



IEA College of TAFE

2021

STUDENT HANDBOOK

**electronic copy
available**

www.ieatafepng.com

This Student Handbook provides information about college facilities, student life and policies, procedures and guidelines relating to student conduct and academic delivery and assessment.

The Student Handbook is available to each student, and it is the student's responsibility to familiarize themselves with the contents.

The college reserves the right to alter the policies and information contained in this document, and these alterations will come into effect when published in the electronic version of the Student Handbook.

Please ensure that you know how to access to this Handbook as you will need to refer to it throughout your time as a student.

Copies of the handbook are available in paper format and held in each classroom and at the administration office on each campus.

An electronic copy of the handbook is available on the College website www.ieatafepng.com and it is recommended that students download the electronic copy to their own computer or smart phone.

Students who have paid 100% of tuition fees will receive a USB drive with the handbook and other electronic resources of value to their studies.

This student handbook is compiled by the Office of the Academic Registrar of the IEA College of TAFE, and is regularly reviewed and updated.

Tracy Wafewa – Academic Registrar, IEA College of TAFE

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1. Important Dates in 2021

January 26 th	Start of semester one and student orientation
February 19 th	Suspension of students who have not paid tuition fees
April 12 th	Mid-semester break (40% of assessments to be submitted)
April 19 th	Start of term two
June 25 th	End of semester one
July 20 th	Start of semester two and student orientation
August 13 th	Suspension of students who have not paid tuition fees
September 20 th	Mid-semester break (40% of assessments to be submitted)
September 27 th	Start of term four
December 10 th	End of semester two

Qualification	College Entry Requirements
Certificate 2	A Grade 10 School Certificate or work experience
Certificate 3 Courses	A Grade 12 School Certificate, TVET/TAFE Certificate 2 or equivalent from another training provider with work experience
Certificate 4 Courses	A TVET/TAFE Certificate 3 or equivalent (other Technical qualification, work experience)
Diploma Courses	TVET/TAFE Certificate 4 or equivalent and or work experience

1. Contact Details

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2. Message from TAFE Manager

Congratulations on being accepted as a student with the IEA College of TAFE.

We appreciate that your decision to study with us is a significant investment in your future. Our staff are committed to working with you to provide the skills and knowledge required to achieve your goals and are here to assist you throughout your time with us.

You will be studying vocational qualifications that are of international standard, with resources and assessments derived from the Australian training system.

IEA College of TAFE is a higher education provider and is different from school. Our aim is to prepare students for the workforce, and in this adult learning environment our students are expected to take responsibility for their own learning and act in a mature manner.

We are committed to ensuring that staff, students and visitors are not exposed to anything which may result in injury or harm to their health. Safety and health at the College is both an individual and a shared responsibility. Please do not ignore any potential health and safety issues, and if you see something that you think could harm you or others and you cannot eliminate the risk tell your trainer, or another staff member. There is an Occupational Health and Safety Committee to deal with concerns relating to these matters.

Provision of security measures to ensure the safety of students are in place on all campuses. If you are concerned for your safety at any time please inform a staff member or security guard immediately.

All our students and staff have a right to expect a safe and harmonious learning environment while attending the College. The Code of Practice included in this handbook helps ensure an atmosphere of mutual understanding, respect and professionalism in a supportive learning environment.

Please take the time to familiarise yourself with the contents of this handbook.

I wish you success in your studies and look forward to your graduation.

Chris Jones
TAFE Manager
January 2021

3. Introduction

The IEA College of TAFE is the premier training provider of non-government vocational education and training in Papua New Guinea. The College provides quality-assured courses accredited nationally with the Papua New Guinea National Training Council and benchmarked internationally to standards established through the Australian Quality Framework.

Our programs are delivered by trainers registered with the PNG National Training Council. All trainers hold national and international vocational and training qualifications, and have current experience of the expectations of PNG employers.

The College offers more than twenty five separate certificate and diploma qualifications, along with customised industry training programs, and qualifications for working people through the eLearning platform.

Training is delivered at the main TAFE campuses of Ela Beach, Lae, Kimbe and Mt Hagen and customised industry training is delivered by negotiation with employers in the workplace.

This student handbook provides an outline of the responsibilities and roles of College administration, the trainers, and our students, in ensuring that the qualifications issued meet national standards and maintain international equivalency.

As a TAFE student you have both rights and obligations. It is important that you know both your rights and obligations as a student and become familiar with the competencies to be attained for each course you undertake to study.

All students participate in formal evaluation of their programs and are encouraged to seek informal feedback through conversations with trainers, and by meeting with senior executive staff of the College.

To ensure you maximise the benefits of your training and understand your responsibilities as well as those others in this strong and diverse environment, there are a number of rules you are required to observe and follow. Rule breaches will adversely impact your ability to successfully complete your course of study. Breaches will be recorded in your student files and may be shared with other TAFE campuses, should you decide to move to another TAFE Campus.

You can request that an RPL be conducted to acknowledge any previous learning or training you have completed. This will enable you to avoid duplicating or learning skills you have previously learned, trained in or have industry experience in.

Appeal procedures also exist for students who might disagree with assessment decisions or are dissatisfied with the method and quality of training offered by a trainer.

Should you identify errors in the information provided through the handbook, or believe that additional information would be of use, then this feedback can be provided to the Office of the

Academic Registrar academicregistrar@tafe.iea.ac.pg and recommendations for improvements will be considered and, if appropriate, incorporated in future editions of the Student Handbook.

4. Staffing structure

Collectively and individually, each employee at the IEA College of TAFE are here to help and support your studies. Key staff include:

The TAFE Manager (Mr Chris Jones) is the accountable officer and responsible for the strategic direction and overall performance of the organisation.

The Deputy Manager (Mr Henry Yanda) is responsible for the day to day operations, management of physical assets, and operation of the administrative, finance, and student services.

Campus Coordinators at the regional Lae and Mt Hagen campuses are responsible for day to day operations of the campus and management and supervision of ancillary staff and trainers.

The Academic Registrar (Ms Tracy Wafewa) is responsible for ensuring the integrity of all qualifications and testamurs issued by the College.

Heads of Department are the academic leaders of the College and responsible for the management of trainers, timetables, training resources and integrity of training delivery in a defined industry sector.

Trainers prepare, plan, deliver and assess, validate and moderate the qualifications that they are technically qualified to deliver. Trainers monitor student progress and are the first point of contact for students in respect of academic issues.

The College Bursar (Ms Puana Manu) is responsible for management of College finances and this role extends to overseeing all student fees including invoicing of students and sponsors.

The Student Services Officer (Ms Edith Tokeimota) is responsible for managing enrolments and withdrawals, and registering of students on the Student Management System.

Customer Service Officers are based at all campuses and are available to assist students with enrolments, tuition fee payments and to deal with course and timetable enquiries.

Ancillary staff maintain the College premises and grounds and are valued members of our staff.

5. Strategic Direction

The mission of the IEA College of TAFE as an RTO is:

to deliver quality technical education and training across a range of selected commerce and industry areas in accordance with the Australian National Qualifications Training Framework and the PNG National Qualifications Framework through the National Training Council requirements. As a dynamic training provider with a highly competitive edge the selected courses are updated each year to ensure current best practice in all selected areas.

The objectives of the IEA College of TAFE reflect the Five Key Outcomes of the International Education Agency of Papua New Guinea which are to:

Be self-directing – One who is self-confident, has high self-esteem and personal integrity and a positive vision for self and the future

Communicate effectively – One who confidently conveys and receives information, instruction, ideas and feelings appropriately and effectively in a range of different cultural, language and social contexts

Behave ethically – One who exhibits appropriate morals, manners and virtues in a range of social and cultural settings

Work collaboratively – One who develops good relationships with others and works in cooperative ways to achieve common goals

Analyse and solve problems – One who access a range of information sources appropriate to the resolution of complex issues and applies strategies with accuracy and thoroughness.

6. Equal Opportunity

The college is committed to the principles of equal opportunity and seeks to eliminate all forms of discrimination or harassment by ensuring students are treated with fairness, respect and dignity.

No student, staff member or associate of the College whether male or female should be exposed to bullying, harassment, abuse or discrimination.

Harassment is any verbal, physical or visual behaviour that is intimidating, humiliating or offensive to another person. This may include communication through the internet and social media.

Sexual harassment is any physical, verbal or visual conduct (including the display of material) of a sexual nature, which is unsolicited and unwelcome, and causes discomfort, distress or irritation to one or more individuals.

Discrimination is when a person is treated less favourably because of their race, family background (including family, clan and wantok affiliation), colour, religion, sex, age, marital status, nationality, sexual orientation, because they have a disability or are HIV positive, or some other point of difference unrelated to employment or study requirements

Learning support

At the start of your course here at TAFE, you will be assessed through a diagnostic test to determine whether or not you need help with your language, literacy, numeracy skills. This help will be organised for you and you are encouraged to use this as it will give you a much greater chance of success in your training.

If you think you need any further help with your studies, you should talk to your trainer first. Your trainer is in the best position to help you and to determine what support you may need and organise this extra help for you.

Disability assistance

Whilst the IEA through the IEA College of TAFE is committed to assisting those with a disability, it does not have the capacity to provide this assistance e.g. physical facility for wheel chairs or trained personnel and learning resources.

7. Quality Assurance

As an RTO, the IEA College of TAFE is registered with the PNG National Training Council (#002) and delivers a range of Technical Vocational Education Training (TVET) courses. As a Registered Training Organization, the IEA College of TAFE is required to

- Hold registration with the PNG National Training Council
- Ensure each student receives a quality vocational education and training program
- Ensure access to industry standard physical facilities and resources for training delivery
- Have in place transparent assessment processes
- Have an alternative assessment processes in place including Recognition of Prior Learning (RPL)
- Provide students with guidance and counselling on academic matters

The Office of the Academic Registrar is responsible for:

- Ensuring program delivery complies with TVET Standards legislated through the PNG National Training Council
- Benchmarking delivery to the Australian Standards for RTOs 2015.
- Ensuring that all qualifications delivered are registered with the PNG National Training Council
- Ensuring that all IEA College of TAFE trainers are technically qualified and are current in their technical skills, knowledge and attitudes for the relevant industry.

- Conducting audits and establishing the annual calendar for Validation and Moderation
- Participating in external audits of training delivery with teams from the PNG National Training Council.
- Monitoring student feedback through the use of unit and course feedback surveys, and a formal end of semester student satisfaction survey.

All trainers with the IEA College of TAFE:

- Are registered as either trainers or instructors with the PNG National Training Council
- Hold as a minimum the PNG National Certificate 2 in Training and Assessment
- Have the technical qualifications for the qualifications they deliver
- Maintain technical currency and content knowledge in the qualification they deliver
- Are members of the professional body established for their industry sector

The IEA College of TAFE operates under the PNG national Qualifications Framework. As a provider of international equivalent qualifications the College benchmarks its performance against the Australian Quality Training Framework (AQTF) and the Standards for RTOs 2015.

8. Issuing of testamurs and statements

IEA College of TAFE is responsible for complying with the PNG National Qualifications Framework (NQF) to issue eligible students a Certificate and Record of Results or Statement of Attainment.

IEA College of TAFE will issue students a Certificate and Record of Results or a Statement of Attainment in accordance with its scope of registration. All Certificates, Records of Result as and Statements of attainment will meet the requirements of the PNG National Quality Framework. Certificates, Records of Results and Statements of Attainment will only be issued to a student once all course related fees have been fully paid.

Upon successful completion of all the units of competency in their course of study, students will be issued a Certificate and Record of Results. A student who successfully completes some, but not all of the units of competency in their course of study will be issued a Statement of Attainment indicating the units they have successfully completed.

Award Cancellations

The IEA College of TAFE may cancel your award if it was issued in error or it was found that the award was based on false or misleading representations.

If TAFE cancels your award, you will be advised in writing.

You must return the cancelled award to TAFE within 21 days of receiving written notice from TAFE. You have the right to appeal this decision through the TAFE Manager.

Note: Information concerning cancellation of a qualification or a transcript may be disclosed to other Institutions and employers.

Replacement Documentation

If an original certificate is damaged or lost, the student may apply to the Office of the Academic Registrar for a replacement. Other circumstances that might necessitate the re-issuance of an award include change of name. Any request for replacement must be accompanied by a Statutory Declaration outlining the reason for a replacement.

A replacement request due to a name change must include a certified copy of the relevant supporting documentation.

A fee of K50 will be charged for the re-issuance of any award.

9. Training and Assessment

All IEA College of TAFE training is based on competency standards that outline the skills and knowledge to be applied in the workplace. Training is about assessing existing competence, developing the required competence and preparing people for assessment against specified competency standards.

In addition to meeting the PNG registered course requirements, the course content and delivery methodologies accurately reflect the specifications outlined in the relevant Australian AQF training package unit of competency.

Delivery and learning methodologies are tailored for each particular course to develop learners' knowledge and skills so they are able to confidently perform associated tasks in the workplace on completion of their course.

Delivery and learning methodologies may include presentations, individual and group work activities, case studies, individual coaching and practical demonstrations. Delivery will take place at IEA Campuses or at agreed industry or community locations. Delivery may involve a mixture of traditional classroom, e-learning, simulated work-based environments and/or work-placement or work site visits to develop competency.

Students are encouraged to attend all scheduled classes and complete all assigned homework as failure to do so may negatively impact on the volume of learning required to demonstrate competency through the assessments.

IEA College of TAFE engages in Competency Based Assessment (CBA). Each unit of learning is based around a competency relevant to a particular industry and job role. At the commencement of each unit your trainer will explain the elements of the competency and the assessment tasks that will be used so that you can demonstrate the competency.

Note: It is not possible to achieve a satisfactory result for a unit if the student does not demonstrate competency against the whole unit. For this reason students must complete all assessment tasks to a satisfactory level.

Students are expected to abide by the following:

- Assessments must be submitted by the scheduled due date. Failure to do so will result in an un-satisfactory result being recorded for the assessment item.
- Extensions will only be granted due to personal illness, or for extenuating circumstances. Formal requests for extensions should be submitted to your trainer a minimum of 48 hours prior to the advertised deadline.
 - The length of the extension is 14 days or at the discretion of the trainer but cannot extend beyond the length of the enrolment period without approval from the TAFE Manager.
 - A medical certificate from a recognized medical doctor must be produced to verify illness.
- Each student is responsible for
 - Complying with the assessment procedures and item submission;
 - Requesting feedback and negotiating re-submission of the assessment item if required;
 - Retaining any returned assessment items for a minimum period of 14 days after the student has received the result, unless an appeal is being lodged. In the case of appeal, the item must be retained until the appeal process has concluded.
 - Making and retaining a copy of any submitted item until the assessment item is returned and abiding by any IEA College of TAFE procedures for submission including retention of receipts for submission.

Competency Based Training

The vocational education and training offered by IEA College of TAFE is competency based. That is, it is based on occupational skills and standards which are set out in units of competency. Competency based training is a method of training that focusses on the learners ability to receive, respond to and process information in order to achieve competency. It is geared towards the attainment and demonstration of skills to meet industry defined standards, rather than to a learner's achievement relative to that of others.

Competency based training is characterized by the following key features:

- It is based on units of competency
- It is outcomes focused, relying less on inputs such as curriculum and more on a learner's ability to consistently apply their knowledge and skills to the standard of performance required in the workplace.
- It involves work based learning.

Competency Based Assessment

Competency based assessment is the process of collecting evidence and making judgements about whether a person has achieved competency. It is often described as a criterion referenced process because it involves people being assessed against fixed criteria or pre-determined benchmarks – such as those expressed in units of competency.

The five key outcomes of an IEA education

To become a good employee and a life-long learner and productive member of society takes more than basic competency in workplace skills. The IEA recognizes five key outcomes it aims to develop in all learners

- Be self-directing
- Communicate effectively
- Behave ethically
- Work collaboratively
- Analyse and solve problems

Learners who develop these outcomes across their lifetime significantly add to their potential to succeed. Each course of study with the IEA is aligned to these outcomes. The attributes associated with these outcomes will be described in each unit of study and may be used for graded assessment.

Graded Assessment

The IEA College of TAFE offers graded assessment ONLY to learners who have been assessed as Competent at the unit level.

Graded Assessment considers the employability skills displayed by the learner. This includes:

- (1) Attendance and punctuality at all scheduled classes and workshops
- (2) Personal and professional presentation
- (3) IEA Graduate Attributes [three per unit]

Gradable Item	Points
Attendance and punctuality	Maximum 10 points
Personal and professional presentation	Maximum 5 points
Met obligations of study	Maximum 5 points
IEA Graduate Attributes	Maximum 30 points
Competency	Mandated item 50 points
TOTAL	100 points

For each unit the Student Information contained in the Training and Assessment Plan will define three (3) attributes that will be developed and assessed in the unit. The attributed for each level are defined below.

Certificate 2 [maximum of three (3) applied to any unit]

Field	Communicate effectively	Be self-directing	Work Collaboratively	Behave ethically	Analyse and solve problems	Graduate Attributes
Applied Knowledge	✓					Reading Skills: Students apply/demonstrate reading skills by interpreting written instructions/project directions and constructing responses, using print and online materials as resources, completing worksheets, and seeking clarification about what they have read.
	✓					Writing skills: Students rely on writing skills to construct lab reports, posters, and presentation materials, take notes, and compose responses to essay questions.

		✓				Plans/organizes: Students plan steps, procedures, and/or approaches for addressing tasks. This occurs naturally in most assignments, ranging from solving one problem to completing a long-term project.
Effective Relationships			✓			Understands teamwork and works with others: Students participate in cooperative groups or with a partner, contribute fairly to the task, and show respect to others.
		✓				Demonstrates responsibility and self-discipline: Students actively participate in class, asking questions, volunteering answers, completing/submitting assignments, and working well in groups.
		✓				Demonstrates a willingness to learn: Students are cooperative and noticeably engaged.
				✓		Displays a positive attitude and sense of self-worth: Students contribute positively to the class.
		✓				Takes responsibility for professional growth: Students are active listeners, seeking clarification and understanding when needed
Workplace Skills	✓					Communicates: Students summarize information to compose written or oral presentations, posters, reports, slides, etc. This can also be as simple as a student explaining a problem in front of the class.
	✓					Communicates verbally: Students provide oral responses. Evidence ranges from impromptu short answers during a lesson to completing a formal oral presentation.
	✓					Listens actively: Students are noticeably engaged through notetaking, questioning, and responding.
					✓	Understands and uses technology: Students often rely on various digital technologies for calculating, collecting and displaying data, conducting research, creating presentations, and writing reports.

Certificate 3 [maximum of three (3) applied to any unit]

Field	Communicate effectively	Be self-directing	Work Collaboratively	Behave ethically	Analyse and solve problems	Graduate Attributes
Applied Knowledge	✓					Reading Skills: Students apply/demonstrate reading skills by interpreting written instructions/project directions and constructing responses, using print and online materials as resources, completing worksheets, and seeking clarification about what they have read.
	✓					Writing skills: Students rely on writing skills to construct lab reports, posters, and presentation materials, take notes, and compose responses to essay questions.
					✓	Math strategies/procedures: Students use computational skills appropriately and make logical choices when analyzing and differentiating among available procedures. Outside of math class, this includes creating/interpreting tables and graphs and organizing/displaying data
			✓			Plans/organizes: Students plan steps, procedures, and/or approaches for addressing tasks. This occurs naturally in most assignments, ranging from solving one problem to completing a long-term project.
					✓	Makes sound decisions: Students differentiate between multiple approaches and assess options (could be linked to thinking critically)
					✓	Solves problems: Students assess problems involving the use of available resources (personnel and materials) and review multiple strategies for resolving problems (could be linked to thinking creatively).

Effective Relationships			✓			Understands teamwork and works with others: Students participate in cooperative groups or with a partner, contribute fairly to the task, and show respect to others.
				✓		Responds to customer needs: Students help fellow students understand tasks, find resources, and fulfill assigned roles (think of fellow students as customers).
			✓			Negotiates to resolve conflict: Students keep team members on track, suggest alternatives, and discuss options (can be as much about agreement as conflict).
		✓				Demonstrates responsibility and self-discipline: Students actively participate in class, asking questions, volunteering answers, completing/submitting assignments, and working well in groups.
		✓				Works independently: Students commit to time-on-task during class and begin work without fanfare.
		✓				Demonstrates a willingness to learn: Students are cooperative and noticeably engaged.
				✓		Demonstrates Integrity: Students treat work assignments with respect in that their work is either original or credited.
		✓				Take Initiative: Students commit to time-on-task during class and begin work without fanfare. This is also evident during teamwork.
				✓		Displays a positive attitude and sense of self-worth: Students contribute positively to the class.
		✓				Takes responsibility for professional growth: Students are active listeners, seeking clarification and understanding when needed
Workplace Skills					✓	Manages Money: Students manage money in group projects requiring allocation of limited finances and resources.
					✓	Manages Resources: Students manage resources in projects requiring allocation of limited finances, resources (materials) personnel)
	✓					Communicates: Students summarize information to compose written or oral presentations, posters, reports, slides, etc. This can also be as simple as a student explaining a problem in front of the class.
					✓	Analyses: Students assess information to determine which is relevant (does not have to be mathematical analysis)
	✓					Communicates verbally: Students provide oral responses. Evidence ranges from impromptu short answers during a lesson to completing a formal oral presentation.
			✓			Listens actively: Students are noticeably engaged through notetaking, questioning, and responding.
	✓					Conveys information in writing: Students rely on writing skills to organize reports, posters, presentation materials and to take notes and reply to written questions
					✓	Understands and uses technology: Students often rely on various digital technologies for calculating, collecting and displaying data, conducting research, creating presentations, and writing reports.

Certificate 4 and above [maximum of three (3) applied to any unit]

Field	Communicate effectively	Be self-directing	Work Collaboratively	Behave ethically	Analyse and solve problems	Graduate Attributes
Applied Knowledge	✓					Reading Skills: Students apply/demonstrate reading skills by interpreting written instructions/project directions and constructing responses, using print and online materials as resources, completing worksheets, and seeking clarification about what they have read.
	✓					Writing skills: Students rely on writing skills to construct lab reports, posters, and presentation materials, take notes, and compose responses to essay questions.
					✓	Math strategies/procedures: Students use computational skills appropriately and make logical choices when analyzing and differentiating among available procedures. Outside of math class, this includes creating/interpreting tables and graphs and organizing/displaying data
					✓	Scientific principles/procedures: Students follow procedures, experiment, infer, hypothesize (even as simple as "what if we do it this way") and construct processes to complete a task.
Critical Thinking Skills		✓				Plans/organizes: Students plan steps, procedures, and/or approaches for addressing tasks. This occurs naturally in most assignments, ranging from solving one problem to completing a long-term project.
					✓	Makes sound decisions: Students differentiate between multiple approaches and assess options (could be linked to thinking critically)
					✓	Thinks Creatively: Students create innovative and novel ideas/solutions and display divergent thinking. This can be seen in oral presentations and creative writing assignments, open ended tasks and project design.
					✓	Thinks Critically: Students display analytical and strategic thinking. This can be seen in debating an issue, converging on an understanding, assessing a problem and questioning (playing devils advocate)
					✓	Solves problems: Students assess problems involving the use of available resources (personnel and materials) and review multiple strategies for resolving problems (could be linked to thinking creatively)
					✓	Reasons: Students negotiate pros/cons of ideas . Approaches and solutions and analyses options using if-then rationale
Effective Relationships			✓			Understands teamwork and works with others: Students participate in cooperative groups or with a partner, contribute fairly to the task, and show respect to others.
				✓		Responds to customer needs: Students help fellow students understand tasks, find resources, and fulfill assigned roles (think of fellow students as customers).
			✓			Exercise Leadership: Students participate as team leaders or effective team members in project assignments and organize work to meet project goals
			✓			Negotiates to resolve conflict: Students keep team members on track, suggest alternatives, and discuss options (can be as much about agreement as conflict).

		✓				Demonstrates responsibility and self-discipline: Students actively participate in class, asking questions, volunteering answers, completing/submitting assignments, and working well in groups.
		✓				Works independently: Students commit to time-on-task during class and begin work without fanfare.
		✓				Demonstrates a willingness to learn: Students are cooperative and noticeably engaged.
		✓				Adapts and shows flexibility: Students adapt easily to different modes of instruction and different types of assignment.
		✓				Demonstrates Integrity: Students treat work assignments with respect in that their work is either original or credited.
		✓				Take Initiative: Students commit to time-on-task during class and begin work without fanfare. This is also evident during teamwork.
				✓		Demonstrates Professionalism: Students treat others and work assignments with respect. All ideas are considered and work is either original or credited correctly
				✓		Displays a positive attitude and sense of self-worth: Students contribute positively to the class.
		✓				Takes responsibility for professional growth: Students are active listeners, seeking clarification and understanding when needed
Workplace skills					✓	Manages Time: Students demonstrate time management when organizing and planning project activities with a team or when organizing and managing themselves and individual class assignments and homework. Time management is inherent in most assignments
					✓	Manages Money: Students manage money in group projects requiring allocation of limited finances and resources.
					✓	Manages Resources: Students manage resources in projects requiring allocation of limited finances, resources (materials) personnel)
					✓	Locates : Students use analytical strategies to determine the best medium for finding information
					✓	Organizes: Students use any graphic organizer - outline, concept map, organization chart tables etc. to sort information /data
					✓	Uses: Students use classification and analytical skills to determine the necessary information (i.e. stay on target) to complete task.
	✓					Communicates: Students summarize information to compose written or oral presentations, posters, reports, slides, etc. This can also be as simple as a student explaining a problem in front of the class.
					✓	Analyses: Students assess information to determine which is relevant (does not have to be mathematical analysis)
	✓					Communicates verbally: Students provide oral responses. Evidence ranges from impromptu short answers during a lesson to completing a formal oral presentation.
			✓			Listens actively: Students are noticeably engaged through notetaking, questioning, and responding.
	✓					Comprehends written material: Students use/demonstrate reading skills by following written instructions/project directions, reviewing print and digital resources, completing worksheets, and asking questions about what they have read.

	✓					Observes carefully: Students interpret verbal and nonverbal communication efforts of others
	✓					Conveys information in writing: Students rely on writing skills to organize reports, posters, presentation materials and to take notes and reply to written questions
					✓	Understands and uses technology: Students often rely on various digital technologies for calculating, collecting and displaying data, conducting research, creating presentations, and writing reports.

Example of information for students and assessors

This course will provide students with an opportunity to develop the graduate attributes specified below and students will be assessed on the level to which these are demonstrated:
BSBWHS201

Attendance and punctuality	100% attendance	10
	95% -99% attendance	8
	90% -94%attendance	6
	85%-89% attendance	4
	80% -84% attendance	2
Personal and professional Presentation and readiness to learn Including following all IEA TAFE behavioral rules (no smoking/chewing etcetera)	Always presented self professionally and meeting the requirements of the industry	5
	Usually presented self professionally and meeting the requirements of the industry – always had required tools for study prepared	4
	Met basic personal and professional requirements	3
	Sometimes required reminders related to personal and professional requirements (such as hat wearing, footwear etcetera) some reminders about preparation for study – ie having note taking tools, notes of previous sessions etcetera	2
	Often required reminders related to personal and professional requirements (such as hat wearing, footwear etcetera) frequent reminders about preparation for study – ie having note taking tools, notes of previous sessions etcetera	1
Met obligations of study	Consistently delivered ahead of due dates & competent first assessment	5
	On-time & competent first assessment –all assessments	4
	On-time & less than 50% requiring resubmission	3
	On-time more than 50% requiring resubmission	2
	On-time but all requiring resubmission	1
Demonstrates a willingness to learn: Students are cooperative and noticeably engaged.	Always	10
	Usually	8
	Sometimes	6

	With some assistance or guidance	4
	With assistance or guidance	2
Reading Skills: Students apply/demonstrate reading skills by interpreting written instructions/project directions and constructing responses, using print and online materials as resources, completing worksheets, and seeking clarification about what they have read.	Always	10
	Usually	8
	Sometimes	6
	With some assistance or guidance	4
	With assistance or guidance	2
Understands teamwork and works with others: Students participate in cooperative groups or with a partner, contribute fairly to the task, and show respect to others.	Always	10
	Usually	8
	Sometimes	6
	With some assistance or guidance	4
	With assistance or guidance	2

Graded Assessment Rubric

Graded assessment supports articulation to other educational and training institutions. The IEA College of TAFE uses Competency Based Assessment to determine grading.

Candidate A scored the following from the 12 units of Competency.

Unit No.	Credit Points	Grades	CBA
1	4	A	JPHD
2	4	A	JPHD
3	4	A	JPHD
4	3	B	JPD
5	3	B	JPD
6	3	B	JPD
7	3	B	JPD
8	2	C	JPC
9	2	C	JPC
10	2	C	JPC
11	1	D	JPP
12	1	D	JPP

Credit Points are awarded from the assessment grade.

- JPHD = 4
- JPD = 3
- JPC = 2
- JPP = 1

96 – 100%	JPHD
85 – 95%	JPD
70 – 84%	JPC
50 – 69 %	JPP
> 49%	NYC

Total of Credit Point (TCP)/Total Number of Units (TNU) = GPA 32/12 = 2.67

Grade Point Average (GPA) for Candidate A would be 2.67

Recognition of Prior Learning (RPL)

RPL means being given credit for what you already know – no matter where or how you learnt it – that your knowledge and skills are of the same standard as those required in the course or unit you are doing. This saves unnecessary repetition of learning.

If you think you have the knowledge and skills for your current course or unit, then discuss this with your Trainer. If it is agreed that you are able to claim RPL you will be required to provide evidence that you meet the competency standards of the units for which you are claiming RPL.

Learning that can be used to claim RPL includes knowledge and skills learnt in:

- Other academic programs
- Work experience or industry placement

Deferred Assessment

A student may apply to defer an assessment. A deferred assessment may be granted in cases of genuine need.

An application to defer assessment must:

- Be in writing to the trainer/assessor; and
- Be copied to the Deputy Manage IEA College of TAFE; and
- Be made a minimum of seven (7) days prior to the due date of the assessment; and
- Include specific reasons for the request.

In cases off serious or sudden illness or injury a medical certificate will be required. If the assessment date has passed, the application must be made within three (3) working days of the concluding date of the medical certificate.

Re-submission of Assessments

If an assessment item has been submitted by the due date but assessed as not satisfactory (requiring additional work) a student may request an opportunity for re-submission.

Only one re-submission attempt will be granted for each assessment item.

Re-submission may only be granted by the assessor/trainer where the student has made a genuine attempt at the first assessment.

Failure to attend or submit assessments

Failure to attend a scheduled assessment without evidence of extenuating circumstances (such as illness) will count as an assessment attempt.

Failure to submit an assessment item by the scheduled due date will result in the item being graded as “not yet competent”

Late submission of assessment items

If an assessment item is not submitted within two (2) weeks of a scheduled assessment date and no deferment has been negotiated or extenuating circumstances validated, then the item will receive an unsatisfactory result. Students must note that an unsatisfactory result on any single assessment item may result in an overall unit result of “Not-Yet Competent”. Under CBT the failure to satisfactorily complete an assessment item may mean that competency in the unit is not demonstrated.

Where a student submits an assessment item after a period greater than two (2) weeks after the scheduled due date a fee of K250 will apply.

Honesty and Integrity

All students are required to undertake assessment tasks honestly and with integrity. Cheating, plagiarism or falsifying evidence for assessment is not tolerated and breaches the expected standards of behaviour for students of IEA College of TAFE.

10. Course Structure

IEA College of TAFE training programs are competency based and grounded in Adult Learning Principles. This means that you as a student are responsible for your own learning.

Competency = Knowledge + Skills + Attributes + Application

Competency Based Training is a flexible form of learning and focuses on what you can do (*skills*) and what you know (*knowledge*) and how you do your work (*attitude*).

An example of the descriptors for a competency based qualification is:

Course Code and Qualification Name

PNGBSB20115 – Certificate 2 in Business

Unit of Competency Code and Unit of Competency Name

PNGBSBWHS201 Contribute to Health and Safety of Others

Elements Description of the essential outcomes of a unit of competency

Performance Criteria Description of the performance needed to demonstrate achievement of the element.

As an example there are four elements of competency in the unit of competency *PNGBSBWHS201 Contribute to Health and Safety of Others* and for each of these elements, there are also Performance Criteria that you as the student will need to be assessed against.

PNGBSBWHS201 Contribute to Health and Safety of Others

ELEMENT	PERFORMANCE CRITERIA
1. Work safely	1.1. Follow established <i>safety procedures</i> when conducting work 1.2. Carry out pre-start systems and equipment checks in accordance with workplace procedures
2. Implement workplace safety requirements	2.1. Identify <i>designated persons</i> for reporting queries and concerns about safety in the workplace 2.2. Identify existing and potential <i>hazards</i> in the workplace, report them to designated persons and record them in accordance with workplace procedures 2.3. Identify and implement workplace procedures and work instructions for controlling risks 2.4. Report <i>emergency incidents</i> and injuries to designated persons
3. Participate in WHS consultative processes	3.1. Contribute to workplace meetings, inspections or other consultative activities 3.2. Raise WHS issues with designated persons in accordance with organisational procedures 3.3. Take actions to eliminate workplace hazards or to reduce <i>risks</i>
4. Follow safety procedures	4.1. Identify and report emergency incidents 4.2. Follow organisational procedures for responding to emergency incidents

Your trainer will assess you on all aspects of your performance through demonstration, assignments and or tests and on the compilation of your evidence Portfolio.

Workplace learning

An industry placement may be incorporated in some training programs offered at the College. Work placement is an assessable activity and performance on work placement will count towards the award of a qualification.

Additionally work placement provides an opportunity for students to practice skills in the workplace and builds professional networks to increase opportunities to secure waged employment after graduation.

During the work placement the student is answerable to the staff of the host employer and must abide by the organisation's rules and regulations.

Students on work placement remain accountable to the IEA College of TAFE and as representatives of the College are expected to maintain a high standard of behaviour and conduct.

11. Student Code of Conduct

This Code has been developed as guide to provide clarity about the expectations the College has for student behaviour.

The IEA College of TAFE reserves the right to amend this Code to meet changed circumstances or after advice from stakeholders including staff, students, sponsors, industry and the Board of the International Education Agency of PNG Ltd.

Note that as a student of the IEA College of TAFE, you are required to abide by PNG laws as well as IEA College of TAFE policies and rules.

General behaviour

When communicating and interacting with TAFE staff and colleagues, students are to:

- Treat people with respect, fairness and equality regardless of their background, culture, gender and race
- Show respect by not swearing, using obscenities, making offensive gestures, or using insulting language
- Avoid behaviour that could offend, embarrass or threaten others
- Ensure their presence on social media platforms is not used to offend or intimidate IEA College of TAFE staff and students
- Refrain from and avoid bullying, teasing, harassing or disrupting others in the performance of their duties or studies

Cheating and Plagiarism

You have a responsibility to avoid cheating and plagiarism (this is referring to an author's work without acknowledging the author). This includes scanned and electronically copied material. Your trainer will advise how to reference your work correctly so that no unapproved assistance occurs including assignments, tests, reports and examinations.

Where a trainer or assessor suspects plagiarism or cheating the assessment item will be marked '*Not Yet Competent*', and the student will be provided with counselling by the Head of Department.

Student identification cards

TAFE students will be issued with a Student Identification card. This card will be issued to all students who have paid tuition fees by week four of the semester. The card must be produced if and when requested by either IEA Security, or by a TAFE trainer.

An identification letter may be provided where a TAFE campus identification card has not yet been issued for reasons of non-payment of tuition fees.

Attendance

An attendance roll is a requirement of the College, and trainers will record attendance at face to face classroom training. Students are to:

- Attend 80% of scheduled sessions for all face to face delivery (note that 80% attendance is minimum for award of credit or distinction).
- Be punctual
- Advise the trainer if unable to attend scheduled classes or will be late
- Provide a medical certificate if absence is through sickness for a period of more than 3 days.

Dress code and personal hygiene

The IEA College of TAFE provides training that prepares students for employment. As much as a prospective employee's qualifications are important in securing a job, so too is appearance and behaviour.

The College expects students to be dressed at a standard appropriate for the PNG workplace. In particular:

- Ensure clothes are clean and modest, and do not include writing or graphics that are offensive
- Students enrolled in courses with specific WHS requirements (such as hospitality) will be required to wear appropriate personal protective equipment. Advice will be provided by the trainer.
- It is not permitted for anyone to enter College grounds or buildings with bare feet. Hospitality students in particular should wear covered shoes.
- Students are not allowed to wear caps/beanies on College premises.
- Students should arrive at class showered with their hair groomed

TAFE Campus environment and resources

As a TAFE student, you are responsible for ensuring that facilities, resources and equipment and campus grounds are respected by:

- Reporting breakage and/or faults with equipment to your trainer, or to the TAFE student support officers
- Leaving classrooms, workshops and laboratories neat and tidy after classes and ensuring equipment, utensils and tools are cleaned and correctly stored
- Not using or installing unlicensed software on TAFE computers
- Checking all peripheral devices for viruses such as USB drives, CDs, DVDs, and other mass storage devices for viruses before use on TAFE computers
- Returning or renewing resources or other borrowed materials and equipment on time to Trainers

Children on premises

In particular circumstances, provision may be made for a student who is the parent/guardian of a young child to allow the child to accompany the parent to class. At all times the care of the child remains the responsibility of the parent/guardian.

Approval for a child to accompany a student must be given by either the Manager TAFE, Deputy Manager TAFE, or Campus Coordinator. If the child is likely to disrupt learning for other students, or has a contagious illness, approval may not be given.

Alcohol on TAFE premises

Consumption of alcohol on TAFE premises is prohibited, except for authorised activities conducted for the purposes of hospitality and tourism training. No person under the age of eighteen (18) may consume alcohol on TAFE premises.

Penalty: Suspension and review of enrolment.

Drugs on TAFE premises

If a student is taking prescription medication it is their responsibility to ensure that the medication does not affect safety of self and others. The possession, use and sale of illegal drugs or controlled substances (including stimulants, depressants, narcotics, hallucinogens or marijuana) on TAFE premises is against PNG law.

Penalty: Suspension, review of enrolment and police report.

Weapons on TAFE premises

It is an offence to be in possession of a gun or an instrument that could be used as a weapon in a public place or an educational facility. Always check with your trainer if you will be using a knife for educational purposes, for example, possession of a knife for Hospitality training. Any indication that an instrument is being used to threaten staff or students, will be reported to the police.

Penalty: Suspension and review of enrolment

Smoking including vaping

Smoking and/or vaping is prohibited in TAFE buildings and on TAFE grounds.

Penalty: Written warning on the first two offences. Third offence will result in suspension and review of enrolment.

Buai or betel nut chewing

The chewing of betel-nut is prohibited in or around buildings or anywhere else on the TAFE campus, including TAFE vehicles. Students must ensure their mouth/teeth is clean and void of betel-nut before attending classes.

Penalty: Written warning on the first two offences. Third offence will result in suspension and review of enrolment.

Mobile phone use

Mobile phones, sound or photographic equipment including MP3 or MP4 players, boom boxes etc. may not be used in classrooms or computer laboratories except when endorsed by the trainer as part of your learning program. It is courteous to switch off all mobile phones before a class session.

Penalty: Equipment may be confiscated from offending students. Repeated offences will result in review of enrolment.

Copyright

Breaches of copyright are punishable by law. Students must abide by the PNG Copyright and Neighboring Rights Act 2000

12. Disciplinary process

As a student of TAFE, your conduct, both academic and personal must always be ethical and professional. If breaches of conduct are assessed as serious then students are to be afforded natural justice through a clear and transparent formal disciplinary process. Note that where PNG laws appear to have been breached, the TAFE Manager will determine whether the offence is to be referred to the Police or other appropriate authority.

Following receipt of advice of an act of serious misconduct, the Deputy Manager of TAFE will provide the student with written advice of the alleged incident of misconduct and commence the following formal disciplinary process:

- The student will have five (5) working days to make an oral or written representation to the Deputy Manager regarding the alleged incident of misconduct.
- Within five (5) working days of this representation, the allegation may be amended or dismissed, OR a report submitted to the TAFE Manager recommending a penalty
- The Manager TAFE will either accept the recommendation or direct a different course of action, with written advice of the outcome being provided to the student

- Within five (5) working days of the report being submitted to the TAFE College, the Deputy TAFE, the student must be provided with a written statement detailing the decision, including information on your right to appeal the decision.

Note: Where a student has been found guilty of serious misconduct, information relevant to the case may be shared with the sponsor.

In the case of serious or repeated misconduct by minors (students under 18 years of age) the parent/guardian/sponsor will be notified and invited to attend an interview with the Deputy Manager. The disciplinary and appeal process will continue whether or not parents/guardian/sponsor chooses to attend the interview.

Appeals

If a student has been found guilty of misconduct, they may appeal the decision in writing to the Deputy Manager TAFE.

The appeal will be considered by a Misconduct Review Committee comprising Deputy Manager TAFE, Academic Registrar, and Head of Department. The process will be:

- A date for the Misconduct Review Committee meeting will be set and the student will be notified of the time, date and venue in writing.
- The student has the right to be accompanied by a representative and may call witnesses, or may provide a written submission instead of attending the meeting.
- If the student does not attend the meeting or provide a written submission, the committee will still assess the matter.
- The committee will advise the student in writing of the decision within two (2) working days of the date of the decision.

The decision of the Misconduct Review Committee is final.

13. Withdrawal or transfer

To withdraw from a course of study the student must complete a Withdrawal Form, available from campus administration.

If the student withdraws within four weeks of course commencement they will receive a full refund less a K400 administration fee.

If a student withdraws four weeks after course commencement they will receive no refund, unless the withdrawal is for a valid reason, in which case the student is entitled to a pro rata refund of the tuition fee.

Examples of valid reasons for withdrawal include:

- serious illness resulting in extended absence from classes;
- family tragedy;
- injury or disability that prevents the student from completing their program of study; or
- other exceptional reasons at the discretion of the IEA College of TAFE Manager.

In all cases, relevant documentary evidence (for example a medical certificate) is required.

Refunds will be processed within fifteen (15) working days of the receipt of a withdrawal form by IEA College of TAFE administration. Refunds will only be made to the bank account of Sponsor.

Students or sponsors who dispute the refund entitlement may lodge an appeal to the Board of the International Education Agency of PNG Ltd.

Transfer to another qualification or campus

- Should you wish to change qualifications or move to another TAFE campus, please see your Trainer and or Head of Department as soon as possible. Transfers will only be approved if there are available places.
- Tuition fees will be adjusted if necessary with either a refund if the tuition fee is lower, or an invoice issued for payment of additional tuition fees if the course cost is higher.

Extension of program of study

Requests for extension(s) to the completion of study dates are at the discretion of the Academic Registrar in consultation with the responsible Head of Department and Trainer

If students experience difficulties in meeting assessment deadlines, they should discuss the situation with their trainer and/or Head of Department, otherwise they may be subject to the academic disciplinary process. In certain circumstances, for example if you are a carer or have a learning disability, you may need to negotiate a reduced study load with TAFE.

Students who fail to make satisfactory progress without good reason will be asked to show cause in writing to the TAFE Manager as to why they should not be subject to one or more of the following:

- subsequent enrolment restricted to a limited program of competencies with any further failure leading to a refusal of further enrolment in those competencies
- further and continuing enrolment in any competencies or program offered by the IEA College of TAFE may be refused outright
- a one semester exclusion from study at any TAFE campus

14. Assessment policy and procedures

Assessment principles of IEA College of TAFE are designed to promote validity, reliability, flexibility, fairness and equity in assessment.

This is achieved by providing:

- Course information prior to course commencement covering elements; units of competency and performance criteria for the course and samples of evidence for assessment
- Assessment information at the beginning of the course studied and at the beginning of each unit taught;
- An assessment approach accommodating language, literacy and numeracy needs.
- Opportunities for feedback and review on all aspects of assessment
- Clearly documented mechanisms for appeal against assessment processes and decisions (*Refer to Grievance Policy*)

Assessment

It is the student's responsibility to submit assessment items by the due date, unless an extension has been granted. Breach of this requirement will result in 'not yet competent' result being recorded for that assessment item. Extensions will only be granted due to illness, or for other extenuating circumstances. Formal requests for extensions should be submitted to your trainer in writing 48 hours prior to the advertised deadline where possible.

Note that:

- Length of extension is at the discretion of the trainer.
- A doctor's certificate must be produced to verify illness (or other documentary evidence, where applicable).
- It is the student responsibility to comply with the procedures for assessment item submission and collection

Assessment items will be returned after you receive your result unless an appeal is being lodged. In this case the College will retain the items until the appeal is finalized.

Students are responsible for collecting assessment items, and the College is not responsible for the loss of any assessment item not collected by the student within 14 days of the assessment result being issued.

If an assessment item is assessed as requiring additional work the student may request an opportunity to resubmit the item. Only one re-submission attempt will be granted for each assessment item. Re-submissions will only be granted if the trainer considers that you have made a genuine attempt at the first assessment.

An assessment item that is not been resubmitted by the due date, will receive a result of 'Not Yet Competent'. If you do re-submit the assessment item and it is again assessed as requiring additional work, you will still be assessed as 'Not Yet Competent' for the competency.

All assessment tasks and examinations must be done honestly, without any cheating. To avoid plagiarism (i.e. copying another person's work) all information sources must be acknowledged.

Alternative assessment

Students who believe they may be disadvantaged may request an alternative assessment. These requests should be submitted directly to the trainer undertaking the assessment, and provide a reason for the request (illness, disability etc).

Deferred assessment

Application in writing may be made to the Trainer delivering the unit a for a deferred assessment with the application to be made at least seven (7) days prior to the due date of the assessment. Exceptions to the seven day notification period include serious illness and/or family tragedy. Deferrals will be approved by the Trainer and the Head of Department.

Re-evaluation of assessment

A student who is dissatisfied with the result of an assessment may submit a written application for re-evaluation to the Trainer concern with a copy to the Head of Department and the Academic Registrar. This application, together with the scheduled re-assessment fee, must be submitted within fourteen (14) days of notification of the assessment result. The re-assessment fee will be refunded if the assessment is upgraded.

Where possible an assessor other than the original assessor will undertake the re-evaluation on the advice of the Academic Registrar.

A student who is dissatisfied with the re-evaluation outcome, has the right to appeal to the Academic Registrar for the TAFE Academic Appeals Committee (which comprises of the Manager of TAFE, Deputy TAFE, HOD responsible and the Academic Registrar

Late submission of assessment item

All assessment items are required to be submitted on the given due dates set by the trainer. A grace period of 2 weeks will be allowed for any late submission of assessment items, and after this grace period a late assessment fee of K250.00 must be paid.

15. Student feedback

Students are entitled to feedback from their trainer after an assessment has been made on submitted assessment items. Students should consult with the trainer if further clarification on the assessment outcome is required.

Feedback from students is conducted by the Academic Registrar's Office through the student satisfaction survey. This will be your evaluation of the IEA College of TAFE about your program of study and your training team. This survey will be conducted in confidence with results used to improve TAFE programs.

16. Student rights

As a student of TAFE, you have the right to

- be educated and trained
- be treated fairly and with respect
- learn in a supportive and safe environment, free of discrimination and harassment
- have access to support services
- have personal records kept private, subject to statutory requirements
- have access to your personal records on request
- be given information about assessment procedures at the beginning, during and end of study
- have your existing skills and knowledge recognized
- receive feedback on your academic progress
- appeal training and assessment decisions or procedural matters
- make a complaint to or about any staff member without fear of victimization
- have complaints dealt with fairly, promptly, confidentially and without retribution.

Academic appeals

This process is for appeals in relation to academic decisions or procedural matters. If a student is dissatisfied with the outcome of an assessment process they have a right to appeal to the TAFE Academic Appeals Committee:

- i. The notice of appeal should be in writing addressed to the Academic Registrar. This must be submitted within seven (7) days of notification of the outcome of the assessment process.
- ii. If through emergency circumstances, such as in cases of serious illness or injury, the student needs to defer an appeal, they must forward a medical certificate in support of this. The notice to defer the appeal must be made within five (5) working days of the concluding date shown on the medical certificate.

Academic Appeals Committee

This Committee is chaired by the Academic Registrar and includes the Deputy Manager, a Head of Department, and a trainer subject matter expert. The Academic Appeals Committee shall:

- Provide written notice of the time and place of the hearing, not less than five (5) days before the date of the hearing.
- In reviewing the appeal seek relevant additional information to assist in reaching a fair and equitable outcome, and make a determination in the matter.
- Immediately after reaching a decision, communicate that decision in writing to all parties to the appeal.

The decision of the Academic Appeals Committee is final.

17. Occupational health and safety

The *Workplace Health & Safety Act* applies to all staff and students of the IEA College of TAFE. All staff and students have a responsibility to ensure that they work safely, without risk of injury to themselves or persons around them.

Your trainer will advise you of the safety requirements for your class. All equipment and machinery is to be used in accordance with these safety procedures.

It is the responsibility of everyone at TAFE

- to report any health, safety and security issues and hazards to the relevant authority
- to look out for the health, safety and welfare of everyone
- to work in a safe manner and not put others at risk
- to maintain a safe, secure and healthy environment for students

Injury / Incident Reporting

Emergency First Aid kits are located on every campus.

If you have been injured, or are involved in an incident or accident, please report the incident to staff who will help you with any First Aid requirements.

If a student (or anyone else) requires urgent medical treatment, notify TAFE Front Desk to call for an ambulance immediately. There will be no cost on your part for ambulance transportation.

An Accident and Incident Report will be completed by Deputy Manager TAFE and you will be asked to provide details. This can help to prevent this event happening again in the future.

HIV, TB, and AIDS awareness

Training and awareness raising will be included in your orientation to the IEA College of TAFE. Note that it is unlawful to discriminate against somebody who has TB or HIV AIDS

Security

Only authorised people are permitted to enter IEA College of TAFE premises including the grounds. Friends and relatives must have permission to be on the premises. This rule is to protect you and your fellow students from a risk of theft and injury.

If you have any concerns regarding your security, or identify someone you believe may be a threat, please inform IEA security personnel.

Evacuation

Evacuation procedures are in place for all IEA College of TAFE campuses and workplaces. In the event of an emergency situation please follow the instructions of your trainer or staff member.

Each room has an “evacuation pathway” to follow in the event of an emergency and a muster point for each room to congregate in for necessary roll call. It is your responsibility to identify this “evacuation pathway” and “muster point” so if and when necessary you can evacuate effectively. To evacuate please follow signs and/or directions of a staff member.

18. Information technology policy

The IEA College of TAFE recognises that computing and electronic resources are a valuable source of learning and information relevant to educational and training programs. You are encouraged to make use of these resources for the purposes relating to your course of study through the IEA College of TAFE.

Any misuse of computing or electronic resources is considered to be an act of misconduct and will be addressed as such. This may mean the withdrawal of access to the resources, suspension or expulsion from TAFE.

A sensible and flexible approach will be taken to student use of Information Technology resources provided by the IEA College of TAFE. Students must however be aware that

- Using another students log-in credentials is strictly prohibited and will be treated as a serious disciplinary offence and may lead to suspension.
- Unauthorised alteration of system software settings, or installing illegal software on College workstations and servers is prohibited.
- Using the computers to play computer games or stream music and video is prohibited.
- Workstations may be used only by current students of the IEA College of TAFE, and access cannot be provided to friends and relatives.

- In times of high demand a booking procedure will operate and students must only use resources during the times allocated to them
- All training rooms and computer rooms are places for quiet, independent study. All users should behave in a manner that is not disruptive to others.
- Eating and drinking is not permitted while using College Information Technology resources
- The College moderates student access to Internet including the filtering of websites
- The College monitors student usage of its computer networks, and can identify individual users
- All communications using College resources, and in particular social media, should be carried out courteously and not give rise to perceptions of bullying or harassment

Criminal Offences under Papua New Guinea Laws

Nothing in the College policy will protect users from breaching Papua New Guinea laws by:

- downloading, uploading, copying, storing or distributing child pornography or other pornographic material
- downloading, uploading, copying, storing or distributing software applications or other material with content that is illegal
- breaching copyright such as unlicensed copying of a computer program
- intercepting, attempting to steal or alter data (hacking), unlawfully accessing, altering, or falsifying electronic documents or programs
- using communication and information devices for defamation, illegal gambling, fraudulent misrepresentation and unauthorised recording, or flaming

Such activities will attract a College sanction of suspension or termination, and may include referral to the appropriate PNG compliance agencies.

19. Tuition Fee Policy

No student is to be admitted to an IEA College of TAFE program if tuition fees are outstanding from any prior semester, or training program.

A student may only commence training if an enrolment application fee has been received, and the student has received and accepted an offer of a place in a training program.

A student who has not paid 100% of the tuition fee will not attend the graduation ceremony, and will not receive copies of testamurs or academic transcripts.

Tuition fees must be paid in full before the student commences training. If tuition fees have not been paid in full the following arrangements apply:

1. Students will be admitted to the training program and attend the orientation week;
2. By week four students must have paid 100% of tuition fees, or have entered into a tuition fee installment plan approved by the Manager TAFE;

3. To be approved an installment plan must include an initial payment of at least 30% of the tuition fee, and be structured so that 100% of fees are paid before the end of the semester;
4. On Friday of week four all students who have not paid 100% of tuition fees, or who do not have an approved tuition fee installment plan will be suspended;
5. Campus administration are to follow up installment plans every pay week;
6. On week ten all installment plans are to be audited by the Accounts receivable Officer and students who have not complied with the plan will receive a letter advising that outstanding payments must be made by week thirteen;
7. On Friday of week thirteen students still in breach of the installment plan will be suspended, and will only be re-admitted when 100% of tuition fees are received.
8. On Friday of week seventeen all students who have not paid 100% of tuition fees will receive a letter advising that if 100% of tuition fees are not received by the end of the semester they will not attend graduation and will not receive their testamur and academic transcript.
9. Any student suspended because of a breach of the installment plan will have 10 working days in which to pay the outstanding installments. If the payment is not made within 10 working days the student will be required to re-enrol in the following semester, as they will not be able to make up the academic time lost while on suspension. Tuition fees for re-enrolment in the following semester will require the balance of outstanding fees to be paid in full.

Any outstanding Fees must be paid, at the latest, **a week** prior to the graduation date in order to be able to attend the Graduation ceremony.

A student may apply for a refund in exceptional circumstances. Exceptional circumstances may include illness or injury preventing a student from completing a course of study for which the student provides evidence including a medical report from a certified medical doctor; or a family tragedy.

To apply for a refund a student must provide two (2) weeks written notice of intention to withdraw. The decision to refund is subject to the discretion of the Manager, IEA College of TAFE

20. Trainers 2021 Semester one

Audit and Quality Assurance, Standards and Compliance/Monitoring and Evaluation		
Tracy Wafewa – Academic Registrar		
Business Services		
Trainer	Campus	Courses
Annah Toggo	Ela Beach	Certificate 2 in Business
Madeline Maita	Ela Beach	Certificate 3 in Business Administration
Aiyung Safatos	Lae	Certificate 4 in Business Administration
Noel Oriave	Ela Beach	Certificate 4 in Leadership and Management
Michaeline Veoli	Ela Beach	Diploma Business
Maraga Baina	Ela Beach	Diploma Business Administration
Tenova Yara	Ela Beach	National Certificate 2 in Training and Assessment
Tina Bogan	Lae	National Certificate 3 in Training and Assessment
Maria Kiage	Hagen	National Certificate 4 in Training and Assessment
Financial Services		
Presley Thomas	Lae	Certificate 3 in Accounts Administration
Ella Warkia	Ela Beach	Certificate 4 Bookkeeping and Accounting
Tina Bogan	Lae	Diploma of Accounting
Maria Kiage	Hagen	Advanced Diploma of Accounting
Tenova Yara	Ela Beach	
Hospitality, Tourism and Commercial Cookery		
Mounah Tutuana	Lae	Certificate 2 in Hospitality(Kitchen Operations)
Marlene Tomausi	Ela Beach	Certificate 3 in Hospitality
Larry Teneke	Ela Beach	Certificate 3 in Hospitality(Commercial Cookery)
Michaeline Veoli	Ela Beach	Certificate 3 in Tourism
		Certificate 4 in Hospitality
Childrens Services		
Maru John	Ela Beach	Certificate 2 in Early Childhood Care and Education
		Certificate 3 in Early Childhood Care and Education
Information Technology		
Noel Joel Oriave	Ela Beach	Certificate 2 in Information, Digital Media and Technology
Alice Kevengu	Ela Beach	
Quhens Singur	Ela Beach	Certificate 3 in Information, Digital Media and Technology
Jack Hulala	Lae	
Lorna Samol	Ela Beach	Certificate 4 in IT Networking
Steven Karowa	Hagen	Diploma of IT Networking