



## Learner Handbook 2022/2023

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## Overview

### Mission:

Transforming care through developing, sharing and demonstrating innovative education

### Vision:

Improving the life of the vulnerable person

### Role and Values:

Our role is to develop and offer knowledge and skills, focusing on areas of need and to do so with integrity, showing respect for all, inspiring others to demonstrate excellence in their provision of healthcare and doing this in a truly collaborative manner

## Whakataukī

Hutia te rito o te harakeke, kei hea rā te kōmako e kō?

Kī mai ki ahau, “He aha te mea nui o Te Ao?”

Māku e kī atu, “He tangata, he tangata, he tangata”.

If you were to pluck out the centre of the flax bush, where would the bellbird sing?

If you were to ask me, “What is the most important thing in the world?”

I would reply, “It is people, people, people.”

Phone: 0800 525 2637

Emergency Contact: Christine O (Campus Manager)

: 021 196 0271

Email: [online@kalandra.ac.nz](mailto:online@kalandra.ac.nz)

Website: [www.kalandra.ac.nz](http://www.kalandra.ac.nz)

Facebook: <https://www.facebook.com/KalandraEduGroup/>

Instagram: [Kalandra Education Group](#)

Skype: Kalandra Education Group

Postal: PO Box 110 015, Auckland Hospital, Auckland 1023, New Zealand



## The Team:

### Dr Christine Clark – Chief Executive

Dr Christine Clark is the Chief Executive and founder of Kalandra. Christine is a Registered Nurse and achieved her Doctoral Studies in Aged Care. She is a past board member and Chair of Neuro Connection, a foundation assisting in the rehabilitation of people with neurological conditions. She also lectures in Health Management Studies for an MBA programme. Christine is responsible for the vision and strategic leadership of the organisation, especially developing the relationships to enable the direction of Kalandra.

### Kelly Clark – Chief Operating Officer

Kelly has 20 years' experience in all aspects of administration and managing an independent training organisation. She has recently completed her Masters in Tertiary Management. Kelly is responsible for overseeing learners' enrolments, implementing projects and interfacing with government agencies.

### Christine Ozich – Campus Manager

Christine Ozich is the Campus Manager and online campus 'mum'. She is an excellent communicator, accomplished administrator and draws experience from a variety of industries/positions she's contributed to in previous years. Christine is responsible for community relationships and pastoral care. She is enthusiastic about the future and the opportunities that will avail themselves to people who are.

### Virginia Archer – Academic Manager

Virginia is the Academic Manager. She brings 25 years of experience managing and supporting teams to deliver high quality results across all areas within the domestic tertiary sector. She is qualified as a Team Management Systems Facilitator and brings her skills in team building and managing a Category One Education Provider. Virginia has a passion for Tikanga Māori and Te Reo. Her Kaupapa is to develop strong and high performing teams through coaching and striving for excellence in all aspects of education delivery.

### Nataliya Slesarenko –Marketing Manager

Nataliya is a third-generation medical doctor from Russia, with interest in cosmetology. She travelled to New Zealand with her family to study the Master of Business Administration at Auckland Institute of Studies which included some papers in legislation and management in the New Zealand health care sector. Working with Kalandra has enabled Nataliya to tutor and develop training programmes focused on beauty and skincare for the older person, and as her medical study included many papers about the older person, she is comfortable with supporting Kalandra in this area. Nataliya has also taken the opportunity to work in residential care and can assist our learners in this area. She is passionate about human health and happy to share her knowledge with learners at Kalandra Education Group.

### Joanna Kilgour – Quality Assurance / Lecturer

Joanna has a background in health, as a learner midwife and as a support person in the mental health sector, however being a mother to eight children has meant her studies have been placed on hold. Jo began working with Kalandra in 2017 as a resource writer and now teaches the Level 3 programme and is responsible for the moderation of our programmes.

### Jemy Tomy – Lead Lecturer

Jemy is a Registered Nurse in New Zealand, with a Masters, in nursing. She is also a Registered Nurse & Midwife in India. She has great passion for patient care, teaching, and an interest in professional development. Jemy has more than 10 years of experience in teaching different health courses and several years of experience working as a Registered Nurse. She has also conducted individual research in nursing and worked as a nurse educator and clinical supervisor for adult nurses.



## Jeremiah Buenafe – Lecturer

Jeremiah holds a Bachelor of Science and a master's in nursing and is a Registered Nurse from the Philippines. Jeremiah started his career as a nurse in the emergency department, for a year, at Dr. Garcia Medical Centre (Angeles City, Philippines) then spent the next 8 years as a Nurse Educator/Clinical Instructor at Angeles University Foundation, Philippines. The highlight of his tenure as a nurse educator was his preceptorship at National Centre for Mental Health (Philippines). Jeremiah moved to New Zealand in 2014 and worked in the aged and disability sector. The last 5 years he has been a Team Leader in one of the Residential/Disability facilities of Spectrum Care.

## Sue Rosewarne – Lecturer

Sue is a Registered Nurse with specialist area in Dementia and Palliative Care. Sue has experience teaching up to Level 5 in Australia and New Zealand. She has a passion for inspiring and developing those who wish to enter the health care industry.

## Maxine Habraken – Lecturer

Maxine comes from a background in health care and health education. She has a passion for supporting learners into the Health and Wellness Industry. Maxine has extensive experience in the aged care and disability sectors

## Tessa Robinson – Lecturer

Tessa is a Registered Nurse with vast experience in health education and more recently, experience in the Mental Health and Wellbeing industry. Tessa delivers across Levels 4 and 5 and will bring her extensive Mental Health knowledge and skills to those wanting to work in Mental Health.

## Matthew Edwards – Registrar and Client Engagement Manager

## Abby Knight – Learner Engagement and Development Lead

Abby has experience and expertise in software and supports the training of Kalandra learners through the monitoring and support of their online learning.

# Boards

## Governance Board

Alexandra Clark (Chair)

Dr Christine Clark

Kelly Clark

Christine Ozich

Dr Julia Hennessy

Professor Sharon Brownie

Nuwanthie Samarakone

Catherine Cooney

Davorin Ozich (adjunct)





The Governance Board ensures the company is well run and well-governed. The role of the Board is to improve performance, assist in defining the future vision and direction of the company, have an overarching view of the company, ensure accountability and oversight of operations, manage risk and develop, support and facilitate the strategic plan.

## The Academic Board

Ewen Mackenzie-Bowie (Chair)

Professor Richard Goodall

Edgar Wilson

Erin Hudson

Dr Colleen Young

Dr Christine Clark

Alexandra Clark

Dr Simone Watkins

Virginia Archer

The Academic Board is responsible for approving the introduction of new programmes, major changes to existing programmes and changes to academic statutes and regulations. They review academic progress, approve final marks and grades. They also award qualifications and maintain linkages with the Governance Board. Recommendations are also submitted to the Governance Board for new programmes before submitting them to the New Zealand Qualifications Authority for approval and accreditation.



# Expectations

## Code of Conduct for Learners

This policy outlines our expectations regarding the behaviour of learners towards colleagues, associates, and the overall organisation.

We expect all learners to abide by the following Code of Conduct.

### Duties of Protection

- Protect the vulnerable and foster environments that are free from discrimination, racism, harassment, bullying, and abuse.
- Protect a learning environment that promotes respectful, collaborative learning.
- Protect property and company equipment authorised for study purposes. Approval must be sought for any other purpose.
- Protect all company property at all times and replace or pay for a replacement item, if lost or damaged.
- Protect members of the learning and workplace community and report potential or actual hazards, breakages or loss to a staff member.
- Protect the comfortability of staff, guest speakers, workplace facility staff, and clients ensuring they are always treated with respect and courtesy.
- Protect the professional image of Kalandra by exhibiting ethical and responsible behaviours when dealing with company products, equipment, partnerships and public image.
- Attend classes and workplaces in a coherent and sober state. Neither alcohol nor drugs (other than for medical purposes) are permitted in the workplace or on company premises.

### Citizenship Duties

- Obey the laws of New Zealand, including the following: The Privacy Act 1993, Health and Safety in the Workplace Act 2015, Copyright Amendment Act 2011, Human Rights Act 1993, Smoke-Free Environments Amendment Act 2003, The Treaty of Waitangi Act 1975, Consumer Guarantees Act 1993 and the Education Act 1989.
- Obey and respect all intellectual property, trademarks, copyrights and other laws.
- Obey the smoke, alcohol and drug-free policy at all times.
- Undertake duties with integrity and respect towards staff members, stakeholders, workplaces, clients, and the community.

### Duty of Professionalism

- Respond to all formal communications from Kalandra and workplaces.
- Provide Kalandra with up-to-date contact information.
- Use appropriate channels of communication with learners, staff, Kalandra and workplaces.

### Scholarly Duties

- Submit work on or before the deadline specified.
- Apply for extensions in good time, before the deadline specified.
- Attend all scheduled classes.
- Give credit where credit is due, acknowledging the contribution of others to your work, as necessary.
- Treat all facilities, including communication using online platforms, with respect at all times.
- Protect the academic integrity of Kalandra, avoid plagiarism and cheating and help others avoid these behaviours.

Infractions against this Code or any failure to follow lawful, reasonable instructions by members of staff, may result in expulsion.



## Harassment Policy

Kalandra is committed to providing a work and study environment that is free from any form of harassment, including sexual harassment. Kalandra finds any form of harassment unacceptable and recognises the adverse effect such behaviour has on people. All staff and learners have a right to be treated with equal regard, dignity, concern, and decency. Any action or inaction, communication or behaviour that could be interpreted as harassment will not be tolerated.

Harassment of any kind that denies the worth, integrity and dignity of human beings and failing to respect human rights, may constitute unlawful discrimination. Harassment of any kind if proven, constitutes unacceptable behaviour. The school may enforce disciplinary action if a learner or staff member is found to have harassed another learner or staff member.

Kalandra will provide impartial processes for dealing with harassment and will assist in the resolution of complaints. These processes are available to everyone, including learners, staff, contractors, and workplaces.

## Disciplinary Procedures

Learners must abide by all rules as detailed in the Code of Conduct for Learners. The following procedure will be used if a learner breaks this code:

- Any learner breaking this code or in breach of generally acceptable behaviour will, in the first instance, be spoken to by their lecturer.
- Continuation of the breach or breaking of the code will result in a meeting between the Academic Manager, General Manager and the learner concerned.

The learner will receive a maximum of two written warnings before appropriate action is taken. The action could vary according to the severity of the behaviour and whether the behaviour places themselves, others, or property in danger.

## Immediate Learner Expulsion

Kalandra reserves the right to expel and deregister a learner in the case of ongoing unacceptable behaviour. In any serious case of misconduct by a learner, no warning process is necessarily utilised. Immediate learner expulsion would be considered in (but is not limited to) the following circumstances:

- The learner is abusive, threatening, or generally considered to be a safety risk to a member of staff, another learner, a visitor or to themselves.
- The learner presents work that is not his or her own for assessment (as per the Learner Cheating and Plagiarism Policy).
- The learner downloads pornographic or offensive material and/or reproduces and distributes such material.
- The learner harasses another person on the grounds of race, gender, religion, or sexuality.
- The learner is negligent in their workplace practicum obligations that are detrimental to themselves, clients, or the workplace.
- The learner continuously refuses to abide by the Learner Code of Conduct and/or behaviour while on placement or during class activities.

Learners who are expelled are not eligible for any refund of any fees. In the case where the expelled learner has outstanding fees owing to the school, they will be required to meet payment obligations as per their full invoice.



## Professionalism

Personal appearance – All Kalandra learners must follow the following dress code and personal appearance guidelines when in placement.

- All learners must be clean, tidy, well-groomed and smartly dressed with minimal body odour.
- All clothing must be appropriate attire, e.g., scrubs in rest homes, smart casual in mental health facilities and uniform where provided.
- All clothing must project professionalism. Clothes must not be too revealing or culturally inappropriate.
- All clothing must be clean and in good repair — no rips, holes or tears.
- Learners must avoid clothes with offensive and inappropriate language, slogans or images.
- There are no restrictions related to religious and cultural grooming practices.

## Personal Appearance Guidelines

Personal hygiene and cleanliness must be maintained.

### *Hair, nails and makeup*

- Hair may be any length. It must be clean, neat and well-groomed and off the face.
- Extreme haircuts, e.g., Mohawks are unacceptable.
- Facial hair must be well-groomed and neatly trimmed.
- Makeup must be natural looking for the daytime appearance.
- Hands must be kept clean, and nails well maintained.
- Fingernail polish and artificial nails must be in good taste.

### *Jewellery and tattoos*

- Jewellery must be tidy and appropriate. Jewellery made from seashells, feathers, endangered wood or animal parts must not be worn. This shows respect for our natural resources.
- Facial piercings are permitted but must be discreet at all times.
- Visible tattoos must be discreet. If tattoos are explicit or offensive, they must be completely covered
- Cultural tattoos are permitted.

## Attendance

Learners are expected to adhere to the hours outlined in their programme information.

- Should a learner need to be excused from their studies for any reason, they should inform their lecturer at the first available opportunity.
- 100% attendance and participation are expected by Kalandra. 80% is the minimum requirement to graduate.
- If learners are unwell during practicum, please phone both Kalandra and placement prior to the start of the shift. If learners are unwell for three consecutive days, they will be required to provide a medical certificate (*for a learner placed on work experience by Kalandra*).
- If learners fail to achieve the required hours, they will not be able to graduate until doing so.
- Learners who have been unable to attend practical but who have followed all requirements will be provided with the opportunity to make up hours.
- If the lecturer believes the learner is at risk of not meeting the hours required for their qualification, or, if the learner is consistently not participating, the lecturer may refer the matter onto the Academic Manager or delegate. If the issues are not resolved, it will be referred to the Chief Executive or delegate for disciplinary action. If the matter remains unresolved, the learner may be withdrawn from the programme.
- Attendance is critical to successful learner outcomes. 80% attendance is required by Immigration New Zealand and Study Link regulations.



- Kalandra regards an absence of 3 days or more as a withdrawable offence, however, acknowledges that there can be extenuating circumstances, so the following protocol applies:

Face to face learners:

- Learners are followed up by an administrator after two consecutive days of unapproved absence. After 3 days of unapproved absence, the learner's lecturer will be in contact with the learner. If the learner is absent for longer than 5 class days without approval, a warning letter will be sent by the Campus Manager. If the learner has ongoing attendance issues, the Academic Manager will be informed, and the learner may be withdrawn from the programme.
- If learners are going to be absent from class, they need to apply for approval via email or a formal letter to the Campus Manager (face to face learners) or Academic Manager.
- A medical certificate is required after 3 consecutive days of absence due to illness.
- Learners in attendance at a class, but not on the class roll (a rare occurrence), must be directed to the administration for processing before being allowed back into the classroom.

Online learners:

- Learners are followed up by an administrator if they are inactive online for one week. If they are inactive for two weeks, the learner's lecturer will be in contact, and a warning letter may be sent by the administrative support person. If the learner has ongoing attendance issues, the Academic Manager will be informed. Subsequently, the learner may be withdrawn from the programme.

Please note: clinical placement is an integral part of this programme for learners. Learners must complete and achieve the required number of hours at the placement site in order to complete the qualification. The placement experiences are integrated with academic learning and reflection. It is unlikely that learners will be able to complete successful studies without practical experiences.

Please note: The Organisation is obliged to note the non-attendance of International Learners in classes and to notify Immigration New Zealand should this occur.

Relationships with other learners – Learners are expected to be friendly and collaborative when working with other learners. All learners must be open to communication with other learners.

Disciplinary actions – A failure to comply with the above Code of Conduct may result in disciplinary action.



## General Requirements

Each programme has a range of general essential administrative activities.

### Access to learning materials

All materials for learners are accessible online; this makes course notes, readings, references, assessments, and course information convenient. This is useful for all learners since they will be in their practical work placement for one day per week, or in the form of a block release, so the accessibility of the information is of utmost importance. Moreover, the task lists, assessments and self-directed activity study plan are always available so that learners can work more effectively and deliberately to meet the needs of their programme.

### Bring your own device

Kalandra provides computers and software, on site, for learners to manage their work. However, Kalandra recommends that learners bring their own device for their assessments and are encouraged to access the learning materials via the Internet, from any location. This has several benefits, including the ability to access the material when on practicum placement or in the workplace. We recommend that learners acquire a device that allows the learner to read, access, and modify documents from any location.

The Kalandra Website has links to sites where devices and internet can be purchased from.

### Transfer of credit

Learners with experience in this area, or a relevant prior qualification, may be eligible for credit recognition or recognition of prior learning, for this programme. Unit Standards

Learners may be able to transfer to another provider of the New Zealand Certificate in Health and Wellbeing, with credit recognition in the destination programme.

### Normal progression

Every candidate for the Certificate shall, to the satisfaction of the Academic Board or delegate, follow a programme of study for a period stipulated at enrolment.

### Assessment / grading system

Competency-based assessment is used through a range of assessment modes including practical tasks, log books, presentations and assignments using case studies.

### Course descriptors and assessment weightings

The course descriptors describe the specific assessment methods. All assessments must be passed to gain credit for each course. All qualification conditions and graduate profile outcomes are satisfied when learners successfully pass all assessments, of all courses.



## Submission of assessments

Learners are expected to submit their assessment(s) through our online learning portal Canvas.

## Assessment in Te Reo Māori

In recognition of Te Reo Māori as an official language of New Zealand, Kalandra upholds the right of Māori-speaking learners to apply to use Te Reo Māori as the language of assessment, in any NZQA approved programme. The following guidelines set out the procedures for applying to use Te Reo Māori in assessment, for courses.

Learners may apply in writing, to the Academic Manager, for permission to be assessed in Te Reo Māori, either for specified assessment activities or for all assessment activities within particular courses. Learners and staff must be mindful of the proficiency required to undertake an assessment in Te Reo Māori. For example, the learner was awarded NCEA reading and writing credits (Level 2 or higher) in Te Reo Māori or Te Reo Rangatira.

## The authenticity of learner work

Many people think of plagiarism as copying or borrowing someone else's original ideas or work. According to the Merriam-Webster online dictionary, to "plagiarise" means:

- to steal and pass off (the ideas or words of another) as one's own
- to use (another's production) without crediting the source
- to commit literary theft
- to present, as new and original, an idea or product derived from an existing source

In other words, plagiarism is an act of fraud. It involves both stealing someone else's work and lying about it afterwards.

Kalandra also determines the use of plagiarism avoidance technology, such as Turnitin, as plagiarism and it will be treated as such.

So what does this mean? You can look online or in textbooks for ideas or definitions, but you must then put that work into your own words.

If a learner is found to have plagiarised (either accidentally or purposefully) they will be reminded about plagiarism and referred to this section in the learner handbook. The assessment submitted will be kept by the lecturer and the learner will have 2 weeks to resubmit the assessment. If the learner is found to plagiarise a second time, the matter will be referred to the Academic Manager for investigation and potential disciplinary action.

Assessments will be checked using Turnitin. <https://www.turnitin.com>



## Policy and Procedures for late assessments

### Extensions

Any request for extensions **MUST** be negotiated between the learner and lecturer and approved by the Academic Manager. The request must be made 3 working days **PRIOR** to the due date.

The request for extension may be made by learners who anticipate difficulty in meeting the due dates to submit assessments, and/or sit tests or examinations, and/or attempt any missed practical assessment activity which may have been timetabled to occur once only during the programme. At this time the conditions, including any additional assistance or costs, which may be incurred will be agreed and documented, including the grade to be awarded in the event of non-submission.

If the learner requests a further extension of time, exceeding the course end date, any subsequent extension **MUST** be approved by the Chief Executive or delegate. Non-completion, of the assessment by the due date of the extension, may result in no grade.

### Reassessments

Learners may re-submit each summative piece of work once, for reassessment, during the course of the programme.

### Marking and returning assessments

Marked assessments will be available to learners within a maximum of three weeks from the due date of each assessment. If the marking deadline is not possible, a clear indication must be given to all learners. Marking is normally carried out by the lecturer. Once marking is completed, learners can then access their marked assignments using the Online Platform.

### Appeals

If a learner believes they have been unfairly assessed in any assessment, in the first instance, they are advised to request a formal meeting with the Academic Manager and request a reassessment. They need to bring the assessment concerned along to the meeting. The learner needs to be able to clearly show the area(s) in which they believe they have been unfairly assessed.

This work will be assessed by a different assessor from within Kalandra. The learner will be given a written result from which the assessor will outline whether they agree or disagree with the original result.

If a learner still disagrees with the result, an external assessor will decide the outcome. The outcome of this assessment will stand, and the learner will be advised accordingly.

### Requirements for completion

Learners must pass all assessments to be awarded the programme.





## Pathways to further study

Qualifications may lead on to higher-level programmes, including Bachelor degrees, in related subjects including nursing, physiotherapy, occupational health and allied health professions.

Level	Qualification Types	Qualification
10	Doctoral Degrees	Doctoral Degrees, PhD, Doctor of Health, Doctor of Midwifery, Doctor of Health Science, Doctor of Nursing
9	Master Degrees	Master of Health Care, Master of Health, Master of Midwifery, Master of Health Science, Master of Health Research
		Master of Health Management, Master of Health Leadership, Master of Public Health, Master of Primary Health, Master of Nursing
8	Postgraduate Diplomas/ Bachelor Degree with Honours	Postgraduate Diploma in Health Care, Postgraduate Diploma in Health, Postgraduate Diploma in Midwifery
		Postgraduate Diploma in Health Science, Postgraduate Diploma in Health Research, Postgraduate Diploma in Nursing
		Postgraduate Diploma in Health Management, Postgraduate Diploma in Health Leadership
		Postgraduate Diploma in Public Health, Postgraduate Diploma in Primary Health
		Bachelor of Health Sciences (Honours), Bachelor of Nursing (Honours)
7	Bachelor Degree / Graduate Diplomas	Bachelor of Community Health, Bachelor of Social Health and Wellbeing, Bachelor of Health Sciences
		Bachelor of Nursing, Bachelor of Nursing Pacific, Bachelor of Midwifery
6	Diplomas	New Zealand Diploma in Addiction Studies, New Zealand Diploma in Holistic Nutrition, New Zealand Diploma in Exercise
5		New Zealand Diploma in Health and Wellbeing
4	Certificates	New Zealand Certificate in Health and Wellbeing (Advanced Support)
		New Zealand Certificate in Health and Wellbeing (Social and Community Services)
3		NCEA Level 3, New Zealand Certificate in Health and Wellbeing (Level 3)
2		NCEA Level 2, New Zealand Certificate in Health and Wellbeing (Level 2)
1		NCEA Level 1

## Withdrawal

Should the learner need to withdraw from their programme, please in the first instance, speak with your lecturer or the Academic Manager, to see if there is anything we can do, to assist the learner, before withdrawing.

Should a withdrawal be the learners only option at the time, please complete the withdrawal form as quickly as possible and allow up to 7 days to be withdrawn from all aspects of study. Please place as much information on the form regarding the learner's reason as this allows us to undertake reviews of the programmes etc. All information provided is confidential.

If, at a later date, the learner feels they are in a better place to resume study, please contact us.



## Learner engagement and interaction

The amount of engagement required will depend on the programme.

Learner participation in distance activities will be monitored formally in the following ways:

**Attendance and Participation Monitoring—Weekly:** By ensuring attendance and participation in weekly discussion forums, the system automatically records attendance in these activities.

Lecturers are able to monitor the attendance of the learners at these events. If the learner does not attend, then the lecturer will contact that learner.

**Attendance and Participation Monitoring—Weekly:** Ensuring that learners undertake the required checkpoints (quizzes, mandatory activities).

The lecturer can view the status of all checkpoints for all learners, by the module.

**Attendance and Participation Monitoring—Weekly:** Ensuring that learners read the required readings, video clips (and video clip links) for the modules.

Some required readings and video clips will be integrated with forum discussion points or Page checkpoints. The lecturer can view the participation undertaken and what access of these readings/video clips has occurred, by each learner.

**Attendance and Participation Monitoring—Monthly:** Learners submit their workplace hours log, and this is discussed with their lecturer in a one-on-one session. The results of this discussion or actions are documented on the learner record.

**Participation Monitoring—Bi-weekly:** Learners prepare and submit a self-reflection diary item related to the materials in the module and the practical use of that new knowledge, concept, insight or skill in the workplace. Staff can review these materials, provide feedback and, in some instances, will contact learners who do not submit these items or if issues or risks arise.

Lecturers will review all material bi-weekly and provide feedback.

**Participation Monitoring—Summative Assessment Monitoring:** Staff members are able to monitor the submission of all assessments and work, for portfolios. Learners who do not submit an assessment by the deadline specified are contacted. The results of this discussion or actions are documented on the learner record.

**Participation Monitoring—Quarterly:** At the beginning of the course (within the first 4 weeks) a learning plan is finalised with the learner. The lecturer has a one-on-one discussion with the learner, in relation to their individual learner plan. The results of this discussion or actions are documented on the learner record.

**Participation Monitoring—Quarterly:** Learners submit their workplace evaluations (this has 'buddy' feedback and feedback from their clinical manager). The lecturer has a one-on-one discussion with the learner. The results of this discussion or actions are documented on the learner record.

**Module Monitoring—End of Module:** Learners give feedback related to the module and their participation in that module, as well as the indicative self-directed hours for activities. This information can be used to improve future learner engagement and participation in the module.

**Lecturer Monitoring—End of Module:** Learners give feedback related to the lecturer and their approaches. This information can be used to improve future learner engagement and participation in the module. Monitoring, specific to your programme, will be provided in your Welcome letter and the online portal.



## Self-directed learning

The self-directed learning time will be organised for the programme, so that learners are able to schedule their time accordingly. The self-directed time is designed explicitly, as learners will have to juggle lessons and employment/workplace. The self-directed schedule provides notional hours for staff to help guide and co-construct weekly timetables with learners, which best fit their individual and collective needs. Learners are supported in co-producing an active, self-directed study schedule which includes allocated readings and allocated time to work on assessment activities. Moreover, the programme sets time aside for learners to pursue their own particular personal interests—this model appeals to both experienced and new recruits to aged care since they are able to explore theory and practice which is either useful, interesting or provides insights into possible career paths.

## Work experience/clinical placement

Work-based practicum is integrated and integral to learning. Delivery of taught materials coincides with workplace learning activities. Lecturers will be fully responsible for assessing all the materials provided by learners from the workplace. However, members of staff in health care facilities, may provide evidence to learners in relation to their assessments. For example, peer or supervisor evaluations. The privacy needs of clients and organisations must be upheld at all times.

Workplaces of learners working in the distance online mode, will be contacted to ensure they understand learner requirements and their expectations of the learner. These points will be provided to them in the Workplace Agreement, the workplace learning log, a copy of learner assessment tasks, and a health and safety checklist. If Kalandra organises the work placement, the learner will have to agree to a criminal conviction check. If Kalandra did **NOT** organise the work placement, then The Workplace, legally, has to perform criminal conviction checks on all of their employees. Hence all learners will be required to provide a copy of this safety check, upon their enrolment.

The practicum components will be completed under the supervision of a “buddy” in the workplace. Setting that, will be assigned by the Clinical Manager. They are chosen for their experience and seniority, and many are qualified preceptors. The buddy supports the learner to the best of their ability and ensures that both the learners and clients are maintained in a safe environment at all times, physically, emotionally and culturally.

Kalandra communicates with the Clinical Manager or approved member of staff at least once a week (as applicable). The lecturer will contact the learner regularly, to ensure both the facility are aware of the support as required and the learner is content in their workplace and safe. They are also available by phone any time a facility or learner needs them. This is made very clear to all parties.

In situations where a practicum placement does not have the ability for a learner to develop necessary skills or knowledge, then Kalandra will provide alternative approaches for learning and practicing those skills.



## Work Placement Activities

The types of activities learners are expected to undertake in the workplace include:

- a. Identify and plan care situations for clients, family, and whānau in the workplace, in accordance with your experience, knowledge and programme requirements.
- b. Collaborate with other carers to undertake care activities for aged care clients, family and whānau, in the workplace.
- c. Develop meaningful relationships with other carers, aged care clients and other health professionals, in the care environment.
- d. Lead and offer care advice and guidance to others, as would be expected of a Health Care Assistant of your level.
- e. Provide aged care assistance according to the client's needs and aspirations and in accordance with programme requirements and applicable to your experience and knowledge.

## Learner responsibilities during the work placement

- a. The learner is expected to take maximum advantage of their workplace experience, contributing to all appropriate activities and ensuring assessment requirements are undertaken. In the event that assessment is unable to be completed, the learner, in conjunction with a staff member, will seek out further opportunities to do so.
- b. When learners are undertaking workplace components, he/she is bound by the Code of Practice for Off-site Activities, the relevant Programme Regulations and by the requirements of Kalandra's Policies. While off-site on a scheduled learning activity, the learner must comply with all health and safety requirements, any instructions or requests as issued by staff.
- c. Where a learner undertaking workplace component field trips or other off-site activity, considers there are or may be issues in relation to the content of delivery, the quality of the learning experience, the safety of learning environment or their physical or emotional wellbeing, learners must immediately report these to the relevant staff member who will be responsible for resolving them or referring them to the appropriate representative of Kalandra.
- d. The needs of the learner are assessed prior to workplace allocations, e.g., location, speciality, interest, hours and then appropriate workplaces are sourced.
- e. Goals of the learner, specifically related to the workplace experience, are developed in conjunction with the workplace buddy/preceptor and the staff member. This may be prior to work placement or after orientation. Goals will be reviewed on a regular basis, by all three parties.

## Unsatisfactory progress

- a. Any learner who fails to submit assessments on the due date set by the programme requirements, *without* a valid extension granted by the Academic Manager, may be referred to the Chief Executive and given a verbal warning.
- b. Any learner who fails to submit two consecutive assessments, on the due date set by the programme requirements, without a valid extension granted by the Academic Manager, may be referred to the Chief Executive and given a written warning.
- c. Any learner who has, during the course of their programme of study, been unsuccessful in gaining at



least one-half of the programme credits, after a maximum of three attempts, on the recommendation of the Academic Manager, may not be permitted to re-enroll in that programme. The decision as to whether a learner, who has been excluded under this section, may be permitted to re-enroll is made by the Chief Executive, and where applicable the Academic Board.

- d. To re-enroll, the learner and the Academic Manager will sign a Contract of Study that establishes the criteria for the learner continuing on the programme.
- e. In preparation for off-site practicum/work experience/co-operative education, any learner who has failed to meet pre-requisite requirements or submit the appropriate theory component of the programme, shall not proceed to undertake the same and will not be awarded credits for that part of the programme.
- f. If, in reasonable opinion of the Academic Manager, a learner's performance or participation in any off-site practicum/work experience/co-operative education placement is unsatisfactory, the Academic Manager may suspend that learner's participation until such time as the Management Team has duly considered the matter and has recommended an appropriate course of action to resolve the unsatisfactory performance.

## Change of employment circumstances

### Contact a senior administrator

If the learner is at risk of losing their job because of illness, injury, or have a disability, ACC or Work and Income NZ can help, by seeing what can be done to keep the learner with their current employer or find alternative employment.

### Make well-informed decisions

The learner will need to decide if they want to find another job as a Health Care Assistant and support worker in the health care industry or want to look for a job, doing something different.

If the learner decides they want to remain in the health care industry, then they will need to start looking for another job. Approaching local facilities and dropping off a CV/résumé, have a chat and actively seek other employment. Go and talk to other organisations such as employment agencies, platform companies and bureaus as they may know of employers looking for workers. Remember, Kalandra and Kalandra staff are well connected within the health care community and will be able to offer help and advice, and possibly already have access to job vacancies for you. Platform companies link clients and carers in their communities i.e., Mycare, EmployMe, Manawanui.

### What happens if the learner leaves their job to go to a new employer?

Tell the lecturer or senior administrator. They will ensure they have assistance where possible and a new Learning Plan will be developed. The learner needs to let the new employer know they wish to keep studying the course with Kalandra.

### What happens if the learner loses their job or leaves their job without another employer while undertaking study at Kalandra?

Firstly, don't freak out! Losing employment is something that can happen for a number of reasons, many of which are outside the learner's control. It is not something to be embarrassed about and by telling the lecturer or a senior administrator, they can provide the learner with all the information they need and assist with options to get back into employment and delaying study (if necessary).



### Continue your Study

We recommend, regardless of the change in circumstances, that the learner considers completing their study. If the learner decides they want to find another job in the health care industry, they should continue to complete their studies as much as possible. Depending on their progress in the study, it is possible to use an alternative work-placement rather than paid employment. In those circumstances, Kalandra will provide the learner with a work placement and associated three-party contracts.

### What if the learner does not want to find another employer?

Tell the lecturer. They will provide the learner with options for continuing study as a volunteer. Alternatively, if the learner does not want to continue their study, they are able to withdraw from the programme.

### What if the training is only available as a work-integrated programme? The learner would like to continue studying, but hasn't found a new employer.

If the learner would like to continue studying but was enrolled in a scheme that is only delivered in a work-integrated mode and they did not find a new employer, there may be other study options available. There may be a similar course in the same industry or even possibly a pathway opportunity. Where applicable, the learner may receive a Credit Transfer or Recognition of Prior Learning (RPL) for any Unit Standards successfully completed throughout their study. Speak to the lecturer to find out what suitable study alternatives are available.



## Learner complaints

Do you have a concern or complaint?

Complaints are taken seriously; we will try to deal with all complaints quickly and fairly. Please see the policy for more information.

### Grievance procedures:

The New Zealand Government has appointed an independent administrator for the Dispute Resolution Scheme which is to encourage swift settlement of contractual and financial disputes between international learners and their provider.

The Education (Pastoral Care of Tertiary and International Learners) Code of Practice 2021 requires all institutes to have fair and equitable internal grievance procedures for learners. Learners must go through these procedures before taking their grievance to NZQA.

Learners are able to bring a support person or a whanau support person to disciplinary or other meetings.

1. You must first speak to your lecturer or an appropriate staff member. If the issue is unresolved to your satisfaction, go to the next step.
2. Make an appointment to discuss your concern with the Academic Manager. If the issue is unresolved to your satisfaction, go to the next step.
3. Make an appointment to see the Chief Executive and/or independent person on the Governance Board. If the issue is unresolved to your satisfaction, go to the next step.
4. If your concern is not resolved by internal grievance procedures you may contact the Quality Commission at <http://www.itenz.co.nz/quality-commission/about/> or NZQA at [risk@nzqa.govt.nz](mailto:risk@nzqa.govt.nz) More information can be found at <https://www.nzqa.govt.nz/about-us/make-a-complaint/make-a-complaint-about-a-provider/how-to-make-a-complaint/>
5. If the complaint is about the contract or financial matters, you may go to [complaints@ilearner.org.nz](mailto:complaints@ilearner.org.nz) or Freephone 0800 00 66 75 or +64 4918 4975.

Further information is available on the website.



## Fee Protection for Learners

The New Zealand Government requires that all Private Training Establishments registered with the New Zealand Qualifications Authority (NZQA), have some form of protection for fees paid to them, in advance. These requirements are outlined in the New Zealand Qualifications Authority Learner Fee Protection Policy.

Kalandra Education Group uses the Public Trust.

Fee Protect is a learner fee trust account into which you deposit your fees. The Public Trust then pays Kalandra Education Group on a fortnightly basis. This ensures that your money is safe and can be returned to you either in full or a portion. These instances could be as such where the provider is unable to complete the course due to closure, insolvency or loss of NZQA accreditation.

Learner Fees Include:

- Course Tuition Fees
- Accommodation Costs (if applicable)
- Living Expenses (if applicable)
- Travel and Health Insurance Premiums if arranged through Kalandra (if applicable)

Fee Protect means that the last thing you will need to worry about is what happens to your fees.

Kalandra Education Group uses a Standard Trust, where each learner's fees are paid into an individual learner trust account by the learner.

Here's how it works for learners enrolling at Kalandra.

**Domestic Learners:**

Kalandra establishes your learner fee trust account with the Public Trust as part of the enrolment process.

You deposit your fees into the Public Trust account using details given to you by Kalandra (including the Public Trust reference number).

The Public Trust confirms the Learner Fee Trust Account in your name and starts making payments to Kalandra over the duration of your course, commencing on the first day of your course.

**International Learners:**

Kalandra establishes your learner fee trust account with Public Trust as part of the enrolment process.

You deposit your fees into the Public Trust account, by electronic transfer or Telegraph Transfer, using details given to you by Kalandra (including the Public Trust reference number).

NB: You will need to pay your fees before arriving in New Zealand and sign the Public Trust application form, once you arrive.

Kalandra will provide you with the Public Trust receipt to use for your Learner Visa application.

The Public Trust confirms the Learner Fee Trust Account in your name and starts making payments to Kalandra over the duration of your course, commencing on the first day of your course.

If you require any extra information, please see the appropriate brochures on this website: <http://www.publictrust.co.nz/>





## Scholarships

Scholarships may be available. Please refer to the website for up-to-date information.

## Refund Policy

Kalandra Education Group has the following refund and reimbursement procedures for the various circumstances that may arise:

### Programme of study cancellation

If, for any reason, Kalandra cancels a programme of study (including enrolments) prior to the commencement date, learners will be offered full reimbursement of the fees paid for the programme of study. In the unlikely event, a programme is cancelled after the commencement date, learners will be offered a pro-rata reimbursement of fees within five (5) working days, based on the programme of study in which they were enrolled and had paid fees for the time of the closure or cessation.

### Expelled learners

Learners who are expelled from Kalandra are not eligible for any refund of any fees. In the case where the expelled learner has outstanding fees owing to the school, they will be required to meet payment obligations as per their full invoice.

### Closure

In the unlikely event that Kalandra Education Group goes into liquidation, receivership or has its accreditation withdrawn (in which case the Ministry of Education and New Zealand Qualification Authority will be informed immediately) learners will be offered the following options by the appointed trustees:

A pro-rata reimbursement of fees based on the programme of study in which they were enrolled and had paid fees at the time of the event,

or

Full reimbursement of fees for the programme of study that fees had been paid for but not yet commenced at the time of the event.

The Trust fund and Fees Refund policies and procedures provided, comply with the legal requirements set out in section 253 of the Education Act 1989.



## Domestic learners only

### Withdrawal of enrolment before the start date

If the learner withdraws from a programme of study before the start date of the programme of study, the learner will receive the total fees paid, less any applicable fees and costs incurred.

Such fees and costs must be explained.

### For a programme of study longer than 3 months

If the learner withdraws from a programme of study before the end of the eighth (8) working day following the start date of the programme of study, the learner will receive the total fees paid, less any applicable fees and costs incurred. Such fees and costs will be explained and will not exceed 10% of the course fees or \$500, whichever is the lesser. In order to receive a refund, the learner must complete an application for withdrawal.

No refund of fees will be made after the eighth (8) working day following the start date of the programme of study unless management accepts that there are exceptional circumstances sufficient to warrant a pro-rata refund. Refund applications due to exceptional circumstances must be in writing and will be approved on a case by case basis. The learner may be required to provide evidence to support their application.

## International learners only

### Withdrawal of enrolment before the start date

If a learner withdraws from a programme of study before the start date of the programme of study, the learner will receive total fees paid, less any applicable fees and costs incurred. Such fees and costs must be explained.

### For a programme of study less than 5 weeks

If a learner withdraws from a programme of study of less than 5 weeks before the end of the 2nd working day of the programme, the learner will receive at least 50% of the total fees paid.

If a learner withdraws from a programme of study of less than 5 weeks after the 2nd working day following the first day, the learner is expected to attend the programme, no refund will be made.

### For a programme of study longer than 5 weeks but less than 3 months

If a learner withdraws before the end of the 5th working day following the first day the learner is expected to attend the programme, the learner will receive at least 75% of the total fees paid.

If a learner withdraws after the 5th working day following the first day the learner is expected to attend the programme, no fees will be paid.

### For a programme of study longer than 3 months

If a learner withdraws from a programme of study before the end of the 10th working day following the first day the learner is expected to attend the programme, the learner will receive the total fees paid less any applicable fees and costs incurred, and the refund will be at least 75% of the course fees. Such fees and costs will be explained. In order to receive a refund, the appropriate refund application form must be completed.

No refund of fees will be made after the 10th working day following the first day the learner is expected to attend the programme, unless management accepts that there are exceptional circumstances sufficient to warrant a pro-rata refund. Refund applications due to exceptional circumstances, must be in writing and will be approved on a case by case basis. The learner maybe required to provide evidence to support their application.



## Work Visa Learner Specific information

### Valid Work Visa

The learner is to ensure that they always have a valid work visa while working at their health care provider and while studying at Kalandra. This means that the learner must apply for extensions to their work visa in good time. Since the enrolment at Kalandra is based on the learner studying as part of their professional development for their employment, they are required to have a valid work visa. If the learners work visa is due to expire during their studies, we require a copy of the new visa as soon as the learner receives it; otherwise, we will have to halt their study until it is received.

### Changing employers during study

If the learner changes employer during their study, the learner must seek permission from their new employer to continue their studies with Kalandra. Once again, the learner must always have a valid work visa. The learner will then need to apply (with sufficient time allowance) for a work visa for their new employer.

### Healthcare eligibility for those on Work Visas

The learner must check their eligibility for publicly funded health care according to their work-visa status, as of January 6, 2020:

“A person who holds a work visa that either:

- entitles them to remain in New Zealand for two years or more (work visas start on the person’s first day in New Zealand) OR
- entitles them to remain in New Zealand for a period of time which, together with the time that person has already been lawfully in New Zealand immediately prior to obtaining the visa, equals or exceeds two years, is eligible for publicly funded health and disability services.”

**If the learner is ineligible for publicly funded health services, they may need to purchase health care insurance for the duration of their study. Please see bullet points above.**

### Changing to an International Learner Visa

If the learner changes from a work visa to an international learner visa to complete their studies, they may need to purchase health care insurance for the duration of the study. Should Kalandra Education Group not be able to continue to assist the learner with their studies due to the change, we will assist in finding an alternative provider.



## International Learner Specific Information

A new Code of Practice, the new Education (Pastoral Care of Tertiary and International Learners) Code of Practice 2021, came into effect on 1 June 2021.

The NZQA maintains the register of education providers that the Code applies to. International learners cannot study at an institution that is not a signatory to the Code.

The Code makes sure that:

- high professional standards are maintained
- the recruitment and contracting of international learners is done ethically and responsibly
- information supplied to learners is comprehensive, accurate and up-to-date
- learners are provided with information prior to entering into any commitments
- the particular needs of international learners are recognised
- learners are in safe accommodation
- all providers have fair procedures for resolving learner grievances.

Education (Pastoral Care of Tertiary and International Learners) Code of Practice 2021 can be found on the website.

### Travel and Medical Insurance

Professional health care in New Zealand is not free to international learners.

Education (Pastoral Care of Tertiary and International Learners) Code of Practice 2021 ("The Code") requires international learners in New Zealand to have appropriate and current medical and travel insurance for the duration of their visa.

International learners must provide evidence of their insurance and medical cover to Kalandra. If the learner is purchasing a policy in their home country, Kalandra must be provided with a version translated into English so that it can be assessed and approved. Kalandra will advise the learner if the insurance cover is insufficient.

The policy should cover the learner for the following:

- Your travel to and from New Zealand
- The costs of medical treatment in New Zealand for the duration of your stay
- Your personal assets
- Funeral expenses

Alternatively, Kalandra can assist the learner with arranging insurance in New Zealand, prior to entry.

### Applying for your learner visa

International learners must meet the requirements of Immigration New Zealand and must have a valid learner visa to study in the country. Immigration New Zealand offers various visas that allow you to go to school, take a course, or do other training.

If the learner wants to study for less than three months, learners may be able to study with a visitor visa. A visitor visa may only be used when the period of booked study does not exceed 12 weeks. If the programme of study is longer, learners must apply and receive a learner visa prior to commencing their study.

A valid learner visa will:

- Correctly name the college
- Correctly name the programme/qualification they will study
- Provide the campus location
- The visa will indicate a visa expiry date that is in the future



Learners who are over 18 years of age do not need to secure accommodation prior to arriving in New Zealand, but it is advisable. Check our Accommodation page for more information about how to find a place to stay in New Zealand.

You can apply for your visa online, with Immigration New Zealand.

### Attendance Requirements

Immigration New Zealand requirements of Study Visa Holders are:

Enrolled full-time learners must attend timetabled classes to comply with the terms of their visa. Any non-attendance will be reported to senior management and if attendance is not satisfactory (below 80%), Immigration New Zealand and all applicable government agencies will be notified.

If requested, you are required to show academic progress according to your course requirements.

Immigration New Zealand can revoke your study visa and you will be requested to leave the country should you not comply.

## Campus Facilities

### Hours of operation

The campus is open to learners and the general public between the hours of 8.30am and 4.30pm Monday to Friday, unless otherwise stated.

### Equipment

Please take care when handling all equipment. It is expensive and can be easily damaged if not used with care. If the equipment is borrowed or moved, please ensure it is returned to its original location for the next user. Please report any faults or hazards to the Campus Manager.

### Kitchen and lunchroom facilities

Learners are requested to wash and put away anything that is used and ensure the kitchen is left in a clean and tidy manner. Tea and coffee provisions are provided and some food is available in the cupboard.

### Library

The Kalandra Campus has a small library of books available for learner use. Kalandra will support staff and learners to gain access to local libraries as required.

### Smoke-free

Kalandra Education Group is a smoke-free company and campus.

Kalandra will support all staff and learners who are wanting assistance to quit smoking.

### Parking

Campus parking has limited onsite parking, however free parking is available on the street.

The campus is a short walk from the train station.



## Health and safety

We want to ensure that the work environment is safe for everyone. Please use the equipment according to its specifications and report faulty equipment to the Campus or Academic Manager, as appropriate.

### Health and Safety in the Workplace Act 2015:

The main purpose of this Act is to provide for a balanced framework to secure the health and safety of workers and workplaces by:

- (a) protecting workers and other persons against harm to their health, safety, and welfare by eliminating or minimising risks arising from work or the prescribed high-risk plant; and
  - (b) providing for fair and effective workplace representation, consultation, co-operation and resolution of issues in relation to work health and safety; and
  - (c) encouraging unions and employer organisations to take a constructive role in promoting improvements in work health and safety practices and assisting PCBUs and workers to achieve a healthier and safer working environment; and
  - (d) promoting the provision of advice, information, education, and training in relation to work health and safety; and
  - (e) securing compliance with this Act through effective and appropriate compliance and enforcement measures; and
  - (f) ensuring appropriate scrutiny and review of actions taken by persons performing functions or exercising powers under this Act; and
  - (g) providing a framework for continuous improvement and progressively higher standards of work health and safety.
- (2) In furthering subsection (1)(a), regard must be had to the principle that workers and other persons should be given the highest level of protection against harm to their health, safety, and welfare from hazards and risks arising from work or from specified types of plant as is reasonably practicable.

## First aid

A certified first aider is on campus during campus opening hours.

## Human Resources

### Privacy and confidentiality

The Privacy Act 1993 contains 12 principles designed to protect the privacy of individuals. The Privacy Act protects the privacy of all employees and learners at Kalandra Education Group. It is important that learners respect the privacy of others within the organisation. In particular, do not release personal phone numbers or other personal details of a staff member or other learners, without the permission of the person concerned.

## Copyright

Everyone is required by law to comply with the Copyright Amendment Act 2011, regarding movies, TV shows and text material. Kalandra Education Group considers any offending to be a serious matter (we can be prosecuted). Offending may lead to disciplinary action, and we will seek to recover any consequential costs, including any associated costs if an infringement notice is received.



## Ethical relationships with staff

Care must be taken by staff to ensure that relationships with learners are not compromised by bribery, sexual relationships or any other unethical behaviour.

## Harassment, bullying and discrimination

Kalandra Education Group is committed to providing a secure, supportive and harmonious environment for all. One which:

- Recognises and values the diversity, potential, and contribution of all people.
- Is free from all forms of bullying, harassment and discrimination.

The organisation regards bullying, harassment and discrimination of any kind as unacceptable and acknowledges that it seriously undermines the atmosphere of trust and respect that is essential to a healthy work and study environment.

Kalandra Education Group expects that employees and learners do not engage in any form of conduct that involves bullying, harassment or discrimination whether that be in person or online.

Complaints of harassment can be made directly to the Academic Manager.

## Misconduct and discipline

There is a range of acts or omissions that can lead to disciplinary action or receipt of a warning. The following offences constitute serious misconduct and may give rise to instant dismissal:

- The unauthorised possession or use of property, money, information or intellectual property belonging to or under the control of Kalandra Education Group, or possession or use of the property of staff or other learners without their permission.
- Physical violence against any person on the premise, or at a workplace where employees work.
- Racial, sexual or other improper harassment of any staff or other learners.
- Being at work in a state of intoxication (whether drugs or alcohol) so as to prevent or impede the proper performance of duties.
- Interfering with safety equipment or otherwise acting in a manner that threatens safety, health or hygiene in the workplace, or in a manner that hinders the safe and proper performance of the duties of staff or other learners.
- Unacceptable use of IT equipment, including illegal file-sharing or downloading.

## Learner services/support

### Learner voice:

The learner voice is very important to the management of Kalandra Education Group. Nominations of one person per cohort will be called for at the beginning of each programme. Elected learners will have the opportunity to go on the following councils and ensure that their voice and fellow learners' voices are heard. Meetings will be in person or via Zoom.

- Learner council
- Health and Safety Committee (campus)
- Sustainability Committee

These councils and committees meet monthly with a member of staff, with a report tabled at the Governance Board meeting and, where appropriate, at the Academic meeting.



## In the event of an emergency:

In the event of an Auckland wide/national emergency, please follow all instructions provided by the government, civil defense and police.

In the event of an emergency only affecting Kalandra, we will contact you and messages can be viewed by:

- Facebook
- Instagram
- Website
- Online portal
- Email
- Text
- Notice on building

If you are unsure, please ring 0800 KALANDRA and speak to one of the staff. In an emergency, if you are unable to reach us on the 0800 number, please contact:

Kelly: 027 403 0057

Alex: 021 104 3194

Christine C: 027 499 0142

## Health and counselling services:

Health and counselling services will be available through different avenues. Please ask Christine O, our Campus "mum".

There is an extensive list available in your programme handbook, and some of the most important and 24-hour ones are:

Health line: 0800 611 116

Samaritans: 0800 726 666 (for anyone who is lonely or in emotional distress)

Lifeline: 0800 543354

Suicide Prevention Helpline: 0508 828 865

Depression Helpline: 0800 111 757

Anxiety Line: 0800 2694 389

Outline NZ: 0800 688 5463 (sexuality or gender identity)

Alcohol Drug Helpline: 0800 787 797

Gambling Helpline: 0800 654 655

Quitline: 0800 778 778 (smoking)

Shine: 0508 744 633 (confidential domestic abuse helpline)

Rape Crisis: 0800 883 300 (support after rape or sexual assault)

Mentalhealth.org.nz

Fitness is covered by gyms which operate 24/7 and offer great rates as well as your local recreation centres and local parks that often have "boot camps".

## Academic and support services:

Academic and support services are available through your lecturer and/or Christine O, the Campus "mum". Ensure you talk to one of these people sooner rather than later.

Academic services may include lecturer to learner mentoring, group mentoring and peer to peer mentoring.

Citizens Advice Bureau is a very good place to start when needing support services, as they will either help you or refer you in the direction of your enquiry. [www.cab.org.nz](http://www.cab.org.nz)





## NZ Certificate in Health and Wellbeing (Level 3)

### Programme Length and Duration

Qualification Number	2470
Application Type	Type 2 change
The title of Qualification:	New Zealand Certificate in Health and Wellbeing (Level 3) with strands in Healthcare Assistance, Newborn Hearing Screening, Orderly Services, Support Work, Vision Hearing Screening, and Whānau, Kin and Foster Care
The strand of the Qualification	Health Assistance
Programme/Qualification being replaced	Certificate in Health Assistance (Palliative Care) (Level 3) Certificate in Health Assistance (Physical Disability Support) (Level 3) Certificate in Health Assistance (Intellectual Disability Support) (Level 3) Certificate in Health Assistance (Community Care) (Level 3) Certificate in Health Assistance (Mental Health Support) (Level 3)
Programme Level	Level 3
Programme Credits/Points	71 Credits (710 Hours) / 72 Credits (720 hours)
Full Time/Part Time	Full Time Only
Usual Programme Duration	1 Academic Year
The length of the Programme:	31 Weeks
Tuition Teaching Weeks	29 Weeks
Vacation Weeks	2 Weeks – set into programme
Total Gross Weeks	31 Weeks
Total Learning Hours/Week	25 Hours
Directed Learning Hours (Average):	Directed Learning Activities: 20 hours. Work placement: 5 Hours.
Distance Directed Schedule:	20 hours/week of directed distance study: (a) 4 hours/week Class Discussions/Webinars. (b) 6 hours/week Allocated Readings/Class Learning Resources/Video Clips. (c) 4 hours/week Assessment portfolio/project/task. (d) 2 hours/week Learner Preparation and Planning. (e) 1 hour/week Case Study. (f) 1 hour/week Reading log – newspaper, journals, articles etc. (g) 2 hours/week Personal diary entries.

### Domestic Admission Requirements

- Aged 17 years of age and over
- New Zealand Citizen/Permanent Resident or Work Visa
- NCEA Level 1 Numeracy and Literacy or equivalent
- Healthcare sector experience as a Health Care Assistant/volunteer
- The learner holds the New Zealand Certificate in Health and Wellbeing (Level 2) or the equivalent qualification
- Clean criminal record (an initial check will be completed through the New Zealand Police to ensure the learner is a fit and proper person to be working with vulnerable people, should the learner not have one)
- Physically able to do the job
- Willingness to work with the older person.

#### Minimum Age

All applicants must be at least 17 years of age on or before the first day of the semester in which the proposed programme of study is offered. Applicants must show experience in a Health Care Assistant or volunteer role.

#### Police Clearance

It is a condition of enrolment that learners complete a Police Vetting Service Request and Consent form as part of their application.

This police clearance should be no more than 2 years old if presented at the time of application, unless they are undertaking the study as part of their employment, and the employer has the applicable police clearance.



It is a mandatory requirement of clinical placement sites that all learners undergo police vetting before they can be placed at a site. Due to this requirement, all learners should have an acceptable outcome from the police vetting to the satisfaction of Kalandra and the clinical placement site.

## Normal Progression

Every candidate for the Certificate shall, to the satisfaction of the Academic Board or delegate, follow a programme of study for a period of (normally) no less than an academic year. Each candidate's programme will comprise of all courses, (detailed below), totalling a minimum of 70 credits.

## Course and Programme Requirements

Course Title	Level	Credit Value	Total Learning Hours	Directed Hours	Directed Practicum Hours
<b>Compulsory Components</b>					
Protection of the Vulnerable	3	5	50	40	10
Professional Expectations	3	14	140	112	28
Risk Minimisation	3	7	70	56	14
Person-Centred Care Practices	3	17	170	136	34
Safe Practices	3	14	140	112	28
<b>Elective Components 14 credits minimum</b>					
Community Care	3	14	140	112	28
Physical Disability Support	3	15	150	122	28
Intellectual Disability Support	3	14	140	112	28
Mental Health Support	3	14	140	112	28
Palliative Care Practices	3	14	140	112	28
Totals			Learning Hours	Class Time	Directed Practicum
			710 / 720	568 / 578	142

## Assessment

Schedule of unit standards

Unit Standard	Name	Level	Credits
<b>Module One: Protection of the Vulnerable, 5 credits</b>			
28521	Describe responses to vulnerability and abuse in a health or wellbeing setting	3	5
<b>Module Two: Professional expectations, 14 credits</b>			
28542	Demonstrate knowledge of, and apply professional and ethical behaviour in a health or wellbeing setting	3	5
28557	Communicate to support people's health and wellbeing in a health and wellbeing setting	3	5
23385	Describe benefits of and demonstrate behaviours that support advocacy and self-advocacy in a health or wellbeing setting	3	4
<b>Module Three: Risk minimisation, 7 credits</b>			
26981	Describe risks, impacts, and actions for falls and minimise risk of falls in a health or wellbeing setting	3	3
28535	Demonstrate knowledge of procedures for infection control in a health and wellbeing setting	3	4



Unit Standard	Name	Level	Credits
<b>Module Four: Person Centred Care Practices, 17 credits</b>			
28524	Describe a person's holistic needs and their impact on a person's health and wellbeing, and provide support to meet them	3	5
28528	Describe and apply a person-centred approach when supporting a person in a health and wellbeing setting	3	3
23386	Support a person to meet personal care needs in a health or wellbeing setting	3	5
27459	Observe, describe and respond to changes in a person in a health or wellbeing setting	3	4
<b>Module Five: Safe Practices, 14 credits</b>			
28546	Demonstrate knowledge of incontinence and interventions to assist a person in a health or wellbeing setting	3	5
28737	Demonstrate knowledge of pressure injuries and pressure area care, and preventive care	3	4
23685	Demonstrate knowledge of pre-packaged medication and the process for use in a health or wellbeing setting	2	2
28548	Support a person's wellbeing and quality of life in a health or wellbeing setting	2	3
<b>Module Six Elective: Palliative Care, 14 credits</b>			
26980	Provide comfort cares, and report changes in the condition of a person with a life-limiting condition	3	3
28738	Describe the key principles of palliative care and a support worker's role in a palliative approach to care	3	3
20827	Support a person to use prescribed medication in a health or wellbeing setting	3	3
27468	Apply safe swallowing strategies in a health or wellbeing setting	3	5
<b>Module Six Elective: Community Care 14 credits</b>			
23925	Support, mentor, and facilitate a person to maintain and maximise independence in a health or wellbeing setting	3	6
20827	Support a person to use prescribed medication in a health or wellbeing setting	3	3
28517	Recognise and report changes and risks for a person in a health or wellbeing setting	2	5
<b>Module Six Elective: Intellectual Support 14 credits</b>			
16870	Demonstrate knowledge of intellectual disability and the support needs of a person with an intellectual disability	3	4
23371	Support a person with a disability to develop a personal plan to enhance their lifestyle	3	5
23372	Describe law in relation to intellectual disability and high and complex needs and legal services available to people	3	3
28523	Describe community values and attitudes and their impact on people with disabilities	3	2
<b>Module Six Elective: Mental Health Support, 14 credits</b>			
26971	Describe factors that contribute to mental health wellbeing and mental health challenges	3	3
26972	Describe interventions and models used when working with a person accessing mental health and addiction services	3	4
26973	Support a person accessing mental health and addiction services to engage with and review local services and resources	3	4
20827	Support a person to use prescribed medication in a health or wellbeing setting	3	3



Unit Standard	Name	Level	Credits
Module Six Elective: Physical Disability Support, 15 credits			
16871	Describe physical disability and the support needs of a person with a physical disability	3	4
23371	Support a person with a disability to develop a personal plan to enhance their lifestyle	3	5
1828	Identify services available to people with disabilities.	3	4
28523	Describe community values and attitudes and their impact on people with disabilities	3	2

## Award of the Qualification

Candidates who successfully meet the requirements of the Certificate in Health Assistance (with chosen elective), (Level 3) (71 / 72 credits), will receive a certificate which clearly identifies both the programme and the qualification awarded.

To satisfactorily complete the New Zealand Certificate in Health and Wellbeing (Level 3) and be awarded the qualification, the learner must successfully achieve a minimum of 70 credits in accordance with the programme schedule for the Certificate in Health Assistance (with chosen elective) (Level 3) (71 / 72 credits), full-time over 30 weeks.

## Indicative Timetable

Course	Credits	Indicative Weeks
One: Protection of the Vulnerable	5	1-3
Two: Professional Expectations	14	4-7
Three: Risk Minimisation	7	8-11
Four: Person-Centred Care Practices	17	12-19
Five: Safe Practices	14	20-24
Six: Elective	14 / 15	25-29



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

## Programme Length and Duration

Qualification Number	2992
Application Type	Approval and Accreditation
The title of Qualification:	New Zealand Certificate in Health and Wellbeing (Social and Community Services) (Level 4) - Toitu te Waiora Community, Health, Education and Social Services Workforce Development Council
The strand of the Qualification	Mental Health and Addiction
Programme/Qualification being replaced	Certificate in Community Care Support, 120 Credits (Level 4) Certificate in Palliative Care, 120 credits (Level 4) Certificate in Dementia Care, 120 credits (Level 4) Certificate in Mental Health Support, 120 credits (Level 4) Certificate in Diversional Therapy, 120 credits (Level 4)
Programme Level	Level 4
Programme Credits/Points	120 Credits
Full Time/Part Time	Full Time Only
Usual Programme Duration	1 Academic Year
The length of the Programme:	46 Weeks
Tuition Teaching Weeks	40 Weeks
Vacation Weeks	6 Weeks – set into programme
Total Gross Weeks	46 Weeks
Total Learning Hours/Week	30 Hours
Directed Learning Hours (Average):	Face-to-face Classes: 30 hours, including block sections of work placement. Online Classes: 30 hours including 10 hours a week of work placement.
Independent Study Hours/week (Average) Face to Face:	11 hours/week of independent study: (a) 2 hours/week Allocated Readings. (b) 4 hours/week Independent Work on Assessment Tasks. (c) 1 hour/week Learner Preparation and Administration. (d) 2 hours/week Collaborative Group Work. (e) 2 hours/week Personal Interest Study.
Independent Study Hours/week (Average) Distance:	18 hours/week of independent study: (a) 6 hours/week Allocated Readings/Class Learning Resources/Video Clips. (b) 4 hours/week Assessment portfolio/project/task. (c) 2 hours/week Learner Preparation and Planning. (d) 2 hours/week Class Discussions Client Memoirs. (e) 1 hour/week Case Study. (f) 1 hour/week Reading log – newspaper, journals, articles etc. (g) 2 hours/week Personal self-reflection diary.

## Domestic Admission Requirements

To apply for this programme, candidates are required to meet all the below entry requirements:

- a) Aged 18 years of age and over
- b) Be a New Zealand Citizen/Permanent Resident or Work Visa holder
- c) Achieved NCEA Level 1 Numeracy and Literacy or equivalent
- d) Have healthcare sector experience as a Health Care Assistant/volunteer
- e) Be a graduate of the New Zealand Certificate in Health and Wellbeing (Level 3) or the equivalent qualification
- f) Be physically able to do the job
- g) Have a willingness to work with the older person.



Distance Education learners must:

- a) Provide a letter of support from their employer, signed and stating that the learner will be supported in undertaking a minimum of 420 hours of employment for the workplace experience.
- b) A copy of their signed workplace/employment agreement contract with dates coinciding with the programme duration and clear evidence that the notional 440 hours of practicum work is likely and that the position description can facilitate the learning requirements.
- c) Have a clean criminal record (an initial check would be completed through the New Zealand Police by the learner’s employer) to ensure that indicates the learner is a fit and proper person to be working with vulnerable people. If evidence of a police check is not available, learners must consent to Kalandra undertaking a Criminal Record Check (as required) and advise Kalandra of any current charges or pending court matters.
- d) Applicants are also required to consent to the above information gathered as part of the Safety Check to be shared with a host institution for the purposes of practicum placement(s).
- e) Have access to the Internet and a device that will allow them to access the Canvas portal and write a simple document and complete assessments.

### Minimum Age

All applicants must be at least 18 years of age on or before the first day of the semester in which the proposed programme of study is offered. Applicants must show experience in a Health Care Assistant or volunteer role.

### Police Clearance

It is a condition of enrolment that learners complete a Police Vetting Service Request and Consent form as part of their application.

This police clearance should be less than 2 years old, if presented at the time of application, unless they are undertaking the study as part of their employment and the employer has the applicable police clearance.

It is a mandatory requirement of clinical placement sites that all learners undergo police vetting before they can be placed at a site. Due to this requirement, all learners should have an acceptable outcome from the police vetting to the satisfaction of Kalandra and the clinical placement site.

## Normal Progression

A candidate may take up to one year (12 months) to complete this programme unless an extension is granted by special permission of the Academic Manager or delegate.

## Course and Programme Requirements Assessment

### Schedule of unit standards

#### Compulsory

Number	Title	Level	Credits
26990	Demonstrate ethical practice and reflect on own ethical practice as a mental health and addiction support worker	4	6
27081	Describe communication and correct use of de-escalation approaches in mental health and addiction services	4	6
27141	Demonstrate knowledge of cultural identities and culture-related issues in an aged care, health, or disability context	3	6



Number	Title	Level	Credits
27885	Describe practitioner relationships, group process roles, and responsibilities in a health or wellbeing setting	4	4
28557	Communicate to support a person's health and wellbeing in a health or wellbeing setting	3	5
28558	Explain the impacts of colonisation on health and wellbeing for tangata whenua, and in a health or wellbeing setting	4	4
28984	Work collaboratively in a health or wellbeing setting	4	10
28992	Explain, apply and evaluate self-reflection in a health or wellbeing setting	4	6
28994	Demonstrate leadership in a health or wellbeing setting	4	6
29455	Contribute to a culture of service quality, professionalism and ethical practice in a health or wellbeing setting	4	10
29459	Engage with tangata whenua and provide information on community support services in a health or wellbeing setting	4	6
29460	Develop and maintain positive relationships to achieve outcomes in a health or wellbeing setting	4	10
30201	Contribute to quality and safety in a health or wellbeing setting	4	5
Total Credits			84

#### Elective One: Dementia Care

28563	Provide person-centred care when supporting a person with early-stage dementia in a health or wellbeing setting	3	8
26974	Describe interaction, supports, and reporting for people with dementia in a health or wellbeing setting	3	8
23920	Demonstrate knowledge of support for people living with dementia	4	6
23921	Support people living with dementia	4	7
23922	Manage the effects of providing support for people living with dementia in a health or wellbeing setting	4	4
23923	Demonstrate knowledge of dementia	4	4
Total credits			37

#### Elective Two: Mental Health and Addiction

26986	Describe the mental health and addiction sectors in New Zealand and carry out the role of a MHA support worker	4	8
26988	Describe contributors to, and the impact of, MHA issues on human development and support a person accessing MHA services	4	8
26984	Describe mental health and addiction issues and the potential impact of co-existing issues	4	5
27076	Describe common substances, gambling and other behavioural addiction issues in New Zealand and their effects	4	8
26971	Describe factors that contribute to mental health wellbeing and mental health challenges	3	3
26972	Describe interventions and models used when working with a person accessing mental health and addiction services	3	4
Total credits			36



### Elective Three: Diversional Therapy

Number	Title	Level	Credits
23918	Describe diversional and recreational therapy	3	4
Module	Research support services for diversional therapists	3	3
5786	Develop implement, evaluate and adapt personal diversional and recreational therapy care plans	4	5
5788	Develop implement, evaluate and adapt diversional and recreational therapy group care plans	4	8
5791	Identify safety concerns, assess risk, and develop safety strategies in a diversional and recreational therapy setting	4	5
5792	Develop, implement and evaluate a diversional and recreational therapy plan for a person experiencing grief and loss	4	3
5795	Describe and apply the principles of quality assurance to diversional and recreational therapy practice	4	4
5789	Identify, implement, evaluate, and adapt diversional and recreational therapy activities in supportive environments	5	4
Total credits			36

### Elective Four: Community Care

29457	Explain factors influencing people's health and wellbeing and their implications when providing support	4	8
28524	Describe a person's holistic needs and their impact on a person's health and wellbeing and provide support to meet them.	3	5
29462	Demonstrate knowledge of responding to people in situations of vulnerability in a health or wellbeing setting	4	5
32510*	Apply strategies to support a person with an acute condition in a health or wellbeing setting <b>OR</b>	4	4
32511*	Apply strategies to support a person with a chronic condition in a health and wellbeing setting	4	4
26854	Recognise and respond to changes in the health and wellbeing of a person in aged care, health or disability context.	4	8
23925	Support, mentor and facilitate a person to maintain and maximise independence in a health or wellbeing setting	3	6
Total credits			36

### Elective Five: Palliative Care

28987	Contribute to a personal plan for a person with complex needs in a health or wellbeing setting	4	8
28988	Describe and apply knowledge of supporting a person with complex needs in a health or wellbeing setting	4	8
32510*	Apply Strategies to support a person with an acute condition in a health or wellbeing setting <b>OR</b>	4	4
32511*	Apply strategies to support a person with a chronic condition in a health or wellbeing setting	4	4
29523	Apply a palliative care approach in a health or wellbeing setting	4	8
26854	Recognise and respond to changes in the health and wellbeing of a person in an aged care, health or disability context	4	8
Total credits			36

\*Learners who choose Community Care of Palliative Care, as their elective, must also choose between two different unit standards (32510 + 32511), based on the clients they work with.





## Award of the Qualification

Candidates who successfully meet the requirements of the:

- Certificate in Community Care Support, 120 Credits (Level 4)
- Certificate in Palliative Care, 120 credits (Level 4)
- Certificate in Dementia Care, 120 credits (Level 4)
- Certificate in Mental Health Support, 120 credits (Level 4)
- Certificate in Diversional Therapy, 120 credits (Level 4)

will receive a certificate which clearly identifies both the programme and the qualification awarded.

To satisfactorily complete the New Zealand Certificate in Health and Wellbeing (Social and Community Services) (Level 4) with strand Mental Health and Addiction and be awarded the qualification, the learner must successfully achieve a minimum of 120 credits in accordance with the programme schedule for the New Zealand Certificate in Health and Wellbeing (Social and Community Services) (Level 4) with strand Mental Health and Addiction qualification, full-time over one year.

## Indicative Timetable

<b>Module One: Weeks 1 – 6</b>	<b>Due</b>	<b>Module Two: Weeks 7 - 11</b>	<b>Due</b>
Clinical Practicum Theoretical assessment Leadership portfolio (task 3 & 4) Practical assessment	<b>Ongoing</b> <b>Week 6</b> <b>Week 18</b> <b>Week 6</b>	Clinical Practicum Theoretical assessment Practical assessment Service quality portfolio (task 1) Service quality observations (task 1)	<b>Ongoing</b> <b>Week 11</b> <b>Week 11</b> <b>Week 23</b> <b>Week 23</b>
<b>Module Three: Weeks 12 – 17</b>		<b>Module Four: Weeks 18 - 22</b>	
Clinical Practicum Theoretical assessment Practical assessment	<b>Ongoing</b> <b>Week 15</b> <b>Week 17</b>	Clinical Practicum Practical assessment Theoretical assessment	<b>Ongoing</b> <b>Week 21</b> <b>Week 22</b>
<b>Module Five: Weeks 23 – 29</b>		<b>Module Six: Weeks 30 - 37</b>	
Clinical Practicum Practical assessment Theoretical assessment	<b>Ongoing</b> <b>Week 28</b> <b>Week 29</b>	Clinical Practicum Theoretical assessment Practical assessment	<b>Ongoing</b> <b>Week 34</b> <b>Week 37</b>
<b>Module Seven: Weeks 38 – 40</b>			
Clinical Theoretical assessment Practical assessment	<b>N/A</b> <b>Week 40</b> <b>N/A</b>		



# New Zealand Diploma in Health and Wellbeing (Level 5)

## Programme Length and Duration

Qualification Number	3244
Application Type	Approval and Accreditation
The title of Qualification:	New Zealand Diploma in Health and Wellbeing, Level 5 (120 Credits)
The strand of the Qualification	Applied Practice
Programme Level	Level 5
Programme Credits/Points	Diploma: 120 credits
Full Time/Part-Time	Full Time Only
Usual Programme Duration	1 Academic Year
The length of the Programme:	52 Weeks
Tuition Teaching Weeks	48 Weeks
Vacation Weeks	4 Weeks – set into programme
Total Gross Weeks	52 Weeks
Total Learning Hours/Week	20 Hours directed study. 5 Hours directed clinical experience as part of their employment in a dementia care setting.
Independent Study Hours/week (Average):	10 hours/week of directed study. 4 hours/week Class Discussions/Webinars. 2 hours/week Allocated Readings. 3 hours of online Learning Resources: Video Clips, Quizzes. 1 hour/week Learner Preparation and Planning. 10 hours/week of self-directed study. 4 hours/week Work on Allocated Assessment Tasks. 2 hours/week Allocated Readings/reading log. 2 hours/week Personal Journal Entries. 2 hours/week Online Collaboration.

## Admission Requirements

### General Admission—Domestic Learners

All domestic applicants will:

#### Maturity Criteria:

- All applicants must be at least 18 years of age on or before the first day of the semester in which the proposed programme of study is offered.

#### Employment and Experience Criteria:

- Domestic applicants must show experience as a Health Care Assistant or equivalent and be employed as a Health Care Assistant.

#### Academic Criteria:

- All domestic applicants must meet the NCEA Level 2 OR provide evidence of achievement at an equivalent level or any approved qualification at Level 3 or above on the NZQF. Domestic Applicants over the age of 20 years who do not have the minimum entry requirements may be admitted.
- All applicants must attend an interview—the interview will determine academic capability, maturity level and the ability of the applicant to undertake studies at level 5 on the NZQF.
- During this interview, Kalandra may recommend that the applicant should complete either or both (a) the Certificate in Health Assistance, Level 3 and (b) the New Zealand Certificate in Health and Wellbeing, Level 4, before enrolling in this programme.

#### Police Checking:

- All applicants must have a clean criminal record (an initial check would be completed through the New Zealand Police by the learner’s employer to ensure that the learner is a fit and proper person to be working with vulnerable people).
- If evidence of a police check is not available, learners must consent to Kalandra undertaking a Criminal Record Check (as required) and advise Kalandra of any current charges or pending court matters.

#### Reference Checking

- All applicants must provide the names and details of two referees.

**Notes:**

If a learner identifies an issue that may impact on their ability to complete the programme, the learner can discuss this with the academic staff member at an information session. Kalandra reserves the right to decline entry to the programme should an applicant's police record be such that they would be considered unsuitable for the type of work to be undertaken whilst on this programme or by graduates of this programme. The guidelines on which this decision will be based are the relevant professional association or industry requirements.

In addition to the above criteria, Distance Education Learners must provide either:

A letter of support from their employer, signed and stating that the learner will be supported in undertaking a minimum of 250 hours of employment for the workplace experience

OR

A copy of their signed workplace/employment agreement contract with dates coinciding with the programme duration and clear evidence that the notional 250 hours of work-integrated clinical experience is likely and that the position description can facilitate the learning requirements

AND

Applicants are required to consent to the above information gathered as part of the Safety Check to be shared with a host institution for the purposes of work-integrated learning and clinical practice.

Applicants must have access to the Internet and a device that will allow them to access the Canvas portal, and to read, write, access, and modify documents.

## General Admission - International applicants:

**Maturity Criteria:**

- All international applicants must be at least 18 years of age on or before the first day of the semester in which the proposed programme of study is offered.

**English Language Competency:**

- Applicants for whom English is not their first language must have an acceptable level of English language fluency prior to enrolment in the programme. This may be demonstrated in a variety of ways, including successful study of a programme in which English was the language of instruction, completion of a New Zealand Certificate in English Language (Level 3), approved scores on IELTS tests (6.0 Academic with no band score lower than 5.5), or completion of an accepted international equivalent.

**Academic Criteria:**

- All applicants must have achieved a qualification or an equivalent approved to one listed Level 3 or above on the NZQF.
- All applicants must attend an interview—the interview will determine academic capability, maturity level and the ability of the applicant to undertake studies at level 5 on the NZQF.
- During this interview, Kalandra may recommend that the applicant should complete either or both (a) the Certificate in Health Assistance, Level 3 and (b) the New Zealand Certificate in Health and Wellbeing, Level 4, before enrolling in this programme.

**Police Checking:**

- Evidence of work placement activity by providing references.
- Clear criminal check (an initial check is to be provided from country of last abode).

**Interview:**

All applicants will be required to:

- Attend an information session with a member of academic staff.
- To demonstrate the capability of writing a sample text equivalent to NZQA Level 3 at a minimum.



## Course and Programme Requirements Assessment

### Schedule of courses

Course Code—Course Name	Level	Credits	Expected Learning Hours	Indicative Assessment Word Count
ACP501—Factors Influencing Dementia Care	5	15	150	2,500—3,500
ACP502—Collaboration in Dementia Care	5	20	200	3,300—4,600
ACP503—Dementia Care Planning	5	25	250	4,200—4,800
ACP504—Reflective Practice and Professional Development	5	15	150	2,500—3,500
ACP505—Application of Health and Wellbeing Models	5	25	250	4,200—4,800
ACP506—Professional Competency	5	20	200	3,300—4,600
<b>Totals</b>		120	1200	20,000—25,800

### Grading system

The following Grading System is used for the recording of course grades where performance-based assessment is used:

Grade	Quality Designator	Score Band	Passing Grades
A+	Exceptional	90—100%	Passing Grades
A	Excellent	85—89.99%	
A-	Superior	80—84.99%	
B+	Very Good	75—79.99%	
B	Good	70—74.99%	
B-	Competent	65—69.99%	
C+	Satisfactory	60—64.99%	
C	Acceptable	55—59.99%	
C-	Marginal	50—54.99%	
D	Unsatisfactory	40—49.99%	Failing Grades
F	Poor	below 40%	

There are two incomplete grades:

DNC	Did Not Complete
INC	Incomplete
W	Withdrawn

## Award of the Diploma

Learners who successfully meet the requirements of the Diploma in Health and Wellbeing (Applied Dementia Care Practice) Level 5 (120 Credits), will receive a certificate which clearly identifies both the programme and the qualification awarded.

To satisfactorily complete the New Zealand Diploma in Health and Wellbeing (Practice/Applied Practice) (Level 5) and be awarded the qualification, the learner must successfully achieve a minimum of 120 credits in accordance with the programme schedule for the New Zealand Diploma in Health and Wellbeing (Applied Practice) (Level 5) qualification, full-time over one year.



## Indicative Timetable

Module	Teaching Weeks	Assessment due	Delivery & Assessment Mode
ACP501 Factors Influencing Dementia Care	Weeks 1-6	Task 1: week 2 Task 2: week 4 Task 3: week 4 Task 4: week 6	Face to Face webinars Online research Canvas activities Workplace verifications Journal Entries
ACP502 Collaboration in Dementia Care	Weeks 7-14	Task 3: week 7 Task 1: week 8 Task 2: week 10 Task 4: week 12 Task 5: week 14	Face to Face webinars Online research Canvas activities Workplace verifications Journal Entries
ACP503 Dementia Care Planning	Week 15-24	Task 1: week 17 Task 2: week 18 Task 3 week 19 Task 4 week 20 Task 5 week 21 Task 6 week 22 Task 7 week 23 Task 8 week 24	Face to Face webinars Online research Canvas activities Workplace verifications Journal Entries Essay
ACP504 Reflective Practices	Week 25-34	Task 1: week 25 Task 2: week 27 Task 3: week 29 Task 4: week 31 Task 5: week 34	Online face to face webinars Canvas Activities Workplace verifications Journal Entries Presentation
ACP505 Application of Health and Wellbeing Models	Week 35-40	Task 1: week 35 Task 2 week 37 Task 3 week 38 Task 4 week 39 Task 5 week 40	Online face to face webinars Canvas Activities Journal Entries Report
ACP506 Professional Competency	Week 41-48	Part 1: week 42 Part 2: week 44 Part 3: week 45 Part 4: week 46 Part 5: week 47 Part 6: week 48	Journal Entries Online face to face webinars Canvas Activities Planning Documents Reports