



Excellence in Christian Education-Truth·Education·Restoration  
**Australian College of Christianity**

RTO 40892  
CRICOS 03461B



# Australian College of Christianity Student Handbook

VET courses

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# Table of contents

## Greetings

### Part 1 -Australian College of Christianity

- Vision, Mission and Value
- Statements of beliefs/ ACC Logo
- Code of Practice
- ACC people

### Part 2 - Course and Assessment Policy

- Course Information
- Entry requirement
- Assessment Methods
- Assignment Formats
- Academic performance

### Part 3 - General Policy

- Complaints Procedure
- Credit Transfers (RPL)
- Library
- Counselling support
- Access, Equity and Anti-Discrimination
- Access to Results
- Intensive seminar
- Quality training
- Training Process
- Graduation
- Issuing of Qualifications and Degrees
- Fees, Changes and Refund Policy



Withdrawals

Legislation

Student Code of Conduct

Student support

## **Part 4 – Forms**

Orientation Checklist

Assignment Cover Sheet

Deferral Application

Form of Withdrawal

Complaint letter Form

Student Feedback

Program Feedback form

Feedback for tutor



## WELCOME

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

ACC will go along with you to enable you to grow to be Christian ministers or ministry leaders through excellence and continuous improvement.

ACC was born in 2013 by many people's affections, prayers and commitment and it will be an influential educational organization, which is contributed to world widely located Christians and Korean communities.

As you study at ACC you will experience intellectual growth as well as internal growth. For that all staff will make effort.

The sound education of the truth and professional knowledge in excellence of ACC will equip you to be strong and confident Christian workers in the end days of the world.

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 be surely prepared well for your future ministries and vocations through the courses 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



## Purpose of this student handbook

This handbook has been written to help you understand the way our Organization works, to help you get the most from your studies, to provide you with important information about the programs offered by ACC, and about your rights and responsibilities as a student at ACC. We hope to answer many questions you have about studying 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 approaching the ACC website [www.accu.edu.au](http://www.accu.edu.au)

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

Especially, Students 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

### **Students Login to Moodle Site through <http://moodle.accu.edu.au>**

You can see the same contents of 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 in the Moodle site, the ACC administrator will send you an approved user name and password which you want at the beginning of semester. When you lose your ID and password or have trouble logging in, please inquire to ACC administrator ([info@accu.edu.au](mailto:info@accu.edu.au)). For further information, please refer to the initially sent email or Support → Help&FAQ bulletin board in the main menu of ACC website.



## 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 the courses of ACC were 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.

#### 2. Educatio (Education)

For four years individuals will be trained with a professional and biblical knowledge and discipline including field experiences in Christian ministry. They also 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 training.

#### 3. 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 bring wholeness in Christian workers.

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

### 2. Family/Church /Community

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

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

### 3. Professionalism

ACC values excellence which was demonstrated in the life of Jesus in the Bible. The demands of a fast moving global economy also require more well – skilled people who can keep pace. Therefore, ACC is committed to provide excellent Christian education to meet the current demand.

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

### 4. 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 be a person who can serve the people. 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 ACC adhere 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 impresses us. ACC also put the 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 and it means that the truth of the Bible is the centre of all training and education. The three candles of the candle holder symbolise the truth(Veritas), education (Educatio), restoration(Resparatio) that are ACC's purpose. And outside the circle shows that every value make harmony in one like 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 needs of Korean communities. Australia Christian College will start courses in 2015 and it has a vision to cover various communities all over the world.



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

CHC51015	Diploma of Counselling
CHC81015	Graduate Diploma of Relationship Counselling
CHC53315	Diploma of Mental Health
CHC43315	Certificate IV in Mental Health
CHC43215	Certificate IV in Alcohol & Other Drugs
CHC43415	Certificate IV in Leisure and Health
SIS40319	Certificate IV in Sport Coaching
CHC42315	Certificate IV in Chaplaincy and Pastoral Care
10743NAT	Diploma of Christian Ministry and Theology
10742NAT	Certificate IV in Christian Ministry and Theology
10741NAT	Certificate III in Christian Ministry and Theology

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

OSP Codes	Subjects
089753A	Diploma of Counselling
089752B	Graduate Diploma of Counselling
	Diploma of Christian Ministry and Theology
	Certificate IV in Christian Ministry and Theology
	Certificate III in Christian Ministry and Theology



## 2022 ACC Staff

### Administration

Hun Kim (CEO, President of ACC)

Mijin Seo (Academic Manager)

Kwangrye Lee (Registrar)

Ji Hoon Cho (Administration officer)

Nam Duk Kim (Web Master)

John Kim (Assistant Web Master)

### VET Course

#### Counseling Department

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

Ahn Hee Hong (Tutor)

Young Hee Kim (Tutor)

Katherine Cho (Melbourne OSP)

So Hee Park (Tutor trainee)

#### Community Department

Young Hee Kim (Centre Director)

#### Theology Department

Kyung Sik Joo (Responsible for student management and teaching)

Sangpil Son (Responsible for course content management and teaching)

#### Sport Coaching Department

Suk won Kim (Lecture and student management)



## **Contact Details**

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Website: <http://accu.edu.au>

Moodle site: <http://moodle.accu.edu.au>

### **Sydney Campus**

Level 4

- Address: 9-11 Blaxland rd NSW
- Email: [ceo@accu.edu.au](mailto:ceo@accu.edu.au) / [info@accu.edu.au](mailto:info@accu.edu.au)
- Telephone: **02-6255-4597 / 0402-140-905**

### **Brisbane Campus**

- Address: 2642 Logan Rd, Eight Mile Plains QLD 4113
- Email: [info@accu.edu.au](mailto:info@accu.edu.au)
- Telephone: 0434 245 475 / 0402 140 905

### **Melbourne Campus – MST**

- Address: 5 Burwood Highway Wantirna VIC
- Email: [info@accu.edu.au](mailto:info@accu.edu.au)
- Telephone: 0434 245 475 / 0402 140 905



# Code of practice

## 1. Introduction

- 1.1 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.
- 1.2 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

- 2.1 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.
- 2.2 Our organization maintains a learning environment that is conducive to the success of students.
- 2.3 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.
- 2.4 Our organization monitors and assesses the performance and progress of the students.
- 2.5 Our organization ensures that teaching staff are not only suitably qualified but are also sensitive to the cultural and learning needs of students.
- 2.6 Our organization ensures that assessments are conducted in a manner that meets the approved standards.
- 2.7 Our organization is committed to access and equity principle and process in the delivery of its services. Students are given information prior to enrolment and orientation procedure.
- 2.8 Our organization will conduct validation process or internal or external audit of its policies and procedures at least once a year, to comply with the standards for Registered Training Organisations 2015. ACC is responsible for compliance of training and assessment.
- 2.9 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



- 3.1 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.
- 3.2 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**

- 4.1 Our organization markets and advertises its products and services in an ethical manner.
- 4.2 Our organization gains written permission from a student before using information about an individual or organization in any marketing materials.
- 4.3 Our organization accurately represents recognized training products and services to prospective students.
- 4.4 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**

- 5.1 Our organization has measures in place to ensure that students receive a refund of fees for services not provided.
- 5.2 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 conducts recruitment of students at all times, in an ethical and responsible manner including assessing the educational background of students.

#### **7. Provision of information**

7.1 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

## **8. Support services**

Our organization provides adequate protection for the health, safety and welfare of students and, without limiting the ordinary meaning of such expression, this includes adequate, and appropriate support services in terms of academic and personal counseling.

## **9. Appeals mechanism**

- 9.1 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, which affect the students' process.
- 9.2 For this purpose our organization has a complaints policy and appropriate operational mechanisms which are made known to students at the time of enrolment.
- 9.3 Where a complaint cannot be resolved internally, our organization advises the student of the appropriate body where they can seek further assistance. All appeals and complaints are documented.

## **10. Record keeping**

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



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

## 11. Quality Control

Our organization seeks students' satisfaction feedback and undertakes to improve its services in accordance with that feedback. 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 as the following.

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 application Applying 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, CHCCSM005 CHCDIC001, CHCDIV002, CHCLEG001, CHCPRP003, CHCCCS019, CHCAGE001 CHCCCS017, CHCGRP002 CHCMHS001

DCCC019 Crisis Counseling

DCCE001 Counseling Ethics

DCCR001 Counseling Relation

DCRI003 Assessment and Improvement  
in Professional Practice

DCCC002 Counseling Communication

DCPS037 Counseling Process and  
Client Support

DCOP001 The Old Counseling

DCGC017 Grief Counseling

DCDT004 Development Theories

DCLT005 Learning Theories

DCGC002 Group Counseling

DCCT006 Counseling Therapies<sup>1,2</sup>

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 a number of areas. Create broad concepts and procedures through the analysis of gathered information and concepts at a fundamental level Demonstrate accountability for group outcomes within broad parameters and significant scope of	CHCDFV008, CHCFCS001, CHCFCS002, CHCFCS003 CHCPRP007, CHCFAM001, BSBMGT605, CHCGRP005, BSBLED806, BSBRES801, CHCYTH010





operation in a variety of contexts	
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	

**AQF4: Certificate IV in Chaplaincy and pastoral care**

Unit Code	Unit Title
CHCCS016	Respond to client needs
CHCCSL001	Establish and confirm the counselling relationship
CHCCSL007	Support counselling clients in decision-making processes
CHCDIV002	Promote Aboriginal and/or Torres Strait Islander cultural safety
CHCCCS017	Provide loss and grief support
CHCDIV001	Work with diverse people
CHCLEG001	Work legally and ethically
CHCMHS001	Work with people with mental health issues
CHCPAS001	Plan for the provision of pastoral and spiritual care
CHCPSAS002	Provide pastoral and spiritual care
CHCPRP003	Reflect on and improve own professional practice
HLTAID003	Provide first aid

+ Some of the electives may change slightly each year

**AQF4: Certificate IV in Mental Health**

Unit Code	Unit Title
CHCMHS002	Establish self-directed recovery relationships
CHCMHS003	Provide recovery oriented mental health services
CHCMHS004	Work collaboratively with the care network and other services
CHCMHS005	Provide services to people with co-existing mental health and alcohol and other drugs issues
CHCMHS007	Work effectively in trauma informed care
CHCMHS008	Promote and facilitate self-advocacy
CHCMHS011	Assess and promote social, emotional, and physical wellbeing
HLTWHS001	Participate in workplace health and safety
CHCDIV001	Work with diverse people
CHCDIV002	Promote Aboriginal and/or Torres Strait Islander cultural safety
CHCLEG001	Work legally and ethically
CHCCCS019	Recognise and respond to crisis situations
CHCAGE001	Facilitate the empowerment of older people
CHCCCS017	Provide loss and grief support
CHCPRP003	Reflect on and improve own professional practice

+ Some of the electives may change slightly each year

**AQF4: Certificate IV in Alcohol and Other Drugs**

Unit Code	Unit Title
CHCAOD001	Work in an alcohol and other drugs context
CHCAOD004	Assess needs of clients with alcohol and other drugs issues
CHCAOD006	Provide interventions for people with alcohol and other drugs
CHCAOD009	issues
CHCCCS004	Develop and review individual alcohol and other drugs treatment
CHCCCS014	plans
CHCCOM002	Assess co-existing needs
CHCDIV001	Provide brief interventions
CHCLEG001	Use communication to build relationships
CHCMHS001	Work with diverse people
CHCPRP001	Work legally and ethically
HLTAID003	Work with people with mental health issues
CHCCCS017	Develop and maintain networks and collaborative partnerships
CHCCCS019	Provide first aid
CHCADV001	Provide loss and grief support
CHCYTH011	Recognise and respond to crisis situations
CHCGRP003	Facilitate the interests and rights of clients
	Work effectively with young people and their families
	Plan, facilitate and review psycho-educational group

+ Some of the electives may change slightly each year

**AQF4: Certificate IV in Leisure and Health**

Unit Code	Unit Title
CHCDIV001	Work with diverse people
CHCCOM002	Use communication to build relationships
CHCLAH001	Work effectively in the leisure and health programming
CHCLAH002	Participate in the planning, implementation and monitoring of
CHCLAH003	individual leisure and health programs
CHCLAH004	Participate in planning leisure and health programs for clients with
CHCLAH005	complex needs
CHCPRP003	Incorporate lifespan development and sociological concepts into
HLTAAP002	leisure and health programming
HLTWHS002	Reflect on and improve own professional practice
CHCCCS015	Confirm physical health status
CHCCCS023	Follow safe work practices for direct client care
CHCDIS003	Provide individual support
HLTAID003	Support independence and wellbeing
BSBLDR403	Support community participation and social inclusion
CHCYTH009	Provide first aid
CHCYTH001	Lead team effectiveness
	Support youth programs
	Engage respectfully with young people

+ Some of the electives may change slightly each year

**AQF4: Certificate IV in Sport Coaching**

Unit Code	Unit Title
BSBOPS403	Identify risk and apply risk management processes
HLTWHS003	Maintain work health and safety
HLTAID011	Provide first aid
SISSSCO003	Meet participant coaching needs
SISSSCO005	Continuously improve coaching skills and knowledge
SISSSCO015	Prepare participants for sport competition
SISXIND009	Respond to interpersonal conflict
SISSSCO013	Coach sport participants up to an advanced level
SISSSCO009	Work collaboratively with others in a sport environment
SISXIND005	Coordinate work teams or groups
BSBADM405	Organise meetings

+ Some of the electives may change slightly each year

**AQF4: Certificate IV in Christian Ministry and Theology**

Unit Code	Unit Title
CMTTHE401	Interpret and discuss Christian Scripture and Theology
CMTTHE402	Interpret theological data
CMTTHE403	Compare and present information on a theological theme or issue
CMTTHE404	Compare and apply new theological insights
CMTMIN401	Communicate theological information
CMTMIN402	Work with people with mental health issues
CHCMHS001	Use communication to build relationships
CHCCOM002	Work with diverse people
CHDIV001	

+ Some of the electives may change slightly each year

**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 beliefs
- have the ability to apply knowledge of a 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 Counselling at Diploma or Advanced Diploma level or
- Previous experience in a family counselling environment in a job role involving the self-directed application of knowledge with substantial depth in some areas, the exercise of independent judgement and decision making, and a range of technical and other 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.](#)

### **Assessment**

Students on 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 industry experience in the competency.

Each assessment method was designed to cover units of competency.

Each unit use various assessment tools involving the followings.

- Written assignment
- Small group
- Journaling
- Role play and PC
- Counselling Report
- 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 actually do related to a specific industry standard). Assessment, as in 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 example, email, hard copy, audio recording).
- The tutor must be prepared to spend additional one on one time with struggling students to assist them in becoming 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 a more accurate 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 have 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 that is 60 dollars per assignment and will get another chance to submit their assignment and that will be the last 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 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 the due date. When assignment submission was late, 60 dollars of penalty should be paid. This process should



be negotiated between the trainer/tutor and the student.

All completed assignment should submit by uploading to ACC Moodle site. Students will get feedback of their assignment by Moodle.

If a student has a special reason that cannot keep the due dates, they need to discuss the issue with their unit trainer before the due date with permission, and the student should also submit the evidence of a special reason. The extension of each assignment can be a maximum of one week. For the exceptional case, further discussion with the trainer is needed. The penalty is to pay to the ACC office (Use assignment extension form).

If a student did not submit their assignments before the unit finalised, 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 ( cover sheet form is located at Part 4 and students can download it from the website too)
- All parts of cover sheet should be filled out correctly ( name in English, signature, unit code and title, trainer name, date, word counts)
- All assignments (except for journal)need to be typed

The margin of both sides is 2-3 centimeters

Font size of letter is 11

Letter shape is Times New Romans

One side only

Double spaces

When students use reference books in their assignments or someone else's published ideas, they should be acknowledged properly by stating where it came from. When reference books are used for their assignments, the bibliography using a consistent format should be indicated as a footnote or endnote (See the instructions for reference records)

The amount of the assignments must be followed by instructions. If it is not followed properly, for example; the word counts of an assignment is exceed or less than 10%, the trainer will require the student to resubmit the assignment.



## Referencing

At the end of your assignment, you must do referencing using endnotes if you used someone else's published ideas or quoting.

### Why include references in your work?

1. It shows the range of reading that you have done. This gains you marks.
2. You may support your arguments with the opinion of acknowledged experts and use data from reputable sources. This 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 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 be led into thinking you are trying to take credit for someone else's work i.e. plagiarism.

### What include in the full reference at the end of my 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)**.  
Of course, this maybe 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 of the title page.

### Basic Essentials of a Reference

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 a print work, in that 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) 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 also 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, then you should insert "cited by -".

**e.g.**

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

**Academic Performance**

Students have responsibility to do their assignments diligently, to be "competent" in each unit. Some students are used to studying, but some students have not studied for a long time and will be struggling to get 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 an 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 ideas or saying in your



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assignment. Suggesting something as if it is yours is plagiarism. In fact, it is to steal from others. Therefore, students must display the footnotes and bibliography when they use someone else's information.



## Part 3 General Policies

Some policies in the students handbook are described in simple forms. For more detailed explanation, please read the vet policies on the website (<https://accu.edu.au/policies/>). Especially OSP students must read 'OSP student information package' as well before the course commences.

### Grievance Procedure

The policy of ACC requires all disputes and complaints to be handled professionally and confidentially in order to achieve a satisfactory resolution.

### Academic Appeal

Students can appeal for their academic result when the assessment results are unfair or inappropriate.

Firstly, it is desirable for the student to deal with the issue with the trainer/ tutor who assessed the assignment. If the issue was not resolved successfully through the discussion with the trainer/tutor, and the student is still not satisfied with the result, the second step can be considered. For the further step, the student may write a formal letter to the QMC director for the issue. When the letter with the evidence documents are submitted, the person in charge will examine and will make a decision on that matter. If the student does not agree with the decision, it can be sent to the independent committee for the further consideration. The decision of the committee will be the final conclusion. Each complaint, grievance, appeal (e.g. decisions awarding of course and unit results), and its outcome is recorded in writing and the appellant will be notified in writing of the outcome and reasons for the decision.

### Other Appeals

When a student has a complaint an issue to appeal, they may go through the proper and official procedures. But it is strongly encouraged that both parties try to fix the problem first. If the student needs some help for that purpose, the staff may help the student.

The next step is to send a formal letter to the general manager to deal with the issue when the issue is not resolved properly. Then the general manager will investigate the situation through and will try to solve the issue.

If the student cannot accept the decision of general manager, the issue will be rendered to the independent committee. The committee will investigate again and make a decision. If necessary the issue can be dealt with the board meeting.

Generally the decision of the committee is the final decision of ACC. However, student has a right to appeal to external grievance officer.

All the procedures will be recorded and the final decision will be sent to the student in writing. All



the procedures will be dealt with as soon as possible (within two months). Everyone involved should ensure the confidentiality of the problem, and they need to maintain fairness and objectivity.

### **Recognition of Prior Learning (RPL)**

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

Applications for RPL can be made 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 they can photocopy some pages through the copy 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 if there are things to help. If there is disability that may affect their study it is necessary to inform to the tutor at the start and at the 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 and format, utilization of assistance equipment. For example, providing of 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 handwriting 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 to do the course well.

And, 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 they can check their result within three weeks 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 seminar in the beginning of each term. It was designed to produce more opportunities for the busy people who have their 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 for the assessment and will be left as an official record.

Generally, the things will be dealt with in the seminar are the following.

- Orientation for the term
- Intensive lectures
- tutorial
- One on One
- Interaction with other students
- filling out feedback form for the 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 by respect. Regard all people as the beings created in the image of God so they need to be friendly and truly without any prejudice.
- Be punctual for all classes
- Actively get involved in classes to learn as much as possible.
- Keep the classroom, bathroom and all the places clean with a stewardship.
- Return all used books and things in place.
- Prepare your 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 material 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 the 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

The graduate students who has completed CHC81015 Graduate Diploma of Relationship Counselling also 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 units assignments and 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 they ask to issue.

### **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 and includes details on payment terms. They can get the information from website and enrolment form as well. Students are not required to pay fees all up front but at the completion of training. Otherwise, they cannot get their certificates. Students are asked to pay their fees on term based regularly.

The following is the current fee policy. It 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 relevant Commonwealth and State legislation.
4. For the purposes of determining whether a refund is given, the date of withdrawal from a course is the date on which the College receives 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. Even in case the College unable operate its refund policy, overseas student still 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 written notification of withdrawal by the students 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 does 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 the course, they must discuss the matter with their tutors and they need to fill out the "Form of withdrawal" and submit it to their trainers/tutors. The date of withdrawal is the date by which the written notification is received by 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 it 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 in all places it uses.

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

NSW: <http://www.legislation.nsw.gov.au/maintop/view/inforce/act+10+2011+cd+0+N>

### Workplace harassment, victimization and bullying

Australian College of Christianity (ACC) is committed to the prevention of harassment of any kind and to creating an environment which is free from harassment or bullying but all student and staff are treated with dignity and respect with recognition of diversity.

If there is any harassment/bullying/victimization that is any unwanted, unwelcome or uninvited behaviour of a verbal, non-verbal, physical or sexual nature, which makes a person 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 is 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 have experienced disadvantage and unequal educational outcomes. Target groups include women, aged people, people who cannot speak English, people with physical or rurally isolated

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 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 on the basis of 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 and not do anything 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 into any premises being used for training purposes, any articles or items that may threaten the safety of self or others.
- 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 response 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 timeframes.
- s) Respect the property of the college, staff and of fellow students.

### Students Support

Students are asked to evaluate and mark what areas they need additional support on the section



'Extra learning Support' (page 5) 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 with the matter with the course director and will organize an appropriate support. 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 with those who marked to the additional support on the application form and take an interview and additional support will be provided like the following.

### **Language Ability**

Most Koreans will not feel they need support related to language ability. However, when language support is needed, those applicants will be arranged with Korean school at each state that those applicants 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 hours lesson. Korean school contact is 0402 490 558 (Melbourne).

### **Computer ability**

Using computers is required for ACC courses. For example, it is necessary such skills like typing, editing, sending email, internet search, etc. When students do know this basic skills, they are encouraged to take private lessor concerning this area or learning computers near schools. If necessary, those applicants could receive private lesson from ACC webmaster. Those applicants could ask the webmaster's contact information. Cost is \$15 for 30 minutes and \$5 for additional 10 minutes.

### **Understanding online system**

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

### **Adjusting due to physical hindrance**

Students with physical hindrance will be supported by different kinds of support and assessment. Those students should inform to the College what kinds of support they need during the interview. The College will adjust needed parts to help for those students. If case when those students do not want their personal information shared only related staff should strictly deal with the information.



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## 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 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 is  
my own work and contains no material which been produced  
by 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 시청했 나요?	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 student file

Student Name:	Course:
Address:	E-mail:
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 the course?	Yes/No
I have taken "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 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 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 individuals 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 the course?	Yes/No
I have taken "student orientation session"?	Yes/No
I have received a student handbook including training and assessment policy, administration policy and student policy etc?	Yes/No Yes/No
I agree to abide by the conditions of student handbook?	
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 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 to the site about ESOS framework and was asked to read.	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 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 the orientation about information for life in and adapting to Australia.	Yes/No

This checking list will be attached to students' file after collecting this info.



# Deferral Application

## Contact Details

Course		Year	
Surname		Given names( <i>in full</i> )	
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 are as follows :**

.....

.....

.....

**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.
- It is after the census date of the current teaching period

You will be notified of the outcome of this application and you 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](mailto: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			
Do you have a mind for re-enrolment of the course in future?			

Student signature :

Date :

Receiving date :

Confirmation Signature:



## Complaint Letter

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

Hand deliver :	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

<input type="checkbox"/>	Academic	<input type="checkbox"/>	Non-academic
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### Summary of appeal

Please provide a summary of your appeal in the space below, stating your reasons clearly.

**Signature:**

**Date:**



## Assignment Extension Form

<b>Student Name</b>	
<b>Student No</b>	
<b>Subject Unit</b>	
<b>Title of assessment task</b>	
<b>Lecturer</b>	
<b>Due date</b>	
<b>Reason for requesting extension</b>	
<b>New submission date requested</b>	
<b>Date of application</b>	

과목:

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 **학과:**

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 counselling.

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 **튜터명:**





**\* Next questions are only for those anticipating 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 followings in briefly.**

10. What's the best part in 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 low.

**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?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Were you given a clear idea of what you would gain by the end of the program?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Was the content what you expected?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Did the content/subjects meet your needs?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Did you think that the trainer/s had good knowledge of the topics they were teaching?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Time to complete assignments was satisfactory?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Was the trainer well prepared?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Were your questions answered clearly?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Was the pace suitable for you needs?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Were you satisfied with the learning materials?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Was the equipment adequate?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



Did you find the facilities suitable?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				
Assignment feedback was timely and constructive?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				
Feedback on Practical work was useful?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				
Was the classroom learning relevant and did it assist you in your practical work?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				
Were you given the learning support you felt you needed?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				
Were any special needs you had met?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				
Did you feel that your cultural or linguistic background was a barrier to learning?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				
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 roles.	
2. My tutor had been taking care of student and including regular contacts.	
3. My tutor can be reached by the student. responded well with contacting.	
4. My tutor gives feedback for assignments in within two weeks.	
5. Feedbacks from My tutor are in detail and helpful for study.	
6. My tutor had been well preparing what dealt with in 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.**