Aratohu Hōtaka | Programme Handbook

Bachelor of Midwifery

Level 7, 480 credits

Ngā Ihirangi | Contents

He Kupu Whakatau | Welcome

Welcome to the Bachelor of Midwifery.

This Handbook contains essential information about the Bachelor of Midwifery programme. You will need to refer to this Handbook regularly. Discuss any part of it that seems unclear with your kaiako or Year Coordinator or the Head of School/Programme Leader.

This Programme Handbook contains general information on the programme. When you need information about a specific course, like timetable and assessment details, refer to the Course Outline for that course.

As ākonga, you will also need information that is not specific to your programme or courses, like how to access the library and learning support, and what pastoral care is available. For this information, use the links below.

Student Policies for special assessment consideration, extension beyond course end date, appeal of grade

Student Handbook or MyAra for useful information about studying at Ara

Raising problems or complaints

Library

Learning Services

Disability Services

Māori support/achievement services

Pasifika support/achievement services

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Bachelor of Midwifery 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 | Te Pūkenga (Ara)
• Otago Polytechnic | Te Pūkenga (Otago)
• Waikato Institute of Technology | Te Pūkenga (Wintec)

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 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 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	Be dedicated to the principles of Te Kahu Pōkai
Ka tohia koe ki te āio o te kahu ora	Uphold the serenity of protection
Ka tohia koe ki te māramatanga	Embark upon the pathway of enlightenment
Kōpakina koe ki te kahu pōkai	Embrace all that is bequeathed unto you
Kia māia te tū	To stand with confidence
Kia niwha te ngākau	Resolute of heart
Kia pakari ai koe, ahakoa ngā whiunga o te rangi	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 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 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 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 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 HPRO5403
HPRO5408	Midwifery Ways of Knowing 1	15	
HPRO5409	Midwifery Practice: Midwifery Skills	15	HPRO5401 HPRO5403
HPRO5410	Hauora Māori	15	HPRO5402 HPRO5406
Level 6 compulsory courses			
HPRO6401	Pregnancy, Birth and Bioscience	15	HPRO5403 HPRO5404 HPRO5405
HPRO6402	Well Baby, Breastfeeding and Newborn Nutrition	15	HPRO5403 HPRO5404 HPRO5405
HPRO6403	Midwifery Practice: Pregnancy and Birth	30	HPRO5403 HPRO5404

			HPRO5405
			HPRO5409
HPRO6404	Pharmacology and Prescribing for Midwifery Practice	15	HPRO5403
			HPRO5405
HPRO6405	Midwifery Ways of Knowing 2	15	HPRO5402
			HPRO5403
			HPRO5404
			HPRO5406
			HPRO5408
HPRO6406	Midwifery Practice: Complex Practice – Pre-existing Conditions	30	HPRO6401
			HPRO6402
			HPRO6403
HPRO6407	Midwifery Practice: Complex Practice – Complications	30	HPRO6401
			HPRO6402
			HPRO6403
HPRO6408	Unwell Baby	15	HPRO6402
Level 7 compulsory courses			
HPRO7401	Midwifery Practice: Complex Practice – Community	15	HPRO6406
			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
			HPRO7401
			HPRO7402
			HPRO7403
HPRO7405	Midwifery Practice: Evidence-based Practice	30	HPRO7401
			HPRO7402
			HPRO7403
HPRO7406	Midwifery Practice: Continuity of Care	45	HPRO7401
			HPRO7402
			HPRO7403
HPRO7407	Midwifery Practice: Core Practice	15	HPRO7401
			HPRO7402
			HPRO7403
HPRO7408	Midwifery Practice: Rural Practice	15	HPRO7401
			HPRO7402
			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 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 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	Sustainability	Midwifery Practice	Science	Mātauranga Māori	Te Tiriti o Waitangi	Cultural Context of Aotearoa	Evidence Based Practice

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 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 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 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 to develop their professional framework for midwifery practice. Courses enable ākonga 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 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 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 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 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 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 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 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 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 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

Legend:

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

Practice Requirements

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.

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 may re-enrol once in no more than two level 5 or Level 6 courses
- Ākonga can only re-enrol once in a level 7 course and then only in extenuating circumstances

Ākonga 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 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 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 Midwifery Examination.

Criminal convictions

During the programme ākonga 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 being immediately withdrawn from the programme.

Immunisation status

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

Ākonga 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 respect themselves and others, a community where healthy social interactions and academic pursuits are expected. To create and maintain the best possible teaching and learning environment, you are protected by basic rights and are expected to respect the rights and responsibilities of others.

Useful Contacts:

Independent Student Advocate: Duncan Dunbar.

Email: duncan.dunbar@ara.ac.nz | Mobile: 027 273 6246

Student Life Team Leader: Meg Nelis   Email: studentvoice@ara.ac.nz

Your Responsibilities as a Ākonga

As a ākonga 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 a Ākonga

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

Fairness

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

Ara Respects your right to:

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

Ara will protect your right to Standards:

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

Concerns / Complaints:

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

Unacceptable Behaviour for Ākonga, or Visitors at Ara

The following are examples of behaviour which are not acceptable for anyone (ākonga, 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

Ākonga Behaviour in class / classroom maintenance

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

Aromatawai i roto i tēnei Hōtaka | Assessment in this Programme

Assessment is a structured process of gathering evidence and making judgements on ākonga 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 on progress.
- **Summative** is assessment that provides evidence that an ākonga has or has not achieved a learning outcome.
    - o **Competency-based** assessment
    - o **Achievement-based** assessment

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

- Achievement-based assessment completion: Ākonga 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 must successfully complete all specified competency-based assessment items.

- There are no resubmission/resit opportunities for competency assessments.

- Assessment in clinical practice courses supports both achievement and competency-based assessment. Ākonga 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 Competencies for Entry to the Register of Midwives at the standard expected for midwifery ākonga 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 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 ākonga performance is sought from women as part of the assessment whenever ākonga 'follow through' a woman during any stage of the childbirth experience. Midwifery lecturers contact women directly to ask for feedback about ākonga 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 in midwifery practice placements and this feedback contributes to the overall assessment decisions and feedback to ākonga.

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 ākonga in order to assist the ākonga to improve performance and meet the required standard. Ākonga self-assess against the relevant assessment tool as preparation for the formative feedback and discussion with assessors. The ākonga discusses her self-assessment with the midwife and kaiako who provides informal feedback to the ākonga about her progress in the placement and their assessment of the ākonga against the standards of competence at this midway point. If the ākonga 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 and kaiako. This will assist the ākonga 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, the assessor and the designated lecturer (if different from assessor) about the ākonga 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 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 ākonga 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 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 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 performance and the quality and content of the ākonga 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 Department of Health Practice (with the exception of the Midwifery Council of New Zealand National Midwifery Examination for entry to the register of Midwives that ākonga sit after successful completion of the Bachelor of Midwifery programme), will follow the Ara Academic Board guidelines. All ākonga 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 must provide their Ara Student ID card as ID.

Ākonga are referred to the Programme Leader/head of Midwifery and the Ara website 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 ākonga expects to have difficulty sitting an examination or completing an assessment on the scheduled date and time, the ākonga 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.

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

Sickness or Bereavement on the Day of a Resit Examination

The ākonga 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 Department of Health Practice Assignment Cover Sheet is available to all ākonga 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 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 The ākonga has demonstrated competency in the assessment.
NA	Not Achieved The ākonga 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 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 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 **Not available in Midwifery**
DNC	Did Not Complete - where a compulsory element of a course is not submitted, or the ākonga formally withdrew after 80% or informally withdrew at any time.
GP	Grade Pending - ākonga 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 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.

Extension of assessment deadlines

Ākonga who anticipate difficulty in submitting assessments by the due time and date may request an extension. The extension must be agreed to prior to the assessment due time and date.

Extensions that fall outside of the course end date can only be approved by the Business Division Head of Midwifery with notification to the Business Division Programme Committee.

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 and/or resits) for achievement assessments is as follows:

- For Level 5 courses: one resubmission/resit opportunity in each course (excluding practice/competency-based assessments).

- For Level 6 courses: one resubmission/resit opportunity may be available for each course (excluding practice/competency-based assessments).

- For Level 7 courses: one resubmission/resit may be available for each course; however only two resubmission/resits are available across all courses in the final year (excluding practice/competency-based assessments).

Providing the maximum number of resubmission/resit opportunities has not been exceeded, ākonga 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 are eligible for a resubmission/reassessment opportunity. These are:

1. Ākonga must have completed the course work requirements.

2. Ākonga have achieved a grade between 40-49% for the assessment.

3. Ākonga must discuss the feedback on their first attempt with the course kaiako.

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

It is the responsibility of ākonga 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 successfully complete a resubmission/resit the highest mark achievable for that assessment will be 50%.

There are no resubmission/resit opportunities for competency assessments and any failure would require re- enrolment in the course. A condition of re-enrolment is that ākonga 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

The use of te reo Māori is endorsed as an option for the purpose of assessment and will be undertaken in accordance with the **Te Pūkenga Bachelor of Midwifery Assessment in te reo Māori procedure**. All efforts will be made to support ākonga to undertake assessment in te reo Māori where requested and ākonga choosing this option will not be disadvantaged.

Assessment Concession

Ākonga 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 achieves for the assessment task.

Alternative Assessment

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.

Academic Integrity

Academic integrity is the expectation that all members behave honestly, responsibly, and respectfully towards their own work and that of others.

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, 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

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. *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 working together or with other persons for the purpose of intentionally or non-intentionally deceiving the assessor as to who is actually responsible for producing the material submitted for assessment. *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. *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. *Examples: misappropriating another ākonga'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's assessment attempt; using digital technologies (e.g., ChatGPT) to write an assessment*
Fabrication	submitting contrived or altered information in any academic exercise. *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, falsifying a creative work*
Facilitating academic dishonesty	knowingly helping or attempting to help another person act with dishonesty. *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. *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 writing**, when ākonga gets another person or organisation to produce an assignment or complete an assessment for them, whether paid or unpaid. *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. *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. *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, over fellow ākonga in an academic exercise, and can also entail disadvantaging fellow ākonga. *Examples: gaining or providing unauthorised access to examination materials; obstructing or interfering with another ākonga's 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

Summative assessment results are usually notified to you within 15 working days of the assessment due date.

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 Department 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 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 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.

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 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

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 ākonga 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 ākonga, are having difficulty meeting academic standards or you seek guidance, assistance or support with study related matters.

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

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

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

Formal Academic Contract

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

Where a ākonga 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, 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, 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.

Ākonga Behaviour Management

If you are identified as a ākonga who displays unacceptable behaviour the department 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, is unacceptable and of concern to staff or other ākonga, you will be advised of this in writing by the Head of Department. This written warning is known as probation.

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

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

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

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

For more information about probation, see Probation - scroll down and find **3.4 Probation**

Exclusion

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

Suspension

Suspension is a short-term exclusion and is the formal process by which you, as a ākonga, 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 ākonga 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 Head of Department must invite you to an interview.

Refusal of Future Enrolment

Any person may, for good reason and on good evidence, be refused enrolment at Ara generally or in a particular programme or course only by the 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 Head of Department 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 Ākonga

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

For more information about Copyright, see Copyright

Manawa Building Emergency Procedures

Emergency calls	In an emergency dial 111 for all emergency services. 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** 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 place 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.
Earthquake	In the event of a <u>serious</u> 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. There is an AED in Manawa building and is located currently on the 5th floor in the reception area on the wall. In an emergency call **111**. **Address: 276 Antigua Street.**

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