of Canterbury.

Plagiarism - Tārua Whānako

Plagiarism is the act of using other people's words or ideas and presenting them as their own (Oxford Dictionary, 2016). Plagiarism is viewed as a serious breach of academic practice and must be avoided. It is imperative that all students read the University's academic integrity policy, the Academic Skills Centre's plagiarism handout, and view the brief video about plagiarism (all linked below). There is also a link to a 1-hour workshop run by the Academic Skills Centre, entitled "Avoiding Plagiarism".

- <https://www.canterbury.ac.nz/about-uc/what-we-do/teaching/academic-integrity>
- <https://www.canterbury.ac.nz/study/study-support-info/study-support/academic-skills-centre>

Turnitin software enables personal review in *Learn/AKO*, which means students can review and amend assignments before submission. Students are encouraged to review Turnitin assignment reports to pick up inadvertent plagiarism that may be present. Turnitin is used by staff to detect plagiarism.

Artificial intelligence chat-bots based on large language models (such as Chat-GPT, NotebookLM, ResearchRabbit etc.) are increasing in their ability to support student learning, research and clinical practice, and are increasingly becoming a part of the workplace. However, it is important they do not replace student learning or diminish it. For this reason, all course assessments are carefully designed with generative intelligence tools in mind, now with an increased emphasis on invigilation, discussions, presentations and practical application of skills. All use of artificial intelligence to support assignment completion must be fully acknowledged by students at the end of their submitted work.

Course Grading – Ngā Taumata Ako

The grading scale below applies to all preparatory, undergraduate and postgraduate courses that use the A+ to E scale. It does not apply to courses that have Pass/Fail criteria.

The University of Canterbury grading scale is below. A pass is 50 marks and over.

Grade	GPA	Marks
A+	9	90 – 100
A	8	85 – 89
A-	7	80 – 84
B+	6	75 – 79
B	5	70 – 74
B-	4	65 – 69
C+	3	60 – 64
C	2	55 – 59
C-	1	50 – 54
D	0	40 – 49
E	-1	0 – 39
R	1	Restricted Pass

Marking scales in the programmes will vary between courses. This is a professional programme of study with courses that differ with regard to foundational knowledge, level of difficulty, and purpose. Different types of courses will require different methods of grading. Each course syllabus will include specific grading policies and procedures. In some cases, course grades are scaled during the end of semester Speech and Hearing Examiners' meeting. Therefore, in some cases your final transcript grade may not reflect the grade you calculated based on completed assessments.

Appealing Grades – Te Pira Taumata

Internal Assessment

It is the right of every student to appeal a grade. The student who plans to appeal a grade must first notify the staff member who allocated the grade. This staff member will then review the piece of work in question and discuss the mark with the student. If the outcome of the review proves unsatisfactory to the student and the student wishes to have the assignment or test re-marked, the student must discuss this with the Head of School (or delegate). Typically, internal re-marking will be done by a member of the School who is knowledgeable in the area of the assignment (e.g., a staff member knowledgeable about language would re-mark a paper about language disorders). The Head of School (Prof. Megan McAuliffe or delegate) will determine which staff members will do re-marking and will oversee the re-marking process. If the outcome of the re-marking process proves unsatisfactory to the student, the Head of School (or delegate) will refer the student advocates at the University of Canterbury Student Association <http://www.ucca.org.nz/student-support/advocacy-and-welfare/>

Formal Exams – Ngā Whakamātautau Ōkawa

According to the University Calendar under General Course and Examination Regulations, a student may, within five working days after the result of a major test or major work, apply to the Head of School or School to have it reconsidered.

<https://www.canterbury.ac.nz/about-uc/corporate-information/regulations/general-regulations/taught-and-project-course-regulations>

Reconsideration of grades: A student may apply in writing to the Deputy Vice-Chancellor within four weeks of the date of release of final results for reconsideration of a final grade. <https://www.canterbury.ac.nz/about-uc/corporate-information/regulations/general-regulations/taught-and-project-course-regulations>

Addressing Student Concerns – Te Tatūnga I ngā Āwangawanga Ākonga

We recognise that issues arise that may create concern or confusion. Staff in the School are here to support your learning and well-being. If you become concerned about something, please speak to someone. The following list suggests who you should speak with:

- The staff member (e.g. clinical educator or lecturer) directly involved in the issue.
- The Year Group Co-ordinator
- The Programme (BSLP, MSLP, MAud) Director or Postgraduate Co-ordinator
- The Director of Clinical Education - Gina Tillard
- The Head of School - Professor Megan McAuliffe
- The Associate Head of School (Academic) - Jacinta Cording
- The Associate Head of School (Research) - Kumar Yogeewaran
- UCSA Student advocates

When a student shares personal information (such as pertaining to an illness, a family member or a personal difficulty) with a member of the academic staff, the clinical staff or the administrative staff, the staff member receiving that personal information will hold that information confidentially unless the student gives permission for it to be shared with other staff members.

If the student shares information that pertains to policy or conduct that has (or may have) implications for the whole programme or involves academic or professional misconduct by the student or someone else, such information is no longer personal. Under these circumstances, the staff member may be obligated to discuss the matter with other staff members or the Head of School. Confidentiality of the reporting student may be maintained if the issue involved does not directly involve the student who has shared the information. Obviously, such a situation involves good judgement and sensitivity on the part of both the student who reports the information and the staff member who receives the information.

First and foremost, the staff member should attempt, when possible, to clarify for the student sharing information whether confidentiality applies or not; or, to ask the student's permission to share the student's identity. If the matter involving (non)personal information falls in a grey area, the staff member who receives the information may discuss (or, in some instances, will be obligated to discuss) the matter with the Head of School.

Withdrawal from Courses – Te Unu atu I ngā Akoranga

Each year some students' circumstances change. Sometimes these circumstances are significant enough to require a withdrawal from a course. This must be initiated as soon as possible. Withdrawing from a course is a better strategy than ending up with a "fail" for your final mark. The withdrawal procedures are outlined in the University *Calendar* - <https://www.canterbury.ac.nz/about-uc/corporate-information/regulations/uc-calendar> and withdrawal dates are available from Student Administrative Services - <https://www.canterbury.ac.nz/study/study-support-info/dates-and-timetables/enrolment-dates>.

Grievance Procedures – Ngā Ritenga Nawe

Staff in the University and the School of Psychology, Speech and Hearing are committed to the highest level of education to students. A major part of a university education is the assessment process. However, you may sometimes disagree with an assessment outcome. If your

marks/grades are not what you expect, on tests or assignments, find out why. If you do not understand comments or marking procedures, ask. Remember that this is an academic institution, and you will be expected to argue for your case. A helpful hint is to take time to allow "emotions" to settle by writing down your points of dissatisfaction.

There is an accepted protocol for resolving student dissatisfaction.

In the first instance, students should talk with the lecturer/tutor involved or the Subject Co-ordinator. Students will usually find that a discussion with the lecturer or the course co-ordinator produces a satisfactory outcome. An alternative to this is to talk with a staff member within the School with whom you feel you will be comfortable, your year group coordinator or with the HOD. If you feel that the School is too small to find someone to talk with, a system of outside moderators is available to help students. Students are advised to contact UCSA's Advocacy and Support team <http://ucsa.org.nz/student-support/advocacy-and-welfare/>.

Harassment – Te Whakatīwheta

Harassment is not tolerated at the University of Canterbury. Support is available for students who feel that harassment is affecting their work or study. Help and mediation are provided by the Harassment Prevention Committee. Lists of contact persons are posted on school bulletin boards. The contact person is **the Head of School**. This is referenced in the University Calendar under General Policies. See also <https://www.canterbury.ac.nz/about/governance/ucpolicy/> for information on policy and procedures.

Conducting Library Research – Ngā Rauemi Rangahau

The physical holdings in Psychology, Speech and Hearing in the University of Canterbury Library are extensive. However, all books and journals related to the discipline are not stored together therefore students should familiarise themselves with the location of relevant materials. There are also extensive online resources available to UC students. See the University website for further information <http://www.canterbury.ac.nz/library/>.

Students borrowing items from the library are asked to ensure that the library has their appropriate address and telephone details. Students must abide by all regulations of the library.

Health and Safety – Oranga Tangata

All students should read the health and safety information as shown on the UC "Health and Safety" website and get familiarized with the emergency procedures. The school safety rules, as shown on the school bulletin board also need to be followed. In addition, students who work in the clinic need to follow the health and safety guidelines as listed in the clinical handbook. All accidents or relevant "near miss" incidents that took place on the university campus, as well as all hazards identified on the campus, need to be reported to the School Administration team. The AED (defibrillator) is located on Level 3 of the Psychology Building.

Smoke-free policy – Kia Tūpeka Kore

The University of Canterbury is proud to be a completely smoke-free/vape-free campus. This means that smoking and vaping are not permitted on any University grounds including regional

campuses, field stations and other premises. The University promotes healthy lifestyles and has adopted this policy to ensure that all staff, students and visitors can experience a healthy, smoke-free/vape-free environment. This is referenced in the University Calendar under General Policies.

Students with Disabilities – Te Whaikaha

The University has a comprehensive support service for students with disabilities. If you experience a short or long-term disability, please contact the service to find out what supports might help. The Student Accessibility Service is located on the Ground Floor, Forestry Building <https://www.canterbury.ac.nz/life/accessibility/student-accessibility-service>. Phone: 93334, or 03 369 3334 Email: sas@canterbury.ac.nz).

UC Emergency Preparedness – Ngā Whakamarumarū

Planning and preparation can significantly reduce the impact of a disaster such as an earthquake, landslides, flood, fire, power outages or other emergencies. This information is intended as a guide to help be prepared and to cope should an emergency occur.

Plan Ahead: Be Prepared - Ka rite

- Read emergency information in all the buildings you use.
- Talk with your flatmates/family/hall of residence room-mates about what you will all do in an emergency.
- Back up your computer data at least weekly to an external hard drive or cloud.
- Prepare a personal emergency kit and have it in a secure place.

Your Emergency Kit - Ngā Rawa Ohotata

Please ensure you have an emergency kit on hand in your place of residence, in a place where all inhabitants know where to find it. It should contain:

- a good first aid kit, available at low cost from St John, Red Cross etc.
- a flashlight with extra batteries.
- a whistle.
- a small portable battery-powered radio, with extra batteries.
- a 20 litre plastic container of water, preferably with a tap, or five 4-litre containers.
- candles, matches, a portable BBQ and gas bottle.
- tinned food and dry, imperishable food items that don't need heat to be eaten. Muesli bars are an ideal energy-dense food that can be consumed anytime, anywhere.

If possible, include a blanket each, spare medications, a warm jacket and sturdy shoes. Know where medications and essentials are kept.

During an Earthquake - DROP, COVER & HOLD / I ngā rūwhenua – MARERE, PŌKIA, PUPURITIA

- take cover under or next to a desk or table;
- get down between the rows of seats in a classroom;
- stay covered until the shaking has stopped.

After an Earthquake - Whai muri atu I te Rūwhenua

- stay calm.
- assist others in need.
- leave the building as quickly as possible by the safest route.
- assemble in a pre-agreed place see <https://www.canterbury.ac.nz/life/support-and-wellbeing/emergency-information> site.
- inside campus buildings, the assembly places will be marked on the emergency signage in the building and advised by course coordinator.
- inside the halls of residence be familiar with the assembly point.

- when in a multi-storey building, don't use elevators, check the stairs are unobstructed before using them.
- for emergency updates, listen to NewstalkZB 1098AM.
- be prepared for aftershocks.
- send text messages rather than calling, as mobile networks often become overloaded.
- make contact with parents, families, and embassies/consulates (international students). Update Facebook status as soon as possible; it's the first place your friends in other cities/countries will go to make contact with you.

Medical and counselling advice is available by telephone if and when the on-campus Health Centre is closed after an event. For medical advice, phone 03 369 4444. For urgent counselling advice, phone 03 369 4444 and make it clear that it is an urgent situation. At all times there is a counsellor on-call to deal with these situations.

Personal items left behind during an evacuation will be retrieved and held by UC Security, 114 Ilam Road. They will open at a designated time for students to collect items. Urgent collections can be arranged by calling 03 369 2888.

Other steps you can take include -

- arrange your living space so that nothing can fall on you.
- know how and where to take cover.
- make a list of the special equipment and medications needed and keep it with you.
- arrange for "buddies" to help in an emergency.
- plan escape routes.
- discuss escape routes and safety needs with hall or residence managers.
- have a small flashlight or whistle in your bag/pocket to call for help.

Students with a disability are encouraged to contact the Student Accessibility Service located on the Ground Floor, Forestry Building <https://www.canterbury.ac.nz/life/accessibility/student-accessibility-service>

Phone: 93334 or 03 369 3334

Email: sas@canterbury.ac.nz

Getting information - Te Kimi Mōiohio

- the UC homepage www.canterbury.ac.nz will service as the main form of official communication from UC staff.
- if the power is out or internet access is compromised, key messages will be broadcast on radio and in the Press.
- UC may text message you with campus updates in the event of an emergency (subject to the agreement of Civil Defence or other authorities). Please ensure that all mobile number are recorded in the SMS.
- students should monitor their UC email accounts for communication and updates, as well as becoming a fan of UCQuakeRecovery on Facebook or following UCQuakeRecovery on Twitter
- UC's YouTube channel will also post video updates - <https://www.youtube.com/user/UniversityCanterbury>
- communication concerning impending assignment due dates and upcoming exams will also be broadcast via these channels.

Emergency Contacts: University Security Services 24 hour emergency
Ngā Hononga Wā Ohotata
Phone: 92111 or 0800 823 637
Email: security@canterbury.ac.nz