

Course Handbook 2010



National Certificate in Early Childhood Care and Education (Level 5)

July 2010

Instructors:

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Helen Pritchard Helen.pritchard@gmail.com



WELCOME

Haere mai, afio mai, malo e lelei, nisa bula vinaka, fakalofa lahi atu, kia orana!

On behalf of all of us at Raffles College of Design and Commerce (RCDC) we welcome you. Thank you for choosing to study with us.

We are committed to providing you with a quality education so you can shape your gifts into skills for a sustainable career. All creative people have raw talent. Innovators have the ability to take the opportunities that life presents and create windows of economic possibilities. Great artists go further and produce work for their communities and their country that enrich the well being of all people.

Education provides the key to this success. It is our belief that every person has the right to an education. Education must have meaning, lasting value and be able to provide you with economic return. Education is like a map, a navigational chart that will help to guide you through the sea of life. At RCDC we aim to provide outstanding education that leads our graduates into positive employment and higher learning situations. For this reason, we give our students more than the opportunity to gain knowledge.

We empower individuals with skills that can be transformed into the work place. We endeavor to provide meaningful experiences that enable self-examination and self-determination. In particular, RCDC sets out to achieve the Government's tertiary education strategy of: Contributing to the achievement of Maori development aspirations; Raising foundation skills so that all people can participate in our knowledge society; Developing the generic and specialist skills New Zealanders need for our knowledge society; Educating for Pacific peoples' development and success; Strengthening research, knowledge creation and uptake.

Our vision is to become the best provider of specialised education in the private training sector, renowned for inspiring people to realise their dreams and succeed in their selected field. We will offer the highest quality of education throughout our range of programmes. High quality education can only be achieved if excellence is encouraged, and realistic standards are set and achieved on a consistent basis. We aim to do just that.

It is our desire to see our students attain sustainable careers through a solid foundation of industry-focused tuition, and the preparation for work and study. This will ensure that our graduates become highly sought after by our stakeholders. Finally, education is not just about learning. It is about achieving the quality of life that you desire. A qualification from RCDC will enable you to achieve your goals. Doors will open that you never thought were there. Your learning experience will provide you with a foundation for achievement. So, we challenge you, dare to be different...have faith that you can go beyond your limits...reach for the sky.

Mission

Our mission is to provide learners with the best quality education that translates talent into knowledge and skills to getting a life long career in their chosen field.

Guiding Principles

- Teach the qualification that employers need, to a standard above their expectation;
- Open the door to life long career and learning opportunities for students;
- Provide a second chance for learners who have dropped off the formal education staircase;
- Provide opportunities for learners to study overseas, through association with Raffles Education Corporation;
- Train with integrity and spirit, to help students learn that they can succeed at life, a key lesson beyond the Qualifications Framework; and
- Recognise our responsibility to Maori as Tangata Whenua of Aotearoa.

Contact Information

Raffles College of Design and Commerce

Physical Location

317 – 319 New North Road,
Kingsland,
Auckland, New Zealand.

Mail

PO Box 52040
Kingsland, Auckland

Telephone

| | |
|---------------|----------------|
| International | +64 9 369 1906 |
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Fax

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E-mail: info@raffles.ac.nz

Website: www.raffles.ac.nz

Programme Overview

| | |
|----------------------|---|
| Programme Title: | National Certificate in Early Childhood Education & Care (Level 5) |
| Method of Study: | Full-Time |
| Qualification: | National Certificate in Early Childhood Education & Care |
| NZQA Level: | Level 5 |
| Credit Value: | 126 |
| Duration: | 41 Weeks (Excluding Christmas Holidays) |
| Intake: | July 2010 |
| Class Times:* | 5pm – 9pm Weekdays |
| Self-Directed Hours | 20 Hours per week |
| Study Hours Per Week | 20 Hours per week |
| Start Date: | 12/07/10 |
| End Date: | |
| Breaks: | Please see Academic Year Calendar in Section 5 |
| Venue: | Raffles College of Design and Commerce 317-319 New North Road Kingsland, Auckland |
| Room: | 2 or 3 |
| Instructors: | Leonie Mitchell, Jaimee Taylor, Helen Pritchard |

Contents

In the following sections you will find specific details about your programme of study.

- 1. Entry Requirements:** This section outlines the entry requirements for your programme.
- 2. Purpose Statement:** The purpose statement for your programme tells you what the reason for the programme is and what directions it can help you with.
- 3. Learning Outcomes:** This section identifies the specific learning outcomes for your programme.
- 4. Staff Profiles:** This is a list of the staff on your programme and a short paragraph about their backgrounds.
- 5. Academic Year Calendar:** Important dates outlined.
- 6. Course Structure:** This section shows the units you will study and details the *Credits, EFTS*, and how the units are taught in relation to *Contact Hours, Student Directed Hours, Directed Hours Credit*.
- 7. Timeline:** This section provides an overview of your programme's delivery schedule.
- 8. Course Hours:** This section outlines the specific days and hours of delivery.
- 9. Assessment:** This section shows you exactly when assessments are scheduled for each unit. It also provides an overview of the College's assessment system
- 10. Kit List:** This section outlines the contents of the equipment and products that are required for you to purchase in order for you to attend this course. These are compulsory course costs.
- 11. Support Resources:** This section identifies additional support resources available within RCDC.
- 12. Site Maps.** Where we are located and fire/emergency evacuation plan
- 13. Student Learning Agreement:** This section contains the Student Learning Agreement. This document is a binding contract between you, the "Student" and Raffles College of Design and Commerce, the "Tertiary Institution". Its purpose is to ensure you understand the Rules and Regulations of RCDC, and your responsibilities during your course of study.

1. Entry Requirements

Students must be 18 years or older at the course commencement date, have achieved at NCEA Level 2 or equivalent, satisfy NZ Police clearance conditions, provide two written referees, indicate a willingness to learn and make commitment to the principles of the Treaty of Waitangi, demonstrate personal and professional qualities appropriate for working with young children. IELTS 6.0/TOEFL 525 or equivalent if English is not the first language.

2. Purpose Statement

The National Certificate in Early Childhood Education and Care (Level 5) course aims to integrate current theory and bench-marked practice to nurture educators who are equipped with the appropriate knowledge and skills to work effectively and safely with young children in a professional and culturally sensitive way.

More specifically, the course aims to provide students who are contemplating further tertiary study, or considering a career in early childhood education and care, with knowledge and skills in the areas of: educational theory and practice, family, whanau, community and society, home based caregiver management, professional practice, interpersonal communication and food technology. Additionally, students will acquire knowledge and skills related to the New Zealand Early Childhood Curriculum Te Whariki; observation techniques; procedures and the facilitation of early childhood education and care arrangements.

This course will provide opportunities for students to experience early childhood education and care across different early childhood services and settings within the sociocultural context of Aotearoa/New Zealand.

3. Learning Outcomes

Successful completion of this course results in the National Certificate of Early Childhood Education and Care. Specific outcomes include:

- Staircasing opportunities to employment or further tertiary study in the field of early childhood education and care;
- A solid grounding in the areas of: educational theory and practice; effective integration of current theory and bench-marked practice for working effectively and safely with young children in a professional and culturally sensitive way; home-based caregiver management; family, whanau, community and society; professional practice; interpersonal communication; and food technology;
- Knowledge and skill related to Te Whariki; observation techniques; programme planning; safe supervision; emergency plans and procedures; and
- Opportunity for students to experience early childhood education and care across different early childhood services and settings within the sociocultural context of Aotearoa/New Zealand.

4. Staff Profile

Your primary programme Lecturers are Leonie Mitchell, Jaimee Muraahi, Helen Pritchard.

Leonie Mitchell is an Educationist with extensive qualification and experience as a teacher of young children, students, syndicate leadership at a junior school, lecturer in teacher training and education advisor with the ministry of education abroad and in New Zealand. Her expertise lies in the area of child development, children's literature, teaching science, remedial education, assessment and curriculum design. Currently Leonie is heading headspace

learning where she is providing educational support to teachers, parents, children, students and other professionals. As an education consultant she has an interest in the area of brain plasticity and provides advice on specific technology support that is available to enhance learning in all students and adults.

Jaimee Taylor has her Bachelor of Teaching (ECE) and her Full teachers registration. She has had many years experience teaching and managing early childhood centres in Auckland.

Helen Pritchard has been working in Early Childhood Education industry for more than 30 years. Her New Zealand and Australian experiences have enriched her teaching and learning process. She is very passionate about teaching young children and early childhood students. She has special interests in teaching arts and music.

You may also have input from guest speakers. These are particularly valuable, as these guest speakers have been selected because of their expertise and contribution to their specialties. They come from various backgrounds and are well recognised within their particular fields of expertise.

Other Staff Here To Help You:

Merlyn Yin

Student Services Manager (369-1906); E-Mail: merlynyin@raffles.ac.nz

Merlyn is your first point of contact for any assistance, advice, or support. Her door is never closed. Merlyn's job is to ensure that you have appropriate levels of support needed in order to successfully complete your programme. If she can't help you, she will find someone that can. Merlyn is also the person to contact if you are going to be late or absent.

Grace Chow

Student Services Officer (369-1906); E-Mail: admin@raffles.ac.nz

Grace administers the Library. She is also available to assist students in the event the Student Services Manager is either busy or otherwise not available.

Sheetal Shrestha Singh

Reception/ Admin Asst; (369-1906) E-Mail: sheetalshresthasingh@raffles.ac.nz

Sheetal is responsible for fielding all calls and forwarding messages to the appropriate people. Reception is staffed from 8:30 am – 4:00pm. A voicemail service is available after these hours. When leaving messages please clearly state your full name and course code. Please note that no personal messages will be taken for students.

Herbert Sima

Academic Director (369-1906); E-Mail: herbertsima@raffles.ac.nz

Herbert is responsible for the overall Academic management of RCDC. Herbert has an open door policy to all students that have any academic issues or concerns.

Kelly Quah

College Director (369-1906); E-Mail: kellyquah@raffles.ac.nz

Kelly is responsible for the overall operational management of RCDC. Kelly has an open door policy to all students that have any operational issues or concerns.

5. Calendar

See the following course schedule & important dates. Please note that course calendar is subject to change.

Course Schedule 2010

| | Wk 22 | Wk 23 | Wk 24 | Wk 25 | Wk 26 | Wk 27 | Wk 28 | Wk 29 | Wk 30 | Wk 31 |
|-------------------|--|-----------|----------|----------|----------|-----------|-----------------------------------|-------------|---------------|-----------|
| Date | 8-12 Feb | 15-19 Feb | 22-26Feb | 1-5 Mar | 8-12Mar | 15-19 Mar | 22-26 Mar | 29-2 Apr | 5-9 Apr | 12-16 Apr |
| Mon (5-9) | Module 9 Ethics and ECE | Module 9 | Module 9 | Module 9 | Module 9 | Module 9 | Module 9 | Module 9 | Easter Monday | Module 9 |
| Tue(5--9) | Module 1 - Child Development | Module 1 | Module 1 | Module 1 | Module 1 | Module 1 | Module 6 Early Childhood Services | Module 6 | Module 6 | Module 6 |
| Wed (5--9) | Module 3 - Learning for Young Children | Module 3 | Module 3 | Module 3 | Module 3 | Module 3 | Module 3 | Module 3 | Module 3 | Module 3 |
| Thu (5--9) | Module 4 - Partnerships with Family | Module 4 | Module 4 | Module 4 | Module 4 | Module 4 | Module 4 | Module 4 | Module 4 | Module 4 |
| Fri (5--9) | | Module 9 | Module 1 | Module 3 | Module 4 | Module 1 | Module 4 | Good Friday | Module 6 | Module 3 |

| | Wk 32 | Wk 33 | Wk 34 | Wk 35 | Wk 36 | Wk 37 | Wk38 | Wk 39 | Wk 40 | Wk 41 | Wk 42 |
|-------------------|-------------|-------------|-----------|-----------|-----------------------------|-----------|-----------|-----------|-----------|-----------|-----------|
| Date | 19-23 April | 26-30 April | 3 - 7 May | 10-14 May | 17-21 May | 24-28 May | 31-4 June | 7-11 June | 14-18 Jun | 21-25 Jun | 28- 2July |
| Mon (5-9) | Practicum | Practicum | Module 9 | Module 9 | Module 9 | Module 9 | Module 9 | Module 9 | Module 9 | Module 9 | Module 9 |
| Tue(5--9) | Practicum | Practicum | Module 6 | Module 6 | Module 7 - Teacher Identity | Module 7 | Module 7 | Module 7 | Module 7 | Module 7 | |
| Wed (5--9) | Practicum | Practicum | Module 3 | Module 3 | Module 3 | Module 3 | Module 3 | Module 3 | Module 3 | Module 3 | Module 3 |
| Thu (5--9) | Practicum | Practicum | Module 4 | Module 4 | Module 4 | Module 4 | Module 4 | Module 4 | Module 4 | Module 4 | Module 4 |
| Fri (5--9) | Practicum | Practicum | Module 4 | Module 9 | Module 3 | Module 7 | Module 4 | Module 9 | Module 3 | Module 7 | Module 9 |

| | Wk 1 | Wk 2 | Wk 3 | Wk 4 | Wk 5 | Wk 6 | Wk 7 | Wk 8 | Wk 9 | Wk10 |
|--------------------|----------------------------------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|
| Date | 12-16 Jul | 19-23Jul | 26-30 Jul | 2-6 Aug | 9-13Aug | 16-20 Aug | 23-27 Aug | 30-3Sep | 6-10 Sep | 13-17 Sep |
| Mon (5-9) | Module 10 Curriculum Planning | Module 10 | Module 10 | Module 10 | Module 10 | Module 10 | Module 10 | Module 10 | Practicum | Practicum |
| Tue(5--9) | Module 5 Families in New Zealand | Module 5 | Module 5 | Module 5 | Module 5 | Module 5 | Module 5 | Module 5 | Module 5 | Practicum |
| Wed (5--9) | Module 8 Health & Safety | Module 8 | Module 8 | Module 8 | Module 8 | Module 8 | Module 8 | Module 8 | Module 8 | Practicum |
| Thur (5--9) | Module 2 Human Development | Module 2 | Module 2 | Module 2 | Module 2 | Module 2 | Module 2 | Module 2 | Module 2 | Practicum |
| Fri (5--9) | | Module 10 | Module 5 | Module 8 | Module 2 | Module 10 | Module 5 | Module 2 | Practicum | Practicum |

| | Wk 11 | Wk 12 | Wk 17 | Wk 18 | Wk 13 | Wk 14 | Wk 15 | Wk 16 | Wk 19 | Wk 20 | Wk 21 |
|--------------------|-----------|-----------------------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|----------|----------|
| Date | 20-24Sep | 27-1 Oct (Term Break) | 4-8 Oct | 11-15 Oct | 18-22 Oct | 25-29 Oct | 1-5 Nov | 8-12 Nov | 15-19 Nov | 22-26Nov | 29-3Dec |
| Mon (5-9) | Practicum | Term Break | Module 10 | Module 10 | Module 10 | Module 10 | Module 10 | Module 10 | | | |
| Tue(5--9) | Practicum | Term Break | Module 5 | Module 5 | Module 5 | Module 5 | | | | | |
| Wed (5--9) | Practicum | Term Break | Module 8 | Module 8 | Module 8 | Module 8 | Module 8 | Module 8 | Module 8 | Module 8 | Module 8 |
| Thur (5--9) | Practicum | Term Break | Module 2 | Module 2 | | | | | | | |
| Fri (5--9) | Practicum | Term Break | Module 8 | Module 10 | Module 5 | Module 2 | Module 8 | Module 10 | Module 8 | | |

Important Dates

| Semester Dates | Start | Finish | Study Weeks |
|-----------------------|--------------|---------------|--------------------|
| Semester 1 | 8/02/10 | 2/07/10 | 19 |
| Practicum I | 19/04/10 | 30/04/10 | 2 |
| Semester Break | 5/07/10 | 09/07/10 | 1 |
| Semester 2 | 12/07/10 | 3/12/10 | 17 |
| Practicum II | 06/09/10 | 24/09/10 | 3 |
| Term 3 Break | 27/09/10 | 1/10/10 | 1 |

| Important Dates & Public Holidays | |
|--|------------------|
| 1/02/10 | Auckland Day |
| 6/02/10 | Waitangi Day |
| 2/04/10 | Good Friday |
| 5/04/10 | Easter Monday |
| 25/04/10 | Anzac Day |
| 7/06/10 | Queen's Birthday |
| 25/10/10 | Labour Day |

6. Course Structure

The course is structured so that there is a mixture of contact learning, programme-directed learning, homework, projects, and assessments. In addition to various projects, students are also required to carry out practical work. A work-place learning component will also be required in some courses. Teaching is structured to ensure a balanced mix is achieved between theory and practical components.

When you pass all assessments in this course, you will have met all academic requirements for this course. All of the unit standards in this course can be viewed on the NZQA website, at the following address: www.nzqa.govt.nz. A Unit Standards folder is available in your classrooms containing all the relevant unit standards and their contents. To view this list, please ask your Lecture for a copy.

This programme is comprised of 1,260 learning hours. Learning hours for this programme are divided into the following components:

Classroom Contact Hours: 20 hours per week

Self-Directed Study: 20 hours per week

Please note that due to a variety of unforeseen circumstances, there may be slight variations in the distribution of learning hours.

This programme (ECE L5) is composed of the following units:

Course Units

| Module Name | NZQA Unit | Name | Level | Credit Value |
|--|-----------|---|-------|--------------|
| Module 1: Child Development | 10026 | Child Development | 3 | 5 |
| Module 2: Human Development | 10029 | Human Development | 6 | 10 |
| Module 3: Learning for Young Children | 9302 | Demonstrate knowledge of learning for young children | 5 | 6 |
| | 10014 | Participate in young childrens play | 3 | 8 |
| | 9312 | Implement observation techniques in early childhood educational practices | 5 | 5 |
| Module 4: Partnerships with Families and Whanau | 9694 | Interpersonal Communications | 3 | 4 |
| | 9331 | Partnership with family/Whanau in an ECE setting | 6 | 5 |
| | 20406 | Benefits of effective commications | 3 | 4 |
| | 9332 | Facilitate care arrangements with parents | 6 | 5 |
| Module 5: Families in New Zealand | 12734 | Families and ECE | 4 | 3 |
| | 10036 | Parenthood and Childrearing Practices | 4 | 4 |
| | 20407 | Diverse families – Cultural Sensitivities | 4 | 5 |
| Module 6: Early Childhood Services in New Zealand | 10034 | Early childhood services in New Zealand | 3 | 2 |
| | 10611 | Affiliated organizations EC Services | 5 | 4 |
| Module 7: Teacher Identity | 9293 | Teacher identity | 6 | 6 |
| Module 8: Health and Safety in ECE | 6632 | Nutrition | 2 | 5 |
| | 9321 | Safe supervision | 5 | 3 |
| | 9325 | Environment that enhances young children’s health | 4 | 3 |
| | 10025 | Protection of young children from abuse | 3 | 2 |
| | 9324 | Emergency plans and procedures | 5 | 4 |
| Module 9: Ethics and ECE | 10032 | Ethics | 3 | 3 |
| | 10033 | Regulations | 5 | 4 |
| | 9301 | DOPs | 5 | 6 |
| | 9297 | Teacher Safety and Protection | 6 | 4 |
| | 12735 | Home-based care | 4 | 2 |
| Module 10: Early Childhood Curriculum | 9306 | Te Whariki | 5 | 5 |
| | 9314 | Programme Planning | 5 | 5 |
| | 21327 | Intervention Programmes | 4 | 4 |
| Total Credit Value | | | | 126 |

7. Timeline

Course Calendar: Delivery Dates and Assessment Schedule

| <i>Week</i> | <i>Module</i> | <i>Dates – Week Starting</i> |
|-------------|--------------------------------------|------------------------------|
| 1 | Module 9 Module 1 Module 3 Module 4 | 08/02/10 |
| 2 | Module 9 Module 1 Module 3 Module 4 | 15/02/10 |
| 3 | Module 9 Module 1 Module 3 Module 4 | 22/02/10 |
| 4 | Module 9 Module 1 Module 3 Module 4 | 01/03/10 |
| 5 | Module 9 Module 1 Module 3 Module 4 | 08/03/10 |
| 6 | Module 9 Module 1 Module 3 Module 4 | 15/03/10 |
| 7 | Module 9 Module 6 Module 3 Module 4 | 22/03/10 |
| 8 | Module 9 Module 6 Module 3 Module 4 | 29/03/10 |
| 9 | Module 9 Module 6 Module 3 Module 4 | 05/04/10 |
| 10 | Module 9 Module 6 Module 3 Module 4 | 12/04/10 |
| 11 | Practicum | 19/04/10 |
| 12 | Practicum | 26/04/10 |
| 13 | Module 9 Module 6 Module 3 Module 4 | 03/05/10 |
| 14 | Module 9 Module 6 Module 3 Module 4 | 10/05/10 |
| 15 | Module 9 Module 7 Module 3 Module 4 | 17/05/10 |
| 16 | Module 9 Module 7 Module 3 Module 4 | 24/05/10 |
| 17 | Module 9 Module 7 Module 3 Module 4 | 31/05/10 |
| 18 | Module 9 Module 7 Module 3 Module 4 | 07/06/10 |
| 19 | Module 9 Module 7 Module 3 Module 4 | 14/06/10 |
| 20 | Module 9 Module 7 Module 3 Module 4 | 21/06/10 |
| 21 | Module 9 Module 7 Module 3 Module 4 | 28/06/10 |
| 22 | Semester Break | 5/07/10 |
| 23 | Module 10 Module 5 Module 8 Module 2 | 12/07/10 |
| 24 | Module 10 Module 5 Module 8 Module 2 | 19/07/10 |
| 25 | Module 10 Module 5 Module 8 Module 2 | 26/07/10 |
| 26 | Module 10 Module 5 Module 8 Module 2 | 02/08/10 |
| 27 | Module 10 Module 5 Module 8 Module 2 | 09/08/10 |
| 28 | Module 10 Module 5 Module 8 Module 2 | 16/08/10 |
| 29 | Module 10 Module 5 Module 8 Module 2 | 23/08/10 |
| 30 | Module 10 Module 5 Module 8 Module 2 | 30/08/10 |
| 31 | Practicum | 06/09/10 |
| 32 | Practicum | 13/09/10 |
| 33 | Practicum | 20/09/10 |
| 34 | Break | 27/09/10 |
| 35 | Module 10 Module 5 Module 8 Module 2 | 04/10/10 |
| 36 | Module 10 Module 5 Module 8 Module 2 | 11/10/10 |
| 37 | Module 10 Module 5 Module 8 | 18/10/10 |
| 38 | Module 10 Module 5 Module 8 | 25/10/10 |
| 39 | Module 10 Module 8 | 01/11/10 |
| 40 | Module 10 Module 8 | 08/11/10 |
| 41 | Module 8 | 15/11/10 |
| 42 | Module 8 | 22/11/10 |
| 43 | Module 8 | 29/11/10 |

Note: Delivery and assessment dates are a guide and may be subject to change.

8. *Course Hours*

RCDC's course is scheduled to run as indicated below, however, each course has slightly different timetable. Monday to Friday from 5.00pm to 9.00pm. (Lecture and Tutorial Hours)

There are two 15-minute breaks scheduled; the first to be during the first half of class and the last during the second half of the class.

Please note that due to a variety of unforeseen circumstances, there may be slight variations in start and end times. Your Lecturer will inform you of any variations. RAFFLES COLLEGE OF DESIGN AND COMMERCE reserves the right for any changes.

Policy Note: Regular attendance is required for you to gain full benefits from your chosen course. We expect to be informed if you are going to be absent from class. Our classes are small to enable the best learning opportunities for you. Please arrive on time, as late entries are disruptive to other students.

The School has an 80% attendance policy for all students. Student attendance will be monitored on a daily basis in accordance with the following guidelines.

Late Arrivals: Classes close 15 minutes after the regularly scheduled start time. Students arriving after this time will be considered late. Lecture doors will be locked after 15 minutes of start time. Please wait for the next session before you enter the class to avoid disruption to the class.

Early Departures: Students leaving class early, without prior Lecturer's approval, will be marked absent for the day.

Students At Risk: Students with 3 or more consecutive absences or an ongoing pattern of chronic absences will be considered "at risk". Student Services is responsible for monitoring and providing interventions for "at risk" students.

Involuntary Withdrawal: The process through which a student may be involuntarily withdrawn from RCDC as a result of non-attendance and/or chronically poor attendance.

Students Attendance Requirement:

For International Students : RCDC is required by law to report any international students whose attendance falls below 80%.

For Domestic Students : The school will inform Study Link to suspend your student allowance if your attendance falls below 80%. The school has the right not to reinstate the student allowance if we do not see any progress in the overall attendance.

Please call the Student Services Manager (3691906) if you will be late or absent. She will advise your Lecturer accordingly.

9. Assessment

Assessment System

As a student, you will be assessed against Unit Standards set by the New Zealand Qualifications Authority (NZQA). At the end of your course, your outcomes will be sent to NZQA in Wellington. An official record of learning will be issued to you every term.

Summaries of Learning and report assessment outcomes will be reported to NZQA when:

1. Students meet all certification standards;
2. Students fail to gain certification but have met at least one unit standard; and
3. Students who withdraw or are withdrawn, but who have met at least one unit standard, have paid their fees in full and have no other funds owing to Raffles College of Design and Commerce.

We are committed to carrying out fair, valid and consistent assessments to help you to achieve competency in your field. All assessments are internally and externally moderated to ensure the above policy goal is met.

Students are expected to turn their assessments in on time. All work turned in for assessments are the property of the College and may be retained for quality assurance, auditing, and legal purposes. Students are responsible for making their own copies of their assessments and other work turned in. The college **will not** duplicate a copy of your assessment or return any assessment after completion of your programme.

Lecturers are expected to complete their marking within 10 days after an assessment is due. Students handing in late assignments will be assessed according to the Late Assessment Policy. Each assessment completed requires a signed authenticity statement from the student to say it is his or her own work.

Late Assessment Policy

You are expected to turn your assessments in on time. Assessments turned in after the due date, will be considered “Late”. All late assessments will receive an initial mark of “Yet To Achieve/Fail”. **A penalty of NZ\$100.00 per assessment** will be charged on all late submissions after the assessment due date. The late submission must be made within a week from the assessment due date.

Failed Assessment/Resit policy

If you have submitted your assessments on time and obtained a “Yet To Achieve/Fail” grade, you are able to re-sit the assessments (Not applicable to students with Late Assessment). You are required to pay a re-sit fee of **NZ\$100.00 per assessment**. **All re-sit assessments must be submitted within one week from the release of results.**

Students with 2 or more “Yet To Achieve/ Fail” grade within one semester will not be allowed to continue the programme. You are required to repeat the semester and achieve a “Pass” grade in order for you to proceed to the next semester.

Students who fail practicum on the first attempt may be allowed to make a second attempt. For the second attempt, you will incur the following charges:

- 2-week practicum - \$150 and Visiting Tutor’s fee for 2 hours
- 3-week practicum - \$200 and Visiting Tutor’s fee for 2 hours

Academic Dishonesty

The School considers academic dishonesty a serious offence. Academic dishonesty means an action or practice which may compromise, circumvent or otherwise defeat the purposes of assessment, and includes, but is not limited to –

- Cheating;
- Plagiarism;
- Collusion; or
- Assisting or attempting to assist any other student to cheat or act dishonestly in any way.

Any student caught engaging in academic dishonesty will:

- Receive a fail mark for the assessment, examination, or test involved. A future re-sit may be granted at the discretion of the Academic Director, provided the student has maintained at least an 80% attendance rate, has no overdue assessments, and has demonstrated a positive attitude towards the school and in the classroom; and
- Be issued a warning letter stating that any future infractions will result in immediate dismissal from the School.

Assessment Appeals

It is your right to ask for re-mark of your assessment and exams result. To do this, follow these steps:

1. Requests for re-marks must be made **within 2 weeks of receipt of mark**.
2. Admin fee of NZ\$30.00 must be made upon request of assessment appeals.
3. See the Lecturer and ask for an explanation on the marks you received. If there is no resolution, request a re-mark.
4. Lecturer will reconsider mark issued and either confirm the initial results or issue a revised mark.
5. If you are not satisfied with the outcome, request a review from the Academic Director. Request must be in writing and state the grounds on why you believe the Lecturer has made an error.
6. The Academic Director, at his/her discretion is entitled to seek an opinion from the industry or NZQA.
7. If you are not satisfied with the outcome, appeal to the College Director.
8. If not satisfied with the outcome, you may want to consider filing an official complaint with NZQA at this stage. See the complaint procedures section in this booklet.

Certification

You will receive the qualification you enrolled for and you will graduate when you have completed all programme requirements. These are:

1. Pass all the NZQA unit standards for the qualification you enrolled for.
2. 100% payment of all fees and charges owing to Raffles College of Design and Commerce.

Qualifications will be withheld for:

1. Unfinished unit standards.
2. Academic Dishonesty.
3. Withdrawal from the programme before it finishes.

9. *Kit List*

It is compulsory for students to purchase the required Course Related items specified in your orientation folder. Apart from that, you are also required to have the following:

Pens/Pencils

Notepads

UBS Flash Drive (highly recommended) 1Gb or better

Items specified by your lecturers.

Photocopies

Printing and photocopying service are available for you in the College. You will be issued a Student id and password to access this service. Depending on your requirement of your programme, you are allocated a printing quota which is sufficient for your projects.

If you exceed your quota, you will need to top up your account with our Receptionist. Minimum top up value is in multiple of NZ\$5.00.

Any printing and photocopying exceeding a student's quota will be subject to the following charges:

| Print Size/Colour | Printing Charge |
|--------------------------|------------------------|
| A4 Black and White | 10 cents per copy |
| A4 Colour | 40 cents per copy |
| A3 Black and White | 20 cents per copy |
| A3 Colour | 80 cents per copy |

10. Support Resources

Assessment Appeals

Appeals against assessment results will, in the first instance, be to the Lecturer. If the student and Lecturer cannot reach agreement the Programme leader will consider the appeal. All appeals must be made in writing, stating the reasons/grounds why a remarking is warranted. In general, the assessed work will be remarked by another Lecturer qualified to assess it. If satisfaction is not reached, the case will be referred to the Academic Director. Where the student wishes to make a complaint about *RAFFLES COLLEGE OF DESIGN AND COMMERCE* appeal procedures, the student will be referred to the New Zealand Qualifications Authority:

New Zealand Qualifications Authority

P.O. Box 160

Wellington

Phone: (04) 463 3000

Fax: (04) 463 3112

Problems and Complaints

Internal Processes

RAFFLES COLLEGE OF DESIGN AND COMMERCE encourages a non-adversarial approach to the resolution of complaints. It is recognized that open relationships are required for the achievement of the College's goals.

Initially, students should discuss their complaints with their Lecturer on an individual basis. If this does not resolve the complaint, students should take the complaint to the Programme Manager. If the complaint can not be resolved at that level, it may be elevated to the Academic Director for academic issues and to the Centre Director for operational issues. If a complaint cannot be resolved at the Director level, it may be elevated to the CEO.

Complaints relating to the actions of specific academic staff members must be made directly to the Academic Director. Complaints relating to the actions of specific administrative staff members must be made directly to the Centre Director. The appropriate Director will take up the matter with the staff member concerned before arranging a meeting that includes both parties, in an attempt to resolve the matter.

External Bodies

All students are advised of their re-course to the following external bodies if they are unable to resolve grievances through internal procedures:

NZQA

The Human Rights Commission

The Race Relations Tribunal

IEAA - For International Students - Details later in this document.

What is the International Education Appeal Authority (IEAA)?

The IEAA is an independent body established to deal with complaints from international students about pastoral care aspects of advice and services received from their educational provider or the provider's agent.

The IEAA enforces the standards in the Code of Practice.

How can I contact the IEAA?

You can write to the IEAA at:

The International Education Appeal Authority
Tribunals Unit
Level 1, 86 Custom House Quay
Private Bag 32001
Panama Street
Wellington

Tuition and Fees Protection

Please refer to your Student Handbook for detailed information pertaining to protection of your fees.

Health Services

Students are not entitled to publicly funded health services in New Zealand unless they are:

- A New Zealand Citizen or New Zealand Resident
- A resident or citizen of Australia, or
- A national of the United Kingdom in New Zealand, or
- The holder of a temporary permit that is valid for 2 years or more.

Accident Insurance

The Accident Compensation Corporation provides accident insurance for all New Zealand citizens, permanent residents and temporary visitors to New Zealand. International students are required to provide their own medical insurance. Please refer to your Student Handbook for more specific information. Further information can be viewed on the ACC website at <http://www.acc.co.nz>

WELFARE SUPPORT SERVICE FACILITIES

Asian Health Support Services:
Ph: 486 8347

Mental Health Foundation:
Ph: 300 7010

Pregnancy Helpline:
Ph: 373 2599

Gambling Problems:
Ph: 366 6040
Ministry of Transport:
Tel: +64 9 379 0070
Fax: +64 9 379 0073
Email: info@transport.govt.nz
Website: www.transport.govt.nz

Auckland Regional Public Health Service
Ph: +64 9 623 4600
Email: arphs@adhb.govt.nz

Ministry of Health
Ph: +64 9 580 9000
Fax: +64 9 580 9001

Auckland DHB
Ph: +64 9 262 1855
Fax: +64 9 630 7431
Email: resourcecentre@adhb.govt.nz

The Ministry of Justice
Ph: +64 9 918 8800
Facsimile: +64 4 918 8820

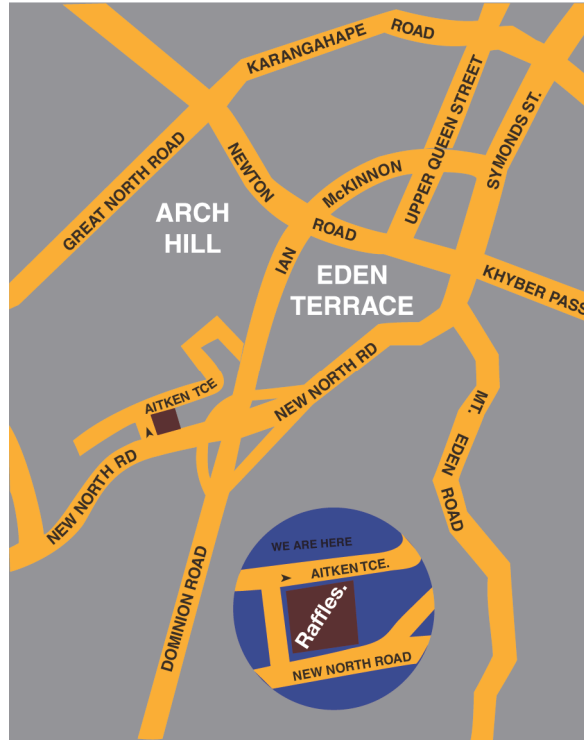
New Zealand Police
Emergency calls
Ph: 111
Ph: (09) 302 6400

The Department of Internal Affairs
Ph: +64 4 495 7200
Freephone: 0800 22 52 52

The International Appeal Authority
(IEAA)
Tribunals Unit
Level 1, 86 Custom House Quay
Private Bag 32001
Panama Street
Wellington
Ph: + 64 4 462 6660
Email: ieaa@justice.govt.nz
Website: www.minedu.govt.nz

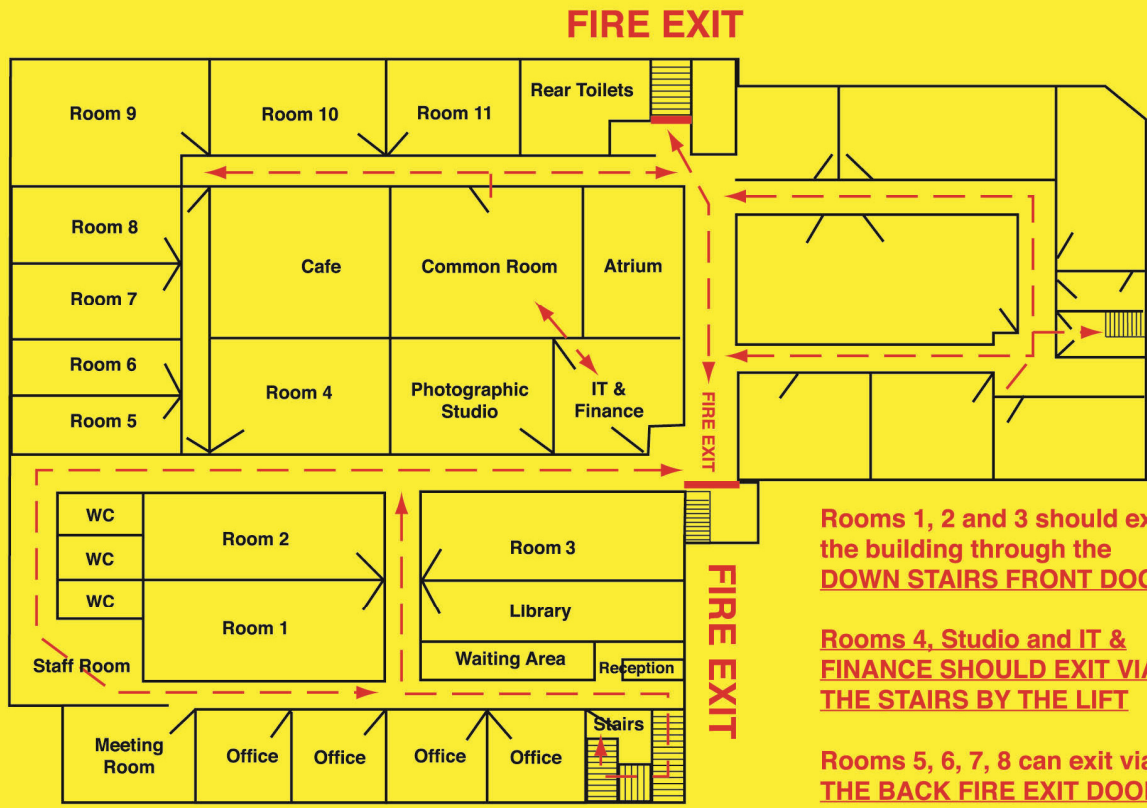
11. Location and Emergency Evacuation Map

Site Location Map



Emergency Evacuation Map

FIRE ESCAPE PLAN



Rooms 1, 2 and 3 should exit the building through the DOWN STAIRS FRONT DOOR

Rooms 4, Studio and IT & FINANCE SHOULD EXIT VIA THE STAIRS BY THE LIFT

Rooms 5, 6, 7, 8 can exit via THE BACK FIRE EXIT DOOR or THE STAIRS BY THE LIFT

Rooms 9, 10, 11 exit via THE BACK FIRE EXIT

IMPORTANT: If your exit is blocked by fire use an alternative!



- 1) Assemble at the far end of the Carpark
- 2) Assemble in your classes so that a roll check may be done.

STUDENT LEARNING AGREEMENT

Please keep this copy for your reference

Congratulations. You have been accepted onto your programme and have completed the induction process. This document is a binding contract between you, the “Student” and Raffles College of Design and Commerce, the “Tertiary Institution”. Its purpose is to ensure you understand the Rules and Regulations of Raffles College of Design and Commerce, and your responsibilities during your course of study. Please note that failure to sign this agreement by the end of the first week of your course will result in you not being able to continue your course. Please see your Lecture or the Student Services Manager if you have any concerns regarding this agreement or any aspects of the Raffles College of Design and Commerce Student Handbook and the Course Handbook relating to your programme of study.

Your Enrolment documentation, the RCDC Student Handbook, and the Course Handbook relating to your programme form the basis for this Learning Agreement. RCDC will take all reasonable steps to provide the highest possible quality of service in meeting its obligations, as stated in the College’s documentation.

It is noted, however, that from time to time, changes may take place in the timetables, teaching staff, equipment used and teaching systems, due to unforeseen events such as emergencies, acts of God, or organizational changes. In light of this, you will be notified of such changes and any subsequent effects resulting from them within a reasonable time frame.

AGREEMENT

I, _____(student), agree that I will:

1. Pay my fees when they fall due, and understand that failure to pay my fees will result in withdrawal.
2. Receive, read, understand and agree with everything outlined in the Raffles College of Design and Commerce Student Handbook and Course Handbook relating to the course I have enrolled for.
3. Understand that failure to meet standards relating to attendance, behaviour, conduct, assessment and participation as stated in the Raffles College of Design and Commerce Handbook and Course Guidelines will constitute a breach of this Agreement and subsequently affect my ability to complete my course.
4. Understand that any breach of this Agreement will result in the implementation of disciplinary action and potential dismissal from the Institution.
5. Be committed to my Learning Agreement for the full duration of the course in which I am enrolled.

SIGNATORIES

Signed (Student)

Date

Signed (Staff Member, RCDC)

Date