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**Introduction to the Department**

Kia ora and welcome to the Department of Communication Disorders - Te Tari Mātai Hauora Reo. The department serves Aotearoa-New Zealand and the world through excellence and innovation in scholarship, teaching and public service. Students are educated and challenged to excel in professional practice and disciplinary research related to disorders of hearing, speech, language, and swallowing.

The Department of Communication Disorders hosts the longest running speech-language therapy programme in the nation 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 pathology programme is accredited by the New Zealand Speech-Language Therapists' Association.

In 1942, the Christchurch Teacher's College established a diploma course designed to prepare speech-language therapists for practice in New Zealand. In 1989, the diploma course was changed to a four-year Honours degree granted by the University of Canterbury. In 1995, an international panel of scientists and researchers reviewed the Department of Communication Disorders (originally named the Department of Speech and Language Therapy). The panel, recognising the breadth and continued growth of the discipline, recommended that the Department be moved to the Faculty of Science on the University of Canterbury's campus. In 2004, the Department developed a proposal to establish a Master of Audiology degree. This proposal was approved by the New Zealand Committee on University Academic Programmes.

For more than 50 years, the Department of Communication Disorders has upheld the belief that the ability to communicate successfully is fundamental to a satisfactory life for every human being. Communication challenges, whether the result of developmental delays, traumatic brain injury, hearing loss, stroke, or any of the myriad of causative factors, deserves the attention of professionals who are able to provide theoretical and practical habilitative, remedial or augmentative support.

Each year, the Department of Communication Disorders welcomes a number of distinguished visitors from around the world with expertise in audiology or speech-language pathology. Some will be Erskine Fellows, who lecture and conduct collaborative research in the Department.
Departmental Mission

The mission of the Department of Communication Disorders at the University of Canterbury is to achieve national and international excellence in research, clinical service, and education 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 persons 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 their contribution to other disciplines.
Graduate Profile BSLP (Hons)

A graduate profile describes the proposed graduate outcomes, which Students are expected to meet.

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

**Personal attributes**

- Demonstrate advanced knowledge of the discipline of speech-language 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.

**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.

**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.
Graduate Profile MAud

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

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

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

**Professional attributes**
1. Demonstrate a commitment to the Treaty of Waitangi and delivery of clinical services in a culturally competent manner.
2. Demonstrate an understanding of Deaf culture.
3. Demonstrate an understanding of Continuing Education within a clinical context.
4. Understand and adhere to the Code of Ethics of the New Zealand Audiological Society.
**Departmental Information**

**Degrees in Speech and Language Pathology**

The Department of Communication Disorders at the University of Canterbury provides opportunity for both undergraduate and post-graduate study in speech-language pathology.

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 development, education, human communication and communication 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 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 admission into the BSLP programme is available from the Department.

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. The entry requirements are a minimum GPA equivalent to a B (5 on a 1-9 point scheme), and completion of one course in each of linguistics, statistics and anatomy & physiology. Entry is competitive. There is no entrance examination. The MSLP requires an overall IELTS score of 7, with no section lower than 6.5.

The Master of 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 / Faculty of Science / The Degree of Master of Science

Part II:
(a) CMDS 60S 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)
A four-year Bachelor of Speech and Language Pathology with Honours degree or an approved undergraduate honours degree qualification in a related discipline.

*Note: 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 postgraduate 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 courses, or who otherwise does not attain a standard satisfactory to the Dean of Science shall not be permitted to repeat any of those courses, or offer any course in their place.

• A Year 1 grade average of B- is normally required for entry to 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 departmental web page before applying to the Department.
**Full Time Expectations**

A full-time student in the BSLP, MSLP or Post-Graduate Programmes is expected to participate in course work and 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 job related reasons nor will job 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.

**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.

**Year Co-Ordinators**

Within the Department, 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 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:

- BSLP First Year (intermediate) To be announced
  - BSLP Second Year Kate Cook
  - BSLP Third Year Gina Tillard
  - BSLP Fourth Year Chris Wyles
  - MSLP First Year Dr Catherine Theys
  - MSLP Second Year Dr Phoebe Macrae
  - Post-Graduate Speech and Language Sciences Dr Maggie-Lee Huckabee
  - Post-Graduate Maud Year One Dr Kimberley Wise
  - Post-Graduate Maud Year Two Dr Rebecca Kelly-Campbell

**Academic Liaison**

Tracey Robinson (College of Science; Tel: 364 2312; tracey.robinson@canterbury.ac.nz) is in charge of 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.
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.

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 behave in a professional manner. Judgements of professionalism will be based on student behaviours that include 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. Failure to act in a professional and ethical manner is grounds for failure on a roster (Please refer to the Clinical Handbook for information).

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 some staff may choose to send announcements via email rather than by placing a notice on the year board.

If you do not choose to use the email/IT account provided by the University it is your responsibility to have your email 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.

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.

**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.
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.

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:

**Scholarships for SLP Post-Graduate Students**

The New Zealand Speech and Language Therapy Association 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.

**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.

**Award for BSLP (Hons) Students**

The D Bevan Holdgate Prize in Speech and Language Therapy grants $100 to the student who performs the best in the final year clinical paper.

**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.
Departmental Policies and Procedures

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

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.

Student notices

The Department communicates with all students via email as stated in the University Policy and Enrolment agreement. The student is responsible for checking their email.

Contact Hours

The total workload for an average student for course lectures, tutorials, revision and assessment is 10 hours per point.
**Assignments Submission**

In 2011, the Department adopted a policy of blind marking. This means instructors will be unaware of your identity at the time your work is marked, helping to insure a fair and impartial system of marking. Blind marking will be done wherever possible (e.g., tests, exams, written assignments), but will not be able to be done where anonymity is not possible (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. Failure to turn in work may result in failure of 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 syllabi.

If you are having difficulty meeting assessment deadlines please contact the course co-ordinator to discuss and extension. Work that is handed in late without an extension will not be accepted.

Work due while a student is off campus in a practicum setting may be mailed to the course lecturer at the Department (Private Bag 4800) 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 concerned, 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 Pass/Fail courses.

The new University of Canterbury grading scale is:

<table>
<thead>
<tr>
<th>Grade</th>
<th>GPA</th>
<th>Marks</th>
</tr>
</thead>
<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>
</tr>
<tr>
<td>B-</td>
<td>4</td>
<td>65 - 69</td>
</tr>
<tr>
<td>C+</td>
<td>3</td>
<td>60 - 64</td>
</tr>
<tr>
<td>C</td>
<td>2</td>
<td>55 - 59</td>
</tr>
<tr>
<td>C-</td>
<td>1</td>
<td>50 - 54</td>
</tr>
<tr>
<td>D</td>
<td>0</td>
<td>40 - 49</td>
</tr>
<tr>
<td>E</td>
<td>-1</td>
<td>0 - 39</td>
</tr>
<tr>
<td>R</td>
<td>1</td>
<td>Restricted Pass</td>
</tr>
</tbody>
</table>

A pass is 50 marks and over.
**Learn**

Some assignments can be submitted electronically through Learn [www.learn.canterbury.ac.nz](http://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**

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](http://library.canterbury.ac.nz/services/ref/plagiarism.shtml)

**Extensions**

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 an extension will not be accepted.

**Aegrotat Consideration for Absence or Impaired Performance**

Students may apply for aegrotat consideration for missed examinations or tests, or where they consider that their work has been impaired by illness or bereavement.

See Appendix 1 for detailed policy.

**Missed Tests**

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.*

**Course Grading**

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.

**Appealing Grades**

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.

Formal Exams
According to the University Calendar under General Course and Examination Regulations, “Any student may apply in writing to the Associate Registrar (International/Student Services) within four weeks of the date of publication of final results for a reconsideration of a final grade. The application must be accompanied by the prescribed fee, which will be refunded if the application results in a change of grade. The reconsideration will normally consist of a re-marking and recounting of the final examination script (if any) together with a recount of the marks awarded from any other items of work as defined under Regulation C2.”

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. The Department of Communication Disorders will not tolerate academic misconduct and strictly adheres to the guidelines set forth by the University of Canterbury. The guidelines on dishonest practice are included in the University Calendar under General Course and Examination Regulations.
**Addressing Student Concerns**

In every Department, issues arise that may create concern and sometimes confusion. This Department is interested in providing information to students as quickly as possible. To do this, the Department has set in place a number of procedures and processes.

In the effort to provide Department information to students (generally or individually), staff will place notices on the Department website. It is the responsibility of all students to check for notices.

In the event of a student or group concern that needs to be addressed immediately, students should follow Departmental protocol for registering a concern. In the first instance, students should discuss the problem with the staff member most directly involved. If this is not appropriate, perhaps because the issue is not related to the Department, or possibly because the staff member is not available, the student should approach either their Advisor or the Clinical Director to discuss the issue. If the problem is not satisfactorily resolved through this approach, the student should bring the problem to the Head of Department. If the problem or concern remains unresolved after discussion with the Head of Department, students are advised to see the student advocate in the UCSA.

If 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.
Withdrawal from Courses

However good your intentions, your circumstances may change. If a student must withdraw, it has to be done early. Withdrawing is a better strategy than ending up with a "fail" for your final mark. The withdrawal procedures are outlined in the University Calendar. For withdrawal dates contact Student Administrative Services.

Grievance Procedures

The University and the Department take their commitment seriously to provide 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.

Students are expected to take responsibility for their own academic careers. 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. Take time to allow the "passion" to ebb 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, the University also provides a system of outside moderators to help students. Posted on notice boards in all departments are Grievance Committee posters which list names, departments and telephone numbers of Committee members. Grievance Committee members ensure that your side of the story is heard and confidentiality is assured.

The Students' Association also has a special unit -The E-team- to deal with student problems.

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 for information on policy and procedures.
**Conducting Library Research**

The 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.

In some cases, the University Library may not have a book or journal needed for research. In such a case, students are eligible to use the Canterbury Medical Library.

Communication Disorders students should direct all interloans through the University of Canterbury library. Communication Disorders students may use the student reserve collection. The library reserves the right to recall any item on loan, whether due or not, in which case the borrower shall be expected to return the item within 24 hours. Students will be contacted if items are overdue or need to be recalled. Although we do not operate a fine system, items are expected to be returned by the due date. Please ensure that you do not take library material on placements out of Christchurch.

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**

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 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 “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.

**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.

**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.

**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.

**Your Emergency Kit**
An emergency kit must be on hand, 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**

- 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**

- 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.

**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.

**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 numbers 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.

**Emergency Contacts:** University Security Services 24 hour emergency  
Phone: 6111 or 0800823637  
Email: security@canterbury.ac.nz
Appendix I

Special Consideration???

Please refer to Section H of the University of Canterbury Calendar ‘General Course and Examination Regulations’

Appendix 2

Breach of Instructions and Dishonest Practice
(University of Canterbury Calendar ‘General Course and Examination Regulations’)

1. In the case of tests and other work being taken for credit (excluding formal examinations):

   (a) An examiner, with the approval of the Head of Department/School or delegate may:
      i. decline to award a grade; or
      ii. deduct marks; or
      iii. resolve the matter in any other appropriate way

   for any work which is the result of dishonest or improper practice, including non-compliance with formal instructions undertaken with dishonest intent.

   Note: Plagiarism is a form of dishonest practice. (see definition below)

   (b) If an examiner is satisfied that a student has committed a breach of such instructions not amounting to dishonest or improper practice, the examiner may, with the approval of the Head of Department or delegate:
      i. decline to award a grade for that student’s work in whole or in part; or
      ii. deduct marks; or
      iii. resolve the matter in any other appropriate way

   (c) Before determining that dishonest practice or breach of instructions has occurred, the Head of Department/School or delegate shall give the student an opportunity to make representations.

   (d) If the Head of Department/School or delegate after hearing the student’s representations, is of the opinion that the student may be guilty of dishonest or improper practice in connection with the test or other work, the Head of Department/School or delegate may, instead of determining that the work shall be penalised, refer the matter to the Proctor for investigation and reference to the Discipline Committee if the Proctor thinks fit.

   (e) Any student against whom a decision is given by the Head of Department/School or delegate may appeal to the Discipline Committee within 10 working days of the decision.

2. In the case of formal examinations:

   (a) If an examiner is satisfied that a student has committed a breach of instructions not amounting to dishonest or improper practice, the examiner may, with the approval of the Head of Department/School or delegate:
      i. decline to mark that student’s examination script in whole or in part; or
      ii. deduct marks; or
      iii. resolve the matter in any other appropriate way

   In such a case the examiner shall submit a written report to the Secretary of the Discipline Committee stating the reason for the refusal to mark, and the Secretary of the Discipline Committee shall inform the student of the reason.

   (c) Any student against whom a decision is given not to mark his or her examination script may appeal to the Discipline Committee within 14 days of the date of the decision being communicated to the student.
(d) If an examiner, after consultation with the Head of Department/School or delegate, is of the opinion that a student has may have engaged in dishonest or improper practice in the examination, the examiner shall refer the matter to the Proctor for investigation, and reference to the Discipline Committee if the Proctor thinks fit.

3. Dishonest or improper practice in examinations, tests or other work shall be deemed to be a breach of discipline, and the Discipline Regulations shall apply to the proceedings accordingly. If the Discipline Committee, after giving any student such opportunity as it thinks fit to make representations, finds him or her guilty of any dishonest or improper practice in connection with examinations, tests or other work, including the bringing into an examination or test any unauthorised material, it may impose all or any of the following penalties:

(a) expulsion from the University;
(b) suspension from enrolment in the University or in particular courses for such period as it thinks fit;
(c) denial of credit or partial credit or an X grade in any course or courses;
(d) a fine;
(e) a reprimand;
(f) unpaid community work.

4. Appeals against decisions made under Regulation J are governed by the Discipline Regulations, clause 7.

Plagiarism, collusion, copying and ghost writing are unacceptable and dishonest practices.

- Plagiarism is the presentation of any material (text, data, figures or drawings, on any medium including computer files) from any other source without clear and adequate acknowledgement of the source.
- Collusion is the presentation of work performed in conjunction with another person or persons, but submitted as if it has been completed only by the named author(s).
- Copying is the use of material (in any medium, including computer files) produced by another person(s) with or without their knowledge and approval.
- Ghost writing is the use of another person(s) (with or without payment) to prepare all or part of an item submitted for assessment.

In cases where dishonest practice is involved in tests or other work submitted for credit, the student will be referred to the University Proctor. The instructor may choose to not mark the work.