Ara
Institute of Canterbury
Ara rau, taumata rau

2027

# Programme Handbook

## TP5225 Bachelor of Midwifery (Level 7)



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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 an ākonga/student 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 kaimahi/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 kaimahi/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**

**2027**

# Tō Rangi Tuatahi - Your First Day

Are you ready for your first day of class? Check out your start date and where you need to be.

**Returning ākonga/students**
Please check your timetable for your class details.

## Study Information if you start in S1/Full year (February start)

**Enrolment Period: 2 February – 19 November 2027**

Unified Bachelor of Midwifery

Prog Code: TP5225, Level 7, Total credits 480

**Programme orientation - Manawa**

**Date:** Tuesday 2 February 2027

**Time:** 1000

**Venue**: Online and face to face

# Enrolment Information

**Programme Orientation**

Orientation is compulsory for all ākonga/students.

**International ākonga/students also need to attend an additional orientation**. You will meet kaimahi/tutor and receive important information relevant to your studies, including logging into the Ara network.

Please feel free to contact us if you have any queries related to the programme prior to this first session.

**What we'll cover**

- Welcome
- Programme overview
- Course details
- Campus familiarisation
- Policies and procedures
- ICT access
- Programme handbook and timetable
- Cross Credit/Credit Transfer Advice

**Bring note taking items** – Pens, highlighters, notebook and your device eg tablet, laptop.

**Uniform & Equipment requirements**

For uniform and equipment requirements see Appendix 1.

**Ara Whakatau, your official welcome**

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

See Whakatau ~ Welcome for more details.

**Logins**

If you need assistance with logins etc, contact ICT ictservicedesk@ara.ac.nz or call 03 940 8800.

**MyAra**

With MyAra you can access everything you need in one place and with notifications to keep you updated. To access MyAra (from 21 days prior to your course beginning), you must have a current Ara network login and password (you can use Ara Self-Service Password Reset to activate your network account). When you first login to MyAra, it will prompt you to change your password. After that, it will ask you to enter more information such as your mobile phone number, personal email address or security questions. This information will be used to reset your password if you forget it.

Key information can be found on the MyAra app and website MyAra, including:

- Ākonga/students email
- Your timetable, calendar, and attendance
- Your Ākonga/students portal
- Moodle (from 14 days prior to your course beginning and you cannot login to Moodle until you have changed your password)

**Bring Your Own Device (BYOD)**

We strongly encourage ākonga/students bring a personal Wi-Fi capable device to connect to our network. Devices should be able to connect to the internet, run Office 365, support Teams and have a keyboard.

**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. Learn more about parking and biking or find out about bus services here.

Ara ākonga/student can ride the #3 bus (Sumner/Aiport) between the Madras and Manawa campuses 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.

**If you do not intend to study with us in 2027, let us know as soon as possible so you can be withdrawn and avoid any impact on future study.**

**Contact Us**

To contact the Admissions and Enrolments kaimahi/staff,

visit 'Admissions and Enrolments' on campus:

Monday – Friday, 8am – 4.30pm

0800 24 24 76 | info@ara.ac.nz

# Kōrero 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.

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

## Student Information Handbook

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

## Health and Safety

Please refer to the Student Information Handbook for general Health and Safety information and evacuation details. In an emergency advise a kaimahi/staff member, and if no one is available phone 111.

For more detail about your Faculty's requirements and afterhours arrangements please read the Kā tū whare – Facilities section of this handbook

## 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 ākonga/students 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 Kaiako/tutor or advise the Faculty by emailing FacultyHealthSciSust@ara.ac.nz**

## Non-Engagement

Ara has processes to deal with ākonga/students 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 ākonga/students who want to enrol, or (2) within 10% of the length of your enrolment (often 1 – 2 weeks) |
| **2** | You will receive an email, text or phone call asking why you have not been attending |
| **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 ākonga/students:**

| | |
|---|---|
| **1** | The registers are checked and if your engagement and attendance is a concern, we will talk with you |
| **2** | You will receive an email or phone call asking why you have not been attending. You may receive a non-engagement letter |
| **3** | We will attempt to contact you 3 times |
| **4** | You may be placed on a Formal Academic Contract or withdrawn |
| **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 Kaiako/tutor.**

## Drugs and Alcohol

In line with the expectations of many workplaces, Ara has procedures to ensure the health and safety of all ākonga/students, kaimahi/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 |
|---|---|
| Waitangi Day | Observed Monday 8 February |
| Whakatau | Wed 17 March 2027 – Manawa<br>See Whakatau ~ Welcome for more details. |
| Good Friday | Friday 26 March |
| Easter Monday | Monday 29 March |
| Easter Tuesday | Tuesday 30 March |
| Anzac Day | Observed Monday 26 April |
| King's Birthday | Monday 7 June |
| Matariki | Friday 25 June |

| SEMESTER TWO | DATES |
|---|---|
| South Canterbury Anniversary | Monday 27 September |
| Labour Day | Monday 25 October |
| Canterbury Anniversary | Friday 12 November |

# Kā whakapātaka - Contacts Details

**Philippa Meek**
Portfolio Manager

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Philippa.Meek@ara.ac.nz



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Co Head of Midwifery
Co Programme Leader

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Mary.Kensington@ara.ac.nz



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Co Head of Midwifery
Co Programme Leader

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Melanie.welfare@ara.ac.nz



## Administration Kaimahi/staff

| Name | Phone | Email |
|---|---|---|
| **Kerry Chisholm**<br>Team Leader - Administration | 022 019 3358 | Kerry.chisholm@ara.ac.nz |
| **Anne Snelling**<br>Operations Administrator | 021 271 8569 | FacultyHealthSciSust@ara.ac.nz |
| **Ali Irvine**<br>Operations Administrator | 03 940 8254 | FacultyHealthSciSust@ara.ac.nz |
| **Rebecca Anst**<br>Clinical Placement Co-ordinator | 022 032 2762 | clinicalplacementMW@ara.ac.nz |

# Taipitopito akoraka - Programme Details

## Programme Information

The development of this unified Bachelor of Midwifery programme comes from a strong foundation of existing, accredited, and approved degree programmes delivered across the network:

- Ara Institute of Canterbury
- Otago Polytechnic

The contributions from these programmes and teams ensured the capability and capacity to support this unified Bachelor of Midwifery programme. Following the establishment of steering and working groups to oversee the programme development, a tauākī was developed which informed the creation of the programme philosophy. The tauākī and philosophy provided the foundations from which the graduate profile outcomes, programme structure and content themes evolved.

**Tauākī - Te Tohi Kahu Pōkai**

The tauākī below was agreed and adopted as the pou for the unified programme, and as such it provided a support and anchor for all aspects of development. The development of the tauākī and other key aspects of the unified programme are outlined in the sections below.

A tauākī is described as a statement (n.) where a proclamation, announcement or declaration is made. Tauākī, as opposed to whakatauākī, (which is described as a proverb or a significant saying) is most appropriate in this context as it serves as a pillar of expectation and accountability for Te Pūkenga, the kaimahi, ākonga/students and stakeholders.

The tauākī is presented in the form of a tohi, which acknowledges the ihi, wehi, wana, mana, tapu and mauri of each ākonga/students and dedicates them to a journey of enlightenment towards midwifery that includes the professional competencies and practice of Te Tatau o Te Whare Kahu | Midwifery Council and the values and Charter obligations of Te Pūkenga.

**Tohi**

In Māori tradition, tohi (dedication) ritual ceremonies were conducted at or soon after the birth of a child. This involved karakia petitioning the atua to endow the child with desired mental and physical qualities. The parents of the child were accompanied by kahu pōkai (midwives) to support the birthing of the child, while other experts of the tohi ceremony performed their tasks.

In contemporary times, tohi continue to be performed with whānau at the birth of the child, or at a time deemed appropriate by the whānau.

| Te Tohi Kahu Pōkai | Interpretation |
|---|---|
| Ka tohia koe ki te matua<br>Ka tohia koe ki te āio o te kahu ora<br>Ka tohia koe ki te māramatanga<br>Kōpakina koe ki te kahu pōkai<br>Kia māia te tū<br>Kia niwha te ngākau<br>Kia pakari ai koe, ahakoa ngā whiunga o te rangi | Be dedicated to the principles of Te Kahu Pōkai<br>Uphold the serenity of protection<br>Embark upon the pathway of enlightenment<br>Embrace all that is bequeathed unto you<br>To stand with confidence<br>Resolute of heart<br>Steadfast, come what may |

## Alignment of Te Tohi Kahu Pōkai to the Bachelor of Midwifery Programme

Te Tohi Kahu Pōkai acts as a directive with key fundamental principles which can be taught into the midwifery curriculum across the programme and further, taken into the profession as a graduate midwife.

It implores kaimahi, ākonga/students and stakeholders to:

- Be dedicated to the professional competencies and practice of Te Tatau o Te Whare Kahu | Midwifery Council and the values and Charter obligations of Te Pūkenga.
- Uphold the sacrality of wahine/birth person; the birthing space and the role of the graduate midwife in the relationship with whānau.

Understand and embrace the rich learnings of life and how their experiences contribute to the pathway of the graduate midwife.

**Kahu Pōkai**

For the purposes of the Bachelor of Midwifery, we align with Te Tatau o Te Whare Kahu | Midwifery Council's concept of Kahu Pōkai | Midwife.

Within the tauākī, we call upon the deeper concept of Kahu Pōkai

Kahu = cloak/garment

Pōkai = wrap/fold/wind in

In this case, Kahu Pōkai represents the act of enveloping the expectant mother and whānau within a cloak of care.

## Programme Philosophy

The development process articulated above led to the formation of the programme philosophy, which was informed by the tauākī and underpins the unified Bachelor of Midwifery. The programme philosophy is:

*The Bachelor of Midwifery will nurture ākonga/students to become capable and responsive Te Tiriti o Waitangi midwifery practitioners. Graduates will have the knowledge, skills, and attributes to work autonomously and meet the Midwifery Council competencies.*

*As culturally competent, sustainable, and reflective professionals, graduates will provide a 'cloak of midwifery care' that upholds the 'mauri o te wahine' and encompasses the relationship between the midwife and whānau*.

The tauākī and philosophy provided the foundations from which the graduate profile outcomes, programme structure and content themes evolved.

In line with the Midwifery Council Statement of Cultural Competence for Midwives the unified Bachelor of Midwifery has applied an integrated approach throughout the programme. This means that aspects such as cultural competence are integrated as part of the competencies that all midwifery ākonga/students are expected to achieve. At times the reference to cultural competence, midwifery partnership, cultural safety, and Tūranga Kaupapa may be explicit, such as in level 5 and 6.

## Programme Aim

The aim of this programme is to enable graduates to work as registered midwives in Aotearoa New Zealand. The Bachelor of Midwifery will provide capable and responsive Te Tiriti o Waitangi midwifery practitioners who will have the knowledge, skills and attributes required to work autonomously to provide high levels of midwifery care for women/pregnant people* and their whānau in Aotearoa New Zealand. The programme is aligned to the Midwifery Council Competencies. Graduates will be able to practise across the Midwifery Scope of Practice and meet the Competencies for Entry to the Register of Midwives. Graduates will be eligible to apply for registration as a midwife in Aotearoa New Zealand upon successful completion of the Midwifery Council National Midwifery Examination.

This programme is designed for ākonga/students from diverse cultural and/or ethnic backgrounds and integrates mātauranga Māori approaches to learning, teaching, and

practice, underpinned by Te Tiriti o Waitangi and a commitment to respectful and effective interprofessional relationships in the maternity context. Graduates will be culturally competent, sustainable, and reflective professionals who will be able to provide a 'cloak of midwifery care' that upholds the 'mauri o te wahine' which encompasses the relationship between the midwife and whānau.

**Throughout this document woman/pregnant person, women/pregnant people, women/people have been used as additive language. The terms are inclusive of wahine/wāhine Māori. Where there are inconsistencies in the application of these terms it is due to the text being referenced from an external source, for accuracy.*

## Graduate Profile

Upon completion of the programme, graduates of the Bachelor of Midwifery will be able to:

- Work in partnership with women/people to provide whānau-centred midwifery care across the Scope of Practice.
- Apply Te Tiriti o Waitangi-based practice in midwifery care to promote equity and engage effectively with tangata whenua.
- Apply critical thinking, reflection, analysis and professional judgment to practice evidence-based midwifery in a changing environment.
- Work autonomously across the midwifery scope to protect and facilitate the physiological processes that support wellbeing in pregnancy, labour, birth and the postnatal period.
- Recognise and respond to complications, complex and emergency situations during midwifery care in collaboration with other health professionals.
- Apply principles of sustainability, ethics, socio-cultural responsibility and leadership to address challenges within their communities.
- Apply concepts of identity, culture, and social determinants of health to practice culturally and clinically competent midwifery care that upholds Tūranga Kaupapa principles and acknowledges the diversity in Aotearoa New Zealand.
- Build and maintain respectful and effective relationships with health professionals and hapori within the maternity context.

## Bachelor of Midwifery Courses

| Course code | Course title | Credits | Pre-requisites |
|---|---|---|---|
| Level 5 compulsory courses | | | |
| HPRO5401 | Professional Communication | 15 | |
| HPRO5402 | Te Tiriti o Waitangi and Midwifery Practice | 15 | |
| HPRO5403 | Introduction to Midwifery Skills | 15 | |
| HPRO5404 | Partnership Practice Experience | 15 | |
| HPRO5405 | Human Anatomy and Physiology Foundations | 15 | |
| HPRO5406 | Introduction to Te Ao Māori | 15 | |
| HPRO5407 | Midwifery and Sustainability | 15 | HPRO5401 |
| HPRO5408 | Midwifery Ways of Knowing 1 | 15 | |
| HPRO5409 | Midwifery Practice: Midwifery Skills | 15 | HPRO5401<br>HPRO5403 |
| HPRO5410 | Hauora Māori | 15 | HPRO5402<br>HPRO5406 |
| Level 6 compulsory courses | | | |
| HPRO6401 | Pregnancy, Birth and Bioscience | 15 | HPRO5403<br>HPRO5404 |

| Course code | Course title | Credits | Pre-requisites |
|---|---|---|---|
| | | | HPRO5405 |
| HPRO6402 | Well Baby, Breastfeeding and Newborn Nutrition | 15 | HPRO5403<br>HPRO5404<br>HPRO5405 |
| HPRO6403 | Midwifery Practice: Pregnancy and Birth | 30 | HPRO5403<br>HPRO5404<br>HPRO5405<br>HPRO5409<br>HPRO6401 |
| HPRO6404 | Pharmacology and Prescribing for Midwifery Practice | 15 | HPRO5403<br>HPRO5405 |
| HPRO6405 | Midwifery Ways of Knowing 2 | 15 | HPRO5402<br>HPRO5403<br>HPRO5404<br>HPRO5406<br>HPRO5408 |
| HPRO6406 | Midwifery Practice: Complex Practice – Pre-existing Conditions | 30 | HPRO6401<br>HPRO6402<br>HPRO6403 |
| HPRO6407 | Midwifery Practice: Complex Practice – Complications | 30 | HPRO6401<br>HPRO6402<br>HPRO6403 |
| HPRO6408 | Unwell Baby | 15 | HPRO6402 |
| Level 7 compulsory courses | | | |
| HPRO7401 | Midwifery Practice: Complex Practice – Community | 15 | HPRO6406<br>HPRO6407 |
| HPRO7402 | Cultural Safety and Women's Health in Aotearoa New Zealand | 15 | HPRO6405 |
| HPRO7403 | Midwifery Ways of Knowing 3 | 15 | HPRO6405 |
| HPRO7404 | Sustainable Practice in Midwifery | 15 | HPRO5407<br>HPRO7401<br>HPRO7402<br>HPRO7403 |
| HPRO7405 | Midwifery Practice: Evidence-based Practice | 30 | HPRO6408<br>HPRO7401<br>HPRO7402<br>HPRO7403 |
| HPRO7406 | Midwifery Practice: Continuity of Care | 45 | HPRO6408<br>HPRO7401<br>HPRO7402<br>HPRO7403 |

| Course code | Course title | Credits | Pre-requisites |
|---|---|---|---|
| HPRO7407 | Midwifery Practice: Core Practice | 15 | HPRO6408<br>HPRO7401<br>HPRO7402<br>HPRO7403 |
| HPRO7408 | Midwifery Practice: Rural Practice | 15 | HPRO6408<br>HPRO7401<br>HPRO7402<br>HPRO7403 |
| | **TOTAL CREDITS** | **480** | |

## Programme Structure

The unified Bachelor of Midwifery is a four year, 480-credit bachelor's degree (level 7). The degree consists of 26 compulsory courses and provides graduates with a qualification that, on successful completion of the Midwifery Council National Midwifery Examination, permits them to register with Midwifery Council and practice in the Midwifery Scope of Practice in Aotearoa New Zealand and globally.

The Bachelor of Midwifery programme provides a minimum of 2400 hours of clinical practice over the length of the programme, within which ākonga/students provide midwifery care to women/pregnant people under the supervision of practicing midwives. Clinical practice placements include continuity of care with a lead maternity carer midwife, placements in primary maternity facilities/birthing units, secondary/tertiary maternity services, rural, and a variety of community-based services. Clinical practice contexts include urban and rural placements.

The structure provided below builds on the programme tauākī and programme philosophy, building on the existing programmes and the course teaching and learning content within these programmes. The structure will enable ākonga/students to meet the required graduate profile outcome statements (GPOs) and Midwifery Council Competencies.

The programme has eight themes that are threaded through the content of the programme to achieve the GPOs. The themes are:




### Relationships

Effective relationships are a foundational aspect of midwifery practice. While midwifery is practised primarily through relationships with women/pregnant people, it also requires midwives to work in partnership with midwifery colleagues and collaboratively with other health professionals. This theme supports the learning for this and includes a focus

throughout the programme on the range of knowledge and skills required for building and maintaining collaborative relationships with peers and colleagues. Leadership is also integrated into this theme to build and recognise the value of leadership skills. This also supports the role of the midwife in a delegation setting. It also allows for graduates to understand possible career pathways and awareness of roles they could undertake as midwifery leaders.

**Sustainability**

Sustainability in midwifery practice involves ensuring that current practices do not deplete resources needed for their future continuation. It integrates professional, social, environmental, and economic considerations to promote the ongoing wellbeing of whānau, families, hapori, and communities. This programme prepares graduates to be sustainable practitioners within the Midwifery Scope of Practice through reflective practice, self-care, and effective professional relationships.

## Midwifery Practice

Year one provides foundation learning for midwifery practice. Philosophically, year one has an emphasis on the woman/pregnant person and their whānau whilst maintaining a clear focus on midwifery practice. The courses in the first year of the programme are designed to introduce ākonga/student to the wider context of Aotearoa New Zealand's health and maternity services, and the options and choices available to women/pregnant people and their whānau in various settings.

In year two, the courses focus on supporting ākonga/student to further develop midwifery knowledge and skills related to physiological pregnancy and childbirth in midwifery practice, clinical reasoning, and evidence-based practice. The courses also enable ākonga/student to gain midwifery practice experiences in a variety of settings including one-on-one maternity care experiences with women/pregnant people and midwives.

In year three, courses focus on complications and conditions associated with pregnancy and childbirth and provide a bridge between normal midwifery care and challenges that may require referral. Philosophically the third year of the programme focuses on empowering ākonga/student to develop their professional framework for midwifery practice. Courses enable ākonga/student 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.

For year four of the programme the emphasis is on the integration and consolidation of theory and practice, with courses focusing on the partnership between each midwife and woman/pregnant person in the shared experiences of pregnancy and childbirth and preparing to practice as an autonomous midwife. Clinical practice courses form the majority of the programme of study in year four. The practice development requires ākonga/student to learn to apply higher level reasoning, critical thinking, decision making,

clinical assessment and professional communication. The 45-credit continuity of care clinical practice course is designed to enable uninterrupted consolidation and synthesis of theory and clinical practice and to prepare ākonga/student to become qualified, competent midwives.

**Science**

Bioscience and pharmacology feature as a thread through the unified programme and have both distinct courses and integrated elements across the programme.

The decision to integrate science with the practice courses in year two and three is to support the scaffolding and application of knowledge from the first-year foundational bioscience course to midwifery practice. Ākonga/student reported that their understanding of physiology and pathophysiology was improved and was more relevant when it was applied directly to midwifery practice.

**Mātauranga Māori and Te Tiriti o Waitangi**

The creation of the tauāki for this unified programme supported the goal to strengthen mātauranga Māori and Te Tiriti o Waitangi content across the programme. The tauāki guided the development team through all steps of the programme design, including the creation of the graduate profile outcomes, aims, learning outcomes and content of each course.

This commitment can be seen within the two new first year courses, (Te Tiriti o Waitangi and Midwifery Practice and Introduction to Te Ao Māori) where the impacts of our colonial history and te ao Māori are introduced and consistently woven throughout the programme. The thread throughout the Midwifery Ways of Knowing 1, 2, and 3 courses includes critiques of previously dominant forms of knowledge and the value of te ao Māori perspectives, mātauranga and rangahau are explored. Final year practice courses include a focus on the integration of Tūranga Kaupapa principles into midwifery practice. The curriculum is positioned in the unique context of Aotearoa New Zealand where approaches are relational, where whanaungatanga and whakapapa are honoured, and tikanga Māori is normalised. This aligns with the programme philosophy and the commitment to nurture ākonga/student to become capable and responsive Te Tiriti o Waitangi midwifery practitioners.

The opportunity presented in developing a unified degree has enabled the providers developing this programme to intentionally strengthen the inclusion of cultural competence to underpin and enhance clinical practice. This intention is aligned with the increased focus on cultural competence within the revised (2024) Midwifery Council Scope of Practice. The commitment to maintaining the clinical competence of our graduates remains at the forefront in the unified degree and the clinical hours and clinical competency assessment is unchanged from current degrees.

**Cultural Context of Aotearoa**

This theme has been integrated across the programme to reflect the commitment to providing graduates with a strong cultural identity within the context of midwifery practice. This is aligned with developing midwifery practitioners who are culturally safe. The Midwifery Council identifies Kawa Whakaruruhau/Cultural Safety as a foundational framework for midwifery practice. The Midwifery Council defines Kawa

Whakaruruhau/Cultural Safety as the effective midwifery care of women by midwives who have undertaken a process of self-reflection on their own cultural identity and recognise the impact of their own culture on their practice. Unsafe cultural practice is defined as any action that diminishes, demeans or dis-empowers the cultural identity and well-being of an individual. This theme ensures the inclusion of the changing sociocultural setting of Aotearoa New Zealand and the importance of own cultural identity on practice.

The content across this theme draws on the placement of this midwifery programme in Aotearoa New Zealand and Te Tiriti o Waitangi framework that underpins that. Multiculturalism and how it is experienced in Aotearoa New Zealand is integrated into the midwifery ways of knowing courses. It is also integrated as part of cultural safety which sits across several courses (HPRO5402 Te Tiriti o Waitangi and Midwifery Practice, HPRO5410 Hauora Māori, HPRO7402 Cultural Safety and Women's Health). The programme allows for flexible cultural content tailored to local demographics.

**Evidence-based Practice**

Across the programme ākonga/student are scaffolded to engage with research to enable their capacity to become evidence-based practitioners. Research knowledge and understanding are specifically embedded in the midwifery ways of knowing courses to develop the ability to apply research principles and methods which underpin evidence-based practice. The evidence-based practice theme across the programme supports the development of critical thinking, research-enabled, practice-ready midwives who take an evidence-based approach.

As the programme structure diagram below illustrates, the themes are more explicit in the first two years of the programme to support the acquisition of foundational knowledge and skills and are more integrated within the third and fourth years of the programme, particularly through the clinical practice courses.

# Bachelor of Midwifery programme structure and content themes

The table below highlights the courses delivered in each year of the programme and the key content theme/s per course. Given the integrated nature of the programme many of the courses align with more than one content theme.

| | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| **Year 1**<br>**Experience of women, foundations** | **Professional Communication L5** | **Te Tiriti o Waitangi and Midwifery Practice L5** | **Introduction to Midwifery Skills L5** | **Partnership Practice Experience L5** | **Human Anatomy and Physiology Foundations L5** | **Introduction to Te Ao Māori L5** | **Midwifery and Sustainability L5** | **Midwifery Ways of Knowing 1 L5** | |
| *Credits* | *15* | *15* | *15* | *15* | *15* | *15* | *15* | *15* | *120 L5* |
| *Clinical* | *20* | *0* | *100* | *100* | *0* | *30* | *50* | *0* | *300* |
| *Theory* | *130* | *150* | *50* | *50* | *150* | *120* | *100* | *150* | *900* |
| **Year 2**<br>**Midwifery care and physiological birth** | **Midwifery Practice: Midwifery Skills L5** | **Hauora Māori L5** | **Pregnancy, Birth and Bioscience L6** | **Midwifery Practice: Pregnancy and Birth L6** | | **Well Baby, Breastfeeding and New-born Nutrition L6** | **Pharmacology and Prescribing for Midwifery Practice L6** | **Midwifery Ways of Knowing 2 L6** | |
| *Credits* | *15* | *15* | *15* | *30* | | *15* | *15* | *15* | *30 L5 90 L6* |
| *Clinical* | *100* | *50* | *0* | *250* | | *50* | *20* | *0* | *470* |
| *Theory* | *50* | *100* | *150* | *50* | | *100* | *130* | *150* | *730* |
| **Year 3**<br>**Complex conditions** | **Midwifery Practice: Complex Practice - Pre-existing Conditions L6** | | **Midwifery Practice: Complex Practice - Complications L6** | | **Unwell Baby L6** | **Midwifery Practice: Complex Practice - Community L7** | **Cultural Safety and Women's Health in Aotearoa New Zealand L7** | **Midwifery Ways of Knowing 3 L7** | |
| *Credits* | *30* | | *30* | | *15* | *15* | *15* | *15* | *75 L6 45 L7* |
| *Clinical* | *220* | | *200* | | *60* | *140* | *50* | *0* | *670* |
| *Theory* | *80* | | *100* | | *90* | *10* | *100* | *150* | *530* |
| **Year 4**<br>**Integration** | **Sustainable Practice in Midwifery L7** | **Midwifery Practice: Evidence Based Practice L7** | | **Midwifery Practice: Continuity of Care L7** | | | **Midwifery Practice: Core Practice L7** | **Midwifery Practice: Rural Practice L7** | |
| *Credits* | *15* | *30* | | *45* | | | *15* | *15* | *120 L7* |
| *Clinical* | *0* | *270* | | *410* | | | *140* | *140* | *960* |
| *Theory* | *150* | *30* | | *40* | | | *10* | *10* | *240* |

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| **Relationships** | **Sustainability** | **Midwifery Practice** | **Science** | **Mātauranga Māori** | **Te Tiriti o Waitangi** | **Cultural Context of Aotearoa** | **Evidence Based Practice** |

# Practice Requirements

### Indemnity Insurance

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

Ākonga/students must produce evidence of having indemnity insurance before undertaking clinical practice experience.

### Personal Responsibilities in the Clinical Setting

Ākonga/students 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 ākonga/students 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.
- Ākonga/students are expected to dress in a tidy professional manner and consider their personal safety at all times. Shoes should be **enclosed** (including heel) and made from vinyl or leather (not fabric) to prevent biological and physical accidents. low heel and non-slip sole are acceptable. Sandals, sport shoes, boots, crocs or similar slip-on shoes with or without backstraps are **not** acceptable. 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 kaimahi/staff and to clients.

Please refer to Bachelor of Midwifery Clinical Practice Handbook for all other practice responsibilities and requirements.

# Ngā Herenga Matua ō te Hōtaka | Programme Essentials

### Progression

In line with Midwifery Council requirements:

- Ākonga/students on the Bachelor's degree programme may apply for a second enrolment in no more than TWO 500 or 600 level papers/course. If the Head of

Midwifery Programme supports a further re-enrolment this must be approved by the Council.

- Ākonga/students on the Bachelor's degree programme may apply for a second enrolment in one 700 level course, and then only in extenuating circumstances. If the Head of Midwifery Programme supports a further re-enrolment this must be approved by Council.
-

Ākonga/student that take more than six months leave from the programme in any one year or between two 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. Ākonga/student may also be required to complete a re-entry course to ensure the appropriate level of knowledge and skill.

### Integration of Practical and Work-integrated Components

Ākonga/student must complete a minimum of 2400 hours of midwifery practice in specified practice placements as outlined in the Midwifery Council Standards for Approval of Pre-registration Midwifery Education Programmes and Accreditation of Tertiary Education Providers. At least 80% of the final year of the programme must be midwifery clinical practice.

### Midwifery Council National Midwifery Examination requirements

Graduates of this programme will be eligible to apply for registration as a midwife in Aotearoa New Zealand upon successful completion of the Midwifery Council National Examination.

### Criminal convictions

During the programme ākonga/student are required to declare any pending or new convictions arising during any stage throughout the entire enrolment period of the programme. A conviction or failure to declare a conviction may result in the ākonga/student being immediately withdrawn from the programme.

### Immunisation status

During the programme ākonga/student are required to provide evidence of immunisation status to secure clinical practice experiences, which may be required by clinical placement providers.

## Ākonga/student 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 ākonga/student 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 Ākonga/students Advocates: Duncan Dunbar and Ruby Heaton.

Email: Duncan.Dunbar@ara.ac.nz and Ruby.Heaton@ara.ac.nz

Mobile: 027 273 6246

Student Voice: Emma Robertson

Email: StudentVoice@ara.ac.nz

**Your Responsibilities as an Ākonga/student**

As an ākonga/student here, Ara expects you to:

**Behave safely**

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

**Respect others**

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

**Observe Ara rules**

- Behave appropriately for a tertiary education environment.
- Genuinely attempt to meet all course requirements including financial obligations.
- Comply with visa requirements.
- Be honest when completing assignments/other assessments.
- Comply with requirements of programme handbooks.
- Follow Ara policies and regulations (refer: https://www.ara.ac.nz/aboutus/policies).

**Your Rights as an Ākonga/student**

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 Kaiako/tutor. If it is not appropriate to contact your Kaiako/tutor regarding your complaint, or the matter has not been resolved, please contact your Portfolio Manager/Programme Manager or Student Advocate and/or the Student Life Team.

**Unacceptable Behaviour for Ākonga/student, or Visitors at Ara**

The following are examples of behaviour which are not acceptable for anyone (ākonga/student, 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 kaimahi/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.

**Ākonga/student Behaviour in class / classroom maintenance**

Be respectful of other ākonga/student 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 kaimahi/staff and students have a responsibility to ensure this happens.

## Aromatawai i roto i tēnei Hōtaka | Assessment in this Programme

Assessment is a structured process of gathering evidence and making judgements on ākonga/student performance in relation to predetermined criteria. It is integral to learning and teaching. The assessment process is designed to:

- assess your capabilities in a fair, valid, and reliable manner;
- stimulate and enhance learning;
- provide you with feedback regarding your own learning and for developmental purposes;
- evaluate your achievement and the demonstration of specified learning outcomes; and
- evaluate the achievement of the programme aims and objectives.

Assessment in this programme will evaluate your knowledge and skills. Each assessment will focus on one or more course learning outcome/s. Your performance in the assessment will reflect the extent to which you have achieved the targeted learning outcome/s.

Copies of all assessment material you submit are retained in line with Mana Tohu Mātauranga o Aotearoa New Zealand Qualifications Authority requirements. Your assessment material may also be for moderation purposes. Moderation makes sure that all assessment is valid, reliable, fair, manageable and authentic. During moderation, different assessors look at the same submitted assessment material to ensure that they are applying standards consistently and making valid judgements.

**Assessment information**

Assessment information will be provided in Course Outlines, at the start of each course. Information includes the number, types, and weightings of assessment, assessment requirements, conditions, and expectations, assessment dates, criteria for success, and how to access further assessment and appeal provisions.

Assessments include:

- **Formative** is assessment that is embedded in the learning and teaching process and provides informal and formal feedback to the kaiako and ākonga/student on progress.
- **Summative** is assessment that provides evidence that an ākonga/student has or has not achieved a learning outcome.
    - **Competency-based** assessment
    - **Achievement-based** assessment

Ākonga/student will be advised of all matters relating to summative assessment at the start of the course.

- Achievement-based assessment completion: Ākonga/student must submit all specified assessment items, achieve all learning outcomes, and obtain a minimum of 50% in each assessment to pass this course.
- Competency-based assessment completion: Ākonga/student must successfully complete all specified competency-based assessment items.
- There are no resubmission/resit opportunities for practice-based competency assessments.
    - Assessment in clinical practice courses supports both achievement and competency-based assessment. Ākonga/student must achieve all learning outcomes and successfully complete all assessment items to pass each clinical practice 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 Standards of Competence for Entry to the Register of Midwives at the standard expected for midwifery ākonga/student in years one, two, three and four.

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

Feedback about the ākonga/student performance is sought from women as part of the assessment whenever ākonga/student 'follow through' a woman during any stage of the childbirth experience. Midwifery lecturers contact women directly to ask for feedback about ākonga/student 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 ākonga/student in midwifery practice placements and this feedback contributes to the overall assessment decisions and feedback to ākonga/student.

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 an ākonga/student in order to assist the ākonga/student to improve performance and meet the required standard. Ākonga/student self-assess against the relevant assessment tool as preparation for the formative feedback and discussion with assessors. The ākonga/student discusses her self-assessment with the midwife and kaiako who provides informal feedback to the ākonga/student about her progress in the placement and their assessment of the ākonga/student against the standards of competence at this midway point. If the ākonga/student is not on track to meet the standards of competence, specific objectives should be created and a plan of action agreed and validated by the midwife, ākonga/student and kaiako. This will assist the ākonga/student to address any issues before the final summative assessment is made at the end of the placement.

A formative assessment involves discussion between the ākonga/student, the assessor and the designated lecturer (if different from assessor) about the ākonga/student 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 ākonga/student 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 an ākonga/student 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 ākonga/student 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 ākonga/student 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 ākonga/student performance and the quality and content of the ākonga/student 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 ākonga/student sit after successful completion of the Bachelor of Midwifery programme), will follow the Ara Academic Board guidelines. All ākonga/student 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 ākonga/student must provide their Ara Student ID card as ID.

Ākonga/student are referred to the Programme Leader/head of Midwifery and the Ara Policy Library 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 an ākonga/student expects to have difficulty sitting an examination or completing an assessment on the scheduled date and time, the ākonga/student should apply for a rescheduled assessment (i.e., Resit as First Sit for Exam) prior to the original assessment. The faculty may then provide an alternative opportunity for completing the assessment.

Ākonga/student 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.

Ākonga/student 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 ākonga/student 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 an ākonga/student 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 ākonga/student will then be able to sit the resit examination as their first attempt. The ākonga/student 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 an ākonga/student 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 ākonga/student and the above-mentioned form must be completed.

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

The ākonga/student 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 Kaiako/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 ākonga/student 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 Kaiako/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 archived for destruction.

**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.

# Assessment grades

For competency-based assessments, grades against an assessment are recorded as follows:

| GRADE | DESCRIPTION |
|---|---|
| AC | Achieved<br>The ākonga/student has demonstrated competency in the assessment. |
| NA | Not Achieved<br>The ākonga/student has not demonstrated competency in the assessment |

For achievement-based assessments, a mark is entered between 0-100:

| GRADE | MARK (%) | DESCRIPTION |
|---|---|---|
| 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 | Not Passed |
| E | 0 – 39 | Not Passed |

Other grades that may be awarded for particular circumstances

| OTHER GRADE | DESCRIPTION |
|---|---|
| P | Ungraded pass – may be used for the outcome of an RPKS process or anywhere a graded level of achievement cannot be applied |
| RP | Restricted pass – may be awarded instead of 'D' in the range 45%-49% to ākonga/student whose narrow fail has been compensated by good grades in their other courses in the same programme. **Note**: A course for which a Restricted Pass (RP) has been awarded is not normally |

| OTHER GRADE | DESCRIPTION |
|---|---|
| | accepted as meeting the prerequisite requirements for any other course. **NOT AVAILABLE IN MIDWIFERY** |
| NP | Not passed |
| AS | Advanced Standing - award of a block of approved prior learning credits to allow entry to a programme with exemptions |
| AEG | Aegrotat - successful outcome of an Assessment Concession process.<br><br>**NOT AVAILABLE IN MIDWIFERY** |
| DNC | Did Not Complete - where a compulsory element of a course is not submitted, or the ākonga/student formally withdrew after 80% or informally withdrew at any time. |
| GP | Grade Pending - ākonga/student has an approved extension to complete an agreed portion of work or assessment beyond the course end date. |
| WD | Withdrawn - Formal withdrawal after the no academic penalty period (10%). |
| AO | Attendance Only - met course attendance requirement |

## Assessment Regulations

### Assessment submission

Ākonga/student must attempt and submit all summative assessment items within the timeframe or by due date indicated in the course outline unless an extension has been granted.

All matters relating to summative assessment will be provided at the start of each course, and can be found on the respective Moodle site/s.

### Extensions

For information about how to apply for an extension of time, For information about how to apply for a resit or resubmission, see Assessment Policy - scroll down and find **3.14 Extensions.** You can download the form from Application for Extension of Time

**Late submission of assessments**

For assessments submitted after the due date and/or time without an approved extension, the course kaiako may:

(a) Mark the assessment and apply a penalty to the mark of 10% for each day the assessment is late (to a maximum of 5 days); or,

(b) After discussion with the Business Division Head of Midwifery, not accept the assessment and assign a Not Passed (NP) or equivalent failing grade.

**Resubmission and/or resit opportunities**

The maximum number of reassessment opportunities (resubmissions or resits) for achievement assessments is as follows:

• For Level 5 courses: one resit opportunity in each course (excluding practice assessments that demonstrate ability to meet the Midwifery Council Standards of Competence).

• For Level 6 courses: one resit opportunity may be available for each course (excluding practice assessments that demonstrate ability to meet the Midwifery Council Standards of Competence).

• For Level 7 courses: one resit may be available for each course; however, only two resits are available across all courses in the final year (excluding practice assessments that demonstrate ability to meet the Midwifery Council Standards of Competence).

Providing the maximum number of resubmission/resit opportunities has not been exceeded, ākonga/student who fail a summative achievement assessment in a course will have the opportunity to resubmit or resit. There are criteria that must be met before ākonga/student are eligible for a resubmission/reassessment opportunity. These are:

1. Ākonga/student must have completed the course work requirements.
2. Ākonga/student have achieved a grade between 40-49% for the assessment.
3. Ākonga/student must discuss the feedback on their first attempt with the course kaiako.

Kaiako will inform ākonga/student of their eligibility for any assessment resubmission or resit opportunities when they return the marked work with feedback.

It is the responsibility of ākonga/student to apply for a resubmission or resit in writing (e.g. via email) within five (5) days of receiving the marked failed assessment with the kaiako indication of eligibility for a resubmission/resit opportunity. Resubmission and resits are to be carried out by the course end date unless an extension is approved.

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.

When ākonga/student successfully complete a resubmission/resit the highest mark achievable for that assessment will be 50%.

There are no resubmission/resit opportunities for practice-based competency assessments, and any failure would require re- enrolment in the course. A condition of re-enrolment is that ākonga/student will be expected to adhere to an individualised learning plan.

In extenuating circumstances additional resubmission/resit opportunities may be approved by the Programme Committee.

**Conditions for Reassessment:**

Resubmissions/Resits will only be available if you have completed course work requirements, made a genuine attempt at the first assessment opportunity and participated in any required reflective discussion with the Course Coordinator or designate.

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.

**Assessment in te reo Māori**

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

## Assessment Concession

Ākonga/student who are unable to complete a summative assessment or whose performance in or preparation for the assessment is affected by any circumstance or situation which could not have been reasonably prevented, e.g., illness, injury, bereavement, family crisis, or other unpredictable events, are eligible to apply for an assessment concession for impaired performance.

Where a resit or resubmission is approved as an assessment concession, the mark given is the true mark the ākonga/student achieves for the assessment task.

**Supported Assessment**

For more information about how to apply for additional assessment arrangements for disabled ākonga/students, see Assessment Policy - scroll down and find **3.19 Procedures for additional assessment arrangements for disabled ākonga/students.**

**Aegrotat**

Aegrotats are not available in this programme.

**Academic Integrity**

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.

**Breaches of academic integrity**

A breach of academic integrity is seeking to gain for oneself, or assisting another person to gain, an academic advantage by deception or other unfair means. It includes any act or omission by a ākonga/student, whether deliberate or inadvertent, that breaches guidelines, rules, or regulations of a programme, course or research.

Dishonest practice in assessment that breaches academic integrity includes misrepresentation of identity, plagiarism, AI-assisted plagiarism, dishonest use of technology, cheating, fabrication, multiple submission, collusion, ghost-writing, contract cheating, and submitting work as individual that has been jointly prepared. Dishonest practice may also include misrepresentation of academic records, facilitating academic dishonesty, and gaining an unfair advantage.

**Examples of academic integrity breaches**

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| **Cheating** | Using or attempting to use unauthorised assistance, material or study aids in examinations or other assessments, or preventing or attempting to prevent another from using authorised assistance, material or study aids.<br><br>*Examples: using a cheat sheet in a quiz or exam; altering a graded exam and resubmitting it for a better grade; using a digital device to access information in a closed-book text or exam, using prohibited materials, copying from a peer, conspiring before an exam to develop methods of illicitly exchanging information during an exam* |
| **Collusion** | Ākonga/student working together or with other persons for the purpose of intentionally or non-intentionally deceiving the |

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| | assessor as to who is actually responsible for producing the material submitted for assessment.<br><br>*Example: having someone else knowingly write or produce any work (paid or unpaid) for an assessment or working together on assignments that were assigned individually* |
| **Criminal activity** | Includes breaking the law or engaging in misconduct that resembles criminal activity.<br><br>*Examples: stealing an examination from a kaimahi member or from a kaimahi office, buying a stolen examination* |
| **Dishonest use of technology** | Includes using digital technologies inappropriately or in an unauthorised manner to complete assessments.<br><br>*Examples: misappropriating another ākonga/student's work left on a computer or network; obtaining program code fragments from several sources and putting them together as one programme; using digital technology (e.g., iwatch) to access notes or answers during a closed-book test or examination; using a computer to disrupt another ākonga/student's assessment attempt; using digital technologies (e.g., ChatGPT) to write an assessment* |
| **Fabrication** | Submitting contrived or altered information in any academic exercise.<br><br>*Examples: making up data for an experiment; 'fudging' data and/or citing non-existent articles; citing material which exists but has not been viewed and read by the ākonga/student, falsifying a creative work* |
| **Facilitating academic dishonesty** | Knowingly helping or attempting to help another person act with dishonesty.<br><br>*Example: working together on an individual assignment where independent work is explicitly required* |
| **Fake referencing** | Citing a source that does not relate to the relevant text. |
| **Misrepresentation of academic records** | Misrepresenting or tampering with, or attempting to tamper with, any portion of one's own or another's transcript or academic record, before or after enrolling in a course or programme.<br><br>*Examples: forging a registration form or a change of grade advice; tampering with computer records* |
| **Misrepresentation of identity** | Lying or misleading about the identity of the person who has undertaken work. This includes **contract cheating** and **ghost** |

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| | **writing**, when ākonga/student gets another person or organisation to produce an assignment or complete an assessment for them, whether paid or unpaid.<br><br>*Examples: requesting others to undertake an assessment on one's behalf; requesting others (including commercial companies who prepare academic work for others) to conduct research or prepare any work for one; submitting assignments in one's own name that have been obtained from others, including on a commercial basis* |
| **Multiple submissions** | Entail submitting, without prior permission, any work submitted to fulfil another academic requirement.<br><br>*Example: submitting the same work for two different courses* |
| **Plagiarism** | Presentation of another's writing, data, language, ideas, images, graphics, artwork, designs, figures or intellectual property as one's own without appropriate citation or acknowledgement. Includes **Artificial Intelligence (AI) - assisted plagiarism**, inappropriate use of Generative Artificial Intelligence (GenAI) tools.<br><br>*Examples: misrepresenting another's work as one's own original work; using someone else's ideas without attribution; failing to cite a reference or to use quotation marks where appropriate; using AI programme/software to write an assessment* |
| **Unfair advantage** | Attempting to gain unauthorised advantage, for oneself or another ākonga/student, over fellow ākonga/student in an academic exercise, and can also entail disadvantaging fellow ākonga/student.<br><br>*Examples: gaining or providing unauthorised access to examination materials; obstructing or interfering with another ākonga/student efforts in an academic exercise; lying about a need for an extension for an exam or paper; continuing to write even when time is up during an exam; destroying, hiding, removing or keeping library materials, removing or damaging posted or reserved material or preventing other students from having access to it* |

### Managing academic integrity breaches

A breach of academic integrity (academic misconduct) is treated as a serious matter. Breaches of academic integrity are managed in an educative, fair, and transparent manner, taking the intent and level of severity into account.

**Accessing Your Results**

Results of assessments will be returned to you within ten (10) working days of your assessment due date. These results may be returned to you in class or online.

Final grades for each course will be available online within fifteen (15) working days of the end date of the course and accessible through MyAra or through the MyAra app.

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

Marking of large assessments, such as capstone projects, may require more time. In such cases, timeframes for the return of assessment results are indicated in the course guide.

**Academic Transcripts**

If you require your results to be printed, visit Central Academic Records (CAR) in A121 or email Academic.Records@ara.ac.nz to request a transcript.

**Programme completion**

Once you have successfully completed your approved programme of study you will receive a notification advising you that your certificate is ready for collection or 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)**

Your attention is drawn to the Health Practitioners Competence Assurance Act (2003) (HPCA Act). In particular Sections 15(1), 16, 19 and 45(5) because when you apply to the Midwifery Council of New Zealand to sit the Examination for Registration, you and the Head of Midwifery must each declare that you are fit for registration.

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 an ākonga/students 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 ākonga/students applies to the Midwifery Council of New Zealand to sit the

Examination for Registration, the ākonga/students and the Head of Midwifery must each declare that the ākonga/students is fit for registration.

The Head of Midwifery declaration concerning fitness for registration includes that the Head of Midwifery believes the ākonga/students:

- Has completed a programme approved by the Midwifery Council of New Zealand.
- Has been assessed as meeting the Midwifery Council of New Zealand's Standards of Competence 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 you 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 (2003)

**Application for Registration as a Registered Midwife**

On successful completion of the programme, you 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 six years.
- 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.

Standards of Competence for Entry to the Registered Midwife scope of practice can be found on the Midwifery Council of New Zealand website: www.midwiferycouncil.health.nz.

# 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 Kaiako/tutor(s). You are also responsible for making sure your 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 ākonga/student, 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 kaimahi/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 an ākonga/student in a current course is still considered by Kaiako/tutors to not be satisfactory you will be invited to a meeting and advised in writing by the Portfolio Manager or delegate.

Where an ākonga/student 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 ākonga/student, 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 ākonga/student, in understanding the expected standards and skills needed to succeed and may include:

- a facilitated discussion with an appropriate kaimahi/staff member
- a formal contract with Learning Services or other appropriate kaimahi/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

**Ākonga/student Behaviour Management**

If you are identified as an ākonga/student 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 ākonga/student, is unacceptable and of concern to kaimahi/staff or other ākonga/student, 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 ākonga/student, 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 an ākonga/student on any of the Education Act (1989) grounds:

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

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

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

When a cancellation is being considered, the 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 Chief Executive or by his or her nominee under specific delegation.

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

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

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

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

**Copyright and Ara Ākonga/student**

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 ākonga/student, and/or Ara. Infringement by you, as a ākonga/student, may also be considered academic misconduct and result in penalties.

For more information about Copyright, see Copyright.

# Kā tū whare – Facilities

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| **Emergency calls** | In an emergency dial 111 for all emergency services.<br><br>You 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**<br><br>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.<br><br>**N.B. Call 111 and ask for Fire Service**<br><br>**Manawa Address: 276 Antigua Street**<br><br>**Voice messages** will tell you what action should be taken.<br><br> |
| **Fire Extinguishers & Hoses** | There are no fire hoses within the building. Fire extinguishers are place on each floor in the corridors or near the fire alarm manual call point – see floor maps in your packs.<br><br>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. |
| **Earthquake** | In the event of a **serious** earthquake, you should Drop, Cover and Hold. You should then evacuate the building via the stairs if damage is evident. |
| **Civil Defence** | There is emergency lighting in the building. |
| **First Aid** | 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.<br><br>There are two AEDs in the Manawa building which are located ground floor in the reception area on the wall and |

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| | on the 5th floor in the reception area on the wall. In an emergency call **111**.<br>**Address: 276 Antigua Street.** |

**Note: The Emergency Assembly Point for Manawa is Riverside on the riverbank**

# Appendix 1

## Equipment and Uniform Requirements

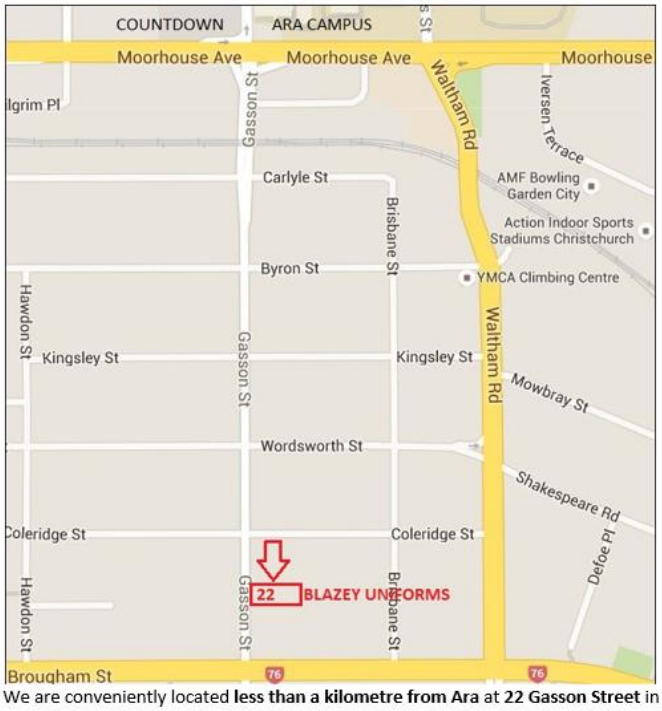
### Blazey *Uniforms*



$77.90 inc gst

https://blazeyuniforms.co.nz/collections/ara-midwifery-uniform-options

Passcode is **midwifery2027**




We are conveniently located **less than a kilometre from Ara** at **22 Gasson Street** in Sydenham, Christchurch. Hours 8.30am – 5pm, Monday – Friday.

Ph: 03 365 5680, 0800 252 939 Fx: 03 379 9575
info@blazeyuniforms.co.nz www.blazeyuniforms.co.nz

## Footwear

Shoes should be **enclosed** (including toe and heel) and made from vinyl or leather (not fabric) to prevent biological and physical accidents. Black shoes with a low heel and non-slip sole are acceptable. Sandals, sport shoes, boots, crocs or similar slip-on shoes with or without backstraps are **not** acceptable.

## Approved Calculators List for Summative Assessments

https://www2.nzqa.govt.nz/ncea/student-assessment-hub/list-of-approved-calculators/

## Ara Kit - Optional

Ākonga/students can purchase a Midwifery. **Each Kit Contains**




The website for online purchases Pharmaco Medical Emergency (pharmaco-medicalemergency.co.nz)

Choose your colour and stethoscope style and when you reach the end of the process you will be asked to enter a **PROMO code MIDWIFERY24** this will apply the discount. There is a freight charge.

## ICT Requirements

To study successfully within this programme, you will need:

- A mobile or smartphone, touch screen required
- A Laptop/Notebook or computer capable of:
  - accessing the internet,
  - playing audio and video files
  - viewing, authoring, and editing documents
- NB: Tablets, MAC's and other portable devices may be able to be used but will NOT work for all aspects of the programme.
- An internet connection – a broadband connection will enable you to take full advantage of the video and audio resources provided.
- A headset with headphones and microphone is required to participate in online tutorials and for meetings.
- Computer security software: protection against viruses, spyware and malicious software. This will depend on which computer operating system and internet browser you use.
- To have one of the following internet browsers: Firefox, Chrome (both these can be downloaded for free) or Safari (for Apple computers) to access some of the online course components.
- A digital camera, tablet or smartphone would also be an advantage for taking and uploading photos.

## Textbooks

Options for online and/or hard copy text books will be discussed at orientation.