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1 Introduction
It is our pleasure to warmly welcome you to Alphacrucis College. We are delighted that you have responded to the call of God upon your life, and taken this important step to prepare yourself as thoroughly as you can to fulfil God’s will for your life in your chosen industry.

1.1 The Purpose of This Handbook
In order to formally commence studying at Alphacrucis College it is essential that you carefully read the policies and procedures in this student handbook and tick the relevant box on the enrolment form. In so doing, you agree to abide by the policies and procedures set by Alphacrucis College.

The VET Student Handbook has been developed to answer questions about Alphacrucis College and help you understand some essential information about the overall college program and courses. Under Government regulations all students studying with Registered Training Organisations must be aware of the information listed in this handbook. This Handbook provides information on:

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

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

Those who are interested in details on the College’s history and mission, faculty and staff, community life, residential life, and occupational health and safety should read the Alphacrucis College Student Life Handbook.
2 Accreditation

2.1 Australian Skills Quality Authority
AC is a Registered Training Organisation (RTO) registered with National VET Regulator, Australian Skills Quality Authority (ASQA). For more information on ASQA please visit their website at http://www.asqa.gov.au/. Alphacrucis is also a registered provider of education for overseas students. AC also delivers a number of our awards in the Korean Medium.

2.2 VET Provider
AC is an approved VET provider. This means eligible students can access VET FEE-HELP on approved courses. For more information on VET FEE-HELP visit DEEWR’s website: http://www.deewr.gov.au/skills/programs/support/vetfeehelp/Pages/default.aspx.

2.3 Higher Education Provider
Alphacrucis College is a registered Higher Education Provider (HEP) and offers awards directly accredited by NSW Department of Education and Training (DET). For more information about the DET please visit their website at https://www.det.nsw.edu.au/.

2.4 Membership
Alphacrucis is an international affiliate of the Council for Christian Colleges and Universities (CCCU) and a member of the Asia Pacific Theological Association (APTA).

2.4.1 Council for Christian Colleges and Universities (CCCU)
The CCCU is a professional association of academic institutions. The organization exists to help Christ-centered colleges and universities impact the world by integrating scholarship and service with biblical truths. Through professional development and research, student programs, and leadership initiatives, CCCU offers myriad opportunities to its members to advance the cause of Christian higher education (www.cccu.org).

2.4.2 Asia Pacific Theological Association (APTA)
APTA is a cooperative effort among Assemblies of God and other Pentecostal/Charismatic Bible schools in the Asia Pacific region to provide assistance in the development and effectiveness of their ministry training programs (www.apta-schools.org).
3 Course Information

3.1 Strategy for Course Structure and Development
AC has developed its awards and courses in consultation with industry training bodies, as well as Assemblies of God in Australia constituency. The college’s purpose is to train students for church related ministry and vocation, and to this end the development of the college’s program is ensured through monthly meetings of the college’s directorate. This body is comprised of Assemblies of God pastors and leaders, who, together with the College’s Academic Board, are responsible for monitoring the quality, relevance and delivery of Alphacrucis College awards and units, as well as regular consultation with industry to assure that our programs meet industry standards. Alphacrucis College offers the following courses:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>CRICOS</th>
</tr>
</thead>
<tbody>
<tr>
<td>BSB50207</td>
<td>Diploma of Business</td>
<td>068854C</td>
</tr>
<tr>
<td>BSB60207</td>
<td>Advanced Diploma of Business</td>
<td>068855B</td>
</tr>
<tr>
<td>CHC41112</td>
<td>Certificate IV in Pastoral Care</td>
<td></td>
</tr>
<tr>
<td>10036NAT</td>
<td>Diploma of Ministry (Chaplaincy)</td>
<td>062486D</td>
</tr>
<tr>
<td>CHC51712</td>
<td>Diploma of Counselling</td>
<td></td>
</tr>
<tr>
<td>CHC80208</td>
<td>Graduate Diploma of Counselling</td>
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</tr>
<tr>
<td>10016NAT</td>
<td>Certificate IV in Leadership (Insert Stream)</td>
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</tr>
<tr>
<td>10017NAT</td>
<td>Diploma of Leadership (Insert Stream)</td>
<td></td>
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<tr>
<td>CUS30109</td>
<td>Certificate III in Music</td>
<td></td>
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<tr>
<td>CUS40109</td>
<td>Certificate IV in Music</td>
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</tr>
<tr>
<td>CUS50109</td>
<td>Diploma of Music</td>
<td></td>
</tr>
<tr>
<td>10303NAT</td>
<td>Certificate III in Discipleship</td>
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<tr>
<td>10035NAT</td>
<td>Certificate IV in Ministry (Insert Stream)</td>
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<tr>
<td>10036NAT</td>
<td>Diploma of Ministry (Insert Stream)</td>
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<tr>
<td>10037NAT</td>
<td>Advanced Diploma of Ministry</td>
<td></td>
</tr>
<tr>
<td>SIS30413</td>
<td>Certificate III in Outdoor Recreation</td>
<td></td>
</tr>
<tr>
<td>SIS40313</td>
<td>Certificate IV in Outdoor Recreation</td>
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</tbody>
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3.2 Higher Education
Alphacrucis College is a higher education provider offering a variety of degrees. These include: Bachelor of Business, Bachelor of Ministry, Bachelor of Theology, Bachelor of Applied Theology (Korean), Master of Arts, Masters of Teaching (Primary), Master of Leadership, Master of Theology and Doctor of Ministry. For more information please contact the College.

1 For an up-to-date list of qualifications and accredited courses please refer to https://training.gov.au/Organisation/Details/fe68ee63-a92a-4e90-97de-e78dba9848f3.
4 Academic Administration

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

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

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

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

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

Single sex, religion, etc. education institution
2. An education authority that operates, or proposes to operate, an educational institution wholly or mainly for students of a particular sex or religion, or who have a general or specific impairment may exclude:
   a. applicants who are not of the particular sex or religion; or
   b. applicants who do not have a general, or the specific impairment.

3. The Act does not apply in relation to:
   a. the ordination or appointment of priests, of religion or members of a religious order; or
   b. the training or education of people seeking ordination or appointment as priests, of religion or members of a religious order; or
   c. the selection or appointment of people to perform the functions in relation to, or otherwise participate in, any religious observance or practice; or
   d. unless section 29 (Educational or health related institution with religious purposes) or section 90 (Accommodation with religious purposes) applies – an act by a body established for religious purposes if the act is:
      i. in accordance with the doctrine of the religion concerned; and
      ii. necessary to avoid offending the religious sensitivities of people of the religion.

Procedures:
The college will ensure establishment of non-discriminatory student selection procedures, which encourage fair access to training programs for all members of society.
Ensure access and equity issues are considered during curriculum development and review.
The college will provide staff development and information to assist trainers / teachers who deliver courses to ensure they are aware of, and responsive to the special needs of learners.
A range of learning opportunities shall be provided, including night classes, day classes, e-learning education, on-the-job and flexible delivery to promote and encourage access to courses.
4.2 Enrolment
Enrolment occurs under the direction of the college registrar. It is the student’s responsibility to be aware of the specific requirements of the program in which they are enrolled (refer above), and to select subjects that satisfy these enrolments. To help students in this process the college will arrange for an enrolment period (an enrolment day is allocated for campus students; an enrolment period is allocated for e-learning students) to be held before each semester, during which time:

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

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

E-learning campus students are required to send in their tuition fee payment with their enrolment form. E-learning students can request for an invoice to be posted to them prior to their enrolment, provided that the request falls within the allotted enrolment period.

Please read carefully all the details on the enrolment form regarding withdrawals and changes to enrolments. Please take your time to read through the details provided, and be prepared to send your enrolment as soon as practicable.

4.2.1 Enrolment Dates
Please refer to the calendar for important dates.

These dates may differ for each course, please check Alphacrucis College website for latest Calendar.

Enrolments will need to be delivered to the Registrars’ Office by the enrolment due date. Students who live in close proximity to the campus are welcome to hand in their enrolment to reception. Otherwise, students will need to send in their enrolment by post. E-learning enrolments for continuing students received after this date will incur an administration fee (see fee schedule).

For more important dates please refer to the calendar.

4.2.2 How Long Does the Course Run For
Please refer to the individual VET Course Handbook course and module duration.

In general all courses will follow the semester dates as set out above, however some short courses may vary in dates.

4.2.3 How do I Access E-learning?
You will need to have regular access to a computer with a broadband internet connection.

4.2.3.1 Moodle
Depending on the course you are enrolled in you may need access; you will be notified during enrolment. For more information on Moodle visit the Alphacrucis College Moodle website: http://moodle.ac.edu.au/ and read through the ‘How do I use Moodle’ category.

Moodle is the e-learning platform we are using. This provides access for students with internet access anywhere in the world. Moodle performs best using the below programs:

PC Users
- Internet Explorer (version 5.5 or later); or
• Firefox

Mac Users:
• Firefox; or
• Mozilla

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

4.2.4 What Do I Do With My Assessments?
Depending on the course you are enrolled in your assessments should be submitted using Moodle. Here, the date of submission will be recorded, and they will be passed directly to your lecturer. Each item is due at the end of the week indicated (Friday of that week). For more information on matching dates with weeks please refer to the calendar.

After they have been marked, they will be returned to you. Please refer to Item 5 in the VET Student Handbook for further information on assessments.

If you have any problems using Moodle for submitting assessment items please contact Alphacrucis College.

4.2.5 Where is the Closest Library
AC has a library on campus available for current students of Alphacrucis College. For more information email library@ac.edu.au. To find out the closest theological library to you, please contact us.

Also you could go the National Library of Australia website (www.nla.gov.au/libraries/) and search for a library near you. HINT – use the ‘Use the map to find libraries in regional Australia’ link.

4.2.6 Students with Cross Credit or RPL from Other Colleges
Students will need to provide a copy of their transcript to the registrar, and determine the extent and allocation of credit before enrolling. The student will then be able to devise a study program, in consultation with the registrar, which satisfies the course rules – focussing particularly on major and sub-major requirements. AC will recognise nationally recognised awards and equivalent units completed through other RTOs.

Credit earned with other colleges will be evaluated by the Academic Board and accepted for transfer to Alphacrucis College awards according to the formula established by the Academic Board. In certain instances, students may apply to the Academic Board for Recognition of Prior Learning (RPL) for skills and knowledge obtained through informal education, work experience or life experience. Applicants are responsible for demonstrating that the skills and knowledge they have obtained through work or life experience, match the outcomes of the units in the accredited program. Students can obtain a copy of the RPL policy in full from the registrar’s office. Charges apply for the processing of credit applications, see fee schedule.

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

No e-learning campus student will be sent their subject materials unless fees are paid.
4.3.1 Fee Schedule

**Application Fees**

- International Student Application Fee $100

**Assessment Fees**

- Cross Credit Fee* $200
- Late Assessment Submission Fee (without approved extension) $50
- Recognition of Prior Learning Fee* $200

**Enrolment Fees**

- Audit Fee (per unit) $215
- Variation Enrolment Fee (per unit)* $50
- Withdrawal Fee (per unit)* $50

**Graduation Fees**

- Graduation Ceremony Fee $25
- Graduation Dinner Tickets $50-$100
- Transcript Replacement Fee $30

* This fee is only for the Certificate level courses.

These fees are correct as of the 10 February 2015 and are subject to change. Please contact Alphacrucis for up to date fees.

International students also need to be aware of the additional international student fees, see *VET Student Life Handbook*.

4.3.2 Application Fees

**Application Fee**

Students who complete an application must pay this fee with their initial application. Once this is complete any required paperwork (transcripts, references, etc) can be forward to Alphacrucis. Applications will not be processed unless fee is paid.

4.3.3 Assessment Fees

**Cross Credit Fee**

Students who have completed the equivalent units at other training organisation can apply for cross credit. One processing fee will be required per cross credit application.

**Late Assessment Submission Fee (without approved extension)**

Students who fail to apply for an extension will be required to pay a late assessment submission fee. Students have 14-days to pay this fee, otherwise they will need to pay a resit fee.

**Recognition of Prior Learning Fee**

A processing fee for Recognition of Prior Learning, which is subject to approval by the Student Administration Committee. Students applying for recognition of prior learning will be charged per unit. Fee must be paid before RPL will be processed.

4.3.4 Enrolment Fees

**Audit Fee**

Students who wish to sit in a class and not participate in the assessment will be charged an audit fee. If they decide to complete the assessment, they may pay the difference and submit all assessment. This upgrade must be completed during the next semester, otherwise full module fees will apply.
Variation Enrolment Fee
Students wanting to change their enrolment in a specific subject after their initial nomination should request an appointment with the Registrar before completing the necessary paperwork. The completed enrolment variation form can be acquired from and returned to the Registrar, and will require approval from the academic board. Changes made after enrolment and before 14 days subsequent to the commencement of term will incur a fee for each such change. No changes can be made after the 14-day period.

Withdrawal Fee
Withdrawing from a program unit the census date is permitted without affecting the student’s transcript. Module fees will be refunded, although an administration charge of will be incurred. Students who withdraw from a subject after the census date will receive a ‘Not Yet Competent’ (NYC) result on their transcript, and no refund will be paid. An appeal may be made to the Academic Board for the transfer of the fees paid to a future enrolment, should the withdrawal be deemed to have been made on ‘compassionate’ grounds.

4.3.5 Graduation Fees

Graduation Ceremony Fee
AC holds its official graduation in Sydney at around May each year. Please contact the college to confirm exact dates. Participation in this involves a small fee which is payable to the Alphacrucis College.

Celebration Dinner Tickets
Alphacrucis College holds its celebration dinner in Sydney the night at the end of calendar year. Students who intend to participate in the dinner are offered discounted tickets. Students can invite family and friends, who are required to pay full price for tickets. For information on tickets prices please refer to dinner invitations (these are not usually distributed until close to the dinner date).

Certificate Replacement Fee
Occasionally certificates and transcripts get lost. Students can order replace or additional certificates or transcripts for a small fee.

4.3.6 Student Card Replacement Fee
Students can request a replacement student card. A small fee will apply.

4.3.7 How Do I Pay Fees?
Students can pay by the following methods.

Cash
Students can make cash payments at reception during office hours.

Cheque
Cheques can be make to ‘Alphacrucis College,’ and handed in at reception or to Alphacrucis College.

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

Eftpos
EFTPOS payments are accepted at reception during office hours.

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

Please make sure that the student’s name is clearly shown on the bank identifier, to enable the
College to see who transferred the money.

Once payment has been made please email accounts@ac.edu.au to inform them that payment has been made.

**Telegraphic Transfer**

Students can make a telegraphic transfer, for more information on this please contact the accounts department at Alphacrucis College.

### 4.3.8 Protection of Fees

In accordance with Government regulations the College has made provision for the protection of student fees that are paid in advance thus ensuring the provision of refunds if required. College fees paid more than one term in advance will be deposited in a Notified Trust Fund and only drawn upon at the beginning of each term.

### 4.3.9 Refund Policy

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

- 100% of tuition fees paid for that unit will be refunded to the student;
- the student will not incur a VET FEE-HELP debt; and
- the VET unit of study will not be shown on the student’s transcript.

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

- a withdrawal fee of $50 for each VET unit of study from which the student withdraws, will be payable by the student and will either be deducted from the paid tuition fees prior to a refund of tuition fees being paid or will be invoiced to the student and payable immediately;
- the student will not incur a VET FEE-HELP debt; and
- the VET unit of study will not be shown on the student’s transcript.

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

- no refund is applicable;
- the student will incur a VET FEE-HELP debt; and
- the VET unit of study will be shown on the student’s transcript as Not Yet Competent.

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

Special circumstances - A student who withdrawing after the census date for a VET unit of study in special circumstances may apply to have their FEE-HELP balance re-credited in line with the Re-crediting a FEE-HELP balance and decision reviews Policy and Procedure.

### 4.3.9.1 Provider Default

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

### 4.3.9.2 Unsuccessful Visa Application

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

### 4.3.9.3 Other Requests

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

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

4.4 Deferring, suspending and cancelling a course

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

4.4.1 Deferring a Course

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

4.4.2 Suspension or Cancellation from a Course

Students may be asked to leave Alphacrucis College for any of the following conditions:

- cheating or plagiarism.
- unfitting conduct as outlined in the Student Life Handbook, section 3.3 formalities.

Before any decision is made students will meet with the Student Dean, Director of VET and Principal.

4.5 Who Do I Contact if I am Having Problems?

For course-content related material, you can contact your lecturer or tutor. The lecturers are happy to help with questions regarding your course. Please refer to Moodle for lecturers’ email addresses. Lecturers can also be contacted through our office during business hours.

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

4.6 Appeals

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

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

Domestic students should refer to the Domestic Student Grievance Procedure for Academic and Non-Academic Matters, and international students should refer to the Complaints and Appeals Procedure for International Students. Both can be found in the Student Life Handbook.

4.6.1 Discuss the Result with the Marker

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

The purpose of this initial phase is to clarify the result and to correct incorrect perceptions and misunderstandings.
This phase may be resolved by the student accepting the result, or the marker determining to re-address the issue (i.e. supplementary, re-marking of paper, etc).

4.6.2 Lodgement of Appeal

Should the student not be satisfied with the outcome of such discussions, the student may apply for a review of the matter and/or re-grading of the module.

Applications must be submitted, in writing, to the Academic Board within fourteen (14) days of the receipt of the Statement of Results.

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

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

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

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

Notice of the outcome of any review will be communicated in writing to the student requesting the review. For more information on appeals and grievances please refer to the Policy and Procedures Manual (http://ac.edu.au/ppm.htm).

4.6.3 External Review of Appeals

Should the student not be satisfied with the final outcome of the appeal, the student may apply for an external review of the matter through ACPET. ACPET may be contacted Ph: (02) 9264 4490 at Suite 12, Level 14, 329 Pitt Street, Sydney NSW Australia, http://www.acpet.edu.au.

ACPET is the nominated external party to review appeals decisions of Alphacrucis’ VET programs.

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

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

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

Students can request an application for RPL from the college prior to commencement. This may include collecting evidence such as:

- CV
- Third Party Reports
- Observations
- Questions

Charges apply for the processing of credit applications and RPL (refer to fee schedule).
4.7.1 Credit Transfer Arrangements

All colleges in Australia offering courses to overseas students are required under Government regulations to have a credit transfer arrangement in place with at least one other college offering similar courses. This arrangement is to ensure that overseas students would be able to continue their studies in Australia should our college be unable to continue providing our courses.

4.8 Celebration Dinner and Graduation

Most students graduating from Alphacrucis College may participate in celebration dinner and graduation ceremony. There are extra fees associated to these events.

4.8.1 Celebration Dinner

A celebration dinner will be held at the end of year for students. More information will be available from the college closer the event.

4.8.2 Alphacrucis College Graduation

The graduation service is a held in May each year. This gives the college the opportunity to farewell it’s graduating students, and commission them to their new ministry or vocation.

Those students involved in the graduation are required to attend all announced rehearsals.

4.8.3 Stipulations for Graduation

The following stipulations apply before a student may be considered for either commissioning or graduation:

- Satisfactory completion of all academic requirements.
- All financial commitments to the College met at least one week prior to graduation.
- All library books returned.

Students intending to graduate in a given year are required to complete an ‘Application to Graduate’ form following the completion for their final semester, together with supporting documentation.
5 Assessment

5.1 What Do I Do with My Assessments?
All of your assessments should be submitted using Moodle (https://moodle.scc.edu.au). Here, the date of submission is recorded, and they will be passed directly to the assessor. Each item is due at the end of the week indicated (Friday of that week). For more information on matching dates with weeks please refer to VET Student Handbook.

After they have been marked, they will be uploaded on to Moodle for you to access. If you have any problems using Moodle for submitting assessment items please contact Alphacrucis College.

5.2 Who Do I Contact if I am Having Problems?
For module-content related material, you can contact your trainer/assessor. They are happy to help with questions regarding your module. Please refer to Moodle for trainers'/assessors’ email addresses. They can also be contacted through our office on 02 8893 9000.

For all other enquiries, please contact the VET Department. The best method of contact is via email: lcc@ac.edu.au. The VET Admin Assistant can also be contacted on 02 8893 9000.

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

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

Learning strategies and assessment have been devised in consultation with industry representatives. This includes the relevant Industry Skills Councils who wrote the Training Package, Work Placement Venues who has expressed interest in taking on students, Industry associations and associations wherein Alphacrucis College is a member.

Competency based assessment is vocationally oriented and skills based. AC assessment will be directed to ensure that students are able to show evidence of satisfactorily achieving each outcome (or competency) established in the unit outline. Students will receive a ‘Competent’ (COM) or a ‘Not Yet Competent’ (NYC) as the outcome of the unit. Each unit or module contains several item of assessment. For information on grading See section 5.13 Unit Grading System.

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

When training is to occur in the workplace (as is the case especially with field training modules), the nature of that training and assessment will be negotiated with the relevant employer. Alphacrucis has established agreements with these employers to ensure that there are clear guidelines adhered to when receiving student work placements for Alphacrucis College.

All Alphacrucis College trainers and assessors will have the Certificate IV in Training and Assessment (TAE40110) or its equivalent. On occasions a subject specialist may conduct assessment with a qualified assessor.

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

5.5 Nominal Hours and Assessment
Alphacrucis College has developed its assessment packages based on ‘nominal hours’, defined as
the time to which each student is notionally committed. Please refer to the VET Course Handbook for course related nominal hours.

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

Full-time students can enrol in a maximum of one intensive per semester.

5.7 Class Attendance and Absences
Students enrolled in face-to-face mode are required to attend at least 80% of class. Failure to meet this requirement could result in a not yet competent outcome. Attendance will be taken by the trainer for each face-to-face class and all absences will be reported to Administration.

Students are expected to make satisfactory course progress. Students failing to progress in their course will be required to meet with the course director.

5.8 Vocational Placements
A vocational Placement is the opportunity for the student to be placed in a work environment to provide practical training and experience as part of the course.2

In Queensland this vocational placement is recognised by the Queensland Department of Education and Training.

5.8.1 Arranging the Placement
Students who enrol with the college will discuss their options for a vocational placement. This will include:
- Skills
- Goals
- Location
- Availability
The college will then negotiate a placement best suited for the student.

Students who have a preferred organisation for their placement must make this known and the College will do it best to help establish a placement with this organisation. The college will ensure that the organisation has the appropriate resources to provide supervision and training for the vocational placement.

Vocational Placement Agreement
Once the placement location has been confirmed a Vocational Placement Agreement will need to be signed. This agreement defines the roles and responsibilities of all parties involved in the placement, including:
- the college;
- the student; and
- the placement person (mentor).

The placement person
The placement person is the person responsible for the supervision and training of the student during the placement. They cannot be a prohibited person. A student can have more than one placement person, one agreement will need to be signed with each placement person.

A placement person can have more than one student, one agreement will need to be signed with each student. The placement person must complete a vocational placement induction. If this cannot be conducted face-to-face, an online option will be available.

Amending a vocational placement agreement
A vocational placement agreement cannot be amended, with the exception of the correction of minor or typographical errors or omissions.³

Cancelling a vocational placement agreement
A student, RTO or placement person under a vocational placement agreement may cancel the agreement at any time by signed notice to the other parties to the agreement. The cancellation takes effect when the notice is given, unless the person giving the notice agrees to a later time.⁴

If at any time the student or placement person would like to make a complaint about the placement they should direct their complaint to the college campus director. If they are unhappy with the decision they can submit a formal complaint as set out in the Complaints and Appeals policy.

Training Plan
A training plan will be established before the commencement of the placement. It must be agreed to and signed by all parties; college, student and placement person. The training plan outlines the skills the student will develop during this vocational placement. The training plan may be changed if all parties agree to the change. If the vocational placement agreement is cancelled, then the training plan will end on the same day.

Sample Training Plan

⁴ ibid.
Payment
Students undertaking short vocational placements (under 240 hours) are not entitled to be paid.

Hours
In general students are not expected to complete more than 6.5 hours of vocational placement each week of the college calendar (36 weeks in total).
Vocational placement should be provided during normal working hours. If some hours are required outside of the normal work hours, this needs to be agreed to in the training plan.

Attendance
Students must attend the agreed number of hours each week. Attendance will be recorded on the Placement log sheet and presented to the college each week. Failure to meet 80% of the attendance requirements could result in a Not Yet Satisfactory for related assessment items.

Insurance
While working within the bounds of the vocational placement agreement and training plan, students are covered by the college’s insurance.

5.8.2 Monitoring the placement
Once the training plan and vocational placement agreements are signed and submitted to the college, students can commence the vocational placement.

Training plan
Students will need to take responsibility completing and checking the assigned tasks during the placement. This includes meeting with the placement person to sign off completed tasks.

The student and placement person can negotiate time to meet to tick off items on the training plan.

Once the training plan is complete, it should be submitted to the college.

Portfolio items
During this vocation placement, the student will be required to complete some activities or portfolio items. The student is responsible for completing all items and submitting to the college within the expected time.

End of placement report
At the end of the placement an End of Placement Report will be completed by both the student and
placement person. This report is designed to gather information on how well the placement worked and identify areas for improvement where necessary.

5.9 Submitting Assessment
All students should submit their assessment using Moodle. If this is not possible, face-to-face students can submit their assessment items to reception, before the due date. Distance students who cannot submit using Moodle can email their assessment items to lcc@ac.edu.au. It will be the students’ responsibility to ensure their assessment has been received.

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

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

5.11 Extensions & Late Assessment
Extensions of the Assignment deadline will only be granted on the following grounds:
1. Medical illness (certified by Doctor’s Certificate);
2. Extreme Hardship;
3. Compassionate Grounds.

A “Request for Extension Form” can be accessed online at http://alphacrucis.edu.au/students/forms/vet-request-for-extension/ and must be completed no less than 48 hours before the assignment is due and submitted to the Registry for approval.

Late assessment items will only be approved with reasonable explanation. Approved assessment handed in late without an approved extension will be given a COM grade only and no feedback.

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

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

*Competent (COM)*
Students have demonstrated the evidence to fulfil this competency.

*Not Yet Competent (NYC)*
Students have not yet demonstrated the evidence to fulfil this competency. It is likely that students have paid little attention to the requirements or have been inadequately prepared.

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

**Not Yet Satisfactory (N)**
Students have not yet demonstrated the evidence to fulfil this assessment. It is likely that students have paid little attention to the requirements or have been inadequately prepared.

**Satisfactory (S)**
Students have fulfilled the evidence required for this competency. It is likely that students have kept within the designated expectations.

**Good (G)**
Students have demonstrated beyond the expected evidence. It is likely that they have drawn from wider sources.

**Very Good (V)**
Students will have demonstrated the evidence for the competency with a level of sophistication and flare. It is likely that has a demonstrated a degree of independence and initiative.

**Excellent (E)**
This is reserved for work of exceptional quality demonstrated the evidence for the competency high-level of proficiency. It is likely that the student has applied a high-level critical thinking and presentation.

5.15 **Assessment Feedback**

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

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

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

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

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

5.16 **Assessment Item Resits**

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

5.17 **Pre-submission review**

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

5.18 **Appeals**
A student is free to appeal against the grade given in any assignment if he or she believes that some error in grading has occurred or if there are more general concerns about the grade given. Refer to the VET Student Handbook for information on the appeal process.
6 Assessment Writing, Referencing, and Formatting

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

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

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

6.1 Assessment Template

It is important that students submit all work with the appropriate assessment template. Each cover includes:
- Unit code and title
- Student ID number and name

A standard cover sheet looks like this and is available to download from Moodle.

<table>
<thead>
<tr>
<th>Assessment Item 3</th>
<th>Exegetical Essay</th>
</tr>
</thead>
<tbody>
<tr>
<td>Task</td>
<td>Write an essay on an Old Testament passage (1000 words).</td>
</tr>
<tr>
<td>Student Number</td>
<td></td>
</tr>
<tr>
<td>Student Name</td>
<td></td>
</tr>
<tr>
<td>Unit/s</td>
<td>MINB407A Identify the basic themes of the Old Testament</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Ideas</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Element and Performance Criteria</td>
</tr>
<tr>
<td>MINB407A-1.1</td>
<td>Basic methods are used to interpret Old Testament texts in their original context</td>
</tr>
<tr>
<td>MINB407A-1.2</td>
<td>The interpretive implications of alternate literary genres used in the Scriptures are established</td>
</tr>
<tr>
<td>MINB407A-1.3</td>
<td>Authorial intent is investigated and applied to help frame the meaning of the Old Testament text</td>
</tr>
<tr>
<td>MINB407A-2.2</td>
<td>The relationship between the Old and New Testament is evaluated</td>
</tr>
<tr>
<td>MINB407A-2.3</td>
<td>Prominent biblical themes and values are identified and documented</td>
</tr>
<tr>
<td>MINB407A-2.4</td>
<td>Similarities and differences between the views of different biblical authors are identified and explained</td>
</tr>
<tr>
<td>MINB407A-3.1</td>
<td>The similarities and differences between the ancient context and the contemporary situation are described</td>
</tr>
<tr>
<td>MINB407A-3.2</td>
<td>The biblical message is applied to the contemporary situation</td>
</tr>
<tr>
<td>MINB407A-3.3</td>
<td>Contemporary illustrations are used to illustrate biblical values</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Organisation</th>
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<tbody>
<tr>
<td></td>
<td>Introduction</td>
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<td></td>
<td>Logical Flow</td>
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<tr>
<td></td>
<td>Connection</td>
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<tr>
<td></td>
<td>Conclusion</td>
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<th>Language</th>
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<td></td>
<td>Grammar</td>
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<tr>
<td></td>
<td>Expression</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Mechanics</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Bibliography / Resources (at least three references used)</td>
</tr>
<tr>
<td></td>
<td>Referencing Network</td>
</tr>
</tbody>
</table>

Assessment Result

- Not Yet Satisfactory
- Satisfactory
- Good
- Very Good
- Excellent

Comments:

Assessor’s Name | Date
6.2 Fonts and Spelling
To ensure essays are readable for markers, and to enable space for comments, assignments should be set out using:

- Font: Arial (or similar)
- Font Size: 11
- Line Spacing: 1.5 to 2 times
- Margins: Approximately - Left 2.5 centimetres (standard Microsoft Word template margins)

6.3 Abbreviations
As a rule, abbreviations are not permitted in the main text of a written assignment—the most obvious exception in theological essays being scripture abbreviations. The abbreviated form should be used whenever a biblical passage is cited, though whenever discussing a biblical book as such the full name should be used.

In footnote and bibliographical entries, abbreviations are normally preferred to complete words. An abbreviation designating a part of a written work (vol., p., pp., chap., etc.) should never be used unless it is followed or preceded by a number (vol. 2, pt. 1, chap. 10, pp. 9-11, 4 vols., etc.). When used without numbers, these words should be spelled out. Here are some of the most common abbreviations used (the full form is listed in italics):

- chap./chaps. = chapter/s
- p./pp. = page/s
- vol./vols. = volume/s
- edn = edition
- et al. = and others
- v./vv. = verse/s
- ed./eds. = edited by
- trans. = translated by
- fig./figs. = figure/s
- e.g. = for example
- i.e. = that is

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

6.5 Short Tests
Some modules will require short tests to be completed each week. These are to be completed on Moodle.

In some cases, short tests may also be administered in class.

6.6 Forum/Short Answer Questions
Some assessment items require a forum entry to be submitted each week. In answers these questions make sure you read the assessment method in the Module Student Manual.

6.7 Portfolio
Some units require students to comply a portfolio of different forms of evidence. Portfolio items can be submitted online through Moodle or posting to the college. When submitting a hard copy to college, please DO NOT please in a folder or individual sleeves. Note: Portfolio items will not be sent back to the student, a scanned copy will be loaded onto Moodle.

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

Whilst essay questions are diverse, the basic approach and structure of an essay is generally the same. Thus, developing a logical and consistent approach will aid you in completing the task in an effective and efficient manner.
What follows is a suggested a basic approach to essay writing. You need not feel constrained to adopt this approach to the letter, although you should incorporate similar concepts when you approach the writing of the academic paper.

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

6.8.2 Research the Issues
The quality of an essay will usually be dependant upon the quality of the sources used to inform the argument. When undertaking the task of research, you should:
- Access a variety of resources. Students are expected to interact with at least three sources, including Bible, textbook and lecture notes (other useful sources may include: biblical and theological dictionaries, commentaries, and journal articles). If possible, it is also important that you read a variety of opinions about a particular topic, thus utilising sources from diverse perspectives
- Read effectively and make clear notes, or take photocopies (never mark library books)
- Record details to include in references

6.8.3 Plan the Essay
The planning stage of the process involves building on the outline you created when you analysed the question. Here are the key steps:
- Re-read the essay question
- Brainstorm (mind map) your research
- Refine your essay outline based on the new ideas resulting from your research. Ensure your outline is arranged logically
- Re-read the essay question again and ensure your outline directly addresses its requirements

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

Introduction
The introduction should be designed to attract the reader's attention and give him or her idea of the essay's focus. An Introduction should contain one or more of the following:
- An explanation or summary which shows that you understand the question
- An explanation of the problem(s) raised by the question
- An explanation of the direction the essay will take: i.e. how you intend to answer the question
- A summary or hint, if you are writing an argumentative essay, of the answer

Body
The body of the essay:
- Answers the question in a way that the reader cannot miss - obviously!
- Contains a clear development of your points or arguments
- Contains evidence which support your position or explains the development you are describing
- Will incorporate references to source materials
- Will include all direct quotations in quotation marks (‘…..’)
- Will be your own work – and not copied (or plagiarised) from another source (refer notes on plagiarism in section 6.9 Quotations and Plagiarism).

Conclusion
The conclusion brings closure to the reader, summing up your points or providing a final perspective on your topic. The conclusion can be any one or more of the following:
- A clear restatement of the answer to the question
- A summary of the points made in the essay
- A reiteration of the strongest arguments
- A solution to the problem(s) raised by the question
- Some other areas/questions which need to be researched

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

6.8.5 Editing
The time allocated to this final stage in the process is often the difference between a pass and a distinction; or a pass and a fail. If possible the editing should occur in the week prior to the due date. Read your paper out loud and:
- Check that all parts of the question have been answered
- Check that your essay is structured logically. I.e. that it contains a clear introduction, and that the argument develops or builds to an appropriate conclusion.
- Check that each paragraph is linked to the one before
- Check that the conclusion fulfils the promise you made in the introduction.
- Check grammar and spelling.
- Ensure that you have used the correct font and spacing
- Ensure references are appropriately formatted, and that your bibliography is properly set out.

6.8.6 Word Limit
Unless indicated by the trainers or course co-ordinator the general rule is to allow 10% lee way. If over 10% the assessor will stop reading. If the performance criteria have not been achieved in the required word limit the student will receive a NYC.

6.9 Quotations and Plagiarism
It is legitimate to use direct quotations from other authors in an assignment, but care must be taken not to use too many quotations. Sometimes quotations are used to excess because students do not want to take the time to develop arguments in their own words. Direct quotes should only be used:
- When the original words of the author are expressed so concisely that the student could not improve on them. Quotations of this type, when used in moderation, add force to the assignment.
- When the student wants to comment on or criticize the argument of the author.

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

6.9.1 Summaries
Summaries of a work must be footnoted.

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

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

6.9.3 Quotations within Quotations
If a quotation occurs within a short extract being quoted, the usual procedure is to enclose the whole quotation within double quotation marks, and the internal quotation in ‘single quotation marks’. However, this does not apply to the indented, lengthy quotations. Since these “block” quotations do not require opening and closing quotation marks, the internal quotation requires the normal “double quotation marks.”

6.9.4 Ellipsis
To avoid long quotations that are not completely relevant, or to extract critical sections from a longer section, it is possible to omit part of a quotation. The \textit{ellipsis} is indicated by three full stops with a space before and after. An ellipsis can occur at the beginning, during, or at the end of a quotation. If an ellipsis is used, it is important not to alter the meaning of the original in any way.

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

6.10 References
There are two main types of references in an assignment: footnotes (which provide the immediate details of a source from which information has been acquired) and the bibliography (which lists all the works consulted—though not necessarily cited—in the process of writing the assignment). Whilst referencing styles do vary across institutions, Alphacrucis College uses the \textit{Turabian Style}.

The Turabian style is also referred to as The Chicago Manual of Style, more information on the Turabian style can be found at the following website: http://en.wikipedia.org/wiki/Turabian.

6.10.1 Footnote References
Most word processors have the option to insert footnotes, this is usually found under the ‘Insert’ category in the top toolbar. Please select footnotes, rather than endnotes. For an example of what one looks likes see the bottom of this page.

\textbf{Bible}
When referring to a Bible verse you only need to give the Scripture reference and translation, you do not need to quote the whole verse. However there are times when quoting a verse is relevant to the paper. Eg. Paul is continually encouraging the early believers to stand firm in the faith.

1 Cor. 16:13; Gal. 5:1; Eph. 6:14; & 2 Thess 2:15 TNIV (Today’s New International Version).

\textit{Books Cited as Follows}
The standard format for writing a footnote from a book is:

\begin{itemize}
  \item[bibliography entry] In general Wikipedia is not a suitable source as a reference, however in this case the information provided on wikipedia regarding the Turabian Style is appropriate.
  \item[bibliography entry] This is a sample of the style and location of a footnote. Please use font size 10.
\end{itemize}
Author, *Title*, edition, (Place of publishing: Publisher, date), page number.


**Articles from Chapters and Dictionaries Cited as Follows**

The standard format for writing a footnote reference from a book chapter is:

Author, “Chapter Title,” in editor (ed.), *Title*, edition. (Place of publishing: Publisher, date), page number.


**Articles from Journals Cited as Follows**

The standard format for writing a footnote reference from a journal is:

Author, “Article Title,” *Journal Title* Volume Number (Date): page number.


**Articles from the Internet**


**Quotes from lectures**

The standard format for writing a footnote reference from a lecture is:

Lecturer, “Title of lecture,” in *Title of lecture series* [MP3] (Place of recording: Publisher, date of recording).


**Repeating Footnotes**

Following the initial reference to a particular text, it is acceptable for subsequent references to simply cite the author, title and page number. E.g.

11 Green, *Sharing Your Faith With A Friend* p. 54.

**6.10.2 Bibliography**

References cited in the footnotes and other works consulted (a general rule is that the bibliography reflects the references cited in the footnotes with only a couple on other relevant consulted works) would then be listed alphabetically in the bibliography as follows (please note that the surname appears first in the bibliography):


6.11 Copyright

Under the Copyright license held by the college, an educational institution may copy:

- 10% or one chapter of a separately published literary, dramatic or musical work (of more than 10 pages), such as a textbook.
- one article from a periodical publication, such as a newspaper, or more than one article if they relate to the same subject matter;
- the whole of a literary or dramatic work published in an anthology, such as a poem or play, if that work comprises no more than 15 pages of the anthology;
- the whole of an artistic work, such as a photograph or diagram, that accompanies or explains text copied;
- the whole of a literary, dramatic, musical or artistic work that is not separately published;
- the whole of a literary, dramatic, musical or artistic work that is not available within a reasonable time (6 months for textbooks and 30 days for other material) at an ordinary commercial price.

An institution may make as many copies as it requires for the educational purposes of the institution. The copies must not be sold for profit.

Students are required to keep within these copyright guidelines.