*Plagiarism is the act of using other people’s words or ideas and presenting them as their own (Oxford Dictionary, 2016). All students should read the University’s plagiarism policy (see below) and information about avoiding plagiarism available through this link - http://library.canterbury.ac.nz/services/ref/plagiarism.shtml.*

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He Kupu Arataki - Introduction to the Department

Kia ora koutou and welcome to the Department of Communication Disorders - Te Tari Mātai Hauora Reo. The department provides education, research and public services in speech-language therapy and audiology. Students are educated and challenged to excel in professional practice and disciplinary research related to hearing, speech, language, and swallowing.

The Department hosts the longest running speech-language therapy programme in the country and is responsible for educating the majority of professionals working in New Zealand. As of 2005 the Department has also provided clinical and research training in the field of audiology. Academic curricula and research supervision is 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 and the audiology programme is accredited by the New Zealand Audiological Society.

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

Each year, the Department 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 Department.

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

Ngā mihi,

Katharina Naswall, PhD
Head of Department
Whakatakanga - Departmental Mission

The mission of the Department of Communication Disorders at the University of Canterbury is to achieve national and international excellence in education, clinical service, and research in human communication sciences and disorders. We work together in an environment of integrity, cooperation, enthusiasm, and mutual respect.

To accomplish this mission the Department:

- promotes rigorous and imaginative classroom and clinical teaching to develop innovative and skilful professionals able to provide best practices to children and adults with speech, language, hearing, and swallowing disorders in medical, educational, and community settings;
- educates practitioners and researchers to develop and maintain high ethical standards of quality services and scholarship;
- prepares scholars in the science of speech, language, hearing and swallowing to advance the knowledge base of the discipline;
- provides an integrative, innovative, holistic and culturally sensitive approach to cost-effective care for individuals, families and the community;
- promotes leaders to influence policy and promote clinical standards for the benefit of all persons in need of speech, language, hearing, and swallowing services;
- encourages a staff and student community committed to academic freedom, personal tolerance, and equal dignity for all; the importance of facilitating effective communication; and an appreciation of speech and language therapists and audiologists for their contribution to other disciplines.
Āhuatanga Tāura BSLP (Hons) - Graduate Profile 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:

Āhuatanga Tangata - Personal attributes

- 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 a specific programme of scientific research and analyse, evaluate the findings, and argue from evidence.
- Apply knowledge and skills to new situations.
- Demonstrate skills for lifelong learning.
- Demonstrate numeracy skills.

Āhuatanga Tauwhiti - Interactive attributes

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

Āhuatanga Ngaio - Professional attributes

- Design and undertake clinical practice to the standard of an entry-level speech-language pathologist.
- Demonstrate an appreciation of cultural competency and of the ethical, social, bicultural, and multicultural issues relevant to speech-language pathology.
Āhuatanga Tāura MAud - Graduate Profile MAud

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

Āhuatanga Tangata - Personal attributes
- 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 audioligic and vestibular assessment and management.
- Effectively access and use information relevant to the assessment and management of audioligic 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.

Āhuatanga Tauwhiti - Interactive attributes
- 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 audioligic 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.

Āhuatanga Ngaio - Professional attributes
- Demonstrate a commitment to 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.
Whakamāramatanga - Qualification Information

Degrees in Speech and Language Pathology

The Department provides opportunities for both undergraduate and post-graduate study in speech-language therapy/pathology. 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 and Language Therapy 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 Department.

*For students first enrolled into the professional years of the BSLP prior to 2017, awarding of Honours will be based on grades awarded in each professional year of study. The change to the honours award calculation based on years 3 and 4 grades takes effect for students first enrolled in the professional programme from 2018 onwards.

Important Information for BSLP students

- To progress to subsequent years of the qualification, all courses in preceding years must be passed first. For example, if you fail a course at 200-level, you cannot enrol in 300-level courses until the failed course is passed. This often means that it will take you an extra year to complete the degree.

- 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) The MSLP qualification is a full-time two-year graduate-entry professional qualification to practice as a speech language pathologist/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.

Important Information for MSLP students

- To enrol in year 2 courses, students must first achieve a ‘B’ average in year 1 courses.

- 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.

- If you fail a clinical course it is not possible to repeat this. Therefore, you will not be able to progress with the degree.

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.
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 and 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 Department and the Dean of Science. Admission is competitive and application material is available from the Department. This is referenced in the University of Canterbury Calendar / Science / The Degree of Master of Science
Part II:
(a) CMDS 605 Advanced Clinical Practicum, Supervision, and Administration (0.125 EFTS) or CMDS 604 Research Design (0.09 EFTS)
(b) CMDS 695 MSc Thesis (Clinical) (0.875 EFTS) or CMDS696 MSc Thesis (Non-clinical) (0.91 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. B average or above is normally required

The Doctoral degree (PhD) in Speech and Language Therapy requires prior completion of 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 Departmental web page before applying to the Department.
**Degrees in Audiology**

The Department of Communication Disorders at 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 two years of course work, clinical, and research experiences. Academic coursework focuses on training professional clinical audiologists with emphasis on the development of clinical and administrative skills relating to the practice of audiology. 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 (CMDS 651, CMDS 652, CMDS 653, CMDS 655, CMDS 656, CMDS 657), 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 (CMDS 654, CMDS 658) or the thesis (CMDS 690) may not repeat those courses, or offer any other courses in their place.

- 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 departmental web page before applying to the Department.
**Ngā Kawatau - Full Time Expectations**

A fulltime 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 is a personal decision. However, it is inconsistent with the professional nature of this programme to juggle academic and work schedules to the detriment of 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 extensions.

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

**Te Matatapu - Student Personal Files**

The Privacy Act, which came into force on 1 July 1993, 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 Department 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.

**Kairuruku Reanga - Year Co-ordinators**

Within the Department, all students have a Year Co-ordinator. This person is charged with coordinating schedules and assignments for the year or degree level. They also serve as the first point of departmental contact for the student in the event of a problem or in need or pastoral care and direction to appropriate university services. For 2017, the Year Co-Ordinators are:

<table>
<thead>
<tr>
<th>Programme</th>
<th>Year Co-ordinator</th>
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<tbody>
<tr>
<td>BSLP First Year (intermediate)</td>
<td>Dr Megan McAuliffe</td>
</tr>
<tr>
<td>BSLP Second Year</td>
<td>Kate Cook</td>
</tr>
<tr>
<td>BSLP Third Year</td>
<td>Gina Tillard</td>
</tr>
<tr>
<td>BSLP Fourth Year</td>
<td>Chris Wyles</td>
</tr>
<tr>
<td>MSLP First Year</td>
<td>Dr Catherine Theys</td>
</tr>
<tr>
<td>MSLP Second Year</td>
<td>Dr Jayne Newbury</td>
</tr>
<tr>
<td>Post-Graduate Speech and Language Sciences</td>
<td>Dr Maggie-Lee Huckabee</td>
</tr>
<tr>
<td>Post-Graduate Maud Year One</td>
<td>Dr Rebecca Kelly-Campbell</td>
</tr>
<tr>
<td>Post-Graduate Maud Year Two</td>
<td>Dr Greg O’Beirne</td>
</tr>
</tbody>
</table>
Takawaenga Akoranga - Academic Liaison Manager

Anna Chapman (Senior Academic Advisor for College of Science; Tel: 369 4117; anna.chapman@canterbury.ac.nz) is responsible for liaison with students in science courses. Your class will appoint a student representative to the liaison committee at the start of the semester. Please feel free to talk to the Academic Liaison or the student rep about any problems or concerns that you might have.

Te Whakapā Mai - Contact with Staff

Academic staff and Clinical Educators will be available for appointments at set times during the week or by individual arrangement. Students are encouraged to take advantage of office hours. This is particularly true for students who think they are having difficulty in class or with assignments. All staff in the Department would like every student to be successful and should personal difficulties, problems with study skills, or other issues negatively impact class performance, the staff may be able to help.

Kia Ngaio - Professionalism

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 in professional assignments off campus reflect upon 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).

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

Many courses within CMDS assume that students will have an email account and access to the WWW. An e-mail account is provided free of charge 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 Department place material on the webpage or the Learn website whenever possible. It is vital that every student in the Department has web access. The use of the web reduces student costs and cuts down on paper consumption.

The Department has a website that is accessed at: www.cmds.canterbury.ac.nz

Students who do not feel comfortable 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/
A number of computers are available to students. Computers can be found in the BSLP student rooms located in clinic 9. Computers are also available to MAud and MSc students in the research facility located at 19 Creyke Road or the Child Language Centre located at 7 Creyke Road. 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 typing confidential client reports.

**AKO - Learn**

Learn is the learning management system that sets up individual online space for UC courses. Within Learn 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 – via www.learn.canterbury.ac.nz. Log in by using your own UC username and password. Once logged in, courses available will upload.
Ngā Tohu me ngā Karahipi - Awards and Scholarships Available in Communication Disorders

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 (see http://www.canterbury.ac.nz/get-started/scholarships/)

In addition to university scholarships, the Department and other supporting organisations or individuals have established scholarships and awards. The Department is working to increase these award and scholarship opportunities so students should check the information board in the CMDS student room during the year to check for other opportunities. Current awards and scholarship opportunities include:

Ngā Karahipi mō ngā Tāura SLP - Scholarships for SLP Post-Graduate Students

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 Department or through the NZSTA.

Te Tohu mā ngā Tāura Kairangi - Award for Doctoral Students

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 Communication Disorders Department 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.

Tohu mā ngā Tāura BSLP (Hons) - Award for BSLP (Hons) Students

The D 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.

Tohu mā ngā Tāura MAud - Award for MAud Students

Each year Sivantos Group provides financial support for one 1st year Master of Audiology student who is a NZ citizen or a permanent resident. The award is $2,500 and is to go towards tuition fees.
Ngā Tikanga - Departmental Policies and Procedures

Note: Please note that the information in the University of Canterbury Calendar on these topics is authoritative. [http://www.canterbury.ac.nz/media/documents/calendar/UC-Calendar.pdf](http://www.canterbury.ac.nz/media/documents/calendar/UC-Calendar.pdf)

Te Tae-ā-tinana - Attendance

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 aegrotat submissions. 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, and, 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 Department, formal written approval must be sought from the Head of Department (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.

Wā Whakapā Mai - Contact Hours

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

The Department 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 the last four digits of 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 otherwise indicated, are expected to be turned in. Not submitting assessments may result in failing the course, even if the work due is only a small percentage of the course assignments. Details about the requirements for each course are included in course outlines.

If you are having difficulty meeting assessment deadlines please contact the course co-ordinator to discuss an extension. Department policy specifies that assignments submitted/handed in late without a pre-approved extension will generally not be marked.

Work due while a student is off campus in a practicum setting should be posted on Learn whenever possible (in some cases this may also be emailed or posted) to the course lecturer at the Department (Private Bag 4800, Christchurch, 8140) and must be postmarked on or before the due date. All student work will be graded and available for collection by students no later than four weeks from the due date (including time when students are on vacation).

Marked assignments will be returned by staff members, either during a lecture period, via Learn, or by arrangement. If a student wishes a colleague to collect his or her work, they must give permission in writing; only with written permission may any student collect another’s work.

The grading scale comes will apply 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:

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<tr>
<th>Grade</th>
<th>GPA</th>
<th>Marks</th>
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<tbody>
<tr>
<td>A+</td>
<td>9</td>
<td>90 – 100</td>
</tr>
<tr>
<td>A</td>
<td>8</td>
<td>85 – 89</td>
</tr>
<tr>
<td>A-</td>
<td>7</td>
<td>80 – 84</td>
</tr>
<tr>
<td>B+</td>
<td>6</td>
<td>75 – 79</td>
</tr>
<tr>
<td>B</td>
<td>5</td>
<td>70 – 74</td>
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<td>B-</td>
<td>4</td>
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<td>D</td>
<td>0</td>
<td>40 – 49</td>
</tr>
<tr>
<td>E</td>
<td>-1</td>
<td>0 – 39</td>
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<td>Restricted Pass</td>
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A pass is 50 marks and over.
Some assignments can be submitted electronically through Learn www.learn.canterbury.ac.nz. (check with your course lecturer first). Assignments can be submitted, marked, and returned via Learn. Turnitin software enables personal review, which means students can review their assignments and amend and improve on it. Turnitin can be used by staff to detect plagiarism.

Plagiarism is the act of using other people’s words or ideas and presenting them as their own (Oxford Dictionary, 2016). All students should read the University’s plagiarism policy (see below) and information about avoiding plagiarism available through this link - http://library.canterbury.ac.nz/services/ref/plagiarism.shtml

Extensions may be possible for reasons related to illness or bereavement. In either case, some evidence to support the request may be required. It is the students’ responsibility to request this extension from the course instructor. Work that is handed in late without pre-approved extension will not be marked.

Students may apply for Special consideration for missed examinations or tests, or where they consider that their work has been impaired by health or family-related issues. See full details http://www.canterbury.ac.nz/media/documents/uc-policy-library/new-policies/Special-Consideration-Procedures-and-Guidelines.pdf

In rare cases a student will not be able to sit a test. In such cases, the student should consult with the course co-ordinator or the Head of Department (or delegate) to arrange alternative procedures. This must be done well in advance of the set date for the test.

Marking scales in the Department of Communication Disorders 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 Examiners’ meeting. Therefore in some cases your final transcript grade may not reflect the grade you calculated based on completed assessments.

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 Department (or delegate). Typically, internal re-marking will be done by a member of the Department 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 Department (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 Department (or delegate) will refer the student to Education co-ordinator, at the University of Canterbury Student Association.

Ngā Whakamātautau Ōkawa - Formal Exams
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 Department or School to have it reconsidered.
http://www.canterbury.ac.nz/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.
http://www.canterbury.ac.nz/regulations/general-regulations/taught-and-project-course-regulations/

Ngā Hapa Akoranga - Academic Misconduct
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. The guidelines on dishonest practice are included in the University Calendar under General Course and Examination Regulations.
Te Tatūnga I ngā Āwangawanga Ākonga - Addressing Student Concerns

We recognise that issues arise that may create concern or confusion. Staff in the department 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 or Maud) co-ordinator
- The Clinical Director
- The Head of department
- 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 secretarial 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 Department. 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 received 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 Department.
**Te Unu atu I ngā Akoranga - Withdrawal from Courses**

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 ([http://www.canterbury.ac.nz/media/documents/calendar/UC-Calendar.pdf](http://www.canterbury.ac.nz/media/documents/calendar/UC-Calendar.pdf)) and withdrawal dates are available from Student Administrative Services.

**Ngā Ritenga Nawe - Grievance Procedures**

Staff in the University and CMDS 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 Subject Co-ordinator produces a satisfactory outcome.

An alternative to this is to, talk with a staff member within the Department with whom you feel you will be comfortable or with the HOD. If you feel that the Department 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/](http://ucsa.org.nz/student-support/advocacy-and-welfare/).

**Te Whakatīwheta - Harassment**

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 departmental bulletin boards. The contact person is the **Head of Department**. This is referenced in the University Calendar under General Policies. See also [UC Policy Library](http://ucpolicylibrary.com/) for information on policy and procedures.
Ngā Rauemi Rangahau - Conducting Library Research

The physical holdings in Communication Disorders 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/](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.

Oranga Tangata - Health and Safety

All students should read the health and safety information as shown on the UC “Health and Safety” website and get familiarised with the emergency procedures. The departmental safety rules, as shown on the departmental 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 Department Administrator. The AED (defibrillator) is located in Unit 5- clinic.

Kia Tūpeka Kore - Smoke-free policy

The University of Canterbury is proud to be a completely smoke-free campus. This means that smoking is 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 environment. This is referenced in the University Calendar under General Policies.

Ngā Whakamarumaru - UC Emergency Preparedness

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.

Ka rite - Plan Ahead: Be Prepared

- 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.

Ngā Rawa Ohotata - Your Emergency Kit

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.

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

Whai muri atu I te Rūwhenua - After an Earthquake
• stay calm;
• assist others in need;
• leave the building as quickly as possible by the safest route;
• assemble in a pre-agreed place see UC Emergency Management 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 364 2402. For urgent counselling advice or urgent prescriptions, phone 021 255 2658 to be put in contact with a counsellor/doctor.

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 03 364 2888.

Te Whaikaha - Students with Disabilities
Students with disabilities should speak with someone at Disability Support Service. They are located at Level Two, James Height building (Ext. 6350, disabilities@canterbury.ac.nz). Also

• 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;
• know where to get electric power for your wheelchair or other electric devices.
Te Kimi Mōiohio - Getting information

- 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;  
  www.youtube.com/user/UniversityCanterbury.
- communication concerning impending assignment due dates and upcoming exams will also be broadcast via these channels.

Ngā Hononga Wā Ohotata - Emergency Contacts: University Security Services 24 hour emergency
Phone: 6111 or 0800823637
Email: security@canterbury.ac.nz