Ara
Institute of Canterbury
Ara rau, taumata rau

2026

Programme Handbook

NZ2992 NZ Certificate in Health & Wellbeing (Social and Community Services) (Level 4)

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

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Nau mai ki Ara - Welcome to Ara

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

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

Your lecturers, tutors/kaiako and support staff are approachable, friendly and committed to creating a positive, inclusive and inspiring learning environment. We look forward to journeying with you as you study with us.

Ngā manaakitanga

Michael Shone
Dean
Faculty of Health, Science and Sustainability
2026

Kia rite ki te ako
Getting ready for study

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. You can also find useful information on MyAra. 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.)

Semester 1 2026

Date:	Friday 13 February 2026
Time:	9am – 12pm Optional (but highly recommended) digital support workshop 12pm – 2pm
Christchurch Venue:	Room N104 – Ground Floor of N Block
Timaru Orientation	Monday 16th February 9am (first day of class) Room: Te Whare Poutama Timaru Campus

On your first day (orientation), you will be introduced to your kaiako and new classmates, be given an overview of this programme, including:

- Welcome & overview of our Ara and our programme
- Whakawhanaungatanga – connecting with each other
- Meet your kaiako and other key people
- Campus familiarisation
- Key placement information
- Key assessment policies and procedures
- ICT & Moodle access

Returning students
Please check your timetable for your first class details.

What to wear

Please dress smart casual.

Logins

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

Timetable information

All timetables are available on MyAra.

How to find your way around

Campus maps can be found here.

Parking and bus information

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

Ara Whakatau, your official welcome

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

Click here to find out when the whakatau will be.

International learners

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

Korero Nui Important Information

Programme Information Handbook

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

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

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

Ask your kaiako or Programme Lead if you need help to find the information you are looking for.

Learner Information Handbook

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

Health and Safety

Please refer to the 2025-learner-information-handbook.pdf for general Health and Safety information and evacuation details. In an emergency advise a 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 Learner satisfactory progress is defined as 100% attendance and successful completion of 75% or more of your courses.

Let Ara know when you are absent from classes or if you are sick. Contact your tutor or advise the Faculty by emailing sciencesocialpractice@ara.ac.nz

Non-Engagement

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

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

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

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 strongly encourage you to talk this over as soon as possible with your tutor.

Drugs and Alcohol

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

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

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

You can download the policy from CPP506 Drugs & Alcohol Policy.

Artificial Intelligence (AI) Tools

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

For more detail, please read the **Kā ture me kā tikaka - Policies & Procedures** section of this handbook Policies.

Kā Raki whakahirahira - Important Dates

SEMESTER ONE	DATES
TERM 1	**16 February – 03 April**
Waitangi Day	Friday 06 February
Whakatau	Wednesday 04 March
Good Friday	Friday 03 April
Easter Monday	Monday 06 April
Easter Tuesday	Tuesday 07 April
Anzac Day	Observed Monday 27 April
TERM 2	**20 April – 26 June**
King's Birthday	Monday 01 June
Matariki	Friday 10 July
MID YEAR BREAK	**29 June – 17 July**

SEMESTER TWO	DATES
TERM 3	**20 July – 25 September**
TERM 4	**12 October – 04 December**
South Canterbury Anniversary	Monday 28 September
Labour Day	Monday 26 October
Canterbury Anniversary	Friday 13 November

Kā whakapātaka - Contact Details

Key Staff

Adrian Lowe

Portfolio Manager

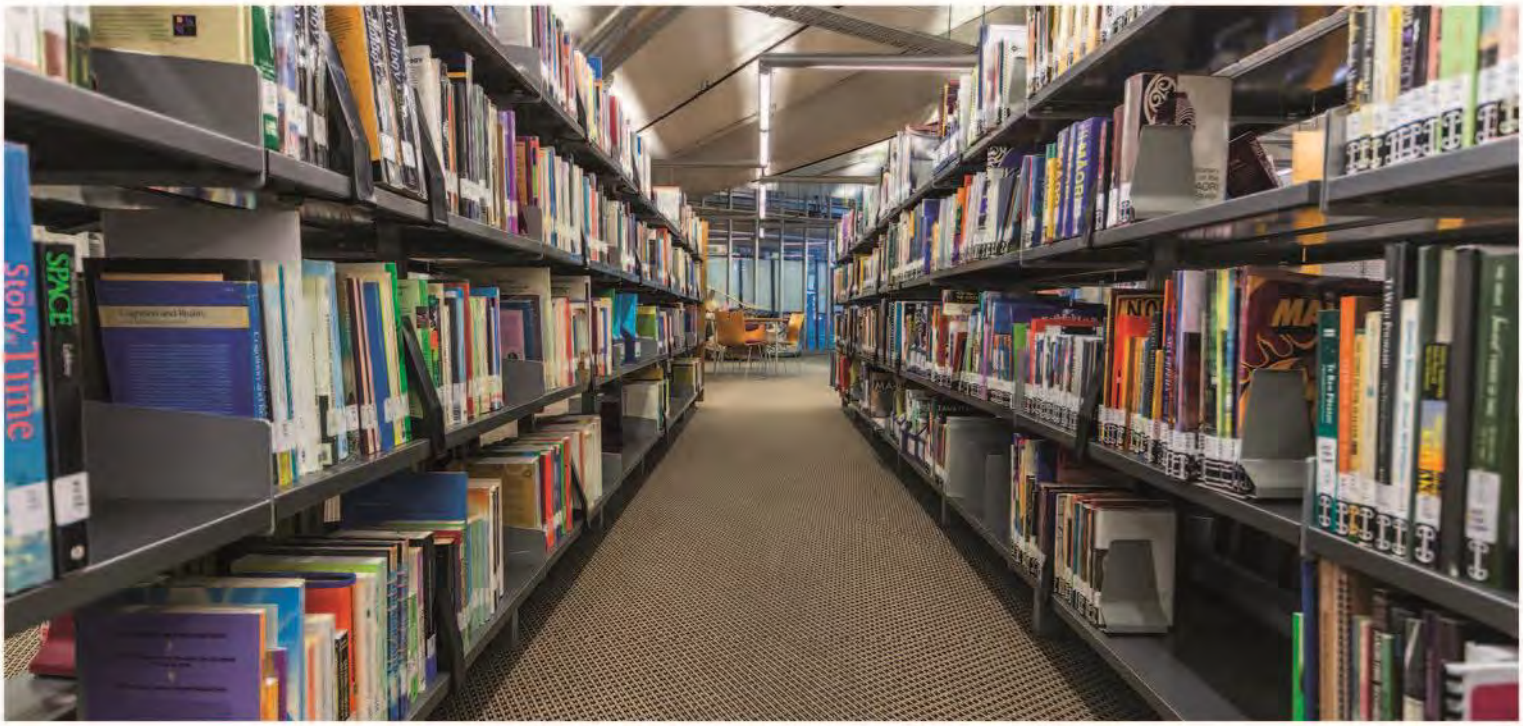
(03) 940 8580
Room: S173
Adrian.Lowe@ara.ac.nz

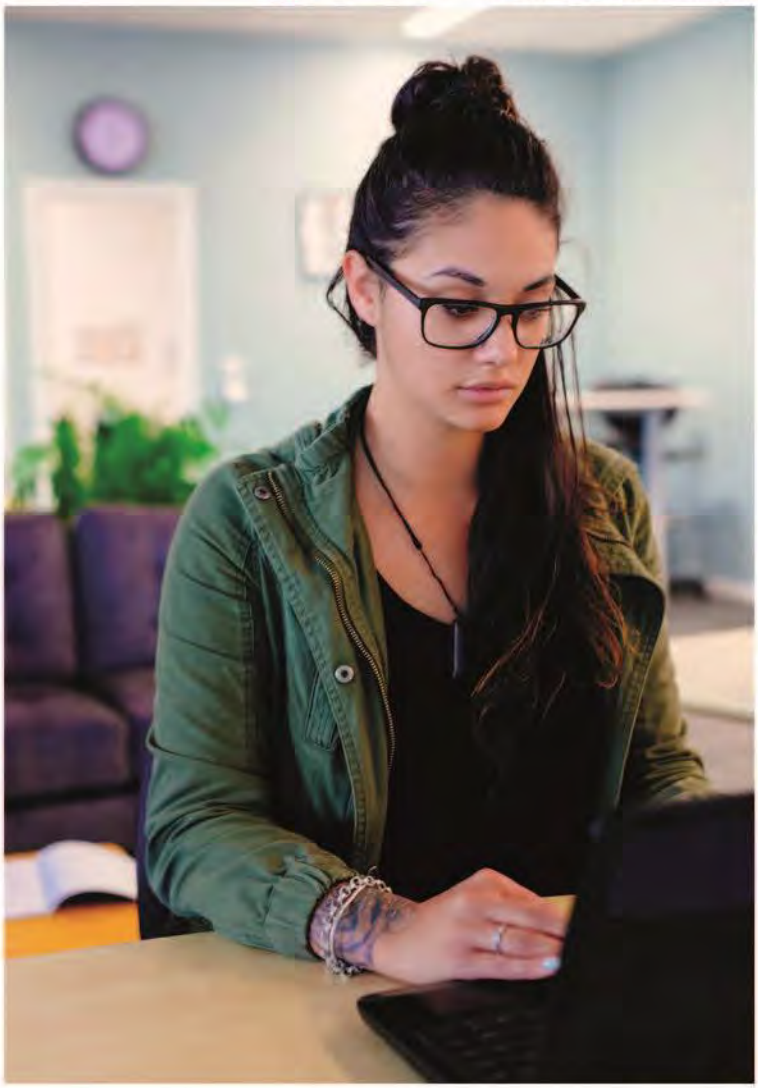
Chris Habinshuti

Programme Leader

(03) 940 8693
Room: S654
Chris.Habinshuti@ara.ac.nz

Tō Akoako
Your study





Taipitopito akoraka - Programme Details

Programme Aim

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

Graduate Profile

Graduates of this qualification will be able to:

- Engage and communicate effectively with tangata, family and/or whānau accessing social and community services in a manner which respects their socio-cultural identity, experiences and self-knowledge.
- Apply knowledge of Te Tiriti o Waitangi to honour the history and context of Māori as tangata whenua and apply knowledge of person-whānau interconnectedness to own role in a health and wellbeing sector.
- Demonstrate self-awareness, reflective practice, self-management, personal leadership and self-care in a health and wellbeing setting.
- Actively contribute to a culture of professionalism, safety and quality in a health and wellbeing organisation.
- Use knowledge of the aims and purpose(s) of the wider health & wellbeing sector to reflect on their impact on own role.

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

- Apply mental and/or addiction tools and strategies when working alongside tangata, family and/or whānau to enhance their spiritual, emotional and physical wellbeing.

Graduates of the Whānau Community & Social Services strand will be able to:

- Apply community and social services tools and strategies when working alongside tangata, family and/or whānau to support autonomy, identify goals, reduce vulnerability and build resilience or achieve aspirations.

Programme Regulations

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

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

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

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

A minimum of 200 work integrated learning hours is required.

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

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

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

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

Mahere Ako - Programme Structure

Programme Matrix

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

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

Leading to the award NQF 2992 Version 3

Code	Course Title	Level	Credits	Course Factor
Core				
HWSW400	Introduction to the Health and Wellbeing Sector	4	15	0.1250
HWKP400	Knowledge for Practice	4	15	0.1250
HWWP400	Working with People	4	15	0.1250
HWTM400	Te Ao Hauora Māori	4	15	0.1250
HWCI400	Contemporary Issues in Health and Wellbeing	4	15	0.1250
Total Core			**70**	**0.5833**
Total Strand Core (see below)			**50**	**0.4167**
			120	**1.0000**

Code	Course Title	Level	Credits	Course Factor
Whānau, Community & Social Services Strand				
HWSS401	Social Services Practicum A	4	15	0.1250
HWSS402	Social Services Practicum B	4	30	0.2500
Total – Social Services Strand			**50**	**0.4000**

Code	Course Title	Level	Credits	Course Factor
Mental Health & Addiction Support Strand				
HWMH401	Mental Health and Addiction Support Practicum A	4	15	0.1250
HWMH402	Mental Health and Addiction Support Practicum B	4	30	0.2500
Total – Mental Health & Addiction Support Strand			**50**	**0.4000**

Learning, Teaching and Assessment Approaches

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

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

Learning, teaching and assessment approaches include:

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

Flexible Delivery

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

Work Integrated Learning

This programme is designed for support services learners who have access to workplace practicum experiences. Large aspects of the programme are set in an authentic work-based environment where through reflection and feedback, learners will reflect on and evaluate their practice to develop self-improvement goals. Links to two key documents are given below and we encourage you to explore these. They are available through your MyAra Portal.

https://www.ara.ac.nz/siteassets/documents---home/about-us/policies/general-academic-policies/app513a-wil-agreement-form.pdf

https://www.ara.ac.nz/siteassets/documents---home/about-us/policies/general-academic-policies/app513-work-integrated-learning.pdf

Culturally Responsive Pedagogy

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

Literacy and Numeracy Skills

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

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

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

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

Sustainability

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

Learning Communities and Universal Design for Learning

Developing classes as learning communities is a deliberate vision and act by tutors to enhance opportunities for learning for all learners. It acknowledges how the socio-cultural world of the learner can enhance and create rich learning opportunities for all learners. Universal design for Learning (UDL) is a model which is implemented within and complements the goals of a learning community. UDL provides flexibility in the ways information is presented, in the ways learners respond or demonstrate knowledge and skills, and in the ways learners are engaged. It has the potential to reduce barriers in instruction,

provides appropriate accommodations, supports, and challenges, while maintains high achievement expectations for all learners, including learners with disabilities and learners who have limited English proficiency.

Teaching Facilities and Physical Resources
Classes are delivered onsite at the Christchurch city and at the South Canterbury campuses and other learning environments and workplaces as required.
All teaching rooms have inbuilt AV technology, wireless broadband. Ara has an on-going commitment to web-based learning. All resources delivering such learning are managed via a set of ICT standards that align with AS/NZS ISO/IEC 27001: 2006, for Information Security Management and are audited annually by Audit New Zealand.

These standards include

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

Our Access to Your Work

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

Kā tika me kā kaweka o te tauira - Learner Responsibilities and Rights

Learner Responsibilities and Rights

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

Useful Contacts:

Independent Student Advocate: Duncan Dunbar.

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

Student Voice Co-ordinator:

Email: studentvoice@ara.ac.nz

Your Responsibilities as a Learner

As a learner here, Ara expects you to:

Behave safely

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

Your Rights as a Learner

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

Fairness

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

Ara Respects your right to:

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

Ara will protect your right to Standards:

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

Concerns / Complaints:

Your rights will be upheld by Ara management. If you think they have been infringed, in the first instance please contact your course tutor or your Programme Lead Chris.Habinshuti@ara.ac.nz. If it is not appropriate to contact your tutor regarding your complaint, or the matter has not been resolved, please

contact our Portfolio Manager adrian.lowe@ara.ac.nz or Student Advocate and/or the Student Voice Team.

Unacceptable Behaviour for Learners, or Visitors at Ara

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

- Breaking any NZ law (e.g., assault, theft).
- Any form of cheating (including plagiarism and other dishonest practices).
- Misuse of technology, AI tools, software, hardware, or communication systems provided by Ara (refer Ara Code of Conduct for ICT Users in particular).
- Any form of harassment, bullying, or unjust discrimination including social media.
- Unacceptable sexual behaviour (e.g., sexual harassment, accessing pornography/other restricted material).
- Misuse of alcohol, drugs or other substances affecting behaviour, health, or safety.
- Smoking (including vaping) on Ara campuses. (Ara is a smoke free campus).
- Violence or threats of violence.
- Vandalism or other abuse of facilities and buildings.
- Disruptive behaviour in class (e.g., arriving late, use of any electronic device, interfering with the learning of other individuals).
- Inductions (informal) are not permitted at Ōtautahi House or on other Ara premises and are strongly and expressly discouraged by Ara.
- The above is not an exhaustive list of unacceptable behaviours. Where appropriate, Ara reserves the right to contact or report to external authorities.

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

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

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

Learner Behaviour in Class / Classroom Maintenance

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

Dress Code

There is no written dress code, but you are expected to attend classes dressed in a way which is generally acceptable. You are also expected to be "dressed for the occasion" when going on a site visit or undertaking a Cooperative Education Project. You may be prevented from going on site visits if the staff member is of the opinion that you're not dressed in an appropriately professional manner. All details around dress code will be explained in class.

Kā Taunakitaka Mōu – Support for You

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

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

For more detailed information on the code, and support areas listed below, please refer to the Learner Information Handbook on MyAra.

Support Area	Details	People	Links
Faculty Staff	This team are your first port of call for issues impacting your ability to study	Tutor/Kaiako Programme Lead Programme Manager Portfolio Manager	Refer to page 4 for contact details.
Student Reps	Student reps are invited to attend student rep meetings within your faculty where they can raise issues on your behalf	Student Voice Posters of your student reps are displayed in your faculty	Student Voice
Student Services	Ara offers a wide range of student services	Student Advisors Health Centre Student Voice	Student Support
Te Pae Ora	A wellbeing hub for ākonga		Te Pae Ora | Te Pūkenga
Independent Student Advocate	Student Advocacy is available to assist you if you are facing difficulties within or beyond Ara that could affect your study	Duncan Dunbar 027 273 6246 Duncan.Dunbar@ara.ac.nz X106 (Rakaia Centre)	Student Advocacy

Support Area	Details	People	Links
Complaints Process	Ara has a process to support you and respond if you have a concern or complaint about a course, tutor, or another aspect of your programme	Complaints Co-ordinator	CPP117-Raising-problems-or-complaints CPP117a-aising-problems-or-complaints-form
Safeplace	Safeplace is the tool we use to report risks, accidents and other incidents	Safety & Wellbeing Co-ordinator Safety & Wellbeing Business Partner	SafePlace FAQ for Learners
Important Policies	All Ara Corporate and Academic Policies can be found at Ara Policy Library		Student Rights and Responsibilities Addressing Bullying, Harassment and Discrimination

Kā Aromatawai - Assessments

Assessment Information

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

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

- The weighting of each assessment in your course that contributes to your final grade, if applicable.
- The assessment policy for resits, second results and alternative assessments, if they are different from the policies in this document.
- The time frame for getting your marked assessments back from tutors, if they are different from those stated in this document.
- The penalties for handing assessments in late, if they are different from those stated in this document. Please note, these may be different for each course.
- All information regarding assessment expectations and policies will also be found on the general NZ2992 Moodle Site.

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

Assessment Types

Formative assessment	Verbal and written feedback that takes place throughout classes and the programme.
Summative assessment	Assessments throughout the year that are based on learning outcomes for the course and determine how well you have achieved each outcome. You are given grades and written feedback. These assessments may include practical tests, roleplays, portfolios, presentations and projects.

The contents of the course work will be explained by the tutor for each course. If at any point your tutor or Programme Leader is concerned about your progress, they will let you know.

Academic Integrity

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

You are required to:

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

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

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

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

Submitting Your Work

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

All assessments are digital, so ensure you keep a copy until your official results are published at the end of the semester. If you have any questions, contact your tutor.

Assignment Cover Sheet

The standard Faculty of Health, Science and Sustainability Assignment Cover Sheet is available to all learners via Moodle (http://moodle.ara.ac.nz/login/index.php)

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

Assessments - Marking

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

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

Quality Assurance

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

The Grade Scale

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

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

Marked Grades

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

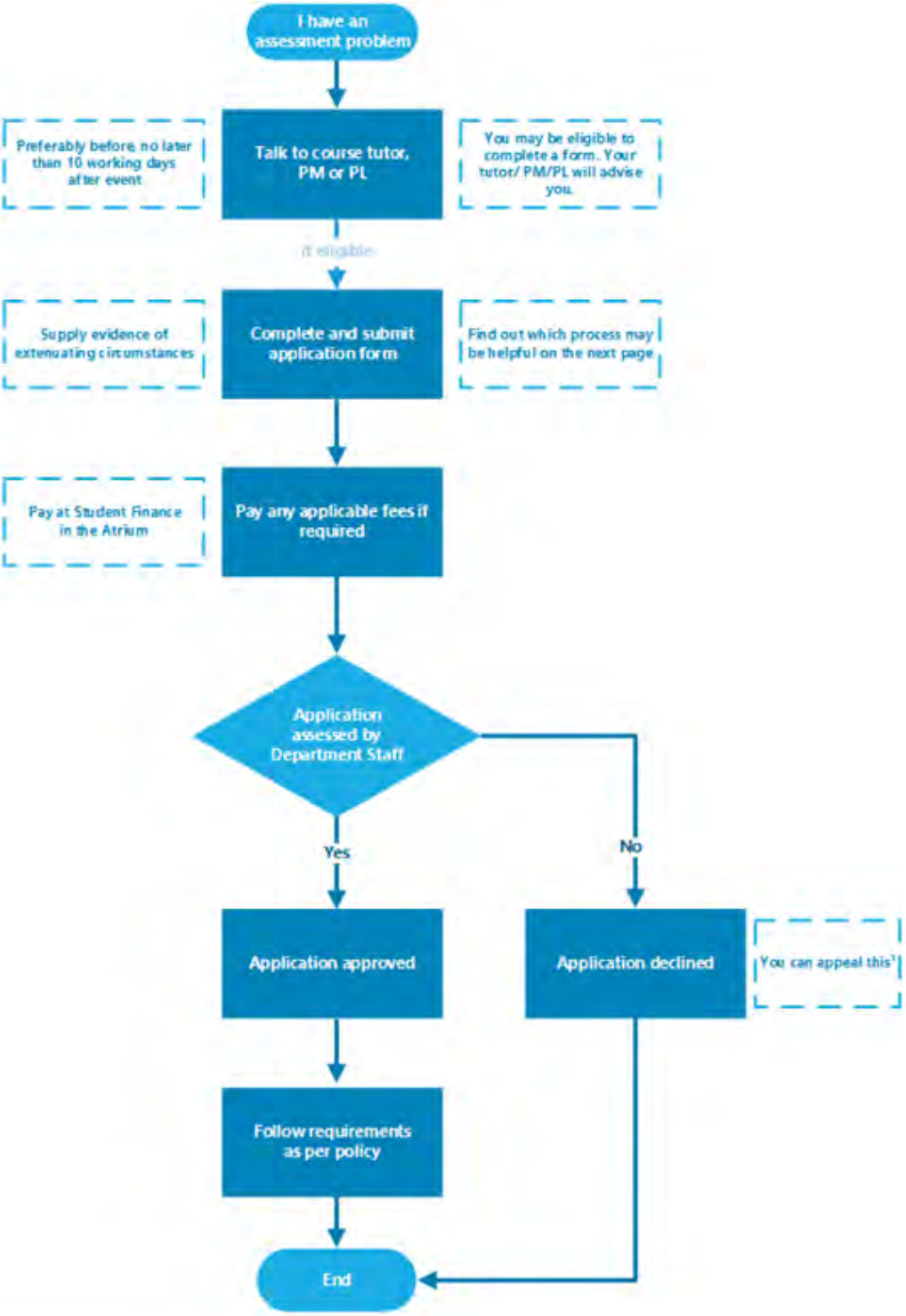
Other Grades

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

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

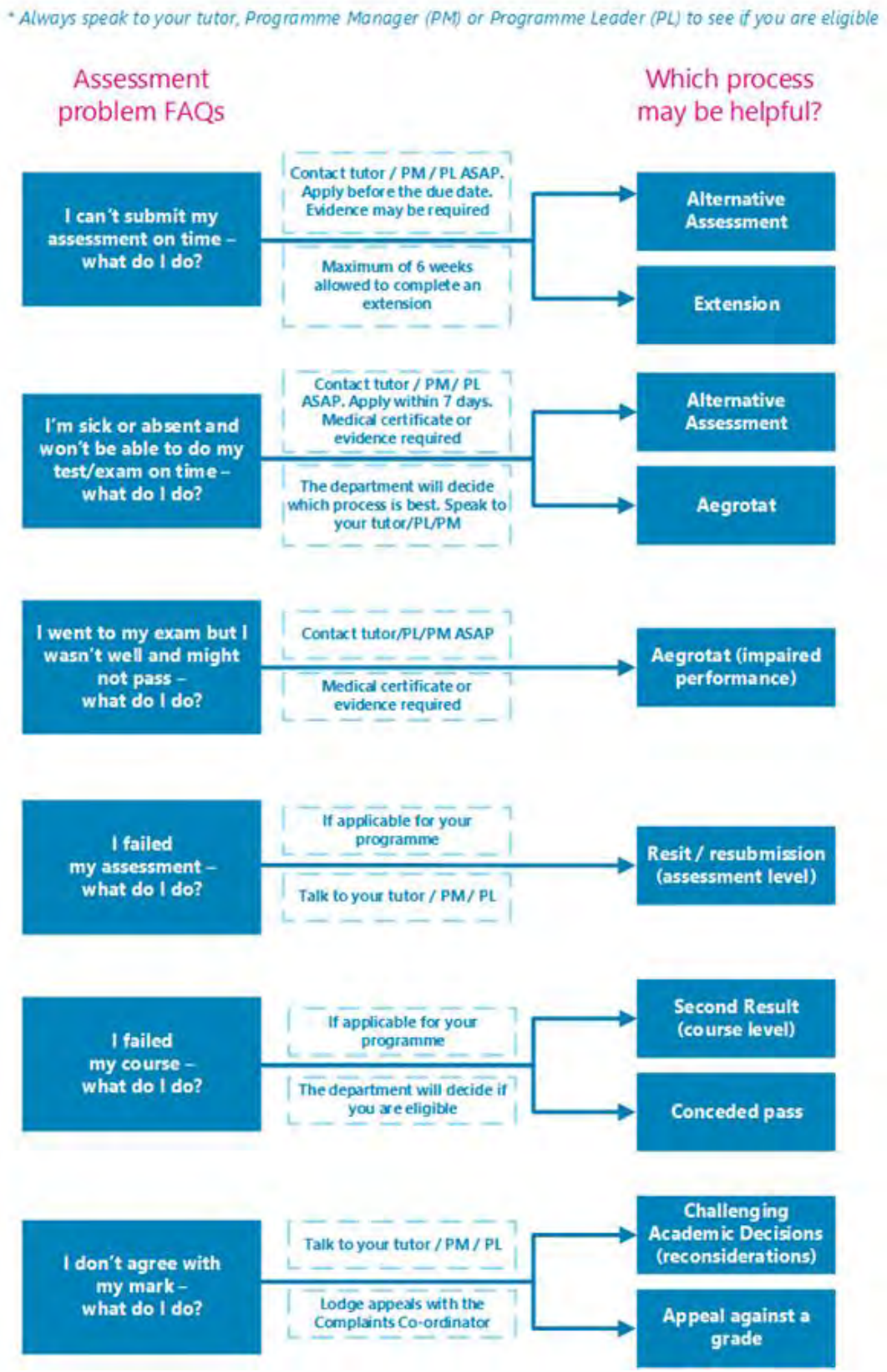
Kā tikaka aromatawai - Assessment Regulations

Regulations Flowchart



[1] The student lodges the appeal in writing with the Complaints Co-ordinator with a copy to the Head of Department

Which form do I use?



Extensions

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

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

Resits or resubmission of assessment tasks

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

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

Second Results (course level)

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

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

Assessment in Te Reo Māori

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

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

Marks Carried Forward

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

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

Supported Assessment

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

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

Recognising Prior Knowledge and Skills

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

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

For information about how to apply for credit recognition, see Credit Recognition You can download the form from Credit Recognition Application.

Alternative Arrangements

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

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

Aegrotat

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

For information about these regulations, see Aegrotat Pass Regulations You can download the form from Aegrotat Application and the Practitioner Statement form from Aegrotat Practitioner Statement.

Reconsideration of Assessment Decisions

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

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

Reconsideration of a Course Final Grade

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

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

Appeal of Reconsideration Decision

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

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

Conceded Pass

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

For information about conceded passes, see Assessment Policy - scroll down and find **3.17 Conceded Pass.**

Kā putaka me te Whakapōtaetaka - Results & Graduation

Accessing Your Results

Results of individual assessments will be made available to you within 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 from the Student Portal at accessible through MyAra or through the My Ara app.

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

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

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.

Access to marked assessments

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

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

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

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

- internal and external moderation

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

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

Receiving Your Qualification

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

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

Graduation

We hold several graduation ceremonies.

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

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

For all information on graduation, including dates, please see Graduation.

Kā ture me kā tikaka - Policies & Procedures

Academic Policies

All policies are accessible on the Ara website Ara Policy Library. Ara provides a student advocacy service.

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

Academic Support and Progression

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

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

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

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

Formal Academic Contract

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

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

For more information about Academic Support and Progression, see Academic Support and Progression - scroll down and find **3.3 Formal Academic Contract.**

Academic Misconduct

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

Plagiarism

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

Use of Artificial Intelligence (AI) Tools

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

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

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

Cheating

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

Dishonest Academic Practice

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

Educative Processes

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

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

Penalties

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

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

Learner Behaviour Management

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

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

Probation

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

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

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

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

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

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

Exclusion

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

Suspension

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

Cancellation of Enrolment

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

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

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

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

When a cancellation is being considered, the Portfolio Manager must invite you to an interview.

Refusal of Future Enrolment

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

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

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

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

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

Copyright and Ara Learners

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

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

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

For more information about Copyright, see Copyright.

Kā tū whare me kā rauemi
Facilities and resources

Kā tū whare – Facilities

Faculty related Health & Safety

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

Disclaimer:

All care and attention have been given to ensure the information in this document is accurate at the time of publishing. Ara does not take responsibility for any loss or harm incurred as a result of reliance upon any information which is incorrect or out of date. This document was last updated on 20 January 2026.

Want to find out more?

For details and information about making the most of your study at Ara, visit **www.myara.ac.nz** or get the **downloadable app.**

Get in touch of you have any questions: **0800 24 24 76 | info@ara.ac.nz**