

2026 Programme Handbook

NZ2849 NZ Certificate in Early Childhood Education and Care (Level 3)
NZ2850 NZ Certificate in Early Childhood Education and Care (Level 4)



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Nau mai ki Ara - Welcome to Ara

Welcome to the Faculty of Health, Science, Sustainability and Early Childhood Education and your enrolment as a learner studying for a Level 3 and 4 Diploma in Early Childhood Education and Care. We look forward to working with you to help you reach your goals and assist you to gain higher qualifications.

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

Your tutors 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.

Good luck!

Dr 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](#). You can also find useful information on [MyAra](#). 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).

Where to come on your first day Semester 1 2026

Date: Monday 16 February 2026

Time: 9am

Venue: N306

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

Returning students

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

What you will need

Bring note taking items – pens, highlighters and laptop.

What we'll cover

- Welcome
- Programme overview
- Course details
- Campus familiarisation
- Policies and procedures
- ICT access
- Programme handbook and timetable

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 mihi (speeches), waiata (song) and will conclude with kai timotimo (light refreshments).

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

International learners

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

Korero Nui - Important Information

Programme Information Handbook

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

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

- The detail and the rules about the qualification you have enrolled in
- Ara 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

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.

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.

**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**

For an International learner satisfactory progress is defined as 100% attendance and successful completion of 75% or more of your courses.

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 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.

Kā Raki whakahirahira - Important Dates

SEMESTER ONE

DATES

TERM 1

16 February – 02 April

Waitangi Day

Friday 6 February

Whakatau

Wednesday 4 March

Good Friday

Friday 3 April

Easter Monday

Monday 6 April

Easter Tuesday

Tuesday 7 April

Anzac Day

Observed Monday 27 April

TERM 2

20 April – 26 June

King's Birthday

Monday 1 June

Matariki

Friday 10 July

MID YEAR BREAK

26 July – 20 July

SEMESTER TWO

DATES

TERM 3

20 July – 25 September

TERM 4

12 October – 27 November

South Canterbury Anniversary

Monday 28 September

Labour Day

Monday 26 October

Canterbury Anniversary

Friday 13 November

Kā whakapātaka - Contact Details

Key Staff

Jonathan Lynch

Acting Portfolio Manager

Phone: (027) 345 214 027

Jonathan.Lynch@ara.ac.nz



Jocelyn Kidd

Academic Co-ordinator

Phone: (03) 940 8427 or 021432993

[Jocelyn.Kidd@ara.ac.nz](mailto:jocelyn.kidd@ara.ac.nz)



Teaching Staff

Name/teaching area	Room	Phone	Email
Mary Gardner (Christchurch)	N314	(03) 940 8574	Mary.Gardner@ara.ac.nz
Jocelyn Kidd (Christchurch)	N314	(03) 940 8427	Jocelyn.Kidd@ara.ac.nz
Jennifer McBride (Christchurch)	N316	(03) 940 8427	Jennifer.McBride@ara.ac.nz
Kym Hill (Christchurch)	N316		Kym.Hill@ara.ac.nz
Rose Coppen (Christchurch)	N316	(03) 940 8574	Rose.Coppen@ara.ac.nz
Rebekah Chapman (Timaru)	TD209	(03) 687 1832	Rebekah.Chapman@ara.ac.nz
Natasha Joyce (Timaru)	TD209	(03) 687 1812	Natasha.Joyce@ara.ac.nz

Tō Akoako Your study



Taipitopito akoraka - Programme Details

Programme Aim

NZ2849 New Zealand Certificate in Early Childhood Care and Education (Level 3)

The aim of this programme is to provide Aotearoa New Zealand with people who have introductory skills and knowledge to participate in the care and education of mokopuna - infants, toddlers, and young children, in an entry-level role in an early childhood context.

NZ2850 New Zealand Certificate in Early Childhood Care and Education (Level 4)

The aim of this programme is to provide Aotearoa New Zealand with people who can provide practice-based education and care in a specific early childhood context.

Principles underpinning this programme

The programme incorporates adult learning principles and experiential learning approaches. It models good practice across face-to-face, blended learning environments. The programme is based on the following evidence-based practices:

- Ākonga construct knowledge through supported activity within a context that has relevance to them.
- Ākonga have opportunities to experience success early to gain confidence in learning.
- Learning is enhanced by integrating assessment and learning activities and providing relevant and timely feedback.
- Learning is enhanced through collaborative and inclusive environments.
- Ākonga-centred approaches where ākonga construct meaning through activity and learn to develop increasing responsibility for managing their own learning.
- Ākonga centred teaching environments are developed through enacting manaakitanga, whanaungatanga and aroha. This means that ākonga work in ways that are respectful, responsive, and grounded in culturally responsive and sustaining relationships.
- Using inclusive pedagogical principles and cultural practices which will support all ākonga to engage with learning in a way that is appropriate to their culture, context and world views. This will be reflective of:
 - Te Tiriti o Waitangi
 - People of the Pacific
 - Other cultures and their world views
 - Ākonga who are disabled

Graduate Profiles

Graduates of the Level 3 qualification will be able to:

- -Apply introductory knowledge of Te Whāriki to contribute to a curriculum for mokopuna/children, supporting identified priorities for children's holistic learning and development.
- -Demonstrate responsive care practices and contribute to an environment that provides for the holistic wellbeing of mokopuna - infants, toddlers and young children, including health, safety and basic needs, in compliance with regulatory requirements specific to an early childhood education and care setting.
- -Communicate to develop and maintain respectful, reciprocal and responsive relationships with diverse whānau/families, colleagues and mokopuna/children, including to support the development of social, cultural and emotional competencies.
- -Differentiate strategies that help manage personal health and wellbeing and reflect on legal and ethical responsibilities that guide practice and professional behaviours in an early childhood setting.
- -Use basic te reo and tikanga Māori, and develop knowledge of local iwi and hapū, to grow te reo Māori language skills within a familiar early childhood context.
- -Identify community and government services and agencies and ways they are able to assist in the care and protection of mokopuna/children and whānau/families.
- -Explore a range of ECE services and philosophies to illustrate diverse early childhood education and care contexts in Aotearoa New Zealand.

Graduates of the Level 4 qualification will be able to:

- -Guide the holistic development and learning of children through the application of key early childhood theories and approaches.
- -Promote children's learning through observing, planning, implementing and reviewing culturally responsive learning experiences (including play-based experiences) for mokopuna - infants, toddlers, and young children, using knowledge of the child in the context of their whanau, Te Whāriki and supporting documents.
- -Provide an environment guided by community and government services, legislation and regulatory requirements, to protect and support the holistic

well-being, safety, health, nutrition and care of infants, toddlers, young children/mokopuna and their whānau/ families.

- -Communicate effectively and use strategies to promote cultural, social and emotional competencies, and engage in respectful, reciprocal, and responsive relationships within an early childhood education and care community.
- -Reflect on personal and professional development, and implement strategies that manage own health, wellbeing (including resilience) and professionalism in an early childhood setting.
- -Implement culturally responsive and inclusive ECE practice underpinned by Te Tiriti o Waitangi/The Treaty of Waitangi, Ka Hikitia and Tau Mai Te Reo, through the use of te reo and tikanga Māori with mokopuna/children and whanau/families in early childhood settings.
- -Apply knowledge of the diverse philosophical and cultural contexts and approaches informing early childhood education in Aotearoa New Zealand to develop a personal philosophy of practice.

Programme Regulations

- The New Zealand Certificate in Early Childhood Education and Care (Introductory Skills) (Level 3) and the New Zealand Certificate in Early Childhood Education and Care (Level 4) are each 19-week full time equivalent programmes of study requiring the successful completion of 60 compulsory course credits.
- Maximum completion time: 3 years. Any extension to this period requires a written application from the Dean of Faculty or delegate to the Faculty Board of Study for consideration.
- Ākonga showing insufficient academic progress will be supported and advised in accordance with APP511 Academic Support and Progression.
- A minimum of 60 work integrated learning hours is required for both the Level 3 and Level 4 programme.
- The New Zealand Certificate in Early Childhood Education and Care (Introductory Skills) (Level 3), or the New Zealand Certificate in Early Childhood Education and Care (Level 4), will be awarded to all ākonga who successfully complete all the requirements laid down by the Faculty and approved by the Portfolio & Assurance Committee.

The formal document certifying the award of this qualification will display the NZQCF logo, and the Ara seal.

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.

NZ2849 New Zealand Certificate in Early Childhood Care and Education Level 3

Code	Course Title	Level	Credits	Course Factor
ECEC311	Te Whāriki in Practice	3	15	0.1250
ECEC312	Wellbeing and regulatory responsibilities in ECE	3	15	0.1250
ECEC313	Professional Practice	3	15	0.1250
ECEC314	Culture and community	3	15	0.1250
Total			60	0.5000

NZ2850 New Zealand Certificate in Early Childhood Care and Education Level 4

Code	Course Title	Level	Credits	Course Factor
ECEC411	Foundations of theory and practice	4	15	0.1250
ECEC412	Communication and wellbeing	4	15	0.1250
ECEC413	Professional Practice	4	15	0.1250
ECEC414	Culture and inclusion	4	15	0.1250
Total			60	0.5000

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 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 kaiako.
- Appropriate support services delivered in a professional manner.
- Facilities and resources that meet or exceed Health & Safety legislation.

Concerns / Complaints:

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

Unacceptable Behaviour for Learners, or Visitors at Ara

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

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

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

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

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

Learner Behaviour in class / classroom maintenance

Be respectful of other learners and the classroom environment, following classroom specific rules and requirements. To avoid any distractions, you must ensure any electronic device you have on you/with you is diverted, not set to ring, or switched off. Both staff and 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. However, you're 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 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 Programme Leader Programme Manager Portfolio Manager	
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
Independent Student Advocate	Student 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)	Student Advocacy

Support Area	Details	People	Links
Complaints Process	that could affect your study		
	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-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		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. These may be different for each course.

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.
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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 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, ākonga 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.

Submitting Your Work

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

You may be required to submit your work manually or electronically. 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 Programme Leader.

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 following grade scale (M1) will be used for all courses on the programmes unless advised otherwise in the course descriptor:

Marked Grades

Grade	Result	Definition
P	Competent	Competent/Mastery
#P	Pass	Pass on resit
##P	Pass	Pass on second resit
P~	Pass	Pass on second result
E	Excellence	Pass with Excellence
M	Merit	Pass with Merit
NP	Fail	Not passed/No credit

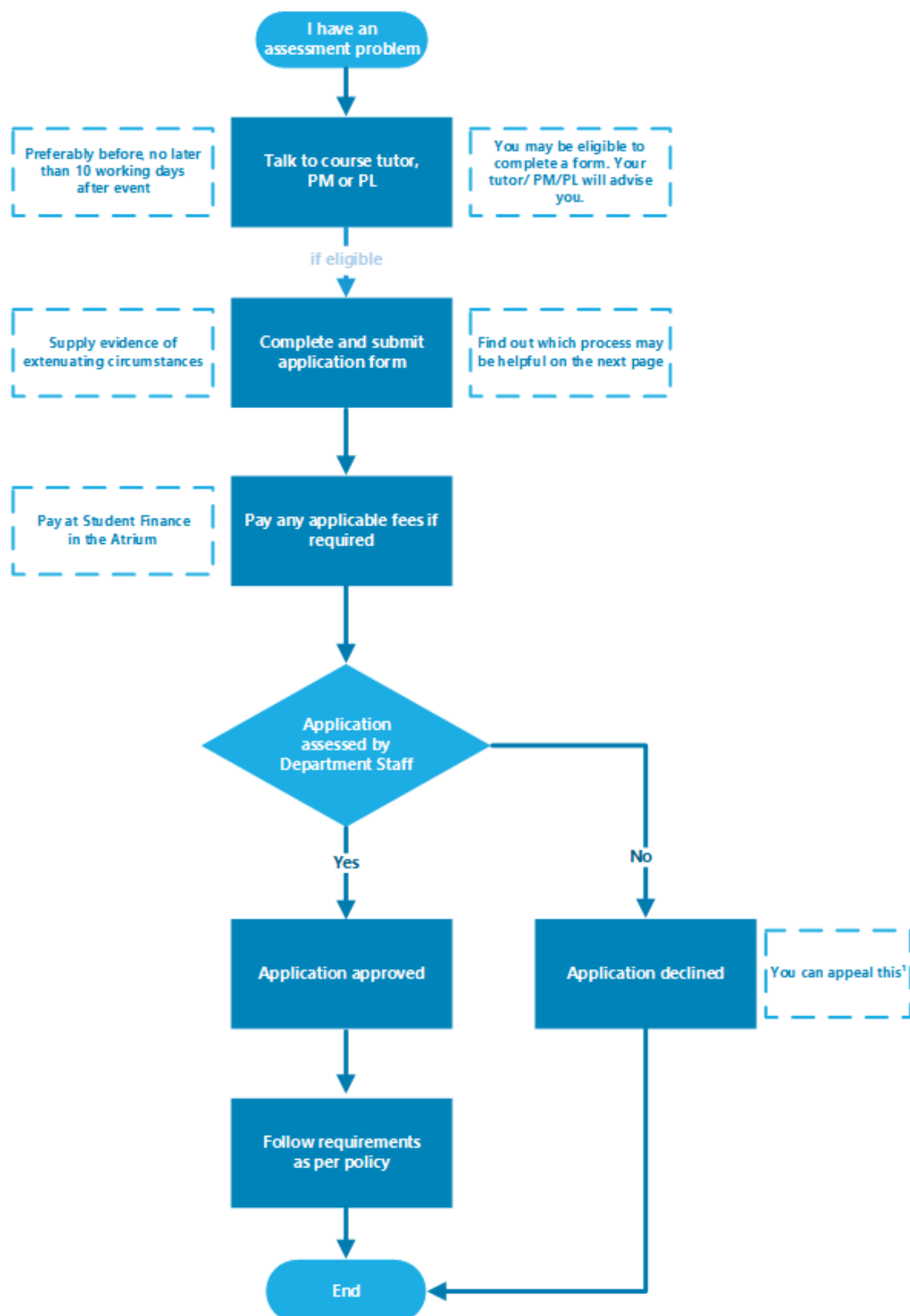
Other Grades

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

Course result	Grade	Description
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
Unfinished at time of reporting	U	Did not complete course requirements
Withdrawn	W	Formal withdrawal within the non-academic penalty period

Kā tikaka aromatawai - Assessment Regulations

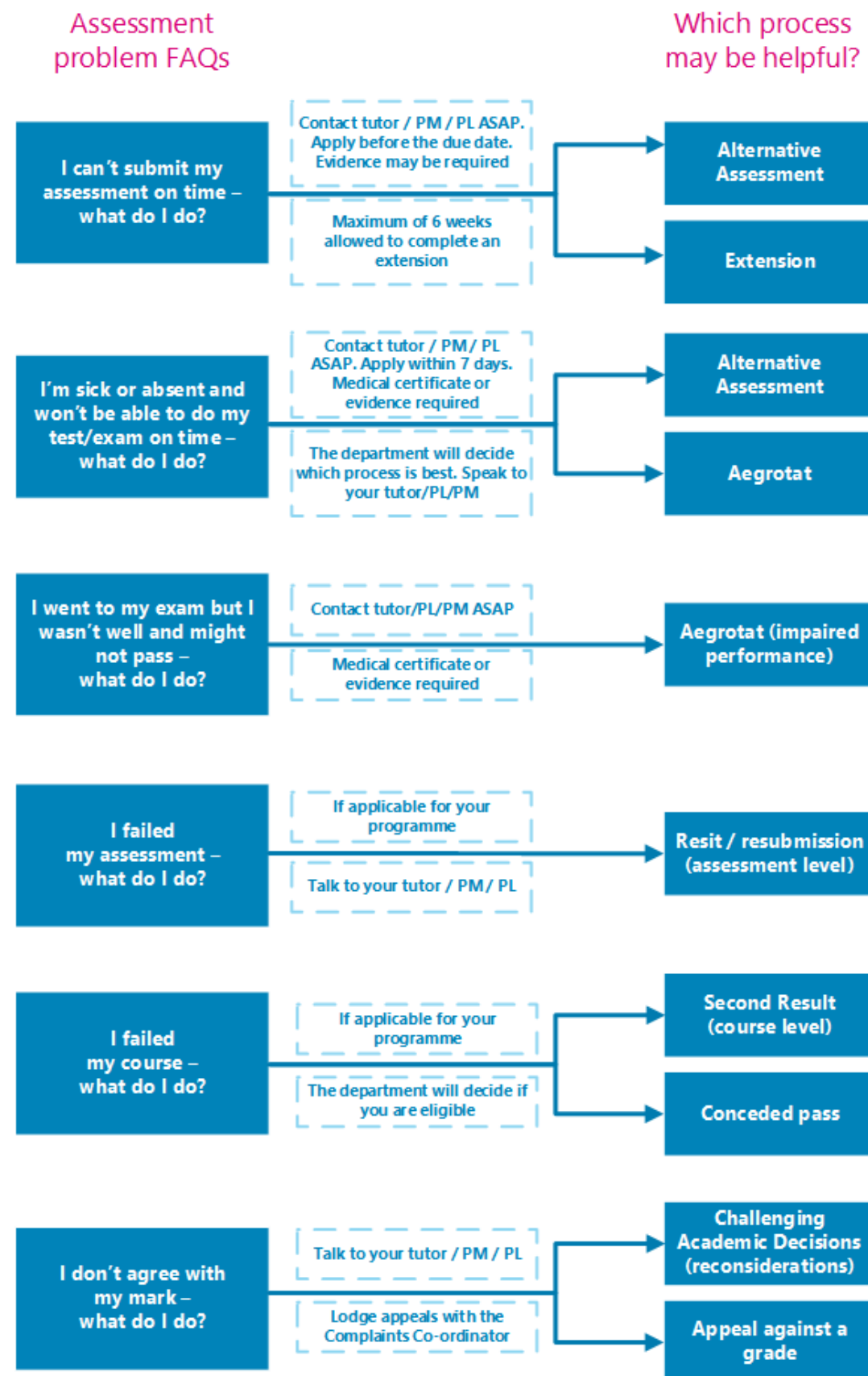
Regulations Flowchart



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

Which form do I use?

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



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](#).

Resubmission/Resits (assessment level)

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](#).

Additional Assessment Arrangements for Disabled Learners

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**.

Credit Recognition

If you believe that a 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 credit recognition.

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

Alternative Assessments

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](#).

Challenging Academic Decisions (Reconsideration)

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

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

Appeal against a Grade

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

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

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 and 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 if you have any questions: **0800 24 24 76 | info@ara.ac.nz**