



**College of
Christian Higher
Education Inc**

*The Institute of Christian Tertiary Education and
the National Institute for Christian Education are
teaching agents of the College of Christian Higher
Education*

Student Handbook and Policy Manual

2007–2008

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The Institute of Christian Tertiary Education (trading as Southland College) and the National Institute for Christian Education are teaching agents for the College of Christian Higher Education Inc. (CCHE). CCHE qualifications are accredited with the NSW Department of Education and Training.

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INTRODUCTION

To the Student

1. Welcome

Welcome to the College of Christian Higher Education (CCHE). CCHE is a higher education institution accredited in New South Wales for the distance education delivery of courses leading to the award of a number of postgraduate degrees relating to education.

Like all educational institutions, CCHE has a special character. CCHE declares this by the use of the word “Christian” in our name. CCHE does not discriminate between students on the basis of belief, age, or gender. However, CCHE invites all students who enrol to examine the educational issues of each course of study in the light of a Christian worldview. This perspective, for example, which is as academically rigorous as perspectives taken by any other tertiary institution, leads to particular understanding of anthropology, pedagogy, and leadership models.

CCHE does not require its students to adhere to the perspectives developed from this special character. What it does assume is that students will have enrolled in CCHE because they have an interest in exploring education from our special character worldview perspective. For a more detailed theological foundation for this perspective, see the statement of faith declaration elsewhere in this handbook. For a more detailed academic expression of this perspective, see the CCHE Body of Knowledge statement which can be found on the CCHE website.

2. Programs of Study

CCHE offers programs of study leading to the award of several degrees:

- Bachelor of Education. This is a conversion course of six units or 54 credit points which enables students to upgrade a Diploma in Education or similar qualification to a full Bachelor of Education degree. After the completion of two core units, students will select four further units of study from the options provided (see table following this introduction).

This program will appeal particularly to students who first entered the profession when a four-year Bachelor of Education degree either was not available or was not required for teacher certification.

Entry requirements, based upon a pre-existing teaching diploma, are detailed elsewhere in the handbook.

- Master of Education. This is an eight unit or 72 credit point course that mirrors the pattern of many other tertiary institutions. After the completion of two core units, students will choose which stream (Coursework, Coursework and Minor Thesis or Research) they wish to study. For the Coursework Stream, students will select most of their electives from one of the major study strands.

Additional electives may be chosen from the other study strands. (See the table following this introduction).

Entry requirements, based upon a pre-existing four-year teaching degree and certification to teach, are detailed elsewhere in the handbook.

Within the Master of Education track, there also exists the opportunity for student to focus upon educational research. Students interested in pursuing this option should consult with an advisor at either Southland College or the National Institute for Christian Education for further guidance.

- Graduate Diploma of Education. This is a four unit or 36 credit point course nested under the Master of Education degree with two core units and two optional units. It may be taken as a mid-point withdrawal from the MEd degree.
- Master of Education (Professional Leadership and Training). This is an eight unit or 72 credit point course. After the completion of two core units, students will select a range of units from those offered for this degree (see the table following this introduction).

This course specifically is designed for students who already possess an undergraduate degree and who have an interest in education other than regular classroom teaching. Entry does not require a pre-existing teaching degree, nor does the completion of this qualification in itself qualify holders to teach. It may be of particular interest for example to graduates who find them selves serving on boards of governors of educational institutions.

3. Course Delivery, Teaching Agents, and ICT Competency

CCHE delivers its programs via distance education. There is no on-campus requirement for study with the college. This means that most of our students remain in their current employ (usually classroom teachers) while studying part-time with CCHE.

The delivery of CCHE programs is carried out by CCHE's two teaching agents – the Institute of Christian Tertiary Education (trading as Southland College) and the National Institute for Christian Education. These two agents are independent bodies serving different sectors of the large Christian independent schooling movement. They provide several forms of non-accredited professional development for teachers and employ some of the foremost contemporary Australian scholars in the study of education from a Christian worldview perspective. For this reason, the college has contracted with Southland College and the National Institute for Christian Education for them to be agents of the college and teach the college's programs. When operating as agents of the college, they are required to conform fully to the policies and regulatory structures of the college in every aspect of their academic programs. The degrees that are awarded as a result of studying with the college through either of its agents are CCHE degrees awarded by the college and not by the agents.

Students may enrol for study with CCHE through either agent. Students may study all units with one of the agents or select a range of units from both agents provided

that there is no duplication where one agent offers a unit of study similar to that offered by the other agent.

CCHE teaching agents make extensive use of ICT to create community, to enrich the learning experience, and to provide access for students to a huge database of intellectual material. For this reason, CCHE expects its students upon enrolment to possess significant ICT competencies and skills including word processing skills; multimedia presentation skills; online research skills; email skills; and online community/forum skills. If you are concerned about your skill set in this area, you should discuss the matter with an advisor at one of the CCHE agents prior to enrolment and, if necessary, upskill yourself to the necessary level prior to enrolment with the college.

4. College Calendar

CCHE operates on a three semester pattern, called trimesters.

Trimester dates			
	Registration Deadlines	Trimester Starts	End of Trimester
Trimester 1 2008	11 February 2008	3 March 2008	27 June 2008
Trimester 2 2008	9 June 2008	30 June 2008	24 October 2008
Trimester 3 2008	13 October 2008	27 October 2008	20 February 2009

5. College Fees

Each agent of the college has its own infrastructure, history, and controlling authority. Though each agent is wholly accountable to the college for the competency of its organisation, infrastructure and delivery in regard to CCHE courses, the CCHE Council has determined that each agent should set a fee for the CCHE-related teaching that it offers commensurate with its own setting. For this purpose, information concerning course and unit fees, and fee assistance, should be directed to the particular agent offering a CCHE unit that you desire to study.

6. Student Rights, Responsibilities and Grievances

As students of the college, you have certain rights, responsibilities and grievance channels available to you for your college study, irrespective of the agent delivering your instruction. These rights, responsibilities and grievance channels, and the mechanisms linked to them, are detailed elsewhere in this handbook.

7. Further Information

Detailed information about the college can be found in the remainder of this handbook which also serves as the college's Policy manual. In addition, you may wish to consult the college website (www.cche.edu.au) for course-specific information including:

- unit outlines, rationales, contents, delivery approaches, outcomes, assessment activities, and readings.

- assessment practices
- graduation requirements and procedures

For information concerning specific units offered by Southland or NICE, and the particular units on offer each trimester, you should consult the websites of the individual agents (www.southland.edu.au; and www.nice.edu.au).

You may also solicit more information about CCHE and our courses by writing to us at admin@cche.edu.au, or by visiting our registered office at 120 Herring Rd, Eastwood NSW 2122 (near Macquarie University).

To the Faculty

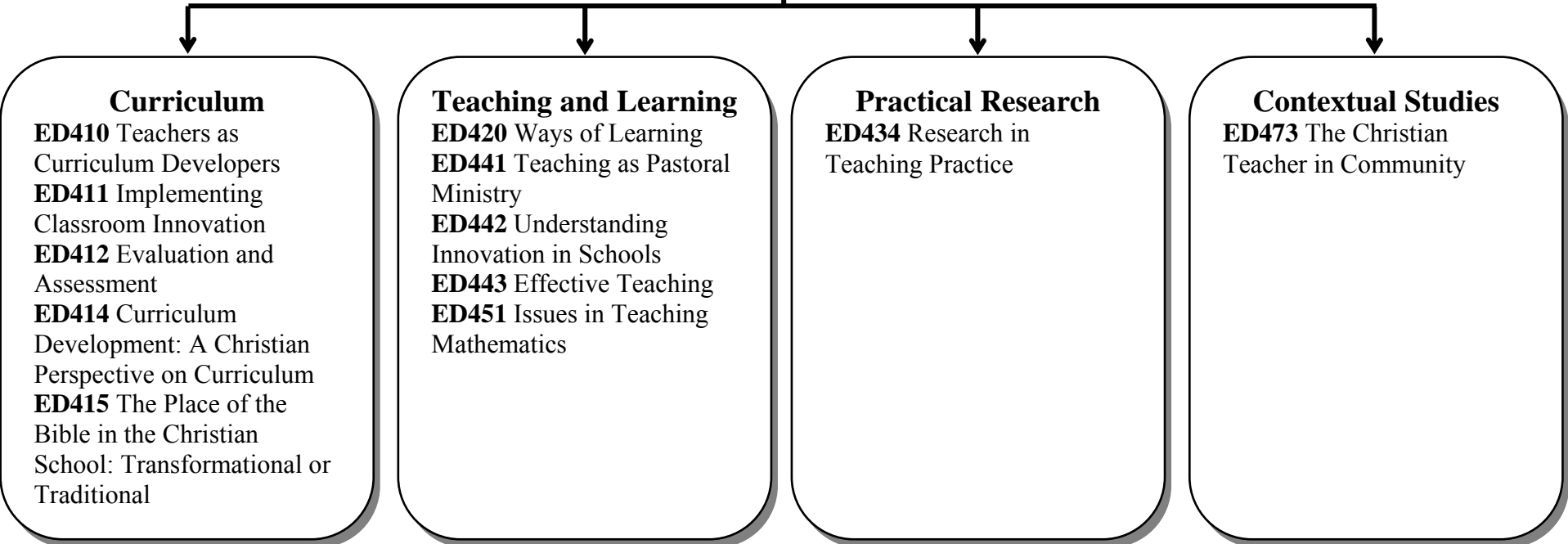
All agent faculty members are employed by their respective agents (either Southland College or the National Institute for Christian Education), but should note that academic parameters relating to instruction in CCHE courses is controlled by the Academic Board of CCHE. In this regard therefore, all principal and agent lecturers teaching in the college's degree programs must be familiar with the policies and rules set down in this handbook and policy manual. In particular, lecturers teaching in the college program must give careful attention to the following requirements:

- Core values of the college
- Equal employment and anti-discrimination
- Code of conduct
- Ethics—especially research involving human subjects
- Assessment and moderation of student work
- Research guidelines
- Intellectual property

**Bachelor of Education
Course Content and
Structure**

Two Core Studies Units (18 credit Points)
ED400 Foundations of Christian Education
ED401 Worldviews in Education
Or
ED407 Teaching from a Christian Perspective
ED408 Christian Schooling: Perspectives on Philosophy and Practice

Three Elective Units (27 credit points)



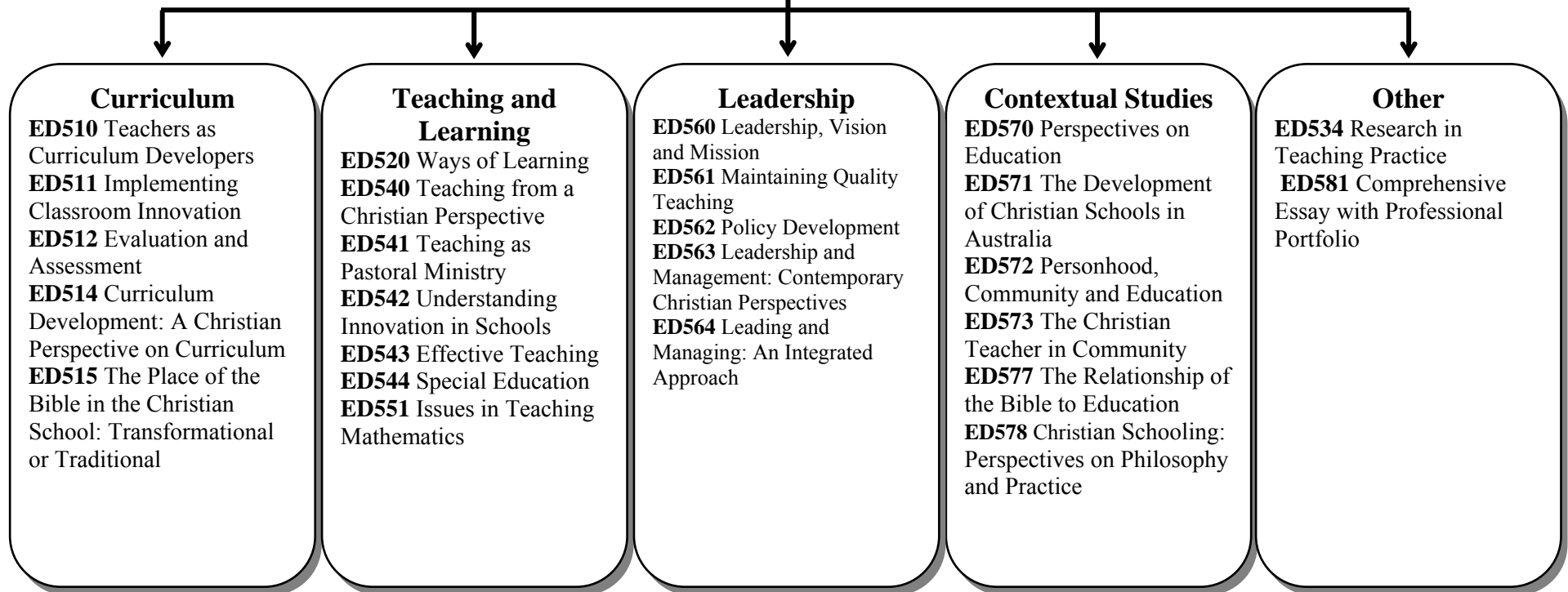
One Summative Integration Unit (9 credit points)
ED480 Comprehensive Essay with Literature Review
Or
ED481 Comprehensive Essay with Professional Portfolio

**Masters of Education
(Stream 1: Coursework)
Course Content and
Structure**

Two Core Studies Units (18 credit Points)

ED500 Foundations of Christian Education
ED501 Worldviews in Education
Or
ED502 Biblical Foundations in Education 1
ED503 Biblical Foundations in Education 2

Six Elective Units (54 credit points)



**Masters of Education
(Stream 2: Coursework
and Minor Dissertation)
Course Content and
Structure**

Two Core Studies Units (18 credit Points)

ED500 Foundations of Christian Education
ED501 Worldviews in Education
Or
ED502 Biblical Foundations in Education 1
ED503 Biblical Foundations in Education 2

Two Elective Units (18 credit points)

**Three
Research
Units
(18 credit
points)**

Curriculum

ED510 Teachers as Curriculum Developers
ED511 Implementing Classroom Innovation
ED512 Evaluation and Assessment
ED514 Curriculum Development: A Christian Perspective on Curriculum
ED515 The Place of the Bible in the Christian School: Transformational or Traditional

Teaching and Learning

ED520 Ways of Learning
ED540 Teaching from a Christian Perspective
ED541 Teaching as Pastoral Ministry
ED542 Understanding Innovation in Schools
ED543 Effective Teaching
ED544 Special Education
ED551 Issues in Teaching Mathematics

Leadership

ED560 Leadership, Vision and Mission
ED561 Maintaining Quality Teaching
ED562 Policy Development
ED563 Leadership and Management: Contemporary Christian Perspectives
ED564 Leading and Managing: An Integrated Approach

Contextual Studies

ED570 Perspectives on Education
ED571 The Development of Christian Schools in Australia
ED572 Personhood, Community and Education
ED573 The Christian Teacher in Community
ED577 The Relationship of the Bible to Education
ED578 Christian Schooling: Perspectives on Philosophy and Practice

Other

ED581
Comprehensive Essay with Professional Portfolio

Research

ED530 Research Methods in Education
ED531 Directed Reading
ED532 Minor Research Project (2 unit equivalent)

**Masters of Education
(Stream 3: Research)
Course Content and
Structure**

Two Core Studies Units (18 credit Points)

ED500 Foundations of Christian Education

ED501 Worldviews in Education

Or

ED502 Biblical Foundations in Education 1

ED503 Biblical Foundations in Education 2

Six Research Units (54 credit points)

Research

ED530 Research Methods in Education

ED531 Directed Reading

Either

ED535 Qualitative Research Methods in Education

Or

ED536 Quantitative Research Methods in Education

ED533 Major Research Project (3 unit equivalent)

**Masters of Education PLT
(Stream 1: Coursework)
Course Content and
Structure**

Two Core Studies Units (18 credit Points)

ED500 Foundations of Christian Education
ED501 Worldviews in Education
Or
ED502 Biblical Foundations in Education 1
ED503 Biblical Foundations in Education 2

Six Elective Units (54 credit points)

Curriculum

ED510 Teachers as Curriculum Developers
ED511 Implementing Classroom Innovation
ED512 Evaluation and Assessment
ED514 Curriculum Development: A Christian Perspective on Curriculum
ED515 The Place of the Bible in the Christian School: Transformational or Traditional

Teaching and Learning (at least one unit)

ED520 Ways of Learning
ED540 Teaching from a Christian Perspective
ED541 Teaching as Pastoral Ministry
ED542 Understanding Innovation in Schools
ED543 Effective Teaching
ED544 Special Education
ED551 Issues in Teaching Mathematics

Leadership (at least one unit)

ED560 Leadership, Vision and Mission
ED561 Maintaining Quality Teaching
ED562 Policy Development
ED563 Leadership and Management: Contemporary Christian Perspectives
ED564 Leading and Managing: An Integrated Approach

Contextual Studies

ED570 Perspectives on Education
ED571 The Development of Christian Schools in Australia
ED572 Personhood, Community and Education
ED573 The Christian Teacher in Community
ED577 The Relationship of the Bible to Education
ED578 Christian Schooling: Perspectives on Philosophy and Practice

Other

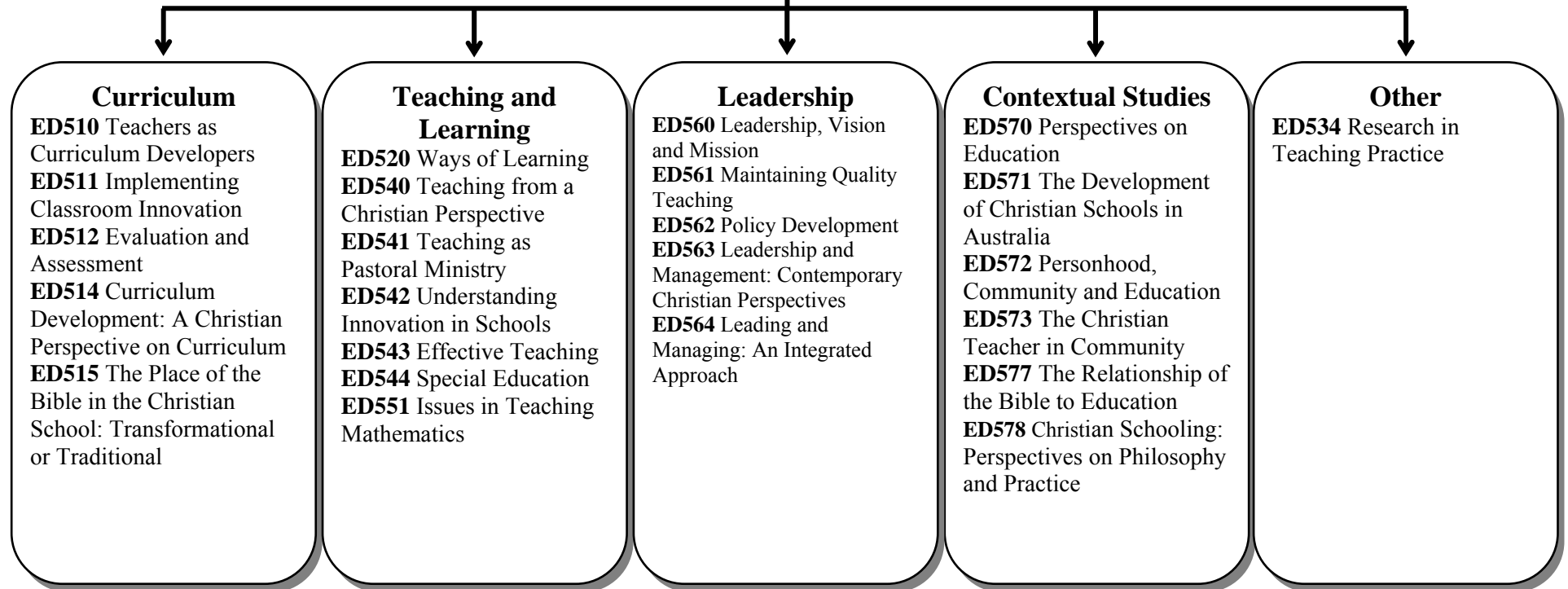
ED534 Research in Teaching Practice
ED581 Comprehensive Essay with Professional Portfolio

**Graduate Diploma of
Education
Course Content and
Structure**

Two Core Studies Units (18 credit Points)

ED500 Foundations of Christian Education
ED501 Worldviews in Education
Or
ED502 Biblical Foundations in Education 1
ED503 Biblical Foundations in Education 2

Two Elective Units (18 credit points)



**Masters of Education PLT
(Stream 2: Coursework
and Minor Dissertation)
Course Content and
Structure**

Two Core Studies Units (18 credit Points)
ED500 Foundations of Christian Education
ED501 Worldviews in Education
Or
ED502 Biblical Foundations in Education 1
ED503 Biblical Foundations in Education 2

Two Elective Units (18 credit points)

One unit from Teaching and Learning
ED520 Ways of Learning
ED540 Teaching from a Christian Perspective
ED541 Teaching as Pastoral Ministry
ED542 Understanding Innovation in Schools
ED543 Effective Teaching
ED544 Special Education
ED551 Issues in Teaching Mathematics

One unit from Leadership
ED560 Leadership, Vision and Mission
ED561 Maintaining Quality Teaching
ED562 Policy Development
ED563 Leadership and Management: Contemporary Christian Perspectives
ED564 Leading and Managing: An Integrated Approach

Three Research Units (36 credit points)

Research
ED530 Research Methods in Education
ED531 Directed Reading
ED532 Minor Research Project (2 unit equivalent)

SECTION 1: ORGANISATION

1.1 Legal Identity of the Institution

The College of Christian Higher Education (hereinafter referred to as CCHE or the College) was incorporated in New South Wales in 1996 under the Associations Incorporation Act 1984.

The registered office of the College is at:

120 Herring Rd
Eastwood NSW 2122

The official postal address is:

120 Herring Rd
Eastwood NSW 2122

Email: admin@cche.edu.au

Website: www.cche.edu.au

The College is a distance education provider of higher education courses in the area of education. The legal structure of the College reflects the principal/agent pattern described in NSWDET Higher Education documentation. As principal, CCHE is the body ultimately responsible for all course design and the development and implementation of all related policies and procedures in the delivery of courses. However, it does not itself engage in course delivery at any level. All delivery of the accredited programs of the College is carried out by two teaching agents:

1. **Institute of Christian Tertiary Education Limited (ICTE)**
ABN 93-058-556-773, ACN 058 556 773
trading as **Southland College**;
2. **National Institute for Christian Education (NICE)**
ABN 67-107-464-695; ACN 107 464 695.

ICTE is a not-for-profit company limited by guarantee in NSW. It is controlled by its own board, a majority of which is appointed by Morling College. NICE is a not-for-profit company limited by guarantee in NSW. It is controlled by its own board, a majority of which is appointed by Christian Parent Controlled Schools Ltd.

ICTE and NICE are the only two teaching agents of the College by virtue of being founding Participating Institutions as defined in the Constitution of the College. As such they are bound by that constitution to implement the accredited award programs of the College in accordance with the terms of accreditation and subject to the governance of the College, including all policies and procedures as determined by the College Council and Academic Board in relation to these programs.

The College retains the ownership of the unit outlines for all of its accredited academic programs. Students undertaking accredited award course study with the agents are enrolled as students of the College. The granting of awards is determined

by, and conferred by, the College. In all matters related to the delivery of accredited courses these agents are accountable to the Academic Board and Council of the College and agree to implement all policies and procedures the College Council or Academic Board of the College (see below). The two agents also are responsible to adhere to CCHE guidelines as they appoint staff and provide equipment and instructional facilities commensurate with their teaching responsibilities.

The Academic Board of the College is appointed by, and is accountable to, the College Council. Its terms of reference, as identified in clause 49 of the CCHE Constitution, the Academic Board is to ensure the implementation of Council policy, making recommendations to the Council for appropriate action as necessary. It is responsible for ensuring that the design, review and delivery of accredited College courses are carried out in a professional manner in harmony with policies and procedures formulated by the Council and the conditions of accreditation. The Academic Board has overall responsibility for student progress and assessment policy, approval of course documentation, appeals processes, course review, and monitoring resource acquisition, and all agents are accountable to the Academic Board in such matters. It has authority to institute and enforce procedures to ensure that the educational policies, practices and procedures of the College are adhered to at all times by the agents responsible for delivery of College courses and to recommend to the Council appropriate measures to be taken in cases of persistent failure to adhere to any of the Council's policies and/or procedures by any agent.

All courses are delivered by distance education, with some face-to-face optional support being available within NSW from time to time. Facilities for this purpose are maintained by the teaching agents at the following locations:

Institute of Christian Tertiary Education Limited
120 Herring Rd
Eastwood NSW 2122
Web: www.southland.edu.au

National Institute for Christian Education
299A Castlereagh Rd
Richmond NSW 2753
Web: www.nice.edu.au

Occasional local seminars providing concentrated face-to-face contact may be conducted by agents in the conduct of their own teaching programs and strategies. However, no College program has a mandatory residential or face-to-face requirement and all courses may be undertaken solely via distance education.

1.2 Purpose and Mission

The purposes of the College are:

1. To provide a structure in which students undertake higher education from a biblical perspective which leads to the granting of degrees and other accredited higher education awards; and
2. To promote scholarship and research.

College courses are designed to enable students to critically evaluate educational ideas and practices from different worldview perspectives, with particular emphasis on a Christian worldview.

The College affirms the ongoing role of research in an environment of rapid educational innovation and change. Research, as a form of professional development, is recognised as enabling educational practitioners to engage in focussed projects that lead to a greater understanding of the forces of change in schools and society, and encourages the development of educational strategies that are appropriate to the existing dynamics of change.

1.3 Core Values of the College of Christian Higher Education

We believe that:

1. we have been redeemed by Jesus Christ for lives of comprehensive service to him, so that all that we do should be in the context of the gospel; the presumed dichotomies between sacred and secular, and between faith and learning, are false, because human life in its entirety is lived before the face of God, and all that we think and do must be in faithfulness to his Word;
2. we need to develop perspectives that are rooted in Scripture and developed in Christian community, under the guidance of the Spirit and to the glory of God, while recognising our solidarity with people of all faiths and our responsibility to work for the benefit of all people (specifically, students, the university and the professions);
3. as image-bearers of the God who is Truth, we are called to seek out the truth and to walk in it, subjecting all our prejudices (including those of religious dogma) to its adjudication, while acknowledging that we must respect the legitimate perspectives of individual persons;
4. as those whose purpose is to tend the earth as God's stewards, we are to cultivate it in all its dimensions, in the world of human culture as much as that of agriculture, exploring and realising its potential in creative ways that respect the integrity of what God has made;
5. as cultural beings, we are to respect the rich divergence of cultures, recognising that truth is relational as well as propositional, and that historical and cultural perspectives are also to be treated with integrity;
6. as scholars and teachers, we are committed to the highest standards of academic endeavour, while confessing that in this too we ultimately serve not human authorities but the King of Kings, the values of whose Kingdom are often subversive of those of the world;
7. convicted of the depth of relationship between faith, life and learning, we reject the ideal of neutral scholarship, and will seek to serve God in working out the implications of that relationship in all areas of human endeavour.

Trusting in God we purpose to:

1. build a community in which we will explore God's world in the light of Scripture, seeking to apply the truths that we uncover to all areas of life;
2. contribute to the development of Christian perspectives that will be of service to all in a suffering world, and specifically to:
 - i. young people, through our teacher education programs,
 - ii. private and public corporations through our professional studies programs,
 - iii. churches, other Christian organisations and individuals through core studies and humanities programs;
3. become a major provider of Christian tertiary education, providing courses that are distinctive and rigorous, and, taught by highly qualified, innovative and experienced Christian staff; gain the support of churches and other Christian organisations, corporate Australia and governments at all levels.

1.4 Academic Profile

The College provides tertiary education within a distinctively Christian educational philosophical context.

The College is not required to register with CRIOS (Commonwealth Register of Institutes and Courses for Overseas Students) under ESOS (Education Services for Overseas Students Act), because no overseas students are brought to Australia on student visas to study with the College.

Up to the present time, the College has concentrated on developing postgraduate programs and has progressively added courses since its inception. It currently offers accredited courses leading to four qualifications:

- Graduate Diploma in Education
- Bachelor of Education
- Master of Education
- Master of Education (Professional Leadership and Training)

The College's academic year is divided into three trimesters.

The College's annual graduation ceremony normally takes place in Sydney in April. The College furnishes an annual report on its activities to the NSW Minister of Education and Training and to the NSW Department of Fair Trading.

1.5 History of Accreditation of Higher Education Courses

A **Graduate Diploma in Educational Studies** course was approved by the NSW Department of Training and Education as a course in Advanced Education, for five years, with effect from 1 January 1995, without conditions; and the designated nomenclature of the award was Graduate Diploma in Educational Studies (Grad Dip Ed Studs).

A **Master of Educational Studies** was accredited as an award course by the NSW Department of Education and Training, with an expiry date of 31 December 2002. At that time, the DET Assessment Committee recommended that the Master's degree be the main focus of study, but that the Graduate Diploma in Educational Studies be recognised as an optional mid-point exit for students who elected to withdraw from the program after completing 4 units of study. In 2002, the Master of Educational Studies degree was redesignated **Master of Education** and the Graduate Diploma of Educational Studies was redesignated Graduate Diploma of Education. At the same time, the NSW Department of Education granted accredited status for two new CCHE qualifications—**Master of Education (Professional Leadership and Training)**, and **Master of Education (Honours)**.

Bachelor of Education (Conversion) In 2000, the course leading to the award of Graduate Diploma in Educational Studies was revised and submitted to the Higher Education Unit, NSW for re-accreditation. Full re-accreditation was granted without condition, but with the course's name changed to Bachelor of Education (Conversion). This course was reaccredited in 2006, designated as **Bachelor of Education**.

1.6 Relationships with Other Bodies

1.6.1 Credit Transfer Arrangements

Since 1994, the College has initiated negotiations with a number of universities together with colleges and institutes offering comparable accredited courses around Australia to enable students to gain credit for units completed in studies with the College. To date twelve universities and colleges have granted credit to students for courses they have undertaken through the College. These institutions are:

- Avondale College
- Australian Catholic University
- Christian Heritage College
- Deakin University
- Macquarie University
- Edith Cowan University
- Southern Cross University
- University of Southern Queensland
- University of New England
- University of Tasmania
- University of Western Sydney
- University of Wollongong.

The quality of the College's academic program has been verified at the postgraduate level by mainstream universities. CCHE Masters graduates have been admitted to PhD and EdD programs in Deakin University, University of New South Wales, University of Adelaide and Macquarie University on the basis of their Master of Education degree from the College.

1.6.2 Links with Universities and Other Tertiary Providers

Representatives of the College were involved in the establishment of the Macquarie Christian Studies Institute (MCSI) which was incorporated in 1998. MCSI has entered into an agreement with Macquarie University for the delivery of undergraduate units that are credited towards a Macquarie University degree. NICE also teaches in the undergraduate program at Edith Cowan university in Perth.

Lecturers maintain collegial research links with the University of Western Sydney, the University of Sydney, University of New South Wales, Australian Catholic University, and other domestic and international universities and organisations. Informal consultative links are maintained with Christian tertiary education providers which provide similar courses to those of the College. These providers include: Avondale College (NSW), Christian Heritage College (Queensland), Tabor College (South Australia), the Masters Institute (Auckland New Zealand), Bethlehem College (Tauranga New Zealand), the Institute for Christian Studies (Toronto Canada), and Scott Theological College (Kenya).

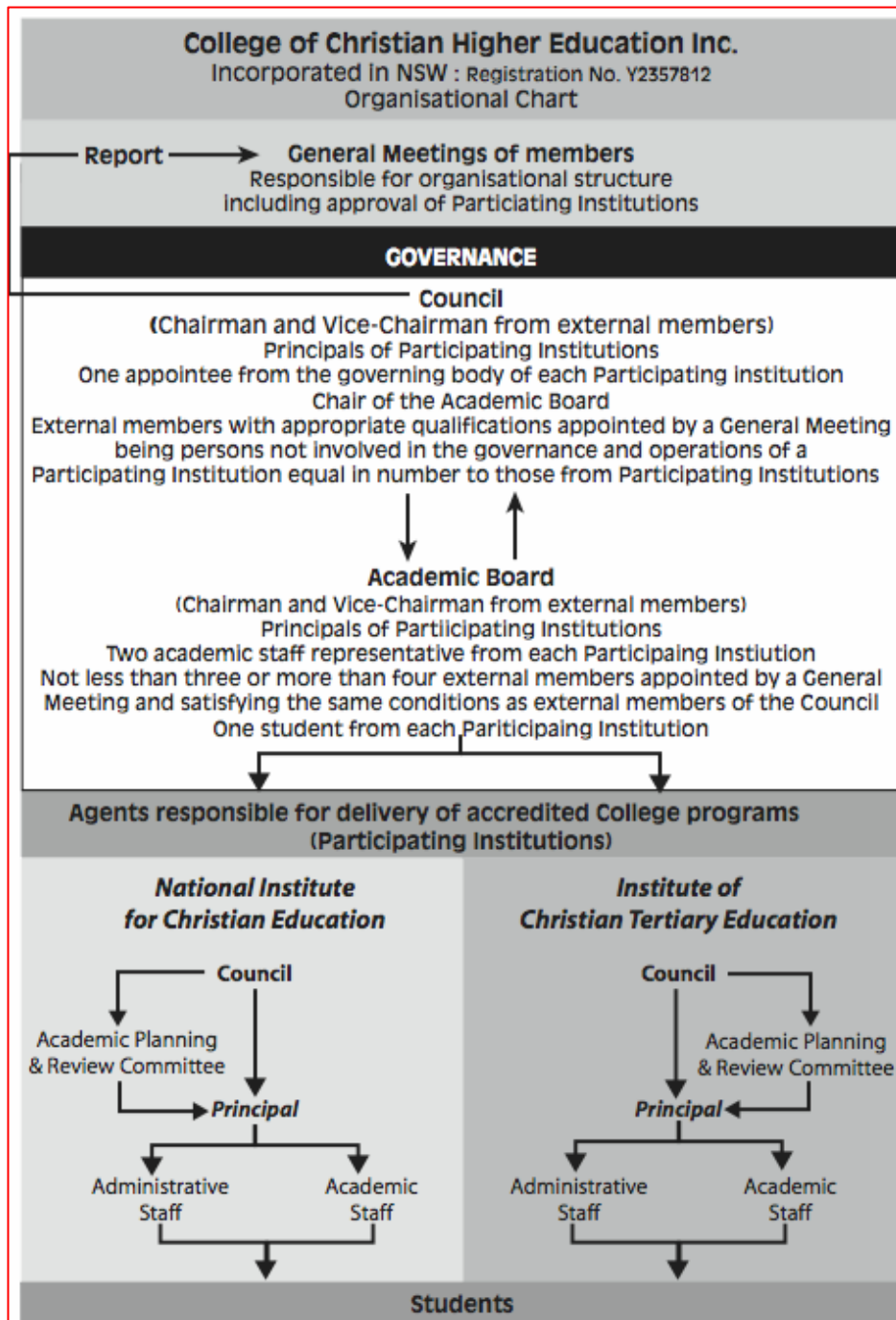
The College is a member of the Council of Private Higher Education Providers, which acts to represent the interests of private tertiary providers to the Commonwealth Government. Members of the coalition include:

- Australian College of Theology
- Avondale College
- Christian Heritage College
- College of Christian Higher Education
- Luther Seminary
- Sydney College of Divinity
- Tabor College
- Wesley Institute

1.6.3 Scholarly Conference and Refereed Journal

The College sponsors a bi-annual scholarly conference involving Australian and overseas speakers. College members play a strategic editorial role in the *Journal of Christian Education*, a peer-reviewed journal published in Australia.

1.7 Governance Structure of the College



1.7.1 The Members of the College

The members of the College are:

- The Principals of College institutes;
- One person appointed by the governing body of each of the College agents;
- One member appointed from the staff of each of the agents;
- External members appointed by the College (up to four in number).

An Annual General Meeting of the members of the College is held, normally in May each year.

1.7.2 The Council

The business, activities and affairs of the College, including the granting of all academic awards, are the responsibility of the Council with its Executive Committee. A Chairperson is appointed annually by the Council. The composition of the Council is shown in the chart on the previous page.

1.7.3 The Academic Board

The Council of the College shall annually appoint an Academic Board to make recommendations to the council on academic matters and all other matters referred to by the Council from time to time. The Chairman of the Academic Board shall be appointed by the Council.

Subject to the Council, the Academic Board has principal responsibility for teaching and learning in the College, and to vet and guide the programs of the College at all delivery sites. This includes the responsibility to:

1. Maintain high standards of teaching, scholarship and research and, in that process, to safeguard the academic freedom of the College; and
2. To oversee and monitor the development of all academic activities of the College including to:
 - a. provide advice to the Council on academic matters relating to and affecting the College's teaching and research activities and its educational programs, including general advice on the academic priorities and policies of the College, consistent with the overall objects and philosophical distinctives of the College;
 - b. exercise authority as delegated by the Council to approve new academic courses and substantive changes to existing courses subject to final endorsement by the Council;
 - c. ensure common moderation procedures and standards across all agents;
 - d. maintain an accreditation and registration register so as to ensure and approve timely accreditation and registration renewal applications to the appropriate authorities;
 - e. determine policy concerning the programs of study or examinations in any agent and within such policy, determine requirements to be

- satisfied by candidates for the award of degrees, diplomas or certificates;
- f. determine the terms and conditions of awards, scholarships and prizes established within the College and make awards;
 - g. formulate and review policies, guidelines and procedures in relation to academic matters;
 - h. consider and take action as required on reports or academic submissions from Academic and Planning Review Committees of the College's agents;
 - i. initiate and oversee a formal and regular program of review of academic activities and standards of College agents;
 - j. consider and report on all matters referred to it by the Council.

1.7.4 Principal Officer

It is the policy of the College that the role and responsibilities of the Principal Officer of the College shall rotate between the principals of the respective agents. This rotation shall occur from time to time by decision of the College Council and, normally at periods of no more than five years.

1.8 Library

The College agents' libraries are linked with all students having access and borrowing rights at both libraries. The libraries are maintained by trained librarians who guide and coordinate the development of library resources.

Collections are regularly updated to ensure that they are adequate to provide student support for the courses offered. Access to library catalogues and resource databases is available online.

In recognition of our diverse student base, the college agents have increased their commitment to the provision of online resources so that students can access resources from their homes.

In addition to its own library collections, the College facilitates student access to other academic libraries, either through reciprocal borrowing networks such as CAVAL (Cooperative Action by Victorian Academic Libraries) or through direct arrangements with local tertiary libraries. The latter may involve students in a fee for service arrangement.

Currently, students may borrow up to six books, ordinarily for four weeks including time taken for delivery.

College teaching agents have Licence Agreements with the Copyright Agency Limited. Students may also request reprints of articles from periodicals or photocopies of selected passages from texts which are in limited supply from their respective teaching agents.

SECTION 2: POLICIES

2.1 Aboriginal and Torres Strait Islander Policy

"Aboriginal education is not only the appropriate education of Aboriginal students but also must involve the education of all Australian students about Indigenous Australia" (NSW Aboriginal Education Consultative Group, 1998).

2.1.1 Preamble

This policy is based on the recognition of the unique place of Aborigines and Torres Strait Islanders as indigenous peoples in the multi-ethnic, multicultural context of today's Australian society. Unlike other ethnic and cultural groups, they are not part of modern Australia by their own free choice. They are part of this society as a result of conquest and subjugation. Although, based on the prevailing world view and value system of the European peoples at the time, this process of conquest and subjugation was regarded as justifiable, involving no violation of the rights of the indigenous peoples, we recognise that it did, in fact, involve a fundamental violation of sovereignty, disruption of the indigenous social order and culture, and consequent violation of the personal identity of the Aboriginal peoples. We further recognise that this historical reality is the root cause of the unique problems faced by the indigenous peoples of Australia to this day.

We also recognise that indigenous communal life and identity was further disrupted by the exclusion of indigenous peoples for more than a century from the democratic decision making processes of Australian society during which time they were subjected to official policies that, although often well intentioned, were nevertheless unjust and oppressive in their effect. We further recognise that Christian institutions were frequently well-meaning agents in the implementation of these unjust and oppressive policies. In the light of these historical realities, we recognise that we have a responsibility to take such measures as we are able to promote a healing reconciliation between indigenous communities and other Australians through the educational programs we offer.

2.1.2 Developing Partnerships with Indigenous Communities

Fundamental to College policy is the development of partnerships with indigenous communities, both in the provision of services suited to the needs of those communities and in promoting understanding of those communities in the wider Australian society. We do not regard it as satisfactory for us to develop services either for or about indigenous communities other than in a close, and equal partnership with these communities.

While in this, as in other matters, it is our policy to respect relevant government legislation and policies, both state and federal, we do not take this as our primary source of guidance in the development of our services in relation to indigenous communities. Working in this, as always within the

framework of our distinctive character as a Christian institution, we look to the indigenous communities themselves as the primary source of guidance in developing our programs in ways that meet their distinctive needs.

In this respect, we recognise the wide diversity among today's indigenous communities. We recognise that Torres Strait Islanders have an identity that has similarities to and yet is distinct from that of the Aboriginal communities. We also recognise that, primarily as a result of differences in historical circumstances, there is wide diversity among the Aboriginal communities. This wide diversity presents a major challenge in the development of effective partnerships for an educational institution such as the College that delivers its services nationally.

Integral to this partnership approach, we are committed not only to obtaining the input of indigenous communities but also to engaging appropriately qualified indigenous educators as participants in both course design and delivery.

2.1.3 Cultural Diversity and Course Design

As a Christian institution committed to viewing the whole of human life from a biblically informed perspective, the College encourages all its students to engage in a critical evaluation of the world view beliefs that are embedded in all cultures, directing this critique particularly to the culture that shapes the patterns of their own lives. We regard all cultures, as part of God's creation, as embodying valuable features and all cultures, as part of fallen human life, as embodying significant weaknesses.

We do not, therefore, attribute any inherent superiority to the western culture that dominates modern Australian society, with its secularist base and associated materialism. Students from communities shaped by this culture are expected in their studies to subject it to a penetrating critique. In exactly the same way, students from indigenous communities are expected to subject their cultural heritage, including the influences of western culture that have in many cases become part of that heritage, to a penetrating critique. This cultural critique is fundamental to the critical thinking that is a basic objective of the College's programs.

Apart from promoting mutual understanding and acceptance between people of different cultures, we see understanding of other cultures as potentially playing a valuable role in the critical evaluation of our own cultures. Recognising that our programs have inevitably arisen from within the western cultural tradition, therefore, we regard it as an invaluable enriching of these programs that they should contain significant elements that both give them relevance to students from indigenous communities and, at the same time, promote an understanding of the cultural traditions of those communities for other students.

2.1.4 Meeting the Needs of Indigenous Communities

We see the challenge in this respect as one of preparing members of indigenous communities to take their place as educational leaders as part of mainstream Australian society without compromising their distinctive communal identity. We regard it as inappropriate for indigenous educators to be either isolated from the mainstream Australian educational community or required to compromise their distinctive indigenous identity in order to participate in that mainstream. We aim that indigenous students will be able to graduate from any of our courses with an award that will both allow them to take their place with pride as the equal of any of their colleagues in the contemporary academic life of Australia without having in any way compromised their indigenous identity in achieving this.

Our immediate objective in meeting the needs of indigenous communities, therefore, is to ensure that the programs we deliver are structured with a flexibility and integrity that meets these needs together with those of students from other cultural backgrounds. We also aim to ensure a learning environment in which students from indigenous communities will be free to express and develop their own personal identity as indigenous people in a manner that equips them to further express and develop that identity within the wider Australian society.

2.1.5 Promoting Understanding and Reconciliation

As well as ensuring that our programs meet the needs of indigenous communities, we are committed to ensuring that they promote an understanding of these communities that will aid the process of healing reconciliation among other students. We also aim, through the process of cultural exchange of understanding, to sharpen our students' critique of their own world view and culture.

In order to achieve this we are committed to the inclusion in coursework studies, wherever appropriate, components that promote this understanding, as well as by coursework subjects dedicated to this objective. It is also our desire to encourage students from indigenous communities to share with other students, insights and understandings that are developed within their own unique historical, social and cultural context.

2.1.6 Implementing This Policy

Given the diversity of Aboriginal and Torres Strait Islander communities, it would be unrealistic to expect that a small, though vigorously growing institution such as this College that is engaged in distance education on a national scale, could implement this policy in a comprehensive way in the short term. We have, however, made a beginning in a way that is appropriate to our present stage of development and are firmly committed to the progressive expansion of measures, within the limits of our resources, that will extend the implementation of this policy.

2.2 Academic Freedom Policy

The College considers that a fundamental pre-requisite to the achievement of its aims and objectives is a commitment to the principle of responsible academic freedom.

2.2.1 Relating to Students

While the College is a Christian institution firmly committed to the development of educational thinking with the framework of Christian faith, it is open to students regardless of religion, race or creed. Furthermore, assessment and progression through the College's academic programs is not conditional on acceptance of a particular set of beliefs or values. Students are expected to demonstrate an understanding of the beliefs and values, Christian and otherwise, that are addressed in the units, and to subject their own beliefs to reasoned critique, but are not to be assessed or otherwise judged on the basis of their personal acceptance of the beliefs and values endorsed by the College. It is the policy of the College that there will be no discrimination against students whose views are at variance with the College's Christian commitment, or indeed, with the particular ways in which this commitment is expressed in College documents or by College staff. Students' work is assessed and their progression determined solely on the grounds of academic merit.

A student who has reason to believe that this principle of academic freedom has been breached in any way by the conduct of any member of the staff of the College or its constituent teaching agents, should follow the review procedures as set out in the Assessment Policy. If a lecturer is found to have repeatedly breached this principle in dealing with students, the Principal of the teaching agent concerned shall submit a proposal to the Council of the teaching agent of the College for a review of that lecturer's position with the institute.

2.2.2 Relating to Academic Staff

All academic staff, as part of their terms of engagement, are expected, in their teaching and research, to accept and work within the boundaries defined by the stated communal faith of the College and the particular College teaching agent by which they are engaged. Within these boundaries, however, they are encouraged to be critically creative, especially in their research activities, seeking to push out the boundaries of human knowledge and understanding. This includes a critically creative exploration of the meaning of the communal faith for educational life and practice as well as a venturesome engagement with educators and academics of other faiths, including those with a secularist faith.

It is recognised that there are differences of understanding and practice among Christians who share the communal beliefs of the College and its constituent teaching agents. For this reason, academic staff are given reasonable freedom for movement and difference within the stated boundaries of this faith, particularly in the understanding of what it means for

education. In this connection, the College recognises that it is not always easy to determine exactly where these boundaries lie in practice. In consequence of this, an individual, though acting in good faith in the exercise of academic freedom, may move outside the communally understood limits.

In such cases, the Principal of the teaching agent concerned shall discuss the matter with the staff member concerned and, if deemed necessary, indicate action that should be taken to guard the integrity of the College and its teaching agents. If the staff member concerned does not respond appropriately, or is found to be repeatedly moving beyond acceptable limits, the Principal shall refer the matter to the Council of the teaching agent for appropriate action, which may include termination of services.

A member of the academic staff who disputes the Principal's judgment that the boundaries of the communal faith have been transgressed may appeal to the Council of the relevant teaching agent. In hearing any such appeal the staff member concerned shall have the right to be heard, either in person or in writing, as will the Principal, but neither shall take any part in the deliberations of the Council on the matter.

2.3 Antidiscrimination Policy

2.3.1 Preamble

As a Christian community committed to an educational vision within the perspective of Christian faith, the College does not discriminate in any way, other than requiring appropriate academic credentials and standards, either in the enrolment of students or in their assessment and progression in their studies. It does expect that all students will respect the Christian position of the College and make the effort to understand it in their studies, but does not in any way require them to embrace it for themselves.

At the same time, in order to maintain its integrity as a Christian community, it does expect its staff to be in agreement with the stated beliefs and values of the College and of the constituent College teaching agent within which they work. This includes maintaining a standard of conduct that is consistent with these beliefs and values and, in the case of academic staff, upholding these in their teaching without discriminating in any way against students who may differ. The College also expects its staff, and especially its academic staff, to act at all times with respect for and understanding of those of other faith communities, including those holding a secularist faith commitment.

2.3.2 Definitions

Direct or overt discrimination is any action that specifically excludes a person or a group of people from a benefit or opportunity, or significantly reduces their chances of obtaining it, because a personal characteristic irrelevant to the situation is applied as a barrier.

2.3.3 Antidiscrimination Legislation

As an institution incorporated and based in New South Wales, this section provides an overview of relevant Commonwealth and NSW legislation in particular.

In Australia it is unlawful to discriminate on the grounds of race, colour, descent or national or ethnic origin (Commonwealth Racial Discrimination Act 1975) and sex, marital status and pregnancy (Commonwealth Sex Discrimination Act 1984). In addition, in New South Wales, the Antidiscrimination Act 1977, makes it unlawful to discriminate against a person, or any of their relatives, friends or associates, on the grounds of race, sex, pregnancy, marital status, disability, age, or homosexuality.

Antidiscrimination law applies to several areas of public life including the provision of goods and services, employment, education and accommodation. It does not matter whether these goods or services are for payment or not. The definition of goods and services includes:

- banking,
- insurance and the provision of other financial services,
- entertainment and recreation,
- services such as pubs and cinemas,
- transport or travel,
- services provided by members of any profession or trade such as doctors, dentists, lawyers, plumbers, and electricians;
- retail services and
- services provided by a government department, government authority or local government.

The law defines goods and services very broadly. Even the standard of food and accommodation in a prison has been held to be a service. Thus, the provision of educational services falls well within antidiscrimination law. This means that educational service providers, including the College of Christian Higher Education, may not use sex, age, pregnancy, marital status, race/ethnic group, disability, age, trans-gender (trans-sexuality) or homosexuality to decide:

- whether the service is provided, or
- the type of service provided, or
- the manner in which the service is provided.

2.3.4 Legal Responsibility for Implementation

In services and businesses, the service or business owners are legally responsible for making sure that antidiscrimination law is not broken. Obviously if the service or business owners give the responsibility to a manager, they may also share some of the responsibility for making sure that the law is followed. In the case of the College of Christian Higher Education it is, therefore, the primary responsibility of the Principals of the constituent teaching agents of CCHE to ensure that Antidiscrimination law is not broken.

This means that the Principal of each teaching agent is responsible for harassment or discrimination that happens:

- by staff to clients/customers (i.e. the students)
- by clients/customers to staff
- between clients/customers.

A guiding principle underlying these requirements is that every person has the right to work in an environment that is free from harassment and discrimination and that the constituent teaching agents are legally obliged to do whatever they can to make the work environment free from harassment and discrimination.

2.3.5 Dissemination of Antidiscrimination Policy

All workplaces should have policies on harassment prevention and customers should be aware that they will be asked to leave, or refused service, if they harass staff. It is also useful for services to have a policy on acceptable standards of behaviour. This may be displayed in a prominent place so that people know as soon as they enter the premises that they will be refused service if they breach the standard.

The College of Christian Higher Education will make available its Antidiscrimination policy statement and educate staff and students, as appropriate, with regards to the content of the policy.

2.4 Assessment Policy

2.4.1 Preamble

To qualify for the appropriate academic award a student of the College shall:

- comply with all applicable College academic and course rules;
- successfully complete a prescribed course as detailed in the schedule of the specific course; and
- maintain a satisfactory standard of participation in all prescribed activities associated with the course.

2.4.2 Validation of Results

The College Council approves all awards of degrees once all the requirements have been met to its satisfaction.

2.4.3 Courses and Assessment

1. Student progress will be reported at the end of a trimester or year or, in the case of the summative integration units, at the conclusion of the unit.
2. Student performance in course unit(s) shall be assessed progressively and/or by final examinations and shall include, as prescribed:
 - a) participation in the course unit;
 - b) completion of assignments, practical work, tests and examinations;and

- c) the achievement of a satisfactory overall standard in assignments, practical work, tests and examinations.
3. Credit may be given for activities approved by the College agents that are outside normal trimester periods.
4. A student may apply in writing to the College agent within 10 working days of the issuing of a notified result for a review of the accuracy of that result using the guidelines outlined under 2.4.13. Such a review shall not constitute a reassessment of submitted work.
5. Assignment submission is to be by the due date specified in the unit's study material, unless the Lecturer in charge has granted an extension.

2.4.4 Aims of Assessment

A variety of assessment tasks, designated as assignments, form the basis of the assessment of students' learning in all coursework units. There are normally two or three assignments for each unit. The maximum is three. Assessment of these assignments aims to:

- provide students with information regarding their own performance which may assist them in their employment or with accrediting agencies;
- safeguard the standards of the qualifications conferred by the College on its graduates;
- provide a sufficient basis for teaching agents to evaluate their efficiency and effectiveness in fulfilling their aims.
- aid the learning process by providing opportunities for students to develop insight by giving feedback to enable them to judge their progress and remedy any deficiencies that are identified; and to assist the motivation of students by enabling them to identify progress and development that has occurred.

2.4.5 Assessment Methods

Coursework units are assessed on the basis of two or three assessment tasks to be presented at different times during the trimester. Every effort is made to vary the nature of these tasks to allow for different learning styles, to ensure that assessment is appropriate to the subject being studied and to ensure a balance in the assessment between theoretical understanding and effective practice. For each assessable task assigned, the following information is provided to students at the commencement of the study of each unit:

1. due date (or date by which assignment should be posted); length, where appropriate, or alternative specification of expectations regarding the product to be submitted; the weighting of the task in relation to overall unit assessment.
2. a description of each assessment task with such detail as students may need to ensure that they have adequate information on what is expected of them in each task.

Students are encouraged to raise questions, seek clarification or discuss difficulties in regard to any aspect of a unit, including assessment tasks, with the lecturer. Alternative assessment tasks, deemed to be equivalent to those described in the course units may be negotiated between the lecturer and the student, provided such tasks are in accordance with the stated purpose and learning outcomes of the coursework unit.

Assessment and progression through the program are not conditional on acceptance of a particular set of beliefs or values but on academic merit. It is expected that students demonstrate an understanding of the beliefs and values, Christian and otherwise, that are addressed in the coursework units. It is the policy of the College that there will be no discrimination against students whose views are at variance with the College's Christian commitment, or indeed, with the particular ways in which this commitment is expressed.

In keeping with the fundamental College objective of the development of critical thinking, it is expected that, in all assessment tasks students, whether agreeing or disagreeing with the position of the College or a particular lecturer or study guide, will provide soundly argued reasons for the position adopted. Dogmatic statements that agree with the official College statement of faith are equally as unacceptable as a dogmatic rejection of that position.

2.4.6 Consistency and Quality Assurance

The College regards it as vital that consistency exists in student assessment across institutes and within institutes by different lecturers. It also regards it as important that assessment standards should be comparable with those of Australian universities. It has established a number of quality assurance mechanisms to establish and maintain both consistency and appropriate standards of assessment.

First, lecturers are required to ensure that marking patterns reflect requirements established in the assessment criteria. These include general assessment criteria applicable to all work and specific assessment criteria that should be included in the description of assessment tasks for all coursework units. These criteria are made available to students as well as to lecturers in order to ensure transparency in assessment. A written guide and sample assessment matrix may also be provided to lecturers to assist in conformity and reliability.

Secondly, random check-marking by experienced lecturers occurs within each institute. Thirdly, moderation activities occur on an inter-institute basis where lecturers from College institutes come together, grade sample papers, and develop common assessment patterns and parameters. Fourthly, feedback is sought from external academics who are able to make valid comparisons between College patterns and those of their own institutions.

Finally, a senior academic of each institute—usually the principal—reviews performance with each lecturer. This review, among other matters, examines

the effectiveness of quality assurance measures and student assessment issues.

The Academic Board monitors assessment procedures to ensure that appropriate standards and consistency are maintained across and within the College agents. To assist in this, it receives reports on assessment from the College's agents. These reports include summaries of student and lecturer reflections that are built into each unit of study. The reports should also include information on student pass rates in written and graphic form.

2.4.7 Submission of Assignments

To deal equitably with students situated in different parts of Australia or overseas, the specified date for submission of all assignments is the date of mailing by the student. In some cases, assignments may be submitted electronically. Students will be advised where this is the case. In all other cases they are to be submitted by post and students are responsible for ensuring that the appropriate postage is paid.

2.4.8 Return of Assignments

The College recognises the importance of prompt feedback to students, especially in distance education. College policy, therefore, is to ensure that:

- for any other than the final assignment of a coursework unit, the graded assignment, with lecturer's comments, is mailed to the student within two weeks from date of receipt, except where assignments have been submitted before the due date when they are to be mailed within two weeks of the due date;
- for the final assignment, which is commonly more extensive, the time for returning the assignment is within three weeks rather than two.

In all cases where a student has been granted an extension of time for the submission of an assignment, the time of return of the graded assignment to the student is at the discretion of the lecturer who is, however, expected to return it as soon as practicable having regard to other commitments.

2.4.9 Formative Feedback

Students are encouraged to interact with lecturers concerning work in progress, and to submit smaller rather than larger portions of work for comment. Lecturers will provide feedback on a final draft of a complete assignment only once and this only up until two weeks prior to the due date.

This policy is designed to facilitate equitable dealing with students and to provide feedback at times when this is most strategic (in the formative rather than final stages), as well as in the interests of maintaining a reasonable workload for lecturers.

2.4.10 Assignment Extensions

Students who have experienced illness, misadventure (including family or personal difficulties) or other extenuating circumstances, may request an extension of time for the submission of an assignment. This request should be made in writing—which may be by e-mail—to the person to whom the assignment is required to be submitted, stating the reason clearly, before the due date. It is the responsibility of that person to notify any other concerned parties of any extension that is granted.

College policy is to grant reasonable leeway to students, who are generally full-time teachers in responsible positions who have enrolled in the course because of a desire to further their professional development. Administrative constraints need to be respected, but these should not be allowed to override the primary goal of assisting student growth.

Requests for extensions are to be given priority attention with the student advised by the speediest means possible—usual by e-mail. Other than in exceptional circumstances, extensions will not be granted for more than two weeks. Late assignments for which an extension has not been requested will attract a penalty when the assignment is assessed.

2.4.11 Resubmission of Failing Assignments

This policy affects those assignments which are submitted on or after the due date and are deemed by the lecturer to not warrant a passing grade. It does not affect the presentation of draft assignments prior to due date in which case the presentation does not constitute a formal submission. Upon subsequent formal submission of the assignment, the full range of grades can be applied on the merits of the submitted assignment.

In the case of a lecturer making an assignment that is not satisfactory, he or she may give the student an opportunity to resubmit the assignment. Where this occurs the following guidelines will apply:

1. The student will be notified by writing (including email) that the assignment in its present form will not receive a passing grade. The student will be invited to resubmit in order to be considered for a passing grade.
2. With this notification, the specific inadequacies will be indicated.
3. The student will have a further two weeks from the date of receipt the notification to resubmit the assignment
4. The only grade that can be awarded to the resubmitted assignment is PASS
5. In the case of student dissatisfaction with the process, the normal protocol for complaint will apply.

2.4.12 Grading

The following is the range of grades that may be awarded for individual assignments and for the completed coursework unit. The grade for the completed unit is determined by the weighted average of the marks assigned to each assessment task:

HD	90-100%	High Distinction
D	80-89%	Distinction
CR	65-79%	Credit
P	50-64%	Pass
N		Not Satisfactory
WN		Not Satisfactory (late withdrawal)

Other completion codes:

W	Withdrawal without penalty
AD	Audited
DE	Deferred
I	Incomplete
NC*	Non-credit (* grade will be indicated)

2.4.13 Assessment Review

1. A student may request a review of a grade awarded on one or more of the following grounds:
 - i. there is reason to believe that a clerical error may have occurred;
 - ii. the student believes that an injustice exists due to some inadequacy in or doubt about the validity of the assessment.
2. Before proceeding to a formal request for review, the student should first contact the relevant lecturer advising of the nature of the concern so that, if possible, the matter may be sorted out by a mutual exchange of views. The student should also carefully review the assessment criteria and grading guidelines given below before proceeding with a formal request for review.
3. No request for review may be lodged before the student has received official notification of grades from the Registrar of the relevant teaching agent. A request for review will only be recognised if lodged within two weeks of receiving the official notification, unless exceptional circumstances can be established.
4. If the review is requested solely on the grounds of clerical error, the student should first contact the teaching agent Registrar requesting a check of the records to ascertain whether the grade as notified agrees with the lecturer's records. This should usually be sufficient to ensure that the error is rectified, and the student will need strong grounds for proceeding any further with a request for review on this ground.

5. If wishing to pursue the review further or if requesting a review on the ground of injustice, the student should make application to the Assessment Review Committee of the appropriate teaching agent by lodging a formal, written request with the teaching agent Registrar. This should be accompanied with a copy of the disputed assignment or assignments without lecturer's notations together with the published fee as it appears in the teaching agent's current handbook. The request should include a clear statement of the reasons for believing that grounds exist that warrant a review.
6. The Assessment Review Committee will evaluate the request and make a preliminary determination. If it finds that that the prior steps as detailed in (2) and (4) above have not been taken, or that, on the basis of the stated grounds the appeal is frivolous and/or vexatious, the Committee may dismiss the request without taking further action for review.
7. If, on the other hand, it finds that there is a prima facie case for review it shall pass the disputed assignment or assignments, without lecturer's notations, together with the student's grounds for requesting a review, to a competent person or persons, other than the lecturer responsible for the original assessment, for review. If this review finds substantial grounds for upholding the appeal, the committee will direct that a higher percentage mark be recorded in accordance with the review recommendation. If the review finds that the original grade has been substantially inflated, the committee may direct that a lower mark be recorded. In the event that the review results in an upward change in the percentage mark, whether or not this leads to a change of grad, or that the student had reasonable cause for requesting the review, the fee paid by the student will be refunded.
8. At all points in the review process, if there is any dispute relating to instructions given to students on assessment procedure and/or criteria, the official guidelines published in the study guide issued to students and the relevant provisions of this policy document, shall be regarded as definitive.

2.4.14 Special Assessment

1. A student who, for unavoidable reasons, is either prevented from completing course unit requirements, or is otherwise seriously disadvantaged, may have the assessment regarded as incomplete by the appropriate College agent and be granted permission to complete the outstanding requirements or to attempt a special assessment in the course unit concerned.
2. Applications for special assessment must be made in writing, must state the reasons for the application and must be submitted for consideration by the Academic Planning and Review Committee of the appropriate College agent as soon as possible and no later than seven days after the

final assessment date for the particular course unit. Acceptable documentary or other corroborative evidence may be required.

3. Where permission to complete outstanding work or to undertake special assessment is granted, the student shall be eligible for the full range of grades prescribed for the original assessment.
4. Where a student's assessment has been determined as being incomplete, it shall be finalised prior to the commencement of the succeeding trimester or year except where an extension has been approved.
5. Where a student is granted a conceded pass, only one such pass may be credited towards the award of a degree or diploma.

2.4.15 Alteration to Notified Results

Any alteration to a notified assessment, whether the result of a request for review or otherwise, shall require the approval of the APRC of the appropriate College agent for its promulgation and shall continue to meet the College's assessment guidelines.

2.4.16 Withdrawal from Course Units

1. Notification of withdrawal from a course or course units must be submitted in writing to the College agent and will have effect from the date of receipt.
2. A student notifying withdrawal from a course shall be considered as also withdrawing from all course units in which he/she is registered.
3. A student may withdraw without penalty from any or all course units within the first five calendar weeks of the commencement of the trimester or year in which he/she is currently registered.
4. A student withdrawing from any or all course units in which he/she is registered after five calendar weeks of the commencement of the trimester or year in which such registration is current shall be graded as Withdrawn Not Satisfactory in such units, except that:
 - i. any course units already completed shall be assessed in the normal manner;
 - ii. any course units which are not yet commenced at the time of withdrawal shall be graded Withdrawn Without Penalty;
 - iii. the College agent may determine that any course units incomplete at the time of withdrawal should be graded Withdrawn Not Satisfactory, unless the College is satisfied that extenuating circumstances exist which warrant the student being granted Withdrawn Without Penalty.
5. A student who is determined by the College to have abandoned the course shall be deemed to have withdrawn from the course and shall be dealt with in terms of 5 above.

2.4.17 Assessment Criteria

The following criteria are used in the assessment of assignments:

1. Critical thinking
 - i. giving appropriate reasons in support of statements and establishing and justifying the relationships between them as appropriate;
 - ii. demonstrating that issues have been thought through in a consistent and thorough manner so that the conclusions are owned by the student;
 - iii. critical evaluation that uncovers basic religious assumptions that affect educational theories and practices.
2. Creativity
 - i. demonstrating a clear understanding of the issues together with a creative response that aims at greater effectiveness in achieving learning goals;
 - ii. creatively resolving educational problems in a manner that is informed by experience and/or research.
3. Literature
 - i. providing evidence of adequate engagement with appropriate literature relating to the unit—the textbook and the required readings, as well as other print and electronic sources
4. Adequate coverage
 - i. adequately addressing all aspects of the topic;
 - ii. demonstrating engagement with the areas relevant to the assignment that are covered in the set text, readings and study guide.
5. Relevance
 - i. providing firm links with the school context;
 - ii. locating educational issues appropriately within the broader social context.
6. Presentation
 - i. presenting material clearly with logical development appropriate to the topic;
 - ii. conforming to the style conventions set out in the College Style Manual;
 - iii. appropriate references to relevant books and articles, with adequate citations, and including an appropriate bibliography.

In addition to these general criteria, specific criteria will generally be provided for individual assignments and should be followed by all involved in the grading of the relevant assignment.

2.4.18 Assessment Criteria Guidelines

In applying the above guidelines to any assessment task, the following guidelines apply when determining the appropriate grade, and associated percentage mark.

The generic criteria for all formal assessments are critical thinking, creativity, literature, adequate coverage, relevance and presentation. These general criteria are then described across the grading guidelines of fail, pass, credit, distinction and high distinction, for the two different levels of the BEd (Conversion) programme and the post-graduate (Masters level) programmes.

1. Critical Thinking:
 - a. High Distinction—the student demonstrates outstanding ability to
 - i. Give full and appropriate reasons in support of his/her higher level order of analysis;
 - ii. Demonstrate that issues have been consistently analysed; and
 - iii. Critically evaluate the faith and worldview assumptions behind educational theories.
 - b. Distinction—the student demonstrates strong ability to
 - i. Give appropriate reasons in support of his/her analysis;
 - ii. Demonstrate easy flowing internal consistency;
 - iii. Evaluate the faith and worldview assumptions behind educational theories.
 - c. Credit—the student demonstrates an average solid tertiary ability to
 - i. Give appropriate reasons in support of his/her analysis;
 - ii. Demonstrate easy flowing internal consistency;
 - iii. Explain the faith and worldview assumptions behind educational theories.
 - d. Pass—the student demonstrates the ability to:
 - i. Give some reasons in support of his/her analysis;
 - ii. Demonstrate internal consistency;
 - iii. Describe the faith and worldview assumptions behind educational theories.
 - e. Fail—the student does not demonstrate the ability to:
 - i. Give some reasons in support of his/her analysis;
 - ii. Demonstrate internal consistency;

- iii. Describe the faith and worldview assumptions behind educational theories.

Masters Level—critical thinking must include the engagement with coherent bodies of scholarly knowledge (i.e. being able to interact with systems of theoretical thought and research) from a Christian perspective.

Bachelors Conversion Level—Critical thinking must be demonstrated from a personally coherent body of knowledge as a Christian educator.

2. Creativity:

- a. High Distinction—the student demonstrates outstanding ability to:
 - i. Demonstrate a full and creative response to issues identified through critical thinking, adequate coverage, and relevant research;
 - ii. Within this creative response, demonstrate higher order and pervasive problem solving in response to any general or particular educational problems that are encountered in their study.
- b. Distinction—the student demonstrates strong ability to:
 - i. Demonstrate a creative response to most of the issues identified through critical thinking, adequate coverage, and relevant research;
 - ii. Within this creative response, demonstrate problem solving in response to most of the general or particular educational problems that are encountered in their study.
- c. Credit—the student demonstrates an average solid tertiary ability to:
 - i. Demonstrate a creative response to the main issues identified through critical thinking, adequate coverage, and relevant research;
 - ii. Within this creative response, demonstrate higher order problem solving in response to the main general or particular educational problems that are encountered in their study.
- d. Pass—the student demonstrates the ability to:
 - i. Demonstrate a creative response to some of issues identified through critical thinking, adequate coverage, and relevant research;
 - ii. Within this creative response, demonstrate higher order problem solving in response to some of the general or particular educational problems that are encountered in their study.

- e. Fail—the student does not demonstrate the ability to:
 - i. Demonstrate a creative response to some of issues identified through critical thinking, adequate coverage, and relevant research;
 - ii. Within this creative response, demonstrate higher order problem solving in response to some of the general or particular educational problems that are encountered in their study.

Masters Level—creativity must include the engagement with coherent bodies of scholarly knowledge (i.e. being able to interact with systems of theoretical thought and research) from a Christian perspective.

Bachelors Conversion Level—creativity must be demonstrated within a personally coherent body of knowledge as a Christian educator.

3. Literature

- a. High Distinction—the student demonstrates outstanding ability to
 - i. Through citation and critique, demonstrate a very considerable understanding of the material in the text and the required readings;
 - ii. Effectively use a wide range of literature to build substantiated arguments; and
 - iii. Demonstrate a very broad knowledge of the wider literature, print and electronic, through citation and critique.
- b. Distinction—the student demonstrates strong ability to
 - i. Substantially support arguments with considerable use of the text and required readings;
 - ii. Demonstrate a more than adequate ability to select and make use of appropriate literature; and
 - iii. Effectively evaluate and critique appropriate literature in the field.
- c. Credit—the student demonstrates an average solid tertiary ability to
 - i. Demonstrate an adequate understanding of the text and required readings;
 - ii. Use appropriate quotations and citations from the text and required readings; and
 - iii. Make some reference to other literature in the field.
- d. Pass—the student demonstrates the ability to:
 - i. Refer to the text and required readings to support some arguments;

- ii. Demonstrate a basic understanding of the text and required readings; but
 - iii. Make no reference to other literature in the field.
- e. Fail—the student does not demonstrate the ability to:
- i. Make little or no reference to the text or required readings;
 - ii. Show little understanding of the material in the text and required readings; and
 - iii. Show no evidence of having considered literature relevant to the unit.

Masters Level—The appropriate use of literature is essential at this academic level. Students will be able to incorporate—quote, cite, reference, evaluate and critique—literature pertaining to the body of knowledge appropriate to Christian education.

Bachelors Conversion Level—The demonstrated, effective use of the literature pertaining to the body of knowledge appropriate to Christian education.

4. Adequate Coverage:

- a. High Distinction—the student demonstrates outstanding ability to:
 - i. Address and analyse all aspects of the topic(s) under consideration;
 - ii. Locate and evaluate education issues appropriately in the broader social/religious context.
- b. Distinction—the student demonstrates strong ability to:
 - i. Address and analyse most aspects of the topic(s) under consideration;
 - ii. Locate and evaluate education issues appropriately in the broader social/religious context.
- c. Credit—the student demonstrates an average solid tertiary ability to:
 - i. Address and analyse most aspects of the topic(s) under consideration;
 - ii. Locate and evaluate education issues appropriately in the broader social/religious context.
- d. Pass—the student demonstrates the ability to:
 - i. Address aspects of the topic(s) under consideration;
 - ii. Locate the main education issues appropriately in the broader social/religious context.
- e. Fail—the student does not demonstrate the ability to:
 - i. Address aspects of the topic(s) under consideration;

- ii. Locate the main education issues appropriately in the broader social/religious context.

Masters Level—adequate coverage must include the engagement with coherent bodies of scholarly knowledge (i.e. being able to interact with systems of theoretical thought and research) from a Christian perspective.

Bachelors Conversion Level—adequate coverage must be demonstrated within a personally coherent body of knowledge as a Christian educator.

5. Relevance:

- a. High Distinction—the student demonstrates outstanding ability to:
 - i. Evaluate definite links with the school/educational context in comprehensive manner;
 - ii. Locate and analyse all known educational issues within the broader social context.
- b. Distinction—the student demonstrates strong ability to:
 - i. Evaluate definite links with the school/educational context;
 - ii. Locate and analyse educational issues within the broader social context.
- c. Credit—the student demonstrates an average solid tertiary ability to:
 - i. Describe definite links with the school/educational context;
 - ii. Locate and describe educational issues within the broader social context.
- d. Pass—the student demonstrates the ability to:
 - i. Describe most of the main links with the school/educational context;
 - ii. Locate and describe most of the main educational issues within the broader social context.
- e. Fail—the student does not demonstrate the ability to:
 - i. Describe most of the main links with the school/educational context;
 - ii. Locate and describe most of the main educational issues within the broader social context.

Masters Level—relevance must include the engagement with coherent bodies of scholarly knowledge (i.e. being able to interact with systems of theoretical thought and research) from a Christian perspective.

Bachelors Conversion Level—relevance must be demonstrated within a personally coherent body of knowledge as a Christian educator.

6. Presentation:
 - a. High Distinction—the student demonstrates outstanding ability to:
 - i. Present all material in a logical and literary style and format in accordance with the topic;
 - ii. Use the preferred CCHE style (the current APA manual) in a manner that reads naturally and interestingly;
 - iii. Make reference to relevant books, articles and authors in a way that enhances the all of their writing conceptually and in its literary form.
 - b. Distinction—the student demonstrates strong ability to:
 - i. Present most of their material in a logical and literary style and format in accordance with the topic;
 - ii. Use the preferred CCHE style (the current APA manual) in a manner that reads naturally;
 - iii. Make reference to relevant books, articles and authors in a way that enhances most of their writing conceptually and in its literary form.
 - c. Credit—the student demonstrates an average solid tertiary ability to:
 - i. Present the main parts of their material in a logical and literary style and format in accordance with the topic;
 - ii. Use the preferred CCHE style (the current APA manual) in a manner that reads clearly;
 - iii. Make reference to relevant books, articles and authors in a way that enhances the main parts of their writing conceptually and in its literary form.
 - d. Pass—the student demonstrates the ability to:
 - i. Present some parts of their material in a logical and literary style and format in accordance with the topic;
 - ii. Use the preferred CCHE style (the current APA manual) in a manner that reads clearly;
 - iii. Make reference to relevant books, articles and authors in a way that enhances some parts of their writing conceptually and in its literary form.
 - e. Fail—the student does not demonstrate the ability to:
 - i. Present some parts of their material in a logical and literary style and format in accordance with the topic;
 - ii. Use the preferred CCHE style (the current APA manual) in a manner that reads clearly;
 - iii. Make reference to relevant books, articles and authors in a way that enhances some parts of their writing conceptually and in its literary form.

Masters Level—presentation must include all written interaction with coherent bodies of scholarly knowledge (i.e. being able to interact with systems of theoretical thought and research) from a Christian perspective.

Bachelors Conversion Level—presentation must include all written work within a personally coherent body of knowledge as a Christian educator.

2.5 Admissions (Enrolment) Policy and Procedures

Students are admitted to study with the College regardless of religion, creed, gender, race, marital status, age, or disability, provided only that the academic requirements are met. Although College courses are designed in the first instance for those wishing to serve Christian schools, any persons wishing to deepen their understanding of the theory and practice of schooling within a Christian perspective may be enrolled if they meet the academic requirements.

Applicants must submit a completed Application for Enrolment form to the Registrar of the College agent through which they propose to study by the date specified by that agent. Applicants must submit official academic transcripts of their previous tertiary studies. Original or certified copies of documents are required.

Where documentation shows a different name from that under which applicants wish to enrol, they must supply evidence in support of their change of name, for example the certified photocopy of marriage certificate.

With all courses being delivered in distance education mode, the College is already making use of electronic means of delivery and is committed to gradual expansion in this area. It is anticipated that this will include the option of accessing complete coursework units in a format expressly designed for online presentation.

For this reason, the College expects its students to possess a basic level of ICT competence. As the absolute minimum, the ability to use a word processor, the ability to send and receive e-mail communications, the ability to use web-based forums, and the demonstrated capacity to include ICT multimedia components in their College assignments. Enrolling students who do not possess the necessary ICT skills are expected to acquire them in order to study effectively with the College.

Once the agent Registrar has processed an enrolment, the relevant information is forwarded to the College Registrar for inclusion in the College student register. Supporting documents are retained in the agent's files but the College Registrar may ask to see these documents if there are any queries about the status of the applicant. Once satisfied that all conditions for enrolment have been met, the College registers the student as a student of the College and advises the agent's Registrar accordingly.

Any special admissions applications require the approval of the College's Admissions Committee (comprised of the principals of the respective agents) and must be presented by the College Principal Officer for minuting at the next meeting of the College Academic Board.

2.5.1 Enrolment and Reenrolment

1. A person shall be deemed to be an enrolled student of the College following:
 - an offer of admission;
 - completion by the person of the appropriate enrolment form;
 - payment of the required charges; and
 - entry of the student's name on the official roll of students.
2. A student shall be required to enrol/re-enrol at the time specified by the College agents.
3. A student who enrolls/re-enrolls after the specified enrolment date(s) shall pay a late fee.
4. Only in exceptional circumstances will a student be permitted to enrol/re-enrol more than three weeks after the commencement of the trimester/year.
5. A student shall remain an enrolled student of the College until the period specified by the College for re-enrolment unless the student:
 - completes the course of study; or
 - is excluded from the course; or
 - withdraws from the course; or
 - is deemed to have abandoned enrolment in the course; or
 - has failed to meet the minimum progression requirements for the course.
6. The enrolment of a student shall be cancelled if the qualifications upon which admission was based cannot be supported by documentary or other evidence when such evidence is requested.

2.5.2 Rules for Admission to the Programs

1. **Admission to the Master of Education, Master of Education (Professional Leadership and Training) and Graduate Diploma in Education Programs**

To be eligible for entry to the Master of Education and Graduate Diploma courses applicants must have a four year degree with a major in education or a degree and a Diploma in Education. For the Master of Education (Professional Leadership and Training) course an applicant must have a three year degree that may be without a major in education.

Special Admission into Master of Education and Graduate Diploma.

An applicant will be considered for special entry into the Master of Education and Graduate Diploma subject to assessment by the Admissions Committee provided that the applicant submit evidence to demonstrate educational equivalence.

2. Admission to the Bachelor of Education Conversion Course

To be eligible for entry to the Bachelor of Education conversion course applicants must have a three-year qualification in education or a degree and one-year qualification in education.

Special Admission into Bachelor of Education Conversion Course.

An applicant will be considered for special entry subject to assessment by the Admissions Committee provided that the applicant possesses a two-year qualification in education and substantial teaching experience or professional qualifications and experience that will satisfy the Admissions Committee that the applicant has the preparation and capacity to pursue graduate studies.

3. Admission of Auditing Students

- Admission is available to a student who is seeking enrolment in a course unit for non-award purposes.
- Non-award admission in a course unit will be permitted only on conditions determined by the College.
- In order to be eligible for admission to a course unit, applicants must possess appropriate pre-requisites or their equivalent, unless determined otherwise.
- The course unit followed by a non-award student will be identical in content and assessment requirements to that followed by students proceeding to the award.
- Admission under non-award provisions will require payment of a fee.

4. Advanced Standing for Principals

Advanced standing refers to preexisting qualifications and/or experience used to gain admission to a course. This is distinct from recognition to prior learning which refers to preexisting study and/or experience that may replace units within a course.

- Three-year trained principals may be granted entry to Master of Education degree course
- Four-year trained principals may be able to receive credit for professional experience towards a Master of Education degree course
 - a. **Three-year trained principals can obtain entry into MEd course if they have:**
 - Been a principal for five or more years
 - Attended at least two principals' conferences (peer certified)
 - Attended two National Conferences or equivalent (peer certified)

- CCHE approved peer appraisal (certified by the respective agency)
 - Completed a 6000 word equivalent portfolio including the following:
 - Professional development activities
 - Innovations
 - Publications
 - Professional membership/experience
 - Curriculum development
 - Professional reading
 - Staff development
 - Relevant achievements
- b. Four-year trained principals can obtain 50 percent credit towards an MEd if they have**
- Been a principal for five years or more
 - Attended two principals' conferences (Peer certified)
 - Attended two National Conferences or equivalent (Peer certified)
 - CCHE approved peer appraisal (Certified by the respective agency)
 - Completed a 6000 word equivalent port folio including the following:
 - Professional development activities
 - Innovations
 - Publications
 - Professional membership/experience
 - Curriculum development
 - Professional reading
 - Staff development
 - Relevant achievements

2.6 Code of Conduct

Note: Components of this code have been adapted from the Code of Conduct of the University of Western Sydney.

It is expected that all staff members within the College community will behave towards one another and towards College students with integrity, fairness, impartiality and compassion and that they perform their duties as efficiently and conscientiously as possible. People working in the College will exhibit standards of professional behaviour which will maintain public confidence and trust.

2.6.1 Personal and Professional Behaviour

Staff members strive to perform their duties diligently, impartially and conscientiously, to the best of their ability. In the performance of their duties, staff are required to:

- keep up to date with advances and changes in their area of expertise/discipline;

- comply with any relevant legislative, industrial or administrative requirements;
- maintain adequate documentation to support any decisions made;
- treat members of the public, student body and other staff members with courtesy and sensitivity to their rights;
- ensure that their work practices in dealing with their colleagues and students do not harass or discriminate on the grounds of sex, marital status, pregnancy, age, colour, nationality, ethnic or national origin, physical or intellectual impairment, sexual preference or religious or political conviction.

2.6.2 Conflicts of Interest

Staff members are required to avoid any financial or other interest or undertaking that could directly or indirectly compromise the performance of their duties or the conduct of their research. Any research conducted with the support of external funding is undertaken only if it is a clear condition of the funding that it will not in any way compromise the academic freedom and integrity of the researcher.

2.6.3 Acceptance of Benefits

No staff member may accept a gift or benefit of any kind if it could be construed by the public, knowing the full facts, as intended or likely to influence the staff member to do his or her job in a particular way, or to deviate from a proper course of duty towards students, other staff or the College.

2.6.4 Public Comment and the Use of Official Information

Public comment includes public speaking engagements, comments on radio or television and expressing views in letters to newspapers or in books, journals or notices or where it might be expected that the publication or circulation of the comment will spread to the community at large.

While staff, as members of society at large have the right to make public comment and to enter into public debate on political, social and other issues, there may be circumstances in which they should clearly indicate that their comments are being made in a private capacity and are not to be attributed as official comment of the College. This always applies where the staff member is introduced or identified as qualified to speak as a member of the staff of the College.

Where staff members have access to official College documents and information that are not in the public domain in the course of their employment, they are required to maintain confidentiality and privacy of that information in order to protect individuals concerned and to ensure the efficiency and effectiveness of the operations of the College. In general, staff members may only disclose official information when required to do so by law, when the need arises as part of their normal duties, when they are called

upon to give evidence in court, or where the information has been officially approved for release.

2.6.5 The Use of Information and Communication Technology

Information and Communication Technology, and particularly e-mail and the world wide web, form a strategic role in communication between staff and students in a distance education organisation like the College. All users of e-mail should recognise their responsibility for content, dissemination and the management of messages sent. The use of e-mail in the College means the acceptance of the following principles:

- Messages will not contain material that is obscene, pornographic, sexually explicit, slanderous or offensive;
- Messages will not contain material that is contrary or harmful to the Mission or Values of the College or members of the College;
- Messages are to be courteous and polite. Messages should not attack individuals or have the potential to be construed as an attack on an individual;
- Messages will not impinge on others' rights to privacy and confidentiality;
- Messages will contain an accurate, appropriate and informative signature.

2.6.6 Privacy of Information

Due diligence is given to the protection of personal information, particularly information that individuals are required to submit as students of the College:

Information collected must be directly related to the functions and activity of the College. Students must be aware of the information that is being collected and must give their consent before it is given to other parties such as other students in their class or other organizations. Information must be collected and stored in a secure manner.

Separate and detailed policies and procedures apply to the collection of data from human subjects for research purposes (see Section 3).

2.6.7 Breaches of this Code

Breaches of the code will be dealt with in the first instance by the Principal of the relevant College teaching agent who may either take appropriate action and report to the council of the teaching agent on the action taken or, if sufficiently serious, refer the matter to the council of the teaching agent for action. In the case of a breach of the code by a teaching agent Principal, the matter shall be dealt with by the council of the teaching agent on the initiative of the council Chair.

A member of staff who believes that he or she has been dealt with unjustly or unduly harshly by this process may appeal to the Academic Board, whose decision shall be final.

While all parties to an appeal have the right to be heard, either in person or in writing, no member of the staff who is a member of a body dealing with an alleged breach of the code of conduct involving that member of staff, whether as the person alleged to have committed the breach or as a person involved in the making of a decision that is under review, shall take any part in the deliberations of that body in relation to that matter.

2.7 Course Structures and Requirements

2.7.1 Bachelor of Education (A Conversion Course)

Students enrolled in the Bachelor of Education conversion course must complete a total of six units or 54 credit points. (Students, who enrolled prior to 2005, need to complete four units or 36 credit points). Two of these units are mandatory core units, except in special circumstances where pre-existing competencies can be demonstrated. In addition, as a part of their six units, students enrolling since 2007 are required to complete three elective units plus a summative integration unit (ED481 Comprehensive Essay with Professional Portfolio or ED480 Comprehensive Essay and Literature Review). The units may be completed on either a 12 month full-time or an equivalent part-time basis. The study needs to be completed within eight years.

2.7.2 Master of Education

Students enrolled for the Master of Education must complete a total of eight units or 72 credit points. The units may be completed in 12–18 months full-time or an equivalent part-time basis. The qualification needs to be completed within 10 years.

Students choose one of the following three streams:

1. Stream 1: Coursework

Students choosing Stream 1: Coursework will complete two core units and six further elective units. The elective units are organised in five strands. Because the units within each strand complement each other, it is recommended, although not mandatory, that students choose coursework options from within a limited number of strands. For those students who wish to do have a research component to the Masters degree but who do not wish to do a major thesis it is possible to do a combination of coursework and research. More detail about this option is described below as part of the research strand.

2. Stream 2: Coursework and Minor Dissertation

Students choosing Stream 2 will complete two core units and six further elective units including the following units from the Research Strand:

- ED530, Research Methods in Education
- ED531 Directed Reading

- ED532 Research and Minor Thesis (16,000–18,000 words, 2-unit equivalent).
3. Stream 3: Major Dissertation and Coursework

Students choosing Stream 3 will complete two core units and the following integrated research units which are equivalent to six units:

- ED530, Research Methods in Education (minimum grade of credit required)
- **Either**
ED535 Quantitative Research Methods
Or
ED536 Qualitative Research Methods
- ED531 Directed Reading
- ED533 Research and Major Thesis (30,000–35,000 words, 3-unit equivalent).

2.7.3 Master of Education (Professional Leadership and Training)

Students enrolled for the Master of Education (Professional Leadership and Training) must complete a total of eight units making a total of 72 credit points. The units may be completed in 12–18 months full-time or an equivalent part-time basis. The qualification needs to be completed within 10 years.

Students choose one of the following two streams:

1. Stream 1: Coursework

Students choosing Stream 1: Coursework will complete:

- Two core units.
- At least one unit from the Leadership Strand
- At least one unit from the Teaching and Learning Strand
- Four units chosen from other electives.

2. Stream 2: Coursework and Minor Dissertation

Students choosing Stream 2: Coursework and Minor Dissertation will complete:

- Two core units.
- One unit from the Leadership Strand
- One unit from the Teaching and Learning Strand
- ED530, Research Methods in Education
- ED531 Directed Reading
- ED532 Research and Minor Thesis (16,000–18,000 words, 2-unit equivalent).

2.8 Equal Employment Opportunity Policy

Both federal and NSW laws say that it is against the law to discriminate against people, or treat them unfairly, in various areas of public life. One of these areas is employment.

The relevant laws are the New South Wales Antidiscrimination Act 1977, the Commonwealth Racial Discrimination Act 1975, the Sex Discrimination Act 1984, Disability Discrimination Act 1992, and the Human Rights and Equal Opportunity Commission Act 1986.

Employers and supervisors must treat people fairly whether they, or their relatives or associates, are male or female, from one ethnic group rather than another, married or not, older or younger, and so on. They must not allow any prejudices or stereotyped views that they have about people of a particular sex, race, age and so on to influence them in relation to whom they hire, how they treat people while they are working for them, or whom they dismiss or make redundant.

2.8.1 Equal Employment Opportunity

Equal Employment Opportunity (EEO) means equal access to jobs and benefits and services for all employees and prospective employees in the workplace. EEO aims to ensure fair and equitable outcomes in all areas of employment which relate to recruitment, selection, access to information, supervision and management. Equal Employment Opportunity is about fair practices in the workplace, management decisions being made without bias, recognition and respect for the social and cultural backgrounds of all staff and customers, employment practices which produce staff satisfaction and commitment, and the delivery of quality services to customers. EEO also means improving productivity by ensuring that:

- the best person is recruited and/or promoted,
- skilled staff are retained,
- training and development are linked to employee needs and customer needs, and
- the workplace is efficient and free of harassment and discrimination.

EEO addresses the issue of discrimination which can have a detrimental effect on people's conditions of employment. It is also a policy which promotes selection by merit. This means that all people have the right to be considered for any job for which they are skilled and qualified, and that they will be judged for the job on the basis of merit.

2.8.2 Discriminating in Favour of Particular Groups

The antidiscrimination laws allow employers to employ people of one sex rather than the other, or people of particular races or ethnic groups or people of particular ages for some types of jobs. In other words, employers can discriminate in favour of some groups over others in a few circumstances. For example, it is acceptable to employ a male actor for a male part in a play, a person under the age of 21 to do a junior job, a woman to clean female

toilets while women are likely to be using them, or a person of a particular ethnic group to provide certain welfare services for that ethnic group. In these kinds of cases, employers can go ahead and deliberately employ a person of a particular sex, race or age without getting permission from anyone.

In other cases, employers need to apply for and get a specific exemption from the antidiscrimination laws before they can do this. Exemptions are only usually granted where targeting the job to a particular group will promote equal opportunity by helping to redress or correct previous employment or service disadvantages suffered by that group. In other words, exemptions are only usually granted where the employer intends to run what is effectively an 'affirmative action strategy' (See Affirmative Action below).

2.8.3 EEO Policy Formation

The law states that all NSW and Commonwealth public sector organisations (including government departments and authorities, NSW health authorities and hospitals and NSW universities), and all NSW local councils, must prepare such equal employment opportunity plans. This is required under Part IXA of the NSW Antidiscrimination Act 1977, the Commonwealth Public Service Reform Act 1984, the Employment Opportunity (Commonwealth Authorities) Act 1987, and the NSW Local Government Act 1993 respectively. They must also pay particular attention to certain groups known to have been disadvantaged in the past. These groups are women, Aboriginal and Torres Strait Islander people, people of non-English speaking background and people with disabilities. In the NSW public sector, these plans are coordinated by the NSW Office of the Director of Equal Opportunity in Public Employment.

2.8.4 EEO within the College of Christian Higher Education

In order to maintain its integrity as a Christian community, the College, with its constituent teaching agents, has a policy of requiring all staff to be in agreement with the stated beliefs and values of the College and relevant College teaching agent, and to maintain standards of conduct that are consistent with these beliefs and value. Within this context, the College and its teaching agents, uphold equal opportunity practices in employment through the following procedures:

- The Principal of each teaching agent is the EEO Officer and oversees EEO within the College. The Principals will ensure that their teaching agents follow the antidiscrimination laws and will ensure that all staff understand and follow these laws. The Principals may also prepare and implement specific equal employment opportunity management plans and/or programs as required. These may include, for example, working out ways of identifying and removing any barriers that certain groups may have faced in achieving equal opportunity within the teaching

agents. This planning will provide mechanisms for ensuring that the College does not break the antidiscrimination laws.

- The Registrar and other key staff of each teaching agent also understand and follow EEO principles. In order to achieve this, the teaching agents will develop, as appropriate, the capacities of its staff to implement EEO policies and programs. Such training may include developing an understanding of the ways direct and indirect discrimination operate in the workplace, skills for developing a pro-active approach to ensuring the absence of discrimination, skills for initiating changes in procedures that will increase the effectiveness of EEO policy, and skills for monitoring the effects of initiatives in EEO programs and policies.
- Teaching agent job advertisements will state that the teaching agent employs people who understand and will follow EEO principles. Thus, applicants should be able to demonstrate knowledge of EEO legislation, policies and programs and provide examples of how to implement EEO in relevant work situations.
- Once employed staff will be provided with information that will assist them to carry out their duties and will have an equal opportunity to increase their skills to meet work demands, attend training courses, act in higher duties, participate in job rotation schemes, and apply for all available jobs.

An underlying principle of the above strategies is that all staff have the responsibility to work to their full capacity, to recognise the skills and talents of other staff members, to respect cultural and social diversity amongst their colleagues and customers, and to refuse to co-operate in, or otherwise condone, any behaviour that may harass a colleague.

2.8.5 Affirmative Action

Equal Employment Opportunity aims to redress past disadvantage by improving employment outcomes for EEO groups (women, Aboriginal and Torres Strait Islander people, people from racial, ethnic or ethno-religious minority groups and people with a disability). It does this through programs and policies which increase the capacity of these groups to compete for employment opportunities on merit. These measures are known as *affirmative action*.

People generally use the term affirmative action to cover everything to do with the development of equal opportunity plans or to describe specific affirmative action strategies (that is, strategies that provide special help for groups who have been disadvantaged in the past). For example, the employer may run special training or recruitment programs for groups such as Aboriginal and Torres Strait Islander people, women, or migrants of non-English speaking background. Affirmative action strategies like this help give previously disadvantaged groups the skills and confidence to allow them to compete on equal terms with everyone else. This helps ensure that equal

opportunity becomes a reality for everyone. It also helps ensure that employers get the best out of all groups in their workplace.

Although not required, due to the size of its workforce, to have a formalised Affirmative Action (AA) program for women in place, the College is committed to ensuring that women are able to compete equally for employment, training and promotional opportunities, and that any disadvantages are addressed. This may involve implementing specific affirmative action strategies including training or recruitment programs for women, introducing part-time work for women returning from maternity leave, and reviewing promotion procedures to ensure all promotions are made solely on the basis of merit.

2.8.6 Employing People with Disabilities

Consistent with AD legislation, the participating teaching agents of the College of Christian Higher Education will take all reasonable measures to provide any special facilities or services people with disabilities need to do a job.

2.9 Graduation Procedures

2.9.1 Requirements for Institutes as Students Approach Graduation

1. The respective agents of the College are to identify students as they complete course requirements
2. Graduation Lists will be prepared by the agents for presentation to the CCHE Academic Board at its February meeting. These lists will be verified within each agent and be forwarded to the CCHE Academic Board showing:
 - Student name
 - Degree programme
 - Date of initial enrolment in CCHE
 - Date of completion of course
 - List of units passed, dates of passing, and grades achieved

2.9.2 Role of CCHE Council

Once approved by the CCHE Academic Board, the Graduation List will be forwarded to the February/March meeting of the CCHE Council for acceptance and action at the subsequent CCHE Graduation ceremony, to occur in NSW within the following few months, or at Awards Ceremonies.

2.9.3 Provision for Alternative Graduation Approval and Awards Ceremonies.

1. The practice of the College in graduating students may be varied to allow the College Council to graduate overseas students before the date of the official NSW Graduation Ceremony providing that:

- The Council has been advised by the Academic Board that the students have met all academic requirements:
 - The Council passes a resolution approving graduation of the students concerned
 - The meeting at which a resolution is passed to allow for graduation is not held in the same calendar year in which the students have completed their study
2. Award Ceremonies may be held in places other than in NSW providing that
 - The students concerned have already graduated, by decision of the College Council
 - That the Council has given permission for the Award service to take place
 3. Students may wear academic regalia and be presented with their testamurs at Award Ceremonies.

2.9.4 Date of Graduation

The College recognises a distinction between the legal date and act of graduation, and the ceremonial date and act of graduation.

The legal date of student graduation in all cases shall be the date of the decision of the CCHE Council, and this shall be the date that appears on testamurs.

The Graduation Ceremony or other Awards Ceremonies shall always occur at some point after the date of the legal granting of the award by the CCHE Council.

The CCHE Graduation Ceremony which will occur in NSW normally within two months of the relevant Council meeting, is the primary, ceremonial, graduation activity of the college

2.10 Intellectual Property

2.10.1 Introduction

The intention of this policy statement is to provide guidance to lecturing staff and students of the College with respect to intellectual property. The College reserves the right to change or modify the policy at any time with the proviso that the changes shall only apply to subject matter that comes into being after the change. This document draws on the experience of the major Distance Education providers such as the University of New England, Charles Sturt University and Macquarie University. In particular it has been guided by the policy of the University of NSW.

2.10.2 Definition

For the purpose of this Policy Intellectual Property means and includes:

- Copyright by virtue of the Copyright Act 1968 in literary works (including computer programs), dramatic works, artistic works, films, sound recordings, broadcasts, published editions and certain performances.
- Trade Marks registered under the Trade Marks Act of 1995
- Designs registered under the designs Act 1906

2.10.3 Ownership of Intellectual Property

The College asserts ownership of Intellectual Property of:

- Work created by academic and general staff as a result of their employment by the college whether full time, part time or by contract
- Work created by students where:
 - i. The Intellectual Property has required substantial use of College resources
 - ii. The Intellectual Property has made extensive use of pre-existing Intellectual Property owned by the College
 - iii. The Intellectual Property is part of a set generated by a team of which the student is a member
 - iv. The Intellectual property has been generated as a result of funding provided by or obtained by the College.

The College asserts ownership of commissioned courseware (lecture notes, distance education materials, video recorded lectures, radio broadcasts, audiovisual materials and the like) which has been developed to further its teaching function. In situations where the author relocates to another institution he/she may at the discretion of the College be granted a non-exclusive licence to use the courseware for sole teaching purposes, but not for the implementation of a course in direct competition with that of the College.

2.10.4 Exclusions

The College does not assert its right to ownership of any Intellectual Property in Scholarly books articles, audiovisual lectures or other scholarly work or subject matter produced by staff or students, other than that specifically commissioned by the College.

The College reserves the right to transfer the ownership of the Intellectual property claimed under the above provisions to third parties, following consultations, where possible, with the creator(s) of the intellectual property, by written agreement.

2.10.5 Moral Rights

The College recognises the moral rights of the originators of Intellectual Property. These rights include proper recognition of authorship and the need for the work not to be altered in any way that could harm the reputation of the originator and an opportunity for the originator to be involved in determining the final outcome of his/her labours. These moral rights shall also apply to students as well as to contracted employees of the College.

2.10.6 Dispute Resolution

In the first instance the Chairman of the College Council will be the arbiter over whether the College has a legitimate claim over the Intellectual Property developed by the staff or student. Where the staff or student feels that they have legitimate grounds to contest the College's claim to ownership under the policies described above they may address their case to a disputes committee agreed to by the Chairman and the party in dispute.

2.11 Occupational Health and Safety Policy

The College of Christian Higher Education will seek to follow the provisions of the NSW Occupational Health and Safety Act which came into force in 2000. In passing this Act, the NSW Government consolidate related legislation in one Act. Since that time, the Act has been amended and a number of Regulations have been promulgated under the Act.

CCHE recognises that the New South Wales Occupational Health and Safety Act, 2000 aims to protect the health, safety and welfare of people at work. It lays down general requirements which must be met at places of work in New South Wales. The provisions of the Act cover every place of work in New South Wales. The Act covers self-employed people as well as employees, employers, students, contractors and other visitors.

2.11.1 Duties under Occupational Health and Safety Act

CCHE acknowledges the general duties set out in the Act as summarised below. Employers must ensure the health, safety and welfare of the employees (Section 15). This includes:

- providing or maintaining equipment and systems of work that are safe and without risks to health,
- making arrangements for ensuring the safe use, handling, storage and transport of equipment and substances,
- providing the information, instruction, training and supervision necessary to ensure the health and safety at work of employees,
- maintaining places of work under their control in a safe condition,
- providing and maintaining safe entrances and exits, and
- making available adequate information about research and relevant tests of substances used at the place of work.

In addition, employers must not require employees to pay for anything done or provided to meet specific requirements made under the Act or associated

legislation (Section 21), and may not dismiss an employee for being an occupational health and safety committee member, for performing his or her duties as a committee member, or for making a complaint about a health and safety matter (Section 26).

Persons in control of non-domestic premises used as a place of work must ensure that the premise and exits and entrances are in a safe condition (Section 17).

No person may interfere with or misuse things provided for the health, safety or welfare of persons at work (Section 20), obstruct attempts to give aid or attempts prevent a serious risk to the health and safety of a person at work (Section 21A.1), or refuse a reasonable request to assist in giving aid or preventing a risk to health and safety (Section 21A.2).

2.11.2. Implementation by the College

In accordance with the Occupational Health and Safety Act, 2000; the College is committed to ensuring that it, and its constituent teaching agents will take all appropriate action to:

- secure the health, safety and welfare of their staff and students;
- protect staff and students against risk to health or safety arising out of the activities of the teaching agent;
- promote an occupational environment for staff and students that is adapted to their physical and psychological needs;
- regularly review the measures undertaken to ensure the health and safety of staff and students;
- investigate any matter at the teaching agent which may be considered as a risk to health or safety and bring such matters to the attention of relevant personnel;
- maintain plant, machinery, equipment and peripheral facilities to ensure their safety;
- make arrangements to ensure the safety and absence of risks to health in connection with the use, handling, storage and/or transport of plant and substances;
- carry out regular testing and evaluation of the safety of the whole teaching agent environment, using trained personnel and appropriate equipment;
- provide information, instruction, training and supervision as may be necessary to ensure the health and safety at work of staff and students;
- make recommendations to the Principal, or other relevant staff, with respect to health and safety matters;
- ensure that staff and students fulfil the requirements of the teaching agent's Occupational Health and Safety policy and any related standards which may be established by the teaching agent.

In order to achieve this:

- all staff and students are required to cooperate with the teaching agent to ensure safe work practices;

- all staff and students shall take reasonable care for the health and safety of people within the teaching agent and who may be affected by their acts or omissions at work;
- all staff and students are responsible for making unsafe work practices known to their immediate supervisor.

2.12 Professional Development Policy

The College requires its agents to ensure that academic staff are continually monitoring and upgrading their professional competence and supports academic staff by providing: funding targeted for this purpose and opportunities for promotion that have professional development as a primary criterion.

Professional development is not regarded as solely an individual concern, but as a responsibility of the teaching agencies and the College as organisations. The teaching agencies seek to develop a collaborative culture as an outworking of their commitment to communal Christian scholarship.

2.12.1 Appraisal

Staff appraisal is conducted annually, with the primary goal of identifying staff development needs and then providing opportunities for staff to participate in appropriate programs which will assist them to develop high quality research, teaching, presentation and administrative skills. Appraisal involves the following:

1. *Report*: documentation of activities to be supplied by academic staff member
2. *Teaching*: courses taught (title, contact hours and other aspects of workload); course management responsibilities; teaching innovations, contributions to curriculum development, grants or awards concerning teaching activities.
3. *Research/Scholarship*: research undertaken; proposals made for external grants for specific projects and details of grants received; details of publications, reports or research papers/conference papers presented; details of postgraduate supervision provided and progress of the students, if relevant.
4. *Administration/Service to the College and its agents*: student advising (course enrolments etc.); offices or committee responsibilities held; other specific administrative tasks.
5. *Service to Profession/Community*: membership of relevant professional bodies and any offices held in these; organisation of conferences, seminars etc.; refereeing, reviewing or editing for professional or academic journals; refereeing of grant applications; details of other work as consultant; details of any other relevant community contributions.
6. *Outside work*: statement of time spent in outside work (not to exceed 13 days per quarter).

7. *Optional self-appraisal statement* (confidential): a concise statement of a staff member's assessment of his/her performance against the Statement of Responsibilities, any amplification of matters listed above, and a statement of what the staff member sees as necessary to assist in the development of his/her career, or difficulties that have been encountered due to lack of resources.

2.12.2 Professional Development Activities

2.12.2.1 Research

Full-time staff are expected to spend approximately one-third of their time in research activities, which may be directly related to course development or may constitute part of an individual academic's or team's research program.

The Academic Planning and Review Committees and Principals of each teaching agency are jointly responsible to consult with members of staff on the conduct of their research programs.

2.12.2.2 Professional Experience Programs

Opportunity and encouragement exists for staff to enjoy periods of "intellectual regeneration" by undertaking activities at a location other than that of the College agent or the staff member's home, to improve their professional and vocational knowledge, obtain practical experience or undertake research in order to benefit their work and thus the College.

Although participation in a Professional Experience Program (PEP) shall not be regarded as a right, staff members are strongly advised to apply when eligible. Each proposal is considered on its merits, having regard to such factors as resources available, the program of work proposed, and the relative standing of the application to those from other applicants. The College is committed to facilitating interchange of staff with other colleges and universities, nationally and internationally.

2.12.2.3 Eligibility

Staff members holding academic appointments on a half-time or greater basis shall be eligible to undertake a PEP after a total of six teaching trimesters academic service.

2.12.2.4 Applications

Applications should include:

1. a statement of work to be undertaken with particular reference to the objectives of the proposed program, indicating an outline of how that program will enable the applicant to better fulfil his/her role at the teaching agent;

2. an outline of the itinerary and main centre, if any, to be visited.
3. the proposed dates of departure and return;
4. an estimate of the income expected to be derived from the project and the additional costs involved in undertaking the project;
5. supporting documentation from centres that it is proposed to visit, where available;
6. a claim for financial assistance to defray any additional costs incurred by the nature of the project.

2.12.2.5 Conferences

Staff members are encouraged to submit proposals for presentations to the conferences of professional organisations both in Australia and overseas. Funds are budgeted to support attendance at such conferences when presentations are being made.

2.12.2.6 Publications

Staff are similarly encouraged to seek publication in refereed journals and also to communicate through other channels to the Christian school movement, especially teachers and parents. Funds will also be available from time to time to support special publication projects by teaching agent staff.

2.12.2.7 Workshops

Staff from time to time will be required to attend workshops which will provide training in specific areas, usually related to teaching (including distance education and information technology) and administration.

2.13 Progression and Exclusion

2.12.1 Normal Progression

1. Under normal progression a part-time student in the Master's program will undertake 2 units of work per year for four years; and in the Graduate Diploma and Bachelor of Education conversion course will undertake 2 units of work per year for two (2) years.
2. Students will not normally be allowed to take more than ten (10) years (from the beginning of their first completed unit to the completion of their final unit) to complete the Master of Education degree.
3. Students will not normally be allowed to take more than five years for either the Graduate Diploma in Education or the Bachelor of Education conversion course.

4. Minimum progression. Students will normally be expected to successfully complete at least one unit of study in any given two year period. Students who fail to meet this minimum progression requirement will have to show cause to the College agents why they should be allowed to continue in their course.

2.13.2 Variation of Normal Progression

Permission to vary the normal pattern of progression may be granted at the discretion of the College agent.

2.13.2.1 Unit Extensions

Occasionally, students find that they need more time to complete a unit than is allowed for within a single trimester block. On application in writing to the Unit Coordinator and the appropriate CCHE teaching agent prior to the end of the trimester, and upon payment of the unit extension fee, a student may be granted permission to extend study to the following trimester. Wherever possible students will remain linked to the same Unit Coordinator.

2.13.2.2 Unit Deferrals

Occasionally, students find it necessary to postpone study of a unit to a trimester later than the trimester that they have already started or the trimester immediately following (see unit extensions above). In this case, on application both to the Unit Coordinator and the appropriate CCHE teaching agent, a student may be granted a unit deferral. This deferral enables the student to be readmitted to the same unit within a three year period, upon payment of the appropriate fee and subject to normal course offerings. The three year entitlement period commences from the beginning of the trimester in which the student first registered for the unit.

2.13.3 Prerequisites and Corequisites

In order to register in a course unit, a student must satisfy published prerequisites and register in published corequisites unless the College agent determines otherwise.

2.13.4 Not Satisfactory Grade

1. A student whose not satisfactory grades in a particular trimester/year are in excess of one half of the credit points undertaken in that trimester/year shall be excluded from the course, except that students whose not satisfactory grades result from withdrawal from a course may be exempted by the College agent from the provisions of this rule.
2. Notwithstanding the provisions 1. above a student who receives a not satisfactory grade in a particular trimester/year in one course unit only, the credit points for which exceed one half of the credit points undertaken in that trimester/year, may be permitted to progress.

3. Unless the College agent determines otherwise, a student who receives a not satisfactory grade for a course unit shall repeat the course unit when it next becomes available or may with the approval of the College agent substitute another course unit for the not satisfactory course unit in accordance with the specific course schedule.
4. If a student receives a not satisfactory grade in any given unit twice they will not normally be allowed to enrol in that unit again. In the case where a student receives a not satisfactory grade in a core unit twice in any course they will need to show cause why they should be allowed to continue in the course.
5. Notwithstanding any of the provisions above students will not be awarded a degree if the total number of receives a not satisfactory grades on their final academic transcript exceeds one third (1/3) of the total number of units undertaken during their candidature.
6. In the event of academic dishonesty in connection with assessment within a course unit, a student may be graded as not satisfactory in that course unit.

2.13.5 Leave of Absence from a Course

1. An enrolled student will be required to complete all requirements for a course within the period defined in specific course rules. Periods of leave will be counted as part of the maximum duration over which the course may be undertaken. Leave will not normally be granted if the effect is to extend the duration of study beyond the maximum time available.
2. A student seeking to take leave following enrolment and registration shall apply to the Director of Studies in writing stating the period of leave sought and the reasons for the request.
3. A newly enrolled student may not apply for leave which includes the first trimester or year of a course if that application is made in the initial six calendar weeks of the first trimester or year in which he/she begins the course.
4. Any single period of leave granted by the College agent shall not extend beyond the current year of enrolment.
5. When leave is granted by the College agent, the student may be required to withdraw formally from all courses in which registration is current.
6. A student who is absent and who fails to apply for leave as prescribed in 2. may be deemed to have abandoned enrolment in the course. Such students will be subject to general admission rules if re-admission is sought.
7. Re-enrolment and registration following leave of absence will be permitted only at the beginning of the trimester or year immediately

following the expiration of a period of leave unless further leave is granted.

8. Re-enrolment and registration following leave of absence will be contingent upon the current availability of appropriate courses and/or course units.

2.13.6 Exclusion

2.13.6.1 Exclusion from a Course Unit

1. A student who fails the same course unit twice will be excluded from the course unit unless the College agent determines otherwise.
2. A student who has been given a Not Satisfactory grade in a course may be excluded from the course unit.
3. A student who is excluded from a course unit shall not normally be permitted to register in that course unit for a minimum period of one academic trimester.
4. A student who is excluded from a course unit which is not compulsory may be permitted to substitute another course unit in accordance with the rules for the specific course in which enrolment is current. This rule shall not apply to a student dealt with under 2. above.

2.13.6.2 Exclusion from a Course

1. A student shall be excluded from a course if:
 - i. at an assessment period, he or she has failed more than half of the credit point load undertaken during that trimester or year; or
 - ii. he or she is unable to complete the specified course requirements within the maximum period of time specified for the course.
2. In circumstances where a not satisfactory grade in one or two course units causes a student to be liable to exclusion under 2. above and where satisfactory completion of the unit(s) would fulfil all course requirements for the particular award, the College agent may approve a re-enrolment in the particular unit(s) without a period of exclusion.
3. A student excluded from a course shall be ineligible to seek admission or admission with advanced standing to that course for a period of one academic year and shall not be entitled to any special priority if seeking admission or admission with advanced standing.

2.13.6.3 Notification of Exclusion

A student who is excluded from a course unit or course shall be advised of such exclusion at the time of the notification of assessment results for the course. Such notification, together with an extract from these rules concerning rights of appeal shall be posted to the student by the chairperson of the appropriate agent's Academic Planning and Review Committee to the student's last home address, as shown on College records, by certified mail for students resident in Australia, otherwise by registered air mail.

2.14 Recognition of Prior Learning

2.14.1 Introduction

The College of Christian Higher Education's policy on credit transfer is based on the following broad principles:

1. granting maximum credit for prior learning consistent with the maintenance of the integrity of the College programs;
2. granting credit to minimise the time taken to complete a course, without compromising the quality of learning;
3. support for articulation with other tertiary providers;
4. opportunity for public availability and scrutiny of credit transfer provisions;
5. a consistent approach to the granting of credit .

2.14.2 Credit Transfer

Credit transfer is governed by the following regulations:

1. Students who have undertaken postgraduate professional development as part of accredited award courses offered by other institutions may apply for transfer of credit towards the appropriate College course.
2. Students seeking credit transfer should prepare a statement outlining the nature of the work concerned, the purpose for which it was undertaken, the amount of time involved, the assessment requirements undertaken, the outcomes of the study the academic level of the work, the status of the institution in terms of course accreditation, and the credit granted by the responsible institution. Where costs in addition to those associated with normal procedures are incurred in the assessing of qualifications, these must be borne by the applicant.
3. Credit is not normally granted for work completed more than ten years previously.
4. Work for which credit is granted must have reasonable correspondence to coursework units offered by the College.

2.14.3 Level of Credit

1. Subjects which are part of accredited award courses from other institutions shall be recognised for credit toward appropriate or equivalent awards of the College of Christian Higher Education.
2. For a previous accredited qualification, not more than 33% may be applied to an award at the same or lower level; credit may be granted for up to 25% of a College award.
3. Subjects for which no accredited qualification has been received may be granted credit for up to 50% of a College award.

2.14.4 Applications for Credit/Recognition of Prior Learning

1. Applicants seeking credit must make written application to the Registrar of the Institution in which they are enrolled on the required form, and must provide satisfactory documentary evidence in support of their application.
2. Applicants seeking credit for study to be undertaken concurrently must make written application to the Registrar prior to undertaking that study.
3. Individual decisions about granting of credit to applicants will be made by Course Coordinators within the policy and procedures established by the Academic Board.

2.14.5 Credit for Study in Nonaccredited Courses

1. Credit may be granted for programs of study delivered by professional associations, private providers, employers, and non-award courses offered by members of the Unified National System.
2. Such credit will be granted after evaluation by academic staff of the program for which the applicant claims credit. The evaluation will be made of the extent to which the program of study conforms to the Australian Education Council guidelines which maintain national standards in tertiary courses.
3. The program of study will be measured against the following contextual factors:
 - i. the general educational practices and standards of the institution or system;
 - ii. the objectives of the particular program and the methods adopted to achieve these objectives;
 - iii. admission requirements to the program;
 - iv. the duration of the program, having regard to entry requirements and program objectives;
 - v. the breadth, depth and balance in the program material involved and the intellectual effort required;
 - vi. the procedures for approval of research projects, where appropriate;

- vii. the methods of assessment of student progress, including the use of external examiners for higher degrees;
- viii. any arrangements for practical training and experience as part of the program;
- ix. the teaching staff conducting the program, including numbers, professional qualifications and experience, educational expertise and ability to service the particular mode(s) of offering the program;
- x. the facilities necessary for the particular program;
- xi. transfer arrangements between the program and other courses.

[Derived from interim Guidelines of the Register of Australian Tertiary Education (RATE) accreditation process]

2.14.6 Credit Based on Recognition of Prior Learning in Uncredentialed Contexts

The College of Christian Higher Education will use the following principles to assess uncredentialed learning, including that acquired in an informal context, such as through work experience or general life experience:

- i. **Authenticity:** the applicant has actually demonstrated the learning outcome that is being claimed;
- ii. **Currency:** the learning outcome is still valid and performable;
- iii. **Quality:** the learning has reached the acceptable level;
- iv. **Relevance:** the learning is applicable to the area claimed;
- v. **Transferability:** the learning outcome can be applied outside the specific context in which it was learned;
- vi. **Comparability:** the assessment mechanisms adopted should ensure that the prior learning is comparable in content and standard with the subject(s) in which credit is sought; the standards applied in assessing prior learning should not be greater than those required to pass the subject(s).

Credit may be granted for prior learning where that experience can be documented. The onus shall be on the applicant to provide appropriate evidence or demonstrate the relevant knowledge and understanding.

The amount of credit granted shall be determined by the assessment of uncredentialed training and experiential learning using a variety of mechanisms developed by academic staff. Such credit shall be granted only when the applicant can demonstrate equivalent skills and knowledge to that gained if the relevant College of Christian Higher Education studies were undertaken.

The procedures used should ensure that the academic staff carrying out the assessment have a detailed knowledge of the subject(s) for which credit is

sought, and personal expertise in, or access to advice on prior learning assessment methods.

2.14.6.1. Professional Development Units (PDU)

Credit may be granted for participating in or presenting at approved professional development activities. Such credit is a form of recognition of prior learning and will be granted only after the program has been approved by academic staff, upon the completion of all requirements, and within the RPL approved limits. Applications for credit will be accepted for professional development activities covering the period up to one year prior to course enrolment. Forms for applying for PDU credit can be obtained from the appropriate teaching agent. Applications for Professional Development Unit must be accompanied by the appropriate fee.

1. Requirements for PDU (Participant):

- Students need to attend three approved professional development activities of minimum duration of one day within a four year period to gain credit for one unit.
- Each activity should have occurred no more than one year prior to submitting paperwork for that event.
- For each activity, students will be required to write a 1000 word paper and write a 500 word review on each of two related journal articles.

2. Requirements for PDU (Presenter):

- Students need to present two papers/workshops at approved professional development activities within a four year period to gain credit for one unit.
- Each activity should have occurred no more than one year prior to submitting paperwork for each presentation.
- In addition to the material presented at the PD activity, students will need to outline the details related to the development and delivery of the presentation.
- At least one of the activities needs to be submitted in the form of a paper suitable for publication in a quality professional journal.

2.14.7 Exemptions

The Academic Board may decide, on the basis of work done elsewhere, to grant an exemption to a student from a mandatory core coursework unit or units in a course, but, in such cases, will require the student to undertake an additional elective unit(s) in lieu of the exempted unit(s).

2.14.8 Principles for the Recognition of Prior Learning

The College operates on the following principles based on standards for Recognition of Prior Learning developed by the Canadian Council of Adult and Experiential Learning (CAEL).

2.13.8.1 Assessment

The first set of principles is directly relevant to the assessment of prior learning process itself. Broadly speaking

1. RPL should be awarded only for demonstrated learning only, not for experience per se,
2. tertiary RPL should be awarded only for tertiary-level learning (refer to the Australian Recognition Framework (ARF) for a description of 'tertiary-level learning' at both Bachelor and Masters level) ,
3. RPL should be awarded only for learning that comprises an appropriate balance between theory and practical application,
4. RPL decisions must only be made by appropriate personnel who are familiar with both the subject matter and assessment demands of the unit/course for which RPL is sought, and
5. RPL decisions should be documented in such a way that they are transparent and accountable to audit.

2.14.8.2 Administration

The second set of principles is related to the administrative context in which the assessment and award of RPL occurs. In general:

1. RPL for individual students should be monitored to avoid giving credit twice for the same learning,
2. there should be a formal appeals process in place to resolve disputes concerning RPL,
3. RPL policies and procedures, including provisions for appeal, should be fully disclosed and prominently available,
4. fees charged for RPL should be based on services performed in the assessment process and not determined by the amount of credit awarded,
5. all personnel involved in RPL should receive adequate training for the functions they perform, and there should be appropriate provision for their continued professional development, and
6. CCHE's RPL programs should be regularly monitored, reviewed, evaluated, and revised in order to reflect changes in (i) the needs of students, (ii) changes in assessment practices, and (iii) relevant legislation.

2.15 Review of Decision Making (Staff)

2.15.1 Academic Staff

In relation to academic matters, academic staff have the right to have an administrative decision affecting them reviewed by the Academic Board and have the right to appear before the Board in person to present their case. They have the further right of appeal to the College Council only on the grounds that the review by the Academic Board was not conducted fairly and impartially in accordance with the principles of natural justice. The decision of the College Council is final.

In relation to matters concerned with their conditions of employment, academic staff have the right to have an administrative decision affecting them reviewed by the Council of the agent in which they are employed. In such review, the Council is bound by the principles of natural justice, fairness and impartiality. The decision of that Council is final.

All parties to any such dispute shall have the right to address the reviewing body, either in person or in writing, but none shall take any part in the deliberations of the reviewing body.

2.15.2 Review of Decision Making—Administrative and Support Staff

Administrative and support staff have the right to have an administrative decision affecting them reviewed by the Council of the agent in which they are employed. In such review, the Council is bound by the principles of natural justice, fairness and impartiality. The same right to address the Council of the agent applies as it does to academic staff. The decision of that Council is final.

2.16 Student Rights and Responsibilities and Grievance Procedures

2.16.1 Student Rights

1. Students are entitled to:
 - i. Be treated with courtesy and respect at all times by all staff;
 - ii. Fairness and justice in accordance with the principles of natural justice in all dealing with the College, its agents and staff in all matters;
 - iii. Accurate, complete and timely information about all issues related to their studies and ready access to all relevant policies and procedural documents;
 - iv. Appropriate tutorial support at all stages of their studies including reasonable access to the lecturer responsible for your studies to discuss problems and concerns;
 - v. The return of graded assignments submitted during the trimester within two weeks of submission deadline, with feedback on the

assignment that will serve as a guide for the student's continued studies during that trimester. A mere allocation of a grade is not regarded as adequate without a constructively critical comment that is an integral feature of the teaching role. Grades are indicated as letter grades rather than numerical marks which are used only for the purpose of calculating the final grade for each unit and the completed course. Where an assignment, for whatever reason, is lodged later than the due date there can be no expectation that it will be returned to the student within a specified time though lecturers will do their best to return the graded assignment as expeditiously as possible having regard for overall commitments.

2. If dissatisfied with the grade assignment, students are entitled to ask the lecturer for a review of the grading, with a full and clear explanation of the student's reasons for thinking that the assigned grade is not appropriate. If not satisfied with the lecturer's response, the student may lodge an official request for a re-assessment with the Principal of the relevant College agent, or a person delegated by the principal to deal with such issues. Any such request shall be accompanied with a full statement of reasons and an account of action already taken including copies of any correspondence, including email correspondence, between the student and the lecturer. If a re-assessment is granted, a fee may apply.
3. At any time that students believe that they have been treated inappropriately or unfairly, they should first take up the matter informally with the member of staff concerned and make every effort to have the matter resolved. If the student does not receive satisfaction in this way, the student may lodge a formal complaint in terms of the Grievance Procedure as detailed below.

2.16.2 Student Responsibilities

1. Students are responsible to:
 - i. Treat all members of staff with courtesy and respect at all times;
 - ii. Ensure that they take the time to familiarise themselves with all course and unit requirements and all policies and procedures that relate to them;
 - iii. Remembering that, like themselves, staff members are fallible humans who frequently carry a heavy workload, give reasonable opportunity to rectify any occasional mistake or omissions that may occur. Persistent, repeated mistakes, omissions or failures to meet expected standards should be made a matter for official complaint;
 - iv. Plan their workload, so that assignments can be completed by the due dates. While the College recognises the constraints under which many students work, students are expected to develop realistic work patterns that take account of these constraints so that they do not run into a 'traffic jam' of work.

2. If exceptional circumstances mean that a student is unable to complete an assignment on time, the student is expected to contact the lecturer before the due date requesting an extension, with a full explanation of the circumstances. A grading penalty may apply to an assignment that is lodged late without having obtained an extension.
3. Students are expected to show diligence and initiative in locating additional resources in their studies. Lecturers and library staff will always be ready to assist where needed but should be called on only where student initiatives have failed to locate the desired resource.
4. The acknowledgment of sources in all written work is an essential requirement for academic integrity. This applies not only to direct quotations but also to ideas, facts or opinions that are not original to the student but have been gained through reading of another source. In all such cases, the source must be clearly identified. Also, a quote, idea, fact or opinion that has been gained by reading a source that is quoting someone other than the author should be clearly attributed to the original source and not merely to the secondary source in which the student located it. These principles apply to electronic sources just as they do to printed sources. Failures in these issues constitute plagiarism, which is a serious breach of both academic and Christian ethics. This practice can lead to an N (not satisfactory) grade being allocated.
5. Reasonable care is expected to ensure gender inclusive language in written work, while avoiding unnecessarily clumsy constructions. A general rule is that general statements that refer to humans of both genders should be phrased in such a way so as not to imply a bias toward one gender or the other.

2.16.3 Student Grievance Procedures

1. Students should only initiate a formal grievance procedure after informal attempts to resolve the issue, as described above, have failed.
2. A formal complaint should be lodged with the Principal of the relevant College agent, or the person delegated by the Principal to deal with such matters, with a clear statement of the nature of the grievance, the steps already taken to resolve the matter, including any relevant written communications, and the reason or reasons for believing that the student has been treated inappropriately or unfairly.
3. The Principal, or his delegate, will invite the staff member or members concerned to respond and may take such advice as is thought fit in the particular circumstances. After proper investigation and due consideration the student will be advised of the decision and the action, if any, that has been taken. If no action is taken, the student will be given a clear statement of reasons. So far as is consistent with a proper inquiry, any such complaint shall be dealt with as expeditiously as possible.

4. If dissatisfied with the outcome, the student may lodge an appeal with the Chair of the College Academic Board for consideration by that body. Any such appeal must provide a full account of actions taken by the student to date together with the outcome at each stage and the reasons the student remains dissatisfied. Provided that the Chair deems that a reasonable case has been made, this appeal shall be referred to the full Academic Board for resolution. In considering the appeal all parties, including the Principal of the relevant institution, or the Principal's delegate, shall be given full and free opportunity to present their case, in person if they so desire.
5. If a student remains dissatisfied with the verdict of this appeal, the student may lodge a request with the Chair of the Academic Board for the appointment of an independent adjudicator acceptable to all parties to hear the matter. A full and clear statement of reasons for believing the decision of the Academic Board did not deliver a fair and just outcome must accompany any such request. This request will be granted only if the Chair is satisfied that complaint is not frivolous or vexatious but that a substantial case has been made for reasonable doubt about the outcome of the appeal.
6. If it is decided that a substantial case for further appeal has not been made, the matter shall be deemed closed.
7. If the matter is referred to an independent Adjudicator, or Adjudicators, all parties, including the Chair of the Academic Board, shall be given a full and fair opportunity to be heard before a decision is made. The decision of the Adjudicator or Adjudicators shall be final and binding on all parties.

2.17 Staff Selection

The College agents are responsible for the appointment of their own staff in accordance with the policies and procedural requirements of the College. Vacant fulltime professional positions are widely advertised. Given the small size of the College and the discrete nature of the core community that it serves, most applicants for teaching positions are known by at least some reliable sources from within that community that assist in the initial sorting of applications to identify the most likely candidates. However, the fact that an applicant is not well known within this core community does not mean that the applicant will not be short-listed if the application provides evidence of excellent qualifications for the advertised position.

In making the final selection, face-to-face interviews are held with short-listed candidates. Confidential references attesting to the appropriateness of each candidate's professional background and experience must be lodged with every application which are also considered in the final selection process. Further confidential contact is made by interviewing committees with these referees where appropriate in assisting in the selection process. Original transcripts, or other original documents providing evidence of academic qualifications, or properly certified copies of the originals must also be presented.

In engaging new academic staff, the College expects applicants to have the level of qualifications generally regarded as appropriate for the teaching responsibilities involved. In general, as is indicated in the table below, this is one level above the level at which they are required to teach, meaning that most permanent academic staff teaching College courses will either possess an earned doctorate in education or related fields, or will be enrolled in a relevant doctoral program with an accredited institution and will be actively working towards its completion. Senior College personnel also regularly monitor developments in general Australian university practice in this area. The current standard conforms to section 4.1.2 of the Higher Education Accreditation of Guidelines of the New South Wales Department of Education and Training as shown in the following table.

Optimal Qualification Levels

Award Course	Lecturer's Qualifications
Bachelor Degree	Postgraduate qualifications
Graduate Diploma and Masters Degree	Doctoral Degree

There are some existing members of the academic staff who do not yet meet these qualification requirements, but are retained because of their proven competence and experience. The percentage of academics with a doctoral qualification or in the process of gaining one in the College seems to exceed that of education faculties in several Australian universities.

The College maintains an equal employment opportunity policy and an academic freedom policy within the context of the foundational statements of each agent.

2.18 Unit Registration

1. In order to register, an enrolled student must:
 - i. nominate on the required form the course units to be studied in the trimester or year;
 - ii. submit the form to the Registrar of the appropriate College agent for approval.
2. It shall be the responsibility of an enrolled student to register in each course unit to be undertaken in a given trimester or year of a program as specified in the requirements for that course.
3. It shall be the responsibility of an enrolled student who wishes to vary the schedule of course units specified for a course to gain the approval of the College before registering in those course units.
4. Permission to vary registration in a course unit shall not normally be granted after the conclusion of the third week of the course unit.

5. A student shall be ineligible to register in a course unit without having satisfied the published pre-requisites for the course unit and registered in co-requisites for the course unit (unless determined otherwise).
6. With prior approval, a student may be permitted to substitute a specified course unit(s) from another institution. On satisfactory completion, such unit(s) will be counted in a course offered by the College.
7. Permission to substitute a specified course unit(s) from this or another institution shall not normally be granted following the completion of the scheduled date of enrolment or registration for the trimester in which classes in the substitute course unit(s) commence.

2.18.1 Auditing Students

1. A student is regarded as auditing a course unit (or part thereof) if, with the approval of the relevant course director or other responsible authority he/she takes part in the course unit without being formally registered and assessed in it.
2. With the approval of the Principal, an enrolled student is permitted to audit single course units or parts of a course unit or course offered by the College.
3. With the approval of the Principal and the lecturer concerned, staff of the College, and visitors to the College are permitted to audit single course units or parts of a course unit or course offered by the College.
4. No statement of assessment will be issued in connection with any person auditing a course unit or part(s) of a course unit.
5. The College agents may make a charge relevant to course unit delivery, as set from time to time, in a schedule of fees.

2.19 Unit Development and Review

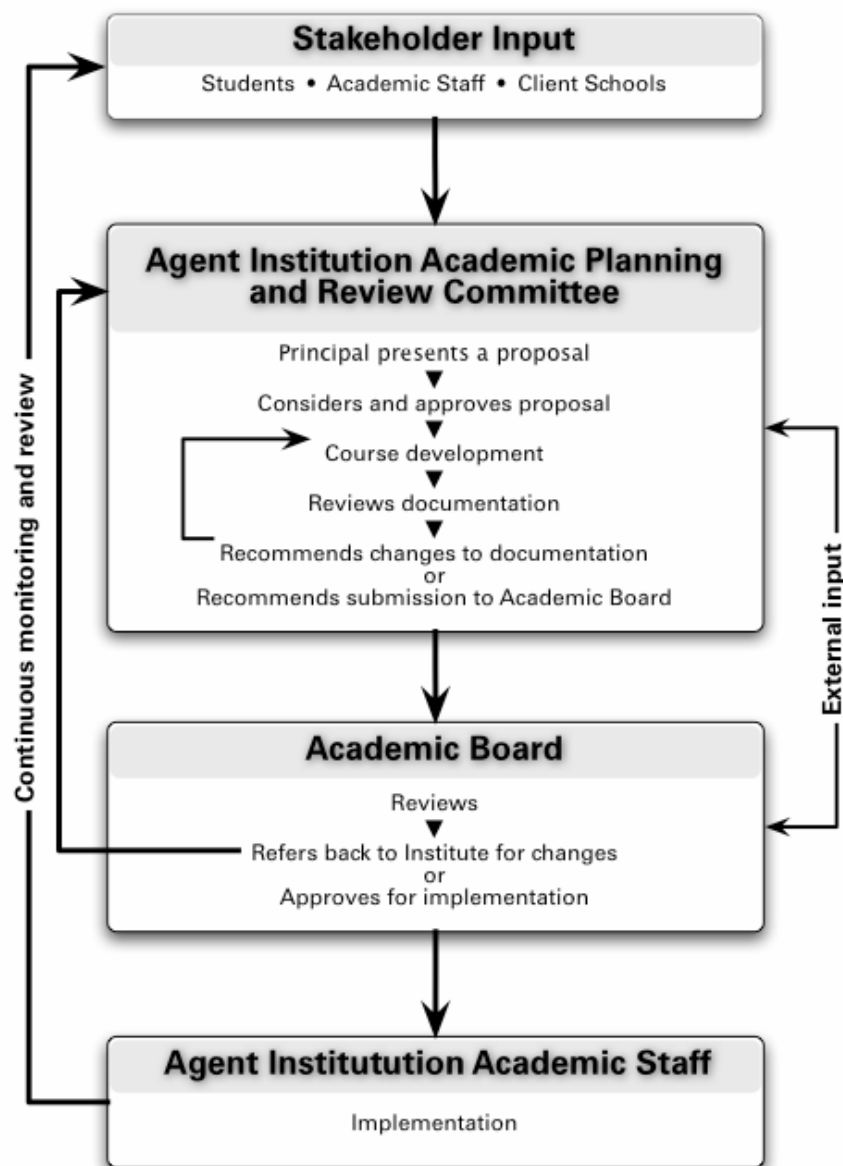
2.19.1 Course Objectives

All units should be designed to achieve the following course objectives:

	Master of Education	Bachelor of Education
1.	Plan and implement educational programs in the social and cultural context of the contemporary world that are critically shaped by a biblically informed experience of that world.	Plan and implement learning programs appropriate to the social and cultural context of the contemporary world that embed the stated and implied worldview and life values of the school community in which they work and are critically shaped by a biblically informed experience of that world.
2.	Recognising the diversity of worldviews and life values that characterise today's pluralist societies, encourage respect, based on informed understanding, of those who hold views that differ from those of the school community of the student.	Recognising the diversity of worldviews and life values that characterise today's pluralist societies, encourage respect, based on informed understanding, of those who hold views that differ from those of the school community of the student.
3.	Critically evaluate educational theories and practices in order to most effectively achieve desired learning outcomes with special attention to embedded worldview and life values.	Critically evaluate educational theories and practices in order to most effectively achieve desired learning outcomes with special attention to embedded worldview and life values.
4.	Demonstrate the advanced level of knowledge and high order of skills that are required for effective Christian educational leadership and training in such areas as teaching, curriculum, administration and research in order to fulfil the vision and mission of particular school communities.	Demonstrate the level of knowledge and skills that are required for effective educational practice in schools, with special attention to the students chosen school context.
5.	Develop and implement research projects that will provide a sound basis for the development of effective educational policies and practise based upon the philosophical assumptions of the school context.	Be able to conduct effective practical research in the context of the students classrooms in order to increase learning effectiveness.
6.	Demonstrate creativity and flexibility supported by biblically informed, rigorous reasoning in identifying and dealing with emerging problems in the educational context.	Demonstrate creativity and flexibility supported by biblically informed rigorous reasoning in identifying and dealing with emerging problems in the educational contexts.

2.19.2 Unit Approval Process

The process outlined in this document is designed to help the Academic Board of CCHE to fulfil the spirit of its charter. It is concerned with the conceptual substance of each presented unit, and the technical construction and demands of the unit. The former is reflected in the purpose and mission statements of the CCHE policies documents, and the latter in the accreditation standards that have been approved by the appropriate government authorities.



The development and review of coursework units is initiated by the Academic Planning and Review Committees of the College agents, including independent external review input. Once an institute is satisfied with the unit outline it is forwarded to the Academic Board of the College. The Academic Board usually meets four times a year and may accept a unit, refer it to an external reviewer and/or the External Review Committee for further analysis, or return it to the respective institute for further development.

When presented for approval, units are to have attached to them a report from an expert reviewer and a formal request for approval from the respective agent's academic group that outlines who has checked the unit against the criteria as outlined in the protocol document.

All units in the various programs must receive the approval of the College's Academic Board before they are offered to students. Once the unit outline is approved, respective institutes develop their own study guides based upon that outline for use in their own institutions.

Unit outlines remain the intellectual property of the College. Nevertheless, the College has determined that College institutes have the freedom to use the outlines in any manner that they feel is appropriate.

2.19.2 Unit Conceptual Substance

The conceptual substance of CCHE units falls into two categories, as indicated by the CCHE's purpose statements:

1. To provide a structure in which students undertake higher education from a Biblical perspective which leads to the granting of degrees and other accredited higher education awards.

Thus, the following criteria are considered in the process of unit development:

- That the unit reflects a biblical perspective on general principles of Christian education and on the educational topic specifically under consideration.
- That the unit can relate to the other units in the programs without undue replication or without there being a fundamental biblical contradiction between units.

2. To promote scholarship and research.

Thus, the following criteria are considered in the process of unit development:

- That the unit will require the student to interact with classical and recent scholarship at the level described by the appropriate AQF standard.
- That the unit will reflect this requirement by having material within it that is from classical and recent scholarship. In particular, recent journal articles will be evidenced.
- That the unit will require original writing from each student that gives evidence of their engagement with scholarship and research at the relevant AQF standard.

2.19.3 Demands of the Unit

These are to be consistent with the standards that are represented and approved in the course accreditation process. Thus, the following criteria are to be followed:

1. That the engagement hours be consistent with those in the CCHE accreditation documents—currently at 180 hours, equalling 9 credit points.
2. That the student be required to submit about 6000 words or equivalent of personal work.
3. That the student be required to engage with at least 10 substantial pieces of reading, with recommended readings (i.e., those in addition to the required readings) and journal-based research being evidenced in major pieces of writing.
4. That, apart from special provisions for summative integration and research units, the student would normally engage in two or three pieces of assessment.
5. That the student be required to fulfil the appropriate standards of critical thinking, creativity, literature, adequate coverage, relevance and presentation for tertiary work at the appropriate AQF standard.

2.19.4 Unit Construction

Each unit outline presented to the Academic Board shall include the following elements:

1. Unit number and title
2. Statement of Purpose
3. Prerequisites
4. Rationale
5. Relation to Course Objectives
6. Learning Outcomes—these will be related to the assessment tasks.
7. Subject Content—this will normally give the main ideas for each session of teaching.
8. Assessment—these will clearly relate to the outcome statements, and will normally describe the type of assignment being expected and the specifics of the workload required, and what percentage of the overall assessment is achieved by completion of the task. Writing style, grammar, presentation and structure normally should conform to the most recent APA standard.
9. Assessment Criteria
10. Student Workload, with reference to directed reading, preparation and presentation of assignments, and other required activities. Total: 180 hours equalling 9 credit points
11. Set Texts
12. Required Readings
13. Representative References

2.19.5 Course Review

Coursework units and procedures and policies for research programs usually are reviewed in a five yearly cycle. Depending on the degree of change that is deemed desirable, this review passes through some or all of the processes listed above for new coursework unit outline approval. At a minimum all components of courses go through the processes of stakeholder input and, based on this, review by the relevant Academic Planning and Review Committee.

At the conclusion of every unit of work, students complete an anonymous evaluation form in which they are able to comment upon their experience in that unit, including reflections on lecturer interaction, assessment, the structure and content of the curriculum and the presentation of study materials, and the effectiveness and use of ICT. An analysis of these reports is tabled and discussed by the Academic Planning and Review Committee of the relevant institute and any necessary recommendations to maintain comparability and quality control are conveyed to lecturers. Regular summaries of these reports and quality monitoring procedures are brought by the relevant principals to the College's Academic Board.

Lecturers are also invited to provide regular formal evaluation based on their experience of the curriculum and related issues. This evaluation relates both to lecturers' experiences of teaching specific coursework units, the appropriateness of these units for meeting student needs and the suitability of set texts and other learning resources, as well as issues related to the overall structure of the curriculum. Lecturers are encouraged, in their evaluation, to offer positive ideas for improving the curriculum in order to more effectively meet the purposes of the relevant academic program.

As with the student evaluations, the evaluations of lecturers are collated and presented to the Academic Planning and Review Committee of the relevant agent for review and recommendation. Reports on this evaluation process, with any recommendations from the Academic Committee, are presented to the Academic Board which receives reports for appropriate action to initiate changes to the curriculum as and where needed to maintain the quality of the College's programs.

Senior members of the academic staff within each of the College institutes are charged with the responsibility of monitoring current practices and procedures in Australian universities and keeping up-to-date on developments from official bodies such as the Australian Qualifications Advisory Board. The purpose of this regular monitoring is to ensure that the College maintains best practice in all aspects of its academic life.

2.20 General

Students are required to notify the College in writing, of any change of name or of address. The College will accept no responsibility if College official communications do not reach a student who has failed to notify a change of name or of address.

SECTION 3: RESEARCH GUIDELINES AND PROCEDURES

3.1 Guidelines for Research Supervisors

The supervision of postgraduate research is a complex and demanding teaching task and is to be approached as such. At the same time, it can be one of the most rewarding teaching tasks if it is approached with diligence and understanding. Since there is no prescribed content and considerable room for student choice in the learning process, the teacher-student relationship differs significantly from the coursework relationship. It is in the nature of an interactive partnership requiring the development of mutual personal understanding and respect.

On the one hand, the role of the supervisor is much more than that of a resource person and sounding board whom the student can call on as and when required. It is to be a role of active participation, guiding, supporting, and encouraging, and, if necessary, directing the student throughout the research process.

On the other hand, since a major part of the purpose is to develop the student's competence for the conduct of independent professional research, the student is to be expected, and encouraged, to take the leading role in decision making at all stages of the research. While the supervisor should provide all the guidance and support needed, the giving of authoritative directions should be used sparingly, if at all. The supervisor is to be a guiding, supportive partner ensuring that the student produces the best work possible but not one who makes decisions for the student.

Because of the nature of the relationship, it is important that mutual understanding that facilitates free communication between supervisor and student is established at the beginning of the partnership. This requires getting to know one another not merely as teacher and student but as persons. For this reason, where it is possible, this should be done by face-to-face discussion. Where face-to-face contact is not possible, the supervisor should contact the student as early as possible by telephone for the purpose of a relaxed discussion to establish a personal rapport and understanding. This opportunity should also be used to check the student's expectations and, if necessary, clarify the nature of the research process for the student.

At an early stage, the supervisor should establish with the student an agreement about the frequency and nature of regular communications. While much of this will need to be by e-mail, because of its more personal nature arrangements should also be made for some occasions when the consultations will be face-to-face, wherever this is possible, or otherwise by telephone. The supervisor should also establish a clear understanding of appropriate times for student-initiated telephone contact. All such arrangements should be made in a way that is mutually suitable to both supervisor and student with each expected to show some flexibility to adjust to the other's situation.

There will need to be regular communication in all cases but the desirable frequency of contact will depend to some extent on the student. Some will need more guidance and support than others who may even find too frequent contact more of a hindrance

than help. The supervisor should be sensitive to this and should also make it clear that the initial arrangements are subject to review as the research process progresses.

Some students, because they are uncertain of their own abilities, or for other reasons, are likely to want a more authoritative direction from the supervisor than is appropriate. While making it clear that such a level of direction is inappropriate, the supervisor needs to ensure that such students receive appropriate guidance, support, and, especially, encouragement to build up their confidence in their ability for independent research.

Others, because of confidence in their ability to do so or because it is their preferred style of working, may be too much inclined to want to work on their own with inadequate consultation. These will need to be reminded that they are still learners and need to maintain an appropriate regularity of consultation with the supervisor if they are to learn effectively. In the early stages every student should be expected to make frequent contact so that the supervisor can make an informed judgment about a student's ability to work alone before agreeing to less frequent contact.

Supervisors should pay particular attention to learning outcome 5 when supervising either ED 532 or ED 533. This specifies that students should be able to employ in a critical manner a clearly articulated, biblically informed world view as the contextual framework for decisions and judgments at all stages of the research process. As a Christian institution, and in harmony with a significant body of secular thought, the College does not believe that religious neutrality is possible in academic research. On the other hand, it recognises that an inappropriate application of religious beliefs—including secular beliefs functioning as substitutes for religious beliefs—that arbitrarily imposes a dogmatic framework of belief on the research situation does distort research in a way that threatens its credibility. Students, therefore, should not only be expected to clearly articulate their beliefs in terms of a world view framework which they bring to the research situation and state the biblical basis for holding these world view beliefs, but should also be encouraged to employ a critical approach in applying this framework to their research. A critical approach in this context means, on the one hand, that beliefs that are embedded in the collected data will be identified and evaluated critically in terms of the world view beliefs articulated by the researcher and, on the other hand, these world view beliefs will themselves be evaluated critically in the light of the evidence of the collected data.

Supervisors should assist students to develop a critical approach by constructive challenge to provide adequate reasons for their stated world view beliefs and by developing a critical approach in the way these beliefs function in their research. However, recognising that differences of understanding exist on matters of faith and appropriate practice among Christians professing a biblically based faith, supervisors should be careful not to try to impose their own understanding on students. Rather, students should be challenged to a critical faithfulness in terms of the faith they profess.

Supervisors should always be aware of their students as persons, and not merely as students. They need to be alert for circumstances in students' personal lives that may have an impact on the quality and progress of their work and be ready to provide

appropriate support and encouragement. If a student fails to keep an agreed appointment for contact without explanation the supervisor should take the initiative to contact the student to find out the reason and act appropriately.

While it is important that the supervisor provides the student with critical feedback it is equally important that this be done in a constructive, supportive and sensitive manner. It should be in the context of recognition of areas in which the student is doing well, making it clear that the critical feedback is given in the interests of enabling the student to achieve the optimum outcome.

At an early stage, the supervisor should evaluate the student's ability for clear written expression with appropriate grammar, composition, and spelling. If there are deficiencies these should be pointed out with the offer of whatever support may be needed to ensure that the final thesis meets the required standard in this area.

Where human participants are involved in the research, the supervisor is responsible for ensuring that the student observes the appropriate ethical standards. This includes obtaining the required approval from the Research Review Committee and obtaining informed consent in all cases where required. In the writing of the thesis, extreme caution is needed in using direct quotations from informants unless the informant has given express permission for such quotations to be made. Even where the informant is not named, the context may suggest, rightly or wrongly, a particular source for such a quotation for those familiar with the situation, thus breaching the confidentiality requirement.

The supervisor is responsible for careful reading and feedback to the student on each chapter of the thesis as well as equally careful checking of the final draft of the complete thesis. It is the responsibility of the supervisor to ensure, so far as possible, that the final thesis submitted for examination is of a standard that will ensure the student's success. Careful attention should be given to style and presentation as well as content.

The booklet *Eleven practices of effective postgraduate supervision*, written by Richard James and Gabrielle Baldwin and published by the Centre for the Study of Higher Education and the School of Graduate Studies, University of Melbourne is provided to all research supervisors as recommended reading. It is in no sense prescriptive but is recommended as a valuable resource. It can be accessed electronically at: http://www.cshe.unimelb.edu.au/resources/cshe_res.html

3.2 Guidelines for Examiners of Masters Theses

Good examiners are always busy people with other academic responsibilities. At the same time, the College recognises a responsibility to candidates to ensure that they know the outcome of their efforts within a reasonable time. If, therefore, a person approached to be an examiners doubts whether circumstances will allow for the examination to be completed within the specified time that person is requested to let the College know this as soon as possible with an indication of what would be a realistic time frame in the circumstances.

The following criteria should be applied in the evaluation of the thesis:

1. The clear articulation of a research problem relevant to the realities of contemporary educational practice;
2. Evidence of a systematic research, based on sound theoretical principles, appropriate to the identified problem;
3. The consistent implementation of this plan of research in a manner that demonstrates professional competence in data collection and analysis;
4. The coherence and effectiveness of the thesis in communicating the research process and conclusions in an adequate way that combines depth of theoretical insight with accessibility for the educational practitioner;
5. Consistency of presentation in accordance with the prescribed style together with a standard of grammar, composition and spelling that would be expected of an article submitted to a professional research journal;
6. The clear articulation and critical application of a biblically informed world view, relevant to the research problem, as the contextual framework for decisions and judgments at all stages of the research process.

These criteria are the same as those provided to students to guide them, and their supervisors, in the preparation of the thesis.

Ordinarily evaluation should be based solely on these criteria. However, if an examiner believes that, in a particular case, some other factor should be taken into consideration, the examiner may include this in the report to the Research Review Committee with an indication of how, if taken into consideration, it would affect the assessment of the thesis.

It should be borne in mind in evaluating the thesis that, for most students, this will be the first experience of postgraduate research. At the same time it should be expected that the thesis will provide clear evidence of a level of competence in research that provides a solid base for the further development of competence in independent, professional research.

While the content of the thesis is important, the presentation is also to be regarded as significant. In particular, the thesis should exhibit a consistent style and be written in a way that will communicate effectively, not only to the academic theorist but to the educational practitioner.

As a Christian institution, and in harmony with a significant body of secular thought, the College does not believe that religious neutrality is possible in academic research. Neither does it believe that this lack of neutrality of necessity threatens an appropriate objectivity in research. It does believe that an inappropriate application of religious beliefs—including secular beliefs functioning as substitutes for religious beliefs—that arbitrarily imposes a dogmatic framework of belief on the research situation does distort research in a way that threatens its credibility. Candidates, therefore, are expected to clearly articulate their beliefs in terms of a world view framework which they bring to the research situation, state the basis for their

holding these world view beliefs and work within this framework in a critical manner throughout their research. A critical approach in this context means, on the one hand, that beliefs that are embedded in the collected data will be identified and evaluated critically in terms of the worldview beliefs articulated by the researcher and, on the other hand, these world view beliefs will be evaluated critically in the light of the evidence of the collected data.

The examiner should exercise special care, therefore, to avoid evaluating the thesis in terms of its consistency with the examiner's world view framework, whether this framework is similar to or significantly different from that articulated by the candidate. In this respect, the examiner should evaluate the thesis in terms of the clarity with which the candidate's world view beliefs, and the basis for these beliefs, are articulated in relation to the research situation, and the critical manner in which the candidate has worked with these beliefs in the conduct of the research.

Examiners should assign a grade to the thesis in accordance with the grading scale provided and provide a written report indicating clearly the basis on which this grade has been assigned. If the grade is "Fail" the examiner may recommend resubmission of the thesis after specified changes have been made. The Research Review Committee will determine the grade to be assigned to the thesis on the basis of the grades and reports provided by the two examiners, together with relevant comment from the supervisor. The supervisor, while asked to comment on the examiners' reports, takes no part in the deliberations of the Committee.

3.3 Ethics Guidelines for Research Involving Human Subjects

These guidelines are to be understood as covering all forms of investigation that involves the collection of data or information from or about human subjects—whether collected directly from the human subjects or through observation or from information storage systems. It includes such activities conducted by students as part of a coursework assignment as well as in the conduct of a formal research project. The term "researcher" refers to any person collecting such data.

3.3.1 Requirement for Approval

Before proceeding with any form of research, as defined above, it is essential students obtain approval from the Research Review Committee of the teaching agent of the College in which a student is studying to ensure that appropriate ethical standards are maintained. Students undertaking course work units that contain specific assignments with research components may obtain ethics approval from their supervising lecturers who have delegated authority from their teaching agent's Research Review Committee. Staff who wish to conduct research under the auspices of the College or one of its teaching agents are similarly required to obtain approval from the relevant Research Review Committee. Before applying for this approval it is essential that the applicant reads these guidelines carefully. Applications should be lodged using the official "Application for Ethics Approval of a Research Project". (See note later in this document for information about obtaining this and other forms and documents referred to in these guidelines).

The only exception to the requirement for approval is an action research project conducted by a teacher in the course of that teacher's normal teaching duties as a means of achieving more effective student performance in the learning area for which the teacher is responsible. In such cases, however, the teacher should advise the person to whom she/he is immediately accountable of the project and, as a courtesy, advise parents that a new teaching/learning strategy is being trialled in the class with a view to achieving better student performance.

3.3.2 The Fundamental Principle

The fundamental ethical principle is that the researcher should make every endeavour to avoid social, mental or physical harm to the participants as a consequence of the research activity.

Wherever possible this means avoiding all risk of such harm. However, there are occasions where it is not possible to achieve a desirable research objective without some degree of risk. In the case of educational research this risk is likely to be the result of:

1. survey and/or interview processes that could cause distress or lead to invasion of privacy;
2. contact with people who are particularly vulnerable, (e.g., by reason of social or legal status, age or physical or mental condition);
3. the use of deception.
4. Where such risk is involved, it is the responsibility of the researcher to:
5. review the proposed research process to consider whether changes in this process could achieve the desired research outcomes with less, or no, risk;
6. if, having done this, some degree of risk is still involved, consider carefully whether the likely benefits of the research are sufficient to justify the risk of harm that is involved. If it is not, then, the research objective should be changed;
7. if the researcher then decides to proceed with the research it is essential that all prospective participants are fully informed of the risks involved and given access to appropriate help in minimising any harm that may result.

3.3.3 Obtaining Informed Consent

Apart from in the case of the action research exemption mentioned in 3.3.1, in all other cases, appropriate informed consent should be obtained before collecting data or information about any person. This includes information contained in information storage banks as well as information collected in any other way. The only exception is information obtained by observation that takes place in a public place. It should be noted that the grounds of a

school do not constitute a public place. Ensuring the appropriate consent involves the following requirements:

1. Participants must be fully informed in writing of the nature and purpose of the research, its expected benefits, and any possible risks of harm. This information is to be provided in accordance with the official “Information for Research Participants” form.
2. Consent should be obtained in writing from all participants before involving them in the research. This should be obtained using the official “Consent Form”.
3. Where the information is gathered by means of an anonymous printed questionnaire presented in such a way that the informant cannot be personally identified even by the researcher, a consent form does not need to be completed but the completion of the questionnaire may itself be taken as implying consent. However, in such cases, it is important that the questionnaire is accompanied with a clear statement—either at the head of the questionnaire or in an accompanying sheet—that the participant’s name does not need to appear on the form, that no form of coding has been used that would identify the participant and that completion and return of the questionnaire will be regarded as implying consent to participate in the research.
4. To ensure that the consent given is voluntary, care needs to be taken to ensure that potential participants do not feel under pressure to consent. Care should be taken to ensure that consent is not given as a result of ignorance, any form of inducement, or fear of experts. This is especially important in educational settings. It should be made clear to students that participation is not something expected of them and that an unwillingness to participate will not be taken as lack of respect for the authority of the school nor have a negative impact on their school record in any way. Similarly, it should be made clear to teachers that non-participation will not have any negative impact on their career prospects. In order to give these assurances with integrity, the researcher should ensure that those in authority in the school are aware that such assurances are being given. It is permissible to point out the potential benefits of the research for teachers and/or students and the possible failure to realise these benefits because of failure to participate.
5. In the case of anyone under the age of eighteen, or those with disabilities that limit the capacity for informed consent, consent must be obtained from parents, guardians or legally appointed representative of the person. The “Consent Form for Parent/Guardian/other Authorised Representative” should be used. This does not replace the need to also obtain consent from the participants wherever they are able to give informed consent.

6. When conducting research within a school or other organised community, written consent to conduct the research must be obtained from the appropriate leadership authority before proceeding to obtain the consent of individual participants. This should be in the form of a letter on the official stationery of the community concerned.

3.3.4 Anonymity

Anonymity applies only where the identity of the source of information is not known to anyone, including the researchers. It is important, if participants are told that their contributions are to be anonymous, that care is taken to ensure that the situation does not allow for an indirect identification of an informant. This is particularly true if participants are persons known to the researcher—such as colleagues or students. In such cases, the researcher should be aware of two factors that can compromise anonymity:

1. a questionnaire that requires written comment from the participant may be identified with a particular person by a distinctive handwriting. To avoid this, such questionnaires should be presented in a form that allows comment to be made by computer printout or similar form to guarantee complete anonymity;
2. the answers to a cluster of questions, when taken together, may identify the informant—e.g. in a school the combination of answers to questions about gender, age and church affiliation may well narrow the file to one or two persons. In such cases, if such questions are essential to the research, the researcher cannot responsibly claim that anonymity will be preserved.

3.3.5 Confidentiality

Unlike anonymity, the requirements of confidentiality apply to all information that is gathered in the course of research. It is to be taken very seriously with effective measures taken to ensure that confidentiality is preserved both during and after the research. This requires:

1. The researcher must take care not to share information with anyone, other than a fellow researcher in the case of a joint research project, in a way that might, either directly or indirectly, identify the person providing the information unless that person gives express permission for this to be done. In the case of research conducted within a small community, such as a school, this requires extreme caution to be used in the use of direct quotes in any report on the research because of the danger that the wording of the quote may suggest to people within that community a particular person as the source.
2. If there are special reasons for regarding it as important to the research objectives to be able to identify a particular source or sources, express written consent must be obtained from the person or persons concerned before doing so, using the “Consent Form (with confidentiality waiver)” in place of the standard “Consent Form”. In such cases the

same care should be taken to ensure that the consent is both informed and voluntary as applies to obtaining consent to participate in the research.

3. Ensuring confidentiality will, in many circumstances, mean keeping names separate from data and reporting only aggregated data. Restricting reporting to aggregated data is particularly important where the research is restricting to a single, small community such as a school or small town. If the nature of the research is such that there is any risk that a participant may be identified as a source of specific information the researcher is obliged to use every means to minimise that risk and to inform potential participants of this risk in seeking the consent to participate. Should the existence of such a risk only become evident during the course of the research, the researcher must contact the person or persons concerned asking for their written consent to proceed to use the information obtained from them. If that person or persons refuse such consent, this information must be destroyed.

3.3.6 Privacy

Privacy concerns the right of people to determine under what circumstances, if at all, others shall have access to information about themselves that is not already in the public domain. In the case of research, the fundamental principles of privacy are that the researcher is only entitled to access such information with the express consent of the person concerned and within the limits of that consent and that the subsequent use and storage of that information will take every precaution to ensure that any such information is not shared with or accessible to anyone other than the researcher, or research team in the case of team research.

To ensure that these fundamental principles of privacy are preserved in the conduct of research, it is important that researchers:

1. avoid soliciting personal information of an intimate nature unless such information is essential to the research. If such information is regarded as indispensable to the research, the researcher should clearly and explicitly state the nature of such information in the “Information for Research Participants” when seeking consent to participate. Under no circumstances should any inferences or conclusions be drawn about such information from a person’s refusal to consent in such cases;
2. ensure that all information of a private nature is stored under conditions of security that prevent access by anyone other than the researcher or research team. This requires that, during the course of the research, all relevant paper documents are stored in a storage location that is kept locked at all times and to which only the researcher has a key and all documents stored on computer are securely password protected with the password known only to the researcher. On the conclusion of the research, all such material is to be transferred to the College to be stored under similarly secure conditions. In exceptional circumstances

the relevant College authority may consent to other storage arrangements;

3. allow access to such information by other parties only if a signed consent authority from the person concerned is received and the researcher personally verifies this consent with this person;
4. are aware of the need to comply with any relevant privacy legislation. In Australia there are both Commonwealth and State privacy laws, and other countries are likely to have similar legislation. The document “Information Privacy Principles” (below) sets out the basic principles of such legislation in Australia.

3.3.7 Deception

Deception is scarcely ever justified, but there may be exceptional cases where the harm to be avoided is great enough to justify temporary deception. The onus of proof is on the researcher to justify deception; and such justification must include a demonstration that the individual participants are likely to benefit substantially from the research and are under no risk of harm beyond that of being deliberately but temporarily deceived, and that awareness of the research or of its true nature would destroy its validity. In all cases the participants should be given as much of the gist of the research as is compatible with its success. After the study, the researcher should explain to participants and institutional representatives the reasons for the deception, and must seek their permission before publishing the results of the research.

3.3.8 Courtesy and Respect

It is expected that researchers will act at all times in a courteous manner and show respect for all individuals and communities that fall within the scope of the research. In order to ensure this, the following practical considerations should be kept in mind:

1. In arranging interviews and observation times, the researcher should do everything possible to ensure minimal disruption to participants’ everyday programs and routines. The researcher should be ready to adjust to participants’ schedules rather than expecting participants to adjust to a predetermined schedule of the researcher.
2. In the conduct of interviews and observations, the researcher should maintain a courteous and polite attitude towards participants, including minors. Special care should be taken to avoid negative responses and attitudes where participants display beliefs, values or practices with which the researcher disagrees. In the collection of research information, the researcher is gathering data, not making judgments, and must always act accordingly. This does not mean that the researcher will not make judgments in analysing and evaluating the data; indeed, such judgments are inevitable. However, it is inappropriate to be displaying such judgments in contacts with participants.

3. The researcher should make every endeavour to understand a participant's actions, values and beliefs from within the participant's own belief system. What may have one meaning within one belief system may have a quite different meaning within another. This is not a matter of regarding all belief systems as equally valid but a matter of ensuring an adequate understanding of the participant's position in order to avoid misrepresentation and hence flawed research.
4. Similar considerations apply when dealing with cultural or religious communities that are different from that of the researcher. This may include sub-groups within the broader community to which the researcher belongs. In such cases, the researcher needs to be aware of the dangers of cultural and religious stereotypes and recognise the diversity of belief and practice that commonly exist within the same broadly defined community. The researcher must ensure that the understanding of these communities is gained from first-hand sources within those communities. Only in exceptional circumstances should a second-hand source be used and then only with a full recognition of the limitations of such a source.
5. The requirement of avoiding stereotypes, using first-hand sources, and recognising the internal diversity of beliefs and practices within a community is especially important when the research is dealing with a religious community other than one to which the researcher does not belong. Even in the use of first-hand sources it is important to recognise, in the case of any major world religion, that the information collected can only safely be used for the particular section of the wider religious community to which the information source belongs. This does not imply any compromise of the integrity of the researcher's own faith. It means only giving others the respect of taking the trouble to understand their faith on their own terms.

All forms and other documents referred to in these guidelines may be accessed and downloaded from the websites of the College's teaching agents:

<http://www.southland.edu.au/>

<http://www.nice.edu.au/>

3.3.9 Information Privacy Principles

(from the Commonwealth Privacy Act, 1988)

Principle 1—Manner and purpose of collection of personal information

1. Personal information shall not be collected by a collector for inclusion in a record or in a generally available publication unless:
 - (a) the information is collected for a purpose that is a lawful purpose directly related to a function or activity of the collector; and
 - (b) the collection of the information is necessary for or directly related to that purpose.

2. Personal information shall not be collected by a collector by unlawful or unfair means.

Principle 2—Solicitation of personal information from individual concerned

Where:

- (a) a collector collects personal information for inclusion in a record or in a generally available publication; and
- (b) the information is solicited by the collector from the individual concerned;

the collector shall take such steps (if any) as are, in the circumstances, reasonable to ensure that, before the information is collected or, if that is not practicable, as soon as practicable after the information is collected, the individual concerned is generally aware of:

- (c) the purpose for which the information is being collected;
- (d) if the collection of the information is authorised or required by or under law—the fact that the collection of the information is so authorised or required; and
- (e) any person to whom, or any body or agency to which, it is the collector's usual practice to disclose personal information of the kind so collected, and (if known by the collector) any person to whom, or any body or agency to which, it is the usual practice of that first-mentioned person, body or agency to pass on that information.

Principle 3—Solicitation of personal information generally

Where:

- (a) a collector collects personal information for inclusion in a record or in a generally available publication; and
- (b) the information is solicited by the collector;

the collector shall take such steps (if any) as are, in the circumstances, reasonable to ensure that, having regard to the purpose for which the information is collected;

- (c) the information collected is relevant to that purpose and is up to date and complete; and
- (d) the collection of the information does not intrude to an unreasonable extent upon the personal affairs of the individual concerned.

Principle 4—Storage and security of personal information

A record-keeper who has possession or control of a record that contains personal information shall ensure:

- (a) that the record is protected, by such security safeguards as it is reasonable in the circumstances to take, against loss, against unauthorised access, use, modification or disclosure, and against other misuse; and
- (b) that if it is necessary for the record to be given to a person in connection with the provision of a service to the record-keeper, everything reasonably within the power of the record-keeper is done to prevent unauthorised use or disclosure of information contained in the record.

Principle 5—Information relating to records kept by record-keeper

1. A record-keeper who has possession or control of records that contain personal information shall, subject to clause 2 of this Principle, take such steps as are, in the circumstances, reasonable to enable any person to ascertain:
 - (a) whether the record-keeper has possession or control of any records that contain personal information; and
 - (b) if the record-keeper has possession or control of a record that contains such information:
 - (i) the nature of that information;
 - (ii) the main purposes for which that information is used; and
 - (iii) the steps that the person should take if the person wishes to obtain access to the record.
2. A record-keeper is not required under clause 1 of this Principle to give a person information if the record-keeper is required or authorised to refuse to give that information to the person under the applicable provisions of any law of the Commonwealth that provides for access by persons to documents.
3. A record-keeper shall maintain a record setting out:
 - (a) the nature of the records of personal information kept by or on behalf of the record-keeper;
 - (b) the purpose for which each type of record is kept;
 - (c) the classes of individuals about whom records are kept;
 - (d) the period for which each type of record is kept;
 - (e) the persons who are entitled to have access to personal information contained in the records and the conditions under which they are entitled to have that access; and
 - (f) the steps that should be taken by persons wishing to obtain access to that information.
4. A record-keeper shall:
 - (a) make the record maintained under clause 3 of this Principle available for inspection by members of the public; and

- (b) give the Commissioner, in the month of June in each year, a copy of the record so maintained.

Principle 6—Access to records containing personal information

Where a record-keeper has possession or control of a record that contains personal information, the individual concerned shall be entitled to have access to that record, except to the extent that the record-keeper is required or authorised to refuse to provide the individual with access to that record under the applicable provisions of any law of the Commonwealth that provides for access by persons to documents.

Principle 7—Alteration of records containing personal information

1. A record-keeper who has possession or control of a record that contains personal information shall take such steps (if any), by way of making appropriate corrections, deletions and additions as are, in the circumstances, reasonable to ensure that the record:
 - (a) is accurate; and
 - (b) is, having regard to the purpose for which the information was collected or is to be used and to any purpose that is directly related to that purpose, relevant, up to date, complete and not misleading.
2. The obligation imposed on a record-keeper by clause 1 is subject to any applicable limitation in a law of the Commonwealth that provides a right to require the correction or amendment of documents.
3. Where:
 - (a) the record-keeper of a record containing personal information is not willing to amend that record, by making a correction, deletion or addition, in accordance with a request by the individual concerned; and
 - (b) no decision or recommendation to the effect that the record should be amended wholly or partly in accordance with that request has been made under the applicable provisions of a law of the Commonwealth;

the record-keeper shall, if so requested by the individual concerned, take such steps (if any) as are reasonable in the circumstances to attach to the record any statement provided by that individual of the correction, deletion or addition sought.

Principle 8—Record-keeper to check accuracy etc. of personal information before use

A record-keeper who has possession or control of a record that contains personal information shall not use that information without taking such steps (if any) as are, in the circumstances, reasonable to ensure that, having regard

to the purpose for which the information is proposed to be used, the information is accurate, up to date and complete.

Principle 9—Personal information to be used only for relevant purposes

A record-keeper who has possession or control of a record that contains personal information shall not use the information except for a purpose to which the information is relevant.

Principle 10—Limits on use of personal information

1. A record-keeper who has possession or control of a record that contains personal information that was obtained for a particular purpose shall not use the information for any other purpose unless:
 - (a) the individual concerned has consented to use of the information for that other purpose;
 - (b) the record-keeper believes on reasonable grounds that use of the information for that other purpose is necessary to prevent or lessen a serious and imminent threat to the life or health of the individual concerned or another person;
 - (c) use of the information for that other purpose is required or authorised by or under law;
 - (d) use of the information for that other purpose is reasonably necessary for enforcement of the criminal law or of a law imposing a pecuniary penalty, or for the protection of the public revenue; or
 - (e) the purpose for which the information is used is directly related to the purpose for which the information was obtained.
2. Where personal information is used for enforcement of the criminal law or of a law imposing a pecuniary penalty, or for the protection of the public revenue, the record-keeper shall include in the record containing that information a note of that use.

Principle 11—Limits on disclosure of personal information

1. A record-keeper who has possession or control of a record that contains personal information shall not disclose the information to a person, body or agency (other than the individual concerned) unless:
 - (a) the individual concerned is reasonably likely to have been aware or made aware under Principle 2, that information of that kind is usually passed to that person, body or agency;
 - (b) the individual concerned has consented to the disclosure;
 - (c) the record-keeper believes on reasonable grounds that the disclosure is necessary to prevent or lessen a serious and imminent threat to the life or health of the individual concerned or of another person;
 - (d) the disclosure is required or authorised by or under law; or

- (e) the disclosure is reasonably necessary for the enforcement of the criminal law or of a law imposing a pecuniary penalty, or for the protection of the public revenue.
2. Where personal information is disclosed for the purposes of enforcement of the criminal law or of a law imposing a pecuniary penalty or for the purpose of the protection of the public revenue, the record-keeper shall include in the record containing that information a note of the disclosure.
3. A person, body or agency to whom personal information is disclosed under clause 1 of this Principle shall not use or disclose the information for a purpose other than the purpose for which the information was given to the person, body or agency.

3.3.10 Application Form for Ethics Approval of a Research Project

Note: Space for the insertion of information has been reduced in this sample.



**College of Christian Higher Education Inc.
Southland College
National Institute for Christian Education**

Application for Ethics Approval of a Research Project

This application should be lodged with the Research Review Committee of the constituent teaching agent of the College of Christian Higher Education Inc. with which the applicant is enrolled for the studies associated with this project. Use an “x” where a box is to be checked.

You are reminded that this project must not commence without prior written approval from the relevant Research Review Committee.

1. Project Title: _____

Coursework unit or research stream with which the project is associated:

Please provide a two sentence summary of the project

2. Applicant Details

2.1 Student Researcher

Name: _____

Telephone No: _____ E-mail address: _____

2.2 Student Researcher (2) (if applicable)

Name: _____

Telephone No: _____ E-mail address: _____

2.3 Supervisor

Name: _____

3. Period of Research

From: _____ To: _____

4. Description of Project

4.1 Aims:

4.2 Brief Description of the Research Strategy:

This should include methods of data collection and analysis

4.3 Expected Benefits:

Benefits to participants:

Benefits to schools or other communities involved in the research:

Benefits to the educational community in general:

5. Participant Details

(If your project involves human participants, complete this section. If your project involves the use of data banks only, proceed to section 6)

5.1 Number of Participants:

Males: Females: Total:

If there is a significant gender imbalance in the number of participants please explain why.

5.2 Age Range:

5.3 Will any participants be ill or frail?

- No
- Yes (provide details)

5.4 Recruitment Method

Indicate how names of potential participants will be obtained, from where they will be recruited and how they will be invited to participate. Attach a copy of the "Information for Research Participants" document that you will use in recruiting participants.

5.5 Participants in a special relationship with the researcher

Are any of the participants in a dependent relationship or **under** the authority of the researcher?

- No
- Yes (Please explain the relationship and the steps taken by the researcher to ensure that the subject's participation is purely voluntary.)

5.6 *Obtaining informed consent from participant and/or their parents, guardians or other authorised representative.*

Will written consent using the official “Consent Form” be obtained from all participants prior to their involvement in the research in any way?

- Yes (Copies of all signed consent forms should be kept in your files and made available to the Research Review Committee if requested.)
- No (Please explain)

6. Permissions from Persons other than Individual Participants

6.1 *Schools, institutions and other organised communities (such as tribal communities)*

Has approval been obtained from the appropriate authority in these organizations?

- Yes (Please attach copies of the relevant letters of approval.)
- No (Explain why and indicate what steps are being taken to obtain such approval.)

6.2 *Parents, guardian or other appropriate representative where required (e.g. persons under the age of eighteen or intellectually disabled persons)*

Have all necessary permissions been obtained?

- Yes (Please attach copies of the signed forms of consent.)
- No (Indicate the steps being taken to ensure that all such consents are obtained.)

7. Research Process

7.1 *General Description*

Describe all procedures to which the participants will be subjected, and emphasise any which may have adverse consequences. If a questionnaire will be used in the project, please attach a copy to this application. If interviews are to be held, please indicate the kinds of questions to be asked.

7.2 *Areas of special sensitivity*

If the research involves questions about intimate aspects of participants’ personal lives, or other matters likely to be of special sensitivity to participants, state the nature of any such questions explicitly and comprehensively together with your reasons for believing that such questions are essential to the research.

7.3 *Deception*

If the research involves any form of deception provide a full description of the nature of this deception, your reasons for believing that it is absolutely essential to the research and the nature of the benefits you believe it will bring to the participants. Indicate also your plan for subsequently informing all concerned of the deception and reasons for it and obtaining their consent to the use of the data.

8. **Risks**

Is there any risk of social, physical, mental or other to the participant?

- No
- Yes (Please explain and provide details of protective measures to be taken)

9. **Recording and Security of Data**

9.1 *How will data be recorded? (eg. written questionnaires, interview notes, audio/video recording, direct electronic data entry)*

9.2 *How will confidentiality be ensured?*

9.3 *How will data security be maintained?*

All documents should be stored in secure, locked locations. Computer files should be password protected.

During the research process?

Following completion of the research?

(Unidentified records should normally be kept under secure conditions for a period of five years following publication.)

9.4 *Will data be preserved for possible future use in another project?*

- No
- Yes (Please explain when the data might be used in another project, how that data might be used, for what purpose it might be used, and who might be given access to the data for another project.)

10. **Dissemination of Results**

Will participants be informed of the manner in which the results of the research will be published and how they may gain access to this material?

- Yes (give details)
- No (please explain)

11. Attachment Checklist

The following documents are attached (please check where appropriate):

- Information for Research Participants
- Copies of permissions from relevant authorities of schools, institutions or other organised communities as appropriate
- Copy of questionnaire(s) and/or proposed interview outline

3.3.11 Human Resources Ethics Committee (HREC)

Before proceeding with any form of research, it is essential students obtain approval from the Human Research Ethics Committee (HREC) of the College to ensure that appropriate ethical standards are maintained. Staff who wish to conduct research under the auspices of the College are similarly required to obtain approval from the HREC. Before applying for this approval it is essential that applicants read these guidelines carefully. Applications should be lodged using the official “Application for Ethics Approval of a Research Project”.

The only exception to the requirement for approval is an action research project conducted by a teacher in the course of that teacher’s normal teaching duties as a means of achieving more effective student performance in the learning area for which the teacher is responsible. In such cases, however, the teacher should advise the person to whom she/he is immediately accountable of the project and, as a courtesy, advise parents that a new teaching/learning strategy is being trialled in the class with a view to achieving better student performance.

In non-research units where students may wish to engage in small research activities in order to complete assignments, and after due acceptance of a particular unit outline by the CCHE Academic Board, responsibility to preview and approve research activities may be delegated to the unit coordinator or lecturer. The lecturer’s written approval is still required before students proceed with the research, and best practice standards must be maintained. This reflects prevailing best practice in Australian universities.

The Human Research Ethics Committee (HREC) is a committee of the CCHE and is responsible for the review of applications for ethical clearance for all research involving humans and for the provision of advice to the College on related matters. Activities requiring CCHE HREC approval must first be screened and endorsed by the Research Review Committee of participating teaching agents before being forwarded to the HREC for consideration.

The Human Research Ethics Committee’s composition, terms of reference, functions and responsibilities and method of operation conform to the requirements of the National Statement on Ethical Conduct of Research Involving Humans (1999) (“the NHMRC Statement”), the joint NHMRC/AVCC Statement and Guidelines on research Practice (1997), and the Commonwealth Privacy Act (1998).

3.3.11.1 Membership

- The Chairperson of the Academic Board of the College;
- The principal of the teaching agent within the College that is supervising the study of the student or staff member involved;
- A Layperson not associated with the College;
- A Legal representative;

- Up to two persons co-opted from time to time and for particular purposes and specified periods, as the need arises
- The table below indicates name, qualifications and experience of members of the HREC in 2003/4.

Table: Membership of the CCHE HREC

Category	Name	Qualifications	Contact Details
Chair of CCHE Academic Board	Mitch O'Toole	BSc, MEd (Hons), PhD	mitch.otoole@newcastle.edu.au
Principal of Relevant teaching agent	Southland principal or NICE principal	As appropriate	As appropriate
Layperson	William Rusin		C/- Covenant Christian School 212 Forest Way, Belrose, NSW 2086
Legal representative	Mr Alan Kelshaw	LLB; MCS	PO Box 4, Springwood NSW 2777
Co-opted person (as needed)	as needed	as needed	as needed
Co-opted person (as needed)	as needed	as needed	As needed

3.3.11.2 Terms of Reference

In accordance with the requirements of the NHMRC Statement, the Committee is required:

- to provide general oversight of all matters pertaining to human research ethics on behalf of the College. This will include:
 - formulation of policy, procedures and guidelines for all research involving humans as subjects
 - monitoring and review of human research ethics
- to provide advice to the Academic Board and make recommendations on any aspect of human research ethics
- to ensure that all projects involving humans as subjects of the research, and procedures for their consideration conform to the requirements of the NHMRC Statement and the ethical guidelines adopted by the College
- to receive complaints, on a confidential basis, from subjects, research workers or others on the conduct of projects, and to deal with these in accordance with University procedures.

3.3.11.3 Method of Operation

The Committee shall meet as required, either face-to-face or by other means. Requests from HREC approval must be completed on the appropriate forms and will at first be screened by the Research Review Committee (RRC) of each participating teaching agent. It is at the RRC level that the student, lecturer and participating teaching agent should interact to ensure that all design and ethical requirements are met. Subsequent to the RRC deliberations, and accompanied by a motion of recommendation from that committee, the completed research request will be forwarded to the HREC of the College for a final decision.

Records of all decisions must be maintained and reported annually to the Academic Board of the College

The procedures and guidelines adopted by the Committee in discharging its responsibilities must be made widely known to the College community.

In exercising its functions, the Committee must take account of the following generally accepted statements of ethical principles to govern human research and experimentation:

- (a) The research must conform to generally accepted moral and scientific principles and therapeutic standards.
- (b) The committee after careful consideration and consultation must be satisfied that the possible advantage to be gained from the work justifies any discomfort or risks involved.
- (c) The research student (also known as the investigator) must be mindful at all times of his or her duty towards the individual subject of the research respecting the subject's personality, rights, wishes, consent and freedom.
- (d) The subject or his or her legal guardian should have given free consent, after comprehending the nature of the study, before research is undertaken. To this end the investigator is responsible for providing the subject or his or her guardian with sufficient information in language that he or she can understand about the purpose, methods, demands, risks, inconvenience and discomforts of the study.
- (e) The informed consent of the subject is mandatory in all human research and experimentation projects. Forms are available from individual teaching agents for this purpose.
- (f) Participation in research and experimentation must be voluntary.

- (g) The subject or the subject's guardian must be free at any time to withdraw consent for further participation, and to withdraw any unprocessed data previously provided.
- (h) The investigator should discontinue or modify the research if it becomes apparent that continuation may be harmful.

In discharging its responsibilities, the Committee may seek the assistance of such experts as it chooses.

Decisions of the HREC, including any conditions for the study, will be conveyed to the principal of the respective participating teaching agent

Applicant(s)

I/We accept responsibility for the accuracy of the information provided in this application and for the conduct of this research, in accordance with the Ethics Guidelines for Research involving Human Subjects of the College of Christian Higher Education.

Name of Student Researcher:

Signature:

Date:

Name of Student Researcher(2):
(Where applicable)

Signature:

Date:

Supervisor

In my opinion the research proposal is appropriate and is adequately designed and the student has received or will have received the necessary training to undertake this research.

Name:

Signature:

Date:

To expedite processing, this application may be lodged initially as an e-mail attachment to the relevant teaching agent, with the e-mail copied to the Supervisor, together with attachments where possible. The original, plus two (2) copies, with all attachments should follow immediately by mail using the most speedy service available.

The Secretary
Research Review Committee
Southland College
120 Herring Rd
Eastwood NSW 2122
E-mail: admin@southland.edu.au

The Secretary
Research Review Committee
National Institute for Christian Education
PO Box 19
Richmond NSW 2753
E-mail: admin@nice.edu.au

Form design April 2002, updated March, 2007

3.3.12 Information for Research Participants

College of Christian Higher Education Inc.



**Southland College
National Institute for Christian Education**

Information for Research Participants

Title of Project: _____
(block letters)

Name of Supervisor: _____
(block letters)

Name of Student Researcher: _____
(block letters)

Name of Student Researcher(2): _____
(block letters)

Program in which enrolled: _____

Purpose and methods of the research

A clear explanation, at the participants' level of comprehension, of the purpose of the study and of the methods to be used. If the research involves obtaining personal information about the participant from a data bank, the nature and source of this information must be explained.

Possible risks

A description of possible risks, inconvenience and/or discomforts to the participant.

What is expected of the participant

A statement of the demands to be made on participants, including the time that will be needed.

Potential benefits of the research

A description of the potential benefits of the research to the participants themselves and to society in general; and an indication of possible outcomes (including the likelihood and form of publication of research results).

Freedom to refuse and withdraw consent

A statement advising participants that they are free to refuse consent altogether without having to justify that decision, or to withdraw consent and discontinue participation in the study at any time without giving a reason.

[If the participant is in a relationship that places that person under the authority of the researcher (e.g., a student or a teacher working under the leadership of the researcher), it is important to emphasise that a refusal to consent or a withdrawal from the research will not prejudice the participant's academic progress or future career.]

Safeguards on confidentiality

A statement as to how confidentiality will be ensured during the conduct of the research and in any report or publication arising from it; and an indication as to whether there are any limits to confidentiality in this particular project.

Offer to answer any questions

A statement indicating that the participant is free to direct any questions about this research, either before consenting to participate or at any time during the course of the research to either the supervisor or the researcher.

Contact information

Supervisor: _____

Telephone: _____

E-mail: _____

Researcher: _____

Telephone: _____

E-mail: _____

Postal address of the teaching agents of the College:

Southland College
120 Herring Rd
Eastwood NSW 2122

National Institute for Christian Education
PO Box 19
Richmond NSW 2753 Australia

Offer to provide feedback

An offer to provide appropriate feedback to participants on the results of the project.

Ethics Approval

A statement advising the participant that this research project has been approved by the Research Review Committee of the National Institute for Christian Education as conforming to the ethical standards set by the College of Christian Higher Education.

[When giving a copy of this information in seeking permission to conduct the research from the appropriate authority of a school or other organised community, the wording of this should be changed to indicate that the project will not proceed until the above approval has been given.]

Complaints procedure

The following statement must appear under this heading:

The College of Christian Higher Education is concerned to ensure that the highest possible ethical standards are maintained at all times in any research conducted under its auspices. If you have any complaint or concern about the way you have been treated during the conduct of this research, or any concern about the manner in which the research is being conducted, you should, in the first instance, communicate your concern to the researcher and/or the supervisor.

If you are not satisfied with the response you receive from these persons, we ask you to forward your concerns to:

Chair, Research Review Committee
College of Christian Higher Education
120 Herring Rd
Eastwood 2122 NSW
Australia

Form of Consent

A statement informing the participant:

If you agree to participate in this project, you should sign both copies of the accompanying Consent Form, retain one copy for your records, and return the other copy to the researcher.

3.3.13 Form of Consent for Research Participants



**College of Christian Higher Education Inc.
Southland College
National Institute for Christian Education**

Consent Form

Title of Project: _____
(block letters)

Name of Supervisor: _____
(block letters)

Name of Researcher: _____
(block letters)

Name of Researcher(2): _____
If applicable (block letters)

Program in which enrolled:

I (the participant) have read (or, where appropriate, have had read to me) and understood the information provided in the “Information for Research Participants”. Any questions I have asked have been answered to my satisfaction. I agree to participate in this activity, understanding that I can withdraw at any time. I agree that research data collected for the study may be published or may be provided to other researchers in a form that does not identify me in any way.

Name of Participant: _____
(block letters)

Signature: _____ **Date:** _____

Signature of Supervisor: _____ **Date:** _____

Signature of Researcher: _____ **Date:** _____

Signature of Researcher(2) _____ **Date:** _____
(if applicable)

3.3.14 Alternative Form of Consent for Research Participants with Confidentiality Waiver



College of Christian Higher Education Inc.

**Southland College
National Institute for Christian Education**

Consent Form (with confidentiality waiver)

Title of Project: _____
(block letters)

Name of Supervisor: _____
(block letters)

Name of Researcher: _____
(block letters)

Name of Researcher(2): _____
If applicable (block letters)

Program in which enrolled:

I..... (the participant) have read (or, where appropriate, have had read to me) and understood the information provided in the “Information for Research Participants”. Any questions I have asked have been answered to my satisfaction. I agree to participate in this activity, understanding that I can withdraw at any time. I agree that I may be identified with research data collected for this project only as published in the research report as prepared by the above researcher or researchers on condition that I am provided, prior to any form of publication, with a copy in context of any matter that is to be attributed to me and may, at that time, withdraw my consent to be identified as the source of this information. I further agree that the research data collected may be provided to other researchers but, except as allowed above, only in a form that does not identify me in any way.

Name of Participant: _____
(block letters)

Signature: _____ **Date:** _____

Signature of Supervisor: _____ **Date:** _____

Signature of Researcher: _____ **Date:** _____

Signature of Researcher(2) _____ **Date:** _____
(if applicable):

3.3.15 Form of Consent for Parent/Guardian/Other Authorised Representative



College of Christian Higher Education Inc.

**Southland College
National Institute for Christian Education**

Consent Form for Parent/Guardian/other Authorised Representative

Title of Project: _____
(block letters)

Name of Supervisor: _____
(block letters)

Name of Researcher: _____
(block letters)

Name of Researcher(2): _____
If applicable (block letters)

Program in which enrolled:

I (the parent/guardian/authorised representative) have read (or, where appropriate, have had read to me) and understood the information provided in the Information for Research Participants. Any questions I have asked have been answered to my satisfaction. I agree that the person nominated below as the participant may participate in this activity, realising that I can withdraw my consent at any time. I agree that research data collected for the study may be published or may be provided to other researchers in a form that does not identify the participant in any way.

Name of Parent/Guardian/other Representative: _____
(block letters)

Status (Parent, Guardian etc.): _____

Signature: _____ Date: _____

Signature of Supervisor: _____ Date: _____

Signature of Researcher: _____ Date: _____

Signature of Researcher(2): _____ Date: _____
(if applicable)

3.4 Guidelines for Preparation and Presentation of a Research Thesis

3.4.1 Preparation

It is the responsibility of the candidate to ensure that the format of the thesis meets the requirements and directions for presenting theses set out below. A thesis which does not meet those requirements may be returned to the candidate before being submitted to the examiners and it may be necessary for the thesis to be retyped and/or rebound. If there are special reasons which justify a departure from the specified format, official approval should be obtained from the Supervisor and the Research Review Committee before preparation of typescript and/or diagrams is begun. The candidate should also be aware of the potential implications for publication of the thesis, of entering into a confidentiality agreement or of including potentially defamatory material.

The thesis should not be unnecessarily long and must, in any case, not exceed the maximum specified length.

Because a thesis must have continuity in format and in content, relevant published materials should normally be submitted as supporting papers with the thesis. Such materials as a whole or in part may also be incorporated in typescript in the thesis, if they form an integral part of the thesis. Where published materials are incorporated in the thesis, they must be edited and updated to eliminate repetition and inconsistency and to ensure continuity in form and content.

It should be made clear in the thesis which part of the work has actually been performed by the candidate and in which cases the results obtained by another person have been analysed and used.

There should be an appropriate balance between the different parts of the thesis. In particular, the original contribution to knowledge should be clearly distinguishable from the introductory material and the survey of the literature.

3.4.2 Presentation

Before submitting the thesis the candidate should ensure:

1. that all typing errors have been corrected;
2. that the spelling, grammar, punctuation and choice of language are worthy of a higher degree by research thesis;
3. that the bibliography is thorough and exact;
4. that the style of all parts of the thesis, including the bibliography, is consistent in all respects with the College Style Manual.

The thesis should be typewritten, or prepared using computer-based text-processing techniques producing output of even quality, and must be printed on 1 side of the paper in not less than 1.5 line spacing on

international size A4 paper (297 mm x 210 mm) or a standard size as close to this as possible. The copies must be reproduced by a good quality photocopying process using good quality 80 gsm photocopy paper.

The inside margin must be 3 cm wide and the top, bottom and outside margins at least 2.5 cm wide.

3.4.3 Submission and Binding

At the time of submission for examination, three copies of the thesis are to be presented in a temporary, soft binding that will readily open flat for ease of reading and marking. Binding must be strong enough to prevent damage to the thesis during transit and handling.

After the examination and final acceptance of the thesis, six copies of the final version, including any changes required after examination, shall be submitted in permanent binding. The candidate will not be allowed to graduate unless these are submitted in a satisfactory form.

A permanent binding shall consist of a full cloth stiff cover that is professionally bound. The candidate's surname and initials and a short title shall be printed on the spine and front cover in gold lettering. A date should not be added. Lettering on the spine should be along the spine from top to bottom.

3.4.4 Order and Format of Contents

The thesis must be preceded by a title page. A signed statement of authorship and sources, the abstract, the table of contents, a list of all illustrations and diagrams, the main text, any appendices and the bibliography in that order, should follow this.

A list of additional publications or conference papers by the candidate on matters relevant to the thesis may be included as an appendix.

The title page of the thesis should show: the title in full; the full name and degrees of the candidate; the College teaching agent in which the candidate submitted the work; the degree for which the thesis is submitted; the name and address of the relevant College teaching agent; and the date of submission of the thesis. A sample layout is provided at the end of these guidelines.

The statement, signed by the candidate, should declare that the work presented in the thesis is, to the best of the candidate's knowledge and belief, original, except as acknowledged in the text, and that the material has not been submitted, either in whole or in part, for any academic award at this or any other tertiary educational institution.

The abstract, summarising under the appropriate headings the aims, scope and conclusions of the thesis, should not exceed 700 words. Statements of acknowledgement of professional assistance with interpretation of data, use

of statistics, or translations of texts from or into foreign languages should be included.

3.4.5 Diagrams and Figures

Full-page diagrams or illustrations should appear at the first opportunity after reference to them in the text. The legend for such a diagram should be below it; that is, the diagram (or illustration) plus legend should not exceed a full page. Alternatively, figures, diagrams, etc., may be placed on the left-hand side facing the relevant right-hand page of text. If for the sake of clarity, a diagram or illustration is of such a size that the accompanying legend requires a separate page the diagram should appear on the left-hand side immediately following reference to it, with the legend on the right-hand side, opposite it.

Smaller diagrams should be incorporated in the text. There should be a list of all diagrams and illustrations after the table of contents.

Except with the permission of the Research Review Committee, diagrams, maps and tables exceeding normal-page size should be folded so that, when opened out, they can be easily read while the thesis is open at the appropriate page of text. This means that there should be a left-hand margin of approximately 25 mm for each one. Such materials should be bound at the back of the thesis.

3.4.6 Availability of Copies of Theses in the College Libraries

While the copyright of theses remains with the respective authors, graduands are strongly encouraged to publish their research findings and to agree to access to their theses by scholars and researchers, in the collegial spirit of academic research.

The author shall be asked consent in writing on forms provided for the thesis to become available for perusal, loan or photocopying. As soon as that consent is received the College libraries shall make the theses available for these purposes.

If the author declines to consent the thesis shall in any case become available for perusal, loan or photocopying in the College libraries three years after the award of the degree.

Notwithstanding the provisions of the paragraphs above, the Academic Committee of the College teaching agent to which the thesis is submitted may in exceptional circumstances determine that a thesis be withheld from general availability in whole or in part for a period not exceeding 30 years after the award of the degree. In such a case the thesis or any of its parts as the case may be shall only be made available with the permission of the Librarian at the relevant College teaching agent after consultation with the teaching agent Principal.

(SAMPLE TITLE PAGE)

FULL TITLE OF THESIS

Submitted by
Full name of candidate and degrees and other accredited awards held

A thesis submitted in partial fulfilment of the requirements of the degree of

Master of Education

College of Christian Higher Education

Name of College teaching agent in which the candidate is enrolled

Full address of the relevant College teaching agent

Date of submission

APPENDIX: BODY OF KNOWLEDGE

Structural Foundations

It was long thought that the body of human knowledge, particularly academic knowledge, rested on universal foundations of human reason that were common to all rational persons. Academic knowledge gained its coherence from this universal reason. With the collapse in the mid-twentieth century of the logical positivist enterprise that attempted to provide compelling logical proof of the validity of this belief (Suppe, 1977), all this changed. The world of scholarship was forced to accept the conclusion that the structural foundations that give coherence to the diversity of our knowledge are a network of beliefs about the fundamental nature of the world.

This is appropriately termed a worldview—*Weltanschauung*—(Suppe, 1977, Nord & Haynes, 1998) but can be identified by other terms. Rorty (1989), for example, identifies it in cultural terms, likening a culture to a walled enclosure constituting a closed belief framework that shapes the way we understand all we experience. He argues that we can escape this closed world only by finding cracks in the walls that give us footholds to climb up to gain a view of the world that transcends our cultural beliefs. Kuhn (1996) uses the term “paradigm.” Polanyi (1962) talks about interpretive frameworks.

This revolution in the understanding of the structural foundations of the body of knowledge ushered in what we call the postmodern age, where it is acceptable to use different belief networks, or worldviews, as the basis for giving a structural coherence to the diversity of knowledge. Scientists may still use a positivist framework, but they can claim no rational basis for insisting that this is the only valid framework. To give but one example, astrophysicist Roger Penrose (1989) of Oxford University, recently knighted for his contributions to science, says that he can only make sense of his groundbreaking work in mathematics by founding his science in a Platonic view of the world.

Feyerabend (1978) makes the point in very strong terms when he says that there is no rational basis for preferring science to magic. He is quick to add that he himself does prefer science to magic, but that this preference cannot be decisively established by reason alone.

It is not surprising, then, that scholars from a wide range of backgrounds (Kok, 1998; Pearcey, 2004; Postman, 1995; Romanowski & Oldenski, 1998; Sergioivanni, 1999; Wolterstorff, 2002) remind us that even the ways we use words and phrases in educational activities reflect our beliefs about the nature and meaning of the world and its inhabitants. Definitions of the purpose of education that recognise its key task of nurturing and transferring or even transforming cultural norms also acknowledge that central to the nature of teaching and learning are the belief characteristics of teachers and education designers (Counts, 1952; Dewey, 1916; Spindler, 1987).

It has also been observed (Wentz, 1987; Nord & Haynes, 1998) that a fundamental religious conviction of some kind, whether explicit or implied, is the core of every worldview. This applies even to those who profess no religious faith since, as Wentz points out, the fundamental nature of religious faith is a conviction about the ultimate

source of order and meaning in the world we experience. Hence, even the atheist will have some conviction about the nature of the world in which we live, albeit one that has no place for a divine being.

Many Christian educators welcome these developments (Edlin, 2003; Fowler, 1997; Greene, 1998; de Jong, 2001; Pazmiño, 1997; Plantinga, 2002; Smith & Shortt, 2002; van Dyk, 2000; van Brummelen, 2002; Vryhof, 2004; Belcher, 2005).

In line with these developments, CCHE courses are not to be understood as courses in “Christian” education any more than the Action Research model developed and taught to education students at Deakin University should be labelled “Neomarxist” education merely because it is developed from Habermas’ Neomarxist worldview perspective (Habermas, 1973). A worldview is not a body of knowledge but a network of beliefs that provides a structural foundation for a body of knowledge that may draw on knowledge from a wide variety of sources. Though solidly rooted in, and deeply committed to, a Christian worldview, CCHE programs have an intellectual rigour and integrity which, accompanied by the high level of academic attainment of CCHE’s teaching and support staff, has given CCHE widespread acceptance within the secular educational and regulatory communities.

In its courses, CCHE affirms that best practice is to be aware and make use of knowledge based on a wide variety of worldview positions (Nord & Haynes, 1998; Ozman & Craver, 2003) that provide insights into the same realities and vocational categories as would occur in a similar course at other tertiary institutions. A dogmatic attitude that assumes the superiority of educational ideas and practices endorsed by Christian authority, or by any other authority, is discouraged as exhibiting poor scholarship. This is, however, a course in education that deliberately encourages students to develop an awareness of how a Christian worldview develops and functions. For this reason, all students are required to complete two core units which acquaint students with the foundational literature from which a Christian worldview perspective is derived. The units also are designed to provide an understanding of the nature and role of worldviews together with encouraging a critical evaluation of worldviews and their role in education.

This critical evaluation functions in two directions. The first direction is critical evaluation of the students’ own worldviews to ensure consistency with their core faith. The second direction is the evaluation of educational theories and practices, including those endorsed as Christian, for consistency with the students’ worldviews. Students are encouraged to take on board this concept of critical evaluation as a continuing, life-long practice and not a once only exercise.

The Dynamic Character of Knowledge

The idea of a fixed, static body of knowledge is rejected as untenable in the light of current perceptions of reality. New insights require modifications and even reversals of earlier knowledge. A significant example of this has been seen during the last century with the attempts by physicists to discover a “theory of everything”—an endeavour that has led them to move from Newtonian physics to Einstein’s Relativity then to Quantum Mechanics and now, in some circles, towards String Theory.

Other equally important examples include the recent identification by two Nobel prize winning Australian scientists of a specific bacterium as a major factor in peptic ulcers,

with implications for stomach cancer (Normark, 2005). Any satisfactory worldview, therefore, must be open to modification and change in the light of this dynamic character of the body of knowledge. The religious conviction that is the core of the worldview will govern the exact way in which this worldview modification takes place. However a worldview governed by a rigidly fixed body of dogma—religious or otherwise—is entirely unsatisfactory, generating an obscurantism that leaves us locked within a world of unreality. CCHE encourage students to recognise the value of a reformed critical realist approach (Edlin & Ireland, 2006) with its attendant perspective of epistemic humility (Langton, 2001).

The body of educational knowledge is no exception to this characteristic of dynamism. The recognition of the role of a Christian worldview by the CCHE, therefore, is not to be understood as the endorsing of a religious dogmatism. On the contrary, CCHE academic staff are continually exploring new insights into education that will throw fresh light on effective educational practice, regardless of the source of these insights. And students are encouraged to pursue a similar course, ready to modify their educational worldview as well as the wider worldview in ways that remain consistent with the core conviction that the God who is revealed in the Gospel of Jesus Christ is the focus and ultimate source of all order and meaning in the world of human experience.

On this basis, CCHE has a distinctive position that does not distance it from, but positions it within, the educational mainstream engaged with the diversity of worldview positions within that world. When the role of worldviews is not recognised, educational discourse tends to be hindered by fruitless debate. When they are brought out into the open the possibility opens for productive dialogue between educators holding a diversity of worldview positions. It is this kind of dialogue that CCHE seeks to generate, both in its own operations and in the professional lives of its students.

Learning and Teaching

Having laid the structural foundations in the core units, students have the opportunity to explore the body of educational knowledge, in terms of both educational theory and practice, within four related but distinct learning tracks. The relation between theory and practice is not seen as a one-way relationship in which theory governs practice. Rather it is seen as an interactive relationship with theory providing insights for more effective educational practice while practice provides important empirical data that can be used to refine and enhance educational theory.

Teaching is not seen as a mere process of knowledge transmission but as a process that facilitates learning in order to equip students for life-long learning. Given the dynamic nature of the body of knowledge, teaching in any field or discipline of knowledge can only be effective if the teacher is constantly keeping abreast of developments in that field of knowledge, as well as developments in the knowledge of educational practice.

An important component of this track is developing an understanding of the diversity of ways of learning. This includes the important issues of multiple intelligences and learning styles (Good & Brophy, 2002; Gardner, 1999; Harmon-Jones & Mills, 1999; Ozmon & Craver, 2003, Silver, 2000). We do not want to encourage an educational elitism by educational practices favouring students with one set of abilities or gifts. Our aim is to equip teachers to teach in ways that will give all an equal opportunity to learn in

accordance with their individual abilities, styles and personalities. This is a major challenge but the understanding that has developed over recent years about the diversity of ways of learning and types of knowledge makes it an achievable goal.

Students are directed to and expected to demonstrate an understanding of contemporary educational trends in a way that critically reflects on their own teaching in the light of those trends and a Christian worldview position (Giles, 2005; Hull, 2003). For example, in the subject *Issues in Teaching Mathematics*, contemporary perspectives on mathematics are explored and applied in educational settings that resonate with a range of philosophical approaches to this aspect of reality, including Christian, empirical constructivist, and critical realist paradigms (Nickel, 1990; Good & Brophy, 2002; Howell & Bradley, 2001).

In this case, as in other disciplines, it is seen as important to anchor learning in the student's own concrete experience of the world in order to avoid the impression that the material being learned is mere abstractions detached from the concrete realities of daily life. Situated cognition is supported by sound research such as that of Saxe (1988) in mathematics and van Reeuwijk (1995) even in the more abstract field of algebra. The work of van Reeuwijk and his colleagues at the prestigious Freudenthal Institute provides a wealth of other material in this area, including their curriculum package "Mathematics in Context."

In all units, students are expected to demonstrate ICT competency, as well as recognising the inherent benefits and dangers of a reliance on technology in teaching and learning (Schultze, 2002; Wells, 1994, Woolsey, 1996). As with all CCHE perspectives, these insights are of value for all educational communities, whatever their philosophical or worldview foundations.

Curriculum Evaluation and Construction

In order to ensure coherence in the body of knowledge, the studies in this track see curriculum as the structuring of learning programs that facilitate learning in contexts that recognise the diverse ways in which students learn and make room for different styles of learning.

Again, the studies draw on a wide range of sources for insights that are given coherence by the worldview foundations developed by students around the core of their religious convictions. Key sources in this area include Brady & Kennedy (1999); Kemmis & McTaggart (1997); van Brummelen (2002); Worthen, Sanders & Fitzgerald (1997). Students are also expected to do their own literature search to locate additional materials other than set readings, and the CCHE Resource Centres provide special services to facilitate this. For this purpose, CCHE provides students with electronic access to full-text journal databases such as ProQuest.

Leadership

This track traces the philosophical presuppositions that have affected school leadership and administration over time and critiques the positivistic scientism and pragmatism particularly inherent in these presuppositions (Maxcy, 2001). It affirms the need for coherence of value and practice (Bottery, 1990; Lakomski, 1985; West, 1993; Postman, 1996).

The track asserts that coherence is achieved in a biblical worldview but students are encouraged to critique this assertion along with the inconsistencies that are observed in the application of this worldview to educational leadership (Stronks & Blomberg, 1993; Ormell, 1980).

Implicit with the discussion of values and practice is the notion of vision. This calls for a recognition of the communal ownership of vision that is consistent with the beliefs to which the community is committed (Sergiovanni, 2000; Lambert, 2004). At the same time, it encourages discernment of the dangers of an artificially imposed vision upon a community (Barnett, McCormick & Connors, 2001; Fullan, 1992).

The leader of a Christian school is located within the broader context of the educational landscape that is marked by notions of standards, efficiency and accountability and the sometimes conflicting calls for cultural leadership, value commitment and care (Sergiovanni, 2000; Noddings, 2005; Grace, 1993; Holmes & Wynne, 1989).

In the light of these demands the students are encouraged to consider the distinctives of biblical leadership with application to the context of schools. Themes include: servant leadership; accountability; nurture, supervision, example and vision-setting.

Along with educational commentators of various persuasions, the unit sounds a warning (from its biblical worldview perspective) against the prevailing trends of pragmatism, eclecticism and economic rationalism and calls for leadership that does more than maintaining what schools do but leadership that inspires what they ought to do, consistent with a coherent vision of and for life.

Research

Students are required to engage in small research tasks throughout the CCHE programs. Most commonly, they are action research projects that involve systematic investigation into the effectiveness of their own teaching practice. In addition to drawing on the Deakin action research model, students are encouraged to explore wider views of action research such as those presented by McNiff and Whitehead (2002).

For those who exhibit the inclination and aptitude for more intensive professional research, two research tracks, involving a minor and major research project, are offered. For this, students are expected to become familiar with a broad range of research approaches and strategies, both qualitative and quantitative and to show the ability to determine the strategy best suited to specific problems (Cohen, Manion & Morrison, 2000; Gorard, 2001; Ezzy, 2001).

Ensuring the Coherence of Learning

We regard it as important that graduates from our courses have a coherent understanding of what they have learned that demonstrates a coherent body of knowledge. For this reason the CCHE has included as a required final subject in the BEd and MEd program, a unique summative integration component, with two options. In the best traditions of Donald Schon's reflective practitioner model (Kelleher, 2002; Schon, 1987), these concluding units provide the opportunity for students to reflect upon the comprehensive growth and development that has occurred during their entire study program, demonstrating at the end of the course that what has been learned has been integrated into

a coherent understanding of effective educational practice. As an innovative, longitudinal component of the entire course, this additional piece of coursework reflects CCHE's concern to equip teachers with the evaluative tools that enable them to confront change and the deprofessionalisation of teaching (Caine & Caine, 1997; Harmon-Jones & Mills, 1999) by becoming collegial shapers of their educational contexts rather than "be victimized by the relentless intrusion of external change forces" (Fullan, 2001, p. 123).

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