

2026

# Programme Handbook

CH3991 Bachelor of Midwifery (Level 7)  
Final Year



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# **Nau mai ki Ara - Welcome to Ara**

Welcome to the Faculty of Health, Science, and Sustainability and to your enrolment as a learner studying for the Bachelor of Midwifery. We look forward to working with you to help you reach your goals and assist you in the gaining of a health sector qualification.

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

Your lecturers and support staff are approachable, friendly, and committed to creating a positive, enthusiastic and interesting learning environment. Please do not hesitate to ask questions or request help – that is why we are here.

Make the most of your time at Ara so that you achieve the best possible outcomes. We, as staff, will do all that we can to help you be successful, but it is only you who can do the learning. All the best with your studies.

**Dr Michael Shone**  
**Dean of Faculty – Health, Science, and Sustainability | Te Waka Toiora**  
**2026**

# Kia rite ki te ako

## Getting ready for study



# Tō Rangi Tuatahi - Your First Day

## Returning learners

Please check your [timetable](#) for your first class details.

## Logins

If you need assistance with logins etc, contact ICT [ictservicedesk@ara.ac.nz](mailto:ictservicedesk@ara.ac.nz) or call 03 940 8800.

## Timetable information

All timetables are available on [MyAra](#).

## How to find your way around

Campus maps can be found [here](#).

## Parking and bus information

Campuses (excluding Manawa) have parking available. Payment and parking stickers may be required. Learn more about parking and biking or find out about bus services [here](#).

Ara students can ride the #3 bus (Sumner/Airport) between Madras and Manawa campus's for free by showing their Ara student ID. To use this service, board the bus at the Ferry Road stop outside Ara and get off at the hospital stop. For the return trip, catch the #3 bus from the hospital stop heading back toward Sumner, and get off at the Ferry Road stop.

## Ara Whakatau, your official welcome

You are warmly invited to attend the official welcome to Ara for all learners, staff and whānau (family). The whakatau is a welcoming ceremony, similar to a pōwhiri, involving mihi (speeches), waiata (song) and will conclude with kai timotimo (light refreshments).

Click [here](#) to find out when the whakatau will be.

## International learners

You will be invited to an international orientation as well as the programme orientation. You should attend both.

# Korero Nui - Important Information

## Programme Information Handbook

This handbook is heavy on detail and sometimes quite formal. There will be things you want to know and other things you will only refer to when something comes up.

Here are some quick highlights of what is in the following pages:

- The detail and the rules about the qualification you have enrolled in
- Ara's expectations about how you will behave and what your rights are
- How Ara checks that you are a genuine student (like your attendance)
- A quick access guide to getting support
- How assessments work and the grades that are used
- The assessment regulations that could support you to pass and what forms to use (extensions, resits and more)
- Getting your results and going to graduation
- Key academic policies
- Health and safety information related to your study
- Any after-hours access arrangements

**Ask your tutor or Operations Administrator if you need help to find the information you are looking for.**

## Learner Information Handbook

We recommend that you read your Programme handbook in conjunction with the [Learner Information Handbook](#) on MyAra.

## Attendance

Experience has shown that if you attend regularly and participate in the class activities and assessments you are more likely to succeed. Full attendance and commitment are 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.

**Let Ara know when you are absent from classes or if you are sick.  
Contact your tutor or advise the faculty by emailing  
[deptofhealthpractice@ara.ac.nz](mailto:deptofhealthpractice@ara.ac.nz)**

## **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.

### **Our faculty process follows these steps if you are a no-show at the start of teaching:**

- 1** We will attempt to contact you 3 times and if we are not successful we will withdraw you (1) within 3 days if there is a waitlist of other learners who want to enrol , or (2) within 10% of the length of your enrolment (often 1 – 2 weeks)

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- 2** You will receive an email, text or phone call asking why you have not been attending

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- 3** There will be no academic or financial penalty from Ara but you could be overpaid by StudyLink

### **Our faculty process follows these steps for disengaged learners:**

- 1** The registers are checked and if your engagement and attendance is a concern, we will talk with you

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- 2** You will receive an email or phone call asking why you have not been attending. You may receive a non-engagement letter

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- 3** We will attempt to contact you 3 times

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- 4** You may be placed on a Formal Academic Contract or withdrawn

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- 5** You will receive a WD grade (after 10% of the duration of the course) or a DNC grade (after 80% of the duration of the course)

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

## Drugs and Alcohol

In line with the expectations of many workplaces, Ara has procedures to ensure the health and safety of all learners, staff and visitors, while undertaking Ara activities.

Ara has **zero tolerance** for the misuse or abuse of alcohol and/or illegal/controlled drugs, possession and/or use of illegal/controlled drugs/substances, or intoxication on all campuses/learning sites.

Many learning activities involve high-risk situations where clear thinking, decision-making, and machinery operation need to be conducted safely. These activities cannot be compromised.

You can download the policy from [CPP506 Drugs & Alcohol Policy](#).

## Artificial Intelligence (AI) Tools

When submitting work for assessment, you must adhere to Ara's Assessment and Academic Misconduct policies and not present AI such as ChatGPT as your own work. Learning Services have resources to help you learn to paraphrase or reference another person's work to avoid academic misconduct.

For more detail please read the **Kā ture me kā tikaka - Policies & Procedures** section of this handbook [Policies](#).

## Kā Raki whakahirahira - Important Dates

### SEMESTER ONE

### DATES

|                              |                     |
|------------------------------|---------------------|
| Year 3 Midwifery Start Date  | Monday 5 January    |
| Nelson Anniversary           | Monday 2 February   |
| Waitangi Day                 | Friday 6 February   |
| Whakatau                     | Wednesday 18 March  |
| Good Friday                  | Friday 3 April      |
| Easter Monday                | Monday 6 April      |
| Easter Tuesday               | Tuesday 7 April     |
| Anzac Day                    | Monday 27 April     |
| King's Birthday              | Monday 1 June       |
| Matariki                     | Friday 10 July      |
| South Canterbury Anniversary | Monday 28 September |
| Labour Day                   | Monday 26 October   |
| Marlborough Anniversary      | Monday 2 November   |
| Canterbury Anniversary       | Friday 13 November  |
| Westland Anniversary         | Monday 30 November  |

## Kā whakapātaka - Contact Details

All staff are located on the 5<sup>th</sup> floor of the Manawa Campus

### Key Staff

#### **Philippa Meek**

Portfolio Manager

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#### **Mary Kensington**

Head of Midwifery

Programme Leader

021 277 8297

[Mary.Kensington@ara.ac.nz](mailto:Mary.Kensington@ara.ac.nz)



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TBC

Clinical Placement Co-ordinator

03 940 6013

[Clinical.Placement@ara.ac.nz](mailto:Clinical.Placement@ara.ac.nz)

## Teaching Staff

| Name  | Phone        | Email  |
|---|--------------|--|
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| <b>Rebekah Matsas</b><br>Midwifery Lecturer/<br>Kaiako<br>2 <sup>nd</sup> Year Coordinator    | 021 497 645  | <a href="mailto:Rebekah.Matsas@ara.ac.nz">Rebekah.Matsas@ara.ac.nz</a>             |
| <b>Hayley Rowe-Jones</b><br>Midwifery Lecturer/<br>Kaiako<br>1 <sup>st</sup> Year Coordinator | 021 227 7642 | <a href="mailto:Hayley.Rowe-Jones@ara.ac.nz">Hayley.Rowe-Jones@ara.ac.nz</a>       |
| <b>Jay Waretini</b>   | 021 270 3405 | <a href="mailto:Jay.Waretini@ara.ac.nz">Jay.Waretini@ara.ac.nz</a>                 |

| Name   | Phone        | Email   |
|--|--------------|---|
| Midwifery Lecturer/<br>Kaiako & Te Ara O Hine<br>liaison                                     |              |   |
| <b>Kate Pearson</b><br>Midwifery Lecturer/<br>Kaiako   | 027 389 0038 | <a href="mailto:Kate.Pearson@ara.ac.nz">Kate.Pearson@ara.ac.nz</a>                  |
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| Epenesa Valavala<br>Midwifery Lecturer/ Tapu<br>Ora Liaison<br>Nelson/ Marlborough<br>Kaiako |              |   |

## Admin Staff

| Name  | Phone                        | Email  |
|---|------------------------------|--|
| <b>Charlotte Li-Preuss/</b><br>TBC<br>Placement Coordinator | 021 285 6157/<br>03 940 6013 | <a href="mailto:Clinical.Placement@ara.ac.nz">Clinical.Placement@ara.ac.nz</a>     |
| <b>Kerry Chisholm</b><br>Team Leader -<br>Administration    | 022 019 3358                 | <a href="mailto:deptofhealthpractice@ara.ac.nz">deptofhealthpractice@ara.ac.nz</a> |
| <b>Anne Snelling</b><br>Operations Administrator            | 021 271 8569                 | <a href="mailto:deptofhealthpractice@ara.ac.nz">deptofhealthpractice@ara.ac.nz</a> |

**Ali Irvine**

Operations Administrator

03 940 8254

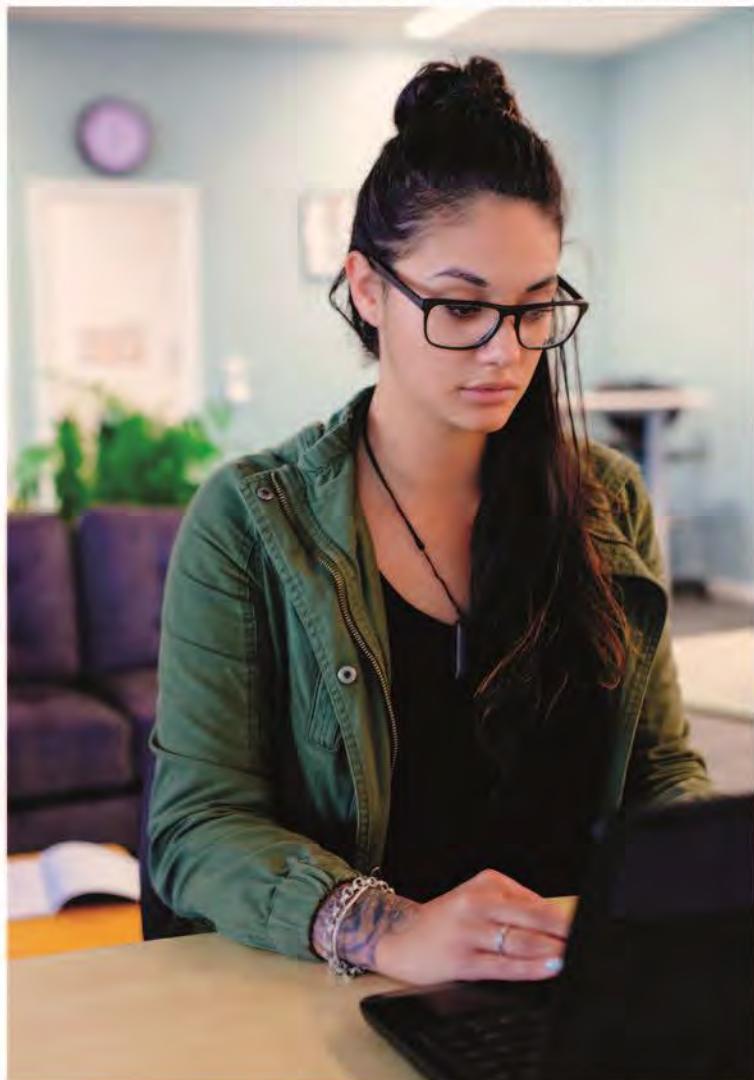
[deptofhealthpractice@ara.ac.nz](mailto:deptofhealthpractice@ara.ac.nz)

## Faculty Links



<https://www.facebook.com/Aradeptofhealthpractice>

# Tō Akoako Your study



# Taipitopito akoraka - Programme Details

## Programme Philosophy

### Philosophies

The philosophies of the Bachelor of Midwifery (BM) inherently align with that of the New Zealand model of midwifery. The philosophical tenets that inform the programme design and content include midwifery partnership, education and sustainability.

### Partnership

The New Zealand midwifery model identifies the partnership between the woman and the midwife as a key philosophical tenet. This tenet provides the framework for sustainable midwifery practice within New Zealand and is embodied within the ethos of the programme. Partnership also forms the basis of the lecturer/learner and midwife/learner relationships with the underpinning values of trust and reciprocity. The practise of partnership is supported from the context of an autonomous midwifery profession, within which midwives provide care to pregnant women throughout the childbirth experience on their own responsibility. The partnership between each midwife and woman is negotiated. They decide how their relationship will work. Informed choice and consent, shared responsibility, trust, continuity and empowerment are fundamental to these negotiations. While midwifery is practised primarily through relationships with women, it also requires midwives to work in partnership with midwifery colleagues and collaboratively with other health professionals.

The programme design emphasises the application and integration of theoretical understandings and knowledge with woman-centred midwifery practice across a variety of maternity settings. It recognises the importance of midwives having a strong professional identity that is grounded in the professional frameworks of midwifery and that ensures they are responsible and accountable in their practice. The programme design supports learners to acquire underpinning knowledge, skills, and professional behaviour essential for effective practice within the Midwifery Scope of Practice and the Standards of Competence for Entry to the Register of Midwives.

### Education

The content and learning activities of this programme acknowledge that each person is unique and shaped by multiple factors including gender, class, race, sexuality, spirituality, history, family, and life experiences. The programme

strives to develop midwives who are able to work safely with women in any given community. It also seeks to recognise the individuality of learners and support their varied learning needs. In so doing, it draws on a broad epistemological base that enables learners to explore empirical, ethical, personal, practical, socio-political, and aesthetic dimensions of knowledge.

In addition to the theoretical knowledge and core skills taught by midwifery educators within the faculty, learners also learn by working with experienced midwives, both in maternity facilities and in the community, through women and families who share their childbirth experiences. The programme enables learners to explore and acquire new knowledge through a range of distance and face-to-face learning opportunities. It also draws on an apprenticeship model whereby learners gain valuable midwifery practice experience and opportunities to integrate knowledge, skills, practice and professional behaviour through extended placements working with experienced midwives.

### **Sustainability**

Sustainability is a strongly embedded value within the programme and informs its philosophical base. Midwifery is a sustainable model of practice that aligns with the generally accepted definition of sustainability as a low resource, economic and socially sustainable form of healthcare practice. Midwives can model less exploitative and more sustainable healthcare practices in order to support women and their families.

### **Partnership with Māori as Tangata Whenua**

Partnership is a philosophical tenet that has a rich history within the context of this land and is significant to discussions around relationships and responsibilities that originate from the Tiriti o Waitangi. While there are still contextual differences in definition, in general the principle refers to the relationship with Māori as the indigenous peoples of this land, the people of the whenua or tangata whenua. Within a Te Tiriti context, partnership must involve a discussion around power distribution and equity. Within the health arena, it is often referred to in relation to the three principles identified by the Royal Commission on Social Policy (1988)<sup>1</sup>; partnership, active participation, and protection.

### **Midwifery profession**

The concept of partnership is purposefully embedded within the Midwifery programme; as a response to the tangata whenua, as an expression of Te Tiriti and as a reflection of the Midwifery Partnership model. The Midwifery

profession in New Zealand has long recognised its obligations under Te Tiriti o Waitangi and in particular, the important role midwives have in ensuring appropriate and safe birthing services for wāhine and whānau. After many years of discussion, education and negotiation, midwifery's professional organisation, the New Zealand College of Midwives, initially signed a Memorandum of Understanding with Ngā Maia o Aotearoa me te Waipounamu (Ngā Maia) in 2006, with a new one signed in 2023.

Ngā Maia is the national organisation of Māori midwives and whānau promoting and supporting Māori birthing. In 2006, Ngā Maia developed Turanga Kaupapa to give clear guidelines on tangata whenua values and provide cultural guidelines for midwifery practice to ensure that cultural requirements are met for Māori women during pregnancy and childbirth. In 2007, the Midwifery Council of New Zealand incorporated Turanga Kaupapa into its Competencies for Entry to the Register of Midwives as one mechanism to give life and meaning to midwifery's recognition of Māori as tangata whenua and to midwifery's obligations under Te Tiriti o Waitangi.

The Midwifery Council identifies Midwifery Partnership, Kawa Whakaruruhau, Cultural Safety and Turanga Kaupapa as the foundational frameworks for midwifery<sup>2</sup>. While the programme contains specific courses that address each framework, the concepts for each are also integrated into all midwifery knowledge and practice courses in the programme so that these frameworks become an integrated part of midwifery practice.

At Ara, Student Central (ALX building, Madras Street campus) provides support services of particular relevance to Māori and Pasifika learners. Within the programme, first year learners who identify as Māori or Pasifika are assigned to an ākonga group<sup>3</sup> that serves to foster a strong sense of cultural identity within the context of midwifery practice.

Ara Institute of Canterbury requires all staff members to attend a Tiriti workshop as part of their individual development. The Midwifery Council of New Zealand additionally requires all midwifery academic staff to complete a Midwifery Council approved course in Cultural Safety<sup>4</sup> and Turanga Kaupapa<sup>5</sup> within a year of appointment<sup>6,1</sup>.

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<sup>1</sup> 2. Midwifery Council of New Zealand. 2012. Statement on Cultural Competence for Midwives. Retrieved from <https://www.midwiferycouncil.health.nz/sites/default/files/documents/PDF%20cultural%20competence.pdf>

## **Sustainable Practice**

In alignment with the current Ara Sustainability Charter, the Ara goal is that every learner will graduate with the skills and knowledge to be aware of and take into consideration sustainable practices. Midwifery is articulated as a sustainable model of practice, both for midwives and for society. As a sustainable model of healthcare, midwifery contributes to society at local, national and international levels. Internationally, midwifery is recognised as a primary health service and, despite societal differences, midwives everywhere share understandings of the importance of childbirth to families and to the wider community.

Sustainability is integrated throughout the programme in order to provide a strong foundation in sustainability literacy. While many courses address issues relating to sustainability, the year one course, BMMS501 Midwifery and Sustainability, includes content on the core sustainability concepts of environmental, political, economic and social sustainability. In year three, BMSP701 Sustainable Midwifery Practice focusses on sustainability from a midwifery perspective, including the concept of midwives as sustainable practitioners.

Sustainability is assessed against a broad range of learning outcomes including:

- consideration of the impact of current practices and planning for the future
- understanding of the complexity of addressing environmental, social/cultural, and economic aspects of sustainability in a range of midwifery contexts

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3. Ākonga - Māori word for seed, nurturing, cooperative learning and has been used to denote a group of learners

4. Kawa Whakaruruhau/Cultural Safety is defined as "the effective midwifery care of women from other cultures by a midwife who has undertaken a process of reflection on her own cultural identity and recognises the impact of her culture on her practice". Unsafe cultural practice is "any action that diminishes, demeans or dis-empowers the cultural identity and well-being of an individual" (NZCOM 2005, p.46)

Culture includes age or generation; gender; sexual orientation; occupation and socio-economic status; ethnic origin or migrant experience; religious or spiritual belief; and disability (NCNZ, 2002b, p.7). Cultural Safety provides an instrument that allows a woman and her family to judge whether the health service and delivery of healthcare is safe for them (Ramsden, 2002).

5. Turanga Kaupapa are guidelines for cultural competence developed by Ngā Maia o Aotearoa and formally adopted by both the Midwifery Council of New Zealand and the New Zealand College of Midwives

6. Midwifery Council of New Zealand (2019). Standards for approval of pre-registration midwifery education programmes and accreditation of tertiary education organisations (3rd Edition). Midwifery Council of New Zealand: Wellington.

- developing the capacity to make links between personal, community and global issues, the recognition and integration of multiple and divergent points of view, and uncertainty to solve problems and resolve conflict in cooperative and proactive ways.

### **Evidence Informed Practice**

Throughout the programme the learners are required to seek out and employ a range of evidence to support the decision-making process in partnership with women and to engage the skills of critical analysis to discern the value of supporting evidence. The integrated Midwifery Ways of Knowing courses 1, 2 & 3 (BMWK501, BMWK601, and BMWK701) provide a scaffolding around what constitutes evidence in practice. These core courses support learners to develop skills in information literacy alongside the ability to critically appraise a range of different sources of evidence and to articulate knowledge.

Learners develop understandings of research principles and methods to enable them to become evidence-informed practitioners. The main aim of the research courses in the programme is to provide learners with the skills necessary to determine the quality of information and strength of evidence available to inform midwifery decision-making. In BMWK701, the learners (in pairs) carry out a literature review around a contemporaneous topic in midwifery and produce a poster for public presentation. Appropriately, qualified and experienced lecturers supervise learners.

As part of the process of becoming an evidence-informed practitioner, the learners collate a portfolio containing a collection of evidence of practice activities and experiences that includes critical reflection. The portfolio is introduced and used as part of the assessment process from Year 1 to Year 3 in an assortment of courses (BMWE501; BMSP601; BMCP601 and BMCP602; BMST701).

As the learners are introduced to midwifery evidence and are become more skilled in critiquing material, they are asked to consider the application of their knowledge and understanding, within the context of practice, when sharing information with women and their families. This is carried out from first year (BMMC501) through to third year in BMCP701. By taking complex information and making it verbally accessible for women, the learners are able to demonstrate a strong grounding in evidence-informed practice.

## **Arts Theme**

The arts are an important way of bringing humanity into healthcare and healthcare settings. For example, there is a vigorous arts and health movement working in many communities to improve community development and promote health.

The inclusion of arts-based content and assessment within the curriculum complements and adds balance to the scientific strength of the programme. An example of this can be found in the third-year course Sustainable Midwifery Practice (BMSP701) where the learners are asked to produce a representation of their practice experience within a creative format such as artwork, photography, music, poetry or dance. Within education generally, the expressive arts can be seen to contribute to the development of communication and interpersonal skills; emotional literacy; team skills; solution-based learning; lateral thinking; flexibility and adaptability. These will assist the learner in achieving the graduate profile outcomes.

## **Constructive Alignment**

Ara programme and learning design are informed by John Biggs' Constructive Alignment model<sup>7</sup>. Constructive alignment provides a clear line-of-sight between the graduate profile, course learning outcomes, learning, and teaching and assessment activities. Using this approach, learners on the BM programme engage with learning and assessment activities that enable them to develop and demonstrate the requirements of the graduate profile.<sup>2</sup>

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<sup>2</sup> 7. Biggs, J. & Tang, C. (2007). *Teaching for Quality Learning at University: Third Edition*

## **Programme Aim**

The aim of the Bachelor of Midwifery programme is to develop high quality graduates who are able to practise across the Midwifery Scope of Practice and meet the Standards of Competence for Entry to the Register of Midwives.

## **Programme Outcomes**

By the end of this programme learners will be able to:

- Work in partnership with women across the Midwifery Scope of Practice.
- Understand, promote and facilitate the physiological processes of pregnancy, labour, birth and the postpartum period.
- Identify complications in mother or baby and work in collaboration with other health professionals to ensure appropriate care.
- Manage emergency situations appropriately.
- Inform and prepare women and their families for pregnancy, birth, breastfeeding and parenthood.
- Facilitate the interface between primary and secondary/tertiary maternity services when necessary.
- Work autonomously and remain responsible and accountable for the care provided in all settings.
- Make a significant contribution to the health and wellbeing of the woman, her baby and her family by promoting public health strategies, including breastfeeding.
- Employ critical thinking, reflective and analytical skills to evaluate and solve complex practice related problems in a changing global environment.
- Integrate knowledge of cultural competence and its relevance to midwifery care in New Zealand/Aotearoa.
- Apply ethical dimensions for decision making to uphold social responsibility and sustainable practice.

## **Outcome Statement**

On completion of this programme graduates will be able to practise within the Midwifery Scope of Practice and meet the Standards of Competence for Entry to the Register of Midwives as set by the Midwifery Council of New Zealand. This programme prepares midwives for practice in New Zealand's maternity services although the knowledge, skills and professional behaviour attained will be transferable to health and maternity systems in other countries. Upon graduation and registration graduates will be able to work as Lead Maternity

Carer midwives (LMCs also known as community-based midwives) or as Core Midwives and will be eligible to enter postgraduate midwifery programmes.

## **Graduate Profile**

Graduates from this programme uphold recognised standards of midwifery practice; embrace and support the qualities and values of the midwifery profession; are motivated, flexible and evidence-informed practitioners; can grow as midwives through postgraduate learning and continuing experience and can contribute to the development of new knowledge and the profession. While educationally prepared for practice in New Zealand's maternity services, graduates from this programme will have a broad understanding of midwifery practice internationally and possess knowledge, skills and professional behaviour that are transferable to health and maternity systems in other countries.

In addition to meeting the Standards of Competence for Entry to the Register of Midwives in New Zealand, graduates from this programme are prepared to be capable, work-ready, future focused, sustainable practitioners.

## **Employment Pathways**

Midwives can choose to be self-employed as LMC midwives which means they provide continuity of care to a caseload of clients under their own responsibility. They are paid a set fee through a government funding agency on a per case basis. As self-employed practitioners midwives can set their own client numbers, and determine their practice partners and practice arrangements, including work hours and leave.

Midwives can also choose employment in a maternity facility run by Health NZ or by a private provider. Midwives can be employed in primary, secondary and tertiary maternity facilities as 'core' midwives. Roles include support for community-based midwives and their clients, care for women staying in antenatal and postnatal wards, and labour and birth care for women without a community-based midwife or where care has been transferred to the obstetric team. Some Health NZ facilities employ midwives to provide continuity of care to defined groups of women similar to community-based midwives. Employed midwives may work full or part time. Some midwives work part time and also maintain a small caseload of clients as a community-based midwife.

Midwives can also work as educators in Health NZ facilities and tertiary education organisations; as researchers; as managers; and as professional advisors in these facilities or midwifery professional organisations.

## **Education Pathways**

Graduates are eligible to enter postgraduate programmes in midwifery or health sciences leading to Postgraduate Certificates, Diplomas or a Masters degree.

## **Programme Regulations**

The Bachelor of Midwifery is completed over three years of full-time study, or up to six years part-time study (with approval), requiring the successful completion of 480 course credits. Year three must be completed full time. Note that the credit value is equivalent to four years full-time study.

All students (full-time and part-time) must complete the programme within six years. Any student who requires a longer timeframe must apply in writing to the Midwifery Council for approval. The Head of the Midwifery School must provide a plan for completion to be approved by the Council.

The programme comprises 480 compulsory course credits with 160 credits at Level 7.

A minimum of 2400 midwifery practice hours is required, of which a minimum of 1280 hours are completed in year three.

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.

All relevant credits from other approved programmes will be considered for credit recognition (cross credits, credit transfers and recognition of prior learning) according to Ara standard policy and procedure (refer Section 7.4) and the Midwifery Council of New Zealand standards.

Progression through the courses is dependent on meeting the prerequisites for each course.

Because of the importance of ensuring a professional standard of conduct and safety to practise, failure to meet required standards at any stage of the programme can result in a student being placed on probation. Thus, any student whose behaviour is unacceptable and of concern to staff or other students, will be advised of this in writing by the Portfolio Manager. They will be interviewed

by the Portfolio Manager and Head of Midwifery or Course Leader, and the terms of probation will be discussed. 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".

Any student who is having difficulty meeting academic standards or who seeks guidance, assistance or support with study related matters will receive Academic Support. Students who are not achieving satisfactorily will receive specifically targeted advice and assistance at an early stage. Academic staff members will work with a student who is 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 the student will be invited to meet with the Portfolio Manager or his/her delegate, who will explain the circumstances, discuss the consequences, and give the student the opportunity to present their view of events leading up to the meeting. Depending on the outcome of this meeting a Formal Academic Contract may be entered into.

Any student whose progress in a current course is still considered by the Course Coordinator and/or Head of Midwifery to not be satisfactory will be invited to a meeting and advised by the Portfolio Manager or delegate. Where a student fails a practice-based course and is given an opportunity to repeat the course they will be placed on a Formal Academic Contract. The Formal Academic Contract will record the deficiencies or concerns, the progress that 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 student meets with the Programme Manager and Head of Midwifery and the terms of the contract discussed. A copy of the contract is provided for the student.

As per Midwifery Council of New Zealand standards, any student who takes more than six months leave from the programme in any one year or between any two years, or who have not been enrolled in a practice course for more than

six months must enrol into a Special Topic Re-entry Assessment (*refer Appendix 2.9 of the Midwifery Council of New Zealand standards*) course and undertake a formal assessment before re-joining the programme.

The Bachelor of Midwifery will be awarded to all students who successfully complete all the requirements laid down and approved by the Academic Board of Ara Institute of Canterbury. In awarding the Bachelor of Midwifery, students will also meet the requirements of the Midwifery Council of New Zealand in relation to midwifery practice hours and theory hours, skills competency and facilitation of births; and meet the Midwifery Council of New Zealand Standards of Competence for Entry to the Register of Midwives.

To meet the Midwifery Council of New Zealand's requirements for registration as a midwife, graduates must also have a statement of confirmation signed by the Head of Midwifery as to their fitness, competence, and satisfactory completion of the programme, and meet other Midwifery Council requirements in relation to fitness and competence including references, English language, a Police Check and obtain a pass in the National Midwifery Examination.

# Mahere Ako - Programme Structure

## Programme Structure

The Bachelor of Midwifery degree is made up of 22 courses completed over three years of full-time study, or part time over six years with approval by the Head of Midwifery and the Midwifery Council. All courses are compulsory.

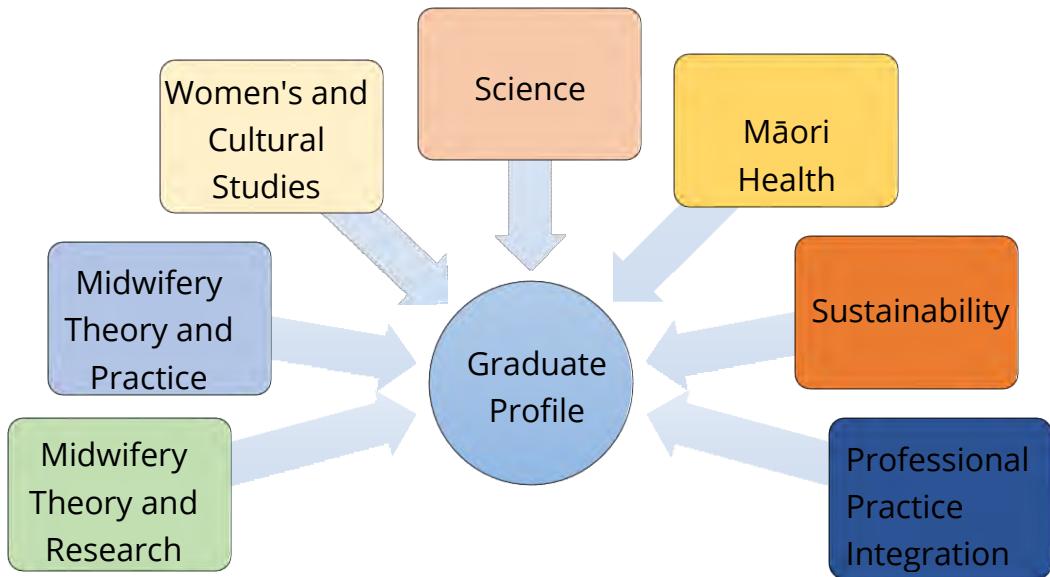
As required by the Midwifery Council of New Zealand the programme is structured as follows:

- A three-year programme delivered over 45 'programmed weeks' in each year, averaging 35.5 hours per week and totalling 156 programmed weeks, including 7 weeks annual leave each year;
- A minimum of 4800 total programmed hours (480 credits) within which there is:
  - A minimum of 2400 midwifery practice hours (240 credits) (of which a minimum of 1280 hours or 128 credits are completed in year three), and
  - A minimum of 1920 theory hours (192 credits).

Years one and two of the programme are structured through two semesters and seven weeks of annual leave each year. There are five weeks of compulsory wānanga in years one and four weeks in year two. Year three is structured individually for each learner and provides 33 weeks of midwifery practice experience at an average of 38.8 hours per week. Year three must be completed full time. There are two compulsory wānanga in the final year.

Learners may be granted credit or partial exemption for some courses depending on their previous experience, and in accordance with the Recognition of Prior Learning (RPL) policies of Ara. Any credit granted through RPL must not exceed the limits imposed by the Midwifery Council of New Zealand. From 2020 all learners (full time and part time) must complete the programme within five years as per Midwifery Council of New Zealand standards unless Council approves an extension.

The programme has seven distinct threads that are integrated through professional midwifery practice. As an applied degree, professional midwifery practice forms part of the structure of each of the courses in the midwifery theory and practice stream. These courses provide learners with the opportunity to draw on their learning from all courses in a process of scenario or enquiry-based learning. Together these applied courses make up 70% of the total programme.



Threads integrated through the Bachelor of Midwifery.

**Year One** of the programme provides foundation learning across each of the seven content threads listed in the diagram above. These courses provide a broad context for midwifery practice and the later development of specific midwifery knowledge and practice skills. Philosophically, year one focuses on the woman/wahine and her family/whānau. It explores the wider context of New Zealand's maternity services and the options and choices available to woman and families in various settings.

Learners gain practice experiences in two settings; maternity facilities for the acquisition of foundation practice skills and through one-on-one continuity of care experiences with women and midwives, where they provide a support role for women throughout pregnancy, labour, birth and the postnatal period.

**Year Two** provides the opportunity for learners to develop specific midwifery practice knowledge and skills. Philosophically, the second year of the programme focusses on the midwife and her developing professional framework for practice. Courses enable learners to learn the knowledge and skills required for midwives to work in the Midwifery Scope of Practice and to work collaboratively with other health professionals when required outside of the Midwifery Scope of Practice. Learners gain midwifery practice experiences in a variety of settings including one-on-one continuity of care experiences with women and midwives and placements in a variety of maternity facilities, particularly secondary and tertiary facilities.

**Year Three** provides significant opportunity for integration and consolidation of the learning from years one and two. Philosophically the programme focuses on the partnership between each midwife and woman in the shared experiences of pregnancy and childbirth. Learners have an individualised programme of placements that provide significant opportunity for midwifery practice in one-on-one continuity of care experiences with midwives and women and also in maternity facilities. Learners work more independently in the application of knowledge and skills in practice settings. They consolidate their learning and demonstrate their readiness to meet the Standards of Competence for Entry to the Register of Midwives. Philosophically the programme focuses on the partnership between each midwife and woman in the shared experiences of pregnancy and childbirth.

## **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.

Table 2 – Mapping of content threads throughout the degree.

Key Content Threads:

|                                     |  |   |  |   |   |   |   |   |   |   |  |
|-------------------------------------|--|---|--|---|---|---|---|---|---|---|--|
| Year 3<br>160<br>Credits<br>Level 7 | BMCP701<br>Continuity Midwifery Practice<br>60 Credits                           |   | BMRP701<br>Rural Midwifery Practice<br>30 Credits                        |   |   | BMSP701<br>Sustainable Midwifery Practice<br>45 Credits                                       |   | BMST701<br>Secondary / Tertiary Midwifery Practice<br>15 Credits                |   | BMWK701<br>Midwifery Ways of Knowing 3<br>10 Credits  |  |
| Year 2<br>160<br>Credits<br>Level 6 | BMWK601<br>Midwifery Ways of Knowing 2<br>15 Credits<br>1 <sup>st</sup> Semester | BMSP601<br>Midwifery Scope of Practice<br>40 Credits<br>1 <sup>st</sup> Semester                | BMBF601<br>Breastfeeding and Newborn Nutrition<br>10 Credits<br>All Year | BMNB601<br>The Midwife and Newborn Care<br>25 Credits<br>All Year                 | BMPP601<br>Pharmacology and Prescribing<br>10 Credits<br>2 <sup>nd</sup> Semester | BMCP601<br>The Midwife and Collaborative Practice 1<br>20 Credits<br>2 <sup>nd</sup> Semester | BMCP602<br>The Midwife and Collaborative Practice 2<br>30 Credits<br>2 <sup>nd</sup> Semester |   | BMW601<br>Women's Health<br>10 Credits<br>2nd Semester                                |   |  |
| Year 1<br>160<br>Credits<br>Level 5 | BMMC501<br>Midwifery Communications<br>15 Credits<br>1 <sup>st</sup> Semester    | BMPS501<br>Midwifery Assessment and Practice Skills 1<br>20 Credits<br>1 <sup>st</sup> Semester | BMHM501<br>Hauora Māori<br>15 Credits<br>1 <sup>st</sup> Semester        | BMWE501<br>Sharing the Woman's Experience of Childbirth<br>30 Credits<br>All year | BMBF501<br>Bioscience Foundations<br>20 Credits<br>All Year                       | BMMS501<br>Midwifery and Sustainability<br>15 Credits<br>2 <sup>nd</sup> Semester             |   | BMW501<br>Midwifery Ways of Knowing 1<br>15 Credits<br>2 <sup>nd</sup> Semester | BMPA501<br>People in Aotearoa / New Zealand<br>15 Credits<br>2 <sup>nd</sup> Semester | BMPS502<br>Midwifery Assessment and Practice Skills 2<br>15 Credits<br>2 <sup>nd</sup> Semester |  |
| Midwifery Theory and Research       |  | Midwifery Theory and Practice   |  | Māori Health  |   | Science   | Women's and Cultural Studies  |   | Sustainability  | Professional Practice Integration   |  |

**NB.** small boxes indicate the occurrence of this course within another content thread (see key for more detail)

## Programme Sequencing and Progression

Learners normally complete each year sequentially. Some year two and three courses require successful completion of lower-level courses as pre-requisites for entry (see Table One). Some courses list other courses as co-requisites. These courses should be taken together to maximise learning but from time to time if learners fail a course or move to part-time study, a co-requisite requirement may be accepted as a pre-requisite or may be waived to meet individual learner needs.

Learners on all pathways, must complete the programme within six years. Any learner who requires a longer timeframe must apply in writing to the Midwifery Council for approval (Refer page 23). The Head of the Midwifery School must provide a plan for completion to be approved by the Council.

From time-to-time learners will not complete courses or have personal circumstances that will necessitate time out of the programme. As per the Midwifery Council of New Zealand standards, any learner who takes more than six months leave from the programme in any year or who takes six months or more leave between any years or who have not been enrolled in a practice course for more than six months must undertake a formal practical and theoretical assessment before re-joining the programme. This assessment must provide evidence that the learner has retained the appropriate level of knowledge and skill to re-enter the programme at the same stage. If this is not demonstrated, the student is required to undertake additional education necessary to reach this level before progressing.

In these cases, learners will be required to enrol into a 'special topic re-entry assessment course' in order to provide evidence that the learner has retained the appropriate level of knowledge and skill to re-enter the programme at the same stage. A pass in this assessment will enable the learner to re-enter the programme and continue with required courses. Failure of this course will lead to exit from the programme unless there is reason to provide a 'special topic', such as extenuating circumstances. Funding for this course is not covered by StudyLink as it sits as an adjunct to the main Bachelor of midwifery programme.

Table one outlines the main components of courses in each year and any pre and co-requisite courses.

**Table One: Course Components showing Pre- and Co-Requisites for Year One courses.**

| Course Code            | Course Title                                 | Level | Credits    | Practice Based Learning | Notional Learning Hours | Pre-Requisite courses | Co-Requisite courses |
|------------------------|--|-------|------------|-------------------------|-------------------------|-----------------------|----------------------|
| <b>Year One</b>        |  |       |            |                         |                         |                       |                      |
| BMMC501                | Midwifery Communications                     | 5     | 15         | 20                      | 150                     |                       | BMWE501 or BMPS501   |
| BMHM501                | Hauora Māori                                 | 5     | 15         | 0                       | 150                     |                       |                      |
| BMMS501                | Midwifery and Sustainability                 | 5     | 15         | 50                      | 150                     | BMPS501               |                      |
| BMPA501                | People in Aotearoa / New Zealand             | 5     | 15         | 0                       | 150                     |                       |                      |
| BMPS501                | Midwifery Assessment and Practice Skills 1   | 5     | 20         | 100                     | 200                     |                       | BMMC501              |
| BMPS502                | Midwifery Assessment and Practice Skills 2   | 5     | 15         | 100                     | 150                     | BMPS501, BMMC501      |                      |
| BMWE501                | Sharing the Woman's Experience of Childbirth | 5     | 30         | 150                     | 300                     |                       | BMMC501              |
| BMWK501                | Midwifery Ways of Knowing 1                  | 5     | 15         | 0                       | 150                     |                       |                      |
| BMBF501                | Bioscience Foundations                       | 5     | 20         | 0                       | 200                     |                       | BMPS501              |
| <b>Total Year One:</b> |  |       | <b>160</b> | <b>420</b>              | <b>1600</b>             |                       |                      |

**Table Two: Course Components showing Pre- and Co-Requisites for Year Two courses.**

| Course Code            | Course Title                             | Level | Credits    | Practice Based Learning | Notional Learning Hours | Pre-Requisite courses   | Co-Requisite courses |
|------------------------|--|-------|------------|-------------------------|-------------------------|---|----------------------|
| <b>Year Two</b>        |  |       |            |                         |                         |   |                      |
| BMBF601                | Breastfeeding and Newborn Nutrition      | 6     | 10         | 30                      | 100                     | BMPS501, BMPS502, BMWE501, BMBF501, BMWK501, BMMC501, BMMS501 |                      |
| BMNB601                | The Midwife and Newborn Care             | 6     | 25         | 80                      | 250                     | BMPS501, BMPS502, BMWE501, BMBF501, BMWK501, BMMC501, BMMS501 |                      |
| BMPP601                | Pharmacology and Prescribing             | 6     | 10         | 0                       | 100                     | BMBF501, BMPS501  |                      |
| BMWH601                | Women's Health                           | 6     | 10         | 20                      | 100                     | BMPS501, BMPS502, BMWE501                                     |                      |
| BMWK601                | Midwifery Ways of Knowing 2              | 6     | 15         | 0                       | 150                     | BMWK501   |                      |
| BMSP601                | Midwifery Scope of Practice              | 6     | 40         | 250                     | 400                     | BMPS501, BMPS502, BMWE501, BMBF501, BMWK501, BMMC501, BMMS501 |                      |
| BMCP601                | The Midwife and Collaborative Practice 1 | 6     | 20         | 120                     | 200                     | BMSP601   |                      |
| BMCP602                | The Midwife and Collaborative Practice 2 | 6     | 30         | 180                     | 300                     | BMSP601   |                      |
| <b>Total Year Two:</b> |  |       | <b>160</b> | <b>680</b>              | <b>1600</b>             |   |                      |

**Table Three: Course Components showing Pre- and Co-Requisites for Year Three courses.**

| Course Code              | Course Title                            | Level | Credits    | Practice Based Learning | Notional Learning Hours | Pre-Requisite courses   | Co-Requisite courses |
|--------------------------|---|-------|------------|-------------------------|-------------------------|---|----------------------|
| <b>Year Three</b>        |   |       |            |                         |                         |   |                      |
| BMCP701                  | Continuity Midwifery Practice           | 7     | 60         | 560                     | 600                     | BMSP601, BMCP601, BMCP602, BMPP601, BMNB601, BMBF601          | BMWK701              |
| BMRP701                  | Rural Midwifery Practice                | 7     | 30         | 240                     | 300                     | BMSP601, BMCP601, BMCP602, BMPP601, BMNB601, BMBF601          | BMWK701              |
| BMSP701                  | Sustainable Midwifery Practice          | 7     | 45         | 360                     | 450                     | BMMS501, BMSP601, BMCP601, BMCP602, BMNB601, BMPP601, BMBF601 | BMWK701              |
| BMST701                  | Secondary / Tertiary Midwifery Practice | 7     | 15         | 140                     | 150                     | BMSP601, BMCP601, BMCP602, BMNB601, BMPP601, BMBF601          | BMWK701              |
| BMWK701                  | Midwifery Ways of Knowing 3             | 7     | 10         | 0                       | 100                     | BMWK601   |                      |
| <b>Total Year Three:</b> |   |       | <b>160</b> | <b>1300</b>             | <b>1600</b>             |   |                      |
| <b>Programme Total</b>   |   |       | <b>480</b> | <b>2400</b>             | <b>4800</b>             |   |                      |

Transition arrangements may be required if you are part-time and fail to successfully complete courses within this programme. Individual transition arrangements will be considered on a case-by-case basis, informed by these course equivalencies, logistics and your individual knowledge and skills gaps. All care will be taken to minimise disadvantage to you by your transition to the new programme, while still maintaining the integrity of the new unified programme and ensuring that you graduate meeting the learning outcomes and graduate profile of the new unified programme.

## **Practice Based Experience**

In this programme, off-site practice-based components are provided through midwifery practice placements that are an integral component of each midwifery theory and practice course.

Details of required midwifery practice experiences are provided in each relevant course outline. Midwifery learners gain midwifery practice experiences in the following settings:

### **Year One**

- Within the community as support persons for pregnant women who have consented to a learner 'following through' their maternity experience. This involves the learner visiting the woman and her family in their home and accompanying the woman to antenatal appointments with her caregiver; being on call for labour and birth and attending wherever the woman has chosen to give birth; attending postnatal visits with caregivers and visiting the woman, her new baby and the family through to six weeks after the birth.
- Within maternity facilities and with Lead Maternity Carer midwives and in order to develop proficiency and competence in performing identified practical midwifery skills. At all times the learner is supervised by a registered midwife or other qualified health practitioner.

### **Year Two**

- In the community with pregnant women who have consented to learner involvement in their childbirth experiences. Learners work under the supervision of the woman's midwife and assist with provision of 'hands on' care in order to gain proficiency and competence in midwifery care. The learner works with the woman and the midwife in whichever setting is relevant including home, community, and maternity facility.

- Learners gain practical experience alongside other health practitioners such as Plunket Nurses, Public Health Nurses, other well child providers, Family Planning orientation, Lactation Consultants in order to gain understanding of the role and scope of practice of these allied practitioners.
- In secondary and tertiary maternity facilities, in 'shifts' of eight to twelve hours, and under the supervision of midwives. These placements enable learners to gain experience in the provision of antenatal, labour, birth, postnatal care and care of the sick newborn. In these placements learners also work with other practitioners such as obstetricians, paediatricians, and anaesthetists.

### **Year Three (Final Year)**

- Under the supervision of LMC midwives in order to gain extensive periods of midwifery practice experience that assist learners to integrate knowledge and practice, consolidate practice skills and demonstrate competence for entry to the midwifery register.
- In secondary and tertiary maternity facilities, in 'shifts' of eight to twelve hours, and under the supervision of midwives. These placements enable learners to consolidate experience in the role of 'Core Midwife' in provision of antenatal, labour, birth, postnatal care and care of the sick newborn. In these placements learners also work with other practitioners such as obstetricians, paediatricians, and anaesthetists.

Offsite work-based / practical experiences comply with Ara safety requirements and requirements for contracts with employers.

# Practice Requirements

## Practice Placements

In order to meet Midwifery Council of New Zealand requirements for registration, learners have experience in a variety of community and institutional settings. All learners will be **expected** to undertake practice placements in settings **outside of their home base area** in the final year.

Learners based in satellites outside of Christchurch will be required to undertake some of their clinical experience in Christchurch in their second year and at times in first year.

## Contracts with Health Service Providers

Learners and staff of the School of Midwifery are permitted access to facilities, controlled by Health NZ facilities or private providers, for clinical experience on the basis of negotiated agreements between the Ara and the controlling authority. Each institution has its own requirements, and these must be observed by learners and lecturers.

Learners will also be working alongside community-based midwives in their 1<sup>st</sup> and 2<sup>nd</sup> year and in their 3<sup>rd</sup> year will be working under supervision of a community-based midwife. Where a learner is on placement with a community-based midwife the learner's access to maternity facilities relies on the midwife's access agreement. This means a learner is not able to attend or undertake visits/appointments on their own within a facility without the midwife she is working with being present. The individuality of each midwife's practice requires professional respect.

## Absence

If a learner finds that they will be either late for, or unable to attend the clinical practice arranged, **they must notify the health agency, or community based LMC midwife, and appropriate lecturer/ kaiako.**

For hospital placements the ward should also be contacted.

Failure to notify the appropriate people of absence or lateness may result in learners being withdrawn from the health agency.

## Removal from Clinical Practice

A learner may be withdrawn from clinical practice following discussion with the clinical agency and clinical lecturer for unsafe practice or professional misconduct. The Head of Midwifery is immediately notified and the reasons for, and consequences of, withdrawal reviewed at the earliest opportunity.

Learner Responsibilities with Medications including Intravenous Fluids (in accordance with Health NZ Waitaha Canterbury policy linked in the A1 Midwifery Programme Information Moodle page. Please see learner midwife administration table.)

In accordance with Health NZ Waitaha Canterbury policy: The Registered Midwife or Registered Nurse must provide direct physical supervision of the learner at all stages of medication/ fluid management, e.g., preparation, checking, identification of patient and administration, and must countersign the learner's signature. Learners must adhere to the policy and correct checking procedures at all times.

Learners must also comply with similar policies at other Health NZ facilities.

## Managing Biohazards in Clinical Placements

Learners are expected to utilise standard precautions to avoid personal contamination with potential or known infected substances while in their clinical placements.

If learners have contact with a biohazard, particularly a needle stick injury, or body fluid contamination, they are required to take **immediate action**. This includes administering first aid and assessing the source for Hep B and C and HIV. If the source is positive, contact the Infectious Disease Service of your public hospital immediately for prophylactic treatment to be given within two hours.

If the source is unknown or not high risk, follow the guidelines set out below within 24 hours.

If learners are in placement in Christchurch:

- Contact their lecturer/kaiako.
- Attend the Health NZ Waitaha Canterbury Infectious Control Service if contamination occurs within a Health NZ Waitaha Canterbury facility of service.
- Attend a community laboratory for a Blood/Body Fluid Exposure Kit.
- Attend the Ara Institute of Canterbury Health Centre or General Practitioner for completion of the required forms and medical follow up.

If learners are in placement out of Christchurch:

- Attend the Infectious Control Service if contamination occurs within a Health NZ facility or service.
- Attend a community laboratory for a Blood / Body Fluid Exposure Kit.
- Attend a General Practitioner for completion of the required forms and medical follow up.
- Contact their lecturer/kaiako.

## **Indemnity Insurance**

Learners are required to join the New Zealand College of Midwives which includes indemnity coverage in their subscription.

Learners must produce evidence of having indemnity insurance before undertaking clinical practice experience.

## **Personal Responsibilities in the Clinical Setting**

Learners have a personal responsibility to be aware of standards and guidelines of infection control and universal precautions.

## **Dress Code**

Please ensure the following standards always apply:

- At a maternity or Health NZ facility learners are required to wear the School of Midwifery top plus name and year badges whenever you are rostered to work at a maternity facility or other Health NZ placement. You can choose to wear either a skirt or trousers (not jeans and not active wear) with the top.
- When you are working with a LMC midwife for a follow-through experience, you can wear your own clothes.
- Learners are expected to dress in a tidy professional manner and consider their personal safety at all times. Safe footwear should always be worn (e.g., no jandals, platform shoes or boots) and clothing should cover the midriff, shoulders, cleavage, and upper thighs. Clothes should not be tight and need to be clean, comfortable and practical. Name badge must be worn to provide identification to agency staff and to clients.

## **MRSA Declaration**

As of 1 February 2020, MRSA screening is no longer required prior to entry to the programme but may be required prior to some clinical placements. Kaiako will

advise learners if this is necessary. The only exception is if you have a significant chronic skin condition such as uncontrolled eczema or psoriasis. This should be reviewed by your GP, Dermatologist or Ara Health Centre with a discussion regarding hand health and hygiene and the impact of gloves, hand cleaners and sanitisers used in clinical practice.

## **Attendance (for Midwifery Learners)**

Learners are required to attend wānanga and tutorials and to complete any directed learning activities such as online tutorials. Attendance/engagement with less than 90% of the theoretical component may jeopardise learner learning. Each course outline will set out any specific attendance requirements.

Learners are required to attend all midwifery practice opportunities in order to meet the Midwifery Council of New Zealand requirement for practice hours. Learners who are unable to attend because of illness or other personal circumstances will be required to make up these midwifery practice placements in order to achieve the required hours.

## **Confidentiality**

All learners are required to sign the non-disclosure of patient/client information form at the commencement of the programme.

Learners are reminded that they shall not disclose to any person who is not:

- (a) either the LMC midwife or an employee of the organisation in which they undertake practice as part of their midwifery education, and is in the proper course of their duty, or
- (b) employed to provide tuition to midwifery learners at the Ara Institute of Canterbury and is in the proper course in their work as a lecturer, or
- (c) enrolled by Ara Institute of Canterbury as a learner in the Faculty of Health, Science and Sustainability and for whom it is appropriate to have access to the information in the proper course in their role as a learner, for example, as part of their course/programme work/learning, any information concerning the condition, treatment or circumstances, or history of any client or patient, or any knowledge or information concerning the business, affairs, property or other activities of the controlling authority which has come to their knowledge in the course of their training.

Learners should also be aware that web pages, 'blogs' or internet social networking sites such as 'Facebook', Twitter, Snapchat or Instagram should not contain any information that relates to clinical practice and/or could breach confidentiality. If this does occur the learner will be asked to remove the information as quickly as possible and will be called to discuss the matter further with the head or associate head of Midwifery and/or Portfolio Manager. Breaches of confidentiality are viewed seriously and bring into question the learner's awareness of professional responsibilities and commitment to the programme. If a lecturer gives consent for a learner to tape or record some teaching this must also be treated as confidential for the learner's personal use only.

## **Legal Convictions**

Any learner who receives a legal conviction (other than a minor traffic violation) during the course of the programme is required to meet with the Head of Midwifery and/or Head of Faculty of Health, Science and Sustainability to discuss any implications for access to clinical placements and registration with the Midwifery Council of New Zealand. It is the responsibility of the learner to organise this meeting to occur as soon as possible after receiving the conviction.

## **Dealing with Problems**

Learners are asked to go first to the relevant lecturer or someone else they think can help to talk over their concerns. If the situation is not resolved the Year Coordinator can be approached.

The people who may be able to help for issues related to Bachelor of Midwifery programme work are:

- The lecturer/ kaiako concerned.
- Te ara ō hine liaison for Māori students.
- Tapu ora liaison for Pacific students.
- The course coordinator.
- The year coordinator.
- The head of midwifery.
- Learning services staff (situated in the Learning Resource Centre).

People who may be able to help with other issues are:

- Counsellor.
- Health Centre staff.

- A lecturer or Academic Manager.
- class representatives.
- Learner advocate.
- The Portfolio Manager and/or the Head of Midwifery.
- The Student Services.

## **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 Learner Advocate: Duncan Dunbar.

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

Student Voice Co-ordinator:

Email: [student.voice@ara.ac.nz](mailto:student.voice@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://wwwара.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 Portfolio Manager/Academic 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 learners 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 are 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 (Refer P39) and Course Outline.

# Kā Taunakitaka Mōu – Support for You

## 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 [Learner Information Handbook](#) on MyAra

| Support Area                        | Details  | People  | Links                                   |
|-------------------------------------|--|---|---|
| <b>Faculty Staff</b>                | This team are your first port of call for issues impacting your ability to study                                       | Tutor<br>Programme Leader<br>Academic Manager<br>Portfolio Manager  |   |
| <b>Student Reps</b>                 | Student reps are invited to attend student rep meetings within your faculty where they can raise issues on your behalf | Student Voice<br>Posters of your student reps are displayed in your faculty   | <a href="#">Student Voice</a>           |
| <b>Student Services</b>             | Ara offers a wide range of student services  | Student Advisors<br>Health Centre<br>Student Voice  | <a href="#">Student Support</a>         |
| <b>Te Pae Ora</b>                   | A wellbeing hub for ākonga   |   | <a href="#">Te Pae Ora   Te Pūkenga</a> |
| <b>Independent Student Advocate</b> | Student Advocacy is available to assist you if you are facing difficulties within or beyond Ara                        | Duncan Dunbar<br>027 273 6246<br><a href="mailto:Duncan.Dunbar@ara.ac.nz">Duncan.Dunbar@ara.ac.nz</a><br>X106 (Rakaia Centre) | <a href="#">Student Advocacy</a>        |

| Support Area              | Details  | People   | Links   |
|---------------------------|--|--|---|
| <b>Complaints Process</b> | that could affect your study<br>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 | Complaints Co-ordinator  | <a href="#">CPP117-Raising-problems-or-complaints</a><br><a href="#">CPP117a-Raising-problems-or-complaints-form</a>      |
| <b>Safeplace</b>          | Safeplace is the tool we use to report risks, accidents and other incidents  | Safety & Wellbeing Co-ordinator<br>Safety & Wellbeing Business Partner | <a href="#">SafePlace FAQ for Learners</a>  |
| <b>Important Policies</b> | All Ara Corporate and Academic Policies can be found at<br><a href="#">Ara Policy Library</a>  |  | <a href="#">Student Rights and Responsibilities</a><br><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**. 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 Coordinator or Programme Leader.

## Assessment Types

|                      |  |
|----------------------|--|
| Formative assessment | Verbal and written feedback that takes place throughout classes and the programme.   |
| Summative assessment | 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. |

## Academic Integrity

Ara requires learners to be honest and act with integrity in their learning and assessments.

You are required to:

- Present your own original work for assessment.

- Acknowledge contributions from other sources by using the referencing format required for the programme (failure to do this correctly may be regarded as plagiarism); this includes direct copying, paraphrasing, summarising, and the rearranging of, another person's words or idea/s.
- Not cheat in tests or examinations.
- Ensure you follow all instructions and the correct procedures (e.g., no use of mobile phones or personal electronic devices).
- Not enter into any agreements with other learners to collude on assignments
- Collaborate only as permitted.
- Not over- or misrepresent the individual contributions of members of any group assignment.
- Not knowingly help others to cheat.
- Not present another person's assessment as your own (this includes purchased assessments).
- Not act or behave in a way that prevents others from completing their assessments.
- Keep written and electronic work secure to prevent others from accessing and copying work.

Any exceptions to the above are clearly stated in the information and requirements for the course.

By enrolling at Ara you agree to your work being reviewed by various means to confirm an assessment is your own work. This includes the use of similarity detection software.

Any breaches of academic integrity follow the process set out in the academic integrity procedures. For more detailed information, please refer to the [Academic Integrity Policy](#)

A Course Descriptor included within each Course Outline has a summary of the assessments to be undertaken, the pass criteria for each assessment in the course and the weighting that each contributes to the final course grade. The assessment categories used in the programme are as follows:

- Assignments: may include a written essay, a worksheet, a presentation, a group project, case study or a creative representation.
- Examinations: may be multiple-choice or short or long answer or a combination. The examination may be paper based or online.
- Practice-based assessments are undertaken during midwifery practice placements by midwives in practice and/or midwifery lecturers who assess

the learner in relation to the Midwifery Council's Competencies for Entry to the Register of Midwives.

- Skills assessments are practical 'hands on' assessments of specific skills that may be undertaken in a practice environment or through a simulation. A skills assessment will usually include assessment of integration of theory with practice.
- Learning Contracts: involve the self-identification of specific learning needs and actions to achieve required standard.
- Portfolio: a collection of evidence of practice activities and experiences that includes critical reflection.

Most courses set the pass mark at 50% but some courses have higher pass marks of 60%, 65% or 70% as you progress through the programme. This reflects the need to ensure that learners can demonstrate ability to practice as autonomous and accountable practitioners as defined by Midwifery Council of New Zealand.

Some assessments are competency based. These may include assessment of learners' midwifery skills and practice and in year three, assessment of whether the learner meets the Competencies for Entry to the Register of Midwives. Competence based assessment are pass/fail.

All assessments are mandatory and a pass for each assessment is required to pass the course.

## Practice Based Assessments

Individual course outlines provide details of midwifery practice assessments where relevant. Assessment forms exist for each year of the programme, incorporating the Midwifery Council's Competencies for Entry to the Register of Midwives at the standard expected for midwifery learners in years one, two and three.

Assessments are usually completed by midwifery lecturers in year one, while in year two and three the midwives with whom the learner is placed will usually undertake the assessment with close support from midwifery teaching staff. A set of guidelines is provided to assist assessors to determine the mark/grade to be allocated.

Feedback about the learner's performance is sought from women as part of the assessment whenever learners 'follow through' a woman during any stage of the childbirth experience. Midwifery lecturers contact women directly to ask for

feedback about learner performance in relation to communication skills, punctuality, attitude, knowledge base and midwifery skills, confidence and professionalism. Feedback is also sought from midwives who have supervised learners in midwifery practice placements and this feedback contributes to the overall assessment decisions and feedback to learners.

Where midwives carry out assessments, this is done in collaboration with the designated supervising midwifery lecturer/kaiako who provides support and guidance and assists with the assessment. From time to time the input of the supervising midwifery lecturer/kaiako is via telephone or videoconference.

Formative feedback is completed at the mid-point of all placements. Formative feedback is conducted using the same assessment tool as summative assessments, but they provide an opportunity for formalised feedback to a learner in order to assist the learner to improve performance and meet the required standard. Learners self-assess against the relevant assessment tool as preparation for the formative feedback and discussion with assessors. The learner discusses her self-assessment with the midwife and her kaiako who provides informal feedback to the learner about her progress in the placement and their assessment of the learner against the competencies at this midway point. If the learner is not on track to meet the competencies, specific objectives should be created and a plan of action agreed and validated by the midwife, learner and kaiako. This will assist the learner to address any issues before the final summative assessment is made at the end of the placement.

A formative **assessment** involves discussion between the learner, the assessor and the designated lecturer (if different from assessor) about the learner's performance in relation to expected standards. The discussion must be documented and signed and dated by all parties. Documentation must include:

- An outline of the discussion;
- Identification of any areas of concern;
- Recommendations as to how the learner can meet the required standard by the end of the placement;
- Specific objectives to be met within a specified timeframe; and
- Date of the summative assessment.

From time to time a learner may complete all requirements for a placement, including a pass in any assessments, but may not have met the required hours. If these hours cannot easily be made up in other placements, the learner will be permitted to continue in the placement if this can be arranged. In these

circumstances the final grade for the course will not be recorded until the learner has completed the required hours.

The **summative assessment** is completed by the midwife and the kaiako who discuss and agree on the mark to be awarded and the specific examples to be recorded, taking into consideration the feedback provided by the midwife on the learner's performance and the quality and content of the learner's reflective discussions with the kaiako throughout the placement. If agreement cannot be reached the final mark will be decided by the kaiako.

## Examinations

The supervision of examinations conducted within the Faculty of Health, Science and Sustainability (with the exception of the Midwifery Council of New Zealand National Midwifery Examination for entry to the register of Midwives that learners sit after successful completion of the Bachelor of Midwifery programme), will follow the Ara Academic Board guidelines. All learners are to be familiar with the Ara Written Examinations: Rules for Candidates. Note: Rules 2-5 may vary in relation to the length of examination time.

All learners must provide their Ara Student ID card as ID.

Learners are referred to the Programme Leader/head of Midwifery and the Ara website [www.ara.ac.nz/about-us/policies](http://www.ara.ac.nz/about-us/policies) for the general conditions covering reconsideration of examination results. All assessments must be completed on the scheduled date and time. In sickness or bereavement situations if a learner expects to have difficulty sitting an examination or completing an assessment on the scheduled date and time, the learner should apply for a rescheduled assessment (i.e., Resit as First Sit for Exam) prior to the original assessment. The Department may then provide an alternative opportunity for completing the assessment.

Learners who may be eligible for reader/writer assistance (for temporary disability only) should contact the Programme Leader and also Library, Learning and Information Services as soon as possible after the beginning of a course.

Learners who have met Midwifery Council of New Zealand requirements for registration may apply to sit the National Midwifery Examination following formal completion of the programme. Supervision of these examinations will follow National Midwifery Examination Policy for New Zealand Graduates. The learner must pay the relevant fee to Midwifery Council of New Zealand, plus fee for Aspeq online examination.

## **Sickness on the day of an Examination**

If a learner is sick on the day of the examination, they must contact the Course Leader **prior to the exam and obtain a Medical Certificate dated on the day of the examination**. The learner will then be able to sit the resit examination as their first attempt. The learner must complete an "Application for Extension of Time: For Assignment or Resit/Delayed Exam as First Sit for Exam" form. This form is available from the Course Leader.

## **Sickness Immediately Prior to or During an Examination**

The exam supervisor must be immediately notified if a learner has an acute onset of illness or personal distress immediately prior to or during an exam. **A medical certificate must be obtained that day**. The Course Leader must also be notified by the learner, and the above-mentioned form must be completed.

## **Sickness or Bereavement on the Day of a Resit Examination**

The learner must contact the Course Coordinator or Year Coordinator and must obtain a medical certificate dated on the day of the resit examination.

## **Submitting Your Work**

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

You may be required to submit your work manually or electronically. The standard Faculty of Health, Science and Sustainability Assignment Cover Sheet is available to all learners via Moodle (<http://moodle.ara.ac.nz/login/index.php>)

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 tutor.

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.

**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:

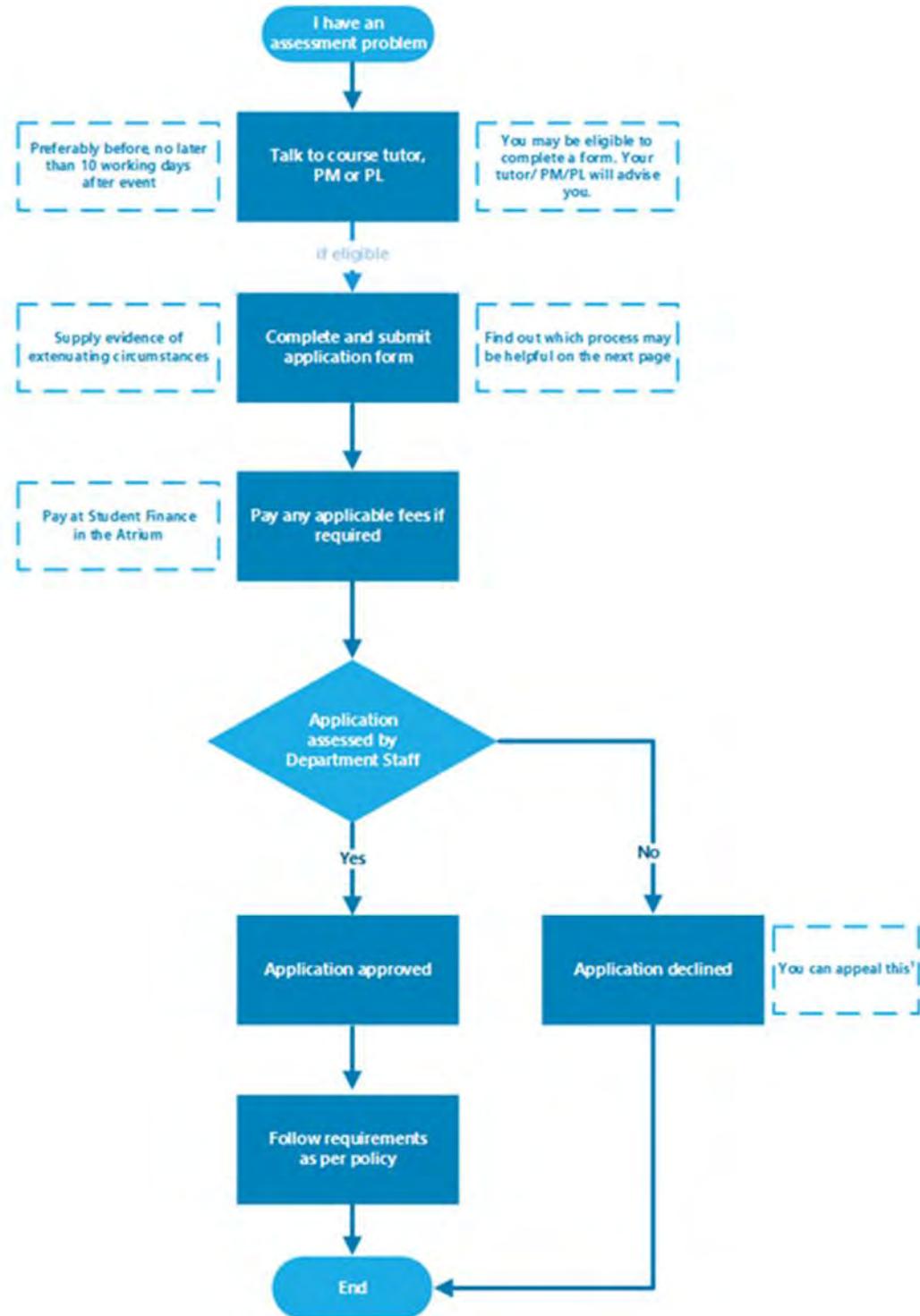
| Course result                 | Grade | Description   |
|-------------------------------|-------|---|
| Pass                          | Pass  | Awarded pass and no appropriate grade can be awarded  |
| Fail                          | Fail  | Not passed and no appropriate grade can be awarded  |
| Credit Transfer               | CT    | Course credit awarded by credit transfer  |
| Cross Credit                  | CC    | Course credit awarded by cross credit   |
| Recognition of Prior Learning | P     | 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.<br>Where a grade is able to be determined AEG (Grade) will be recorded.<br><b>Not Available in Midwifery</b>   |
| Restricted pass               | RP    | Where a course was narrowly failed (45-49%) and is compensated by overall good performance in the relevant subject.<br>It cannot be used to meet pre-requisite requirements<br><b>Not Available in Midwifery</b>  |
| Conceded Pass                 | CON   | Where there is considerable evidence that marginal failure (45-49%) in one course is compensated by good overall performance.<br>Only one conceded pass may be granted to a learner towards a particular qualification<br><b>Not Available in Midwifery</b> |

| Course result    | Grade | Description   |
|------------------|-------|---|
| Conditional Pass | CP    | <p>Where a course was narrowly failed (45-49%) and an agreed portion of work or assessment is to be completed.</p> <p><b>Not Available in Midwifery</b></p> |



# Kā tikaka aromatawai - Assessment Regulations

## Regulations Flowchart



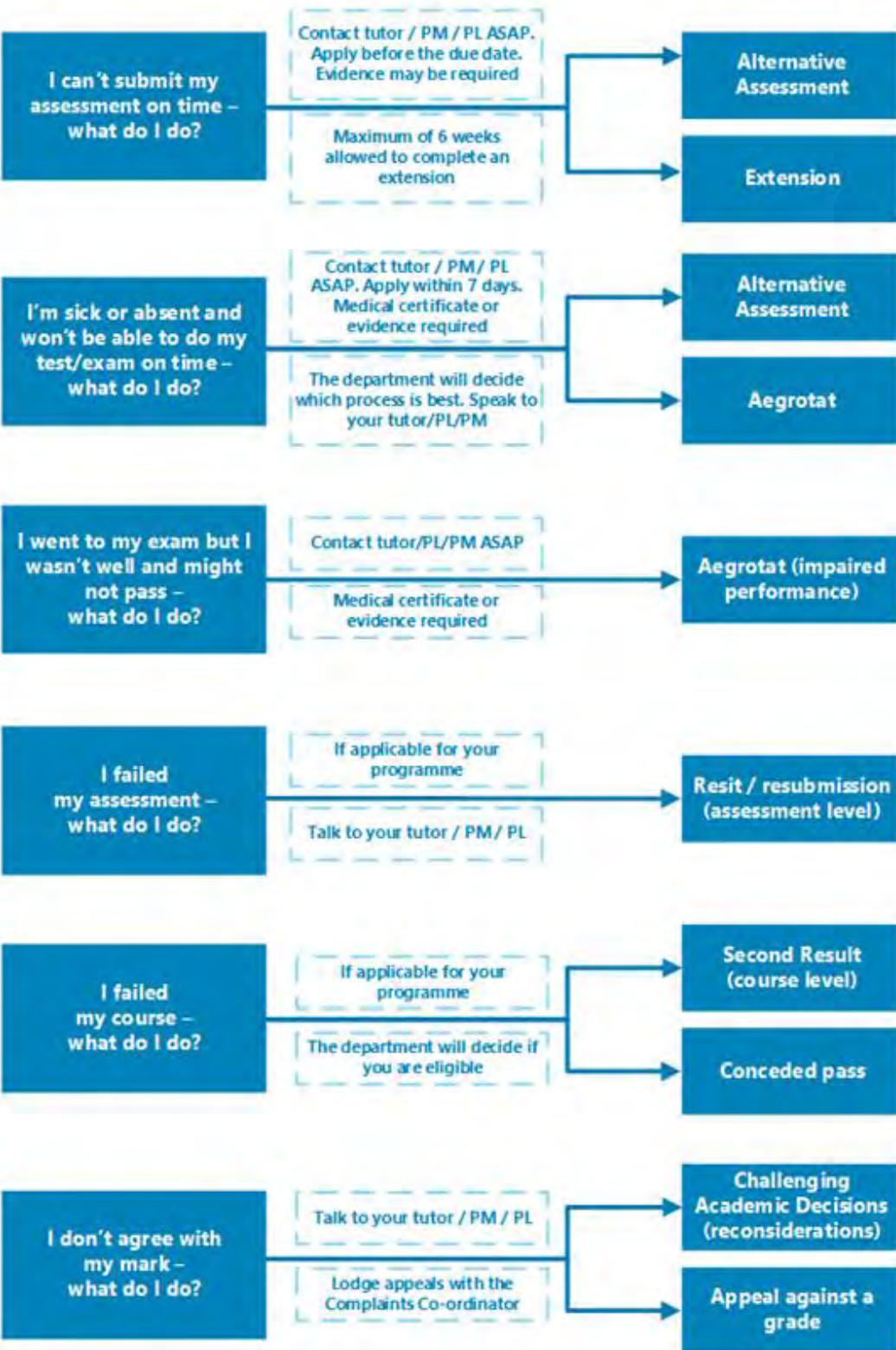
<sup>1</sup>The student lodges the appeal in writing with the Complaints Co-ordinator with a copy to the Head of Department

## Which form do I use?

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

### Assessment problem FAQs

### Which process may be helpful?



## Midwifery Council of NZ Standards

You may have no more than two opportunities to pass any theory course or any midwifery practice course in year one or two.

You may have a second opportunity to pass a midwifery practice course in year three on only one occasion, and then only in exceptional circumstances.

## 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](#).

## Resits or resubmission of assessment tasks

If you fail a summative assessment in a course, you will have the opportunity to resubmit or resit written assessments providing the maximum number of reassessments has not been exceeded and you have had a formal discussion on the feedback.

In this programme there are no reassessment opportunities for "Practice Based Assessment" activities and any failure would require re enrolment in the course in accordance with the limitations in relation to re-enrolment.

The maximum number of reassessment opportunities for other assessments is as follows:

- Year One - one reassessment in each theory-only course and two reassessments in each midwifery practice course (excluding Practice-Based Assessments).
- Year Two - one reassessment in each course (excluding Practice Based Assessments).
- Year Three - two reassessment across all courses (excluding (Practice-Based Assessments).

Prior to resubmission of an assignment or resit of an examination or a skills assessment you must discuss, verbally or in writing, with the Course Coordinator (or delegated person) their reflections on the feedback given on the failed assignment.

The purpose of this discussion is to assist you to succeed in the resubmission or resit. If you do not initiate this reflective discussion, resubmission or resit opportunities will no longer be granted.

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](#).

**Please note:** Where you have reached the maximum number of resubmissions for a course and there are extenuating circumstances, a written application can be submitted to the Midwifery Assessment and Moderation Committee requesting an additional reassessment opportunity. The application needs to outline the reasons for the request being made and these must reflect extenuating personal circumstances (e.g., bereavement or illness) at the time of taking the assessment. The request should be supported by appropriate evidence, e.g., Medical Certificate obtained prior to or within 24 hours of the assessment. You can then present in person at the Midwifery Assessment and Moderation Committee meeting and may bring a support person.

## Second Results (Course Level)

Second results are not available in this programme.

## Assessment in Te Reo Māori

You can request to have your assessments conducted in Te Reo Māori, except where the task requires English language or other language capability. Other exceptions may apply.

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

Marks carried forward are not available in this programme.

## Supported Assessment

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.**

The Midwifery Council of New Zealand policy for the National Midwifery Examination sets out special considerations for candidates.

Examination Policy states:

2.4.b Special assessment conditions may be approved by the Council for candidates who have a proven and demonstrated learning disability that impacts directly upon their ability to fairly demonstrate in assessment conditions their knowledge of the midwifery course material, but which do not provide an unfair advantage over other candidates nor compromises their ability to achieve registration as a midwife.

The full policy can be found on the Midwifery Council of New Zealand website: [www.midwiferycouncil.health.nz](http://www.midwiferycouncil.health.nz)

## **Recognising Prior Knowledge and Skills**

If you believe that a qualification, 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 recognition of your prior knowledge and skills.

The previous grade is carried forward for any Cross Credit or Credit Transfer, and the Pass (P) grade given where a standard grade cannot be stated.

**Please note:** In this programme any case where you are granted more than 72 credits (equivalent of 15% or 720 hours) through RPL the proposed programme of study must be submitted to the Midwifery Council for approval within two months of you entering the programme.

The submission must be accompanied with details of the credits granted and the supporting evidence. The Council reserves the right to decline or amend the programme if it is not assured that the proposed programme will enable you to meet the graduate profile (according to Council) and the Competencies for Entry to the Register of Midwives.

RPL will be available for all theory courses. Registered Nurses (who have a current Annual Practising Certificate) can apply for RPL for the Midwifery Assessment and Practice Skills 1 & 2 in year one. In specific circumstances RPL may be available for midwifery practice courses in year two; however, no more

than 200 practice hours may be credited without prior approval of the Midwifery Council.

Registered nurses and registered health practitioners from other disciplines who apply for RPL on the basis of their professional qualifications and experience must be registered with the relevant New Zealand regulatory authority, hold an Annual Practising Certificate and provide a Certificate of Good Standing.

## Alternative Arrangements

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

Aegrotats are not available in this programme.

## 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](#).

## Reconsideration of a Course Final Grade

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

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

## Appeal of Reconsideration Decision

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

Conceded passes are not available in this programme.

## Professional Misconduct and Unsafe Practice

You may be withdrawn from clinical practice following discussion with the clinical agency and clinical lecturer for unsafe practice or professional misconduct. The Head of Midwifery is immediately notified and the reasons for, and consequences of, withdrawal reviewed at the earliest opportunity.

# Kā putaka me te Whakapōtaetaka - Results & Graduation

## Accessing Your Results

Results of individual assessments will be made available to you within ten (10) working days of your assessment due date, unless otherwise stated on the course Moodle page.

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 and accessible through [MyAra](#) or through the My Ara app.

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

**Note:** 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 A121 or email [academic.records@ara.ac.nz](mailto:academic.records@ara.ac.nz) to request a transcript.

## Access to marked assessments

You are entitled to access your written work submitted for assessment.

Where assessed work is to be returned, time limits for collection will be advised by the faculty.

You may view copies of your examinations, but these are retained by Ara. Any time or access limitations will be advised by the faculty.

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 Faculty Administrator or Academic Records.

For all information on graduation, including dates, please see [Graduation](#)

## **Health Practitioners Competence Assurance Act (2003)**

The attention of all learners is drawn to the Health Practitioners Competence Assurance Act (2003) (HPCA Act).

During the three or more years a learner is enrolled in the Bachelor of Midwifery programme the Head of Midwifery is required under Section 45(5) of the HPCA Act to notify the Registrar of the Midwifery Council of New Zealand in writing (as the authority appointed in respect of the practice of midwifery), if she/he has reason to believe that a learner who is completing the course would be unable to perform the functions required for the practice of midwifery because of some mental or physical condition.

Section 15(1) of the HPCA Act (2003) states that the Midwifery Council of New Zealand may register an applicant if the applicant:

- (a) is fit for registration in accordance with Section 16; and
- (b) has the qualifications that are prescribed, under Section 12, for that scope of practice; and
- (c) is competent to practise within that scope of practice.

When the learner applies to the Midwifery Council of New Zealand to sit the Examination for Registration, the learner and the Head of Midwifery must each declare that the learner is fit for registration.

The Head of Midwifery declaration concerning fitness for registration includes that the Head of Midwifery believes the learner:

- has completed a programme approved by the Midwifery Council of New Zealand.
- has been assessed as meeting the Midwifery Council of New Zealand's competencies for a registered midwife.
- is fit for registration in terms of Section 16 of the Health Practitioners Competence Assurance Act (2003).
- is of good standing with this institution's School of Midwifery in terms of Section 19 of the Health Practitioners Competence Assurance Act (2003).

It is important that all learners understand that whilst Ara awards the degree Bachelor of Midwifery, the decision to register a person as a midwife is the responsibility of Midwifery Council of New Zealand under the HPCA Act.

## **Application for Registration as a Registered Midwife**

On successful completion of the programme, the learner will be eligible to be awarded the Ara Institute of Canterbury Bachelor of Midwifery, which is an academic qualification. The right to call oneself a midwife and the right to practise as a Registered Midwife under the Health Practitioners Competence Assurance Act (2003) is subject to registration by the Midwifery Council of New Zealand.

(a) Requirements for the Award of Bachelor of Midwifery:

Pass grades for all courses

(b) Requirements for obtaining Entry to the Registered Midwife scope of practice which are stipulated under the Health Practitioners Competence Assurance Act (2003):

- Completion of the Bachelor of Midwifery within the Midwifery Council of New Zealand's approved timeframe within five years (if commenced programme in 2020).
- Pass the examination set by Midwifery Council of New Zealand.
- Be deemed fit for registration.
- Pay the examination fee and registration fee set by Midwifery Council of New Zealand Aspeq exam provider.

Competencies for Entry to the Registered Midwife scope of practice can be found on the Midwifery Council of New Zealand website:

[www.midwiferycouncil.health.nz](http://www.midwiferycouncil.health.nz)

# 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 Portfolio Manager 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 Portfolio Manager or delegate.

Where a learner fails a practice-based course and is given the opportunity to repeat the course, they will be placed on a formal academic contract.

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.

## Use of Artificial Intelligence (AI) Tools

Generative Artificial Intelligence (AI) services such as ChatGPT can be used for learning. When submitting work for assessment, you must adhere to Ara's Assessment and Academic Misconduct policies. In relation to AI, this means;

- You must not present any output from any ai services as your own work in your assessment.
- You must use your own words.
- If you paraphrase or quote from a source such as a textbook, website and AI service, you must reference correctly.

If you submit an assessment using content copied directly from an AI service without acknowledgement, it is a form of academic misconduct.

## 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.

## **Learner Behaviour Management**

If you are identified as a learner who displays unacceptable behaviour the faculty will monitor your progress and provide support at the earliest stage. This may include referral to Student Support Services to ensure additional support is provided to you.

If you do not respond you may be placed on a behaviour improvement plan. This will include identifying, documenting, implementing, and monitoring goals, expected behavioural progress, timelines, and support. If you do not meet the

outcomes outlined in the behaviour management plan, you may be moved to probation.

## 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 Portfolio Manager. 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 Operations Lead 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 Portfolio Manager 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 Operations Lead 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 Portfolio Manager must forward a recommendation to the Operations Lead 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](#).

## Midwifery Ethico-Legal Responsibilities

Code of Ethics – Taken from NZ College of Midwives. (2015). *Midwives handbook for practice*. New Zealand: Author.

### Responsibility to Clients

- Midwives work in partnership with the woman.
- Midwives accept the right of each woman to control her pregnancy and birthing experience.
- Midwives accept that the woman is responsible for decisions which affect herself, her baby and her family/whanau.
- Midwives uphold each woman's right to free, informed choice and consent throughout her childbirth experience.
- Midwives respond to the social, psychological, physical, emotional, spiritual and cultural needs of woman seeking Midwifery care, whatever their circumstances, and facilitate opportunities for their expression.
- Midwives respect the importance of others in the woman's life.
- Midwives hold information in confidence in order to protect the right to privacy. Confidential information should be shared with others only with the informed consent of the woman unless there is a danger to her or her baby's life.
- Midwives are accountable to women for their midwifery practice.
- Midwives have a responsibility not to interfere with the normal process of pregnancy and childbirth.
- Midwives have a responsibility to ensure that no action or omission on their part paces the woman at risk.
- Midwives have a professional responsibility to refer to others when they have reached the limit of their expertise.
- Midwives have a responsibility to be true to their own value system and professional judgements. However, midwives' personal beliefs should not deprive any woman of essential health care.

## **Responsibilities to the Wider Community**

- Midwives recognise the Māori people as tangata whenua of Aotearoa and honour the principles of partnership, protection and participation as an affirmation of the Treaty of Waitangi.
- Midwives encourage public participation in the shaping of social policies and institutions.
- Midwives advocate policies and legislation that promote social justice, improved social conditions and a fairer sharing of the community's resources.
- Midwives acknowledge the role and expertise of community groups in providing care and support for childbearing women.
- Midwives act as effective role models in health promotion for women throughout the life cycle, for families and for other health professionals.

## **Responsibilities to Colleagues and the Profession**

- Midwives support and sustain each other in their professional roles and actively nurture their own and others' sense of self-worth.
- Midwives actively seek personal, intellectual and professional growth throughout their career, integrating this into their practice.
- Midwives are responsible for sharing their Midwifery knowledge with others.
- Midwives are autonomous practitioners regardless of the setting and are accountable to the woman and the Midwifery profession for their Midwifery practice.
- Midwives have a responsibility to uphold their professional standards and avoid compromise just for reasons of personal or institutional expedience.
- Midwives acknowledge the role and expertise of other health professionals providing care and support for childbearing women.
- Midwives take appropriate action if an act by colleagues infringes accepted standards of care.
- Midwives ensure that the advancement of Midwifery knowledge is based on activities that protect the rights of women.
- Midwives develop and share Midwifery knowledge through a variety of processes such as peer review and research.
- Midwives participate in education of Midwifery learners and other Midwives.
- Midwives adhere to professional rather than commercial standards in making known the availability of their services.

# Kā tū whare - Facilities

## Faculty Related Health and Safety

Please refer to the [Learner Information Handbook](#) for general Health and Safety information and evacuation details.

## Manawa Building Emergency Procedures

### Emergency calls

In an emergency dial 111 for all emergency services. Staff/learners should follow the emergency procedures on the **Emergency Flip Charts** which will be available at reception, manual call points and on the H&S noticeboards around the building.

### Fire and Evacuation

#### Fire Alarm Manual Call Point

When activated, any manual call point fire alarm will automatically raise the alarm with the Fire Service. There are several manual call points located in all areas of the facility – see floor maps at the back of this paper.



**N.B. Call 111 and ask for Fire Service**

**Manawa Address: 276 Antigua Street**

**Voice messages** will tell you what action should be taken.

### Fire Extinguishers & Hoses

There are no fire hoses within the building. Fire extinguishers are placed on each floor in the corridors or near the fire alarm manual call point – see floor maps in your packs.

The building does have a sprinkler system. All occupants exiting via the stairwells are reminded to use the designated safe exit path leading to final exits on Tuam Street. Once reaching the ground floor, walk to the riverbank assembly area.

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**Earthquake** In the event of a **serious** earthquake, staff should Drop, Cover and Hold. Staff should then evacuate the building via the stairs if damage is evident.

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**Civil Defence** There is emergency lighting in the building.

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First aid supplies are located on the ground floor, in the simulation centre and on the fifth floor. Their specific location will be covered in your onsite orientation.

**First Aid** There are two AEDs in Manawa building which are located on the ground floor in the reception area on the wall on the 5th floor in the reception area on the wall. In an emergency call **111**.

**Address: 276 Antigua Street.**

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**The Emergency Assembly Point for Manawa is:**

**Riverside on the riverbank**

**Disclaimer:** All care and attention have been given to ensure the information in this document is accurate at the time of publishing. Ara does not take responsibility for any loss or harm incurred as a result of reliance upon any information which is incorrect or out of date. This document was last updated on 18 December 2025.



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## Want to find out more?

For details and information about making the most of your study at Ara, visit [www.myara.ac.nz](http://www.myara.ac.nz) or get the **downloadable app**.

Get in touch if you have any questions: **0800 24 24 76** | [info@ara.ac.nz](mailto:info@ara.ac.nz)