



Australian College of
Christian Studies

Vocational Education and Training

Student Guide and Handbook

Domestic Students

© Australian College of Christian Studies
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1.0 Introduction

It is our pleasure to warmly welcome you as a student at Australian College of Christian Studies (ACCS). We are delighted that you have responded to the call of God upon your life, and taken this important step to prepare yourself as thoroughly as you can to fulfil God's will for your life in your chosen ministry.

1.1 The Purpose of This Guide

Prior to signing any agreement with ACCS to enrol in one of our study programs and in order to formally commence studying at ACCS it is essential that you carefully read the policies and procedures in this student handbook and tick the relevant box on the enrolment form. In so doing, you agree to abide by the policies and procedures set by ACCS.

This handbook has been developed to answer questions about ACCS and help you understand some essential information about the overall college program and courses. This handbook also contains specific information about your rights and responsibilities as a student studying in Australia on a student visa. Under Government regulations all students studying with Registered Training Organisations must be aware of the information listed in this handbook. This Handbook provides information on:

- Accreditation status
- Arrangements for the recognition of prior learning
- How the course articulates other training involvement Policies on assessment, grading, resubmission of work etc.
- Qualification / Certification to be issued on completion or partial completion of the course studied
- Conditions of refund of fees
- Arrangements for the protection of students' funds
- Withdrawal arrangements
- Students' rights and responsibilities
- Internal and external complaint/appeal processes
- Conditions under which tuition may be terminated

This handbook should be read in conjunction with your letter of offer

We pray that your study experience with us will be rewarding and satisfying and will greatly enhance your future development.

1.2 Contact Details:

ADDRESS	Level 2 29 George St, BURWOOD NSW 2134 / PO Box 1101 BURWOOD 2134
OFFICE HOURS	Monday to Friday 8.30am to 5.00pm
PHONE	02 8775 312
STAFF EMAILS	
Principal/VET Coordinator, Dr Leonard J Smith	len.smith@ccs.edu.au
Dean of Academics, Dr David Smith	david.smith@ccs.edu.au
Dean of Studies Dr Paul Porta	paul.porta@ccs.edu.au
Head of Theology, Dr Xavier Lakshmanan	xavier.lakshmanan@ccs.edu.au
Dean of Students, Dr Paul David	paul.david@ccs.edu.au
Head of Counselling, Kerrie Merchant	kerrie.merchant@ccs.edu.au
Head of Counselling (Korean), Byung Kim	byung.kim@ccs.edu.au
Technology, Winston Cole	winston.cole@ccs.edu.au
Accounts, Pam Loneragan	accounts@ccs.edu.au
Librarian, Michelle Liu	librarian@ccs.edu.au
Administration (Korean), Eun-Soon Park	eunsoon.park@ccs.edu.au
Administration and Enquiries	info@ccs.edu.au
Student Services, Marilyn Smith	merilyn.smith@ccs.edu.au

Who do I see if I want to know about:

- being admitted to a course or enrolling at ACCS [Dean of Students – Dr Paul David](#)
- changing my enrolment [Dean of Students – Dr Paul David](#)
- my tuition fees or other monies [Dean of Students – Dr Paul David](#)
- actually paying my fees or other monies [Accounts – Pam Loneragan](#)
- personal problems [Dean of Students – Dr Paul David](#)
for referral to the
campus counsellor if required
- the library and online study resources [Librarian – Michelle Liu](#)
- information technology problems [IT Support – Winston Cole](#)
- interpreting this handbook [Dean of Students – Dr Paul David](#)
- student support [Student Support – Marilyn Smith](#)

2.0 Accreditation

ACCS is a dual sector provider which means the we offer vocational and higher education qualifications.

2.1 Tertiary Education Quality Standards Agency (TEQSA)

ACCS is a registered and accredited Higher education Provider with the Tertiary Education Quality Standards Agency (TEQSA) for the delivery of its undergraduate and postgraduate awards. For more information on TEQSA please visit their website at <http://www.teqsa.gov.au/>.

Our registration and approval details:

Provider Name: Australian College of Christian Studies Ltd
Provider ID: PRV12047

2.2 Australian Skills Quality Authority

ACCS is a Registered Training Organisation (RTO) registered with National VET Regulator, Australian Skills Quality Authority (ASQA) to deliver vocational qualifications in ministry and theology. For more information on ASQA please visit their website at <http://www.asqa.gov.au/>.

Our registration and approval details:

RTO Name: Australian College of Christian Studies Ltd
National Code: 91402

2.4 Commonwealth Register of Institutions and Courses for Overseas Students (CRICOS)

ACCS is also approved to deliver education services to students studying in Australia on student visas. The Education Services for Overseas Students (ESOS) Act and Regulations set out requirements for onshore delivery of education to overseas students studying in Australia. The ESOS Act includes the National Code of Practice for Registration Authorities and Providers of Education and Training to Overseas Students 2007 and the National standards for ELICOS providers and courses.

Only providers who are ASQA compliant and whose courses are registered on the Commonwealth Register of Institutions and Courses for Overseas Students (CRICOS) can offer courses to international students to study in Australia on a student visa.

CRICOS Provider Name: Australian College of Christian Studies Ltd
CRICOS Provider Code: 03775M

2.2 Membership

Member Institution of the Sydney College of Divinity and teaches their awards



Member of the Independent Higher Education Australian



Council of Deans of Theology



3.0 Course Information

3.1 Strategy for Course Structure and Development - including the goal of equipping holders of an ACCS VET qualification to be suitable candidates for ministry involvement.

ACCS has developed its awards and courses in consultation with the broader Christian community, as well as Christian Community Churches of Australia constituency. The college's purpose is to train students for church related ministry and vocation, and to this end the development of the college's program is ensured through monthly meetings of the college's board. This body is comprised of Christian Community Churches pastors and leaders, who, together with the College's Academic Board, are responsible for monitoring the quality, relevance and delivery of Australian College of Christian Studies awards and units, as well as regular consultation with industry to assure that our programs meet industry standards. Australian College of Christian Studies offers the following courses:

10742NAT Certificate IV in Christian Ministry and Theology

10743NAT Diploma of Christian Ministry and Theology

3.2 Employability Skills

All students completing an ACCS VET qualification will have the following Employability Skills embedded into their program:

- Communication
- Learning
- Planning and Organising
- Problem solving
- Technology
- Teamwork
- Enterprise

Follow the following website to see the expansion of these for your course.
<http://employabilityskills.training.com.au/>

3.2 Location of Delivery of Courses

Most VET training is delivered by ACCS in our purpose designed facility on the second floor of 29 George Street Burwood, NSW 2134. Those students that have elected to attend the GLO training centre in Tasmania their training will be delivered at 20 King Street, Smithton, Tasmania, Australia.

3.3 Requirements for Acceptance into Vocational Course

Age Requirements

Prospective students must be eighteen years of age or older at the time of application.

Academic Entry Requirements

Completed Year 11 of an Australian high school or its equivalent. Or if a student is studying in a Language Other Than English (LOTE) they will be required to meet the Australian equivalence entry requirements. There is no English requirements for students studying in LOTE.

English Language Proficiency Requirements

Prospective students that have not completed their secondary schooling where courses have been delivered and assessed in English must demonstrate an equivalent level of English language proficiency. This can be demonstrated through an Academic or General IELTS (international English Language Testing System) overall result of 5.5 or its equivalent; or other such qualification delivered and assessed in English, or other evidence deemed equivalent by the Registrar.

Verification and Assessment of a student's qualifications, experience and English language proficiency appropriate to the course

It is College policy to sight original documents (or certified copies) in the case of degree testamurs and/or transcripts, related academic awards, and, where relevant, character references, employers' testimonials, and certification or licences to practice where professional registration bodies are relevant. This practice equally applies to students who apply for the award of advanced standing (other than former students or alumni of the College). The sighting of the original documents is part of the mandatory interview process.

Processing Overseas Qualifications:

Where necessary, the Registrar verifies the authenticity and Australian equivalence of overseas qualifications through Australian Education International (AEI– NOOSR) within the Department of Education, Science, and Training. These are appraised under a threefold procedure:

- 1 referral to AEI-NOOSR directories or officers for advice is the starting point for all applications for student admission that are predicated on overseas qualifications;
- 2 where sufficient information or advice from AEI-NOOSR is either insufficient or obtainable in relation to the relevant qualification(s), such applications are eligible for consideration under the College's Special Admissions policies (such as mature-age or social disadvantage); and
- 3 the Registrar will meet with the VET CVET Coordinator for appraisal, or advice or determination.

4.0 Academic Administration

4.1 Admission

Admission to Australian College of Christian Studies is determined by application. In deciding whether or not to admit a student, the college admissions committee will take into account:

- Satisfactory fulfilment of academic admissions requirements (refer above);
- The application form and its content.

The college retains the right to refuse admission to a program if the student is deemed to be unlikely to cope academically, or if the application form or character reference indicates that a student is likely to struggle with college life and college discipline.

4.1.1 Admission and Anti-discrimination

Within the guidelines for admission set out above and under the requirement of the 1977 NSW Anti-Discrimination Act and 1984 Commonwealth Sex Discrimination Act, Australian College of Christian Studies will not deny any applicant admissions into any program on the basis of sex, age, race, colour, national origin, denomination or physical disability, nor will any student be disadvantaged or privileged on similar grounds.

The single area of discrimination that occurs in the school is on the basis of religion. The following excerpts from the Anti-Discrimination Act Applies:

Single sex, religion, etc. education institution

1. An education authority that operates, or proposes to operate, an educational institution wholly or mainly for students of a particular sex or religion, or who have a general or specific impairment may exclude:
 - a. applicants who are not of the particular sex or religion; or
 - b. applicants who do not have a general, or the specific impairment.
2. The Act does not apply in relation to:
 - a. the ordination or appointment of priests, ministers of religion members of a religious order; or
 - b. the training or education of people seeking ordination or appointment as priests, ministers of religion or members of a religious order; or
 - c. the selection or appointment of people to perform the functions in relation to, or otherwise participate in, any religious observance or practice; or
 - d. unless section 29 (Educational or health related institution with religious purposes) or section 90 (Accommodation with religious purposes) applies – an act by a body established for religious purposes if the act is:
 - i. in accordance with the doctrine of the religion concerned; and
 - ii. necessary to avoid offending the religious sensitivities of people of the religion.

Admission Procedures:

The college will ensure the establishment of non-discriminatory student selection procedures, which encourage fair access to training programs for all members of society.

The college will ensure access and equity issues are considered during curriculum development and review.

The college will provide staff development and information to assist trainers / teachers who deliver courses to ensure they are aware of, and responsive to the special needs of learners.

A range of learning opportunities shall be provided, including night classes, day classes, e-learning education and flexible delivery to promote and encourage access to courses.

4.2 Enrolment

Enrolment occurs under the direction of the college registrar. It is the student's responsibility to be aware of the specific requirements of the program in which they are enrolled (refer above), and to select subjects that satisfy these enrolments. To help students in this process the college will arrange for an enrolment period (an enrolment day is allocated for campus students; an enrolment period is allocated for e-learning students) to be held before each semester, during which time:

- Students are able to interview faculty and discuss their academic program and subject choices;
- Students complete an enrolment form, selecting the subjects they will be undertaking during the next semester;
- A checklist is completed, monitoring the student's progress through the relevant academic program.

After face-to-face campus students have been enrolled, they will then proceed to accounts, where they will be issued with an invoice, which must be paid before commencing classes at the start of semester.

Students studying on-line are required to send in their tuition fee payment with their enrolment form and can request for an invoice to be posted to them prior to their enrolment, provided that the request falls within the allotted enrolment period.

Please refer to the *ACCS Vocational Enrolment Policy* and read it through it carefully. Please also read all the details on the enrolment form regarding withdrawals and changes to enrolments as should your circumstances change and you need to withdraw or make changes to your enrolment there may be financial implications.

4.2.1 Enrolment Dates

Please refer to the ACCS academic calendar for important dates. These dates may differ for each course, please check Australian College of Christian Studies website for the latest Calendar.

Enrolments will need to be delivered to the Registrars' Office by the enrolment due date. Students who live in close proximity to the campus are welcome to hand in their enrolment to reception. Otherwise,

students will need to send in their enrolment by post. Enrolments for continuing students received after this date will incur an administration fee (see fee schedule).

4.2.2 *How Long Does the Course Run For*

- The Certificate IV in Christian Ministry and the Diploma of Christian Ministry and Theology are both normally a 42-week full time program.

In general all courses will follow the semester dates as set in the calendar, however some short courses may vary. VET courses are generally delivered over three 12 week trimesters beginning in late February and ending in late November. Please check the calendar for actual dates.

4.2.3 *How do I Access online learning?*

As the majority of classes have an online support platform you will need to have regular access to a computer with a broadband internet connection. Computers with internet are also available at the college's library.

4.2.3.1 *Moodle*

Depending on the course you are enrolled in you may need to access to our on-line learning platform, MOODLE, even as a face to face student. You will be notified in your course subject booklet should this be required. For more information on Moodle visit the ACCS College Moodle website: <http://moodle.ACCS.edu.au/> and read through the 'How do I use Moodle' category.

Moodle provides access to course materials for students with internet access anywhere in the world. Moodle performs best using the below programs:

PC Users

- Internet Explorer (version 5.5 or later); or Firefox

Mac Users:

- Safari; or Firefox

If you do not use one of the above browsers and log into one of the tests or attempt to submit an assignment and it fails the College will not be responsible or allow you to retake the test or resubmit.

If you have any difficulties with Moodle or the college IT requirements please contact IT support at info@ccs.edu.au

4.2.4 *What Do I Do With My Assessments?*

Depending on the course you are enrolled in your assessments should be submitted using the method requested by your trainer. This may be via Moodle, email or by hand. Each item is due at the end of the week indicated (Saturday midnight of that week). For more information on matching dates with weeks please refer to the calendar.

After they have been marked, they will be returned to you.

If you have any problems using Moodle for submitting assessment items please contact Australian College of Christian Studies.

4.2.5 *Where is the Closest Library*

ACCS has a library at the Burwood campus available for current students of Australian College of Christian Studies. For more information email library@ccs.edu.au To find out the closest theological library to you, please contact us.

Also you could go the National Library of Australia website www.nla.gov.au/libraries and search for a library near you. HINT – use the ‘Use the map to find libraries in regional Australia’ link. Residents of NSW can gain access to the State Library of NSW electronic resources by becoming a member of the library at <http://www.sl.nsw.gov.au/>

4.2.6 *Students with Cross Credit or RPL from Other Colleges*

Students will need to provide a copy of their transcript to the registrar, and determine the extent and allocation of credit before enrolling. The student will then be able to devise a study program, in consultation with the registrar, which satisfies the course rules. ACCS will recognise nationally accredited awards and equivalent units completed through other RTOs.

Credit earned with other colleges will be evaluated by the Academic Board and accepted for transfer to Australian College of Christian Studies awards according to the formula established by the Academic Board. In certain instances, students may apply to the Academic Board for Recognition of Prior

Learning (RPL) for skills and knowledge obtained through informal education, work experience or life experience. Applicants are responsible for demonstrating that the skills and knowledge they have obtained through work or life experience, match the outcomes of the units in the accredited program. Students can obtain a copy of the RPL policy in full from the registrar’s office.

4.3 Fees

No student can commence classes unless enrolled module fees are paid. If, after the census date, a student’s module fees are not paid, or the student has not arranged for a deferred payment option (refer below), then the student will automatically receive a Not Yet Competent (NYC) result for the unpaid module/s and will be removed from class. Students who are unable to pay module fees may choose to contact the registrar and withdraw from their subjects before the census date to avoid this NYC result, a variation enrolment fee may apply. No online learning student will be able to access their studies unless their unit fee is paid.

Students are required to pay all outstanding fees prior to completion of their courses, otherwise ACCS retains the right not to issue a qualification.

4.3.1 Fee Schedule

Tuition Fees

- | | |
|--|----------|
| ▪ 10742NAT Certificate IV in Christian Ministry and Theology | \$430.00 |
| ▪ 10743NAT Diploma of Christian Ministry and Theology | \$524.00 |

Other Fees

- | | |
|--|-----------------------------|
| ▪ Library fine (per day per item overdue) | \$1 |
| ▪ Lost library item charge | Replacement cost (min \$50) |
| ▪ Lost or damaged item or equipment charge | Replacement cost |
| ▪ Student ID card replacement | \$30 |
| ▪ Transcript and/or Certificate | \$75 |

These fees are correct as of the 1st of January 2020 and are subject to change.

4.3.2 Application Fee

There are no Application Fees for Domestic students, International students are required to pay an application fee of \$300.

4.3.3 Enrolment Fees

Audit Fee

Students who wish to sit in a class and not participate in the assessment will be charged an audit fee. If they decide to complete the assessment, they may pay the difference and submit all assessment. This upgrade must be completed during the next semester, otherwise full module fees will apply.

Enrolment Variation Fee

Students wanting to change their enrolment in a specific subject after their initial nomination should request an appointment with the Registrar before completing the necessary paperwork. The completed *enrolment variation form* can be acquired from and returned to the Registrar, and will require approval from the academic board. Changes made after enrolment and before 14 days subsequent to the commencement of term will incur a fee for each such change. No changes can be made after the 14-day period.

4.3.6 Graduation Fees

Graduation Ceremony Fee

ACCS holds its official graduation in Sydney at around early March each year. Please contact the college to confirm exact dates. Participation in this involves a small fee which is payable to Australian College of Christian Studies.

Certificate Replacement Fee

Occasionally certificates and transcripts get lost. Students can order replacement or additional certificates or transcripts for a small fee

4.3.7 Student Card Replacement Fee

Students can request a replacement student card. A small fee will apply.

4.3.8 How Do I Pay Fees?

Students can pay by the following methods:

Cash

Students can make cash payments at reception during office hours.

Cheque

Cheques can be made to 'Australian College of Christian Studies,' and handed in at reception or mailed to the College.

Credit Card

Students can make credit card payments at reception or over the phone during office hours.

EFTPOS

EFTPOS payments are accepted at reception during office hours.

Direct Deposit

Students can make direct deposits into the college bank account, for more information on this please contact the college.

Please make sure that your name is clearly shown on the bank identifier, to enable the College to see who transferred the money. Once payment has been made please email info@ccs.edu.au to inform the college that payment has been made.

4.3.9 Protection of Fees

In accordance with Government regulations the College has made provision for the protection of student fees via Tuition Repayment Guarantee with the Stewards Foundation.

Contact details for Tuition Repayment Guarantee arrangements are:

Stewards Foundation of Christian Brethren (SFCB)
Level 3 29 George Street
Burwood NSW 2134
Phone 1300 728 227

4.3.10 Refund Policy

In the event of a student withdrawing from a VET unit of study on or before the administration date for that unit of study:

100% of tuition fees paid for that unit will be refunded to the student;

And the VET unit of study will not be shown on the student's transcript.

In the event of a student withdrawing from a VET unit of study after the administration date and on or before the census date for a unit of study:

A withdrawal fee of \$50 for each VET unit of study from which the student withdraws, will be payable by the student and will either be deducted from the paid tuition fees prior to a refund of tuition fees being paid or will be invoiced to the student and payable immediately;

And the VET unit of study will not be shown on the student's transcript.

In the event of a student withdrawing from a VET unit of study after the census date for a unit of study:

No refund is applicable;

And the VET unit of study will be shown on the student's transcript as Not Yet Competent.

Refunds will be paid within 28 days of the census date of the VET unit of study to which the withdrawal applies.

Special circumstances

A student who withdraws after the census date for a VET unit of study in special circumstances may apply to have these circumstances considered in regard to any decisions made.

4.3.10.1 Provider Default

Should Australian College of Christian Studies not commence the course on the agreed starting date, the course cease to be provided before it is completed or the course not be provided in full Australian College of Christian Studies will refund in full any course monies received from the student. This refund will be made within 2 weeks of Australian College of Christian Studies defaulting and will be accompanied by a statement that explains how the refunded amount has been calculated.

4.3.10.2 Unsuccessful Visa Application

Should your application for a student visa prove unsuccessful any course costs paid in advance (excluding application fee) will be refunded.

4.3.10.3 Other Requests

Other requests for a refund will be considered for reasons of compassion and sickness on a case- by-case basis.

4.3.10.4 Refund Application

Should cause for a refund, as prescribed above, arise application for a refund should be made in writing to the college. Refunds will be made within four weeks from receiving the request for a refund.

4.4 Deferring, suspending and cancelling a course

Occasionally students face circumstances that require them to change their course.

4.4.1 *Deferring a Course*

Students can defer from their course at any time. However if this happens during a current enrolled module, normal withdraw fees will apply. Student can inform the college in writing of their intention to defer.

4.4.2 *Suspension or Cancellation from a Course*

Students may be asked to leave Australian College of Christian Studies for either of the following conditions:

- cheating or plagiarism.
- conduct that may be determined as bring the college into disrepute.

4.5 Student Behaviour

You should read and apply the Student Code of Conduct, contained in the Policies and Procedures Manual. Staff should expect students to be courteous and co-operative at all times.

If you find a student out of class at a time when you believe they should be in class, please investigate and take action if required.

Briefly, Australian College of Christian Studies expects students to:

- Behave in a proper manner, in order to ensure a happy and positive learning environment.
- Adhere to Australian College of Christian Studies policies and procedures.
- Show courtesy and respect to all Staff members and fellow students.
- Respect Australian College of Christian Studies Facilities, remembering other Staff and students need to use them, i.e. keep classrooms, equipment, toilets, student lounge, etc., clean and tidy.
- Not eat and/or drink in any classroom.
- Switch OFF mobile phones before entering a class.
- Arrive for class on time.

Trainers, as part of their conditions of employment, are expected to ensure students comply with the above and, if necessary, report any misbehaviour or misdemeanours to the Oordinator.

4.6 Class Attendance and Absences

Students enrolled in face-to-face mode are required to attend at least 80% of classes. Failure to meet this requirement could result in the students not meet the course requirements.

Attendance will be taken by the trainer for each face-to-face class and all absences will be reported to the Registrar. Attendance records are maintained for students.

4.6.1 Breaks

Where a class runs for more than three hours, teachers will arrange with their Students for a short break. However, only one break should be allowed and it should be kept to a minimum length, never exceeding 15 minutes (in fact, ideally much less than 15 minutes).

4.6.2 Exceptions

The only time an overseas Student may do less than full-time study is when they are repeating areas of their course (by DIBP permission) and these areas do not constitute full-time study.

4.6.3 Maintenance of Rolls & Instructors Reports

It is the responsibility of the Trainers to maintain their Student Roll.

4.6.4 Marking of Roll

The Trainers must mark the Roll and/or Instructors report at the very beginning of each of their classes – exceptions or delays are to be avoided. Students who are in class by that time are given a tick on the Roll next to their name, while the box next to the name of any Student not in class is crossed off. If a Student does not arrive on time, they are deemed late, do not receive a tick, and should be excluded from the class until after the next break. Trainers should mark the roll themselves, and must not hand the roll around their class to be marked by Students.

4.6.5 If a Student comes to Class Late with Extenuating Circumstances

If a Student comes to class late, but claims to have extenuating circumstances, they must not be marked as attending. It is not the Trainer's responsibility to assess the validity of a Student's reason for coming late, no matter what reason is given or evidence the Student provides. The Trainer may encourage the Student to stay for the rest of the class, if they feel it will not interrupt the class for the other Students.

4.6.6 The Principal's Responsibility

The Principal will ensure that all staff comply with roll marking procedures. If necessary, disciplinary action will be taken against any staff who jeopardise recording Students' attendance.

4.7 Academic Progress

Students are encourage to progress through their academic program at a rate that will ensure they complete their course within the normal duration.

4.9 Who Do I Contact if I am Having Problems?

Students are encouraged to discuss their progress with faculty members. Staff endeavour to maintain an open-door policy and to make themselves available to students as much as possible. Where problems arise that relate to their studies, students are encouraged to speak to the relevant lecturer(s) or Director of VET Programs who will seek to offer help or suggest an alternative avenue of help. Please refer to Moodle for lecturers' email addresses.

For all other academic enquiries, please contact the Registrars' Office. The best method of contact is via email: registrars@ccs.edu.au.

Students whose performance indicates the need for special assistance will normally be detected early in the course and offered academic support in accordance with the college's policy

The Registrar includes in his or her responsibilities the roles of Student Contact Office, Student Support Officer and Disability Officer. The purpose of these roles is to provide students who are struggling in academic or non-

academic areas a single person that they can approach for support and advice. The Registrar can refer you to appropriate means of support if your needs are not directly related to your studies. You can contact the Registrar by phone on 9876 4370 or by email: registrar@ACCS.edu.au

4.10 Transfer of Credit from other Colleges and Recognition of Prior Learning

Australian College of Christian Studies is required to recognise qualifications and statement of attainments issued by any other RTO. Students should provide evidence of qualifications and/or evidence of units completed. Students will only be given credit if the subjects are equivalent to those on offer through Australian College of Christian Studies. Students should submit their request for credit to the registrars' office. All other requirements for the Award must also be met.

In certain instances, students may apply for Recognition of Prior Learning (RPL) for skills and knowledge obtained through informal education, work experience or life experience. Applicants are responsible for demonstrating that the skills and knowledge they have obtained through work or life experience, match the outcomes of the units in the accredited program.

Students can obtain a copy of the RPL policy from <https://www.ccs.edu.au/accs-refund-policy/>

5.0 Assessment

5.1 What Do I Do with My Assessments?

Depending on the course you are enrolled in your assessments should be submitted using the method requested by your trainer. This may be via Moodle, email or by hand. Each item is due at the end of the week indicated (Friday of that week). For more information on matching dates with weeks please refer to the calendar.

If you have any problems using Moodle for submitting assessment items please contact info@ccs.edu.au

5.2 Who Do I Contact if I am Having Problems?

For module-content related material, you can contact your trainer/assessor. They are happy to help with questions regarding your module. Please refer to Moodle for trainers'/assessors' email addresses. They can also be contacted through our office on 02 9876 4370. For all other enquiries, please contact the Registrar.

5.3 Access to Records

Students will have access to their personal records anytime throughout the duration of their course. To access records please contact the registrar or course director.

5.4 Learning and Assessment Strategies

ACCS courses are assessed under the competency based training and assessment criteria established under the Australian Qualification Framework (AQF). Whilst the specific assessment detail is spelt out in each unit outline, the following principles apply to the assessment of all units:

Learning strategies and assessment have been devised in consultation with industry representatives.

Competency based assessment is vocationally oriented and skills based.

ACCS assessment will be directed to ensure that students are able to show evidence of satisfactorily achieving each outcome (or competency) established in the unit outline. Students will receive a 'Competent' (COM) or a 'Not Yet Competent' (NYC) as the outcome of the unit. Each unit or module contains several items of assessment. For information on grading See section 5.13.

5.4.1 Unit Grading System.

At the beginning of the module, students are told the context and purpose of the assessment and how they will be assessed. When appropriate, flexible assessment arrangements will be organised to help them complete the course.

When ministry training is to occur in the church environment (as is the case especially with field training modules), the nature of that training and assessment will be negotiated with the relevant organisation. ACCS will establish agreements with these churches and assemblies to ensure that there are clear guidelines adhered to when receiving student work placements for Australian College of Christian Studies.

All ACCS College trainers and assessors will have the Certificate IV in Training and Assessment (TAE40110).

Students are provided with feedback on the outcomes of their assessment.

The grading system for unit outcomes will be Competent (COM) and Not Yet Competent (NYC).

5.5 Nominal Hours and Assessment

Australian College of Christian Studies has developed its assessment packages based on 'nominal hours', defined as *the time to which each student is notionally committed*. Please refer to the VET Course Handbook for course related nominal hours.

5.6 Semester Workloads, Intensives & E-learning Modules

Full-time students can only enrol in the specified full-time load for the enrolled course. Students must apply to the Academic board to request increases to their enrolment over the specified full-time load. Amongst other things, the board will take into account the previous grades of the student when determining whether additional load that can be undertaken.

Students will be required to physically attend college for a minimum of 20 hours per week. This time will be dedicated to formal training. Additional time at the college may also be required for the

research and completion of assessment tasks.

5.9 Submitting Assessment

All students should submit their assessment using Moodle. If this is not possible, face-to-face students can submit their assessment items to reception, before the due date. Distance students who cannot submit using Moodle can email their assessment items direct to the trainer. It will be the students' responsibility to ensure their assessment has been received.

Assessments can also be submitted via post. The date of submission will be assessed by the post- date on the envelope. Assessment posted to the college will **NOT** be returned. However, a scanned copy of the marked assessment will be loaded onto Moodle. When posting assessment to college, please **DO NOT** place in a folder or individual sleeves. Staple the assessment item in the top left hand corner. Where the assessment is too large to be stapled please use a bulldog clip (or foldback clip).

5.10 Resits

If a student fails to achieve a COM overall in a unit, he or she will receive a permanent NYC on his or her record of studies. If the student then wishes to pass the unit, he or she must re-enrol and resubmit all forms of assessment required by the trainer/assessor. If approved by the relevant course director, and if the NYC grade was not the result of poor attendance, the student may not be required to attend classes.

5.11 Extensions & Late Assessment

Extensions of the Assignment deadline will only be granted on the following grounds:

1. Medical illness (certified by Doctor's Certificate);
2. Extreme Hardship;
3. Compassionate Grounds.

A Request for Extension form can be obtained online via Moodle and must be completed no less than 48 hours before the assignment is due and submitted to the trainer/trainer for approval.

Late assessment items will only be approved with reasonable explanation..

Extensions

The Usual Penalties for Late Assessment

Normally, a Student receives a penalty for handing in an assignment late. The penalty is set by the Principal as part of the Timetable, Delivery and Assessment Plan. In the case of exams, a Student who does not sit an exam on the scheduled date without an extension fails the exam outright.

Extensions

Extensions allow a Student to either hand an assignment in later than the due date, or sit an exam later than the scheduled date. Generally, the relevant Trainer will assess a Student's reason for an Extension, and no documentation is necessary unless the Extension decision is being appealed. Trainers should always remember that a Student's workload must be arranged in order for them to finish all a unit's/module's assessments by the time the unit/module is meant to end.

Legitimate Reasons for Receiving Extension

The only legitimate reasons for an Extension are:

- Incapacitating illness of the Student
- Incapacitating illness of a relative or friend, where the Student had to take care of the person
- Death of relative or friend
- Personal problems causing emotional distress
- Any other extenuating circumstance deemed valid by the Trainer

A Student cannot receive an Extension without first applying in writing for an extension.

Steps for Students seeking Extension

If a Student believes that they have a legitimate reason for receiving an Extension, they must apply for an extension in writing and give their request to the Trainer for consideration.

If the Student's claim is refused by the Trainer, they may ask the Student to come back when they have appropriate documentation for further consideration. If the Trainer approves the Student's claim, the Trainer must provide their dated and signed approval in writing and state the length of the Extension.

The Trainer will then photocopy the approval and explaining to the Student what they must do. The original will be attached to the Student File.

The level of concession

Extensions should be given rarely and should not allow too much time for submission.

Assessments allow students to fulfil that module's requirements. Extensions may sometimes make this more difficult to achieve. The level of extension should take this into account. Under no circumstances should any staff member give a student an 'indefinite' amount of time to finish an assessment – this would be both damaging to the student's distribution of assessments, and place them under risk of being reported to DIBP.

5.12 Special Needs Learning and Assessment

Students with special needs may receive assistance for learning and assessment, which will be determined on a case-by-case basis. Students applying for special consideration need to provide a statement from a health professional about their disability or illness, which also provides recommendations. Students will then meet with the Registrar to discuss issues of accommodation, which will then be submitted to the Academic Board for approval.

5.12.1 English Language Support

The ACCS Burwood campus provides at no further cost to enrolled students, English language and culture classes. These are delivered on a scheduled weekly basis.

5.13 Unit Grading System

The grading system for units outcomes will be Competent (COM) and Not Yet Competent (NYC).

Competent (COM)

Students have demonstrated the evidence to fulfil this competency.

Not Yet Competent (NYC)

Students have not yet demonstrated the evidence to fulfil this competency. It is likely that students have paid little attention to the requirements or have been inadequately prepared. **5.14 Assessment Grading System**

To help provide you with helpful feedback we have developed a grading system to show you how well you demonstrated the performance criteria. The grading system for most of the assessment will be Satisfactory (S) or Not Satisfactory (N). Various assessment items will be graded according to following scale.

Not Yet Satisfactory (N)

Students have not yet demonstrated the evidence to fulfil this assessment. It is likely that students have paid little attention to the requirements or have been inadequately prepared.

Satisfactory (S)

Students have fulfilled the evidence required for this competency. It is likely that students have kept within the designated expectations.

5.15 Assessment Feedback

Students will receive feedback in four general areas (depend on the type of assessment); Ideas, organisation, language and mechanics.

Ideas

The ideas cover the performance criteria. This determines whether the student will receive a NYC or COM.

Organisation

Further feedback is given on the organisation, was the assessment structured as instructed. Eg. For an essay, did it include an introduction and conclusion? Did the essay connect and have a logical flow?

Language

Feedback will be given on the level of the language, with reference to grammar and expression.

Mechanics

Feedback will be given on referencing and the bibliography, where required.

5.16 Assessment Item Resits

If a student receives an N on any given assessment item, the student may apply for an assessment item resubmission (See fee schedule). Students will be granted one free resubmission for their first enrolled unit. An application needs to be submitted within 14 days of receiving the initial grade. All resit work must be completed, handed in within two weeks after resit granted.

Procedures for Students who Fail

Definition of Failure

A student is deemed to be 'Not Yet Competent' in an assessment, until the period set for the relevant module is over. If a Student attempts an assessment and does not meet the minimum requirements, the Trainer or VET Coordinator may allow the Student to resubmit the assessment. Resubmissions only occur where the Trainer or VET Coordinator deems it appropriate, and is willing to ensure the integrity of the assessment is not jeopardised.

However, once the module in which the assessment was due is completed, the Student will be deemed to have failed that assessment unless the student can show extenuating circumstances.

Automatic Reprimand Failures

ACCS actively seeks to uphold the integrity of its Assessment Procedures. Students caught acting in a manner that does not uphold Assessment integrity are given an Automatic Reprimand Failure. This will be done by the VET Coordinator, in consultation with both the Principal and relevant Student's Trainer.

In the event that a Student receives an Automatic Reprimand Failure, the effects of this are:

- A result of 0% on that Assessment, pending resubmission.
- Appeal of Automatic Reprimand Failure is handled differently from a standard appeal.
- Recognition of them receiving an Automatic Reprimand Failure in both their digital and manual File.

The Student must resubmit for that assessment. The assessment may be altered by the VET Coordinator to protect its integrity (for example, it may become an exam). Resubmission is only possible where the reassessment will be completed before the relevant module ends.

5.17 Pre-submission review

Students are advised that asking the trainer to review any assessment prior to the formal submission is inappropriate and unfair to other students without that opportunity, unless the trainer has clearly established, in writing, this practice for all students in enrolled in the unit.

5.18 Appeals

The Principal will be accountable for the moderation of all student results, and for evaluating the comparability, validity and reliability of a markers judgment and student results across each student's assessment submitted for each term. The final results will then be published to students at the end of each term.

A student is free to appeal against the grade given in any assignment if he or she believes that some error in grading has occurred or if there are more general concerns about the grade given.

Students may appeal the following decisions:

- Failed Results, assessed by an Assessor.

- Rejected Recognition applications.
- Applications for Extensions, assessed by their Trainer.
- Automatic Reprimand Failures.

5.19 *Discuss the Result with the Marker*

If a student has reason to believe that an error has been made or an injustice exists after receipt of notification of course or module results, the student may discuss such matters with the marker responsible for that aspect of the course.

The purpose of this initial phase is to clarify the result and to correct incorrect perceptions and misunderstandings.

This phase may be resolved by the student accepting the result, or the marker determining to re-address the issue (i.e. supplementary, re-marking of paper, etc).

5.20 *Lodgment of Appeal*

Should the student not be satisfied with the outcome of such discussions, the student may apply for a review of the matter and/or re-grading of the module. Applications must be submitted, in writing, to the Academic Board within fourteen (14) days of the receipt of the Statement of Results.

All applications must be accompanied by supporting information and documentation. The specific grounds on which a request for a review is based must be stated clearly.

Such reviews could lead to no change or to either a less favourable or more favourable outcome for the student.

The review shall be completed by the relevant department head, and one or two other faculty, apart from the marker.

After the review has been completed, students should not expect staff members to respond to informal approaches or pressures.

Notice of the outcome of any review will be communicated in writing to the student requesting the review. For more information on appeals and grievances please refer to the Student Grievances Policy and Procedures statement; available from the Registrar's office.

5.21 *External Review of Appeals*

Should the student not be satisfied with the final outcome of the appeal, the student may apply for an independent mediator to be engaged. This will be arranged by ACCS through LEADR, the Association of Dispute Resolvers.

Costs of such mediation will be shared equally by both ACCS and the Complainant. As a guide mediator's costs would be \$385 for the first four hours (or part there-of). Subsequent hours would be \$137.50 per hour. It is common for most disputes to be resolved within the initial four hour allocation.

If the complainant remains unsatisfied with the outcome of the mediation, then they may contact the Australian Skills Quality Authority (ASQA). For contact details and information please see: <http://asqa.gov.au/complaints/making-a-complaint.html>

EDUCATIONAL RESOURCES

Australian College of Christian Studies' own Student Document Resources

If Students require course materials (other than independently published material), Australian College of Christian Studies'

Academic Staff may create document resources for the Students.

Text Books/internet access

Where relevant, Students will be given a list of each published text book required for their subjects. In other cases, references to internet addresses will be provided.

Digital Resources

Any documents in digital form needed for subjects, such as subject material on Compact Disk (CD) will be distributed by the Trainer.

Australian College of Christian Studies Library

Australian College of Christian Studies Library provides books and other items as resources to meet the academic needs of both Students and staff.

6.0 Assessment Writing, Referencing, and Formatting

ACCS places emphasis on the submission of written work as part of course requirements for the purpose of student assessment, and as crucial in the formation of certain academic and personal disciplines. These guidelines are for the benefit of students who genuinely care about their studies and want to ensure that their work is of the highest quality.

In order to meet the common required standards for essay writing, ACCS uses the Chicago Citation Style. ACCS Style Guide cited on the Student page on Moodle.

It is by writing, even more than by speech, that the student masters the material and extends his or her understanding. Writing enables development of ideas systematically. It develops thinking in new areas and enables one to pause and reflect. It can be immensely satisfying, quite apart from providing valuable work by which one's knowledge and understanding of course may be assessed.

This method of evaluating the student's knowledge, skills, understanding and development avoids the stress of the typical examination situation, which depends upon hurried recall and instant expression. Assignments allow for careful thought and planned answers to be committed to paper in an unhurried manner. A much higher quality of work is therefore possible and expected.

that you read and understand this critical element of the AQTF.

An holistic approach will be taken in respect of assessment. Holistic assessment focuses on the assessment of whole work activities rather than specific tasks or components of a work activity. In conducting an holistic assessment the assessor develops an image or picture of how a competent worker would perform the activity in the workplace.

Having established the image or picture of competence, the assessor then identifies the components that the candidate needs to illustrate competence, together with the techniques needed to gather the knowledge in order to achieve competency. Using this information the assessor then reviews the evidence and decides whether the candidate is competent.

What is Reasonable Adjustment?

There is a range of legislation and policies which promote access and equity within the national VET system.

In keeping with these policies, assessors need to ensure that candidates are not disadvantaged in the assessment process due to cultural or language background, age, religion, gender or disability.

Assessors need to be aware of the ways in which candidates can be disadvantaged in the assessment process and what steps can be taken to ensure that assessment policies and practices take account of individual needs.

Reasonable adjustment means that whilst carrying out the assessment process it is necessary to take into account the special characteristics of the candidate while ensuring the validity and reliability of assessment decisions.

Adjustments are considered 'reasonable' if they do not impose an unjustifiable hardship upon the RTO or employer. In determining whether an adjustment would impose unjustifiable hardship, the following factors should be taken into account:

- The nature of the benefit or detriment likely to be experienced by the person concerned.
- The effect of the disability or disadvantage on the person concerned.
- The financial circumstances and the estimated amount of expenditure required to be made by the organisation claiming unjustifiable hardship.

Adjusting the assessment process may normally involve varying the procedures for conducting the assessment. For example:

- Allowing additional time to complete tasks.
- Extending deadlines for assignments.
- Varying the venue, date or times for assessment.
- Varying the evidence gathering techniques (^{ie/}using an assignment instead of an exam, oral rather than written questioning, short answers instead of multiple choice and varying question and response modalities).

Please refer to the Australian College of Christian Studies Style Guide for further details. Basic requirements are set out below.

6.1 Assessment Template

It is important that students submit all work with the appropriate assessment template. Each cover

includes:

- Unit code and title
- Student ID number and name

A standard cover sheet is available to download from Moodle.

6.2 Fonts and Spelling

To ensure essays are readable for markers, and to enable space for comments, assignments should be set out using:

Font: Times New Roman (or similar)

Font Size: 12

Line Spacing: 1.5

Margins: Approximately - Left 2.5 centimetres (standard Microsoft Word template margins)

6.3 Declaration of Authorship

As is set out in section 6.9 Quotations and Plagiarism, an essay must be a student's own work. Consequently, by submitting an assessment item students are declaring that they are author on all assessments submitted.

6.4 Short Tests and Exams

Some modules will require short tests to be completed each week. These may be completed in Moodle. In some cases, short tests may also be administered in class.

Examinations Procedures

Flexibility in Exam Procedures

With exception to some fixed rules governing all exams, the nature and rules of each exam may differ, depending on the Course. The VET CVET Coordinator shall detail all specific rules pertaining to each exam in the Timetable, Delivery and Assessment Plan.

Common Examination Rules

In all exams, the following rules must be adhered to:

- No Student may bring unauthorised aids or documents into the Exam Room. Examples include mobile phones, unauthorised notes, unauthorised calculators or unauthorised textbooks. An aid or document can only be authorised by the Principal.
- No Student may leave the Exam Room during the exam and then return to the exam, unless escorted their Trainer.
- No Student may converse with anybody during an exam, other than with the Trainer to have legitimate questions¹ answered.

Any Student found breaking one of these rules will receive an Automatic Reprimand Failure.

Failure to attend scheduled exams

Student who fail to attend scheduled exams must contact Australian College of Christian Studies prior

to the exam. Unless a Student can provide legitimate evidence of their failure to attend the exam, as decided by the Student Services Coordinator, they will receive no marks for the exam. If a Student's reason is deemed legitimate, then the VET Coordinator determines when the exam will be set. However, the Student will be marked absent for the purposes of attendance.

Collection from Students and Distribution among Assessors

In most cases, the relevant Trainer will assess the exam. Where this is not the case, the Trainer will take the exam papers at the end of the examination and then gives them to the VET Coordinator. The VET Coordinator will then distribute the assignments to Assessors. Assessment of Exams follows the details of the relevant Timetable, Delivery and Assessment Plan.

Inspection of a Test or Examination Paper

Australian College of Christian Studies is not required to let a Student inspect their exam paper after it has been marked, but they may seek feedback from the Assessor.

6.5 Forum/Short Answer Questions

Some assessment items require a forum entry to be submitted each week. In answers these questions make sure you read the assessment method in the *Module Student Booklet*.

6.6 Essay Writing

Some assessment items require students to write an essay. The requirements for a high quality essay are set out in the grading system in 5.13 Unit Grading System above.

Whilst essay questions are diverse, the basic approach and structure of an essay is generally the same. Thus, developing a logical and consistent approach will aid you in completing the task in an effective and efficient manner.

What follows is a suggested a basic approach to essay writing. You need not feel constrained to adopt this approach to the letter, although you should incorporate similar concepts when you approach the writing of the academic paper.

6.6.1 Contemplate the Question

The first task in writing an essay is to determine the exact nature of the question being asked. This will require you to:

- Read the essay question carefully
- Underline the key words and check their meaning. It may help to do some basic reading from the class textbook or a biblical or theological dictionary
- Highlight the action words. e.g. discuss, summarise, compare, critique etc.
- Brainstorm. Clarify the nature of the question by brainstorming the various topics / questions / ideas that arise in relation to the topic at hand. It may be helpful to use a mind-map for this task
- Develop a tentative outline. The purpose of an outline or diagram is to provide you with a basic structure to enable you to begin the task of writing your essay. The structure you create here may still change before the essay is complete, so don't agonize over this

6.6.2 Research the Issues

The quality of an essay will usually be dependent upon the quality of the sources used to inform the argument. When undertaking the task of research, you should:

Access a variety of resources. Students are expected to interact with at least three sources, including Bible, textbook and lecture notes (other useful sources may include: biblical and theological dictionaries, commentaries, and journal articles). If possible, it is also important that you read a variety of opinions about a particular topic, thus utilising sources from diverse perspectives

Read effectively and make clear notes, or take photocopies (never mark library books) Record details to include in references

6.6.3 Plan the Essay

The planning stage of the process involves building on the outline you created when you analysed the question. Here are the key steps:

- Re-read the essay question
- Brainstorm (mind map) your research
- Refine your essay outline based on the new ideas resulting from your research. Ensure your outline is arranged logically
- Re-read the essay question again and ensure your outline directly addresses its requirements

6.6.4 Write the Essay

Using your essay based on the plan developed above. An essay will always have three components, and **introduction**, **body**, and **conclusion**.

Introduction

The **introduction** should be designed to attract the reader's attention and give him or her idea of the essay's focus. An Introduction should contain one or more of the following:

An explanation or summary which shows that you understand the question

An explanation of the problem(s) raised by the question

An explanation of the direction the essay will take: i.e. how you intend to answer the question

A summary or hint, if you are writing an argumentative essay, of the answer

Body

The **body** of the essay:

Answers the question in a way that the reader cannot miss

Contains a clear development of your points or arguments

Contains evidence which support your position or explains the development you are describing

Will incorporate references to source materials

Will include all direct quotations in quotation marks (".....")

Will be your own work – and not copied (or plagiarised) from another source (refer notes on plagiarism in section 6.9 Quotations and Plagiarism).

Conclusion

The **conclusion** brings closure to the reader, summing up your points or providing a final perspective on your topic. The conclusion can be any one or more of the following:

A clear restatement of the answer to the question

A summary of the points made in the essay

A reiteration of the strongest arguments

A solution to the problem(s) raised by the question

Some other areas/questions which need to be researched

It is usually suggested that the students write the introduction and conclusion last.

6.6.5 Editing

The time allocated to this final stage in the process is often the difference between a pass and a distinction; or a pass and a fail. If possible the editing should occur in the week prior to the due date.

Read your paper out loud and:

- Check that all parts of the question have been answered
- Check that your essay is structured logically. I.e. that it contains a clear introduction, and that the argument develops or builds to an appropriate conclusion.
- Check that each paragraph is linked to the one before
- Check that the conclusion fulfils the promise you made in the introduction. Check grammar and spelling.

Ensure that you have used the correct font and spacing

Ensure references are appropriately formatted, and that your bibliography is properly set out.

6.7 Word Limit

Unless indicated by the trainers or course cVET Coordinator the general rule is to allow 10% leeway. If over 10% the assessor will stop reading. If the performance criteria have not been achieved in the required word limit the student will receive a NYC.

6.8 Quotations and Plagiarism

It is legitimate to use direct quotations from other authors in an assignment, but care must be taken not to use too many quotations. Sometimes quotations are used to excess because students do not want to take the time to develop arguments in their own words. Direct quotes should only be used:

When the original words of the author are expressed so concisely that the student could not improve on them. Quotations of this type, when used in moderation, add force to the assignment.

When the student wants to comment on or criticise the argument of the author.

Otherwise, it is usually better for the student to put the argument of another author in his/her own words. Acknowledgement should still be given, however, in the form of references.

6.8.1 *Summaries*

Summaries of a work must be footnoted.

6.8.2 *Direct Quotations*

Whenever a direct quotation is made, it should be made word for word with the same punctuation, spelling and capitalisation. If there appears to be a mistake in the original (spelling, etc.) it is acceptable to write [*sic*], which indicates that the apparent error is in the original, rather than in the transcription.

Normally, quotations are identified by “double quotation marks” at the beginning and ending of the quote. For a quotation of four or more lines, indent the entire quotation from the left-hand margin, and type in single line spacing. No quotation marks should be used for indented quotations.

6.8.5 *Plagiarism*

Plagiarism is essentially unacknowledged material, borrowed from another writer but presented as your own. It thus represents an intention to deceive the marker. Because plagiarism attracts severe penalties—in most cases, an automatic NYC—it is important to give due credit to any and all information, material or arguments that you have acquired from other authors.

6.9 References

There are two main types of references in an assignment: *footnotes* (which provide the immediate details of a source from which information has been acquired) and the bibliography (which lists all the works consulted—though not necessarily cited—in the process of writing the assignment). Whilst referencing styles do vary across institutions, Australian College of Christian Studies uses the Chicago Citation Style.

Please refer to the Australian College of Christian Studies Style Guide for further details.

6.9.1 *Footnote References*

Most word processors have the option to insert footnotes, this is usually found under the ‘Insert’ category in the top toolbar. Please select footnotes, rather than endnotes.

6.9.2 *Bibliography*

References cited in the footnotes and other works consulted (a general rule is that the bibliography reflects the references cited in the footnotes with only a couple of other relevant consulted works) would then be listed alphabetically in the bibliography as demonstrated in the Australian College of Christian Studies Style Guide.

7.0 HEALTH AND SAFETY POLICY

General Statement

This policy recognises that the health and safety of all employees and students within Australian College of Christian Studies is the responsibility of Australian College of Christian Studies management. In fulfilling this responsibility, management has a duty to provide and maintain so far as is practicable a working environment that is safe and without risks to health and includes:

- providing and maintaining safe equipment and systems of work;
- making and monitoring arrangements for the safe use, handling, storage and transport of equipment and substances;
- maintaining the workplace in a safe and healthy condition;
- providing adequate facilities to protect the welfare of all employees and students.
- providing information, training and supervision for all employees
- enabling them to work in a safe and healthy manner.

Management is responsible for the implementation and monitoring of this policy.

The health and safety duties of management at all levels will be detailed and Australian College of Christian Studies procedures for training and back-up support should be followed. In fulfilling the objectives of this policy, management is committed to regular consultation with employees to ensure that the policy operates effectively and that health and safety issues are regularly reviewed.

Duties

Australian College of Christian Studies will take every practicable step to provide and maintain a safe and healthy work environment for all Employees and Students.

Management responsibility

To this end, management:

is responsible for the effective implementation of Australian College of Christian Studies health and safety policy; must observe, implement and fulfil its responsibilities under the relevant NSW govt legislation must ensure that the procedures for regular consultation between management and those with designated and elected health and safety responsibilities are followed;

- must take regular assessments of health and safety performance and resources in cooperation with those with designated and elected health and safety functions;
- must ensure that all specific policies operating within Australian College of Christian Studies are periodically revised and consistent with Australian College of Christian Studies health and safety objectives;
- must provide information, training and supervision for all employees in the correct use of equipment and substances used throughout Australian College of Christian Studies and
- must be informed of incidents and accidents occurring on Australian College of Christian Studies premises or to Australian College of Christian Studies employees and students so that health and safety performance can be accurately gauged.

Employees & Students

Also to this end, Employees and Students:

- have a duty to take reasonable care of their own health and safety and others affected by their actions in ACCS
- should comply with all safety procedures and directions and must, in accordance with ACCS procedures for accident and incident reporting, report potential and actual hazards to their elected health and safety representatives, or, in the case of Students, to their Trainer or Administration.

DRUG AND ALCOHOL POLICY

Australian College of Christian Studies is committed to ensuring safe operations, including implementation of controls to ensure no person at Australian College of Christian Studies is adversely affected by alcohol or drugs.

This policy applies to all employees, visitors and students on Australian College of Christian Studies premises or offsite in the course of Australian College of Christian Studies business.

Where specific legislative requirements exist (e.g. 0.05 limit for any person expected to drive a car in the course of their employment), these will take precedence over Australian College of Christian Studies' policy.

Employees, students and visitors are not to enter or remain in Australian College of Christian Studies premises if affected by alcohol or drugs. Persons entering Australian College of Christian Studies premises are to have sufficient; mental alertness, clear vision, good coordination and ability to react appropriately to situations so as to not pose a risk to themselves or others.

Any serious breach of this policy, such as an employee found to possess or consume illicit drugs on Australian College of Christian Studies premises may after appropriate investigation result in instant dismissal.

Any person who suspects someone may be affected by alcohol or drugs is to immediately report the circumstances to the Principal or VET Coordinator for the area or activity.

Employees or Students

Any employee or student suspected of being affected by drugs or alcohol is to be interviewed immediately and an assessment made by the Principal or VET Coordinator of any action required to ensure safe operation. If there is any doubt about compliance with the policy or safe operation, the person is to be referred to an appropriate medical centre for a formal assessment e.g. blood alcohol and drug test.

Any employee or student suspected of being affected by drugs or alcohol is to be interviewed immediately and an assessment carried out. See Student Code of Conduct in the Policies and Procedures Manual.

Visitors

Any visitor(s) suspected of being affected by alcohol or drugs, such as likely to pose a risk to themselves or others, is to be asked to leave the premises. The Principal or VET Coordinator is to ensure they are safely escorted off the premises and appropriate support provided (e.g. medical assistance or taxi) if required.

Notes

Drugs may include over the counter medication, prescription or illicit drugs or mixtures of other medication, which cause impaired performance or judgement. "Affected by drugs or alcohol" shall mean;

1. In contravention of any legislative requirements e.g. in excess of 0.05 blood alcohol level when driving, or
 2. Inability to perform normal duties in an efficient safe manner e.g. person may lack; mental alertness, clear vision, good co-ordination or ability to react appropriately to situation.
- Australian College of Christian Studies maintains the right to conduct random tests of employees in any areas where legislation requires zero alcohol or drug levels.

ACCS maintains the right to interview and make initial assessments where the Principal or General Manager has a reasonable belief that a student or employee is affected by alcohol or drugs. If the initial assessment suggests a problem, the affected student or employee is to be referred to an appropriate health centre for a formal drug and alcohol test.

Any person refusing an interview, an initial assessment or formal test is to be stood down immediately and the matter referred to the Principal.

Any employee refusing reasonable request for assessment will result in an investigation and be subject to possible disciplinary action, which could lead to dismissal.

WHAT IS DISCRIMINATION?

Please read the Australian College of Christian Studies Code of Practice in the Policy and Procedures Manual before reading this section.

What can you do if you are being discriminated against or bullied?

If you experience discrimination or bullying, there are a number of alternative approaches you may take:

Directly inform the alleged offender (verbally or in writing) that you object to their behaviour and that you do not want it repeated **OR**

If this does not resolve the situation or if you do not feel able to undertake such an approach, you can speak to a contact officer who will advise you in strict confidence. The contact officers at Australian College of Christian Studies are:

The Principal **OR**

Another option is to speak to your supervisor or the alleged offender's supervisor about the matter. **OR**

Contact the Anti-Discrimination Board of New South Wales

Phone (02) 9268 5544
Toll free 1800 670 812 (for regional NSW only) Email
enquiries: adbcontact@agd.nsw.gov.au Anti Email
complaints: complaintsadb@agd.nsw.gov.au

This is a government organisation that operates in complete confidence.

Do not ignore discrimination or bullying thinking it will go away. Silence gives the impression that discrimination or bullying is acceptable.

Australian College of Christian Studies is committed to providing an environment which is safe for its

employees and students and free of discrimination and bullying. Employees will not be disadvantaged in their employment conditions or opportunities as a result of lodging a complaint.

Your support is sought in monitoring and avoiding practices, attitudes and traditions which lead to discrimination and bullying.

Please also read the Student Code of Conduct and the Equal Opportunity Policy in the Policy and Procedures Manual.

Sexual Harassment Policy

Australian College of Christian Studies considers sexual harassment an unacceptable form of behaviour, which will not be tolerated under any circumstances. Australian College of Christian Studies believes that all people have the right to work and study in an environment which is free of intimidation and sexual harassment.

Sexual harassment may cause the loss of trained and talented employees and damage Staff morale and productivity or absenteeism and poor results for students.

Under NSW Anti-Discrimination law (2007) and the Federal Sex Discrimination Act (1984) sexual harassment is against the law.

Management is required to ensure that all employees and students are treated fairly and equitably and are not subject to harassment. They will also ensure that complainants and witnesses are not victimised in any way.

Any reports of sexual harassment will be treated seriously and sympathetically by ACCS and will be investigated promptly, thoroughly, confidentially and impartially. A written complaint is not required. Disciplinary action, which may involve a warning, transfer, counselling, demotion, dismissal or expulsion depending on the circumstances, will be taken against anyone found to be guilty of sexually harassing a co-worker, student or fellow student.

Please also refer to the Student Code of Conduct Policy in the Policy & Procedures Manual.

What is Sexual Harassment?

Sexual harassment is any deliberate verbal or physical sexual conduct that is unwelcome and uninvited.

It has nothing to do with mutual attraction or genuine affection between people. Such friendships, whether sexual or not, are a private concern.

Sexual Harassment may include such actions as:-

Leering, patting, pinching, touching or unnecessary familiarity. Persistent demands for sexual favours or outings. Display of offensive posters, pictures or graffiti.

Dirty jokes, derogatory comments, offensive written messages, or offensive telephone calls. If such behaviour makes you feel:-

- Offended and humiliated
- Intimidated and frightened
- Uncomfortable at work
- Then it is against the law.

Sexual harassment might be a single incident – it depends on the circumstances. Obviously some actions or remarks are so offensive that they constitute sexual harassment in themselves, even if they

are not repeated.

Other single incidents, such as an unwanted invitation out or compliment, may not constitute harassment if they are not repeated.

There is no onus on the person being harassed to say they find the conduct objectionable. Many people find it difficult to speak up. All employees and students are responsible for their own behaviour. If you think the behaviour may offend, then don't do it!

What can you do if you are being sexually harassed?

If you experience harassment of this nature, there are a number of alternative approaches you may take:-

Directly inform the alleged offender (verbally or in writing) that you object to their behaviour and that you do not want it repeated **OR**

If this does not resolve the situation or if you do not feel able to undertake such an approach, you can speak to a contact officer who will advise you in strict confidence. The contact officers at Australian College of Christian Studies are:

The Principal **OR**

Another option is to speak to your supervisor or the alleged offender's supervisor about the matter. **OR**

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Email enquiries: adbcontact@agd.nsw.gov.au Anti

Email complaints: complaintsadb@agd.nsw.gov.au

You should keep notes of all incidents – date, time, place, witnesses, what was said or done. This will be valuable information if you decide to take the matter further.