

2023

# Programme Handbook



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## NZ2992 NZ Certificate in Health & Wellbeing (Level 4)

(Social and Community Services) with strands in Community Facilitation,  
Mental Health and Addiction Support, and Social Services

Te Hoe Ora ki Te Kei

Department of Applied Sciences and Social Practice



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## Student Information Handbook

We recommend that you read your Programme handbook in conjunction with the Student Information Handbook (also available on MyAra) which has more detailed information about support and services available to learners at Ara.

### COVID-19

Learners, Ara colleagues and visitors, to all Ara Institute of Canterbury sites, are not currently required to be fully vaccinated against COVID-19 or have a Ministry of Health approved vaccine exemption.

During 2023 there may be changes to how things will operate on campus as we respond to COVID-19 and remain open for learning. Full, up-to-date information will be available from [MyAra](#) or using the MyAra app.

### Te Pūkenga

Te Pūkenga is a network of Institutes of Technology, Polytechnics and Industry Training Organisations who have come together as one. This includes Ara Institute of Technology.

## NAU MAI KI ARA - WELCOME TO ARA

Welcome to the Department of Applied Sciences and Social Practice and your enrolment as a learner studying for New Zealand Certificate in Health and Wellbeing (Social and Community Services) (Level 4). We look forward to working with you to help you reach your goals and assist you in gaining higher qualifications through your study at Ara.

This programme information document is your essential guide for your study, so please read it carefully and keep it handy for future reference.

Your lecturers, tutors and support staff are approachable, friendly and committed to creating a positive, inclusive and inspiring learning environment. Please do not hesitate to ask questions or request help – we are here to support you.

Ngā manaakitanga

**Michael Shone**

Head of Department

Department of Applied Sciences and Social Practice

2023

# KĀ RAKI WHAKAHIRAHIRA - IMPORTANT DATES

## SEMESTER ONE

## DATES

<b>TERM 1</b>	13 February 2023 – 7 April 2023
Waitangi Day	Monday 6 February
Whakataū	Monday 27 February (Christchurch) Wednesday 22 February (Timaru)
Good Friday	Friday 7 April
Easter Monday	Monday 10 April
Easter Tuesday	Tuesday 11 April
Anzac Day	Tuesday 25 April
<b>TERM 2</b>	24 April 2023 – 30 June 2023
Queen's Birthday	Monday 5 June
Matariki	Friday 14 July
<b>MID YEAR BREAK</b>	3 July 2023 – 21 July 2023

## SEMESTER TWO

## DATES

<b>TERM 3</b>	24 July 2023 – 22 September 2023
<b>TERM 4</b>	9 October 2023 – 31 November 2023
South Canterbury Anniversary Day	Monday 25 September
Labour Day	Monday 23 October
Canterbury Show Day	Friday 17 November

# KĀ WHAKAPĀTAKA - CONTACT DETAILS

## Key Staff

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### Michael Shone

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Department of Applied Sciences and Social Practice

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Room: S172 (City Campus)  
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Manager – Human Services

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### Lok Kan

Programme Leader

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# Tō akoako Your study





# TAIPITOPITO AKORAKA - PROGRAMME DETAILS

## Programme Aim

The aim of this qualification is to enable graduates to gain the skills, knowledge and behaviours required to work alongside people, family and/or whānau accessing social and community services, under broad guidance within the health and wellbeing sectors.

## Graduate Profile

Graduates of this qualification will be able to:

- 1 Engage and communicate with people, family and/or whānau accessing social and community services in a manner which respects their socio-cultural identity, experiences and self-knowledge
- 2 Relate the history of māori as tangata whenua and knowledge of person-whānau interconnectedness to own role in a health and wellbeing setting
- 3 Display self-awareness, reflective practice and personal leadership in a health and wellbeing setting
- 4 Actively contribute to a culture of professionalism, safety and quality in a health and wellbeing organisation
- 5 Relate the purpose and impact of own role to the aims of the wider health and wellbeing sector.

Graduates of the Community Facilitation strand will be able to:

- 6 Work alongside people, family and/or whānau in a community facilitation setting to support autonomy by using tools and strategies to identify goals, address barriers and achieve aspirations.

Graduates of the Mental Health and Addiction Support strand will be able to:

- 7 Work alongside people, family and/or whānau in a mental health and addiction setting to support autonomy by using tools and strategies to foster hope, support recovery and build resilience.

Graduates of the Social Services strand will be able to:

- 8 Work alongside people, family and/or whānau in a social service setting to support autonomy by using tools and strategies to reduce vulnerability and build resilience.

## Programme Regulations

The New Zealand Certificate in Health and Wellbeing (Social and Community Services) (Level 4) with strands in Community Facilitation, Mental Health and Addiction Support, and Social Services is a one year full time equivalent programme of study requiring the successful completion of 120 course credits.

Applications for entry to the programme are evaluated against the stated entry and selection criteria, published annually on the Ara website and in programme brochures.

The maximum period of time to complete the programme is 4 years. Any extension to this period would require a written application from the Head of Department or delegate to the Department Group.

The programme comprises 70 core course credits and 50 compulsory strand course credits at Level 4.

A minimum of 200 work integrated learning hours is required.

All relevant credits from other approved programmes will be considered for credit recognition (cross credits, credit transfers and recognition of prior learning) according to the Ara standard policy and procedure.

A learner showing insufficient academic progress will be advised in writing of the learner support services available, and their academic performance (including class attendance) will be monitored by the Programme Leader. Should performance not improve, the Programme Leader will discuss with the Head of Department the benefit of placing the learner on a Formal Academic Contract.

The New Zealand Certificate in Health and Wellbeing (Social and Community Services) (Level 4) with strands in Community Facilitation, Mental Health and Addiction Support, and Social Services will be awarded to all learners who successfully complete all the requirements laid down by the Department Group.

The formal document certifying the award of this qualification will display the NZQF logo and the Ara logo

## MAHERE AKO - PROGRAMME STRUCTURE

### Programme Matrix

Use the following table as a guide to the courses in your programme. You can find out how many credits each course is worth, and how many credits and courses you need to do to complete your study.

**NZ2992 New Zealand Certificate in Health and Wellbeing (Social and Community Services) (Level 4) with strands in Community Facilitation, Mental Health and Addiction Support, and Social Services**

Leading to the award NQF 2992 Version 1

Code	Course Title	Level	Credits	Course Factor
<b>Core</b>				
HWCC400	Introduction to the Health and Wellbeing Sector	4	10	0.0833
HWKP400	Knowledge for Practice	4	15	0.1250
HWWP400	Working with People	4	15	0.1250
HWTM400	Te Ao Hauora Māori	4	15	0.1250
HWCI400	Contemporary Issues in Health and Wellbeing	4	15	0.1250
<b>Total Core</b>			<b>70</b>	<b>0.5833</b>
<b>Total Strand Core (see below)</b>			<b>50</b>	<b>0.4167</b>
			<b>120</b>	<b>1.0000</b>

Code	Course Title	Level	Credits	Course Factor
<b>Social Services Strand</b>				
HWSS401	Social Services Practicum A	4	20	0.1667
HWSS402	Social Services Practicum B	4	30	0.2500
<b>Total – Social Services Strand</b>			<b>50</b>	<b>0.4167</b>

Code	Course Title	Level	Credits	Course Factor
<b>Community Facilitation Strand</b>				
HWCF401	Community Facilitation Practicum A	4	20	0.1667
HWCF402	Community Facilitation Practicum B	4	30	0.2500
<b>Total – Community Facilitation Strand</b>			<b>50</b>	<b>0.4167</b>

Code	Course Title	Level	Credits	Course Factor
<b>Mental Health &amp; Addiction Support Strand</b>				
HWMH401	Mental Health and Addiction Support Practicum A	4	20	0.1667
HWMH402	Mental Health and Addiction Support Practicum B	4	30	0.2500
<b>Total – Mental Health &amp; Addiction Support Strand</b>			<b>50</b>	<b>0.4167</b>

## Learning, Teaching and Assessment Approaches

This programme is underpinned by Ara design principles for good teaching practice:

- 1 Constructive alignment of outcomes/assessments/activities.
- 2 Learner-centred collaborative approaches where learners construct meaning through activity and learn to develop increasing responsibility for managing their own learning.
- 3 Active learning promoted in participation within interactive learning environments.
- 4 Task and assessment design that ensures learning is authentic, engaging, sufficiently challenging and enables review and practice.
- 5 Strong reciprocal and respectful relationships and cooperation between staff and learners and learner and learner (whakawhānaungatanga).

Learning, teaching and assessment approaches include:

- Activity and group discussion-based workshops
- Online activities and discussions
- Workplace centred learning activities and assessments
- Opportunities for giving and receiving feedback
- Individual and collaborative/cooperative project-based activities and assessments
- Problem solving
- Inquiry-based projects and outputs
- Reflection on learning and practice.

### **Flexible Delivery**

All courses will include a blended learning approach where discussions, collaborative activities, review activities and preparation for upcoming sessions will take place using e-learning platforms. In the future there is the potential for fully online study.

### **Work Integrated Learning**

This programme is designed for support services learners who have access to workplace practicum experiences. Large aspects of the programme are set in an authentic work-based environment where through reflection and feedback, learners will reflect on and evaluate their practice to develop self-improvement goals.

### **Culturally Responsive Pedagogy**

Earl, Timperley and Stewart (2008) state that cultural responsiveness is a way of being and of thinking that requires educators to confront their own personal beliefs and their relationships with diverse learners and communities as well as understanding socio-political histories and how these impact on teaching and learning practice. It also means changing practices to ensure that the teaching and learning process is inclusive and a positive experience. This programme will strive to implement culturally responsive pedagogy.

### **Literacy Skills**

Literacy and numeracy skills are enhanced through embedded and contextualised learning opportunities. Reading and writing activities include report writing, reflections, mind mapping exercises and strategies for reading comprehension.

The embedding of literacy and numeracy activities will enhance both employability and life skills. These skills will be linked to workplace requirements such as administering medication, support with budgeting, note taking, and incident documentation.

Information literacy skills form the basis of lifelong learning and is defined as the ability to *“recognise when information is needed and have the ability to locate, evaluate and use effectively the needed information”*. As a skill integral to the health and wellbeing workforce, these skills will be scaffolded throughout many facets of the qualification including learning tasks and assessments.

Health and wellbeing graduates need to be skilled communicators with the ability to work in complex interpersonal environments. The curriculum includes the development of skills and strategies for effective personal communication and scaffolds to more complex skills such as conflict resolution and skills for managing challenging behaviour.

### **Sustainability**

Learners are encouraged to think broadly about sustainability in terms of enhancing and maintaining individuals, communities and society's wellbeing. The underpinning philosophy is aligned with United Nations sustainability goals of fighting inequality and injustice. Learners will be exposed to sustainability ideas and application of models including hope, recovery principles, and ecological models at individual, community and societal levels.

### **Learning Communities and Universal Design for Learning**

Developing classes as learning communities is a deliberate vision and act by tutors to enhance opportunities for learning for all learners. It acknowledges how the socio-cultural world of the learner can enhance and create rich learning opportunities for all learners. Universal design for Learning (UDL) is a model which is implemented within and complements the goals of a learning community. UDL provides flexibility in the ways information is presented, in the ways learners respond or demonstrate knowledge and skills, and in the ways learners are engaged. It has the potential to reduce barriers in instruction, provides appropriate accommodations, supports, and challenges, while maintains high achievement expectations for all learners, including learners with disabilities and learners who have limited English proficiency.

### **Teaching Facilities and Physical Resources**

Classes are delivered onsite at the Christchurch city and at the South Canterbury campuses and other learning environments and workplaces as required.

All teaching rooms have inbuilt AV technology, wireless broadband. Ara has an on-going commitment to web based learning. All resources delivering such learning are managed via a set of ICT standards that align with AS/NZS ISO/IEC 27001: 2006, for Information Security Management and are audited annually by Audit New Zealand.

These standards include

- access control,
- operations management,
- information systems management and maintenance,
- physical and environmental security.

## **Our Access to Your Work**

We may contact you to discuss the right to copy, reproduce, and use your learner work for promotional and education purposes for Ara.

# KĀ TIKA ME KĀ KAWEKA O TE TAUIRA - LEARNER RESPONSIBILITIES AND RIGHTS

## Learner Responsibilities and Rights

The Ara community consists of a diverse range of people and cultures, and we respect all members of our community. Our aim is to have a community where learners respect themselves and others, a community where healthy social interactions and academic pursuits are expected. To create and maintain the best possible teaching and learning environment, you are protected by basic rights and are expected to respect the rights and responsibilities of others.

### Useful Contacts:

Independent Student Advocate: Duncan Dunbar.

Email: [duncan.dunbar@ara.ac.nz](mailto:duncan.dunbar@ara.ac.nz) | Mobile: 027 273 6246

Manager, Student Life: Angus Howat

Email: [studentlife@ara.ac.nz](mailto:studentlife@ara.ac.nz)

Student Life: Ari Dewar

Email: [studentvoice@ara.ac.nz](mailto:studentvoice@ara.ac.nz)

## Your Responsibilities as a Learner

As a learner here, Ara expects you to:

### Behave safely

- Take care when using equipment and facilities.
- Wear suitable clothing.
- Follow health and safety guidelines and instructions.
- Not endanger yourself or others.
- Follow relevant professional guidelines.
- Ensure you are not intoxicated or under the influence of drugs on Ara premises or when involved in Ara related activities both formal and informal, with your programme, field trips, internships etc.

### Respect others

- Be sensitive to personal, social, and cultural differences.
- Respect the needs, rights, and freedoms of others.
- Help to uphold the integrity of Ara qualifications by discouraging/reporting dishonest practices.

### Observe Ara rules

- Behave appropriately for a tertiary education environment.
- Genuinely attempt to meet all course requirements including financial obligations.
- Comply with visa requirements.
- Be honest when completing assignments/other assessments.

- Comply with requirements of programme handbooks.
- Follow Ara policies and regulations (refer: <https://www.ara.ac.nz/about-us/policies>).

## Your Rights as a Learner

Ara will protect your right to fairness. You have a right to:

### Fairness

- Open and accurate information.
- Fair evaluation and assessment.
- Have any problems handled as quickly as is practical and consistent with 'natural justice'.
- Personal privacy.
- Support, representation, and advocacy.

### Ara Respects your right to:

- Academic freedom, defined as 'freedom, within the law, to question and test received wisdom, to put forward new ideas and to state controversial or unpopular opinions.' (Education and Training Act 2020)
- Freedom from any form of harassment, bullying, or unjust discrimination.
- Respect for personal, social, and cultural differences.
- Representation in the development, implementation, and review of policies.

### Ara will protect your right to Standards:

- Study programmes that meet internal and external standards for approval and registration.
- To have competent and effective teachers.
- Appropriate support services delivered in a professional manner.
- Facilities and resources that meet or exceed Health & Safety legislation.

### Concerns / Complaints:

Your rights will be upheld by Ara management. If you think they have been infringed, in the first instance please contact your course tutor. If it is not appropriate to contact your tutor regarding your complaint, or the matter has not been resolved, please contact your Head of Department/Programme Manager or Student Advocate and/or the Student Life Team

## Unacceptable Behaviour for Learners, or Visitors at Ara

The following are examples of behaviour which are not acceptable for anyone (learners, or visitors), at Ara or involved in Ara related activities:

- Breaking any NZ law (e.g., assault, theft).
- Any form of cheating (including plagiarism and other dishonest practices).
- Misuse of technology, software, hardware, or communication systems provided by Ara (refer Ara Code of Conduct for ICT Users in particular).



- Any form of harassment, bullying, or unjust discrimination including social media.
- Unacceptable sexual behaviour (e.g., sexual harassment, accessing pornography/other restricted material).
- Misuse of alcohol, drugs or other substances affecting behaviour, health, or safety.
- Smoking (including vaping) on Ara campuses. (Ara is a smoke free campus).
- Violence or threats of violence.
- Vandalism or other abuse of facilities and buildings.
- Disruptive behaviour in class (e.g., arriving late, use of any electronic device, interfering with the learning of other individuals).
- Inductions (informal) are not permitted at Ōtautahi House or on other Ara premises and are strongly and expressly discouraged by Ara.
- The above is not an exhaustive list of unacceptable behaviours. Where appropriate, Ara reserves the right to contact or report to external authorities.

Academic staff have the responsibility to maintain a safe and effective learning environment.

They may ask you to leave the class if your behaviour indicates limited ability to be safe, disturbance to others learning, or puts others at risk.

Ara takes this code of conduct seriously. Your marks, reports, and references may include an assessment of your behaviour, as well as your educational achievement. Serious infringement may lead to probation, suspension, or cancellation of a current enrolment and/or refusal of a future enrolment (see relevant policies). This may be referred to an appropriate external authority e.g., NZ Police

## **Learner Behaviour in class / classroom maintenance**

Be respectful of other learners and the classroom environment, following classroom specific rules and requirements. To avoid any distractions, you must ensure any electronic device you have on you/with you is diverted, not set to ring, or switched off. Both staff and students have a responsibility to ensure this happens

### **Dress code**

There is no written dress code, but you are expected to attend classes dressed in a way which is generally acceptable. However, you're expected to be "dressed for the occasion" when going on a site visit or undertaking a Cooperative Education Project. You may be prevented from going on site visits if the staff member is of the opinion that you're not dressed for the occasion. In specific courses, a "dress code" and standard is required. These will be detailed in the Programme Handbook and Course Outline.

# KĀ TAUNAKITAKA MŌU – SUPPORT FOR YOU

## Attendance

Experience has shown that if you attend regularly and participate in the class activities and formative assessments you are more likely to succeed. Full attendance and commitment is encouraged. You are expected to be punctual and must comply with the various behaviour and safety requirements of classrooms, workshops and labs.

For an International learner satisfactory progress is defined as 100% attendance and successful completion of 75% or more of your courses.

How to tell Ara When You're Absent

Let Ara know when you are absent from classes or if you are sick.

- If you will be absent or sick from class, contact your tutor or the department administrator on (03) 940 8132 and include which course/s you will be absent for.

## Non-Engagement

Ara has processes to deal with learners who formally enrol here but do not “engage” with their studies. That is, if you do not attend and/or participate and/or submit assignments and/or sit assessments or only attend briefly or spasmodically and/or do not engage significantly.

To meet the expectations of the Tertiary Education Commission (TEC) who fund Ara, we are required to notify such learners and withdraw them from the course or programme if they are not genuinely pursuing their studies.

Our Department process follows these steps:

- 1 The registers are checked and if your engagement and attendance is a concern we move to step 2
- 2 The tutor will talk with you, or they will ask the Department Administrator to contact you
- 3 You will receive an email or phone call asking why you have not been attending
- 4 You may receive a non-engagement letter
- 5 You may be placed on a Formal Academic Contract or withdrawn.

If you are struggling with attendance, we fully encourage you to talk this over as soon as possible with your tutor or Programme Leader.

## Quick reference – Where to find help if you have feedback or want to raise an issue

The Education (Pastoral Care of Tertiary and International Learners) Code of Practice sets out the expectations that tertiary education organisations need to consider how their overall systems and resources support learners' wellbeing and safety.

For more detailed information on the code, and support areas listed below, please refer to the [Student Information Handbook](#) on MyAra

Support Area	Details	People	Links
<b>Department Staff</b>	This team are your first port of call for issues impacting your ability to study	<ul style="list-style-type: none"> <li>- Tutor</li> <li>- Programme Leader</li> <li>- Programme Manager</li> <li>- Head of Department</li> </ul>	
<b>Student reps</b>	Student reps are invited to attend student rep meetings within your department where they can raise issues on your behalf	<ul style="list-style-type: none"> <li>- Student Voice</li> <li>- Posters of your student reps are displayed in your department</li> </ul>	<a href="#">Student Voice</a>
<b>Student services</b>	Ara offers a wide range of student services	<ul style="list-style-type: none"> <li>- Student Advisors</li> <li>- Health Centre</li> <li>- Student Voice</li> </ul>	<a href="#">Student Support</a>
<b>Independent Student Advocate</b>	Student Advocacy is available to assist you if you are facing difficulties within or beyond Ara that could affect your study	<ul style="list-style-type: none"> <li>- Duncan Dunbar 027 273 6246 <a href="mailto:Duncan.Dunbar@ara.ac.nz">Duncan.Dunbar@ara.ac.nz</a></li> <li>X106 (Rakaia Centre)</li> </ul>	<a href="#">Student Advocacy</a>
<b>Complaints process</b>	Ara has a process to support you and respond if you have a concern or complaint about a course, tutor, or another aspect of your programme	<ul style="list-style-type: none"> <li>- Complaints Co-ordinator</li> </ul>	<a href="#">CPP117-Raising-problems-or-complaints</a> <a href="#">CPP117a-aising-problems-or-complaints-form</a>

<b>Safeplace</b>	Safeplace is the tool we use to report risks, accidents and other incidents	<ul style="list-style-type: none"> <li>- Safety &amp; Wellbeing Co-ordinator</li> <li>- Safety &amp; Wellbeing Business Partner</li> </ul>	<a href="#">SafePlace FAQ for Learners</a>
<b>Important Policies</b>	<i>All Ara Corporate and Academic Policies can be found at <a href="#">Ara Policy Library</a></i>		<a href="#">Student Rights and Responsibilities</a> <a href="#">Addressing Bullying, Harassment and Discrimination</a>

# KĀ AROMATAWAI - ASSESSMENTS

## Assessment Information

At the start of each course, you will be given a **Course Outline**. Before each assessment you will be given an **assessment brief**. They will show:

The number, type, and due dates for all assessments, including tests and assignments, and will give you details on:

- The weighting of each assessment in your course that contributes to your final grade, if applicable.
- The assessment policy for resits, second results and alternative assessments, if they are different from the policies in this document.
- The time frame for getting your marked assessments back from tutors, if they are different from those stated in this document.
- The penalties for handing assessments in late, if they are different from those stated in this document. These may be different for each course.

If you do not receive this information, talk to the course tutor or Manager/Programme Leader.

## Assessment Types

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<b>Formative assessment</b>	Verbal and written feedback that takes place throughout classes and the programme.
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<b>Summative assessment</b>	Assessments throughout the year that are based on learning outcomes for the course and determine how well you have achieved each outcome. You are given grades and written feedback. These assessments may include practical tests and projects.
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The contents of the course work will be explained by the tutor for each course. If at any point your tutor or Programme Leader is concerned about your progress, they will let you know.

## Presenting Your Work

Your tutors will let you know if they have guidelines for presenting your assessments. Use a computer to create your assessments.

## Submitting Your Work

Your tutor will let you know how to submit your work. You may be required to submit your work manually or electronically. If you submit your work electronically, keep a copy until your official results are published at the end of the semester. If you have any questions, contact your Programme Leader.

## Assignment Cover Sheet

The standard Department of Applied Sciences and Social Practice Assignment Cover Sheet is available to all learners via Moodle

(<http://moodle.ara.ac.nz/login/index.php>)

Marked assignments and portfolios may be collected on dates identified by the Course Leader or returned either electronically or by mail. Any uncollected work will be kept for the remainder of the semester, plus one subsequent semester, and will then be destroyed.

## Assessments - Marking

Learner's assessment work is not necessarily marked by the course lecturer. Full time, part time and casual staff may be markers. The Ara course leader is responsible for moderation of assessments to ensure there is consistency in the application of marking criteria by all those involved in marking a particular assessment.

**Note:** Ara uses as part of its assessment processes electronic plagiarism detection. You will, from time to time, be required to submit assessments for scanning. Electronic copies of assessments must be retained by you until the official results are published after the end of semester or year.

## Quality Assurance

Your assessments and exam scripts may be used for internal and external moderation, monitoring, programme reviews, aegrotats, and the resolution of academic appeals and complaints. This helps Ara meet internal and external academic quality assurance requirements. If your assessments are used this way, before they are used, any information that could reasonably be expected to identify you will be removed.

## The Grade Scale

The various assessments within a course will be combined according to the weightings shown in the course descriptor, and a grade for the course as a whole will be assigned from the table shown below. A "C-" grade and above represents a pass for the course.

The following grade scale (G29aa) will be used for all courses on the programmes unless advised otherwise in the course descriptor:

### Marked Grades

Grade	Mark range	Pass or fail
A+	90-100	Pass
A	85-89	Pass
A-	80-84	Pass
B+	75-79	Pass
B	70-74	Pass
B-	65-69	Pass
C+	60-64	Pass
C	55-59	Pass
C-	50-54	Pass
D	40-49	Fail
E	0-39	Fail

## Other Grades

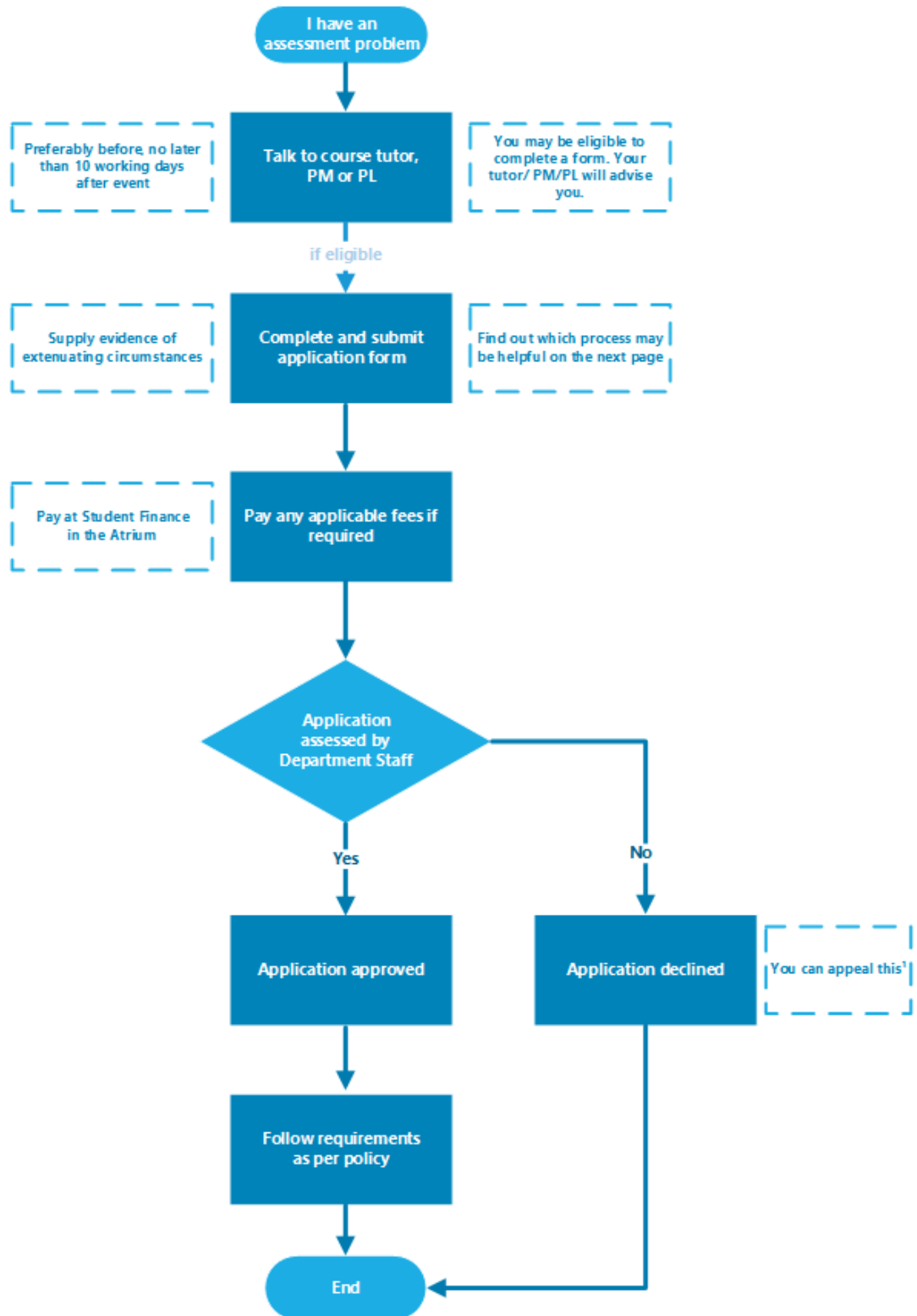
Other grades that may be awarded for particular circumstances in achievement based courses include:

Course result	Grade	Description
Pass	Pass	Awarded pass and no appropriate grade can be awarded
Fail	Fail	Not passed and no appropriate grade can be awarded
Credit Transfer	CT	Course credit awarded by credit transfer
Cross Credit	CC	Course credit awarded by cross credit
Recognition of Prior Learning	RPL	Course credit awarded by Recognition of Prior Learning
Did not complete	DNC	Did not complete course requirements
Withdrawn	W	Formal withdrawal within the non-academic penalty period
Aegrotat	AEG	Awarded pass following consideration of impaired performance / aegrotat application. Where a grade is able to be determined AEG (Grade) will be recorded.
Restricted pass	RP	Where a course was narrowly failed (45-49%) and is compensated by overall good performance in the relevant subject. It cannot be used to meet pre-requisite requirements
Conceded Pass	CON	Where there is considerable evidence that marginal failure (45-49%) in one course is compensated by good overall performance. Only one conceded pass may be granted to a learner towards a particular qualification
Conditional Pass	CP	Where a course was narrowly failed (45-49%) and an agreed portion of work or assessment is to be completed.



# KĀ TIKAKA AROMATAWAI - ASSESSMENT REGULATIONS

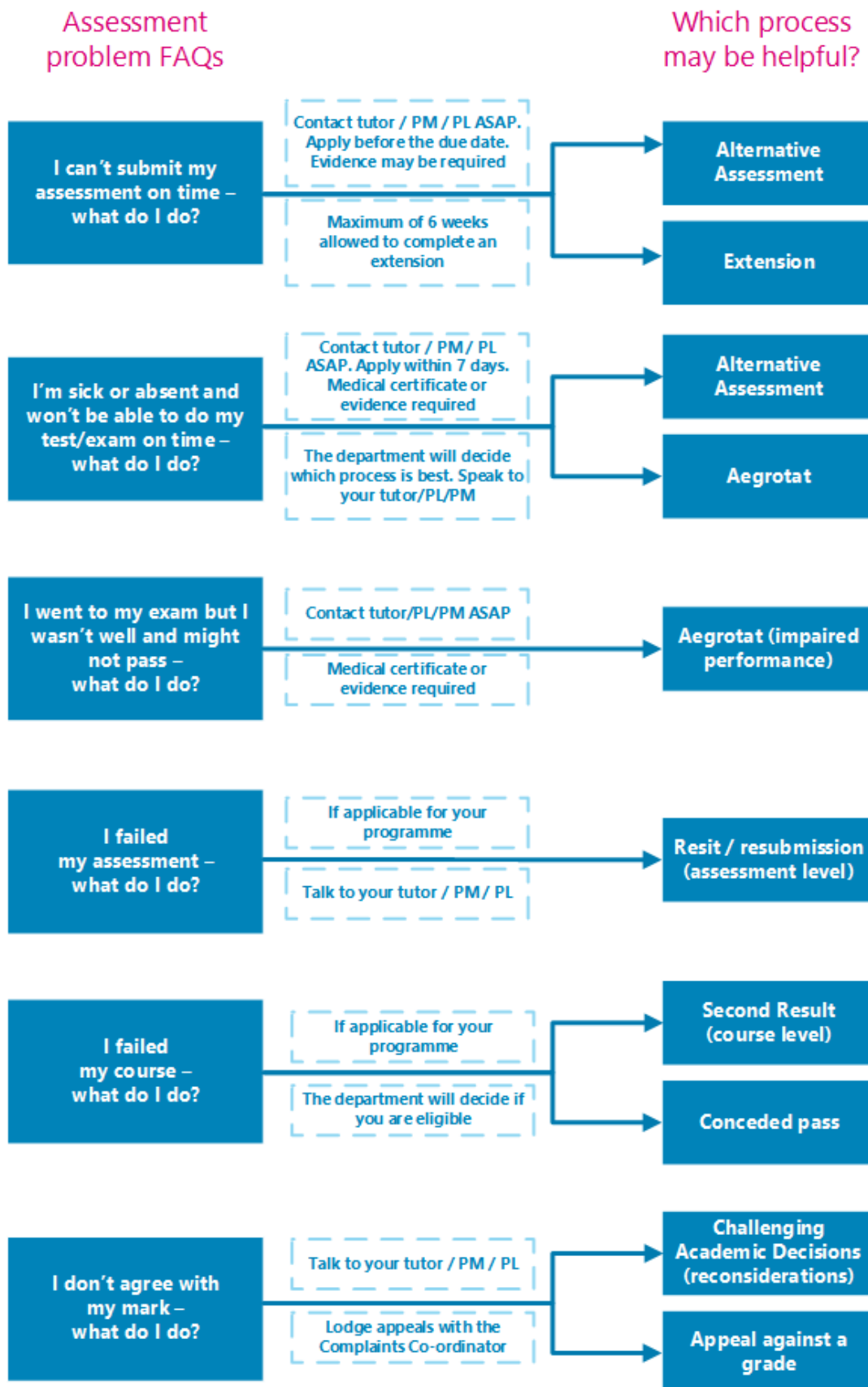
## Regulations Flowchart



<sup>1</sup>The student lodges the appeal in writing with the Complaints Co-ordinator with a copy to the Head of Department

## Which form do I use?

\* Always speak to your tutor, Programme Manager (PM) or Programme Leader (PL) to see if you are eligible



## Extensions

If you anticipate difficulty in submitting assessments by the due time and date you may be able to request an extension.

For information about how to apply for an extension of time, see [Assessment Policy](#) - scroll down and find **3.14 Extensions**. You can download the form from [Application for Extension of Time](#)

## Resubmission/Resits (assessment level)

If you have submitted and failed an assessment task you may be able to apply for a resubmission resit

For information about how to apply for a resit or resubmission, see [Assessment Policy](#) - scroll down and find **3.15 Resits and Resubmissions**. You can download the form from [Application for Resit or Resubmission](#)

## Second Results (course level)

If you receive a fail grade in a course, you may be able to apply for a reassessment of the course.

For information about how to apply for a second result, see [Assessment Policy](#) - scroll down and find **3.16 Second Results**. You can download the form from [Application for Second Result](#)

## Assessment in Te Reo Māori

You can request to have your assessments conducted in Te Reo Māori, except where the task requires English language capability.

For information about how to apply for assessment in Māori see [Assessment Policy](#) - scroll down and find **3.4 Assessment in Te Reo Māori**.

## Marks Carried Forward

You may be able to apply to carry marks forward for completed assessments to the next available occurrence of the course and not redo those assessments.

For information about how to apply for marks carried forward, see [Assessment Policy](#) - scroll down and find **3.18 Marks Carried Forward**. You can download the form from [Marks Carried Forward Application form](#)

## Additional Assessment Arrangements for Disabled Learners

You may be able to apply for special assistance in order to undertake an assessment.

For more information about how to apply for additional assessment arrangements for disabled learners, see [Assessment Policy](#) - scroll down and find **3.19 Procedures for additional assessment arrangements for disabled learners**.

## Credit Recognition

If you believe that a course or unit standard you have previously completed a recognised educational institution, or work/life experience, may be relevant to the qualification you are studying, you could apply for credit recognition.

For information about how to apply for credit recognition, see [Credit Recognition](#) You can download the form from [Credit Recognition Application](#)

## Alternative Assessments

If you are unable to sit a test or exam on the scheduled date, or complete an assessment on the due date, you may be able to apply for an alternative assessment

For information about how to apply for an alternative assessment see [Assessment Policy](#) - scroll down and find **3.13 Alternative Assessment Arrangements**. You can download the form from [Application for Alternative Time for Test / Exam](#)

## Aegrotat

You may be able to apply for an aegrotat when illness, injury, bereavement, childbirth, or other unforeseen critical circumstances occur on or immediately prior to the day of assessment and prevent you from attending the assessment or seriously impair your performance during the assessment itself.

For information about these regulations, see [Aegrotat Pass Regulations](#) You can download the form from [Aegrotat Application](#) and the Practitioner Statement form from [Aegrotat Practitioner Statement](#)

## Challenging Academic Decisions (Reconsideration)

If you have reason to believe that the grade or mark for a particular assessment is incorrect you may be able to apply for a reconsideration.

For information about challenging academic decisions (reconsideration), see [Assessment Policy](#) - scroll down and find **3.20 Reconsiderations and Appeals**. You can also refer to [Reconsiderations and Appeals](#)

## Appeal against a Grade

If you consider that the outcome of the reconsideration process is incorrect or unfair, or a reconsideration is not available, you may appeal against the final grade awarded.

For information about challenging academic decisions (reconsideration), see [Assessment Policy](#) - scroll down and find **3.20 Reconsiderations and Appeals**. You can also refer to [Reconsiderations and Appeals](#)

## Conceded Pass

You may qualify for a conceded pass if you marginally fail a course.

For information about conceded passes, see [Assessment Policy](#) - scroll down and find **3.17 Conceded Pass**.

# KĀ PUTAKA ME TE WHAKAPŌTAETAKA - RESULTS & GRADUATION

## Accessing Your Results

Results of individual assessments will be made available to you within fifteen (15) working days of your assessment due date.

These results may be returned to you in class or online. Final grades for each course will be available online within fifteen (15) working days of the end date of the course from the Student Portal at accessible through [MyAra](#) or through the My Ara app.

Any results displayed publicly will use unique identifiers such as learner ID numbers, not learner names.

Note that staff members are under no obligation to advise you of your final grade for a course. After you have completed all the assessments in a course, we ask that you allow the staff time to complete the marking. At the end of semester staff members are under great pressure to submit final results to Academic Records so that they can be processed and then made available to all learners as soon as possible.

## Academic Transcripts

If you require your results to be printed, visit Central Academic Records (CAR) in N215 or email [academic.records@ara.ac.nz](mailto:academic.records@ara.ac.nz) to request a transcript.

## Exam Scripts and Assessments

Your Department will have a process to make assessments, and marked scripts for those courses with major final exams, available for you to check after results are published (specific dates will be advertised to learners at the end of each semester). During that time, you may request copies, and you may request remarking and/or reconsideration of your assessment. Original assessments and scripts may be destroyed one year following the completion of the assessment.

**Note:** Resits must be applied for within 5 days of the date your results are published on the Student Portal. If you take away an original examination script you forgo the right to apply for a recount or remark of the script or an appeal against the grade, so please check the marks you have been allocated and if you have any concerns please speak to your tutor immediately.

Please note that in order to meet internal and external academic quality assurance requirements, learner assessments and examination scripts may be used for the purposes of:

- internal and external moderation
- programme review
- aegrotats (if available)
- resolution of academic appeals and complaints

Assessments used for these purposes will have information, which could reasonably be expected to identify the individual removed before they are copied and used.

## Receiving Your Qualification

Once you have successfully completed your approved programme of study you will receive a notification advising you that your certificate is ready and will be posted to you.

**Note:** Please make sure your address details are up to date when you finish studying. Advise Academic Records if you are updating your address details after you receive the notification, so the correct address is used.

## Graduation

We hold several graduation ceremonies.

If you're eligible to graduate, you'll receive a communication from Ara advising you of this. You'll need to complete the online graduation form, by the date indicated, to register for your ceremony.

**Note:** If you believe you are entitled to graduate and do not hear from Ara please contact the Department Administrator or Academic Records.

For all information on graduation, including dates, please see [www.ara.ac.nz/news-and-events/graduation](http://www.ara.ac.nz/news-and-events/graduation)

# KĀ TURE ME KĀ TIKAKA - POLICIES & PROCEDURES

## Academic Policies

All policies are accessible on the Ara website [Ara Policy Library](#). Ara provides a student advocacy service.

It is well known that people learn better when they work together, and this is encouraged, but when it comes to assessment, collaboration (working together) is not permitted unless it is a formal part of the assignment set by the tutor(s). Each learner is also responsible for making sure his/her work is not able to be copied by others. Sharing or comparing tests, exams and assessments is prohibited and, if detected, will be treated as “academic misconduct”.

## Academic Support and Progression

Support is available if you, as a learner, are having difficulty meeting academic standards or you seek guidance, assistance or support with study related matters.

If you are not achieving satisfactorily you will receive specifically targeted advice and assistance at an early stage.

Academic staff members will work with you if you are not meeting academic standards to document and implement a plan. This will include identifying and monitoring goals, expected academic progress, timelines and support.

If satisfactory progress is not made then you will be invited to meet with the Head of Department or his/her delegate, who will explain the circumstances, discuss the consequences, and give you the opportunity to present your view of events leading up to the meeting. Depending on the outcome of the meeting, a Formal Academic Contract may be entered into.

## Formal Academic Contract

If your progress as a learner in a current course is still considered by tutors to not be satisfactory you will be invited to a meeting and advised in writing by the Head of Department or delegate.

The Formal Academic Contract will record the deficiencies or concerns, the progress which must be met, any assistance available, the time within which progress or change must be demonstrated, and the method and criteria by which such progress or change will be measured.

For more information about Academic Support and Progression, see [Academic Support and Progression](#) - scroll down and find **3.3 Formal Academic Contract**



## Academic Misconduct

Cheating, plagiarism and other dishonest academic practices have serious consequences in this programme and if you fail to meet academic standards you, as a learner, may be subject to educative processes or penalties.

### Plagiarism

Copying, taking or using someone else's work or ideas and presenting them as if they were your own original work or thought, without clear acknowledgement of the actual source.

### Cheating

Acting deceitfully or dishonestly to gain academic recognition or an academic result. Examples include copying answers from another person's work, taking useful information secretly into a test or exam, improperly accessing information about questions and/or answers, arranging for someone else to produce an assignment or to sit a test or exam.

### Dishonest Academic Practice

Any other act or omission that contravenes Ara academic requirements of a programme or course.

### Educative Processes

These are actions designed to assist you, as a learner, in understanding the expected standards and skills needed to succeed and may include:

- a facilitated discussion with an appropriate staff member
- a formal contract with Learning Services or other appropriate staff member for skills development including specific learning outcomes and timeframes
- additional work may be required
- a formal written warning may be given, or marks deducted.

### Penalties

These are actions designed to deter misconduct and/or deal with the consequences of it in a fair and appropriate way and may include:

- a decision not to mark or assess the work or record a mark/grade
- formally recorded fail / zero for the work concerned which remains on your academic record
- cancellation of credit already awarded if the academic misconduct is admitted/ established after assessments have been completed and recorded
- formal notice indicating 'Intentional Plagiarism' (or other misconduct) placed on academic record for a specified period of time

- formal written warning
- probation or suspension from the programme or other penalty.

## Probation

If your behaviour, as a learner, is unacceptable and of concern to staff or other learners, you will be advised of this in writing by the Head of Department. This written warning is known as probation.

The written advice must briefly record the deficiencies or concerns, the progress or standards of behaviour which must be met, any assistance available, the time within which progress or change must be demonstrated, and the method and criteria by which such progress or change will be measured.

The progress or change required should be reasonable and the criteria for assessing whether the progress or change has been achieved should be easily understood and capable of being clearly demonstrated.

The written advice must include the warning that failure to make progress or achieve change may lead to suspension and/or cancellation of current enrolment(s) and/or refusal of future enrolment(s).

These requirements are known as the “terms and conditions of probation”.

For more information about probation, see [Probation](#) - scroll down and find **3.4 Probation**.

## Exclusion

An exclusion may apply to one or more specified courses, a whole programme, or all enrolment at Ara. An exclusion may also apply to one or more specified services or facilities.

## Suspension

Suspension is a short-term exclusion and is the formal process by which you, as a learner, are temporarily prohibited from attending classes in one or more courses and/or is refused access to one or more services/facilities provided by Ara. In serious circumstances a Trespass Notice may also be issued.

## Cancellation of Enrolment

Ara may cancel your enrolment as a learner on any of the Education Act (1989) grounds:

- The person is not of good character.
- The person has been guilty of misconduct or a breach of discipline.
- The person is enrolled for full-time instruction in another institution or in a school.
- The person has made insufficient progress in the person's study or training after a reasonable trial at the institution or at another institution.

The decision to cancel or refuse an enrolment may be made only by the Chief Executive or nominee.

Failure to meet the terms and conditions of Academic Contract and/or probation may lead to exclusion.

When a cancellation is being considered, the Head of Department must invite you to an interview.

## Refusal of Future Enrolment

Any person may, for good reason and on good evidence, be refused enrolment at Ara generally or in a particular programme or course only by the Chief Executive or by his or her nominee under specific delegation.

Enrolment may be refused on any of the Education Act (1989) grounds.

Failure to meet the terms and conditions of probation may lead to exclusion.

The Head of Department must forward a recommendation to the Chief Executive that the person's application(s) to enrol be refused. The recommendation must state which of the Education Act (1989) grounds is the basis of the recommendation and must include the supporting evidence.

For more information about Exclusion, including Appeal Rights and Other Rights, see [Exclusion](#) - scroll down and find **3.4 Refusal of Enrolment**

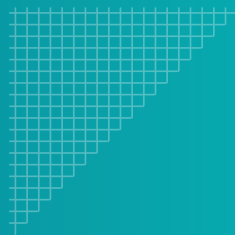
## Copyright and Ara Learners

Copyright legislation exists to protect copyright owners from unauthorised copying of their work (literary, dramatic, musical, and artistic), and provides them with exclusive rights to how their work is used.

During your study with us we will endeavour to educate you on copyright use, including referencing, approved copying, and proper use of electronic material and downloadable music.

Infringement of copyright regulations may result in civil or criminal prosecution against you, as the learner, and/or Ara. Infringement by you, as a learner, may also be considered academic misconduct and result in penalties.

For more information about Copyright, see [Copyright](#).



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## Want to find out more?

For details of all courses, including full entry criteria and how to apply, visit [ara.ac.nz/search](https://ara.ac.nz/search)  
Get in touch if you have any questions: **0800 24 24 76** | [info@ara.ac.nz](mailto:info@ara.ac.nz)