2026
Programme Handbook

CH3730 Bachelor of Nursing (Level 7)
Year 2 and Year 3

Ara
Institute of Canterbury
Ara rau, taumata rau

Rāraki Upoko – Contents

Nau mai ki Ara - Welcome to Ara

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

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

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

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

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

Kia rite ki te ako
Getting ready for study

Tō Rangi Tuatahi - Your First Day

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

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.)

What you will need

Notetaking equipment

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

Ara Whakatau, your official welcome

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

Click here to find out when the whakatau will be.

Korero Nui - Important Information

Programme Information Handbook

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

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

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

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

Learner Information Handbook

We recommend that you read your Programme handbook in conjunction with the Learner Information Handbook 2025-learner-information-handbook.pdf (also available on MyAra) which has more detailed information about support and services available to learners at Ara.

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 lecturer or advise the Faculty by emailing deptofhealthpractice@ara.ac.nz**

Non-Engagement

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

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

1	We will attempt to contact you 3 times and if we are not successful we will withdraw you (1) within 3 days if there is a waitlist of other learners who want to enrol, or (2) within 10% of the length of your enrolment (often 1 – 2 weeks)
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 fully encourage you to talk this over as soon as possible with your lecturer.

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

Nelson Anniversary	Monday 2 February

Waitangi Day	Friday 6 February
Good Friday	Friday 3 April
Easter Monday	Monday 6 April
Easter Tuesday	Tuesday 7 April
Anzac Day	Observed Monday 27 April
King's Birthday	Monday 1 June
Matariki	Friday 10 July
South Canterbury Anniversary	Monday 28 September
Labour Day	Monday 26 October
Marlborough Anniversary	Monday 2 November
Canterbury Anniversary	Monday 13 November
Westland Anniversary	Monday 30 November

Kā whakapātaka - Contact Details

All staff are located on the 5th floor of the Manawa Campus

Key Staff

Roxane Will

Portfolio Manager - Nursing
021 273 7646
Roxane.Will@ara.ac.nz

Kirsty Donaldson

Portfolio Manager - Nursing
021 273 8721
Kirsty.Donaldson@ara.ac.nz

Rachel Burt

Clinical Manager
021 274 6095
Rachel.Burt@ara.ac.nz

Alex McAllum

BN Programme Leader
021 246 8269
Alex.McAllum@ara.ac.nz

Anna Richardson

BN Programme Leader
021 287 6078
Anna.Richardson@ara.ac.nz

Trish Thomson

Year One Coordinator
021 287 8846

Trish.Thomson@ara.ac.nz

Jen Angus

Year One Coordinator
021 287 8846
5th Floor, Manawa Campus

jennifer.angus@ara.ac.nz
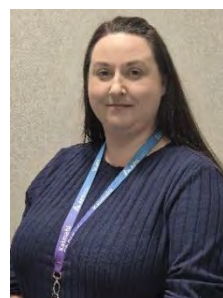
Maryann Wilson
Year Two Coordinator
021 801 084
Maryann.wilson@ara.ac.nz

Amy Curry

Year Two Coordinator
021 806 451
Amy.Curry@ara.ac.nz

Dr Julie Bowen-Withington

Year Three Co-ordinator

021 281 8295

julie.bowen-withington@ara.ac.nz

Avril Guihen

Year Three Co-ordinator

021 039 6633

Avril.guihen@ara.ac.nz

Admin Staff

Name	Phone	Email
Charlotte Li-Preuss/ **Candace Nicklin** Placement Coordinator	021 285 6157/ 03 940 6013	Clinical.Placement@ara.ac.nz
Kerry Chisholm Team Leader - Administration Operations	022 019 3358	Kerry.chisholm@ara.ac.nz
Anne Snelling Operations Administrator	021 271 8569	deptofhealthpractice@ara.ac.nz
Ali Irvine Operations Administrator	03 940 8254	deptofhealthpractice@ara.ac.nz

Faculty Links

 https://www.facebook.com/Aradeptofhealthpractice

Tō Akoako
Your study

Taipitopito akoraka - Programme Details

Programme Aim

The degree will produce graduates who meet the Nursing Council of New Zealand (NCNZ) Competencies for Registered Nurse Scope of Practice (2022), and who can critically interpret and apply their knowledge to constantly changing health care contexts.

Graduate Profile

- Meet the Nursing Council of New Zealand (NCNZ) competencies for the registered nurse scope of practice.

- Practice safe, caring, effective and competent nursing, at a beginning registered nurse (RN) level, in a variety of health care settings and environments.

- Articulate the place of Te Tiriti o Waitangi / The Treaty of Waitangi in both health care delivery and nursing practice.

- Practice in a culturally safe manner that reflects a broad understanding of health and wellness.

- Analyse the impact of historical, cultural, political, social, economic and environmental influences on health and nursing practice.

- Incorporate self-authorship, critical thinking, clinical reasoning and problem solving capabilities into their nursing practice.

- Effectively apply a range of theories, frameworks and models in their daily practice with individuals, families, whānau and communities.

- Apply a comprehensive health assessment within the individual's family, whānau and community.

- Communicate effectively and develop effective therapeutic partnerships and actions with individuals, families, whānau and communities.

- Be collaborative and respectful with interprofessional colleagues.

- Lead and manage within the context of registered nurse scope of practice.

- Use evidence-based practice to inform their nursing practice.

- Act professionally and in a caring manner by incorporating respect for and valuing diversity of life choices, and health options.

- Enhance their professional development through lifelong learning.

Mahere Ako - Programme Structure

The programme is structured to scaffold learners' learning, to allow them to practise and critically apply knowledge and skills for nursing, and to demonstrate appropriate attributes required by the profession. The programme structure allows learners to learn the foundational knowledge and skills required for nursing practice. The knowledge and skills gained are applied to 'real-world' experience through clinical placements in year one and extend in clinical placements in years two and three. Year three culminates in learners transitioning to registered nurse practice, being able to apply research skills, and demonstrate readiness for practice on graduation and attainment of registration.

The BN requires the equivalent of three years' full-time study. The programme consists of 19 courses (credit range 10 – 50). The NCNZ domains of competence for the registered nurse scope of practice (professional responsibility, management of nursing care, interpersonal relationships and interprofessional healthcare and quality improvement) are used as the basis for the structure of the programme.

Over the three years of the BN, the complexities inherent in clinical practice will be addressed in order that learners apply their increasing knowledge and skills to their clinical practice. Scaffolding learning is considered important as the learner makes progress towards managing the complexities of patients'/clients' healthcare needs.

The three-year programme is divided into six semesters and labelled according to each year. Each year is divided into two semesters comprising Part A and Part B; for example, Year One Part A (semester one, year 1). Each 'Part' of the programme has courses totalling 60 credits. This structure enables learners to progress in an ongoing way; building on previous learning.

Year One

In Year One Part A and Part B each course is 15 credits. Learners are introduced to active learning approaches throughout year one, utilising learning tools and resources provided. The theoretical courses of Professional Responsibilities (BNPR501) and Interpersonal Relationships (BNIR501) have been deliberately allocated to Part A as it is important that the content of the courses is learned prior to the clinical components. Topics have been mapped across courses to assist understanding of the integration of subjects and are linked where

appropriate to scenarios. Scenarios focus on practice-based learning that mimic clinical practice. The curriculum threads evident in the degree philosophy such as cultural safety and research-informed evidence-based practice, are used as part of the scenarios, and are linked to the teaching and learning activities within each course. The practice foci/threads will also be used in the activities that contribute to the clinically based portfolios. Considerable emphasis is placed on the use of simulation as both a learning activity and an assessment. The integration of theoretical knowledge in nursing practice is required throughout the three years and will be assessed from Year One Part B.

Year Two

Year two courses comprise 15 credits for each theoretical course and 30 and 45 credits for clinical courses. Active learning approaches are enhanced throughout year two, where learners are expected to prepare for, and engage in tutorials, scaffolding self-authorship. Across year two there is scaffolding of academic writing and critically reflective practice in order for the learner to develop skills in analysis and application of theory to practice. The curriculum threads evident in the degree philosophy of clinical decision making, cultural safety, ethics and laws, health and wellness/hauora, relational practice and critical thinking are all linked to the teaching and learning activities within the courses. Year two Part A theory (BNKN601) and clinical (BNNP601) courses focus on nursing the person with mental health and/or addiction health care needs. Year two Part A also includes the application of a Māori health model to nursing Māori patients and whānau (BNWH600). Year two Part B theory (BNKN602) and clinical courses focus on nursing the person with physical healthcare needs.

Year Three

Year three courses are 10 credits for theoretical courses and 30 and 50 credits for clinical courses. Across year three there is scaffolding of critical analysis in academic writing and critical reflection in practice. Year three learners have become active learners who can direct their own learning, demonstrating self-authorship. Year three Part A theory courses include pharmacology (BNPH700), evidence for nursing practice (BNHR700) and nursing the person in a community context, with a family/whānau focus (BNKN700). The clinical course BNFW700 focuses on nursing the person in community setting. The year 3 Part B theory course focuses on contemporary issues in health care (BNCI701), and the final clinical course enables the transition from learner to registered nurse (BNTR701).

Courses are structured in this way to allow learners to meet clinical hours as stipulated by NCNZ and to provide sufficient time for them to apply theory to practice.

Learning, Teaching and Assessment Approaches

The BN utilises active learning and learner centred approaches that require learners to engage and take responsibility for their learning. These approaches promote deeper levels of understanding, problem solving and critical thinking, essential skills for being a registered nurse. Learning activities occur within and outside the classroom. Learning outside the classroom may take the form of online activities or reading. Classroom learning involves application of knowledge in activities such as simulation, problem solving, group work and discussions. Learning activities relate to successfully achieving assessments and the skills and thinking required by a registered nurse.

Learners are a heterogeneous group who learn in a range of ways and learning approaches such as scenario-based learning, peer collaboration and interactive learning which will be used to facilitate learner learning. Learners are expected to actively engage in the process of learning in the programme, becoming increasingly self-directed and self-initiating. Active social learning processes will be utilised in all settings at Ara and in clinical practice through interactions with peers, lecturers, RNs and patients. Learning will be facilitated through teaching, demonstration, role modelling, active listening, questioning and discussion. Learning to question and critique will assist learners to develop critical thinking skills. Learning about group processes and practising working in groups will assist learners to effectively work within teams. Role modelling and feedback will assist learners to develop professionally.

The learning, teaching and assessment approaches in the first year are aimed at integrating learning across the courses utilising appropriate scenarios where possible to provide context for each course. Scenarios focus on practice-based learning that mimic clinical practice. The curriculum threads will be used as part of scenarios and will be linked to the teaching and learning activities within each course. The curriculum threads will also be used in the activities that contribute to the clinically based portfolios. Considerable emphasis is placed on the use of simulation as both a learning activity and an assessment. The integration of theoretical knowledge in nursing practice is required throughout the three years and will be assessed from Year One onwards. Where possible assessments will

be authentic, reflecting the needs of the learners in their workplace, for example, recording vital signs.

A flexible delivery approach is used including onsite and online learning opportunities so that learners can have ease of access to supporting resources as well as the ability to manage their time more flexibly and use technology to enhance their learning. Learning through the resources available on Moodle will enable learners to be well prepared for classes, assessments and also provide a means of self-assessment of learning against course criteria. Moodle will be used for course information (including attendance/compulsory learning), learning activities, discussion forums, some assessments and as a repository for resources.

Assessment approaches are influenced by the need to prepare learners for the multi choice format of the NCNZ State Examination at the end of their programme of study, hence the use of multi choice and short answer exams. However, a variety of assessments are used to ensure learners can apply knowledge in a contextualised situation.

Assessments in the clinical practice courses will be competency-based drawing on the *Competencies for registered nurses* as defined by the NCNZ (2012). The learner's level of competence will develop over the three years to that of a beginning registered nurse. Learners will formatively self-assess their clinical practice mid-way through each clinical course. Clinicians and clinical lecturers will provide formative feedback and will also write the learner's formative and summative clinical assessments forms.

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.

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.

Code	Course Title	Level	Credits	Clinical Practice Hours	Notional Learning Hours	Course Factor
Year One compulsory courses						
PART A						
BNNS501	Nursing Science 1	5	15	0	150	0.1250
BNIR501	Interpersonal Relationships	5	15	0	150	0.1250
BNMN501	Management of Nursing Care 1	5	15	0	150	0.1250
BNPR501	Professional Responsibility	5	15	0	150	0.1250
PART B						
BNHE502	Health and Wellness	5	15	0	150	0.1250
BNNP502	Nursing the Person with Long Term Health Needs	5	15	100-132	150	0.1250
BNMN502	Management of Nursing Care 2	5	15	0	150	0.1250
BNNS502	Nursing Science 2	5	15	0	150	0.1250
Total			**120**	**100-132**	**1200**	**1.0000**

Code	Course Title	Level	Credits	Clinical Practice Hours	Notional Learning Hours	Course Factor
Year Two compulsory courses						
PART A						
BNWH600	Wānaka Hauora	6	15	0	150	0.1250
BNKN601	Knowledge for Nursing Practice 2: Mental Health and Addictions	6	15	0	150	0.1250
BNNP601	Nursing the Person with Altered Mental Health or Addiction	6	30	160-280	300	0.2500
PART B						
BNKN602	Knowledge for Nursing Practice 3: Physical Health	6	15	0	150	0.1250
BNNP602	Nursing the Person with Altered Physical Health	6	45	224-380	450	0.3750
Total			**120**	**384-660**	**1200**	**1.0000**

Code	Course Title	Level	Credits	Clinical Practice Hours	Notional Learning Hours	Course Factor
Year Three compulsory courses						
PART A						
BNHR700	Evidence for Nursing Practice	7	10	0	100	0.0833
BNPH700	Pharmacology for Nursing Practice	7	10	0	100	0.0833
BNKN700	Knowledge for Nursing Practice 4: Family, Whānau and Community Nursing	7	10	0	100	0.0833
BNFW700	Family, Whānau and Community Nursing	7	30	200-280	300	0.2500
PART B						
BNCI701	Contemporary Issues in Nursing and Health Care	7	10	0	100	0.0833
BNTR701	Transition to Registered Nurse Practice	7	50	360-432	500	0.4167
Total			**120**	**560-712**	**1200**	**1.0000**
Programme Totals (Year 1, 2 & 3)			**360**	**1044-1504**	**3600**	**3.000**

Programme Regulations

The Bachelor of Nursing is a three-year full time equivalent programme of study requiring the successful completion of 360 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 five years. Any extension to this period would require a written application from the student to the Dean.

The programme comprises 360 compulsory course credits, with 120 credits at Level 7.

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

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

The Bachelor of Nursing will be awarded to all learners who successfully complete all the requirements laid down by the Faculty of Health, Science and Sustainability and approved by the Academic Committee.

Learners must demonstrate clinical competence in the *Competencies for the Registered Nurse Scope of Practice* (NCNZ, 2007). This is achieved through a minimum of 1000 clinical practice hours in clinical placements. Learners may only enrol in a clinical course (BNNP502, BNNP601, BNNP602, BNFW700, BNTR701) twice. Learners must attend at least the minimum number of clinical hours for each clinical course, including 150 hours in the first part of year 3and 360 continuous hours in the transition placement at the end of the programme.

On successful completion of all Ara requirements, and other requirements as specified by the Nursing Council of New Zealand (NCNZ), learners are eligible to apply to the NCNZ for the Application for Examination/Registration for Registered Nurses. The learner must pay the registration fee set by NCNZ.

Clinical Practice Hours

The range of clinical hours in the practice courses of the BN reflects the NCNZ RN Education Standards (2022) requirement of a minimum of 1000 practice hours for each learner. All learners are entitled to 1250 hours to demonstrate their competence. Learners will be supported in clinical practice by preceptors/clinical liaison nurse and Ara academic liaison nurse/clinical lecturer.

These RNs will give learners formative and summative feedback at agreed points during the learner's clinical practice experience.

All learners are entitled to use the maximum allocated clinical hours per clinical course to reach the required level of competence. Learners must demonstrate safe practice within all competencies and must demonstrate sufficient knowledge in order to provide safe nursing care. Absences from clinical practice due to illness (or other approved reasons) are reflected in the hours the learner completes for each clinical course. The minimum hours for each clinical course must be obtained in order to pass the clinical course.

Attendance (Nursing learners)

Learners must demonstrate competence within a minimum of 1000 practice hours to meet Nursing Council of New Zealand requirements for registration. It is recommended that learners attend all clinical practice and all theoretical classes in order to pass courses, to meet requirements for registration and to be prepared for the role of the RN on completion of the programme. It is the learner's responsibility to monitor their own attendance to ensure requirements are met. If a learner is absent for three or more consecutive days a medical or counselling certificate must be produced to explain the absence.

Learners are required to attend teaching and learning opportunities as indicated within specific courses in order to pass these courses. Regular attendance is required in order to gain the necessary knowledge and skills required in clinical practice and to pass on-going summative assessments. The learner is expected to retain the knowledge and skills learnt in previous courses, and apply learning in subsequent courses, in order to provide safe care at an increasing depth and for increasing patient complexity.

How To Tell Ara When You're Absent From Clinical

Learner safety, health and wellbeing are important. If a learner finds that they will be either late for, or unable to attend their class/clinical placement they must notify

1   their Clinical Placement and

2   their Clinical Lecturer/Academic Liaison Nurse

Learner absence must be reflected on Clinical Timesheets. Failure to notify the appropriate people of absence or lateness may result in learners being

withdrawn from the clinical placement. An absence of three or more consecutive days will require a medical certificate or Practitioner's Statement. Learners may view their attendance and results via Tribal on completion of each semester.

Tutorial Groups
Learners are allocated to tutorial groups for many classes. Learners cannot choose to attend a different tutorial group than their allocated group.

Learners may not bring their children to any classes, due to Health and Safety requirements and consideration of learner learning.

Confidentiality

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

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

(a)   either employed by the authority controlling the organisation or institution in which they undertake professional practice as part of their nursing education, and is in the proper course of their duty, or

(b)   employed to provide tuition to nursing learners at the Ara Institute of Canterbury and is in the proper course in their work as an academic staff member, or

(c)   enrolled by Ara Institute of Canterbury as a learner in the Faculty of Health, Science and Sustainability and for whom it is appropriate to have access to the information in the proper course in their role as a learner, for example, as part of their course/programme work/learning, any information concerning the condition, treatment or circumstances, or history of any patient or client, or any knowledge or information concerning the business, affairs, property or other activities of the controlling authority which has come to their knowledge in the course of their training.

Learners should also be aware that web pages, 'blogs' or social media platforms such as 'Twitter', 'Facebook' or 'Instagram' should not contain any information that relates to clinical practice which could breach confidentiality. If this does occur the learner will be asked to remove the information as quickly as possible and will be called to discuss the matter further with the Head of Nursing. Breaches of confidentiality are viewed seriously and bring into question the

learner's awareness of professional responsibilities and commitment to the programme. A fail grade for a clinical course is the outcome for a learner who breaches confidentiality. If an academic staff member gives consent for a learner to record some teaching this must also be treated as confidential for the learner's personal use only. Refer to Policy APP515 Class Session Recording and Release.

Legal Convictions

Any learner who receives a legal conviction or is pending prosecution (other than a minor traffic violation) during the course of the programme is required to meet with the Head of Nursing to discuss any implications for access to clinical placements and registration with the NCNZ. In some instances disclosure to a clinical placement provider will be required. It is the responsibility of the learner to organise this meeting to occur as soon as possible after receiving the notification of pending prosecution or the conviction.

Dealing with Problems

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

The people who may be able to help for issues related to BN programme work are:
- the academic staff member concerned.
- the Course Leader
- the Year Coordinator
- the BN Programme Leader
- Learning Services staff situated at:
  - Learning Resource Centre,
  - City Campus or Learning Commons on ground floor,
  - Manawa Campus,
  - Timaru Campus (Library).

People who may be able to help with other issues are:
- Counsellor
- Health Centre staff
- Academic staff member
- Class representatives

- Independent Learner Advocate
- The Head of Nursing, Portfolio Manager - Nursing and/or the Clinical Manager and/or the BN Programme Leader
- Learner Services

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	Lecturer Programme Leader Programme Manager Dean	
Learner Reps	Learner reps are invited to attend learner rep meetings within your faculty where they can raise issues on your behalf	Learner Voice Posters of your learner reps are displayed in your faculty	Learner Voice
Learner Services	Ara offers a wide range of learner services	Learner Advisors Health Centre Learner Voice	Learner Support
Te Pae Ora	A wellbeing hub for ākonga		Te Pae Ora | Te Pūkenga
Independent Learner Advocate	Learner Advocacy is available to assist you if you are facing difficulties within or beyond Ara	Duncan Dunbar 027 273 6246 Duncan.Dunbar @ara.ac.nz X106 (Rakaia Centre)	Learner Advocacy

Support Area	Details	People	Links
	that could affect your study		
Complaints Process	Ara has a process to support you and respond if you have a concern or complaint about a course, lecturer, or another aspect of your programme	Complaints Co-ordinator	[CPP117-Raising-problems-or-complaints](#) [CPP117a-Raising-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](#)		[Learner Rights and Responsibilities](#) [Addressing Bullying, Harassment and Discrimination](#)

Table for Guidelines for Professional Attitudes and Behaviour

	Respect for Self & Others	Problem Ownership	Communication Skills	Group Participation	Logical Process	Planning & Organisation	Professional Boundaries	Professional Behaviours
Professional Expectations	Demonstrates respect for new or different attitudes, beliefs, values and practices. Demonstrates commitment to Cultural Safety. Maintains client dignity and safety and promotes client rights.	Validates perceptions about others' behaviour when upset by it. Acknowledges other's position. Takes responsibility for own actions. Accepts responsibility to work collaboratively with peers, lecturers and clinicians.	Actively listens, able to discuss and allows others to state their opinions. Able to maintain and terminate professional relationships with clients and colleagues. Uses appropriate communication channels with peers, lecturers and clinical agencies.	Contributes appropriately and effectively to groups. Demonstrates commitment to programme. Seeks new learning opportunities. Seeks guidance when necessary.	Comments are appropriate to the topic. Able to identify key points and generalise. Able to make ideas real. Able to problem solve. Able to apply concepts. Able to put ideas into context.	Able to plan and prepare for classes, study, assignment work and clinical practice. Meets deadlines. Follows processes and policies accurately. Appropriate use of supports.	Is aware of the professional responsibility of nursing and maintains a therapeutic relationship with client and families at all times. Maintains inter-professional relationships. Maintains professional boundaries.	Works within professional frameworks. Works within Ara, BN and agency policies, guidelines and standards. Speaks for self (support person provides support only). Demonstrates honesty and high level of personal integrity. Provides safe nursing care. Wears uniform professionally.
Below Professional Expectations (continuance in the programme may be reviewed).	Is unwilling to allow others to have opinions or values different from their own. Labels others. Makes statements insulting to another person/s or	Makes assumption about others or assumes own perceptions are the only correct ones. May misread others as hostile. Gestures anger or disinterest towards others.	Fails to listen. Reframes topic/s and is unaware of doing so. Talks while others are talking. Dominates a discussion or talks over others. Makes statements that leave others	Unable to respond to questions or speak spontaneously. Some avoidance behaviours in interpersonal situations. Attendance minimal. Has	Comments (verbal or written) often off topic. Over-generalises in discussions. Has difficulty problem solving. Has difficulty staying on task. Unable to acknowledge context.	Ineffective study/work plan. Consistently absent or arrives late for class or clinical practice. Does not hand in or complete work on time. Frequent requests for extensions for assessments.	Personal and professional roles merge or become personal. Difficulty in distinguishing between a social / personal and a therapeutic relationship between nurse / client and nurse / interdisciplinary	Demonstrates behaviours outside professional frameworks or relevant policies, guidelines and standards. Allows others to speak for them. Uses any substance which could potentially affect clinical

	Respect for Self & Others	Problem Ownership	Communication Skills	Group Participation	Logical Process	Planning & Organisation	Professional Boundaries	Professional Behaviours
	group. Displays contempt for others.	Avoids problem ownership. Responds with blame. Complains about others without satisfactory reason.	afraid to speak. Is suspicious of others intent. Has difficulty maintaining professional relationships with clients or colleagues.	difficulty hearing feedback or responding to guidance.		Minimal or no use of available professional supports. Frequent personal crises/relationship upheaval. Failing course.	team. Has difficulty or is unable to terminate a relationship with client. Uses social media or a public place to discuss class or clinical issues.	judgement. Does not recognise or have strategies to manage own health issues. Provides unsafe nursing care. Demonstrates dishonesty. Uniform not worn professionally.

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

Learner Responsibilities and Rights

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

Useful Contacts:

Independent Learner Advocate**:** Duncan Dunbar.

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

Email: student.voice@ara.ac.nz

Your Responsibilities as a Learner

As a learner here, Ara expects you to:

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

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

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

Your Rights as a Learner

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

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

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

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

Concerns / Complaints:
Your rights will be upheld by Ara management. If you think they have been infringed, in the first instance please contact your course lecturer. If it is not appropriate to contact your lecturer regarding your complaint, or the matter has

not been resolved, please contact your Dean/Programme Manager or Learner Advocate and/or the Learner Life Team

Unacceptable Behaviour for Learners, or Visitors at Ara

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

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

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

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

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

Learner Behaviour in Class / Classroom Maintenance

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

Dress Code

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

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.** This 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 Academic Staff Member, if they are different from those stated in this document.

- The penalties for handing assessments in late, if they are different from those stated in this document. These may be different for each course.

If you do not receive this information, talk to the relevant Course Leader.

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

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

Assessment Methods

In order to reflect the learning outcomes, a wide range of assessment methods will be used.

These may include:
- written examinations
- presentations
- workbooks
- competency assessments
- family assessments
- essays
- individual or group projects
- practical assessment
- concept mapping
- case studies
- client health assessments
- e-portfolios
- literature review
- research critiques and/or proposals

Examinations

The supervision of examinations conducted within the Faculty of Health, Science and Sustainability (with the exception of the NCNZ examination for the registered nurse scope of practice), will follow the Ara Academic Committee guidelines. All learners are to be familiar with the Ara Written Examinations: Rules for Candidates Policy APP505f . Note: Rules 2-5 may vary in relation to the length of examination time. Examinations will be held in designated sites or may be conducted offsite and invigilated if this is agreed to by the Year Coordinator or BN Programme Leader. Examinations may be conducted in the evenings.

Learners are referred to the Year Coordinator or BN Programme Leader and the Ara website Ara Policy Library for the general conditions covering reconsideration of examination results. All assessments must be completed on the scheduled date and time. If a learner expects to have difficulty sitting an examination on the scheduled date and time due to personal circumstances, illness, or clashes, the learner must apply for an alternative assessment arrangement. Supporting documentation must be attached with the application for Alternate Time for Test/Exam (APP505b). A fee may be payable. If approved

by the Dean the alternative arrangement may include allowing a learner to sit an exam/test before or after the scheduled date.

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

Learners should check the pass mark for examinations as some require 60% to pass, e.g., BNPR501 and BNKN602.

Learners who have met NCNZ requirements for registration may apply to sit the NCNZ Examination for Registered Nurses at the end of their third year. Supervision of these examinations will follow NCNZ Examination for Registered Nurses guidelines. The learner must pay the relevant fee to NCNZ early in Year 3B.

Examination Rules for Bachelor of Nursing Courses

- All Learners must bring their Ara Learner ID card for photo ID.
- Please arrive 15 minutes before the examination starts.
- Please bring pencil and eraser for multi choice exams and blue or black biro for short answer exams.
- For multi choice exams the circle on the answer sheet must be completely shaded in, in order for the marking machine to mark the item.
- No pencil cases.
- Clear drinking bottle only.
- If medical conditions exist, please discuss with Course Leader prior to the exam and use clear plastic bag for any items.
- No dictionaries, writing aids, books, electronic devices, written or printed material are allowed.
- No talking once the room is entered.
- Learners will be randomly allocated a seat by the exam supervisor. Please follow their instructions.
- Bags to be placed at front of the room.
- Jackets to be placed at front of the room.
- Cell phones and pagers, etc., to be switched off and left at front of room.
- Smart watches are not to be worn in the examination.
- Paper will be provided as appropriate.
- Calculators must be brought for clinical calculation exams and cell phones will not be allowed.

Timing

- Learners who arrive late will not be admitted after 25 minutes and will have failed the exam.
- Learners who arrive late but within the first 25 minutes will be able to sit with NO extra time.
- No one is to leave in the first 30 minutes.
- No one to leave in the final 15 minutes.
- Learners to stop writing immediately the supervisor states the exam has finished.
- Refer to Ara policy APP505f Written Exams Candidate Instructions for detailed information.

Please note the details under heading 'Timing'. If a learner arrives later than 25 minutes from the start time, they will have failed the assessment.

Please note: In addition to cell phones, Smartwatches must not be taken into an examination.

Sickness on the day of an Examination

If a learner is sick on the day of the examination, they must contact the Course Leader prior to the exam and obtain a Medical Certificate dated on the day of the examination. The learner will then be able to sit the resit examination as their first attempt. The learner must complete an application for alternate time for Test/Exam (APP505b) before or within seven working days of the scheduled exam date.

Note:

- If the learner decides to sit the exam the result stands.
- If a learner has more than two episodes of sickness at an exam time in one semester, they may be required to gain approval to continue as on-going learning and meeting deadlines is a requirement.

Sickness Immediately Prior to or During an Examination

The exam supervisor must be immediately notified if a learner has an acute onset of illness or personal distress immediately prior to or during an exam. A medical certificate must be obtained that day. The Course Leader must also be notified by the learner and the learner must complete an application for Alternate Time for Test/Exam (APP505b)

Sickness or Bereavement on the day of a Resit Examination

The learner must contact the Year Coordinator or BN Programme Leader and must provide supporting evidence dated on the day of the resit examination. The learner must complete an application for Alternate Time for Test/Exam (APP505b)

Academic Integrity

Ara requires ākonga to be honest and act with integrity in their learning and assessments. All ākonga are required to:

- present their own original work for assessment
- acknowledge contributions from other sources by using correct APA referencing format; this includes direct copying, paraphrasing, summarising, and the rearranging of, another person's words or idea/s
- not cheat in tests or examinations
- ensure they follow all instructions and the correct procedures
- not collude on assessments with other ākonga
- 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 their own (**this includes purchased and AI-generated 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.

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.

Submitting Your Work

Your lecturers 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. 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 lecturer.

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

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 will be marked on dates identified by the Course Leader and retained electronically for auditing purposes.

Assessments - Marking

Learner's assessment work is not necessarily marked by the Course Leader or Course Lecturer. Full time, part time and casual staff may be markers who are involved in the collaborative delivery of the degree. 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.

Learners will be given a required word count for written assignments which includes a range of +/-10%. For example, a required word count of 1,000 may result in an assignment of 900-1100 words.

If a learner submits an assignment that has a word count over 10% of the required word count, for example, over 1100 words as per the example above, a penalty of 5% will be deducted from their final mark.

There is no penalty if below 10%, for example, 800 words as per the example above, as either the learner has provided a very concise assignment or there is insufficient detail to obtain a pass mark.

Assessment Requirements and Progression: Theoretical Courses

A pass in each summative assessment is required.

Time Extension for a Theoretical Assessment: Assessments must be completed on the scheduled dates and times except where application for an extension has been made to the Course Leader and granted prior to the due date. Extension requests must be made to the Course Leader using the Extension of Time Application (APP505m) at least 24 hours before an assessment is due and must be accompanied by documentation that reflects sickness or extenuating circumstances. A copy of the approved extension will be kept in the learner's file. Assessments handed in after the due date and time (or extension date and time) will not be marked and no resit/resubmission will be available for this assessment.

Assessment Requirements and Progression: Clinical Practice Courses

Learners are expected to attend all **clinical practice hours** in order to meet NCNZ competency requirements. Learner safety and health and wellbeing are important. If a learner finds that they will be either late for, or unable to attend the clinical placement they must notify

- their Clinical placement and
- their Clinical/Academic Liaison Nurse

Learner absence must be reflected on Clinical Timesheets. Failure to notify the appropriate people of absence or lateness may result in learners being withdrawn from the clinical placement. An absence of three or more consecutive days will require a medical certificate or Practitioners Statement. Learners may view their attendance and results via Tribal on completion of each semester.

Learners must demonstrate safe practice and the achievement of all learning outcomes and competencies to gain a pass grade for clinical practice courses. All clinical practice courses include a clinical practice component, and may also include additional assessment points (e.g., clinical portfolios). Clinical practice components are assessed summatively over a specified time span using the **clinical assessment form,** which is based on the NCNZ (2012) *Competencies for the Registered Nurse Scope of Practice*. Learners not meeting learning outcomes and competencies will develop specific learning goals with their clinical lecturers.

Documentation will occur on Record of Contact forms, and relevant emails or other forms of documentation will also be included.

Learners who do not demonstrate confidentiality, safe practice at all times, and the achievement of all clinical course learning outcomes and competencies will receive a fail grade for that course. A learner will also fail a clinical course if they put any clinically related material onto any social media source. Re-enrolment in clinical courses can only occur once, in accordance with NCNZ policy.

Any repeating of clinical courses will be subject to availability of clinical placements. Learners who receive a fail grade in a clinical course will be placed on Formal Academic Contract or Probation by the Faculty of Health, Science and Sustainability Portfolio Manager - Nursing and may be required to undertake an assessment of knowledge and practice competency before re-entering clinical practice. This is to promote patient safety and will be determined by the Course Leader/Year Coordinator/BN Programme Leader/Portfolio Manager – Nursing. Learners who fail a clinical course will be required to undertake clinical experiences in the Christchurch area and may require Dean approval of the clinical placement.

For more information refer to the Clinical Practice Handbook for Bachelor of Nursing and New Zealand Diploma in Enrolled Nursing Programmes (accessed on BN Moodle site).

Withdrawal from Clinical Practice

A learner may be immediately withdrawn from clinical practice by agency staff and/or clinical lecturer for unsafe practice, unprofessional behaviour or professional misconduct; or, if in the professional opinion of the registered nurse(s), the agency or academic staff considers the ongoing presence of an individual learner may compromise patient safety. The Dean will be immediately notified and the reasons for, and consequences of, withdrawal will be reviewed with the learner at the earliest opportunity.

Grading of Assessments

Grade	Content	Structure	Evidence of Links to Established Knowledge	Presentation
Excellent A⁺ 90-100 A 85-89 A⁻ 80-84	Topic is comprehensively explored with critical comment. Personal interpretation and linking of issues is evident.	Critical evaluation. Evidence of creative/original thought.	Links to wider literature and nursing knowledge integrates throughout discussion.	No flaws.
Good B⁺ 75-79 B 70-74 B⁻ 65-69	Topic is explored in a fuller, more systematic way that includes reference to the wider literature. Some beginning level of analysis may be included.	Main points are elaborated. Beginnings of creative/original thought.	References to wider literature made. Some evidence of acknowledgement of recent publications.	
Satisfactory C⁺ 60-64 C 55-59 C⁻ 50-54	Balanced overview of topic at appropriate depth for stage. Support from literature or personal examples included in discussion.	Clearly defined introduction, conclusion and body of essay. Discussion logical and easy to follow.	References are integrated in discussion. Discussion indicates that learner is familiar with previous and current course materials.	Most presentation details are met, for example, cover page, margin, learner ID, pages numbered and secured, A4 single side.

Grade	Content	Structure	Evidence of Links to Established Knowledge	Presentation
	All components of topic addressed.	Main points are clearly defined, outlined and addressed.		Referencing for citations and references generally meets APA criteria in text and on reference page.

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

G29AA is used for BNNS501, BNNS502, BNHE502, BNIR501, BNPR501, BNWH600, BNKN601, BNKN602, BNHR700, BNPH700, BNKN700, BNCI701

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:

Code	Result	Definition
Pass	Pass	Awarded pass and no appropriate grade can be awarded
CC	Pass	Course credit awarded by Cross Credit
CT	Pass	Course credit awarded by Credit Transfer
RPL	Pass	Course credit awarded by Recognition of Prior Learning
ADV	Pass	Course credit awarded by Advanced Standing
CON	Pass	Conceded Pass
RP	Pass	Restricted Pass - Conceded Pass Non-Advancing
AEG	Pass	Aegrotat Pass
FF	Fail	Forced Fail due to not attaining mandatory minimums
Fail	Fail	Not passed and no appropriate grade can be awarded
DNC	Incomplete	Did not complete course requirements
W	Withdrawn	Formal withdrawal within the non-academic penalty period

M4 is used for BNMN501, BNMN502, BNNP502, BNNP601, BNNP602, BNFW700, BNTR701

Code	Result	Definition
P	Pass	Pass
CC	Pass	Course credit awarded by Cross Credit
E	Excellence	Pass with Excellence
M	Merit	Pass with Merit

Code	Result	Definition
CT	Pass	Course credit awarded by Credit Transfer
RPL	Pass	Course credit awarded by Recognition of Prior Learning
NP	Fail	Not Passed
W	Withdrawn	Withdrawn
U	Incomplete	Unfinished at time of reporting
XT	Pass	External Result

Kā tikaka aromatawai - Assessment Regulations

Regulations Flowchart

Which form do I use?

Assessment problem FAQs → **Which process may be helpful?**

Assessment problem FAQs		Which process may be helpful?
I can't submit my assessment on time – what do I do?	Contact tutor / PM / PL ASAP. Apply before the due date. Evidence may be required	Alternative Assessment
	Maximum of 6 weeks allowed to complete an extension	Extension
I'm sick or absent and won't be able to do my test/exam on time – what do I do?	Contact tutor / PM / PL ASAP. Apply within 7 days. Medical certificate or evidence required	Alternative Assessment
	The department will decide which process is best. Speak to your tutor/PL/PM	Aegrotat
I went to my exam but I wasn't well and might not pass – what do I do?	Contact tutor/PL/PM ASAP	Aegrotat (impaired performance)
	Medical certificate or evidence required	
I failed my assessment – what do I do?	If applicable for your programme	Resit / resubmission (assessment level)
	Talk to your tutor / PM / PL	
I failed my course – what do I do?	If applicable for your programme	Second Result (course level)
	The department will decide if you are eligible	Conceded pass
I don't agree with my mark – what do I do?	Talk to your tutor / PM / PL	Challenging Academic Decisions (reconsiderations)
	Lodge appeals with the Complaints Co-ordinator	Appeal against a grade
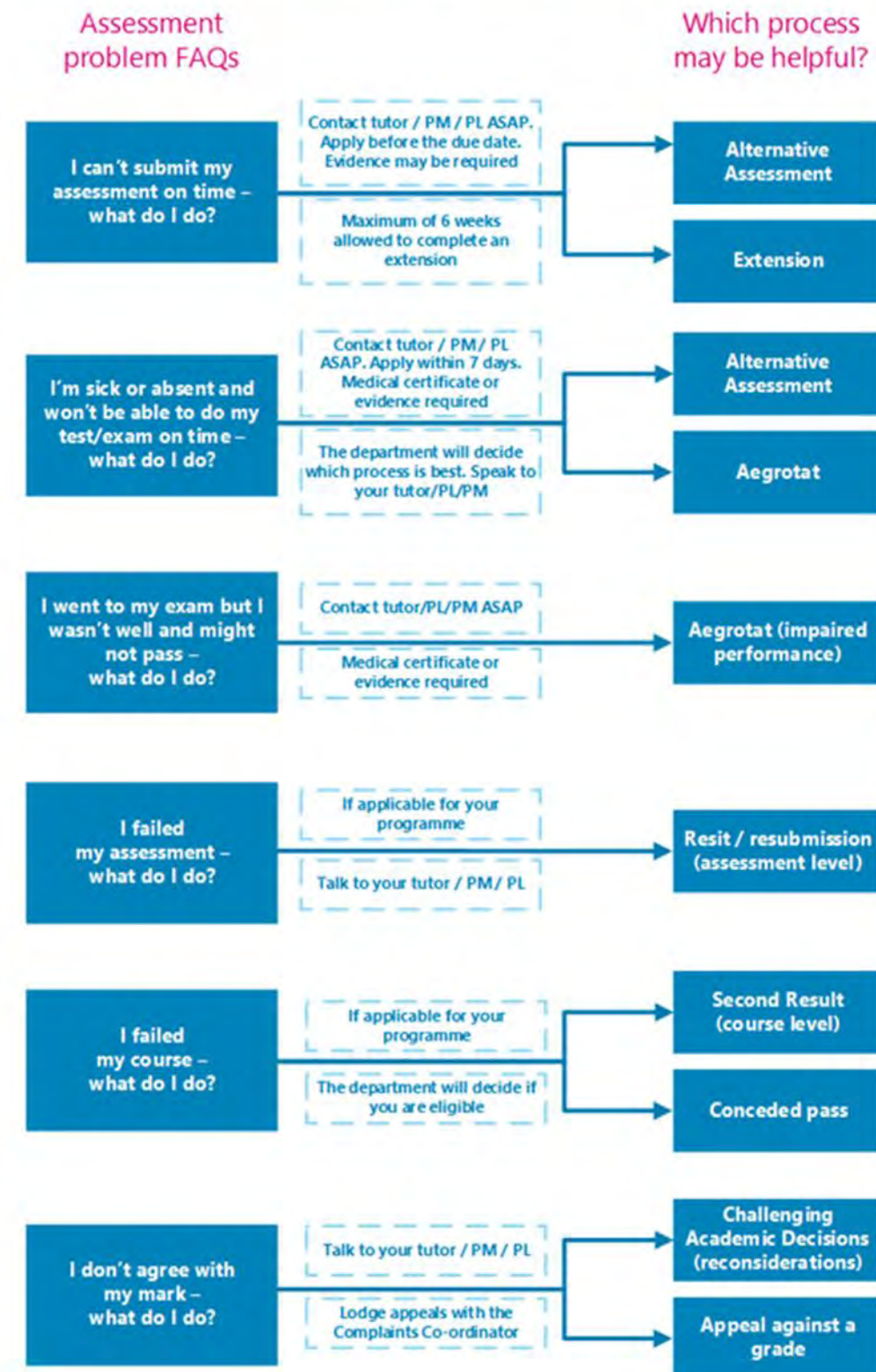
The following assessment regulations apply to this programme. For full details please also refer to Ara Assessment Policy APP505.

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.

One resit or resubmission per assessment is allowed if you have achieved 40% or more in a failed assessment up to a maximum of:

- four resits or resubmissions per semester in Year One Part A and three resits or resubmissions per semester in Year One Part B

   Note: A resit or resubmission for the Assignment (Assessment One) in BNPR501 Professional Responsibility and the Assignment (Assessment One) in BNHE502 Health and Wellness will only be allowed following successful completion of an academic literacy skill development workshop

- two resits or resubmissions per semester in Year Two
- two resits or resubmissions per semester in Year Three Part A. One resit or resubmission is allowed in Year Three Part B and applications for a further opportunity will be considered on an individual basis considering overall progression in the programme

   Note: Additional information is identified on individual course descriptors for BNNP502, BNNP601, BNNP602, BNFW700 and BNTR701

If you are resubmitting an assignment, the marked original work must also be submitted with the resubmission. You must not remove ALN/preceptor feedback on an E-portfolio. Learner progress can be identified based on the response to feedback.
Please note: The clinical courses can be repeated only once, i.e., only two enrolments in a clinical course. Refer to Assessment Requirements and Progression: Clinical Practice Courses.

Resubmission/Resits – Safe Medication Administration Clinical Calculation Tests:
The safe medication administration clinical calculation exams are separate from other theory assessments. This is outlined below:
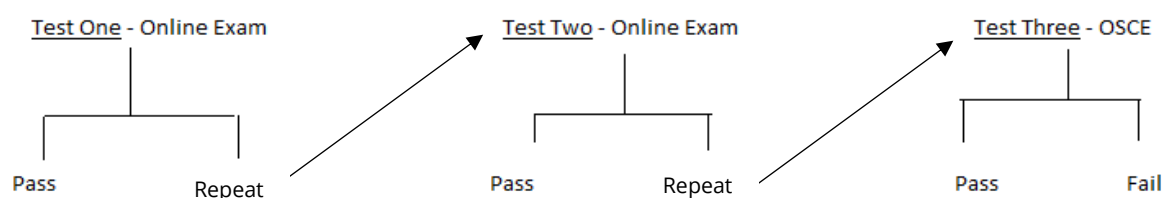
Second Results (Course Level)

There are no second results available. If you fail to pass a course then you may enrol for that course at the next available opportunity.

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

Note: Marks carried forward is not available for BNNP502, BNNP601, BNNP602, BNFW700 and BNTR701.

Supported Assessment

Learners with reading/writing difficulty may qualify for extra assistance for tests and examinations in year one only. The assistance may take the form of extra time or a separate room. A reader/writer assistant is only available if the learner is temporarily physically unable to write. For enquiries about eligibility for this assistance please speak to the BN Programme Leader **at least one month before your assessment is due.** You will be referred to Disability Services Co-ordinator for assessment and advice.

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

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 www.ara.ac.nz/about-us/policies/ select **General Academic Policies** and click on **APP507 Credit Recognition**. You can download the form from https://www.ara.ac.nz/siteassets/documents---home/study/credit-recognition--capl-packs/app507a-credit-recognition-application.pdf

Alternative Assessments

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

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

Reconsideration of Assessment Decisions

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

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

Reconsideration of a Course Final Grade

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

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

Appeal of Reconsideration Decision

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

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

Conceded Pass

There are no conceded passes available for BNNP502, BNNP601, BNNP602, BNFW700 and BNTR701. For all other courses the following applies. You may qualify for a conceded pass if there is considerable evidence that marginal

failure with 5 marks of the pass mark in one course is compensated by good overall performance in the relevant subject. The Faculty Group will make the decision and let you know if they give you the conceded pass.

There are two kinds of conceded pass. An Advancing pass allows you to pass the course and progress to the next level of your programme. A Non-advancing pass is a restricted pass that allows you to pass the course, but not progress to the next level of your programme.

A learner is eligible to receive only one conceded pass per programme in any one year in the same programme.

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

Reading, Writing and English Literacy

There is a requirement that on admission to the BN programme the learner is able to read and write unassisted because they will be required to independently and accurately read and write case notes and other documentati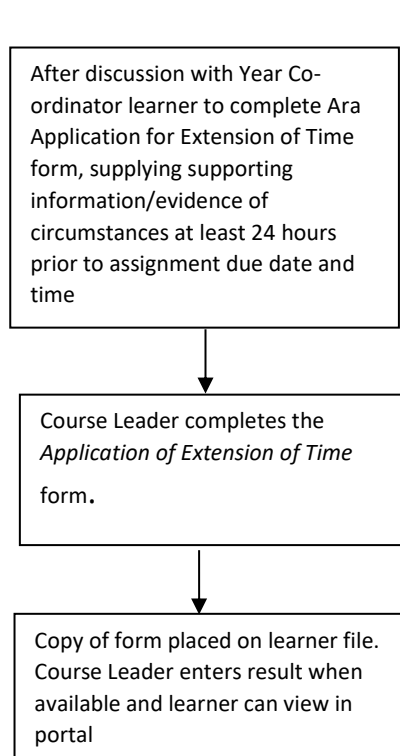on including medication orders when in clinical practice. Misinterpretation of documentation or imprecise case notes or misreading medication orders and/or medication labels would create a risk of harm to others. The learner must also be able to understand, interpret and speak English at a level which is safe in clinical practice as the inability to do so would create the risk of harm to others.
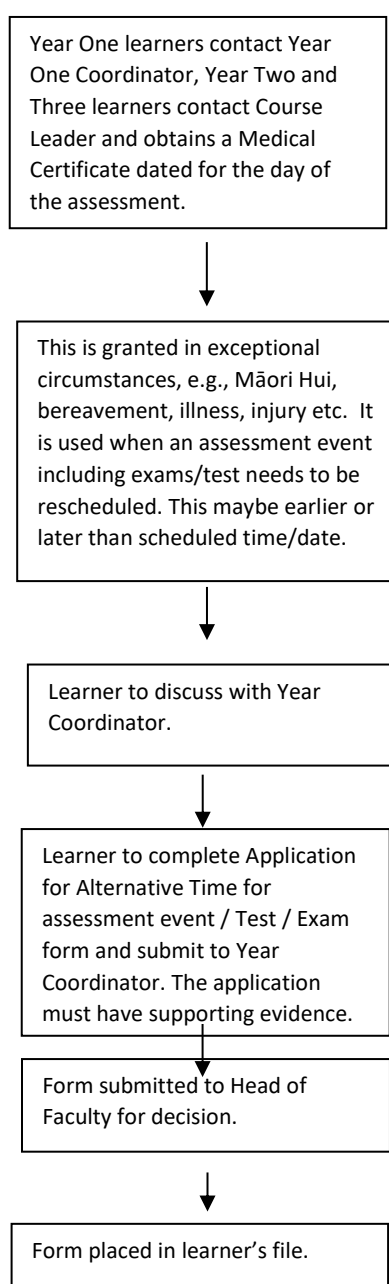
Assessment Flowchart

Refer to the section: Assessment Information and Regulations in BN Programme Information document. The forms mentioned are available from the Course Leader or Year Coordinator.

A non-submitted assignment does not qualify for extension/resit considerations.

Extension for Assignments/ Extension beyond the end of the course date

Alternative Assessment Arrangements

After discussion with Year Co-ordinator learner to complete Ara Application for Extension of Time form, supplying supporting information/evidence of circumstances at least 24 hours prior to assignment due date and time

↓

Course Leader completes the *Application of Extension of Time* form.

↓

Copy of form placed on learner file. Course Leader enters result when available and learner can view in portal

Year One learners contact Year One Coordinator, Year Two and Three learners contact Course Leader and obtains a Medical Certificate dated for the day of the assessment.

↓

This is granted in exceptional circumstances, e.g., Māori Hui, bereavement, illness, injury etc. It is used when an assessment event including exams/test needs to be rescheduled. This maybe earlier or later than scheduled time/date.

↓

Learner to discuss with Year Coordinator.

↓

Learner to complete Application for Alternative Time for assessment event / Test / Exam form and submit to Year Coordinator. The application must have supporting evidence.

↓

Form submitted to Head of Faculty for decision.

↓

Form placed in learner's file.

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

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

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

Academic Transcripts

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

Exam Scripts and Assessments

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

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

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

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

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

Receiving Your Qualification

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

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

Graduation

We hold several graduation ceremonies.

If you are 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 learner 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 Academic Staff. 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 Dean 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 Academic Staff to not be satisfactory you will be invited to a meeting and advised in writing by the Dean 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 Learner 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 Dean. 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 Dean 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 Dean 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 and Safety

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

Manawa Building Emergency Procedures

Emergency calls	In an emergency dial 111 for all emergency services. Staff/learners should follow the emergency procedures on the **Emergency Flip Charts** which will be available at reception, manual call points and on the H&S noticeboards around the building.
Fire and Evacuation	**Fire Alarm Manual Call Point** When activated, any manual call point fire alarm will automatically raise the alarm with the Fire Service. There are several manual call points located in all areas of the facility – see floor maps at the back of this paper. **N.B. Call 111 and ask for Fire Service** **Manawa Address: 276 Antigua Street** **Voice messages** will tell you what action should be taken.
Fire Extinguishers & Hoses	There are no fire hoses within the building. Fire extinguishers are 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 **serious** earthquake, staff should Drop, Cover and Hold. Staff 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 are two AED's in the Manawa building which are located ground floor in the reception area on the wall and on the 5th floor in the reception area on the wall.   In an emergency call **111**.

Address: 276 Antigua Street.

The Emergency Assembly Point for Manawa is:

Riverside on the riverbank

Timaru Campus (A-block) Emergency Procedures

Emergency calls	In an emergency dial 111 for all emergency services. Staff and Learners should follow the emergency procedures on the **Emergency Flip Charts** which will be available at reception, manual call points and on the H&S noticeboards around the building.
Fire and Evacuation	**Timaru Campus Address: 32 Arthur Street, Timaru** **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. **N.B. Call 111 and ask for Fire Service** **Voice messages** will tell you what action should be taken.
Fire Extinguishers & Hoses	Fire hoses and fire extinguishers are placed on each floor in the corridors or near the fire alarm manual call point. These will be identified at your onsite orientation. 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 to Arthur Street. Once reaching the ground floor, walk across the road to the Arthur St carpark assembly area.
Earthquake	In the event of a **serious** earthquake, Drop, Cover and Hold. Evacuate the building via the stairs if damage is evident.
Civil Defence	Emergency sirens are activated by Timaru District Council, a regular monthly check occurs, and sirens are activated for a short period of time. In a real emergency siren situation, follow the prompts on local radio stations.

First Aid	First aid supplies are located on each floor of A Block, Timaru Campus. The specific location will be covered in your onsite orientation.
	There are two AEDs in Manawa building which are located currently ground floor in the reception area on the wall on the 5th floor in the reception area on the wall. In an emergency call **111**.
	Address: **32 Arthur Street, Timaru.**

The Emergency Assembly Point for A Block, Timaru Campus is:

staff and learner carpark - Arthur St.

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**