

Australian College of Christianity

Student Handbook

 VET courses

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WELCOME

Welcome to the Australia Christian College and thank you for choosing us as your training provider in pursuit of your successful career.

ACC will enable you to grow as Christian ministers or ministry leaders through excellence and continuous improvement.

ACC was born in 2013 by a lot of affectionate prayer and commitment to be an influential educational organization, which contributes to the world widely located Christians and Korean communities.

As you study at ACC our staff will make effort to support in your experience of intellectual growth as well as internal growth.

The excellence education of truth and professional knowledge at ACC will equip you to be a strong and confident christian worker.

Please remember that God has called you to this place for his special purpose and there is no such phrase as “giving up” in God’s kingdom. If you do your work with diligence and passion you will surely be prepared for your future ministries and vocations throughout the course of ACC. .

Once again welcome to ACC and I wish you every success in your endeavors.

Blessings to all,

CEO and founder of ACC

Hun Kim

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| **Purpose of this student handbook** |

This handbook has been written to help you understand the way our organization functions. This will help you get the most out of your studies, provide you with important information about the programs offered by ACC, and inform the rights and responsibilities required as of a student at ACC. We hope to answer the many questions you have about the study with us.

Please keep this handbook for reference throughout your enrolment as the contents of this handbook in many instances represent the key points of various VET Policies and Procedures developed by ACC. We invite you to ask us any questions about anything which you are unsure of after reading this book.

You can access full copies of all policies and procedures by accessing the ACC website [www.accu.edu.au](http://www.accu.edu.au)

This handbook was created to provide all the basic information which students need for successful completion of the course. Therefore, all students have an obligation to read the handbook carefully.

Students especially need to look at all the schedules for their study and instructions for their assignments.

This handbook was composed of four different parts.

Part 1 - Introduction of Australia Christian College

Part 2 - Course and assessment policy

Part 3 - General Policy

Part 4 - Various form

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| **Students Login to Moodle Site through http://moodle.accu.edu.au**You can see the same contents of the student handbook in the ACC Moodle site (‘Resources-Student’) and download all the forms that you need for your training and assessment. You can also watch all online lectures by Moodle on the ACC website. In order to log into the Moodle site, the ACC administrator will send you an approved user name and password which you will be given at the beginning of the semester. If you lose your ID and password or have trouble logging in, please make an inquiry to the ACC administrator (info@accu.edu.au).  |

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| **Part 1 ACC vision, mission and values** |

**Vision**

Restoring and educating individuals on the Biblical truth for healthy families, churches and communities.

**Mission**

Equipping people to be professional and effective Christian workers through the Christian education in professional discipline and training related to families, churches and communities.

Purpose

ACC is founded to provide Christian education and training in professional views of structured learning with a significant proportion of life- related learning to engage in church, or helping professions to enhance the quality of families, churches and communities in Australia and elsewhere.

1. Veritas (Truth)

All courses of ACC are founded on the biblical foundation. ACC offers trainings based on the truth of the Bible enhancing discernment and upright spirit in the contemporary world of post modernism and social constructionism. ACC courses will also empower individuals to be the roles as salt and light of the world in their professions. It will be achieved by excellent and professional Christian disciplines of ACC. For that purpose, ACC equips the individuals with people skills, biblical knowledge and implementation of the word.

1. Educatio (Education)

For four years individuals will be trained with a professional and biblical knowledge and discipline including field experiences in Christian ministry. They will be trained in leadership, communication and community work with people skills that can apply to families, churches and communities. The effective arrangements of student’s practicum with the quality of supervision in the course will also be a part of the training.

1. Restauratio (Restoration)

The courses of ACC will help individuals find their problems or issues that can diminish their effectiveness in Christian professions. It will be dealt through personal development and development of spirituality that is able to bring wholesomeness.

It will help Individuals to be mature in character and emotion. In addition, they will discover their life callings and God’s plans with a new identity and new vision. In the whole process of the course individuals will grow in restoration and they then will be able to help restoration of their families and communities.

**Values:**

1. Christianity (Faith, Action and Integrity)

ACC values Christianity. In all activities ACC will glorify God and will follow biblical principles. The following is the foundational and Christian values we believe in:

God, the Father, who created heaven and earth; Jesus Christ, the Son, who died for our sins and redeemed us. The Holy Spirit who guides and teaches us personally and professionally through God’s inspired Word the Bible, our ultimate authority of faith and conduct and through the communion of Christians. These are described to help individuals study God’s word, discover personal guidance for their lives and implement the message of the Gospel to his or her professional practice or scholarship.

1. Family/Church /Community

ACC values Family, Churches and Communities that are essential components of society.

The contemporary society is increasingly diverse and complex, the forms of families have changed rapidly. In order to enhance the health of society, it is crucial for healthiness in families, churches and communities. ACC believes that recovering families and churches through right Christian education is necessary with the restoration of communities.

1. Professionalism

ACC values excellence which was demonstrated in the life of Jesus in the Bible. The demands of a fast-moving global economy require excellently – skilled people who can keep up with the rapidly developing society. And ACC is committed to provide this excellent Christian education to meet the current demand.

ACC takes responsibility for academic excellence with well-structured knowledge, skills, integrity and continuous improvement.

1. Serving (Responsible Stewardship, Servant Leadership)

ACC is committed to help individuals to be contributors to families, churches and communities. One of the reasons for personal restoration and professional training in ACC is to help steward each individual to become people who want to serve others. ACC equip individuals to have servant hood in their life, work place and to serve people with their practical skills and knowledge.

**Statement of Beliefs**

ACC does not support a specific denomination but adheres to the traditional faith of the church. ACC believes in the Trinity as God who is the Creator, Jesus who is God’s only son and the Holy Spirit who guides us. ACC places ultimate authority to God and his word and believes the death and the resurrection of Jesus Christ. Furthermore, ACC believes that our mission is to preach the Gospel and to make disciples to the end of the earth.

**ACC logo**

The Book in the middle stands for God’s word, symbolizing the truth of the Bible as the centre of all training and education. The three candles and the candle holder symbolise the truth (Veritas), education (Educatio), restoration(Resparatio) that are ACC’s key purpose. Outside the circle shows that every value makes one harmonically like the trinity.

**Brief history**

Australia Christian College was founded as a private company limited by shares in 2013 as a vision of Hun and Mijin Kim in response to the needs of Korean communities. Australia Christian College started courses in 2015 and has a vision to cover various communities all over the world.

**Nationally recognised and accredited course codes are as follows:**

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| --- | --- |
| CHC51015 | Diploma of Counselling |
| CHC81015 | Graduate Diploma of Relationship Counselling |

**Overseas Student (OSP) Program Codes:**

|  |  |
| --- | --- |
| OSP Codes | Subjects |
| 089753A | Diploma of Counselling |
| 089752B | Graduate Diploma of Relationship Counselling |

**2019 ACC Staff**

**Administration**

Hun Kim (CEO, President of ACC)

Mijin Seo (Academic Manager)

Kwang Lye Lee (Registrar, administration)

Ae Ryen Nam (Administration assistant, Chinese officer)

Jung Tae Kim (Web Master and designer)

John Kim (Assistant Web Master)

Juyoung Yoon (Designer)

**VET Course**

**Counseling Department**

Sang Hi Lim (Centre Director in charge of Sydney OSP and Local)

Pascal Oh and Young mi Noh (Canberra OSP)

Jung Tae Kim, MiSeon Jang (Brisbane OSP)

Kristina Cho (Melbourne OSP)

Bok Sung Yang, Hye Young Seo (Local)

Baoxia Li (Chinese OSP)

**Contact Details**

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**Sydney Campus**

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* Address: 9-11 Blaxland rd NSW
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**Brisbane Campus**

* Address: 2642 Logan Rd, Eight Mile Plains QLD 4113
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**Melbourne Campus – MST**

* Address: 5 Burwood Highway Wantirna VIC
* Email:  info@accu.edu.au
* Telephone: 0434 245 475 / 0402 140 905

**Code of practice**

1. **Introduction**
	1. This code of practice provides the basis for good practice in marketing, operation, administration of education and training services by Australia Christian College. More information about the policies and practices of ACC are noted in the student handbook and staff manual.
	2. For the purpose of this code, students refer to any person participating in education or training delivered by Australia Christian college.
2. **Provision of training and assessment services**
	1. Our organization has policies and management practices that maintain high professional standards in the delivery of training and assessment services, which safeguard the interests and welfare of students.
	2. Our organization maintains a learning environment that is conducive to the success of students.
	3. Our organization has the capacity to deliver and assess the vocational qualifications for which has been registered, provide adequate facilities and use methods and materials appropriate for the learning and assessment needs of the students.
	4. Our organization monitors and assesses the performance and progress of the students.
	5. Our organization ensures that teaching staff are not only suitably qualified but are also sensitive to the cultural and learning needs of students.
	6. Our organization ensures that assessments are conducted in a manner that meets the approved standards.
	7. Our organization is committed to access equity principles and process in the delivery of its services. Students are given information prior to enrolment and orientation procedure.
	8. Our organization will conduct validation processes or internal, external audit of its policies and procedures at least once a year to comply with the standards for Registered Training Organizations 2015. ACC is responsible for compliance of training and assessment.
	9. Our organization undertakes to implement risk management procedures to identify and manage risks concerned with compliance with the standards for RTO 2015 and to correct and prevent any failure to comply with our quality system, policies and procedures.
3. **Issuance of qualification**
	1. Our organization issues qualifications and statements of attainment to students who meet the required outcomes of a qualification or unit of competency, in accordance with all appropriate National Guidelines. Our organization acknowledges that qualifications are nationally recognized.
	2. Our organization uses a proper logo (National Recognized Training) when issuing qualifications and statements of attainment within the scope.
4. **Marketing of Training and assessment services**
	1. Our organization markets and advertises its products and services in an ethical manner.
	2. Our organization gains written permission from a student before using information about an individual or organization in any marketing materials.
	3. Our organization accurately represents recognized training products and services to prospective students.
	4. Our organization ensures students are provided with full details of any contract arrangements with the organization. No false or misleading comparisons are drawn with any other training organization or qualification.
5. **Financial standards**
	1. Our organization has measures in place to ensure that students receive a refund of fees for services not provided.
	2. Our organization ensures that the contractual and financial relationship between the student and the organization is fully and properly documented and that copies of the documentation are made available to the students.
6. **Recruitment**

Our organization always conducts recruitment of students in an ethical and responsible manner including assessment of students educational background.

1. **Provision of information**
	1. Our organization supplies accurate, relevant and up to date information to prospective students covering but not limited to:

- Code of Practice of the Organization

- Accreditation status of the course

- Entry requirements

- Recognition of prior learning requirements

- Commencement dates and duration course contents.

- Certification to be issued on completion or partial completion of the course of study

- Requirements to achieve the qualification and certification

- Articulation of the course with other training

- Policies on assessment, grading, reassessment

- Course fees including refund policy

- Complaints and appeals procedures

- Rights and responsibilities of student and provider

- Conditions under which tuition may be terminated

- Student support

- Flexible learning and assessment procedures

- Staff responsibilities for access and equity

1. **Support services**

Our organization provides adequate protection for the health, safety and welfare of students which includes appropriate support services in terms of academic and personal counseling.

1. **Appeals mechanism**
	1. Our organization ensures that students have access to a fair and equitable process for dealing with complaints and provides an avenue for students to appeal against decisions affecting the students’ process.
	2. For this purpose, our organization has a complaints policy and appropriate operational mechanisms which are made known to students at the time of enrolment.
	3. Where a complaint cannot be resolved internally, our organization will advise the student to an appropriate body where further assistance is available. All appeals and complaints are documented.
2. **Record keeping**

10.1 Our organization keeps complete and accurate records of attendance and progress of students, as well as financial records that reflect all payments and charges.

10.2 Students have access to all their personal records. ACC provides copies of the records when no other confidentiality agreement would be breached.

1. **Quality Control**

Our organization seeks students’ satisfaction feedback and undertakes it to improve services. This is done by student feedback, course review and the trainers’ evaluation. All feedback is collated and analyzed by ACC and options will be developed to address any concerns raised.

**Part 2: Course and assessment**

**Course Information**

Courses provided by Australian Christian College are below.

These qualifications have been aligned with the requirements for AQF levels 5 and 8 as follows:

**CHC51015 Diploma of Counselling**

|  |  |
| --- | --- |
|  AQF 5 Level | Related to Units of Competencies |
| Some areas of deep counseling knowledge and applicationApplying relevant function and skills to be able to carry out needed mission, role and function in various and specific situation. | CHCCSL001, CHCCSL002, CHCCSL003, CHCCSL004,CHCCSL005, CHCCSL006,CHCCSL007, CHCCSM005CHCDIC001, CHCDIV002,CHCLEG001, CHCPRP003,CHCCCS019, CHCAGE001CHCCCS017, CHCGRP002CHCMHS001 |

DCCC019 Crisis Counseling DCCE001 Counseling Ethics

DCCR001 Counseling Relation DCRI003 Assessment and Improvement

DCCC002 Counseling Communication in Professional Practice

DCPS037 Counseling Process and DCOP001 The Old Counseling

 Client Support DCGC017 Grief Counseling

DCDT004 Development Theories

DCLT005 Learning Theories DCGC002 Group Counseling

DCCT006 Counseling Therapies1,2 DCMI001 Mental Health

DCCM005 Case Management

DCMC012 Cross-Culture Counseling

**CHC81015 Graduate Diploma of Relationship Counseling**

|  |  |
| --- | --- |
| AQF 8 Level | Related to Units of Competencies |
| The application of highly specialised counseling knowledge with great depth in several areas.Create broad concepts and procedures through the analysis of gathered information and concepts at a fundamental levelDemonstrate accountability for group outcomes within broad parameters and significant scope of operation in a variety of contexts | CHCDFV008, CHCFCS001,CHCFCS002, CHCFCS003CHCPRP007, CHCFAM001,BSBMGT605, CHCGRP005, BSBLED806, BSBRES801,CHCYTH010 |

GDCDV008 Domestic Violence Counseling GDCLS605 Leadership

GDCFC001 Family Therapies GDCGC005 Group Counseling

GDCR002 Relationship Counseling GDCCS806 Coaching

GDCCY003 Child Counseling GDCLR801 Applied Research

GDCCS007 Counseling Practice and Supervision GDCYC010 Adolescence Counseling

GDCWF001 Family Law

**Entry requirement**

Individuals are accepted by the following conditions.

**CHC51015 Diploma of Counselling**

Students applying for the Diploma of Counselling may be a high school graduate or equivalent educational experience or maturity. Applicants who have the following level of the experience are recommended. Those who:

- accept Christianity or ACC statement of belief

- have the ability to apply knowledge of sufficient depth in several fields

- equipped with independent judgment and decision making

- apply appropriate functions and other skills

**CHC81015 Graduate Diploma of Relationship Counseling Course**

-Those who accept Christianity or ACC statement of beliefs

- An undergraduate degree or higher qualification in Counseling, Psychology, Social Work or equivalent or

- An accredited qualification in Counseling at a Diploma or Advanced Diploma level or

- Previous experience in a family counselling environment in a job role involving self-directed application of knowledge with substantial depth in areas, the exercise of independent judgement and decision making, and a range of technical skills

**Commence dates and duration of courses**

Every term intake and term schedule will be announced in the Website and be sent to students’ e-mail addresses.

* CHC51015 Diploma of Counseling - Full time two years, Part time 4 years

- CHC81015 Graduate Diploma of Relationship Counselling

 - Full time one year, Part time 2 years

OSP students cannot be part time students in line with legislation from the National Code 2007.

Refer to [the policies on the ACC website.](https://accu.edu.au/policies/)

**Assessment**

Students in any accredited course need to be assessed against the accredited outcomes (units and elements of competency and performance criteria) of the course. Assessing is normally done by the student’s trainer/tutor who has the assessing and training qualification and current competent industry experience.

Each assessment method was designed to cover units of competency.

 Each unit use various assessment tools involving the following:

* Written assignment
* Small group
* Journal
* Role play and PC
* Counselling Report
* Case studies
* The submission of research for Vocational graduate diploma

#### Principles of assessment

Assessment mapping guides, which map all ACC assessments against their relevant unit of competency, will be used together with other assessment tools. Each assessment tool shall be identified by the unit code, title and version. The following requirements apply:

* Competency based training (CBT) focuses on outcomes (what a person can do related to a specific industry standard). Assessment like all CBT courses will be either competent (C) or not yet competent (NYC). Competency is defined as having the knowledge, skills and attitude to perform a task.
* An assessment instrument (or plan) is the method used to assess competency. Assessments are initial (diagnostic assessment), on-going (formative assessment), or final (summative assessment – workplace competence). Recognition of prior learning is also part of assessing competence.
* A minimum of four, preferably more forms of evidence shall be gathered for each unit—for example, small group assessment, journal, written assessment and a report on counselling practice.
* Assessment of practical participation may be done by external supervisors assessing a student’s skill in practice.
* Assessment instruments shall be written in clear, unambiguous language and students shall be given the opportunity to view all pieces of assessment for clarification before being assessed
* Students may be given the opportunity to negotiate how they may present their evidence of assessment (for e.g. email, hard copy, audio recording).
* The tutor must be prepared to spend an additional one on one time with struggling students to assist them to become competent.

**Rules of evidence**

The use of ACC assessment cover sheets is mandatory to ensure authenticity of students work. Assessment should be done using marking schedules to assist accuracy and consistency of judgment. Documented observation of practicum work provides evidence of authenticity, currency and validates the aspects of underpinning knowledge assessed in the written assignments. Assessing several observations supports the notion of gathering sufficient evidence and permits further accuracy in assessment of competence.

**Grading**

When students are satisfactory in all assessments, they get the result of “Competent”. When they are not satisfactory in a certain assessment, they get “Not Yet Competent”. The student whose result is “Not Yet Competent” is going to be given a second chance to resubmit the assignment. When the result of the second submitted assignment is still not satisfactory, the student needs to pay a penalty of 60 dollars per assignment and will get another chance to submit their assignment and that will be the final chance. If the student does not pass the unit, the student needs to enroll the whole unit again. In that case the student should pay a full payment for that unit. The fees for a unit will be different according to the credits of the unit. Further inquiry can be done through the national office.

**Assignment Submission**

Each assignment has its due date and students must submit their assignments by that date. In the case of late submission of assignment, a 60-dollar penalty will need to be paid. This process should be negotiated between the trainer/tutor and the student.

Completed assignment should be submitted by uploading it to the ACC Moodle site. Students will get feedback of their assignment on Moodle.

If a student has a special reason for late submission they will need to discuss the issue with their unit trainer before the due date. If they grant permission from their trainer the student should submit evidence for that special reason. The extension of each assignment can be a maximum of one week. For the exceptional case, further discussion with the trainer is required. The penalty can be paid at the ACC office (Use the assignment extension form).

If a student did not submit their assignments before the unit finalises the trainer can decide whether the assignment should be accepted or not. When the student cannot submit their assignment the result of the unit will be ‘NYC’.

**Assignment Presentation Guidelines**

**Presentation**

All students must follow the following guidelines when they do their assignments.

* Cover sheets (the cover sheet form is in Part 4 and is also available for download on the ACC website)
* All parts of cover sheet should be filled out correctly (name in English, signature, unit code and title, trainer name, date and the word count)
* All assignments (except for the journal) needs to be typed

The margin of both sides is 2-3 centimeters

Font size of letter is 11

Font type should be Times New Romans

One side only

Double spaces

The word limits for assignments must be followed as instructed. If it is not followed and the word counts of an assignment is exceed or less than 10% the trainer will require the student to resubmit the assignment.

**Referencing**

**When references in assignments from use of someone else’s published idea should be acknowledged by stating where the source is from. The bibliography should be in consistent format and footnotes, or endnotes should be included (See the instructions for reference records).**

**Why include references in your work?**

1. It displays the range of reading done for the assessment.

2. You may support your arguments with the opinion of acknowledged experts and use data from reputable sources which can make your own arguments more convincing.

3. It is a basic academic requirement to show details of the sources of your information, ideas and arguments. Doing so means that you cannot be accused of plagiarism, i.e. stealing from another person’s work.

**When to include references in your work**

1. Whenever you quote someone else’s work. This does not just include words but also tables, charts, pictures, music, etc.

2. When you rewrite or summarize someone else’s work in your own words.

**Why give such detailed information?**

The purpose of the details provided is to make it easy for someone else to follow up and trace the materials which you have used. Without full references your tutor may think you are trying to take credit for someone else’s work i.e. plagiarism.

**What to include in the references at the end of the assignment**

The most important parts of a reference are as follows:

a) The person(s) or organization who wrote the work: - the **author(s)** or **originator(s).**

This may be the composer, artist, director, sculptor, architect, etc. depending on the format of the work.

b) Anyone who edited, translated or arranged the item.

c) The name of the work: - usually the **title**.

d) Any additional information about the name of the item: - usually the **subtitle**.

e) The person who puts the work into its physical or electronic format: - usually the **publisher**.

f) The **date** when the work was made available or published (not necessarily when it was written, etc.).

g) The **place** of publication (if known).

h) Physical details of the item such as page numbers, type of material – CD, DVD, poster, computer file, etc.

i) Any additional information helpful to locate the works (such as a web address, a catalogue number, the title of a series, etc.).

**Books (or reports)**

Information about a book should, if possible be taken from the title page and the back title page.

**Basic essentials for references**

Author(s) or Editor(s)

Date

Title

Place

Publisher

It is usually laid out like this:

Tierney, J. (2006) *Criminology*. Harlow: Pearson/Longman.

*Author. (Date) Title.* Place of Publisher: Publication

**Essential extras where they exist**

Edition

If the book is in an edition other than the first (usually it will say 2nd. or revised or new edition or something of that kind) you should include that information immediately after the title information.

**e.g.** Tierney, J. (2006) *Criminology*. 2nd Ed. Harlow: Pearson/Longman.

Volume Number

If you have used only one volume of a multi-volume work, you could indicate that by adding the volume number immediately after the title.

**e.g.** Merriam, J.L. (2003) *Engineering Mechanics*. Vol. 1: Statics. 5th Ed. Hoboken, N.J.: Wiley

**Optional Useful Extras**

Subtitle

If the title does not give much information about the subject of a book you may wish to include the subtitle (everything which occurs after a colon (:) or question mark in the title).

**e.g.** Tierney, J. (2006) *Criminology: Theory and Context*. 2nd Ed. Harlow: Pearson/Longman.

**Electronic Books**

Electronic Books should be treated very similarly to print ones. You need to include the address of the website at which you viewed the work and the date on which you viewed it.

**e.g.** Roshan, P. & Leary, J. (2003) *Wireless LAN Fundamentals* Sebastopol, CA: Cisco Press [available at: http://proquest.safaribooksonline.com/1587050773] [viewed on 11/07/2006].

**Journal Articles**

Publications that are published regularly with the same title and often a volume and/or part number are known as **journals**, **magazines** or **serials**. These could include publications published annually, quarterly (4 times per year), bimonthly (every 2 months), monthly, weekly or daily. Popular serials e.g. Radio Times, are usually called **magazines** but more academic publications are usually referred to as **journals**.

The information required when citing an article from a journal is as follows:

Author(s) (If any)

Year

Article Title

Journal Title (which is put in italics)

Volume (if any)

Part or Issue (if any)

Date and month (if no volume or there is a volume but no part or issue number)

Page number

The reference should be laid out like this:

*Author (Date) Article Title. Journal Title*

Kushner, G. B. (2005) Changes Ahead in Health Care. *HR Magazine,*

Vol 50, No 13, pp. 60-61.

*Volume, Part/Issue, Page Numbers*

**Newspaper Articles**

Newspaper articles are treated in the same way as journal articles except that it is necessary to include the date not just the year.

**e.g.**

Jackson, L. (2006), Turning Brum into a hotbed of new writers*, Sunday Mercury,* 25 June 2006, p.29

**Websites**

A web page should be treated similarly to print work, it should have an author or editor and a title. It may be dated and the main site (of which the page is a part of) may also have a publisher (for example a white or green paper on an official government website is published by that government department) and may also give an address in the “about us” or “contact” section. You should include the **full** address of the web page and the date on which you accessed the page.

**e.g.**

Barger, J. (2000) *A biography of Leopold Paula Bloom*

http://www.robotwisdom.com/jaj/ulysses/bloom.html [accessed 11/07/2006].

**Secondary source**

If you use a secondary source, it is good practice to try to find the primary source. If you cannot find it then you should insert "cited by - ".

e.g.

Smith D, 2002, cited by Hayley W, *Christian counselling*, Halow, Tyranne Press

**Academic Performance**

Students have the responsibility to do their assignments diligently and to be "competent" in each unit. Some students are used to studying but some may have not studied for a long time and will struggle getting used to the pattern of studying. However, most students can pass the course if they seek for wisdom from God and have a positive attitude with diligence, discussing the matters with their tutors/ trainers.

**Academic Misconduct**

ACC considers any academic misconduct as a serious matter and will take appropriate action.

Academic misconduct involves the following:

* Having a substitute person sit an examination in place of the candidate
* Submitting work for assessment knowing it is the work of another student
* Submitting a falsified medical certificate
* Plagiarism

It is ethical to acknowledge others, when using other's work or ideas in your assignment. Suggesting something as if it is yours is plagiarism and in fact stealing from another person. Therefore, students must display the footnotes and bibliography when they use information that is not their own.

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| **Part 3 General Policies** |

**Complains Policy**

### ****Purpose****

One of ACC’s core aims is to provide students with a learning experience that is rewarding and enjoyable. However, despite out best endeavours a student may sometimes face a problem with:

– the teaching or assessment in their course

– one of the other services provided by ACC

– The actions or behaviour of another ACC member/s (staff or student)

If you are having difficulties you can have assurance that the college is willing to know about it and will work with you to address it.

The purpose of this policy is to outline the principles and procedures to provide effective, efficient, timely, fair and safe resolutions of academic and non-academic matters.

### ****Scope****

This process relates to **non-academic** and **academic** matters and this policy is available to all potential students, enrolled students and staff of ACC. This policy applies regardless of the location of the campus at which the complaint has arisen, the student’s place of residence or mode in which they study. There is no charge to applicants for accessing any step of this procedure. Any agreement issuing from this procedure does not remove a student’s right to take further action under Australia’s consumer protection laws.

### ****Definitions****

Concern

In some cases, you may feel you have experienced unreasonable treatment disadvantage or distress – In an academic or non-academic matter – and want to make a complaint about it.

A concern is when a student informally contacts the most qualified ACC staff members (e.g. verbally or by email) and the concern is dealt with quickly in satisfaction without requiring further formal action.

Complaints

This is a written statement of complain that

1. a) may arise from a concern that has not been dealt with to the student’s satisfaction and

therefore require further formal action, or

1. b) involves a matter that requires immediate senior management attention due to the

serious nature of the complaint.

Student

A person who is an enrolled student or potential student who is seeking to enrol into any courses or subjects offered by Australia Christian College.

### ****Policy statement****

This policy provides a framework for handling complaints using the principles of equity and transparency. It is ACC policy to address and resolve issues among those directly concerned in the first instance. All issues are addressed in a timely manner and treated in the strictest confidence.

ACC ensures its complaints procedures are communicated to students and staff and that staff are trained in the application of this procedure during their induction. Staff who are directly responsible for handling complaints will be provided with appropriate training as part of their staff development. Students will be provided with this policy at the time of enrolment.

The Australia Christian College Board will review and evaluate procedures followed for any complaints and appeals lodged under this policy.

In academic and non-academic matters, the complainant and respondent will not be victimized or discriminated against any of the stages set out in this policy.

Academic complaints may include matters that affect a student’s:

* academic progress
* assessment
* curriculum issues

Non-academic complaints may include:

* complaints in relation to personal information
* administrative matters
* bullying, antisocial or vilifying behaviour
* discrimination
* financial matters
* fines
* payments
* application process
* exclusion from events and facilities
* corruption
* child abuse

### ****Expectations of students****

ACC will treat all students raising a concern or making a complaint with seriousness and a commitment to work with the student to resolve the problem. In return it is expected that the student will:

* not make a complaint that is frivolous or malicious;
* participate in the complaint resolution process in good faith;
* in the first instance, try to resolve the issue, problem or grievance directly with the person/s concerned and if this is not possible or too uncomfortable, address such complaints to the lowest possible level of management. However, ACC recognises that some complaints are most appropriately dealt with at a more senior level – for example, complaints of unlawful harassment or discrimination, or corruption, maladministration, serious waste of public money or child abuse. Advice on how to report these types of complaints are given below.

### ****Procedure****

Step 1 How to raise a Concern

In the first instance raise your concern directly with the most relevant party involved. This needs to happen within 10 working days of the issue arising. If you do not feel comfortable with this, you may discuss your issue with a tutor or staff member in the college. A satisfactory outcome might be achieved through conciliation. If the outcome is not satisfactory, you can choose to progress to the next step of the formal complaints process.

Step 2 How to raise a formal Complaint

If you choose to make a formal Complaint, you can be assured that ACC will:

* receive your complaint with seriousness, professionalism and in confidence – this means that information regarding your complaint will not be disclosed to anyone who does not have a legitimate necessity to know about it;
* handle your complaint according to the principles of procedural fairness, timeliness and accountability;
* not regard or treat you less favorably because you have chosen to make a complaint;
* recognise your right to be assisted and if needed be represented by a person of your choosing in the resolution of a complaint.
1. If your Concern cannot be immediately addressed and resolved for all parties concerned, or an issue arising of a serious nature (e.g. unlawful behaviour) you must write a letter outlining your complaint. (see: Complaining Letter Form) This letter must be signed and dated. This needs to happen within 10 working days of the issue arising. It is to be forwarded to the General Manager of the College.

Contact details for the General Manager are:

Phone 02 6255 4597 between office hours Monday to Friday

E-mail:  info@accu.edu.au and address the email to ” General Manager”

Address: Our head office - 2 Randwick Rd Lyneham ACT 2602.

1. On receipt of the written letter, the General manager will investigate the case within 10 working days. This investigation will include allowing you (complainant) the opportunity to present your case to the General Manager at no cost to you. In addition, you will be allowed to be assisted or accompanied by a support person of your choosing.

The outcome of this review will be notified to you in writing with the detailed reasons within 14 days.

\* IF the case is needed to consider more than 60 calendar days, ACC will 1) inform the complainant or appellant in writing, including reasons why more than 60 calendar days are required: and 2) regularly update the complainant or appellant on the progress of the matter.

If the matter remains unresolved, you may choose to proceed to Step 3 by requesting the General manager to refer the matter to the CEO. You will be required to send a written appeal to the CEO.

Contact details for the CEO are:

Phone 02 6255 4597 between office hours Monday to Friday

E-mail:  info@accu.edu.au and address the email to ” CEO”

Address: Our head office-  2 Randwick Rd Lyneham ACT 2602.

Step 3 Internal review

On receipt of your written appeal and the referral from the General Manager, the CEO will assemble ‘The  Resolution Committee’  within 14 days consisting of an independent and impartial senior officer of the college, an independent person with no formal connection to the college, and CEO (who is also the chair of the Resolution committee).

A copy of the written complaints will be sent to the committee before the scheduled meeting by the CEO. After considering all the relevant matters of your case, the outcome will be informed of the decision by the Chair in writing with the detailed reason within 14 working days of the committee’s considerations. If you still, consider the matter unresolved you can proceed to Step 4.

Step 4 External review

If you are not satisfied with the outcome of your internal appeal, you may seek an external dispute resolution process through the state or territory registering body, or the National Training Complaints Hotline. ACC will advise the student of his or her right to access the external appeal process at minimal or no cost.

Telephone: 133873 or the Resolution Institute (combined LEADR and IOMA) for referral to a suitable mediator. Address: Level 1, 1-15 Bridge St

Sydney NSW 2000, Ph: 1800 651 650. Website: http://www.resolution.institute/

ACC will give due consideration to any recommendation arising from the external mediator within 10 working days.

### ****Records****

Appropriate records will be kept of all meetings and documents pertaining to a complaint process under ”Student Complaints records”. All records relating to complaints shall be deemed confidential and retained for a minimum of five years. During this time all parties to the grievances are entitled to appropriate access to these records.

### ****Responsibility****

The General Manager will be responsible for implementation of this policy and procedure and ensuing that all staff are fully trained in its operation.

### ****Privacy****

The college complies with the privacy principles set out in the Privacy Act 1988 when handling with personal information. A student may apply for and receive a copy of the personal information held by the application that relates to that student.

**Appeals Policy**

### ****Purpose****

To provide effective, efficient, timely, fair, safe appeals procedure for academic matters stating the policy, including the principles to be applied and the procedures to be followed.

### ****Scope****

This process relates to **academic** matters and this policy is available to all potential students, enrolled students and staff of ACC. This policy applies regardless of the location of the campus at which the complaint has arisen, the student’s place of residence or mode in which they study. There is no charge to applicants for accessing any step of this procedure. Any agreement issuing from this procedure does not remove a student’s right to take further action under Australia’s consumer protection laws.

### ****Definitions****

Appeal

This is a written statement appealing the result of an academic decision by ACC for example, the student may believe a piece of assessment did not receive a sufficient grade. ACC will address the students appeal in a procedurally fair and reasonable manner, having regard to the principles of timeliness, confidentiality, absence of bias and freedom from victimisation

Student

An enrolled student or potential student who is seeking to enrol into any courses or subjects offered by Australia Christian College.

### ****Policy statement****

Students can request reviews of the following types of ACC academic decision: Any decision in relation to their studies for example:

– final grades

- progression

- exclusion. A student may face exclusion from future classes when:

– they fail a unit within a course three times

-they fail one or more courses

–their cumulative course results are ‘not yet competent’

-eligibility to graduate

-special consideration

-deferred tests

This policy provides a framework for handling appeals using the principles of equity and transparency. It is an ACC policy to address and resolve issues among those directly concerned in the first instance. All issues are addressed in a timely manner and treated in the strictest confidence. All parties involved in the issue will be treated with respect and will not be victimized or discriminated.

ACC ensures its appeals procedures are communicated to students and staff and make sure staff are trained in the application of this procedure during their induction. Staff members are directly responsible for handling complaints and will be provided with appropriate training as part of their staff development. Students will be provided with this policy at the time of enrolment.

The Australia Christian College Board will review and evaluate procedures followed for any complaints and appeals lodged under this policy.

### ****Procedure****

Australia Christian College has a three-step process for reviewing an academic decision

Step 1: Understanding the decision

Students must informally contact the decision maker in person or in writing to request an explanation of the decision. Any additional information must be checked and corrected to prevent any misunderstandings. Students must make contact within 10 days of the original decision. The decision-maker must reply with an explanation within 10 days of the students request.

Step 2 Reviewing the decision

1. If the matter cannot be resolved informally in Step 1, students may request a review of the decision to the QMC director (Quality management committee director) using the **Application Form: Appeals Against Academic Decisions** (attached at end of Appeals Policy)

Contact details for the QMC director are:

Phone 02 6255 4597 between office hours Monday to Friday

E-mail:  info@accu.edu.au and address the email to” QMC director”

Address:  Our head office - 2 Randwick Rd Lyneham ACT 2602.

This application form must be submitted within 10days of receiving the reply from the decision-maker in Step 1 and there is no charge made to the student. The QMC director must reply to the Application within 10 days.

The outcomes of Step 2 may include:

* The QMC director deems the student’s application to be invalid.
* The QMC director affirms the academic decision.
* The student with understanding of the decision made does not seek to appeal the reviewed decision.
* The student submits a formal application to an agency external to ACC (See Step 3).

Onus of Proof with the Application

In applying for a decision to be reviewed, the student bears the onus of proof and is responsible for establishing the decision in the first instance as an unreasonable decision. The student is required to formally present their case in writing and provide the review officer or appeal body with all information relevant to the decision. The review officer or appeal body can only base their decision on the material before them.

It is the responsibility of the student to identify full grounds on which they believe the decision was an unreasonable decision and provide all relevant evidence from the beginning of the review or appeal process.

New grounds for review or appeal or new evidence should not be introduced during the process unless:

* there has been a major change in circumstance since the student initiated the review or appeal
* the new information or evidence was not reasonably available to the student at the time the review or appeal was initiated
* the new information or evidence has a material effect on the review or appeal.

Where new information or evidence relating to a matter is accepted the review officer or appeal body may refer the matter back to the decision-maker or person who undertook initial review of the matter.

Step 3 College Appeals Committee

The College Appeals Committee comprises of an independent and impartial senior officer of the college.

To apply for an appeal of a decision in Step 2, a student must complete a new **Application Form: Appeals of Academic Decision/s** form and submit it to the Appeals Committee within 10 days of receiving the response from the QMC director in Step 2.

The student should provide the Appeals Committee with their application and copies of all relevant documentation, including documentation from **Step 1 Understanding the Decision** and **Step 2 Reviewing the Decision**. A student must attach all correspondence from the Step 2 QMC director, including the letter advising the student of outcomes of the review process and supporting reasons.

Response to Student

Within 10 days of the student’s appeal, the College Appeals Committee will acknowledge receipt of the appeal and advise the student whether the Appeal has merit and, if so, of the day and date of the meeting. The student will be invited to attend the meeting and may bring along a support person if they wish.

Within 10 days of the meeting, the College Appeals Committee will provide the student with the outcome of their deliberations in writing.

* IF the case is needed to consider more than 60 calendar days, ACC will 1) inform the complainant or appellant in writing, including reasons why more than 60 calendar days are required: and 2) regularly update the complainant or appellant on the progress of the matter.

Consideration of Appeal

The College Appeals Committee allows for the Chair of the Appeals Committee to act executively in deciding whether the appeal has merit and should proceed to the Committee. The Chair’s executive decisions are reported to all the members of the Appeals Committee for ratification. In considering the student’s appeal the Chair may:

* Evaluate the application for review and make a preliminary assessment as to whether there is sufficient evidence to make a decision.
* Request further information from the student, the QMC director or another relevant person, including the lecturer of the course.

The Chair, College Appeals Committee may take the following actions:

* Deem the appeal to be invalid.
* Decide to dismiss the appeal because the academic decision to the Chair seems to have been properly taken and the student has not presented sufficient evidence to justify further consideration of the appeal. The student is advised of the outcome with supporting reasons. The Chair reports the decision to the all the members of the College Appeals Committee.
* Refer the student’s appeal to a meeting of the College Appeals Committee. If this is the case, the student will be invited to attend the meeting and given at least 5 days notice. The student may also bring someone of their choice if they wish.

If the student’s appeal is referred for a decision in a meeting of the College Appeals Committee, the Committee may take the following actions:

* Dismiss the appeal and affirm the decision in its original form.
* Uphold the appeal and set aside the decision.
* Find that the appeal presented by the student constitutes sufficient justification to require the Academic Dean to take certain actions in order to review the original academic decision and report back to Committee.

### ****Records****

Appropriate records will be kept of all meetings and documents pertaining to appeal under “Student complaints and Appeal Records” All records relating to appeals shall be deemed confidential and retained for a minimum of five years. During this time all parties to the appeal are entitled to appropriate access to these records.

### ****Responsibility****

The General Manager will be responsible for implementation of this policy and procedure and ensuing that all staff are fully trained in its operation.

### ****Privacy****

The college complies with the privacy principles set out in the Privacy Act 1988 when handling personal information. A student may apply for and receive a copy of the personal information held by the application that relates to that student.

**Privacy Policy**

Australia Christian College (ACC) complies with the Commonwealth Privacy Act 1998 (the Privacy Act) to handle personal information in accordance with National Privacy Principles.

This privacy policy covers the collection, storage, use and disclosure of student’s personal information. This also gives students rights to seek access to the personal information that the College holds of them.

### ****Purpose****

To ensure compliance with the requirements of Clause 23 of Schedule 1A of the Privacy Act and information Privacy Principles set out in the Privacy Act 1988 in handling personal information of all students.

### ****Scope****

This Privacy Policy applies to the collection, storage, use, disclosure and access to personal information relating to all individuals who have cause to liaise with ACC. Personal and sensitive information may be collected and stored in electronic and/or paper format.

This Privacy Policy does not apply to employment records used for employment purposes at ACC as per the Privacy Act.

### ****Definitions****

**Centrelink**: is an Australian Government Statutory Agency, assists people to become self-sufficient and supports those in need.

**Personal Information:**information or an opinion (including information or an opinion forming part of a database) that is recorded in any form and whether true or not about an individual whose identity is apparent or can reasonably be ascertained from the information or opinion. Personal information includes sensitive information. For the purpose of the Privacy Act 1988 (Cth) the personal information does not have to be a recorded form. For further information visit the Office of the Australian Information Commissioner website, http://www.oaic.gov.au/

**The Privacy Act 1988 (Privacy Act):** is an Australian law which regulates the handling of personal information of individuals. This includes the collection, use, storage, and disclosure of personal information and access to and correction of the information.

### ****Policy Statement****

The ACC collects minimum personal information from individual students and others in order to establish and administer effective communications and record-keeping. This usually includes factual data such as name, contact details, records of attendance, results of ACC courses, and personal welfare such as family matters, medical matters, financial matters, staff recruitment information, etc.)

Students are entitled to protection of their privacy, as are staff and others who may interact with ACC. Privacy considerations apply to all information the College may hold about students.

Staff of ACC may require access at times to personal information about some students. The privacy of personal information will be kept unless staff particularly need the information in order to carry out their responsibilities.

ACC will store all information about students securely in a safe computer system and cabinets so that the information is protected.

ACC will not disclose personal information to people outside the College other than in accordance with any legal or academic obligations for example to Centrelink or a Court.

ACC will not disclose any personal information to other students unless it is necessary for successful completion of course requirements, emergency purposes or compliance with legislative reporting requirements, and other uses permitted by the privacy laws. For example, peer students’ counselling practice or small group assignments may require personal information to be shared.

ACC reserves the right to use any photographs, recordings or videos taken of staff and students in its marketing materials. This right is acknowledged by students when signing their application forms.

ACC may send marketing material and other optional communications from time to time. Individuals can opt out of receiving this information by notifying ACC in writing.

Our Internet Service Provider makes a record of each visit to our website and collects academic information about each student for record keeping purposes.

Only restricted staff can access the student management system with allocated usernames and passwords.

Students whom ACC holds personal information of may seek access to that information and correct it if necessary, subject to some exceptions allowed by the Privacy Act. Requests for access must be in writing, and a small fee may be charged (20 dollars). People may apply for viewing and receiving a copy of their own personal information.

ACC takes reasonable steps to ensure that personal information is protected against loss and unauthorised use. However, to the extent permitted by law, ACC excludes any liability in contract, tort or otherwise for any security breach ACC takes all reasonable steps to ensure that personal information is up to date.

Individuals can assist by notifying ACC of changes to their personal information.

**Appeal**

If an individual believes that their personal information has not been dealt with in accordance with the Privacy Act, they may lodge a complaint. All complaints must be made in writing within the timeframe specified in the relevant Grievance Policy.

If the complaint is not satisfied with the outcome, they may refer the matter to the office of the Australian Information Commissioner at:

-Website:  http://www.oaic.gov.au

-Phone: 1300 363 992

**Recognition of Prior Learning (RPL)**

RPL is the process through the skills, knowledge and experience that can be recognized and be converted into nationally recognized qualifications by providing evidence that they meet the skills and knowledge to the standards required for this course.

Applications for RPL can be made by completing the RPL (Recognized prior learning) form and are received and processed by the national office. RPL is offered to all students prior to commencement of the course. Evidence for an RPL assessment can be attained through both paid and voluntary work in Australia and overseas. For this purpose, a minimum of six months of relevant experience is required and the experience cited as evidence must be from the last five years.

RPL is based on a portfolio and interview approach where students accept the main responsibility for identifying, gathering and submitting evidence about their achievement of the competencies. For those units where the participant cannot provide evidence to the standards required, the participant has the option to complete the learning and assessment for individual units or clusters as required. While the main responsibility is with the students, a trainer/assessor will be available to support students by phone and email.

**Library**

ACC provides good academic sources for the students through various books, DVDs and computers. Students can use the library books inside the building and can photocopy some pages through the photocopy machine in the library.

**Counseling support**

During the course, if a student has stress or any difficulty associated with the course work, they can apply for counseling sessions with the school counselor if the student submits a written request with the agreement of the student's tutor.

***Access, Equity and Anti-Discrimination***

ACC has a strong focus on providing opportunities for everyone to access and participate in learning and to achieve their learning outcomes. We are committed to ensure that our practices are as inclusive as possible and do not unreasonably prevent any clients from accessing its services if the clients meet all entry requirements.

ACC will give the opportunity of study to those who have disabilities and ACC is willing to help them in areas possible. If there is disability that may affect their study, it is necessary to inform the tutor at the start and at time of registration.

Wherever possible, trainers/assessors will make reasonable adjustments to the training and assessment process to ensure that all people are treated equally in the training and assessment process. Reasonable adjustments can encompass a range of areas including the physical environment, teaching delivery, format and utilization of assistance equipment. For example, providing information or course materials in accessible format, e.g. sending hard copies of all training materials, substituting an assessment task, extending assignment periods, providing comfortable chairs in the classroom and allowing handwritten written assignments or using note taker etc.

However, there is no exception for essential assignments due to disability. Tutors will help them as much as they can to help the student do well in the course.

Personal information related to disability will be kept confidentially.

**Access to Results**

Students can access current and accurate records of their participation and process through the office.

Generally, students get their results within two weeks and can check their results within three weeks of when a term is finished.

Students receive their transcripts and ACC charge an administration cost when they ask for extra transcripts.

**Intensive Seminar for Local Students**

ACC runs one or two days of intensive seminars in the beginning of each term. It was designed to produce more opportunities for busy people who have occupations.

Students need to organize their schedule in advance to attend all the seminars. Intensive seminar dates will be informed on the website and e-mail will be sent to each student every term. Seminar attendance record will be reflected on for the assessment and will be left as an official record.

Generally, the seminar includes the following.

* Orientation for the term
* Intensive lectures
* tutorial
* One on One
* Interaction with other students
* filling out feedback form for training
* Role play or oral presentation

ACC will provide morning tea, lunch and afternoon tea and the ACC office and staff will prepare all the materials for the effective seminar running.

Proper attitude as a student at the seminar are the following:
  -Treat lecturers and fellow students with respect. Regard all people as beings created in the image of God so they need to be friendly and without any prejudice.
  -Be punctual for all classes
-Actively involved in class to learn as much as possible.
- Keep the classroom, bathroom and all places clean with stewardship.
-Return all used books and things in place.
- Prepare books, bible and writing tools needed for the seminar.

**Quality Training**

Australia Christian College will ensure that all training services provided are of the highest quality possible and this is achieved by ensuring the following:

a) Training is delivered by appropriately qualified trainers who have extensive experience.

b) All training process used and/or developed meet the requirements of the appropriate

Training Package or Course Curriculum Guidelines.

d) All courses are to ensure compliance with the Standards for Registered Training Organisations 2015.

f) Feedback is collected about all trainings and services and the feedback is systematically collated, analyzed and used to improve the quality of training and education services provided.

g) Training is delivered flexibly with a variety of options made available to students about the way they learn and the resources they use to achieve competency.

i) All trainers regularly participate in moderation and validation of the units and courses of which they deliver.

j) All assessments are moderated and validated regularly, and outcomes of these exercises are used to improve training services and products.

k) All classes are delivered according to a documented session plan, and supporting materials which have been reviewed and approved by the appropriate personnel

**Training Processes**

In general terms training will be provided through:

a) Intensive seminars that are held every term or weekly classes in OSP.

b) One-on-one mentoring by a qualified trainer. This may be either over the phone or Skype, in classes, tutorials and presentation. These may be optional or a compulsory requirement.

c) Online training

d) Fieldwork experience, observations and/or practice.

e) A third party from the workplace acting as a supervisor and support person.

f) Completion of assignments, class notes and reading materials.

**Graduation**

**Vocation outcome**

Students who graduate are qualified to work in a secular or church counselling clinic as a professional counsellor or can seek positions in community services, schools, churches and missions.

Students graduated can work in the following areas.

* Professional counselor in counseling organizations or church related counseling office
* Counseling services in local community
* Leader working for schools, churches, mission centres

Graduate students who have completed CHC81015 Graduate Diploma of Relationship Counselling can work as the following job titles

 -Child and Family Counsellor, Contact service practice manager, Couple counsellor,

 Divorce counsellor, family counsellor, family relationship counsellor, marriage

 counsellor and separations counsellor

**Issuing of Qualification**

Requirements for graduation

To receive Diploma or Graduate Diploma, students must complete the following requirements:

* Full payment of fees
* Satisfactory completion of all unit assignments, graded as ‘competent’
* Satisfactory growth in personal attitude and characteristics.

Students who satisfactorily complete this criteria will be awarded with the appropriate certificate with a transcript detailing the results achieved.

Students who only complete portions of the course will receive a statement of attainment when wanted.

**Fees, Changes and Refund policy**

Students are given pre-enrolment information that states the total amount of all fees associated with the training and assessment being provided, including details on payment terms. They can access the information from the website. Students are not required to pay fees all up front but at the completion of their training. If this is not paid by the end of their training, they will not receive certificates. Students are asked to pay their fees regularly on a term base.

The following is the current fee policy and may be changed in the following year.

All course fees are paid directly to the national office.

**Refund Policy**

1. The College recognizes that there may be circumstances that warrant a refund of tuition fees collected by the College.
2. Partial or full refunds will be given where a student has paid a tuition fee deposit or paid tuition fees, and then withdraws from the program and/or course/s prior to the relevant census dates.
3. Where ACC is unable to provide agreed services ACC will make a refund to students in accordance with the relevant Commonwealth and State legislation.
4. For the purpose of determining whether a refund is given, the date of withdrawal from a course is the date on which the College receives a written notification of withdrawal (use ACC withdrawal form).
5. Census dates for courses can be viewed on the website https://www.accu.edu.au (census dates) to ensure current and prospective students have publicly given available, up-to-date and accurate information.
6. A student who voluntarily withdraws from a course before the course census date, will not incur a tuition fee liability for the course from which they have withdrawn and will be eligible for a full refund of tuition fees paid.
7. A student who withdraws from a course after the course census date will incur a tuition fee liability for the course and is not entitled to a refund (applied only for the current semester period)
8. In case the College is unable operate its refund policy, overseas students can be protected by the Education Services law 2000 for overseas students (Education Services for Overseas Students: ESOS Act 2000 and ESOS Regulations 2001)
9. ACC will refund within 28 days of the receipt of the written notification of withdrawal by the student or parent(s)/legal guardian tuition fees paid by or on behalf of the student as agreed.
10. This agreement and the availability of complaints and appeals processes do not remove the right to take action under Australia’s consumer protection laws.

**Administration fee**

Late assignment: $ 60 per assignment

Re-assessment: $ 60 per assignment

Certificate issue: $ 30

Re-registration after withdrawal: $ 65

Additional fees that may apply for purchasing books and materials

Each year: $ 200~300

**Withdrawals**

When students withdraw a course, they must discuss the matter with their tutors. Also require a fill out of the "Form of withdrawal" and must be submitted to their trainers/tutors. The date of withdrawal is the date by which the written notification is received by the ACC main office.

**Legislation**

ACC is committed to comply with relevant Commonwealth, State or Territory legislation and regulatory requirements such occupational health and safety, insurance, workplace harassment, confidentiality of personal information, anti-discrimination including equal opportunity, racial vilification and disability discrimination.

 **Workplace Health and Safety**

Australia Christian College (ACC) is committed to observe workplace health and safety requirements of staff and students.

In order to achieve WHS objectives ACC will provide induction training or orientation to enable all staff and students to perform their work and study in a manner that is safe and without risk to their health or to the health of others.

And the class venue and office will be checked and cleaned regularly and ACC will strive to improve the standards and practices of work health and safety.

If there is any accidents, hazardous situations, dangerous occurrences or immediate risks to health or safety it will be notified immediately to staff, students, visitors and will be recorded.

NSW: [http://www.legislation.nsw.gov.au/maintop/view/inforce/act+10+2011+cd+0+N](http://www.legislation.nsw.gov.au/maintop/view/inforce/act%2B10%2B2011%2Bcd%2B0%2BN)

**Workplace harassment, victimization and bullying**

 Australian College of Christianity (ACC) is committed to the prevention of harassment of any kind and is willing to create an environment free from harassment or bullying. All students and staff are treated with dignity and respect with recognition of diversity.

If there is any harassment/bullying/victimization that is unwanted/ unwelcome or uninvited behaviour of a verbal, non-verbal, physical or sexual nature, which makes one feel humiliated, intimidated or offended will not be accepted and tolerated by the college and may result in some disciplinary action such as suspension or dismissal.

<http://www.worksafety.act.gov.au>

**Privacy (Confidentiality of personal information)**

Australia Christian College seeks minimal personal information of staff and students to respect their privacy.

Students are entitled to protection of their privacy. Privacy considerations apply to all information ACC may hold about students, including factual data (address, phone numbers, age, enrolment status, etc.), academic progress and personal situation regarding welfare.

ACC will not disclose personal information to people outside the college except for legal or academic obligation and commits itself to ensuring that all information about students are stored securely.

<http://www.privacy.gov.au/law/act>

**Anti-discrimination including equal opportunity, racial vilification and disability discrimination**

Australian College of Christianity is committed to provide non-discriminatory access to services and comparable educational outcomes by all groups in society. By providing accessible and equitable vocational education and training all Korean people will be able to develop knowledge and skills to enhance life and work opportunities.

Australian College of Christianity recognize particular groups of people in society whom have experienced disadvantage or unequal educational outcomes. Target groups include women, aged people, people who cannot speak English, people with physical disabilities or rurally isolated individuals.

ACC is committed to apply the principle of access and equity in vocational education and training for target groups and ensure that our working and teaching practices are fair and equitable and our learning environment is non-discriminatory.

<https://www.ag.gov.au/RightsAndProtections/HumanRights/Pages/Australias-Anti-Discrimination-Law.aspx>

**Student Code of Conduct**

**Student’s Rights**

All students have the right to:

a) Be treated fairly and with respect by all students and staff.

b) Not be harassed, victimized or discriminated based on gender, race, family status, disability, or age.

c) Learn in a supportive environment

d) Learn in a healthy and safe environment where the risks to personal health and safety are managed and minimized.

e) Have their personal details and records kept private and secure according to our Privacy and Personal Information Policy.

f) Access the information Australian Christian College holds about them.

g) Receive information on course structure, unit objectives and assessment requirement at the beginning of each term/semester.

h) Make appeals about procedural and assessment decisions.

i) Receive training, assessment and support services that meet their individual needs.

j) Be given clear and accurate information about their course, training and assessment arrangements and their progress.

k) Access the support they need to effectively participate in their training program.

l) Provide feedback to Australian Christian College on the client services, training, assessment and support services they receive.

**Student’s Responsibilities**

All students throughout their training and involvement with Australian Christian College are expected to:

a) Treat all people with fairness and respect, not to act upon something that could offend, embarrass or threaten others.

b) Not harass, victimize, discriminate against or disrupt others.

c) Demonstrate a high standard of Christian conduct.

d) Follow the guidelines in the Student Handbook.

e) Follow all safety policies and procedures as directed by staff.

f) Report any perceived safety risks as they become known.

g) Not bring any articles or items that may threaten the safety of self or others into any premises used for training purposes.

h) Notify Australian Christian College if any of their personal or contact details change.

i) Provide relevant and accurate information to Australian Christian College in a timely manner.

j) Approach their course with due personal commitment and integrity.

k) Complete all assessment tasks, learning activities and assignments honestly and without plagiarism.

l) Hand in all assessment tasks, assignments and other evidence of their work with a completed and signed cover sheet.

m) Make regular contact with their Trainer/Assessor.

n) Progress steadily through their course and accept and respond to feedback.

o) Prepare appropriately for all assessment tasks and training sessions.

p) Notify Australian Christian College if any difficulties arise as part of their involvement in the program.

q) Notify Australian Christian College if they are unable to attend training sessions/ seminars for any reason at least twenty-four (24) hours prior to the commencement of the activity.

r) Make payments for the course within agreed time frames.

s) Respect the property of the college, staff and of fellow students.

**Students Support**

Students are asked to evaluate and mark the areas they need additional support in which is located at the ‘Extra learning Support’ (page 5) section of the application form. When a student finds needs for extra learning support later during the course, they can express their needs to their tutors. Then the tutor will discuss the matter with the course director and will organize an appropriate solution. The areas of additional support students need are

Language, Literacy and Numeracy

Computer skills

Additional studying guidance

Understanding online study system

Part of adjusting due to physical hindrance

Administrators at the national office will contact those who marked the additional support on the application form to take an interview and additional support will be provided.

**Language Ability**

Most Koreans will not feel the need for support related to language ability. However, when language support is needed, those applicants will be arranged with a Korean school at each state. Applicants will need to improve their Korean ability before they start their course. The cost for Korean school depends on each state but it will cost about $70 per three-hour lesson. Korean school contact is 0402 490 558 (Melbourne).

**Computer ability**

Using computers are required for ACC courses. For example, it is necessary to have such skills like typing, editing, sending email, internet search, etc. If students do not know these basic skills, they are encouraged to take private lessons concerning this area or learning how to use computers near schools. If necessary, those applicants could receive private lessons from the ACC webmaster. Those applicants could ask for the webmaster’s contact information. Cost is $15 for 30 minutes and $5 for an additional 10 minutes.

**Understanding online system**

Students could request an online system explanation to relevant staff. In this case, students need to form a group and ask for a 1-hour group guide from relevant staff. The guide for ACC online system is uploaded on the ACC homepage ([www.accu.edu.au](http://www.accu.edu.au)). After being familiar with the homepage guideline, students could ask further questions they do not understand to staff.

**Adjusting due to physical hindrance**

Students with physical hindrance will be supported by different kinds of support and assessment. Those students should inform the College what kind of support they need during the interview. The College will try to support these areas to help students. In the case of students who do not want their personal information shared, only related staff should strictly deal with the information.

|  |
| --- |
| **Part 4. Forms** |

Cover sheet

Orientation Checklist

 Deferral Application

 Form of Withdrawal

ACC Students Feedback

Program Assessment Form

\*RPL, Counseling Application Form, etc. including other forms you can download from ACC homepage or inquire to the College office.

**Assignment Cover sheet**

|  |  |
| --- | --- |
| Unit name and code 과목 |  |
| Assignment name 과제명 |  |
| Trainer name 담당 간사명 |  |
| Due date 제출 마감일 |  |
| Submitted date 제출일 |  |

Statement of authorship 제출자 서명

|  |
| --- |
| I declare that this assignment submitted for assessment ismy own work and contains no material which has been producedby any other person except where due reference is made.내가 제출하는 이 과제는 다른 누군가의 도움 없이 스스로 제작한 것임을 서약합니다. |
| Student name |  | Student signature |  |
|  해당 강의를 시청했나요?  | Yes/No  | 언제 시청하셨나요?날짜, 시간 기록  |  |

Result 결과

|  |  |
| --- | --- |
| Result 결과 | Satisfactory / Not yet Satisfactory  |

**Re submission 재제출**

|  |  |  |  |
| --- | --- | --- | --- |
| Due date 제출 마감일 |  | Submitted date 제출일 |  |
| Result 결과 | Satisfactory / Not yet Satisfactory  |

Feedback

|  |
| --- |
|  |

Assessor 채점자

|  |  |  |  |
| --- | --- | --- | --- |
| Name |  | Signature |  |
| Date |  |

**ACC Student Orientation Checklists**

 - to be collected and added to the student file

|  |  |
| --- | --- |
|  Student Name: |  Course: |
| Address:  | E-mail: |
| Signature: | Date: |

|  |  |
| --- | --- |
| Criteria  | Tick the following that is correct |
| I have received initial introduction and information from the ACC website, enrolment form and ACC office staff before applying for the course | Yes/No |
| I have taken the "student orientation session" | Yes/No |
| I have received a student handbook including training and assessment policy, administration policy and student policy etc. | Yes/No |
| I agree to abide by the conditions of the student handbook | Yes/No |
| Key staff (trainers, office staff etc.) have been introduced to you | Yes/No |
| I have completed orientation on Work place health and safety issues | Yes/No |
| Emergency evacuation procedures were provided to me | Yes/No |
| I have completed orientation on injury and incident procedures and report | Yes/No |
| I have completed orientation on privacy and freedom of information  | Yes/No |
| I have completed orientation on sexual harassment prevention including certain types of behaviour that may constitute sexual harassment, who I can turn to for help when a sexual harassment incident occurs. | Yes/No |
| I have completed orientation on victimisation and bullying incidents | Yes/No |
|  I give permission to be photographed or to be recorded to be used by ACC for marketing and training purpose. | Yes/No |
|  I give permission for my name and contact details to be used within ACC to staff and students for training and communication. I respect and protect individual’s privacy issues on distributed information.  | Yes/No |

**ACC Student Orientation Checklists OSP**

|  |  |
| --- | --- |
| Student Name**:**  | Course**:**  |
| Address**:**  | **Email:**  |
| Signature**:**  | Date**:**  |

|  |  |
| --- | --- |
| Criteria  | Tick whatever is correct |
| I have received initial introduction and information from ACC website, enrolment form and ACC office staff before applying for the course | Yes/No |
| I have taken the "student orientation session" | Yes/No |
| I have received a student handbook including training and assessment policy, administration policy and student policy etc.I agree to abide by the conditions of the student handbook | Yes/NoYes/No |
| Key staff (trainers, office staff etc.) have been introduced to you | Yes/No |
| I have completed orientation on Work place health and safety issues | Yes/No |
| Emergency evacuation procedures were provided to me | Yes/No |
| I have completed orientation on injury and incident procedures and report | Yes/No |
| I have completed orientation on privacy and freedom of information  | Yes/No |
| I have completed orientation on sexual harassment prevention including certain types of behaviour that may constitute sexual harassment, who I can turn to for help when sexual harassment happens. | Yes/No |
| I have completed orientation on victimisation and bullying incidents | Yes/No |
|  I give permission to be photographed or to be recorded to be used by ACC for marketing and training purpose. | Yes/No |
|  I give permission for my name and contact details to be used within ACC to staff and students for training and communication. I respect and protect individual’s privacy issues on distributed information.  | Yes/No |
| I was advised and asked to read the ESOS framework site.  | Yes/No |
| I received the orientation about policy for overseas course’s attendance rate. | Yes/No |
| I received the orientation about policy for overseas students’ academic fulfilling obligation. | Yes/No |
| I I received the orientation about policy for overseas students’ enrollment, defer and cancellation, complaint process and refund.  | Yes/No |
| I was informed to contact to the College as soon as overseas students’ contacts are changed. | Yes/No |
| I received the orientation about access, equity, and anti-discrimination. | Yes/No |
| I received orientation information for adapting in life in Australia. | Yes/No |

This check list will be attached to the students’ file once filled out.

**Deferral Application**

**Contact Details**

|  |  |  |  |
| --- | --- | --- | --- |
| Course  |  | Year  |  |
| Surname  |  | Given names (*in full*) |  |
| Title | Mrs. Mr. Ms. Miss. | Student ID No  |  |
| Mobile  |  | Email (write clearly) |  |

**Period of Deferral** starts on…………………………………...........................................................................................

I will return to (please insert the year and tick the relevant term) :

Year: ( ) Term 1 Term 2 Term 3 Term 4 

Deferral is a voluntary suspension of your studies.

It is approved leave by ACC and granted for **up to one year.**

**Reasons for applying for deferral:**

………………………………………………………………………………………………………….…………………………………………………………

………………………………………………………………………………………………………….…………………………………………………………

…………………………………………………………………………………………………………………………………………………………………….

**The following circumstances may prevent the approval of your deferral request**

You have discontinued from your studies. You will need to re-apply for Admission.

Any outstanding fees or fines.

Past the census date for the current teaching period

You will be notified of the outcome of this application and will be reminded about returning to studies towards the end of your deferral.

**Signature of Student Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

Office use only:  Deferral approved Registrar’s signature………………….Date:......................

Student notified: ............. Date: ............................. How: .........................................

**Withdrawal**

**A student who has decided to withdraw the course must fill out this form and submit it to the ACC office. Please discuss your situation with your tutor before you make a final decision. Send to:** **info.accollege@gmail.com** **/ Po Box 1264 Dickson ACT 2602**

|  |  |  |  |
| --- | --- | --- | --- |
| Student name |  | Student ID |  |
| Course name  |  | Year  |  |
| Telephone  |  |
| E-mail  |  |
| Date of withdrawal  |  |
| Reasons for withdrawal  |
| Would you re- enroll into this course in future? |

|  |  |  |  |
| --- | --- | --- | --- |
| Student signature: |  | Date: |  |
| Receiving date: |  | Confirmation Signature: |  |

 **Complaint Letter**

Use this form when you lodge a formal complaint. There are three ways you can submit your complaints.

|  |  |  |
| --- | --- | --- |
| Hand delivery: | Mail: | Email |
| General Manager | General Manager | info@accu.edu.au |
| 2 Randwick Rd | 2 Randwick Rd  | Address to General Manager |
| Lyneham ACT 2602 | Lyneham ACT 2602  |  |

 **Student Details**

|  |  |  |
| --- | --- | --- |
| Title | First Name | Family Name |
| Address: |  |  |
| Telephone: |  | Mobile: |
| Email: |  | Student ID: |
| Course: |  | Faculty: |
| Year |  | Local/International: |

**Complaint**

Are you complaining against

|  |  |  |  |
| --- | --- | --- | --- |
|  |  Academic  |  |  Non-academic  |

**Summary of appeal**

Please provide a summary of your appeal in the space below, with clear reasons.

|  |
| --- |
|  |

**Signature: Date:**

**Assignment Extension Form**

|  |  |
| --- | --- |
| **Student Name** |  |
| **Student No** |  |
| **Subject Unit** |  |
| **Title of assessment task** |  |
| **Lecturer** |  |
| **Due date** |  |
| **Reason for requesting extension** |  |
|  |
| **New submission date requested** |  |
| **Date of application** |  |

**Course:**

**Date: Name: Sign:**

**Registrar:**

**Feedback by Students about Semester**

Please be assured that we respect your privacy and the given answers are only

collected to allow the college to improve the services we provide to our students.

|  |
| --- |
| Course:  |
| Date: **(dd) / (mm) / 2019** |

|  |  |
| --- | --- |
| Strongly Disagree  |  Strongly Agree |
| N/A | 1 | 2 | 3 | 4 | 5 |

|  |  |  |
| --- | --- | --- |
| 1. The process studied during this semester is satisfactory.  |

|  |
| --- |
|  |

 |
| 2. The learning acquired during this semester helped to improve the counselling skills.  |

|  |
| --- |
|  |

 |
| 3. The learning acquired during this semester helped to improve the knowledge of counseling.  |

|  |
| --- |
|  |

 |
| 4. The web-sites and the lectures on the web are well made.

|  |  |
| --- | --- |
| Web-site management  |  |
| The name of lecture:  |  |
| The name of lecture:  |  |
| The name of lecture:  |  |

 |
| 5. The tutors taking care of students are satisfactory.

|  |  |
| --- | --- |
| The name of the tutor:  |  |

 |
| **\* Next questions are only for those participating in the seminar.**   |
| 6. Overall all the aspects for this seminar are satisfactory.   |

|  |
| --- |
|  |

 |
| 7. Small group activities in this seminar was satisfactory.   |

|  |
| --- |
|  |

 |
| 8. I was satisfied with the lectures in this seminar.   |

|  |
| --- |
|  |

 |
| 9. I was fully supported by the staffs in the seminar.  |

|  |
| --- |
|  |

 |
| \* **Explain the following briefly.**  |
| 10. What’s the best part of this seminar?  |
|  |
| 11. Is there any additional feedback you would like to give us? If yes, please comment on the back of this paper including the items that you evaluated below. |
|  |

**Thank you for taking the time to complete this evaluation.**

**Program Feedback – Student**

|  |  |
| --- | --- |
| **Course :** | **Date :** |
| **Trainer Name :** | **Student Name :**  |

Please answer the questions below as truthfully as possible to help us improve our training and develop our services. Circle the number that best describes your feeling about each question.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 1 | 2 | 3 | 4 | 5 |
| Never | Rarely | Sometimes | Mostly | Always |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| QUESTION | 1 | 2 | 3 | 4 | 5 |
| At enrolment, did you receive all the information needed to make a satisfactory choice about the program? |  |  |  |  |  |
| Were you given a clear idea of what you would gain by the end of the program?  |  |  |  |  |  |
| Was the content what you expected? |  |  |  |  |  |
| Did the content/subjects meet your needs? |  |  |  |  |  |
| Did you think that the trainer/s had good knowledge of the topics they were teaching? |  |  |  |  |  |
| Time to complete the assignments were satisfactory? |  |  |  |  |  |
| Was the trainer well prepared? |  |  |  |  |  |
| Were your questions answered clearly? |  |  |  |  |  |
| Was the pace suitable for you needs? |  |  |  |  |  |
| Were you satisfied with the learning materials? |  |  |  |  |  |
| Was the equipment adequate? |  |  |  |  |  |
| Did you find the facilities suitable? |  |  |  |  |  |
| Assignment feedback was timely and constructive?  |  |  |  |  |  |
| Feedback on the practical work was useful? |  |  |  |  |  |
| Was the classroom learning relevant and did it assist you in your practical work? |  |  |  |  |  |
| Were you given the learning support you felt you needed? |  |  |  |  |  |
| Were any special needs you had met? |  |  |  |  |  |
| Did you feel that your cultural or linguistic background was a barrier to learning? |  |  |  |  |  |
| On a scale of 1 to 10 how do you rate your overall satisfaction with this program? |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8x | 9 | 10 |
| If you were dissatisfied with any aspect, please comment further: |
| How could this program be improved? |
| Are there any other comments you would like to make?  |

**Thank-you for taking the time to complete this evaluation.**

**Feedback by Students about Tutors**

Please be assured that we respect your privacy and the given answers are

only collected to allow the college to improve the services we provide to our students.

|  |
| --- |
| Tutor’s name :  |
| Course :  |
| Date : **(dd) /(mm) / 2019** |

|  |  |
| --- | --- |
| Strongly Disagree  |  Strongly Agree |
| N/A | 1 | 2 | 3 | 4 | 5 |

|  |  |
| --- | --- |
| Questions | Answer |
| 1. My tutor has adequate knowledge and skills concerning their role.  |  |
| 2. My tutor had been taking care of students, including regular contacting.  |  |
| 3. My tutor can be reached by the student. responded well to contacting. |  |
| 4. My tutor gives feedback for assignments within two weeks.  |  |
| 5. Feedbacks from My tutor are in detail and helpful for study.  |  |
| 6. My tutor had been well prepared for the small groups.  |  |
| 7. Overall, I am satisfied with the tutor.  |  |
| 8. Is there any additional feedback you would like to give us about the tutor?(If yes, please comment on the back page.)  |  |

**Thank you for taking the time to complete this evaluation.**