



## **AUSA CLASS REPRESENTATIVES HANDBOOK**

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This handbook was created to aid you in your role as a class rep. If you need any more info please don't hesitate to email the AUSA Class Rep Co-ordinator at [classes@ausa.org.nz](mailto:classes@ausa.org.nz)

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[www.ausa.org.nz/representation](http://www.ausa.org.nz/representation)

### KEY CONTACTS

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## BACKGROUND INFO

The Auckland University Students' Association was formed in 1891. Since then, AUSA has endeavored to represent and advocate for students at the University of Auckland as well as to provide an extensive range of services for the wider student body.

Each year students are elected (by their fellow students) onto the AUSA Executive. These students govern AUSA and set the strategic direction. AUSA also employs a number of experienced staff to make sure the strategic direction is met and that AUSA runs smoothly.

## AUSA KEY CONTACTS

AUSA President – [president@ausa.org.nz](mailto:president@ausa.org.nz)

AUSA Education Vice President – [evp@ausa.org.nz](mailto:evp@ausa.org.nz)

AUSA Class Rep Coordinator – [classreps@ausa.org.nz](mailto:classreps@ausa.org.nz)

AUSA Advocacy – [senioradvocate@ausa.org.nz](mailto:senioradvocate@ausa.org.nz) or [advocacymanager@ausa.org.nz](mailto:advocacymanager@ausa.org.nz)

AUSA Delegates Coordinator – [delegates@ausa.org.nz](mailto:delegates@ausa.org.nz)

AUSA Reception for lost property and locker enquiries– [reception@ausa.org.nz](mailto:reception@ausa.org.nz)

For a list of ALL AUSA Exec and staff visit <http://www.ausa.org.nz/contact-us-2>

# WHAT IS AUSA?

## WHAT WE DO

### ADVOCACY

A free and confidential service for students encountering a wide range of issues including tenancy, academic, employment and personal problems.

### REPRESENTATION

*AUSA Executive:* An elected group of students who represent you on University Committees and who work to ensure the student voice is heard at the University of Auckland.

*Committee Reps:* Student Reps who sit on various internal committees

*Class Reps:* Students chosen or elected by their peers to represent a particular paper, course, or year.

### WELFARE

*Hardship Grants:* For students struggling with necessary costs (e.g. bills)

*Foodbank:* Food parcels are provided for students who are temporarily unable to buy food.

*UBS Book Grants:* UBS grants for cash-strapped students

*Student Support:* AUSA also provides services to look after the welfare of female, Pasifika, Maori and Queer\* students. All these groups have elected representatives on the Executive tasked with supporting their interests, and AUSA provided spaces on campus. We also have a delegated Parentspace.

### AUSA DELEGATES

A student-led network of volunteers.

### OTHER SERVICES

*Lockers:* Come see AUSA reception for a locker on campus.

*Craccum:* The University of Auckland's free, independent student magazine, funded by AUSA.

*95bFM:* Student-owned independent radio.

*Lost Property:* Lost your phone, keys, tablet or ID card? Come see the AUSA Reception

*UBS:* UBS is an independent university-focused bookshop, owned and operated by AUSA.

*Events:* AUSA organises and hosts many social events on campus throughout the year. Our events range from Orientation festivities to the annual AUSA Ball, and also include parties, educational events and cultural weeks during semester

*Market Days:* Market Days are back! Market Day will be held in the Quad every Thursday of semester when classes are on, so students can either sell their wares or buy cool stuff from other students and vendors

For a comprehensive list of our services visit [www.ausa.org.nz](http://www.ausa.org.nz)

\*Queer a term used to describe the many variations of sexual attraction and sex/gender identity.

# THE UNIVERSITY STRUCTURE

## COUNCIL

The University's governing body is the Council. It comprises of lay, staff and student members and is chaired by the University's Chancellor. The Council controls the affairs, concerns and property of the University. It is authorised by legislation to act in the interest of the University. Two students are elected to sit on council.

## VICE-CHANCELLOR (Stuart McCutcheon)

The Vice-Chancellor is the head of the University. He is its chief academic and administrative officer and the employer of all staff. He is an ex-officio member of the University's Council and he chairs Senate.

## SENATE

On academic matters the Council is required to seek the advice of Senate, which the Vice-Chancellor chairs. This body includes all professors, as well as representatives of sub-professorial staff and students. The Senate takes advice from a range of committees such as Research, Education, Academic Programmes, and Library. It also takes advice from faculties. Six student representatives appointed by AUSA sit on senate, including a postgraduate student.

## INTERNAL COMMITTEES

### Senate Committees

These committees report to Senate.

Academic Grievances
Academic Programmes
Auckland University Press Board
Board of Graduate Studies
Education Committee
Equity Committee
International Committee
Library Committee
Research Committee
Runanga
Faculty of Arts
Faculty of Business and Economics
Faculty of Creative Arts & Industries
Faculty of Education
Faculty of Engineering
Faculty of Law
Faculty of Medical & Health Sciences
Faculty of Science

### Council Committees

These committees report to Council.

Animal Ethics Committee
Audit & Risk Committee
Biological Safety Committee
Capital Expenditure Committee
Discipline Committee
Equity Committee
Finance Committee
Human Participants Ethics Committee
Student Appeals Committee
University Honours Committee
University Naming
Vice Chancellors Review

### Vice-Chancellor's Advisory Committees

Budget Committee
Capital Planning & Budgeting Committee
Information Technology Strategy Policy
Staff Advisory Committee
Student Consultative Group
University Academic Staffing

# THE BASICS

## WHAT IS A CLASS REP?

Class Reps play a vital role in the University. They ensure students' concerns are raised, communicated and resolved within a University course. The Class Rep system allows University staff to hear constructive criticism from their students about courses, teaching and resources they provide.

**ESSENTIALLY, CLASS REPS REPRESENT ALL UNIVERSITY STUDENTS**

## WHAT ARE YOUR RESPONSIBILITIES?

- Provide a link between staff and students.
- Represent the collective views of your class.
- Attend SSCC meetings and report on feedback you may have received.
- Ensure your class completes the AUSA Alternative Calendar/Rate My Course Survey.
- Work with the Education Vice President on larger issues within your faculty.
- Continually provide feedback on progress made on issues.
- Help promote AUSA services and events.
- Refer students onto the correct person if you are not the best contact.

There will be a training session in the 3rd week of semester. You must attend one training session a year to be eligible for a certificate. If you attended a training session in the previous year, you do not have to attend a training session in the current year.



# HOW TO BE AN EFFECTIVE CLASS REP

## TIPS

### Introduce yourself

Do this at the beginning of the semester or once you've been elected/selected. The 3 best ways to introduce yourself are:

- Standing up in front of the class before or after a lecture.
- Writing your name and contact details on the whiteboard.
- Asking your lecturer to put your name and contact details on CECIL.

### Start a facebook group

If there isn't a facebook group for your paper already set up, create one yourself and let the class know about the page.

### Use Surveys

Survey the class before SSCC meetings. You can do this via a facebook poll, a google form (post the link on the facebook group page or ask your lecturer to post the link on CECIL), or distribute

hard copies in class. A survey template is at the back of this handbook.

Set up a couple of meetings with your lecturer to report anything that might be relevant.

## WHAT SHOULD I BE LOOKING OUT FOR?

- Teaching and learning assessment related issues or things working well.
- Student support and guidance (academic & pastoral) related issues or things that are working well.
- Teaching and learning resources e.g. IT, teaching space related issues or things that are working well.
- Issues arising from student surveys and other feedback mechanisms.

# HOW TO BE AN EFFECTIVE CLASS REP CONT

## WHAT TO DO IF A STUDENT APPROACHES YOU WITH AN ISSUE?

### STEP 1 - DISCUSS THE ISSUE

- Listen to the student's story and clarify any details.
- Consider if it is an isolated issue, or if it affects the majority of your class.

### STEP 2 - REPORT THE ISSUE

- If the issue is personal to the student, refer them to the AUSA Advocacy Service in Old Choral Hall.
- If the issue affects many students, ask for feedback from the whole class then arrange to meet with your lecturer to discuss the results.

### STEP 3 - RESOLVE THE ISSUE

- Advise lecturer of students' views
- Seek a joint solution and course of action.
- If no solution is found, raise this issue at the next Student-Staff Consultative Committee meeting.

### STEP 4 - RECOUNT THE ISSUE

Recount back to your class about any developments regarding the issue.

**IMPORTANT: CLASS REPS DO NOT DEAL WITH ISSUES OF A PERSONAL NATURE, HARRASSMENT/BULLYING, GREIVANCES AGAINST STAFF OR NON-ACADEMIC ISSUES. REFER THE STUDENT ON TO THE AUSA ADVOCACY OFFICE.**

**senioradvocate@ausa.org.nz**

## CONSTRUCTIVE CRITICISM - HOW TO GIVE NEGATIVE FEEDBACK TO YOUR LECTURER/ COURSE COORDINATOR

If there is a problem you have to talk to your lecturer or course coordinator about, (It's best you don't email negative feedback) you'll need to deliver the feedback in the best way possible. Don't go into a meeting making demands. Think about how you would like constructive criticism delivered to you.

Firstly, you need to be solution focused. You're not having a meeting to vent; you're trying to find a joint solution to a problem your classmates have raised. Secondly, be specific. Avoid saying things like "this could be better", think about how "it" can be better and offer improvements.

You can always deliver the negative feedback in a "feedback sandwich" which places the negative in between two positive comments. This can take away some of the awkwardness of delivering the negative feedback however, you do risk the positive pieces sounding contrived in this situation.

Here is a link to an article that may help <http://personalexcellence.co/blog/constructive-criticism/>

You can also just Google "how to give constructive criticism". Although most of the articles refer to employer-employee relationships, you can apply the suggestions to your scenario.



# SSCC MEETINGS

The University of Auckland Senate established the Student Representative System and Student-Staff Consultative Committees (SSCC) in 1968. There are two types of SSCCs: the Academic Unit SSCC (department level), and the Faculty SSCC (faculty level). As a Class Rep, you'll automatically be sitting on the Academic Unit SSCC. If you wish to be your department representative on the Faculty SSCC, let it be known during the first Academic Unit SSCC meeting.

The purpose of the Committees is to enable students to participate with staff in the direction and activities of Departments, Faculties and Schools, facilitate greater communication between staff and students, and to identify and address areas of concern for students. Over Summer School, your department may limit the number of SSCC meetings due to the short time frame of the course.

## PREPARATION

1. Read SSCC meeting's agenda
2. Consult topics with students if appropriate
3. Collect relevant information (votes, surveys etc).

## SSCC Meeting Tips

What is discussed at SSCC meetings? Again, when preparing for an SSCC meeting, think about the areas of focus for class reps:

Teaching and learning assessment related issues or things working well.

Student support and guidance (academic & pastoral) related issues or things that are working well.

Teaching and learning resources e.g. IT, teaching space related issues or things that are working well.

Issues arising from student surveys and other feedback mechanisms.

Think about both the positive and negative feedback you have received. If you or your classmates have any suggestions that your

whole department can benefit from, this is the place to talk about them.

You should always have something to say at an SSCC meeting. If you haven't received any feedback from your class, hand out a survey to get a general idea of how the class feels.

## DO DISCUSS

### COURSE CONTENT AND STRUCTURE

Is the pace suitable? Is the lecture delivery method the best for learning?

### TEACHING FACILITIES

Is there enough space in lectures? Do you have the facilities you need?

### STUDY MATERIALS

Is CECIL being used well? Are your resources useful and accessible?

### ASSESSMENTS

Is the balance of assessments fair? Are deadlines and expectations clear? Is feedback prompt?

## DO NOT DISCUSS

Lecturer's performance

Grievances against staff

Harassment or bullying

Non-academic issues

Any issues that do not relate to teaching or are more personal in nature should not be discussed during SSCC meetings. Instead, talk to a member of staff, your course's coordinator or an AUSA Advocate to resolve the issue.

Check out the example minutes at the back of the handbook to get an idea of how an SSCC meeting is facilitated and what topics

# WHO TO CONTACT

### PROBLEM WITH A STAFF MEMBER

Speak directly to the staff member or to the Course Co-ordinator

### LARGER PROBLEM WITH COURSE

Speak to the Course Coordinator and/or the AUSA Education Vice President (evp@ausa.org.nz)

### GENERAL PROBLEMS WITHIN YOUR DEPARTMENT/FACULTY

Contact Course Coordinator or wait for SSCC meeting

### ANY CLASS REP ISSUES

AUSA Class Rep Coordinator [classreps@ausa.org.nz](mailto:classreps@ausa.org.nz)

### UNSURE WHERE TO START

AUSA Class Rep Coordinator [classreps@ausa.org.nz](mailto:classreps@ausa.org.nz)

### STUDENT COMES TO YOU WITH PERSONAL ISSUE

Refer to AUSA Advocacy [senioradvocate@ausa.org.nz](mailto:senioradvocate@ausa.org.nz)

# APPENDIX A: CLASS REP POLICY

## PURPOSE

The purpose of the Class Representation Policy is to provide a framework for the management of class representation in order to support a teaching-learning partnership between staff and students that will i) enable and encourage students to participate with staff in the direction and activities of the university with a view to enhancing the student academic and social experience, and ii) identify and address issues and areas of concern for students. The AUSA operates the Class Representative system throughout the University.

## 1.0 DEFINITIONS

**Class Representative (Class Rep):** a student enrolled in a course or programme, who is selected by students in that course or programme, and whose role is to facilitate communication between staff and students enrolled in that course or programme.

**Year Representative (Year Rep):** a student enrolled in a year long programme, who is selected by students in that programme, and whose role is to facilitate communication between staff and students enrolled in that programme. The responsibilities of Class and Year Reps are described in the Guidelines that accompany this policy.

**Academic Unit (School, Department, discipline) Student Staff Consultative Committees (Academic Unit SSCC):** are meetings between Class/Year Representatives and academic staff members of the committee to act on issues of concern for students in the Academic Unit.

Faculties without Academic Units may hold Faculty meetings rather than Academic Unit meetings to address issues raised by Class Reps.

**Faculty Student Staff Consultative Committees (Faculty SSCC):** are meetings for elected Academic Unit Class Reps and academic staff members of the committee to discuss issues referred from Academic Unit SSCC meetings.

In Faculties without Academic Units, issues raised by Class Reps may be dealt with in Faculty SSCC meetings in the first instance.

## 2.0 POLICY

### 2.1 Representation

All undergraduate courses shall have one Class Representative elected by their peers to assist communication between students and staff. Larger classes may require two Class Reps. The details and responsibilities of the Class Representatives will be communicated in the Orientation packs provided by the University.

Where appropriate, a student representative (Year Rep) may be selected for a whole programme, cohort or year group.

Graduate and postgraduate courses and programmes may have a Year Rep.

### 2.2 Academic Unit SSCC Meetings

#### 2.2.1 Frequency of Academic Unit SSCC meetings

Academic Unit SSCC meetings shall be held twice each semester.

#### 2.2.2 Staff Representation on Academic Unit SSCC

Every Academic Unit will nominate a senior academic staff member to Chair its SSCC meetings. At least two other academic staff shall be members of the Academic Unit SSCC. Secretarial support shall be provided by a professional staff member from the Academic Unit.

#### 2.2.3 Student representation on the Academic Unit SSCC

All Class and Year Reps, and all postgraduate student representatives shall be members of the Academic Unit SSCC.

At the first SSCC meeting, one student shall be elected by the student members to represent the Academic Unit at Faculty SSCC meetings.

#### 2.2.4 Terms of Reference

The Academic Unit SSCC will:

- consider any business relating to the student learning experience, student views or feedback
- discuss and seek solutions for teaching and learning issues that are presented by students including:
  - teaching, learning and assessment
  - student support and guidance (academic & pastoral)
  - teaching and learning resources e.g. IT, teaching space
  - issues arising from student surveys and other feedback mechanisms
  - any matters referred for feedback from the Student Consultative Group (SCG)
- consider matters to refer to the Faculty SSCC meeting.

#### 2.2.5 Minutes of meeting

An agenda shall be circulated one week before the meeting to all members. (See the Guidelines accompanying this policy for the contents of the agenda). Minutes shall be emailed to all SSCC members and to the AUSA Advocates, and be made available on CECIL for all students.

### 2.3 Faculty SSCC Meetings

#### 2.3.1 Frequency of Faculty SSCC meetings

Each Faculty will organise at least one Faculty SSCC meeting per semester, and during Summer School if appropriate. During Summer School Faculties will appoint a staff member whom the Class Representatives can approach to raise issues. Such meetings are not required for single unit Faculties such as the Faculty of Law.

#### 2.3.2 Staff representation on the Faculty SSCC

Every Faculty shall appoint a Faculty SSCC Chair who will have primary responsibility for student representation within the Faculty and for promoting the system to staff and students.

# APPENDIX A: CLASS REP POLICY CONT

In addition, the Dean or Dean's nominee and at least one other senior academic staff member shall be members of the Faculty SSCC.

Secretarial support shall be provided by one professional staff member.

## 2.3.3 Student representation on the Faculty SSCC

Student membership shall consist of: one Class or Year representative from each Academic Unit unless this is the only meeting for the Faculty; one Postgraduate Representative from each Academic Unit; and one Faculty Student Association representative.

## 2.3.4 Terms of Reference

The Faculty SSCC will:

- discuss unresolved issues referred from Academic Unit SSCC meetings or for those Faculties without Academic Units, any issues referred by students to their Class/Year Representatives
- consider any business relating to the student learning experience, student views or feedback.

## 2.3.5 Minutes of meeting

An agenda shall be issued one week before the meeting. (See the Guidelines for the contents of the agenda). The minutes will be emailed to all members of the committee, the AUSA Advocate, and made available on CECIL for all students.

## 2.3.6 Unresolved issues

Any issues unable to be resolved by the Faculty SSCC will be referred to Campus Life or the Student Consultative Group (SCG) for consideration and resolution.

## 3.0 AUDIENCE

This policy applies to all staff and students.

## 4.0 RELATED POLICIES, PROCEDURES AND FORMS

- Student Consultative Group (SCG)
- Class Representation Guidelines
- University Committees: <http://www.auckland.ac.nz/uoa/atoz-committee>
- AUSA Constitution
- The Resolution of Student Academic Complaints and Disputes Statute

## 5.0 DOCUMENT MANAGEMENT CONTROL

Prepared by: The office of the Deputy Vice-Chancellor (Academic) and AUSA

Owned by: DVC(A)

Approved by: Senate 29.07.13 and Council 19.08.13

Review Date: June 2016

This Policy and accompanying Guidelines replace the *Staff-Student Consultative Committees and the Class Representative System: Faculty and Departmental Guidelines (2003)*



# APPENDIX B: CLASS REP GUIDELINES

## PURPOSE

The University of Auckland values student representation and student feedback as a core mechanism for maintaining academic quality and social experience, and to promote a learning partnership between the university and students.

Student Representation plays a vital role in the University of Auckland community, ensuring the student voice is heard at various levels of the institution. The University of Auckland acknowledges that Student Representatives play a key connecting role between students, the AUSA and university staff.

## 1.0 ACADEMIC UNIT SSCC

### 1.1 Responsibilities of participants in Academic Unit SSCC

*Chair:* Should be a senior academic staff member with a strong interest in student matters, who will promote the principal of student representation to staff and students. The Chair will be responsible for organising and Chairing SSCC meetings twice a semester, will set the agenda for the SSCC meetings, follow up on decisions reached, and forward unresolved issues or concerns to the Faculty SSCC.

The Chair has responsibility for briefing his/her successor and handing over relevant documentation.

*Professional staff member:* Is the point of contact between the academic unit and AUSA Advocates; ensures that the names and contact details of the elected class reps are forwarded to the AUSA Advocates in week two of semester and are made available to students on CECIL and the academic unit web pages; advises all class reps of the training dates; liaises with SSCC Chair to organise the dates of SSP meetings and notify the SSCC members and AUSA Advocates of these dates, and sends out agendas and minutes to all SSCC members and AUSA Advocates.

*AUSA Advocate:* Takes a leading role in coordinating and facilitating the class representative system across the university by sending reminders to Academic Units about selection and election of class reps for each paper or programme; providing training sessions and support to Class and Year Reps; and communicating any issues or matters of interest to Class Reps through e-newsletters. The Advocate also raises awareness about the AUSA Senior Advocates and the role they play in any individual grievances.

*Class and Year Reps:* Facilitate communication between staff and students in relation to course matters and class-wide issues. They will be a primary point of contact for class members, ensure that class members are given opportunities to provide feedback for SSCC meetings, and raise any class members' feedback and issues at the Academic Unit SSCC meetings.

They will refer students with individual grievances to the AUSA Senior Advocates. Class and Year Reps will attend one training session per year.

### 1.2 Selection of Class and Year Student Representatives

In order to generate interest in the role of Class Rep it is essential

that the role and its importance are explained and promoted as early as possible at the beginning of each semester. The lecturer will ask interested students to speak briefly on why they want to be a representative. The Class Rep shall be elected by a show of hands, in the first two weeks of the semester.

If there are no candidates the lecturer shall advise the Advocates. The Advocates will liaise with the class and assist with the selection of a Class or Year Rep.

### 1.3 Academic Unit SSCC meetings- timing and agenda

Two Academic Unit SSCC meetings will be held each semester. Meetings should be held before week 5 and week 10 of semester. The agenda should be circulated before the meeting, and should include:

- A report back on the outcome on any resolution of the issues discussed at the previous meeting.
- Dean or HOD's briefing.
- Issues raised by student reps.
- Reports on matters of relevance to students from any Faculty SSP or other university committee meetings.

Minutes must be taken and circulated, in accordance with the policy.

## 2.0 FACULTY SSCC MEETINGS

### 2.1 Faculty SSCC meetings- timing and agenda

The Faculty SSCC should meet at least once per semester and during Summer School if appropriate. An agenda should be circulated before the meeting, and should include:

- Minutes from all the Academic Unit SSCC meetings, if appropriate.
- Report back on any resolution of issues raised at the previous meeting.
- Issues referred from Academic Unit SSCC meetings, if appropriate.
- Reports on matters of relevance to students at Faculty level.

Minutes will be taken and circulated, in accordance with the Policy.

## 3.0 RELATED POLICIES, PROCEDURES AND FORMS

- Student Consultative Group (SCG)
- Class Representation Policy
- University Committees: <http://www.auckland.ac.nz/uoat/atoz-committee>
- AUSA Constitution
- The Resolution of Student Academic Complaints and Disputes Statute

## 4.0 DOCUMENT MANAGEMENT CONTROL

Prepared by: The office of the Deputy Vice-Chancellor (Academic) and AUSA

Owned by: DVC(A)

Approved by: Senate 29.07.13 and Council 19.08.13

Review Date: June 2016

The *Class Representation Policy* and accompanying *Guidelines* replace the *Staff- Student Consultative Committees and the Class Representative System: Faculty and Departmental Guidelines (2003)*

# APPENDIX C: SSCC MINUTES (EXAMPLE)

**Note: Example only. These are NOT real minutes.**

The University of Auckland  
DEPARTMENT OF AUSA

## Staff-Student Consultative Committee Meeting

Friday, 4th October 2013, 11:00am, Room 100.100

### MINUTES

#### PRESENT

**Staff Reps:** Dr. Rosalin Mackenzie, Professor Rosalin Mackenzie, Rosalin Mackenzie (Secretary)

**Class Reps:** Rosalin Mackenzie (212), Rosalin Mackenzie (304), Rosalin Mackenzie (361,304)

#### ABSENT

Rosalin Mackenzie (104)

**1. Introductions and Apologies** – Rosalin (Chair) Introduced himself. Apologies from Rosalin Mackenzie

**2. Minutes from last meeting, 29th August 2013** – Accepted

**3. Matters arising from the Minutes** – None

**4. Chairman Report** – Minutes from last SSCC meeting were emailed to all academics but no feedback as the Department Meeting is now postponed to Monday the 15th of February 2014.

#### **5. Report from Undergraduate and Postgraduate Representatives to the Faculty SSCC**

Rosalin (UG) Online material for AUSA 111 has been updated.

Rosalin (PhD) Issues raised were

- a) This department was not represented at either of last Semester's Faculty SSCC meetings, although we had nominated Undergraduate & Postgraduate Reps. It was suggested that future representatives will be informed that they will have to report back to the Dept SSCC. It was also suggested that the dates of the Faculty SSCC meeting are made known before representatives are appointed.

- b) As yet, there is no solution to the high printing charge of 10cents per A4 page. The faculty is currently inquiring about what has been done in that regard by the university.

#### **6. Class Reports**

- **AUSA 111:** Going well, no feedback as course is good
- **AUSA 132:** Good feedback as lecturer is engaging. Trip to Sky City wasn't beneficial as we students were preoccupied with the pokies.
- **AUSA 212/332:** Feedback received has been subjective and will be dealt with internally. Coursebook is good as with readings & lectures
- **AUSA 222:** Concerns were expressed
  - a) Better time keeping for tests is required, as both tests started late.
  - b) Some thought the first module needed more time allocated.
- **AUSA 224/344:** Students find Facebook very helpful, comfortable and creates good interaction. Nothing negative.
- **AUSA 315:** Course is going well and likes the speed. Students have asked for more sample questions to work on during tutorial
- **Postgraduate:** No one has been in contact for any issues on Postgraduate studies
- **PhD:** All good

**7. End-of-Semester Party Update** – PG reported department will contribute \$500 to this event. Rosalin(Postgraduate) will assist Rosalin (104), Rosalin (221), Rosalin (132), Rosalin (212) and Rosalin (224) to organize this event

#### **8. Other Business**

- i) Rosalin was interested to find out what students think of Stage 2/3 courses, as it is same content & same lectures but subjective to different word requirements & duration of exam
- ii) Rosalin is still concerned that printing costs 15 cents for A4 B&W
- iii) Rosalin asked if there was any update on the departmental restructure – no update since last meeting

No other business was brought up.

Meeting adjourned at 11.55am

# CLASS REP SURVEY

This survey template should be used to help Class Reps get feedback on the course they are representing for SSCC meetings. This survey is not the same survey as the AUSA Alternative Calendar/Rate My Course Survey or the University Survey distributed at the end of your paper. If you don't have the funds to print this form, email [classes@ausa.org.nz](mailto:classes@ausa.org.nz) to pick up some forms from the AUSA Reception.

## 1. How would you rate the overall quality of the course?

TERRIBLE                      OK                      FANTASTIC  
                                                                                       

Comments (Optional)

## 2. How effective was the group work and assessment on this course?

TERRIBLE                      OK                      FANTASTIC  
                                                                                       

Comments (Optional)

## 3. How appropriate was the workload for this course?

TERRIBLE                      OK                      FANTASTIC  
                                                                                       

Comments (Optional)

COURSE CODE:

## 4. Are there enough learning resources for this course (eg. lecture notes on cecil)?

TERRIBLE                      OK                      FANTASTIC  
                                                                                       

Comments (Optional)

## 5. Any other comments

# AUSA Rate My Course Survey



AUSA is surveying students to find out what you think are the best courses at the University. The responses from this survey will be published in a "Rate my Course Guide" to give students a better idea about the quality and expectations of the courses they are taking. Please help us by filling out this form. For more information, email us at [evp@ausa.org.nz](mailto:evp@ausa.org.nz)

Course Number: \_\_\_\_\_ Semester: \_\_\_\_\_

Lecturer(s): \_\_\_\_\_

**Overall, how would you rate the quality of this course?**

1	2	3	4	5	6	7	8	9	10	
<i>Terrible</i>				<i>OK</i>			<i>Fantastic</i>			

**How would you rate the quality of lecturing on this course?**

1	2	3	4	5	6	7	8	9	10	
<i>Terrible</i>				<i>OK</i>			<i>Fantastic</i>			

**How would you rate the quality of tutoring on this course?**

1	2	3	4	5	6	7	8	9	10	N/A
<i>Terrible</i>				<i>OK</i>			<i>Fantastic</i>			

**How much did you learn from this course?**

1	2	3	4	5	6	7	8	9	10	
<i>Very little</i>				<i>A bit</i>			<i>A lot</i>			

**If applicable, how effective was group work and assessment on this course?**

1	2	3	4	5	6	7	8	9	10	N/A
<i>Terrible</i>				<i>OK</i>			<i>Fantastic</i>			

**How appropriate was the workload on this course?**

1	2	3	4	5	6	7	8	9	10	
<i>Not enough</i>				<i>About right</i>			<i>Too much</i>			

**How challenging was this course?**

1	2	3	4	5	6	7	8	9	10	
<i>Too easy</i>				<i>About right</i>			<i>Too hard</i>			

**Thanks for your feedback.**

**Please leave general comments on the back. These are really helpful!**