



# CHRISTIAN HERITAGE COLLEGE

THE DEGREES • THE PEOPLE • THE DIFFERENCE



## COURSES GUIDE FOR OVERSEAS APPLICANTS 2012

UNDERGRADUATE & POSTGRADUATE

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**Christian Heritage College  
Courses Guide for Overseas Applicants 2012  
(Revised)**

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## INTRODUCTION

### Why choose CHC?

Christian Heritage College welcomes Overseas applicants who are over the age of 18.

Higher education lays a foundation for the future, and thus choosing a course of study, and an institution at which to study, is one of the more important decisions you will make. It is a decision that can, and should, shape the future direction of your life and work in a powerful way.

For Christians, the choice is all the more important because it involves not only career prospects, but also God's calling and our preparation for a life of serving Him.

Christian Heritage College can help you with that choice by providing fully accredited academic programs that are designed to equip you academically, professionally, spiritually and personally.

CHC's mission statement – *Transforming people to transform their world* – reflects the desire to develop qualified professionals who seek a solid Christian foundation for their life and work. CHC aims to be a Christian higher education institution that prepares people to make a difference in the world around them and in their professional career.

To love God with your whole heart, soul and minds, and to love your neighbour as yourself, are the principles which guide CHC's mission and which give shape to the pursuit of higher education within a Christian vision of life.

CHC values the pursuit of truth, and believes that truth exists and can be known. We seek to know more about God and His world through the Bible, the foundation of Christian belief, through learning informed by Christian faith, and through research and scholarship.

At CHC, we recognise and value your potential to transform your world.

### Excellent Teaching

CHC academic staff represent a unique blend of professional individuals with a Christian commitment, professional industry experience and academic qualifications. More than half of the academic staff hold doctoral qualifications. All have extensive experience in Christian leadership and service, together with a special interest in developing Christian perspectives in their teaching areas. Widely regarded as experts in their fields, CHC staff are caring and approachable people with a deep concern for the personal and academic growth of their students.

### Degrees with a Christian Worldview

CHC combines a commitment to academic excellence with a commitment to Christian truth. Developing Christian perspectives in academic studies is a major emphasis in both undergraduate and postgraduate courses, and all units are set within the framework of a Christian worldview. The valuable qualifications offered by CHC are equipping and empowering graduates to make a significant difference in their professional pursuits.

CHC courses are accredited by the Queensland Minister for Education and Training. This gives the courses at CHC both national and international recognition as equivalent to Australian university courses.

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## Employability

Employers value CHC degrees. CHC graduates' rate of employment matches the best that Australian universities can offer. In recent years, nearly 100% of graduates of preservice education courses have found employment in teaching, a rate of employment which is well above the national average.

## Student Life and Learning

At CHC, higher education is about more than academic and professional development – it is also about personal growth. We recognise that who you are is more important for success in life and work than simply what you know. CHC therefore seeks to develop the whole person, integrating personal growth and professional development.

Students say that they feel the difference the minute they set foot on the CHC campus. The atmosphere of inclusion and acceptance, and the supportive environment based on shared aspirations, makes life at CHC a rewarding experience. Many students develop lifelong friendships and continue their connection with the CHC community long after they graduate.

Whether it's a first degree, or part of a life-long process, students value the experience of learning at CHC. Our graduates consistently rate their course experience as amongst the nation's best. The personalised attention and encouragement our students receive motivates and assists them to reach their potential. The staff wholeheartedly embrace the CHC vision and provide quality one-on-one advice and support to students in their personal, spiritual and academic development.

Learning of this kind involves a personal engagement with professional knowledge, and this best occurs in a mentoring relationship. The staff know their students by name, and students enjoy an 'open door' policy which provides the opportunity for authentic and meaningful interaction.

## About CHC

CHC was established in 1986 by the Christian Outreach Centre as a result of its vision for higher education in Australia. Over the past 25 years, CHC has grown from offering one course with an initial enrolment of nine students, to offering nearly 40 courses and a student community of over 900. From small beginnings, CHC has gained recognition as an integral part of the Australian higher education sector.

CHC offers a range of undergraduate and postgraduate courses in Business, Education, Ministries and Social Sciences which contain a unique combination of personal growth and professional academic studies within a Christian worldview. Graduates of CHC courses can be found in many countries throughout the world. CHC is a place where lives are transformed and people are equipped to make a difference to the world around them.

Applicants should be aware that CHC does not engage any third party to market to or recruit any prospective students on its behalf. All enquiries and correspondence are to be made directly to CHC.

## CAMPUS AND CITY INFORMATION

### Brisbane, Queensland

Brisbane is the capital city of the state of Queensland. It is a vibrant city, situated on the Brisbane River. It hosts many restaurants, theatres and shopping outlets, world-class entertainment and attractions, all under the beautiful warmth and sunshine of Queensland's subtropical climate. Brisbane is located on the south-east coast of the state of Queensland and is within a short drive of the beautiful and famous Gold and Sunshine Coasts.

### CHC Campus

Christian Heritage College is located in the Citipointe Church complex at 322 Wecker Road, Carindale, approximately ten kilometres south-east of the Brisbane central business district. CHC shares over 70 acres of landscaped grounds and natural bushland with church, school and other facilities.

Carindale, a suburb of Brisbane, is a mainly residential area that is readily accessible from other parts of the city. CHC is located close to major arterial roads and motorways. It is also located near to Brisbane City Council bus services.

CHC has approximately 900 students, with a high staff-to-student ratio.

The CHC facilities include learning spaces for whole-class lectures and smaller tutorial groups which are equipped with data projectors, televisions, and video and DVD players for use by staff and students, as well as business and administration offices, student recreation spaces, and the CHC Library. The Library offers students access to a wide range of reference and resource materials. It contains over 60,000 books, and houses one of the most extensive collections of Christian education and counselling literature in Australia. This collection is supplemented by the collections of 20 other libraries on the basis of CHC's membership of the UNILINC group and ANZTLA (Australian and New Zealand Theological Libraries Association). Included in this group are public universities such as the Australian Catholic University, Charles Sturt University and Southern Cross University, private higher education providers such as Avondale College and Tabor College, and a number of higher education theological and ministry institutions. Further, as a member of a consortium facilitated by the Council of Private Higher Education (COPHE), CHC and its students have access to a range of databases provided by RMIT Publishing under its 'Informit' group, such as A+ Education (180+ journals) and Australian Public Affairs Full Text (APAFT) (500+ journals), and the Academic OneFile database (11000+ journals) provided by Gale-Cengage. In addition to the printed materials, the Library has an extensive collection of audio, video and CD-ROM resources, and provides free access to Internet-based resources for students through the computing facilities which are housed in the Library.

### Commercial Facilities

The CHC campus is within a 15 minute drive of two major shopping centres, banks, post offices, etc. There is also a bookshop and café on site.

Lists of the major commercial facilities which are located in the suburbs surrounding CHC is provided to Overseas students as part of their Orientation materials.

## GENERAL STUDY INFORMATION AND VISA CONDITIONS

### The ESOS Act

The Department of Education, Employment and Workplace Relations (DEEWR) of the Australian Government regulates the education and training sector's involvement with Overseas students studying in Australia on student visas. It does this through the *Education Services for Overseas Students (ESOS) Act* and associated legislation which protects the interests of these students. The legislation mandates a nationally consistent approach to registering education providers so that the quality of the tuition, and associated pastoral services offered to students, remains high. The professionalism and integrity of the industry is further maintained by the ESOS legislation's interface with immigration law. This imposes visa related reporting requirements on both students and providers.

CHC is registered with the Australian Government to provide higher education courses to Overseas students and complies with the *National Code of Practice for Registration Authorities and Providers of Education and Training to Overseas Students 2007* (the National Code). A description of the ESOS framework is available on the DEEWR website at: <http://www.dest.gov.au/NR/rdonlyres/8BE74BB3-EC08-4925-BBF0-5A01B7A68BE0/15628/ESOSFramework.pdf>.

### Other Legislation

CHC is also registered with the Queensland Government to provide higher education courses to Overseas students. This registration is based on compliance with Queensland Government legislation, in particular the *Education (Overseas Students) Act 1996* and the *Education (Overseas Students) Regulation 1998*, and leads to the inclusion of CHC and its courses on the Commonwealth Register of Institutions and Courses for Overseas Students (CRICOS).

### Courses and Units

At Christian Heritage College, students enrol in a **course** which is the complete award with which a student graduates upon the completion of the requirements for that course. Courses consist of **units**, which are individual components of a course which are usually one **semester** in length. The academic year is divided into two compulsory semesters, each of 16 weeks (excluding holidays): Semester 1 runs from February to June, and Semester 2 from July to November. CHC also offers a Summer Semester for a limited number of its courses. This is a non-standard, non-compulsory teaching period in the academic year, running between December and mid-February, which has fewer teaching weeks than Semesters 1 or 2 and in which selected units are available in Intensive or External modes.

All units in CHC courses carry 10 **credit points (cp)**, unless otherwise indicated. Each credit point indicates an expected student involvement of one hour per week for one semester in both formal contact hours and individual study. Therefore, for each 10 credit point unit, a student is expected to complete 10 hours of study per week for a full semester of 16 weeks.

Unit summaries are available for the units offered as part of CHC courses. These summaries provide a short description of the primary themes, issues and content of each unit. The unit summaries are available on the CHC website.

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## Completion Within the Expected Duration of Study

Each course at CHC has an **expected duration of study** based upon the number of units required to complete the course and the full-time study load in each semester (compulsory study periods only) associated with that course. For example, a course which requires 24 units for completion with a full-time study load of four units per semester (compulsory study periods only) will have an expected duration of study of six semesters, or three years.

The expected duration of study of a course is used to determine the **course end date** which is specified on each student's Confirmation of Enrolment (CoE).

CHC is able to extend the expected duration of your course in a limited number of circumstances only. These include:

- compassionate or compelling circumstances (for example, illness where a medical certificate states that you are unable to attend classes or if CHC is unable to provide a prerequisite unit); or
- CHC has implemented its intervention strategy for students who are at risk of failing to meet satisfactory academic progress requirements; or
- an approved period of deferral or leave of absence has been granted due to compassionate or compelling circumstances, or CHC has suspended your enrolment due to misconduct.

Where any of these circumstances result in the expected duration of your course being increased, CHC will notify DEEWR of this extension and will issue you with a new Confirmation of Enrolment (CoE) which indicates a revised expected course end date. Please note that any such change to your expected course end date will require you to apply to DIAC for a new student visa.

## Study Loads

Australian student visa conditions require that Overseas students maintain a study load which results in the completion of their course within the expected duration of study. In general, as an Overseas student you will normally need to undertake a standard full-time study load in each semester (compulsory study periods only) in order to complete your course within this timeframe.

However, the conditions of your student visa allows some flexibility in your study program by permitting you to vary your study loads across semesters – that is, to undertake a *normal*, *reduced* or *increased* study load in each study period – as long as you complete your course by the course end date specified on your Confirmation of Enrolment (CoE).

In advising you of a study program to ensure that you complete your course within the expected duration of study, CHC will assume that you will undertake a standard full-time load in each semester (compulsory study periods only) as applicable to your course. Any variations you wish to make to your study load are to be discussed with and approved by your Course Coordinator as early as possible after your enrolment to ensure that you are able to undertake the remaining units in your course in such a way that your course end date is not affected – for example, by enrolling in a Summer Semester, or by enrolling in an increased or reduced study load in Semesters 1 and/or 2 of a year. In proposing any such variations to your study program, you should be aware that not all units are offered in each study period and, consequently, that the schedule of units may not facilitate a variation to your study load.

## Modes of Study

Overseas students must generally undertake units of study in the *Internal* mode: that is, classes which are conducted on campus in a face-to-face context for which classes are scheduled weekly across the semester. Where appropriate, Overseas students may also enrol in units which are offered as *Intensives*, in which the total number of contact hours for the semester are condensed into a number of whole days. These may be scheduled together as consecutive days, or as a series of one- or two-day sessions at various points during the semester, and may be held both at weekends and during holiday periods. All arrangements regarding *Internal* and *Intensive* units, are advertised prior to the beginning of the semester in which they are being offered.

Australian student visa conditions also allow Overseas students to undertake up to 25% of their **total** course in the *External* mode: that is, where a unit is offered off campus by distance education. While Overseas students must not enrol exclusively in distance education units in any compulsory study period (at CHC, this is Semester 1 and Semester 2 of a year), they may study entirely by distance education in any non-compulsory study period (at CHC, this is the Summer Semester).

If you wish to undertake units in the *External* mode, you will need to consult your Course Coordinator for information regarding which of the units in your course are available in this mode and also to ensure that you do not exceed the maximum number of units which you are able to undertake by distance education.

If you reach the final semester of your course and have one unit complete and wish to remain in Australia for this unit, you must undertake it in the *Internal* mode, unless it is undertaken in the Summer Semester. If this final semester is either Semester 1 or Semester 2 of a year, and the unit is available in the *External* mode, you may ask CHC to cancel your Confirmation of Enrolment (CoE) and return to your home country to complete the unit by distance education.

## Attendance

As a provider of higher education courses, CHC is not required to report your attendance visa compliance purposes. However, you should be aware that CHC does have expectations regarding minimum attendance for units which are offered by Internal mode. These are determined by the School from which the unit is offered, as follows:

- School of Christian Studies: 80% of scheduled classes for each unit
- School of Business: 80% of scheduled classes for each unit
- School of Education and Humanities: 80% of scheduled classes for each unit
- School of Ministries: 90% of scheduled classes for each unit
- School of Social Sciences: 80% of scheduled classes for each unit

You should be aware that some units offered by some Schools have minimum attendance requirements, and that you may place your results for such units in jeopardy, and even fail such units, if you are unable to satisfy these requirements. Where minimum attendance requirements apply, they will be noted in the relevant School Student Handbooks and in the specific unit outlines which are distributed at the beginning of each semester.

## Satisfactory Course Progress

It is a condition of your student visa that you maintain satisfactory course progress. At CHC, if you fail two or more units in a semester, or if you fail the same unit more than once, you will be identified as being at risk of failing to maintain satisfactory course progress, and a Review of Academic Progress (RAP) will be implemented. The aim of this intervention strategy is to assist you to identify the reasons for you being at risk of failing to maintain satisfactory course progress and to develop an Action Plan to avoid its repetition. This intervention strategy may include reducing your study load to assist you to achieve satisfactory course progress. In the case that this intervention strategy results in an extension to your course end date, CHC will notify DEEWR of this extension and will issue you with a new Confirmation of Enrolment (CoE) which indicates the revised course end date. In such a case, you will need to apply to DIAC for a new student visa.

The *Review of Academic Progress for Overseas Students* policy can be found on the CHC website.

If, after this intervention strategy is implemented, you again fail two or more units in a semester or fail a further unit more than once, you will be deemed as failing to maintain satisfactory course progress. At this point, CHC will notify you in writing that it intends to report you to DEEWR for failing to maintain satisfactory course progress and to cancel your enrolment. You will then have 20 working days in which to formally request a review of this decision, as outlined in the *Overseas Student Grievances* policy. CHC will not report you to DEEWR during this period, or the period of any review process, and your enrolment at CHC will remain active.

Should any review process find in your favour, your enrolment will continue. Should you withdraw from any review process, or should any review process uphold CHC's intention to report, or following the expiration of the 20 working days without CHC having received a request for a review of this decision, CHC will notify DEEWR that you have failed to maintain satisfactory course progress. You should be aware that this will have severe implications for your student visa. You will be required to report to a DIAC officer within 28 days of receiving notice that CHC has reported you for failing to maintain satisfactory course progress, or your student visa will be cancelled and you will be required to leave Australia.

## Course Assurance Arrangements

CHC has in place Course Assurance arrangements in the event that it cannot continue to provide a course in which Overseas students are enrolled. These arrangements vary according to whether the course concerned is covered by CHC's Tuition Assurance Scheme (TAS) or by Ministerial Exemption as granted by the Australian Government.

For those courses which are covered by a TAS, the following arrangements apply:

In the unlikely event that CHC is unable to deliver your course in full, you will be offered a refund of all the course money you have paid to date. The refund will be paid to you within two weeks of the day on which the course ceased being provided. Alternatively, you may be offered enrolment in a suitable alternative course by Tabor College, Adelaide or Avondale College at no extra cost to you.

You have the right to choose whether to receive a full refund of course fees, or to accept a place in another course. If you choose placement in another course, we will ask you to sign a document to indicate that you accept the placement.

If CHC is unable to provide a refund or place you in an alternative course, our Tuition Assurance Scheme (TAS) with the Council for Private Higher Education (COPHE) will place you in a suitable alternative course at no extra cost to you.

If COPHE cannot place you in a suitable alternative course, the ESOS Assurance Fund Manager will attempt to place you in a suitable alternative course or, if this is not possible, you will be eligible for a refund as calculated by the Fund Manager.

Overseas students who accept the offer of a place at an alternative institution must accept that offer in writing and will not be paid any refund for the non-delivery of any course at CHC in which they were previously enrolled.

For those courses which are covered by Ministerial Exemption, the following arrangements apply:

In the unlikely event that CHC is unable to deliver your course in full, you will be offered a refund of all the course money you have paid to date. The refund will be paid to you within two weeks of the day on which the course ceased being provided. Alternatively, you may be offered enrolment in an alternative course by Tabor College Adelaide, or Avondale College at no extra cost to you.

You have the right to choose whether to receive a refund of course fees, or to accept a place in another course. If you choose placement in another course, we will ask you to sign a document to indicate that you accept the placement.

Finally, should CHC be unable to provide a refund or place you in a suitable alternative course, the ESOS Assurance Fund Manager will attempt to place you in a suitable alternative course or if this is not possible, you will be eligible for a refund as calculated by the Fund Manager.

## Code of Conduct

In accordance with its foundation on Christian principles, CHC is concerned to maintain the highest levels of personal and professional, moral and ethical conduct. Further, CHC aims to create a constructive environment for academic achievement, for Christian community and for personal growth. The Scriptures establish basic principles of behaviour and respect, and the basis for dealings among members of the CHC community should be one of mutual respect. The CHC *Code of Conduct* aims to engender a commitment to these values.

The *Code of Conduct* encourages all members of the CHC community to recognise the potential of each individual for personal growth and transformation, and acknowledge, with grace, the varied life journeys of individuals. It promotes academic integrity and seeks to allow reasonable freedom for students to pursue study and research and to participate in community life at CHC, as well as respect the property of CHC, the wider COC campus and members of the CHC community. The *Code of Conduct* also provides clear guidelines regarding the grounds on which any suspension or cancellation of enrolment at CHC may occur.

The CHC *Code of Conduct* can be found on the CHC website.

## Assessment

The courses at Christian Heritage College use a variety of assessment methods including term and research papers, seminar presentations, group work, examinations, field work, practicums and internships. The particular assessment methods which are to be employed in individual units are included in the unit outlines which are distributed to all students at the beginning of each semester. These unit outlines also indicate assessment task due dates and the unit outcomes to which each assessment task relates.

The CHC *Assessment* policy is available on the CHC website.

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## Text Books, Books of Readings and Other Materials

Each unit undertaken as part of a course at CHC will have required text books which form the basis of the reading to be completed by students. These requirements are outlined in the **Text Book Lists** which are available from the CHC Reception and published on the CHC website prior to the beginning of each semester of study. These text books may be commercially published texts which students are required to purchase, or Books of Readings which CHC supplies to students as part of their tuition fees. Students may also be required to purchase other unit materials where these are part of the learning to be undertaken.

CHC suggests the following suppliers for text books:

- The American Bookstore      [www.americanbookstore.com.au](http://www.americanbookstore.com.au)
- Amazon                              [www.amazon.com](http://www.amazon.com)
- The Book Depository              [www.bookdepository.co.uk](http://www.bookdepository.co.uk)
- Koorong                              [www.koorong.com.au](http://www.koorong.com.au)
- Word Bookstore                      [www.word.com.au](http://www.word.com.au)

Students are to supply their own stationery and consumable items, such as paper and writing equipment.

Approximately \$AUD500 per semester should be allowed for the purchase of text books and other student needs.

## STUDENT LIFE

### Orientation Program

A free orientation program is held in the week prior to the commencement of lectures in each semester. This program includes a series of Orientation Meetings where new students are able to meet staff and are introduced to campus facilities, and where issues relating to visa conditions and studying in Australia are addressed. Students who enrol in courses offered by the School of Ministries have additional Orientation activities.

The Orientation program is compulsory for Overseas students. Details of the Orientation program are mailed with Letters of Offer.

### Chapel

CHC holds chapel services during each week of Semesters 1 and 2. All students are strongly encouraged to attend, as chapel is an important part of CHC life. The School of Ministries holds separate chapel services, which its students are required to attend.

### Classes

Units at CHC may consist of various learning experiences such as lectures and small group activities such as tutorials, workshops and seminars. The lecture is where you receive the core information of the unit, and ideas and concepts are explored further in the small group activities. Class sizes at CHC are generally smaller than at a large university and tutorials are usually 20-25 in size. This allows for personalised attention and the examination of ideas in a friendly environment. A normal unit would require three contact hours per week for fourteen weeks across a semester.

### Professional Experiences

CHC values professional learning and recognises the vital importance of practical hands-on experience. CHC has developed strong relationships with professional and industry bodies, so you will be exposed to ideas and issues in your field of study. You will have the chance to learn first-hand and to network with industry and professional leaders, making connections before you enter the workforce. Practicum placements, internships, volunteer community work and field trips throughout your course will allow you to experience the workplace with opportunities across Australian and overseas.

### Student Organisations

CHC has a Student Representative Council to promote the welfare of students and to facilitate sporting and recreational activities and student involvement in CHC functions.

## STUDENT SUPPORT

### Overseas Student Liaison Officer

CHC is committed to providing its Overseas students with an exceptional student experience whilst studying in Australia. In addition to the support services available to domestic students, Overseas students have access to services specific to their needs. The Overseas Student Liaison Officer (OSLO) provides a first point of contact upon arrival at CHC and is available for continued support throughout the period of study.

The CHC Overseas Student Liaison Officer (OSLO) is Darren Lloyd. Darren can be contacted by email at [dlloyd@chc.edu.au](mailto:dlloyd@chc.edu.au) or by telephone on +61 7 3347 7900.

CHC provides a 24-hour contact number for Overseas students in cases of emergency: +61 (0)402 489 044.

### Pastoral Care

The Pastoral Care Department provides links between students and a range of services including health care providers, financial services and support, learning support services, pastoral care services, vocational and career guidance, and a professional counselling service.

CHC offers a range of support, activities and spaces that foster the spiritual and community dynamic of the institution and nurture the growth of the individual academically, socially and spiritually. Through the activities of the Pastoral Care Department, and joint initiatives with bodies such as the Student Council and UniNet, we seek to support the growth of individual lives and encourage the development of a thriving CHC community.

#### *Nurturing spiritual life:*

- Chapel
- Small groups, such as prayer and reflection groups

#### *Supporting the person:*

- Individual pastoral care
- Individual student counselling

#### *Building community life:*

- Student Council activities
- Orientation program
- CHC community events
- Social events
- Varied interest groups

### Counselling

Counselling services are available from the CHC Counselling and Support Centre. This is a confidential service to students on an individual or group basis, regarding issues such as stress management, depression, grief, relationship difficulties, study, finance and university procedures.

### Student Administration

Student Administration is where you will find assistance with many aspects of your enrolment, from completing your unit selection form to changing units, transferring course, examinations, results and graduation.

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## Overseas Student Grievances Policy

Overseas students who wish to request a review of a decision made by CHC should consult the *Overseas Student Grievances* policy. This policy refers to decisions which are both academic and non-academic in nature, and is included as an appendix to this Guide.

## Overseas Students Ombudsman

The Australian government has established the Overseas Students Ombudsman as an external complaints and appeals mechanism available to all registered private education providers and to current, or intending, overseas students under Standard 8 of the *National Code 2007*.

The Overseas Students Ombudsman will investigate complaints at no cost to the provider or student.

The Overseas Students Ombudsman can investigate complaints about action taken by private providers in connection with overseas students. Complaints might, for example, be about:

- refusing admission to a course;
- fees and refunds;
- course or provider transfers;
- course progress or attendance;
- cancellation of enrolment;
- accommodation arranged by a provider;
- incorrect advice given by an education agent.

The Overseas Students Ombudsman cannot investigate complaints about:

- public providers (which are already covered by the State and Territory Ombudsman);
- domestic Australian students;
- students from overseas who are not on a student visa (for example, students who are studying on a visitor, working holiday or temporary business visa).

Information regarding the Overseas Students Ombudsman can be found by accessing the Overseas Students Ombudsman website ([www.oso.gov.au](http://www.oso.gov.au)), which includes a section on Frequently Asked Questions (FAQs), or by telephoning 1300 362 072.

The CHC *Overseas Student Grievances* policy is to be revised in 2011 to include provision for applicants to contact the Overseas Students Ombudsman as the final, external stage in the process of lodging an appeal regarding a decision.

## Critical Incident Policy

CHC has developed a *Critical Incident Policy for Overseas Students* which describes the actions that should be taken in the event of a traumatic event, or the threat of such (within or outside Australia), which causes extreme stress, fear or injury to an Overseas student. The policy includes contact information for organisations which may be able to assist in such a situation. Where a critical incident occurs as defined by the policy, records of action will be kept on the student's file.

The *Critical Incident Policy for Overseas Students* is policy is available on the CHC website at: [http://chc.edu.au/images/uploads/profiles/critical\\_incident.pdf](http://chc.edu.au/images/uploads/profiles/critical_incident.pdf).

## SCHOOL OF BUSINESS COURSES

### Courses Available

The following courses offered by the School of Business are available to Overseas students:

- Diploma of Business (BS01)
- Bachelor of Business (BS11)

The courses are designed from the perspective of 'Business as mission', in which attention is given to the God-given purpose for each business, which will embrace production, people, planet and profit. Although all 'missional' businesses are concerned for all four 'Ps', each will concentrate more on one area than the others depending on the exact nature of its God-given mission.

### Course Duration and Cost

Course Name (Course Code)	CRICOS Code	Course Length		Annual Tuition Fee	Total Tuition Fee
		Years (Full-time equivalent)	Weeks (incl. CHC holidays)	\$AUD (based on 2012 fees)	\$AUD (based on 2012 fees)
Diploma of Business (BS01)	030721G	1	40	12400	12400
Bachelor of Business (BS11)	030720G	3	145	12400	37200

### Diploma of Business (BS01)

#### General information

The Diploma of Business (BS01) is a one-year full time course that allows students to take Bachelor-level studies which provide an introduction to business. Studies include business communication, accounting, marketing, management, information systems and economics. The course integrates theory and practice in a range of business-related fields, and is available on both a full time and part time basis.

The Diploma of Business (BS01) can be completed as a stand-alone qualification, or be used to gain advanced standing into the Bachelor of Business (BS11).

#### Relationship to the Bachelor of Business (BS11)

The Diploma of Business (BS01) is normally equal to the first two semesters of the Bachelor of Business (BS11).

Students who commence the Diploma of Business (BS01) but later decide to transfer their studies into the Bachelor of Business (BS11) may articulate with full credit into the higher award.

Students who graduate with the Diploma of Business (BS01) may enrol later in the Bachelor of Business (BS11). Such applicants will be subject to the normal transfer of credit protocols as outlined in the CHC *Transfer of Credit for Overseas Students* policy.

Students who are enrolled in the Bachelor of Business (BS11) may exit with the Diploma of Business (BS01), subject to the completion of course requirements.

## Entry requirements

Admission to the Diploma of Business (BS01) may be on the basis of *Standard entry* or *Alternative entry*.

English language requirements also apply.

### Standard entry

Applicants for the Diploma of Business (BS01) must have successfully completed Year 12 studies and earned the Queensland Certificate of Education, or equivalent.

It is assumed that applicants have a minimum grade of Sound Achievement (SA - QSA), or equivalent, in English.

### Alternative entry

Applicants may be admitted to the Diploma of Business (BS01) under *Alternative entry* provisions if they do not fully comply with academic criteria for entry, but can demonstrate some evidence of likely success in the course. A diversity of formal and non-formal qualifications are recognised by CHC for alternative entry to the Diploma of Business (BS01). A wide range of tertiary, bridging, preparatory, professional and trade qualifications, employment experience, Special Tertiary Admissions Test results, and personal competency statements may be presented by applicants who may or may not have completed Year 12 in an earlier year.

### English language requirements

Applicants from non-English speaking backgrounds must provide certified documentary evidence that:

- their secondary schooling, or tertiary studies of at least one year, was conducted in the English language; or
- they have satisfactory results in an acceptable English Language Proficiency examination (see below). This test must have been conducted less than two years prior to application to CHC.

<i>English Language Proficiency examination</i>	<i>Minimum result required</i>
<b>IELTS</b> (International English Language Testing System)	6.5 overall, with a minimum of 6.0 in all subtests
<b>ISLPR (formerly ASLPR)</b> (International Second Language Proficiency Rating)	Not accepted by CHC
<b>TOEFL</b> (Test of English as a Foreign Language)	575 or better (pBT; paper-based) 233 or better (cBT; computer-based) 90 or better with no subscore lower than 20 (iBT: internet-based)
<b>STAT</b> (Special Tertiary Admissions Test)	156 or higher in the Verbal component of the STAT

## Workload for the course

The Diploma of Business (BS01) requires 80 credit points for completion.

Each credit point indicates an expected student involvement of one hour per week for one semester in both formal contact hours and individual study. A standard unit carrying a weighting of 10 credit points will normally involve an expected 10 hours of study and research per week.

Full time students normally undertake four units per semester with a weighting of 40 credit points and an expectation of 40 hours of work per week over a semester.

## Transfer of Credit

Students may apply for transfer of credit from previous studies/prior learning. A maximum of 40 credit points may be granted.

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## Bachelor of Business (BS11)

### *General information*

The Bachelor of Business (BS11) is a three-year full time course that is designed to meet the educational requirements for entry-level employment in business (both for-profit and not-for-profit) or for entry into higher degree study in business specialisations. The course integrates a Christian worldview into general business studies, with majors offered in Accounting, Human Resources Management, Management, and Marketing.

The Bachelor of Business (BS11) develops students' professional skills and knowledge from both an academic and practical perspective and an understanding of practices in a real business environment. Students gain a strong theoretical foundation and develop a base of skills and practical experience in a range of business-related fields. Through an internship in the final year of the course, theory and practice are integrated in the field of their major.

The Bachelor of Business (Accounting major) (BS11) is accredited with the Institute of Chartered Accountants in Australia (ICAA) and CPA Australia. A graduate who successfully completes the Bachelor of Business (Accounting major) (BS11) attains the competency level required to enter the accounting profession, the educational requirements for entry into the Institute's Chartered Accountants Program and the educational requirements for entry into associate membership of CPA Australia and entry into the CPA Program. Graduates of the program are also eligible for associate membership of the National Institute of Accountants (NIA).

### *Relationship to the Diploma of Business*

The first year of the Bachelor of Business (BS11) is normally equal to the Diploma of Business (BS01).

Students who graduate with the Diploma of Business (BS01) may enrol later in the Bachelor of Business (BS11). Such applicants will be subject to the normal transfer of credit protocols as outlined in the CHC *Transfer of Credit for Overseas Students* policy.

Students who are enrolled in the Bachelor of Business (BS11) may exit with the Diploma of Business (BS01), subject to the completion of course requirements.

### *Entry requirements*

Admission to the Bachelor of Business (BS11) may be on the basis of *Standard entry* or *Alternative entry*.

Additional entry requirements also apply.

#### Standard entry

Applicants for the Bachelor of Business (BS11) must have successfully completed Year 12 studies and earned the Queensland Certificate of Education, or equivalent.

It is assumed that applicants have a minimum grade of Sound Achievement (SA - QSA), or equivalent, in English.

#### Alternative entry

Applicants may be admitted to the Bachelor of Business (BS11) under *Alternative entry* provisions if they do not fully comply with academic criteria for entry, but can demonstrate some evidence of likely success in the course. A diversity of formal and non-formal qualifications are recognised by CHC for alternative entry to the Bachelor of Business (BS11). A wide range of tertiary, bridging, preparatory, professional and trade qualifications, employment experience, Special Tertiary Admissions Test results, and personal competency statements may be presented by applicants who may or may not have completed Year 12 in an earlier year.

## Additional requirements

English language requirements:

Applicants from non-English speaking backgrounds must provide certified documentary evidence that:

- their secondary schooling, or tertiary studies of at least one year, was conducted in the English language; or
- they have satisfactory results in an acceptable English Language Proficiency examination (see below). This test must have been conducted less than two years prior to application to CHC.

<i>English Language Proficiency examination</i>	<i>Minimum result required</i>
<b>IELTS</b> (International English Language Testing System)	6.5 overall, with a minimum of 6.0 in all subtests
<b>ISLPR (formerly ASLPR)</b> (International Second Language Proficiency Rating)	Not accepted by CHC
<b>TOEFL</b> (Test of English as a Foreign Language)	575 or better (pBT; paper-based) 233 or better (cBT; computer-based) 90 or better with no subscore lower than 20 (iBT: internet-based)
<b>STAT</b> (Special Tertiary Admissions Test)	156 or higher in the Verbal component of the STAT

Blue Card:

The Bachelor of Business (BS11) includes an Internship in which students engage in a real-life business context. This Internship occurs in Year 3 of the course. Applicants who may be interested in undertaking this experience in a context which involves children under the age of 18 should be aware that to do so will require the holding of a Blue Card issued by the Queensland Commission for Children and Young People and Child Guardian. Other Australian states and territories have similar restrictions on professional practice. While the holding of a current Blue Card is **not** a requirement for entry to the Bachelor of Business (BS11), applicants should be aware of the need for a Blue Card in order to complete the practical requirements of the course where they involve children under the age of 18. The requirements for obtaining a Blue Card can be found on the website of the Queensland Commission for Children and Young People and Child Guardian ([www.cycpcg.qld.gov.au](http://www.cycpcg.qld.gov.au)).

### *Workload for the course*

The Bachelor of Business (BS11) requires 240 credit points for completion.

Each credit point indicates an expected student involvement of one hour per week for one semester in both formal contact hours and individual study. A standard unit carrying a weighting of 10 credit points will normally involve an expected 10 hours of study and research per week.

Full time students normally undertake four units per semester with a weighting of 40 credit points and an expectation of 40 hours of work per week over a semester.

### *Transfer of Credit*

Students may apply for transfer of credit from previous studies/prior learning. A maximum of 120 credit points may be granted.

## SCHOOL OF EDUCATION & HUMANITIES COURSES

### Courses Available

The following courses offered by the School of Education and Humanities are available to Overseas students. Students who successfully complete these courses are eligible for registration with the Queensland College of Teachers (QCT) and with similar bodies in other states of Australia. Prospective applicants should be aware that each body has its own registration requirement for English language proficiency and should be contacted directly for this information.

- Bachelor of Education (Primary) (ED21)
- Bachelor of Education (Middle Years) (ED22)
- Bachelor of Education (Secondary) (ED23)
- Bachelor of Arts/Bachelor of Education (Secondary) (CC23)
- Graduate Diploma in Education (Primary) (ED24)\*
- Graduate Diploma in Education (Secondary) (ED25)\*

\* Not available for Semester 2 entry.

### Course Duration and Cost

Course Name (Course Code)	CRICOS Code	Course Length		Annual Tuition Fee	Total Tuition Fee
		Years (Full-time equivalent)	Weeks (incl. CHC holidays)	\$AUD (based on 2012 fees)	\$AUD (based on 2012 fees)
Bachelor of Education (Primary) (ED21)	073749F	4	197	12400	49600
Bachelor of Education (Middle Years) (ED22)	073748G	4	197	12400	49600
Bachelor of Education (Secondary) (ED23)	073742B	4	197	12400	49600
Bachelor of Arts/Bachelor of Education (Secondary) (CC23)	073747G	4	197	12400	49600
Graduate Diploma in Education (Primary) (ED24)*	073744M	1	40	19000	19000
Graduate Diploma in Education (Secondary) (ED25)*	073745K	1	40	19000	19000

\* Not available for Semester 2 entry.

### Bachelor of Education (Primary) (ED21)

#### General information

The Bachelor of Education (Primary) (ED21) is a four-year full time course which provides initial teacher education for people who wish to work in Primary classroom settings. The course contains two streams: Stream A – General Primary (Years P-7) and Stream B – Early Phase (Years P-3).

#### Entry requirements

Admission to the Bachelor of Education (Primary) (ED21) may be on the basis of *Standard entry* or *Alternative entry*.

Additional entry requirements also apply.

### Standard entry

Applicants for the Bachelor of Education (Primary) (ED21) must have successfully completed Year 12 studies and earned the Queensland Certificate of Education, or equivalent.

It is assumed that applicants have a minimum grade of Sound Achievement (SA - QSA), or equivalent, in English. It is recommended that applicants have studied Maths A, B or C and any Science subject to Year 12.

### Alternative entry

Applicants may be admitted to the Bachelor of Education (Primary) (ED21) under *Alternative entry* provisions if they do not fully comply with academic criteria for entry, but can demonstrate some evidence of likely success in the course. A diversity of formal and non-formal qualifications are recognised by CHC for alternative entry to the Bachelor of Education (Primary) (ED21). A wide range of tertiary, bridging, preparatory, professional and trade qualifications, employment experience, Special Tertiary Admissions Test results, and personal competency statements may be presented by applicants who may or may not have completed Year 12 in an earlier year.

### Additional requirements

Blue Card:

The teaching profession has legal requirements attached to the right to practise in that profession. Consequently, those people who are preparing to become teachers in Queensland are required to hold a Blue Card issued by the Queensland Commission for Children and Young People and Child Guardian. Other Australian states and territories have similar restrictions on professional practice. Applicants seeking to enter the Bachelor of Education (Primary) (ED21) must be able to successfully apply for a Blue Card in order to commence the professional experience requirements of the course. The requirements for obtaining a Blue Card can be found on the website of the Queensland Commission for Children and Young People and Child Guardian ([www.ccypcg.qld.gov.au](http://www.ccypcg.qld.gov.au)).

English language requirements:

Applicants from non-English speaking backgrounds must provide certified documentary evidence that:

- their secondary schooling, or tertiary studies of at least one year, was conducted in the English language; or
- they have satisfactory results in an acceptable English Language Proficiency examination (see below). This test must have been conducted less than two years prior to application to CHC.

<i>English Language Proficiency examination</i>	<i>Minimum result required</i>
<b>IELTS</b> (International English Language Testing System)	6.5 overall, with a minimum of 6.0 in all subtests
<b>ISLPR (formerly ASLPR)</b> (International Second Language Proficiency Rating)	Not accepted by CHC
<b>TOEFL</b> (Test of English as a Foreign Language)	575 or better (pBT; paper-based) 233 or better (cBT; computer-based) 90 or better with no subscore lower than 20 (iBT: internet-based)
<b>STAT</b> (Special Tertiary Admissions Test)	156 or higher in the Verbal component of the STAT

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### *Workload for the course*

The Bachelor of Education (Primary) (ED21) requires 320 credit points for completion.

Each credit point indicates an expected student involvement of one hour per week for one semester in both formal contact hours and individual study. A standard unit carrying a weighting of 10 credit points will normally involve an expected 10 hours of study and research per week.

Full time students normally undertake four units per semester with a weighting of 40 credit points and an expectation of 40 hours of work per week over a semester.

### *Transfer of Credit*

Students may apply for transfer of credit from previous studies/prior learning. A maximum of 160 credit points may be granted.

### *Areas of study*

The Bachelor of Education (Primary) (ED21) contains studies *Christian Studies, Education Studies, Curriculum and Pedagogy* and *Professional Experiences*.

#### Christian Studies

Units in Christian Studies develop the biblical and theological foundations necessary to a Christian understanding of education, and address a range of aspects of Christian belief as a basis for the development and application of a Christian worldview.

#### Education Studies

Studies in Education cover issues of developmental psychology, sociology and the philosophy of teaching and learning, as well as approaches to classroom organisation and management and the teaching of children in inclusive classrooms. They provide a basis for the development of a professional understanding of education and emphasise the development of the personal, professional and practical skills of the teacher, including the development of higher education study, research and writing skills.

#### Curriculum and Pedagogy

Students in the Bachelor of Education (Primary) (ED21) undertake studies of current Australian and Queensland curriculum contexts and frameworks, teaching approaches and strategies, and the structure, content, processes, strategies, skills and affective components of the Key Learning Areas (KLAs) which comprise the Queensland school curriculum, with either a General Primary (Years 1-7) or Early Phase (Years P-3) focus.

#### Professional Experiences

The Professional Experiences strand provides extensive opportunities for students to put their teaching skills into practice in schools and other community settings. The Bachelor of Education (Primary) (ED21) contains a minimum of 130 days of Professional Experiences, as explained below.

STEP/PACE (Student Teacher Embedded Practices/Professional and Community Experiences):

Students undertake a STEP/PACE program which consists of 20 days of professional experiences, observations, investigations and activities undertaken in non-contact time, and community-based experiences.

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School-based Professional Experiences units:

The School-based Professional Experiences program consists of four blocks of formal classroom contact, each of 20 days, normally at the commencement of Terms 2 and 4 of the school year.

School-based Internship:

The School-based Internship consists of at least six weeks (30 days) of formal classroom contact, normally completed as a block placement at the commencement of Term 4 of the school year, in the final semester of the course.

*Other course requirements*

Other course completion requirements for the Bachelor of Education (Primary) (ED21) include First Aid, CPR and Lifesaving certification.

## **Bachelor of Education (Middle Years) (ED22)**

*General information*

The Bachelor of Education (Middle Years) (ED22) is a four-year full time course which provides initial teacher education for people who wish to work in Middle Years classroom settings.

*Entry requirements*

Admission to the Bachelor of Education (Middle Years) (ED22) may be on the basis of *Standard entry* or *Alternative entry*.

Additional entry requirements also apply.

Standard entry

Applicants for the Bachelor of Education (Middle Years) (ED22) must have successfully completed Year 12 studies and earned the Queensland Certificate of Education, or equivalent.

It is assumed that applicants have a minimum grade of Sound Achievement (SA - QSA), or equivalent, in English. It is recommended that applicants have studied Maths A, B or C and any Science subject to Year 12.

Alternative entry

Applicants may be admitted to the Bachelor of Education (Middle Years) (ED22) under *Alternative entry* provisions if they do not fully comply with academic criteria for entry, but can demonstrate some evidence of likely success in the course. A diversity of formal and non-formal qualifications are recognised by CHC for alternative entry to the Bachelor of Education (Middle Years) (ED22). A wide range of tertiary, bridging, preparatory, professional and trade qualifications, employment experience, Special Tertiary Admissions Test results, and personal competency statements may be presented by applicants who may or may not have completed Year 12 in an earlier year.

## Additional requirements

### Blue Card:

The teaching profession has legal requirements attached to the right to practise in that profession. Consequently, those people who are preparing to become teachers in Queensland are required to hold a Blue Card issued by the Queensland Commission for Children and Young People and Child Guardian. Other Australian states and territories have similar restrictions on professional practice. Applicants seeking to enter the Bachelor of Education (Middle Years) (ED22) must be able to successfully apply for a Blue Card in order to commence the professional experience requirements of the course. The requirements for obtaining a Blue Card can be found on the website of the Queensland Commission for Children and Young People and Child Guardian ([www.ccypcg.qld.gov.au](http://www.ccypcg.qld.gov.au)).

### English language requirements:

Applicants from non-English speaking backgrounds must provide certified documentary evidence that:

- their secondary schooling, or tertiary studies of at least one year, was conducted in the English language; or
- they have satisfactory results in an acceptable English Language Proficiency examination (see below). This test must have been conducted less than two years prior to application to CHC.

<i>English Language Proficiency examination</i>	<i>Minimum result required</i>
<b>IELTS</b> (International English Language Testing System)	6.5 overall, with a minimum of 6.0 in all subtests
<b>ISLPR (formerly ASLPR)</b> (International Second Language Proficiency Rating)	Not accepted by CHC
<b>TOEFL</b> (Test of English as a Foreign Language)	575 or better (pBT; paper-based) 233 or better (cBT; computer-based) 90 or better with no subscore lower than 20 (iBT: internet-based)
<b>STAT</b> (Special Tertiary Admissions Test)	156 or higher in the Verbal component of the STAT

### *Workload for the course*

The Bachelor of Education (Middle Years) (ED22) requires 320 credit points for completion.

Each credit point indicates an expected student involvement of one hour per week for one semester in both formal contact hours and individual study. A standard unit carrying a weighting of 10 credit points will normally involve an expected 10 hours of study and research per week.

Full time students normally undertake four units per semester with a weighting of 40 credit points and an expectation of 40 hours of work per week over a semester.

### *Transfer of Credit*

Students may apply for transfer of credit from previous studies/prior learning. A maximum of 160 credit points may be granted.

### *Areas of study*

The Bachelor of Education (Middle Years) (ED22) contains studies *Christian Studies, Education Studies, Curriculum and Pedagogy* and *Professional Experiences*.

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## Christian Studies

Units in Christian Studies develop the biblical and theological foundations necessary to a Christian understanding of education, and address a range of aspects of Christian belief as a basis for the development and application of a Christian worldview.

## Education Studies

Studies in Education cover issues of developmental psychology, sociology and the philosophy of teaching and learning, as well as approaches to classroom organisation and management and the teaching of children in inclusive classrooms. They provide a basis for the development of a professional understanding of education and emphasise the development of the personal, professional and practical skills of the teacher, including the development of higher education study, research and writing skills.

## Curriculum and Pedagogy

Students in the Bachelor of Education (Middle Years) (ED22) undertake studies of current Australian and Queensland curriculum contexts and frameworks, teaching approaches and strategies, and the structure, content, processes, strategies, skills and affective components of the Key Learning Areas (KLAs) which comprise the Queensland school curriculum, as well as the content, processes and structures, teaching strategies and methods relevant to two teaching area minors, one of which must be English or Mathematics. The other teaching area minor may be chosen from key learning areas which are relevant to national or state curriculum.

## Professional Experiences

The Professional Experiences strand provides extensive opportunities for students to put their teaching skills into practice in schools and other community settings. The Bachelor of Education (Middle Years) (ED22) contains a minimum of 130 days of Professional Experiences, as explained below.

STEP/PACE (Student Teacher Embedded Practices/Professional and Community Experiences):

Students undertake a STEP/PACE program which consists of 20 days of professional experiences, observations, investigations and activities undertaken in non-contact time, and community-based experiences.

School-based Professional Experiences units:

The School-based Professional Experiences program consists of four blocks of formal classroom contact, each of 20 days, normally at the commencement of Terms 2 and 4 of the school year.

School-based Internship:

The School-based Internship consists of at least six weeks (30 days) of formal classroom contact, normally completed as a block placement at the commencement of Term 4 of the school year, in the final semester of the course.

## *Other course requirements*

Other course completion requirements for the Bachelor of Education (Middle Years) (ED22) include First Aid, CPR and Lifesaving certification.

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## Bachelor of Education (Secondary) (ED23)

### General information

The Bachelor of Education (Secondary) (ED23) is a four-year full time course which provides initial teacher education for people who wish to work in Secondary classroom settings.

### Entry requirements

Admission to the Bachelor of Education (Secondary) (ED23) may be on the basis of *Standard entry* or *Alternative entry*.

Additional entry requirements also apply.

### Standard entry

Applicants for the Bachelor of Education (Secondary) (ED23) must have successfully completed Year 12 studies and earned the Queensland Certificate of Education, or equivalent.

It is assumed that applicants have a minimum grade of Sound Achievement (SA - QSA), or equivalent, in English, and a minimum grade of High Achievement (HA - QSA), or equivalent, in their nominated major teaching areas.

### Alternative entry

Applicants may be admitted to the Bachelor of Education (Secondary) (ED23) under *Alternative entry* provisions if they do not fully comply with academic criteria for entry, but can demonstrate some evidence of likely success in the course. A diversity of formal and non-formal qualifications are recognised by CHC for alternative entry to the Bachelor of Education (Secondary) (ED23). A wide range of tertiary, bridging, preparatory, professional and trade qualifications, employment experience, Special Tertiary Admissions Test results, and personal competency statements may be presented by applicants who may or may not have completed Year 12 in an earlier year.

### Additional requirements

#### Blue Card:

The teaching profession has legal requirements attached to the right to practise in that profession. Consequently, those people who are preparing to become teachers in Queensland are required to hold a Blue Card issued by the Queensland Commission for Children and Young People and Child Guardian. Other Australian states and territories have similar restrictions on professional practice. Applicants seeking to enter the Bachelor of Education (Secondary) (ED23) must be able to successfully apply for a Blue Card in order to commence the professional experience requirements of the course. The requirements for obtaining a Blue Card can be found on the website of the Queensland Commission for Children and Young People and Child Guardian ([www.ccypcg.qld.gov.au](http://www.ccypcg.qld.gov.au)).

#### English language requirements:

Applicants from non-English speaking backgrounds must provide certified documentary evidence that:

- their secondary schooling, or tertiary studies of at least one year, was conducted in the English language; or
- they have satisfactory results in an acceptable English Language Proficiency examination (see below). This test must have been conducted less than two years prior to application to CHC.

<i>English Language Proficiency examination</i>	<i>Minimum result required</i>
<b>IELTS</b> (International English Language Testing System)	6.5 overall, with a minimum of 6.0 in all subtests
<b>ISLPR (formerly ASLPR)</b> (International Second Language Proficiency Rating)	Not accepted by CHC
<b>TOEFL</b> (Test of English as a Foreign Language)	575 or better (pBT; paper-based) 233 or better (cBT; computer-based) 90 or better with no subscore lower than 20 (iBT: internet-based)
<b>STAT</b> (Special Tertiary Admissions Test)	156 or higher in the Verbal component of the STAT

### *Workload for the course*

The Bachelor of Education (Secondary) (ED23) requires 320 credit points for completion.

Each credit point indicates an expected student involvement of one hour per week for one semester in both formal contact hours and individual study. A standard unit carrying a weighting of 10 credit points will normally involve an expected 10 hours of study and research per week.

Full time students normally undertake four units per semester with a weighting of 40 credit points and an expectation of 40 hours of work per week over a semester.

### *Transfer of Credit*

Students may apply for transfer of credit from previous studies/prior learning. A maximum of 160 credit points may be granted.

### *Areas of study*

The Bachelor of Education (Secondary) (ED23) contains studies *Christian Studies, Education Studies, Curriculum and Pedagogy* and *Professional Experiences*.

#### Christian Studies

Units in Christian Studies develop the biblical and theological foundations necessary to a Christian understanding of education, and address a range of aspects of Christian belief as a basis for the development and application of a Christian worldview.

#### Education Studies

Studies in Education cover issues of developmental psychology, sociology and the philosophy of teaching and learning, as well as approaches to classroom organisation and management and the teaching of children in inclusive classrooms. They provide a basis for the development of a professional understanding of education and emphasise the development of the personal, professional and practical skills of the teacher, including the development of higher education study, research and writing skills.

#### Curriculum and Pedagogy

Students in Bachelor of Education (Secondary) (ED23) complete two teaching areas of 60 credit points each from the following curriculum areas:

- Biblical Studies; Business Education; Drama; History; English; School Chaplaincy; Studies in Society.

The majority of the curriculum areas are offered by the School of Education and Humanities, although some are offered by other CHC schools. Students may also undertake units from other higher education providers on a cross-institutional enrolment basis. Students who plan to enrol in curriculum areas which are offered by other CHC Schools and/or higher education providers should discuss their proposed program with the School of Education and Humanities Preservice Education Coordinator.

### Professional Experiences

The Professional Experiences strand provides extensive opportunities for students to put their teaching skills into practice in schools and other community settings. The Bachelor of Education (Secondary) (ED23) contains a minimum of 130 days of Professional Experiences, as explained below.

STEP/PACE (Student Teacher Embedded Practices/Professional and Community Experiences):

Students undertake a STEP/PACE program which consists of 20 days of professional experiences, observations, investigations and activities undertaken in non-contact time, and community-based experiences.

School-based Professional Experiences units:

The School-based Professional Experiences program consists of four blocks of formal classroom contact, each of 20 days, normally at the commencement of Terms 2 and 4 of the school year.

School-based Internship:

The School-based Internship consists of at least six weeks (30 days) of formal classroom contact, normally completed as a block placement at the commencement of Term 4 of the school year, in the final semester of the course.

### *Other course requirements*

Other course completion requirements for the Bachelor of Education (Secondary) (ED23) include First Aid, CPR and Lifesaving certification.

## **Bachelor of Arts/Bachelor of Education (Secondary) (CC23)**

### *General information*

The Bachelor of Arts/Bachelor of Education (Secondary) (CC23) is a four-year full time course which provides initial teacher education for people who wish to work in Secondary classroom settings. It provides depth of study in one of the Humanities disciplines offered by CHC (see 'Areas of Study' below).

### *Entry requirements*

Admission to the Bachelor of Arts/Bachelor of Education (Secondary) (ED23) may be on the basis of *Standard entry* or *Alternative entry*.

Additional entry requirements also apply.

### Standard entry

Applicants for the Bachelor of Arts/Bachelor of Education (Secondary) (ED23) must have successfully completed Year 12 studies and earned the Queensland Certificate of Education, or equivalent.

It is assumed that applicants have a minimum grade of Sound Achievement (SA - QSA), or equivalent, in English and a minimum grade of High Achievement (HA - QSA), or equivalent, in their nominated major teaching areas.

### Alternative entry

Applicants may be admitted to the Bachelor of Arts/Bachelor of Education (Secondary) (ED23) under *Alternative entry* provisions if they do not fully comply with academic criteria for entry, but can demonstrate some evidence of likely success in the course. A diversity of formal and non-formal qualifications are recognised by CHC for alternative entry to the Bachelor of Arts/Bachelor of Education (Secondary) (ED23). A wide range of tertiary, bridging, preparatory, professional and trade qualifications, employment experience, Special Tertiary Admissions Test results, and personal competency statements may be presented by applicants who may or may not have completed Year 12 in an earlier year.

### Additional requirements

#### Blue Card:

The teaching profession has legal requirements attached to the right to practise in that profession. Consequently, those people who are preparing to become teachers in Queensland are required to hold a Blue Card issued by the Queensland Commission for Children and Young People and Child Guardian. Other Australian states and territories have similar restrictions on professional practice. Applicants seeking to enter the Bachelor of Arts/Bachelor of Education (Secondary) (ED23) must be able to successfully apply for a Blue Card in order to commence the professional experience requirements of the course. The requirements for obtaining a Blue Card can be found on the website of the Queensland Commission for Children and Young People and Child Guardian ([www.ccypcg.qld.gov.au](http://www.ccypcg.qld.gov.au)).

#### English language requirements:

Applicants from non-English speaking backgrounds must provide certified documentary evidence that:

- their secondary schooling, or tertiary studies of at least one year, was conducted in the English language; or
- they have satisfactory results in an acceptable English Language Proficiency examination (see below). This test must have been conducted less than two years prior to application to CHC.

<i>English Language Proficiency examination</i>	<i>Minimum result required</i>
<b>IELTS</b> (International English Language Testing System)	6.5 overall, with a minimum of 6.0 in all subtests
<b>ISLPR (formerly ASLPR)</b> (International Second Language Proficiency Rating)	Not accepted by CHC
<b>TOEFL</b> (Test of English as a Foreign Language)	575 or better (pBT; paper-based) 233 or better (cBT; computer-based) 90 or better with no subscore lower than 20 (iBT: internet-based)
<b>STAT</b> (Special Tertiary Admissions Test)	156 or higher in the Verbal component of the STAT

### *Workload for the course*

The Bachelor of Arts/Bachelor of Education (Secondary) (ED23) requires 320 credit points for completion.

Each credit point indicates an expected student involvement of one hour per week for one semester in both formal contact hours and individual study. A standard unit carrying a weighting of 10 credit points will normally involve an expected 10 hours of study and research per week.

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Full time students normally undertake four units per semester with a weighting of 40 credit points and an expectation of 40 hours of work per week over a semester.

### *Transfer of Credit*

Students may apply for transfer of credit from previous studies/prior learning. A maximum of 160 credit points may be granted.

### *Areas of study*

The Bachelor of Arts/Bachelor of Education (Secondary) (ED23) contains studies *Christian Studies, Education Studies, Curriculum and Pedagogy* and *Professional Experiences*.

#### Christian Studies

Units in Christian Studies develop the biblical and theological foundations necessary to a Christian understanding of education, and address a range of aspects of Christian belief as a basis for the development and application of a Christian worldview.

#### Education Studies

Studies in Education cover issues of developmental psychology, sociology and the philosophy of teaching and learning, as well as approaches to classroom organisation and management and the teaching of children in inclusive classrooms. They provide a basis for the development of a professional understanding of education and emphasise the development of the personal, professional and practical skills of the teacher, including the development of higher education study, research and writing skills.

#### Curriculum and Pedagogy

Students in the Bachelor of Arts/Bachelor of Education (Secondary) (CC23) complete a Major of eight units (80 credit points) and a Minor of four units (40 credit points) from the following curriculum areas:

- Majors - Biblical Studies; Christian Studies; Drama; History; English; Studies of Society and Environment;
- Minors - Biblical Studies; Business; Drama; English; History; Mathematics; Science; Studies of Society and Environment.

The majority of the curriculum areas are offered by the School of Education and Humanities, although some are offered by other CHC schools. Students may also undertake units from other higher education providers on a cross-institutional enrolment basis. Students who plan to enrol in curriculum areas which are offered by other CHC Schools and/or higher education providers should discuss their proposed program with the School of Education and Humanities Preservice Education Coordinator.

#### Professional Experiences

The Professional Experiences strand provides extensive opportunities for students to put their teaching skills into practice in schools and other community settings. The Bachelor of Arts/Bachelor of Education (Secondary) (CC23) contains a minimum of 130 days of Professional Experiences, as explained below.

STEP/PACE (Student Teacher Embedded Practices/Professional and Community Experiences):

Students undertake a STEP/PACE program which consists of 20 days of professional experiences, observations, investigations and activities undertaken in non-contact time, and community-based experiences.

School-based Professional Experiences units:

The School-based Professional Experiences program consists of four blocks of formal classroom contact, each of 20 days, normally at the commencement of Terms 2 and 4 of the school year.

### School-based Internship:

The School-based Internship consists of at least six weeks (30 days) of formal classroom contact, normally completed as a block placement at the commencement of Term 4 of the school year, in the final semester of the course.

#### *Other course requirements*

Other course completion requirements for the Bachelor of Arts/Bachelor of Education (Secondary) (CC23) include First Aid, CPR and Lifesaving certification.

## Graduate Diploma in Education (Primary) (ED24)

### *General information*

The Graduate Diploma in Education (Primary) (ED24) is a one-year full time course which provides initial teacher education for people who possess a previous Bachelor degree who wish to work in Primary classroom settings.

### *Entry requirements*

Admission to the Graduate Diploma in Education (Primary) (ED24) is available for **Semester 1 only**.

Applicants for the Graduate Diploma in Education (Primary) (ED24) must possess a Bachelor degree which includes studies of sufficient breadth to prepare applicants to teach the range of curriculum areas required of a Primary teacher, to the satisfaction of the Course Coordinator. Applicants must provide information about the coverage of relevant Key Learning Areas (KLAs) in their application, and evidence of studies in at least four of the eight key learning areas: The Arts, English, Health and Physical Education, Languages Other Than English (LOTE), Mathematics, Science, Studies of Society and Environment (SOSE), Technology. Applicants must have successfully completed at least eight semester units across at least four Key Learning Areas (KLAs).

Applicants possessing a Bachelor degree without sufficient breadth of previous studies may be required to supplement their degree studies with further studies to meet the breadth requirement.

Additional entry requirements also apply.

### Additional requirements

#### Blue Card:

The teaching profession has legal requirements attached to the right to practise in that profession. Consequently, those people who are preparing to become teachers in Queensland are required to hold a Blue Card issued by the Queensland Commission for Children and Young People and Child Guardian. Other Australian states and territories have similar restrictions on professional practice. Applicants seeking to enter the Graduate Diploma in Education (Primary) (ED24) must be able to successfully apply for a Blue Card in order to commence the professional experience requirements of the course, and are required to obtain a Blue Card *no later* than the start of the Orientation Week in the year of enrolment. The requirements for obtaining a Blue Card can be found on the website of the Queensland Commission for Children and Young People and Child Guardian ([www.cycpcg.qld.gov.au](http://www.cycpcg.qld.gov.au)).

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### English language requirements:

Applicants from non-English speaking backgrounds must provide evidence of their proficiency in the English language. This may be done in one of the following ways:

- the attaining of an IELTS score of at least 7.0, including at least 7.0 in each subtest, obtained within two years prior to the commencement of the course; or
- the successful completion of at least two years of full time tertiary study where the language of instruction is English, completed within the last five years prior to the commencement of the course in exempt countries such as Australia, Canada, New Zealand, Republic of Ireland, South Africa, United Kingdom and United States of America; or
- the completion of a three year undergraduate degree in Australia.

Certified documentary evidence regarding English language proficiency is to be submitted with your application.

### *Workload for the course*

The Graduate Diploma in Education (Primary) (ED24) requires 100 credit points for completion.

Each credit point indicates an expected student involvement of one hour per week for one semester in both formal contact hours and individual study. A standard unit carrying a weighting of 10 credit points will normally involve an expected 10 hours of study and research per week.

Full time students normally undertake five units per semester with a weighting of 50 credit points and an expectation of 50 hours of work per week over a semester.

### *Transfer of Credit*

Students may apply for transfer of credit from previous studies/prior learning. A maximum of 50 credit points may be granted.

### *Areas of study*

The Graduate Diploma in Education (Primary) (ED24) contains studies in *Education Studies*, *Curriculum and Pedagogy* and *Professional Experiences*.

#### *Education Studies*

Studies in Education cover issues of developmental psychology, sociology and the philosophy of teaching and learning, as well as approaches to classroom organisation and management and the teaching of children in inclusive classrooms. They provide a basis for the development of a professional understanding of education and emphasise the development of the personal, professional and practical skills of the teacher, including the development of higher education study, research and writing skills.

#### *Curriculum and Pedagogy*

Units which address Curriculum and Pedagogy cover curriculum development and teaching strategies and methods in various curriculum areas.

#### *Professional Experiences*

The Professional Experiences strand provides extensive opportunities for students to put their teaching skills into practice in schools and other community settings. The Graduate Diploma in Education (Primary) (ED24) contains a minimum of 75 days of Professional Experiences, as explained below.

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STEP/PACE (Student Teacher Embedded Practices/Professional and Community Experiences):

Students in the Graduate Diploma in Education (Primary) (ED24) undertake a STEP/PACE program which consists of 20 days of professional experiences, observations, investigations and activities undertaken in non-contact time, and community-based experiences.

School-based Professional Experiences units:

The School-based Professional Experiences program in the Graduate Diploma in Education (Primary) (ED24) consists of three blocks of formal classroom contact, two of 20 days each and one of 5 days, as well as 10 single days, totalling 55 days.

*Other course requirements*

Other course completion requirements for the Graduate Diploma in Education (Primary) (ED24) include First Aid, CPR and Lifesaving certification.

## **Graduate Diploma in Education (Secondary) (ED25)**

*General information*

The Graduate Diploma in Education (Secondary) (ED25) is a one-year full time course which provides initial teacher education for people who possess a previous Bachelor degree who wish to work in Secondary classroom settings.

*Entry requirements*

Admission to the Graduate Diploma in Education (Secondary) (ED25) is available for **Semester 1 only**.

Applicants for the Graduate Diploma in Education (Secondary) (ED25) must possess a Bachelor degree that meets the prerequisites for entry into two teaching areas in Queensland, as nominated in their application. Applicants must have successfully completed majors of at least six semester units of study in each of their chosen teaching areas, or at least eight semester units of study in one teaching area and at least four units of study in a second area. Teaching areas are: Accounting; Art; Biology; Business Studies; Chemistry; Computing; Dance; Drama; Economics; English; Film and Television; Geography; Graphics; Health and Physical Education; Health Education; History; Hospitality; Information and Communication Technology; Information Processing and Technology; Legal Studies; Languages Other Than English (LOTE); Mathematics; Music (Classroom); Music (Instrumental); Physical Education; Physics; Science 21; Studies of Society and Environment (SOSE); Study of Religion; Technology Studies; Visual Arts.

Applicants possessing a Bachelor degree without sufficient breadth of previous studies may be required to supplement their degree studies with further studies to meet the breadth requirement.

Additional entry requirements also apply.

Additional requirements

Blue Card:

The teaching profession has legal requirements attached to the right to practise in that profession. Consequently, those people who are preparing to become teachers in Queensland are required to hold a Blue Card issued by the Queensland Commission for Children and Young People and Child Guardian. Other

Australian states and territories have similar restrictions on professional practice. Applicants seeking to enter the Graduate Diploma in Education (Secondary) (ED25) must be able to successfully apply for a Blue Card in order to commence the professional experience requirements of the course, and are required to obtain a Blue Card *no later* than the start of the Orientation Week in the year of enrolment. The requirements for obtaining a Blue Card can be found on the website of the Queensland Commission for Children and Young People and Child Guardian ([www.ccypcg.qld.gov.au](http://www.ccypcg.qld.gov.au)).

English language requirements:

Applicants from non-English speaking backgrounds must provide evidence of their proficiency in the English language. This may be done in one of the following ways:

- the attaining of an IELTS score of at least 7.0, including at least 7.0 in each subtest, obtained within two years prior to the commencement of the course; or
- the successful completion of at least two years of full time tertiary study where the language of instruction is English, completed within the last five years prior to the commencement of the course in exempt countries such as Australia, Canada, New Zealand, Republic of Ireland, South Africa, United Kingdom and United States of America; or
- the completion of a three year undergraduate degree in Australia.

Certified documentary evidence regarding English language proficiency is to be submitted with your application.

#### *Workload for the course*

The Graduate Diploma in Education (Secondary) (ED25) requires 100 credit points for completion.

Each credit point indicates an expected student involvement of one hour per week for one semester in both formal contact hours and individual study. A standard unit carrying a weighting of 10 credit points will normally involve an expected 10 hours of study and research per week.

Full time students normally undertake five units per semester with a weighting of 50 credit points and an expectation of 50 hours of work per week over a semester.

#### *Transfer of Credit*

Students may apply for transfer of credit from previous studies/prior learning. A maximum of 50 credit points may be granted.

#### *Areas of study*

The Graduate Diploma in Education (Secondary) (ED25) contains studies in *Education Studies*, *Curriculum and Pedagogy* and *Professional Experiences*.

#### *Education Studies*

Studies in Education cover issues of developmental psychology, sociology and the philosophy of teaching and learning, as well as approaches to classroom organisation and management and the teaching of children in inclusive classrooms. They provide a basis for the development of a professional understanding of education and emphasise the development of the personal, professional and practical skills of the teacher, including the development of higher education study, research and writing skills.

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## Curriculum and Pedagogy

Units which address Curriculum and Pedagogy cover curriculum development and teaching strategies and methods in various curriculum areas.

### *Professional Experiences*

The Professional Experiences strand provides extensive opportunities for students to put their teaching skills into practice in schools and other community settings. The Graduate Diploma in Education (Secondary) (ED25) contains a minimum of 75 days of Professional Experiences, as explained below.

STEP/PACE (Student Teacher Embedded Practices/Professional and Community Experiences):

Students in the Graduate Diploma in Education (Secondary) (ED25) undertake a STEP/PACE program which consists of 20 days of professional experiences, observations, investigations and activities undertaken in non-contact time, and community-based experiences.

School-based Professional Experiences units:

The School-based Professional Experiences program in the Graduate Diploma in Education (Secondary) (ED25) consists of three blocks of formal classroom contact, two of 20 days each and one of 5 days, as well as 10 single days, totalling 55 days.

### *Other course requirements*

Other course completion requirements for the Graduate Diploma in Education (Secondary) (ED25) include First Aid, CPR and Lifesaving certification.

## SCHOOL OF MINISTRIES COURSES

### Courses Available

The following courses offered by the School of Ministries are available to Overseas students:

- Bachelor of Ministry (MS11)
- Diploma of Ministry Studies (MS03)
- Diploma of Ministry – Social Justice (MS06)\*
- Graduate Certificate in Ministry Studies (MS41)\*
- Graduate Diploma in Ministry Studies (MS42)

\* Not available for Semester 2 entry.

### Course Duration and Cost

Course Name (Course Code)	CRICOS Code	Course Length		Annual Tuition Fee	Total Tuition Fee
		Years (Full-time equivalent)	Weeks (incl. CHC holidays)	\$AUD (based on 2012 fees)	\$AUD (based on 2012 fees)
Diploma of Ministry Studies (MS03)	056901M	1	40	12400	12400
Diploma of Ministry – Social Justice (MS06)*	073743A	1	40	12400	12400
Bachelor of Ministry (MS11)	020767J	3	145	12400	37200
Graduate Certificate in Ministry Studies (MS41)*	050094G	0.5	20	7600	7600
Graduate Diploma in Ministry Studies (MS42)	045358J	1	40	15200	15200

\* Not available for Semester 2 entry.

### Provider Arrangements

The Ministries courses provided by CHC are delivered by Citipointe Ministry College (CMC). CMC is the ministry college of Citipointe Church Brisbane, as well as being the School of Ministries of CHC. CMC staff, while employed by Citipointe Church, have representation on the peak CHC academic and management bodies and follow CHC academic policies and procedures. The quality of all aspects of the School of Ministries courses and their delivery by CMC are assured by Christian Heritage College.

### Diploma of Ministry Studies (MS03)

#### General information

The Diploma of Ministry Studies (MS03) is a one-year full time course which provides an initial preparation for Christian ministry. It is structured to accommodate students who desire studies at degree level as preparation either for further study or as foundational for their ministry calling, and offers students opportunity to begin preparing for evangelical/charismatic Christian ministry and leadership. It also prepares students for ancillary ministry and vocational roles which require the integrating of biblical and theological knowledge with the practice of ministry, and allows people with life or ministry experience the opportunity to gain formal qualifications for ministry in the church and the wider society.

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The Diploma of Ministry Studies (MS03) fulfils the requirements for ordination of Christian Outreach Centre.

#### *Relationship to the Bachelor of Ministry (MS11)*

The Diploma of Ministry Studies (MS03) is normally equal to the first two semesters of the Bachelor of Ministry (MS11).

Students who commence the Diploma of Ministry Studies (MS03) but later decide to transfer their studies into the Bachelor of Ministry (MS11) may articulate with full credit into the higher award.

Students who graduate with the Diploma of Ministry Studies (MS03) may enrol later in the Bachelor of Ministry (MS11). Such applicants will be subject to the normal transfer of credit protocols as outlined in the CHC *Transfer of Credit for Overseas Students* policy.

#### *Entry Requirements*

Admission to the Diploma of Ministry Studies (MS03) may be on the basis of *Standard entry* or *Alternative entry*.

Additional entry requirements also apply.

#### Standard entry

Applicants for the Diploma of Ministry Studies (MS03) must have successfully completed Year 12 studies and earned the Queensland Certificate of Education (or equivalent).

It is assumed that applicants have a minimum grade of Sound Achievement (SA - QSA), or equivalent, in English.

#### Alternative entry

Applicants may be admitted to the Diploma of Ministry Studies (MS03) under *Alternative entry* provisions if they do not fully comply with academic criteria for entry, but can demonstrate some evidence of likely success in the course. A diversity of formal and non-formal qualifications are recognised by CHC for alternative entry to the Diploma of Ministry Studies (MS03). A wide range of tertiary, bridging, preparatory, professional and trade qualifications, employment experience, Special Tertiary Admissions Test results, and personal competency statements may be presented by applicants who may or may not have completed Year 12 in an earlier year.

#### Additional requirements

Personal suitability:

Since scholastic achievement is not the sole requirement in ministry, additional factors are considered in assessing applicants' suitability for entry into the Diploma of Ministry Studies (MS03).

Applicants are asked to submit a personal statement outlining their Christian experience, their understanding of their call to ministry and reasons for seeking to enter the course. Students are also expected to provide, through a pastoral and other reference, evidence of aptitude and potential for ministry service in terms of temperament, personal qualities, interests and attitude. An interview with the Course Coordinator will also be conducted with individual applicants.

The criteria against which an applicant's personal suitability for entry to the Diploma of Ministry Studies (MS03) is assessed are:

- Recommendation by the applicant's local church Pastor/Minister;
- Personal alignment with the doctrinal values within the evangelical/charismatic tradition, as expressed in the *Citipointe Ministry College Statement of Faith and Code of Ministry Ethics*; and
- Agreement to adhere to the *Citipointe Ministry College Code of Ministry Ethics*.

These criteria are assessed through the triangulation of information collected through each applicant's personal statement, pastoral referee report and interview.

The *Citipointe Ministry College Statement of Faith and Code of Ministry Ethics* is available upon request from the School of Ministries.

English language requirements:

Applicants from non-English speaking backgrounds must provide certified documentary evidence that:

- their secondary schooling, or tertiary studies of at least one year, was conducted in the English language; or
- they have satisfactory results in an acceptable English Language Proficiency examination (see below). This test must have been conducted less than two years prior to application to CHC.

<i>English Language Proficiency examination</i>	<i>Minimum result required</i>
<b>IELTS</b> (International English Language Testing System)	6.5 overall, with a minimum of 6.0 in all subtests
<b>ISLPR (formerly ASLPR)</b> (International Second Language Proficiency Rating)	Not accepted by CHC
<b>TOEFL</b> (Test of English as a Foreign Language)	575 or better (pBT; paper-based) 233 or better (cBT; computer-based) 90 or better with no subscore lower than 20 (iBT: internet-based)
<b>STAT</b> (Special Tertiary Admissions Test)	156 or higher in the Verbal component of the STAT

### *Workload for the course*

The Diploma of Ministry Studies (MS03) requires 80 credit points for completion.

Each credit point indicates an expected student involvement of one hour per week for one semester in both formal contact hours and individual study. A standard unit carrying a weighting of 10 credit points will normally involve an expected 10 hours of study and research per week.

Full time students normally undertake four units per semester with a weighting of 40 credit points and an expectation of 40 hours of work per week over a semester.

### *Transfer of Credit*

Students may apply for transfer of credit from previous studies/prior learning. A maximum of 20 credit points may be granted.

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### Other course requirements

In addition to the required units, all internal students and, where practically possible, external students are required to be actively involved in worship and devotional meetings, ministry seminars, outreach and missions' programs and workshops for the ongoing enrichment and development of personal and community life. Furthermore students will be required to attend compulsory tertiary writing skills classes to promote good academic practice unless granted an exemption by the Board of Studies. Evidence of extra-curricular activity should be collected and result in a portfolio in order to assist graduates in destinations at the completion of the course.

## Diploma of Ministry – Social Justice (MS06)

### General information

The Diploma of Ministry – Social Justice (MS06) is a one-year full time course which provides initial studies at degree level as foundational for students' ministry calling within the area of social justice, or as preparation for further study. Opportunity for students to begin preparing for evangelical/charismatic Christian ministry in social justice and leadership is given.

### Relationship to the Bachelor of Ministry (MS11)

Students who commence the Diploma of Ministry – Social Justice (MS06) but later decide to transfer their studies into the Bachelor of Ministry (MS11) may articulate with full credit into the higher award.

Students who graduate with the Diploma of Ministry – Social Justice (MS06) may enrol later in the Bachelor of Ministry (MS11). Such applicants will be subject to the normal transfer of credit protocols as outlined in the *CHC Transfer of Credit for Overseas Students* policy.

### Entry Requirements

Admission to the Diploma of Ministry – Social Justice (MS06) is available for **Semester 1 only**.

Admission to the Diploma of Ministry – Social Justice (MS06) may be on the basis of *Standard entry* or *Alternative entry*.

Additional entry requirements also apply.

#### Standard entry

Applicants for the Diploma of Ministry – Social Justice (MS06) must have successfully completed Year 12 studies and earned the Queensland Certificate of Education, or equivalent.

It is assumed that applicants have a minimum grade of Sound Achievement (SA - QSA), or equivalent, in English.

#### Alternative entry

Applicants may be admitted to the Diploma of Ministry – Social Justice (MS06) under *Alternative entry* provisions if they do not fully comply with academic criteria for entry, but can demonstrate some evidence of likely success in the course. A diversity of formal and non-formal qualifications are recognised by CHC for alternative entry to the Diploma of Ministry – Social Justice (MS06). A wide range of tertiary, bridging, preparatory, professional and trade qualifications, employment experience, Special Tertiary Admissions Test results, and personal competency statements may be presented by applicants who may or may not have completed Year 12 in an earlier year.

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## Additional requirements

### Blue card:

Some professions which are likely outcomes of CHC's undergraduate courses have specific legal requirements attached to the right to practise in those professions. In professions such as youth work and ministry, practitioners in Queensland are required to hold a Blue Card issued by the Queensland Commission for Children and Young People and Child Guardian. Other Australian states and territories have similar restrictions on professional practice. Applicants seeking to enter the Diploma of Ministry – Social Justice (MS06) must be able to successfully apply for a blue card in order to complete the practical requirements of their course of study. The requirements for obtaining a blue card can be found on the website of the Queensland Commission for Children and Young People and Child Guardian ([www.ccypcg.qld.gov.au](http://www.ccypcg.qld.gov.au)).

### Personal suitability:

Since scholastic achievement is not the sole requirement in ministry, additional factors are considered in assessing applicants' suitability for entry into the course.

Applicants are asked to submit a personal statement outlining their Christian experience, their understanding of their call to ministry and reasons for seeking to enter the course. Students are also expected to provide, through a pastoral and other reference, evidence of aptitude and potential for ministry service in terms of temperament, personal qualities, interests and attitude. An interview with the Course Coordinator will also be conducted with individual applicants.

The criteria against which an applicant's personal suitability for entry to the Diploma of Ministry – Social Justice (MS06) is assessed are:

- Ability to procure a Blue Card;
- Recommendation by the applicant's local church Pastor/Minister;
- Personal alignment with the doctrinal values within the evangelical/charismatic tradition, as expressed in the *Citipointe Ministry College Statement of Faith and Code of Ministry Ethics*; and
- Agreement to adhere to the *Citipointe Ministry College Code of Ministry Ethics*.

These criteria are assessed through the triangulation of information collected through each applicant's personal statement, pastoral referee report and interview.

The *Citipointe Ministry College Statement of Faith and Code of Ministry Ethics* is available upon request from the School of Ministries.

### English language requirements:

Applicants from non-English speaking backgrounds must provide certified documentary evidence that:

- their secondary schooling, or tertiary studies of at least one year, was conducted in the English language; or
- they have satisfactory results in an acceptable English Language Proficiency examination (see below). This test must have been conducted less than two years prior to application to CHC.

<i>English Language Proficiency examination</i>	<i>Minimum result required</i>
<b>IELTS</b> (International English Language Testing System)	6.5 overall, with a minimum of 6.0 in all subtests
<b>ISLPR (formerly ASLPR)</b> (International Second Language Proficiency Rating)	Not accepted by CHC
<b>TOEFL</b> (Test of English as a Foreign Language)	575 or better (pBT; paper-based) 233 or better (cBT; computer-based) 90 or better with no subscore lower than 20 (iBT: internet-based)
<b>STAT</b> (Special Tertiary Admissions Test)	156 or higher in the Verbal component of the STAT

### *Workload for the course*

The Diploma of Ministry – Social Justice (MS06) requires 80 credit points for completion.

Each credit point indicates an expected student involvement of one hour per week for one semester in both formal contact hours and individual study. A standard unit carrying a weighting of 10 credit points will normally involve an expected 10 hours of study and research per week.

Full time students normally undertake four units per semester with a weighting of 40 credit points and an expectation of 40 hours of work per week over a semester.

### *Transfer of Credit*

Students may apply for transfer of credit from previous studies/prior learning. A maximum of 40 credit points may be granted.

### *Other course requirements*

In addition to the required units, all internal students (and where practically possible external students) are required to be actively involved in worship and devotional meetings, ministry seminars, outreach and missions' programs and workshops for the ongoing enrichment and development of personal and community life. Furthermore students will be required to attend compulsory tertiary writing skills classes to promote good academic practice unless granted an exemption by the Board of Studies. Evidence of extra-curricular activity for both internal and external students should be collected and result in a portfolio in order to assist graduates in destinations at the completion of the course.

## **Bachelor of Ministry (MS11)**

### *General information*

The Bachelor of Ministry (MS11) is a three-year full time course which offers an initial professional award for Christian ministry and leadership. It provides a broad understanding of ministry which prepares students to fulfil a variety of full time ministry roles within local churches and wider society, as well as biblical, theological and ministry knowledge and their fundamental principles and tenets. It develops students' academic skills for lifelong learning and is designed to give students the practical skills to function effectively in a professional ministry context.

### *Relationship to the Diploma of Ministry Studies (MS03)*

The first two semesters of the Bachelor of Ministry (MS11) is normally equal to the Diploma of Ministry Studies (MS03).

For students who, while undertaking the Bachelor of Ministry (MS11), re-evaluate their personal suitability and readiness for ministry, the Diploma of Ministry Studies (MS03) provides an early exit point. Examples of such students include school-leavers who enter higher education and are unsure of their longer-term directions in work, study and relationships, and mature age students who are unsure of whether they can continue to commit themselves to a longer course in the light of family and work commitments.

Students who have graduated with the Diploma of Ministry Studies (MS03) may enrol later in the Bachelor of Ministry (MS11). Such applicants will be subject to the normal transfer of credit protocols as outlined in the *CHC Transfer of Credit for Overseas Students* policy.

### *Entry Requirements*

Admission to the Bachelor of Ministry (MS11) may be on the basis of *Standard entry* or *Alternative entry*.

Additional entry requirements also apply.

#### Standard entry

Applicants for the Bachelor of Ministry (MS11) must have successfully completed Year 12 studies and earned the Queensland Certificate of Education, or equivalent.

It is assumed that applicants have a minimum grade of Sound Achievement (SA - QSA), or equivalent, in English.

#### Alternative entry

Applicants may be admitted to the Bachelor of Ministry (MS11) under *Alternative entry* provisions if they do not fully comply with academic criteria for entry, but can demonstrate some evidence of likely success in the course. A diversity of formal and non-formal qualifications are recognised by CHC for alternative entry to the Bachelor of Ministry (MS11). A wide range of tertiary, bridging, preparatory, professional and trade qualifications, employment experience, Special Tertiary Admissions Test results, and personal competency statements may be presented by applicants who may or may not have completed Year 12 in an earlier year.

#### Additional requirements

Blue card:

Some professions which are likely outcomes of CHC's undergraduate courses have specific legal requirements attached to the right to practise in those professions. In professions such as youth work and ministry, practitioners in Queensland are required to hold a Blue Card issued by the Queensland Commission for Children and Young People and Child Guardian. Other Australian states and territories have similar restrictions on professional practice. Applicants seeking to enter the Bachelor of Ministry (MS11) must be able to successfully apply for a blue card in order to complete the practical requirements of their course of study. The requirements for obtaining a blue card can be found on the website of the Queensland Commission for Children and Young People and Child Guardian ([www.ccydpcg.qld.gov.au](http://www.ccydpcg.qld.gov.au)).

Personal suitability:

Since scholastic achievement is not the sole requirement in ministry, additional factors are considered in assessing applicants' suitability for entry into the course.

Applicants are asked to submit a personal statement outlining their Christian experience, their understanding of their call to ministry and reasons for seeking to enter the course. Students are also expected to provide, through a pastoral and other reference, evidence of aptitude and potential for ministry service in terms of temperament, personal qualities, interests and attitude. An interview with the Course Coordinator will also be conducted with individual applicants.

The criteria against which an applicant's personal suitability for entry to the Bachelor of Ministry (MS11) is assessed are:

- Ability to procure a Blue Card;
- Recommendation by the applicant's local church Pastor/Minister;
- Personal alignment with the doctrinal values within the evangelical/charismatic tradition, as expressed in the *Citipointe Ministry College Statement of Faith and Code of Ministry Ethics*; and
- Agreement to adhere to the *Citipointe Ministry College Code of Ministry Ethics*.

These criteria are assessed through the triangulation of information collected through each applicant's personal statement, pastoral referee report and interview.

The *Citipointe Ministry College Statement of Faith and Code of Ministry Ethics* is available upon request from the School of Ministries.

English language requirements:

Applicants from non-English speaking backgrounds must provide certified documentary evidence that:

- their secondary schooling, or tertiary studies of at least one year, was conducted in the English language; or
- they have satisfactory results in an acceptable English Language Proficiency examination (see below). This test must have been conducted less than two years prior to application to CHC.

<i>English Language Proficiency examination</i>	<i>Minimum result required</i>
<b>IELTS</b> (International English Language Testing System)	6.5 overall, with a minimum of 6.0 in all subtests
<b>ISLPR (formerly ASLPR)</b> (International Second Language Proficiency Rating)	Not accepted by CHC
<b>TOEFL</b> (Test of English as a Foreign Language)	575 or better (pBT; paper-based) 233 or better (cBT; computer-based) 90 or better with no subscore lower than 20 (iBT: internet-based)
<b>STAT</b> (Special Tertiary Admissions Test)	156 or higher in the Verbal component of the STAT

### *Workload for the course*

The Bachelor of Ministry (MS11) requires 240 credit points for completion.

Each credit point indicates an expected student involvement of one hour per week for one semester in both formal contact hours and individual study. A standard unit carrying a weighting of 10 credit points will normally involve an expected 10 hours of study and research per week.

Full time students normally undertake four units per semester with a weighting of 40 credit points and an expectation of 40 hours of work per week over a semester.

### *Transfer of Credit*

Students may apply for transfer of credit from previous studies/prior learning. Transfer of credit is allowed from equivalent studies in a completed degree to a maximum of 80 credit points (other course requirements apply). Transfer of credit is allowed from equivalent studies in an incomplete degree to a maximum of 120 credit points (other course requirements apply).

Students with considerable ministry experience and ministry education may apply for credit for certain units on the basis of recognition of prior learning provisions. A maximum of 80 credit points in coursework and 20 credit points in practicum units will be allowed in this regard.

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### *Other course requirements*

In addition to the required units, all internal students (and where possible external students) are required to be actively involved in worship and devotional meetings, ministry seminars, outreach and missions programs and workshops for the ongoing enrichment and development of personal and community life. Evidence of extra-curricular activity should be collected by both internal and external students and result in a portfolio in order to assist graduates in destinations at the completion of the course.

First year students are required to attend tertiary writing skills classes to promote good academic practice, unless granted exemption by the Board of Studies.

## **Graduate Certificate in Ministry Studies (MS41)**

### *General information*

The Graduate Certificate in Ministry Studies (MS41) is a one-semester full time course. As an introductory postgraduate award, it offers the Christian professional a biblical, theological and ministry foundation to support their vocation. Many Christians choose care-based professions that they consider to be their ministry in society. The Graduate Certificate in Ministry Studies (MS41) affords the student an initial grounding in the disciplines that undergird such a ministry.

Further, the Graduate Certificate in Ministry Studies (MS41) offers students who are reassessing their profession an introduction to vocational knowledge and skills in a new professional area. The course provides opportunity for students to begin preparing for ministry in an evangelical/charismatic setting or leadership position.

The Graduate Certificate in Ministry Studies (MS41) constitutes a coherent body of knowledge which introduces students to the core elements of Christian ministry studies. Although it stands as a separate award, it is the first and foundational half of the Graduate Diploma in Ministry Studies (MS42).

### *Relationship to the Graduate Diploma in Ministry Studies*

The Graduate Certificate in Ministry Studies (MS41) is normally equal to the first semester of the Graduate Diploma in Ministry Studies (MS42).

Students who commence the Graduate Certificate in Ministry Studies (MS41) but later decide to transfer their studies into the Graduate Diploma in Ministry Studies (MS42) may articulate with full credit into the higher award.

Students who graduate with the Graduate Certificate in Ministry Studies (MS41) may enrol later in the Graduate Diploma in Ministry Studies (MS42). Such applicants will be subject to the normal transfer of credit protocols as outlined in the applicable CHC *Transfer of Credit* policy.

### *Entry requirements*

Entry to the Graduate Certificate in Ministry Studies (MS41) is available for **Semester 1 only**.

Admission to the Graduate Certificate in Ministry Studies (MS41) may be on the basis of *Standard entry* or *Alternative entry*.

Additional entry requirements also apply.

### Standard entry

Applicants for the Graduate Certificate in Ministry Studies (MS41) must have successfully completed an undergraduate degree in a field other than Ministry, or equivalent.

### Alternative entry

Applicants who do not meet the standard entry requirements for the Graduate Certificate in Ministry Studies (MS41) may be admitted to the course if they have a minimum of four years (full time equivalent) of professional ministry experience.

### Additional requirements

Personal suitability:

Since scholastic achievement is not the sole requirement in ministry, additional factors are considered in assessing applicants' suitability for entry into the course.

Applicants are asked to submit a personal statement outlining their Christian experience, their understanding of their call to ministry and reasons for seeking to enter the course. Students are also expected to provide, through a pastoral and other reference, evidence of aptitude and potential for ministry service in terms of temperament, personal qualities, interests and attitude. An interview with the Course Coordinator will also be conducted with individual applicants.

The criteria against which an applicant's personal suitability for entry to the Graduate Certificate in Ministry Studies (MS41) is assessed are:

- Recommendation by the applicant's local church Pastor/Minister;
- Personal alignment with the doctrinal values within the evangelical/charismatic tradition, as expressed in the *Citipointe Ministry College Statement of Faith and Code of Ministry Ethics*; and
- Agreement to adhere to the *Citipointe Ministry College Code of Ministry Ethics*.

These criteria are assessed through the triangulation of information collected through each applicant's personal statement, pastoral referee report and interview.

The *Citipointe Ministry College Statement of Faith and Code of Ministry Ethics* is available upon request from the School of Ministries.

English language requirements:

Applicants from non-English speaking backgrounds must provide certified documentary evidence that:

- their secondary schooling, or tertiary studies of at least one year, was conducted in the English language; or
- they have satisfactory results in an acceptable English Language Proficiency examination (see below). This test must have been conducted less than two years prior to application to CHC.

<i>English Language Proficiency examination</i>	<i>Minimum result required</i>
<b>IELTS</b> (International English Language Testing System)	6.5 overall, with a minimum of 6.0 in all subtests
<b>ISLPR (formerly ASLPR)</b> (International Second Language Proficiency Rating)	Not accepted by CHC
<b>TOEFL</b> (Test of English as a Foreign Language)	575 or better (pBT; paper-based) 233 or better (cBT; computer-based) 90 or better with no subscore lower than 20 (iBT: internet-based)
<b>STAT</b> (Special Tertiary Admissions Test)	156 or higher in the Verbal component of the STAT

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### *Workload for the course*

The Graduate Certificate in Ministry Studies (MS41) requires 40 credit points for completion.

Each credit point indicates an expected student involvement of one hour per week for one semester in both formal contact hours and individual study. A standard unit carrying a weighting of 10 credit points will normally involve an expected 10 hours of study and research per week.

Full time students normally undertake four units per semester with a weighting of 40 credit points and an expectation of 40 hours of work per week over a semester.

### *Transfer of Credit*

Students may apply for transfer of credit from previous studies/prior learning. A maximum of 10 credit points may be granted.

## **Graduate Diploma in Ministry Studies (MS42)**

### *General information*

The Graduate Diploma in Ministry Studies (MS42) is a one-year full time course. As an introductory postgraduate award, it offers the Christian professional a biblical, theological and ministry foundation to support their vocation. Many Christians choose care-based professions that they consider to be their ministry in society. The Graduate Diploma in Ministry Studies (MS42) affords the student an initial grounding in the disciplines that undergird such a ministry.

Further, the Graduate Diploma in Ministry Studies (MS42) offers students who are reassessing their profession an introduction to vocational knowledge and skills in a new professional area. The course provides opportunity for students to begin preparing for ministry in an evangelical/charismatic setting or leadership position.

### *Relationship to the Graduate Certificate in Ministry Studies (MS41)*

The first semester of the Graduate Diploma in Ministry Studies (MS42) is normally equal to the Graduate Certificate in Ministry Studies (MS41).

For students who, while undertaking the Graduate Diploma in Ministry Studies (MS42), re-evaluate their personal suitability and readiness for ministry, the Graduate Certificate in Ministry Studies (MS41) provides an early exit point. Examples of such students include mature age students who are unsure of whether they can continue to commit themselves to a longer course in the light of family and work commitments.

Students who have graduated with the Graduate Certificate in Ministry Studies (MS41) may enrol later in the Graduate Diploma in Ministry Studies (MS42). Such applicants will be subject to the normal transfer of credit protocols as outlined in the CHC *Transfer of Credit for Overseas Students* policy.

### *Entry requirements*

Admission to the Graduate Diploma in Ministry Studies (MS42) may be on the basis of *Standard entry* or *Alternative entry*.

Additional entry requirements also apply.

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### Standard entry

Applicants for the Graduate Diploma in Ministry Studies (MS42) must have successfully completed an undergraduate degree in a field other than Ministry, or equivalent, or a Graduate Certificate in Ministry Studies, or equivalent.

### Alternative entry

Applicants who do not meet the standard entry requirements for the Graduate Diploma in Ministry Studies (MS42) may be admitted to the course if they have a minimum of four years (full time equivalent) of professional ministry experience.

### Additional requirements

Personal suitability:

Since scholastic achievement is not the sole requirement in ministry, additional factors are considered in assessing applicants' suitability for entry into the course.

Applicants are asked to submit a personal statement outlining their Christian experience, their understanding of their call to ministry and reasons for seeking to enter the course. Students are also expected to provide, through a pastoral and other reference, evidence of aptitude and potential for ministry service in terms of temperament, personal qualities, interests and attitude. An interview with the Course Coordinator will also be conducted with individual applicants.

The criteria against which an applicant's personal suitability for entry to the Graduate Diploma in Ministry Studies (MS42) is assessed are:

- Recommendation by the applicant's local church Pastor/Minister;
- Personal alignment with the doctrinal values within the evangelical/charismatic tradition, as expressed in the *Citipointe Ministry College Statement of Faith and Code of Ministry Ethics*; and
- Agreement to adhere to the *Citipointe Ministry College Code of Ministry Ethics*.

These criteria are assessed through the triangulation of information collected through each applicant's personal statement, pastoral referee report and interview.

The *Citipointe Ministry College Statement of Faith and Code of Ministry Ethics* is available upon request from the School of Ministries.

English language requirements:

Applicants from non-English speaking backgrounds must provide certified documentary evidence that:

- their secondary schooling, or tertiary studies of at least one year, was conducted in the English language; or
- they have satisfactory results in an acceptable English Language Proficiency examination (see below). This test must have been conducted less than two years prior to application to CHC.

<i>English Language Proficiency examination</i>	<i>Minimum result required</i>
<b>IELTS</b> (International English Language Testing System)	6.5 overall, with a minimum of 6.0 in all subtests
<b>ISLPR (formerly ASLPR)</b> (International Second Language Proficiency Rating)	Not accepted by CHC
<b>TOEFL</b> (Test of English as a Foreign Language)	575 or better (pBT; paper-based) 233 or better (cBT; computer-based) 90 or better with no subscore lower than 20 (iBT: internet-based)
<b>STAT</b> (Special Tertiary Admissions Test)	156 or higher in the Verbal component of the STAT

### *Workload for the course*

The Graduate Diploma in Ministry Studies (MS42) requires 80 credit points for completion.

Each credit point indicates an expected student involvement of one hour per week for one semester in both formal contact hours and individual study. A standard unit carrying a weighting of 10 credit points will normally involve an expected 10 hours of study and research per week.

Full time students normally undertake four units per semester with a weighting of 40 credit points and an expectation of 40 hours of work per week over a semester. Part time students normally undertake one or two units per semester, with an equivalent workload per unit.

### *Transfer of Credit*

Students may apply for transfer of credit from previous studies/prior learning. A maximum of 20 credit points may be granted.

## SCHOOL OF SOCIAL SCIENCES COURSES

### Courses Available

The following courses offered by the School of Social Sciences are available to Overseas students:

- Diploma of Social Science (SS04)
- Bachelor of Social Science (SS11)
- Bachelor of Social Science (Counselling) (SS12)
- Graduate Certificate in Social Science (SS48)
- Graduate Diploma in Social Science (SS49)
- Master of Counselling (SS51)
- Master of Social Science (SS53)

### Course Duration and Cost

Course Name (Course Code)	CRICOS Code	Course Length		Annual Tuition Fee	Total Tuition Fee
		Years (Full-time equivalent)	Weeks (incl. CHC holidays)	\$AUD (based on 2012 fees)	\$AUD (based on 2012 fees)
Diploma of Social Science (SS04)	076204D	1	39	12400	12400
Bachelor of Social Science (SS11)	076205C	3	143	12400	37200
Bachelor of Social Science (Counselling) (SS12)	076206B	3	143	12400	37200
Graduate Certificate in Social Science (SS48)	076207A	0.5	18	7600	7600
Graduate Diploma in Social Science (SS49)	076208M	1	39	15200	15200
Master of Counselling (SS51)	073746J	2	91	16400	32800
Master of Social Science (SS53)	076209K	1	39	17600	17600

### Diploma of Social Science (SS04)

#### General information

The Diploma of Social Science (SS04) is a one-year full time course which allows students to take Bachelor-level studies to develop more awareness of themselves and others and gain useful people skills and understanding for informal application to a range of settings. The course equips students with a foundation understanding of interpersonal skills and human behaviour in a Christian context. The flexible structure allows students to include welfare, chaplaincy, community development, or youth studies units.

The Diploma of Social Science (SS04) can be completed as a stand-alone qualification, or be used to gain advanced standing into the Bachelor of Social Science (SS11) or the Bachelor of Social Science (Counselling) (SS12).

#### Relationship to the Bachelor of Social Science (SS11) and Bachelor of Social Science (Counselling) (SS12)

The Diploma of Social Science (SS04) is normally equal to the first two semesters of the Bachelor of Social Science (SS11) and Bachelor of Social Science (Counselling) (SS12), depending upon the selection of units.

Students who commence the Diploma of Social Science (SS04) but later decide to transfer their studies into the Bachelor of Social Science (SS11) or the Bachelor of Social Science (Counselling) (SS12) may articulate with full credit into the higher award.

Students who graduate with the Diploma of Social Science (SS04) may enrol later in the Bachelor of Social Science (SS11) or the Bachelor of Social Science (Counselling) (SS12). Such applicants will be subject to the normal transfer of credit protocols as outlined in the CHC *Transfer of Credit for Overseas Students* policy.

### Entry Requirements

Admission to the Diploma of Social Science (SS04) may be on the basis of *Standard entry* or *Alternative entry*.

English language requirements also apply.

#### Standard entry

Applicants for the Diploma of Social Science (SS04) must have successfully completed Year 12 studies and earned the Queensland Certificate of Education, or equivalent.

It is assumed that applicants have a minimum grade of Sound Achievement (SA - QSA), or equivalent, in English.

#### Alternative entry

Applicants may be admitted to the Diploma of Social Science (SS04) under *Alternative entry* provisions if they do not fully comply with academic criteria for entry, but can demonstrate some evidence of likely success in the course. A diversity of formal and non-formal qualifications are recognised by CHC for alternative entry to the Diploma of Social Science (SS04). A wide range of tertiary, bridging, preparatory, professional and trade qualifications, employment experience, Special Tertiary Admissions Test results, and personal competency statements may be presented by applicants who may or may not have completed Year 12 in an earlier year.

#### English language requirements

Applicants from non-English speaking backgrounds must provide certified documentary evidence that:

- their secondary schooling, or tertiary studies of at least one year, was conducted in the English language; or
- they have satisfactory results in an acceptable English Language Proficiency examination (see below). This test must have been conducted less than two years prior to application to CHC.

<i>English Language Proficiency examination</i>	<i>Minimum result required</i>
<b>IELTS</b> (International English Language Testing System)	6.5 overall, with a minimum of 6.0 in all subtests
<b>ISLPR (formerly ASLPR)</b> (International Second Language Proficiency Rating)	Not accepted by CHC
<b>TOEFL</b> (Test of English as a Foreign Language)	575 or better (pBT; paper-based) 233 or better (cBT; computer-based) 90 or better with no subscore lower than 20 (iBT: internet-based)
<b>STAT</b> (Special Tertiary Admissions Test)	156 or higher in the Verbal component of the STAT

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### *Workload for the course*

The Diploma of Social Science (SS04) requires 80 credit points for completion.

Each credit point indicates an expected student involvement of one hour per week for one semester in both formal contact hours and individual study. A standard unit carrying a weighting of 10 credit points will normally involve an expected 10 hours of study and research per week.

Full time students normally undertake four units per semester with a weighting of 40 credit points and an expectation of 40 hours of work per week over a semester.

### *Transfer of Credit*

Students may apply for transfer of credit from previous studies/prior learning. A maximum of 40 credit points may be granted.

### *Course design*

Applicants for the Diploma of Social Science (SS04) who are considering extending their studies into the Bachelor of Social Science (SS11) should consult the Course Coordinator to ensure that their choice of elective units is consistent with the course requirements of the higher award.

## **Bachelor of Social Science (SS11)**

### *General information*

The Bachelor of Social Science (SS11) is a three-year full time course which encourages students to reflect on biblical principles and Christian spirituality. Values such as servant leadership, kingdom living, redemption and incarnational service are woven through the course. Students and staff are recognised as whole persons – spirit, soul, mind, emotion and body – and students learn not only how to operate from a Christian worldview from an intellectual perspective but also how to live in relationship with God, other people and creation in respectful and life-giving ways.

### *Relationship to the Diploma of Social Science (SS04)*

The first year of the Bachelor of Social Science (SS11) is normally equal to the Diploma of Social Science (SS04).

Students who are enrolled in the Bachelor of Social Science (SS11) may exit with the Diploma of Social Science (SS04), subject to the completion of course requirements.

### *Entry Requirements*

Admission to the Bachelor of Social Science (SS11) may be on the basis of *Standard entry* or *Alternative entry*.

Additional entry requirements also apply.

### Standard entry

Applicants for the Bachelor of Social Science (SS11) must have successfully completed Year 12 studies and earned the Queensland Certificate of Education, or equivalent.

It is assumed that applicants have a minimum grade of Sound Achievement (SA - QSA), or equivalent, in English.

### Alternative entry

Applicants may be admitted to the Bachelor of Social Science (SS11) under *Alternative entry* provisions if they do not fully comply with academic criteria for entry, but can demonstrate some evidence of likely success in the course. A diversity of formal and non-formal qualifications are recognised by CHC for alternative entry to the Bachelor of Social Science (SS11). A wide range of tertiary, bridging, preparatory, professional and trade qualifications, employment experience, Special Tertiary Admissions Test results, and personal competency statements may be presented by applicants who may or may not have completed Year 12 in an earlier year.

### Additional requirements

Blue card:

Some professions which are likely outcomes of CHC's undergraduate courses have specific legal requirements attached to the right to practise in those professions. In professions such as counselling, youth work and human services, practitioners in Queensland are required to hold a Blue Card issued by the Queensland Commission for Children and Young People and Child Guardian. Other Australian states and territories have similar restrictions on professional practice.

Applicants for the Bachelor of Social Science (SS11) who wish to enrol in practicum and/or internship units within their choice of major(s) or extended major must be eligible to procure a Blue Card. Students will not be permitted to commence a practicum placement until they provide details of their current Blue Card to the Practicum Coordinator. The requirements for obtaining a blue card can be found on the website of the Queensland Commission for Children and Young People and Child Guardian ([www.ccypcg.qld.gov.au](http://www.ccypcg.qld.gov.au)).

English language requirements:

Applicants from non-English speaking backgrounds must provide certified documentary evidence that:

- their secondary schooling, or tertiary studies of at least one year, was conducted in the English language; or
- they have satisfactory results in an acceptable English Language Proficiency examination (see below). This test must have been conducted less than two years prior to application to CHC.

<i>English Language Proficiency examination</i>	<i>Minimum result required</i>
<b>IELTS</b> (International English Language Testing System)	6.5 overall, with a minimum of 6.0 in all subtests
<b>ISLPR (formerly ASLPR)</b> (International Second Language Proficiency Rating)	Not accepted by CHC
<b>TOEFL</b> (Test of English as a Foreign Language)	575 or better (pBT; paper-based) 233 or better (cBT; computer-based) 90 or better with no subscore lower than 20 (iBT: internet-based)
<b>STAT</b> (Special Tertiary Admissions Test)	156 or higher in the Verbal component of the STAT

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### Workload for the course

The Bachelor of Social Science (SS11) requires 240 credit points for completion.

Each credit point indicates an expected student involvement of one hour per week for one semester in both formal contact hours and individual study. A standard unit carrying a weighting of 10 credit points will normally involve an expected 10 hours of study and research per week.

Full time students normally undertake four units per semester with a weighting of 40 credit points and an expectation of 40 hours of work per week over a semester.

### Transfer of Credit

Students may apply for transfer of credit from previous studies/prior learning. A maximum of 120 credit points may be granted.

### Course structure

There are three course structure options available to students in the Bachelor of Social Science (SS11). In each case, students must complete a program of core units, with the remainder of the units being chosen from the fields of study available.

#### Option 1

- Core units (90 credit points)
- Major 1 (80 credit points from one field of study)
- Major 2 (80 credit points from one field of study)

Fields of study available for majors:

- |                         |                      |
|-------------------------|----------------------|
| - Chaplaincy            | - Human Services     |
| - Community Development | - Studies in Society |
| - Counselling           | - Youth Work         |
| - Human Behaviour       |                      |

#### Option 2

- Core units (90 credit points)
- Major 1 (80 credit points from one field of social science study)
- Minor 1 (40 credit points from one field of study)
- Minor 2 (40 credit points from one field of study)

Fields of study available for majors and minors:

- |                         |   |
|-------------------------|---|
| - Chaplaincy            | - Human Services                                |
| - Community Development | - Studies in Society                            |
| - Counselling           | - Youth Work                                    |
| - Human Behaviour       | - Other (as approved by the Course Coordinator) |

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### Option 3

- Core units (90 credit points)
- Extended major (120 credit points from one field of study)
- Electives (40 credit points from one or more fields of study; not that chosen for extended major)

Fields of study available for extended major:

- Chaplaincy
- Community Development
- Human Services
- Youth Work

Fields of study available for electives:

- Counselling
- Human Behaviour
- Studies in Society
- Other (as approved by the Course Coordinator)

### *Placements*

Students who undertake majors or extended majors in Chaplaincy, Community Development, Human Services and/or Youth Work within the Bachelor of Social Science (SS11) have the opportunity to engage in placements in various industry-based contexts under the supervision of qualified and experienced personnel. Placements challenge students to implement the skills and understandings they have gained in their coursework units in order to demonstrate their effectiveness in real-life contexts. As well as engaging in the range of activities undertaken within the particular placements, students will be involved with mentors in discussing, reflecting upon and reviewing the issues raised and strategies employed in their particular contexts in order for personal growth and critical evaluation to occur. The development of students' working relationship with their mentors is an important part of the placement experience as a means of ensuring appropriate supervision and accountability for graduates of the course in their future practice.

Further details of the placement units, their particular requirements and their contribution to the majors and extended majors indicated above are available from the School of Social Sciences Practicum Administrator.

## **Bachelor of Social Science (Counselling) (SS12)**

### *General information*

The Bachelor of Social Science (Counselling) (SS12) is a three-year full time course which serves the need of the institutional church, individual Christian clergy and laypeople, and members of the wider community to gain the appropriate qualifications to offer effective and professional counselling services. There is increasing awareness in the Christian community of moral and legal responsibilities to ensure that counsellors within church-related contexts have an appropriate base of knowledge and skills to be able to provide a trustworthy and credible service to the community. There are also many Christians working in educational, health and welfare organisations who have benefited greatly from a deeper understanding of human behaviour and principles of counselling. Given the high level of commitment felt by many Christians to minister to the needs of the community, it is very important that programs of study exist which reflect their particular distinctives.

### *Relationship to the Diploma of Social Science (SS04)*

The first year of the Bachelor of Social Science (Counselling) (SS12) is normally equal to the Diploma of Social Science (SS04).

Students who are enrolled in the Bachelor of Social Science (Counselling) (SS12) may exit with the Diploma of Social Science (SS04), subject to the completion of course requirements.

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## Entry Requirements

Admission to the Bachelor of Social Science (Counselling) (SS12) may be on the basis of *Standard entry* or *Alternative entry*.

Additional entry requirements also apply.

### Standard entry

Applicants for the Bachelor of Social Science (Counselling) (SS12) must have successfully completed Year 12 studies and earned the Queensland Certificate of Education, or equivalent.

It is assumed that applicants have a minimum grade of Sound Achievement (SA - QSA), or equivalent, in English.

### Alternative entry

Applicants may be admitted to the Bachelor of Social Science (Counselling) (SS12) under *Alternative entry* provisions if they do not fully comply with academic criteria for entry, but can demonstrate some evidence of likely success in the course. A diversity of formal and non-formal qualifications are recognised by CHC for alternative entry to the Bachelor of Social Science (Counselling) (SS12). A wide range of tertiary, bridging, preparatory, professional and trade qualifications, employment experience, Special Tertiary Admissions Test results, and personal competency statements may be presented by applicants who may or may not have completed Year 12 in an earlier year.

### Additional requirements

Blue card:

Some professions which are likely outcomes of CHC's undergraduate courses have specific legal requirements attached to the right to practise in those professions. In professions such as counselling, youth work and human services, practitioners in Queensland are required to hold a Blue Card issued by the Queensland Commission for Children and Young People and Child Guardian. Other Australian states and territories have similar restrictions on professional practice.

Applicants for the Bachelor of Social Science (Counselling) (SS12) must hold a current Blue Card. Permission to commence practicum placements is contingent on the success of this application. The requirements for obtaining a Blue Card can be found on the website of the Queensland Commission for Children and Young People and Child Guardian ([www.ccydpcg.qld.gov.au](http://www.ccydpcg.qld.gov.au)).

Personal suitability:

Since scholastic achievement is not the sole requirement in becoming an effective counselling practitioner, additional factors are considered in assessing applicants' suitability for entry into the course. In accordance with the requirements of the *Psychotherapy and Counselling Federation of Australia* (PACFA) Training Standards (2009, p. 2) personal suitability is measured against the following standards:

#### 1.1 Principles

1.1.1 Students need to demonstrate the presence of some fundamental human capacities as a prerequisite for beginning training as a psychotherapist/counsellor. These capacities can be demonstrated through live interviews, observing student's participation in an experiential workshop, referees, etc.

1.1.2 Self-awareness. Students need to demonstrate the capacity to relate in a facilitative way with others and to reflect on and examine the impact of these actions.

- 1.1.3 Since therapy is fundamentally a relational art, students should demonstrate a relational capacity. This could be in a one-to-one therapeutic situation or, especially if the therapeutic modality involves couples/family/group work, an ability to work with a group or team.
- 1.1.4 Students should demonstrate a capacity to understand and practice ethical behaviour and be prepared to follow a code of ethics, which is an integrated part of the training program.
- 1.1.5 The above qualities presume a certain level of mature life experience on the part of the applicant, and this is shown by the capacity to reflect on and learn from experience, including being open to positive and challenging feedback.

## 1.2 Process

- 1.2.1 The process of selection should be non-discriminatory on the grounds of gender, class, cultural background, sexual preference, disability or beliefs.

The criteria against which an applicant's personal suitability for entry to the Bachelor of Social Science (Counselling) (SS12) is assessed are:

- The holding of a current Blue Card issued by the Queensland Commission for Children and Young People and Child Guardian (or equivalent from the jurisdiction in which they reside);
- Recommendation by one personal and one professional referees' reports;
- Capacity to provide evidence, through a personal statement and at a panel interview chaired by the Course Coordinator, of aptitude and potential for counselling in terms of self-awareness, relational capacity and ability to understand and practice ethical behaviour within the context of relevant life experience and overall personal maturity;
- Preparedness to complete a minimum of 30 hours of personal counselling while enrolled in the course;
- Agreement to adhere to the *Psychotherapy and Counselling Federation of Australia Code of Ethics*.

These criteria are assessed through the triangulation of information collected through each applicant's personal statement, referee reports and interview.

The *Psychotherapy and Counselling Federation of Australia Code of Ethics* is available upon request from the School of Social Sciences.

English language requirements:

Applicants from non-English speaking backgrounds must provide certified documentary evidence that:

- their secondary schooling, or tertiary studies of at least one year, was conducted in the English language; or
- they have satisfactory results in an acceptable English Language Proficiency examination (see below). This test must have been conducted less than two years prior to application to CHC.

<i>English Language Proficiency examination</i>	<i>Minimum result required</i>
<b>IELTS</b> (International English Language Testing System)	6.5 overall, with a minimum of 6.0 in all subtests
<b>ISLPR (formerly ASLPR)</b> (International Second Language Proficiency Rating)	Not accepted by CHC
<b>TOEFL</b> (Test of English as a Foreign Language)	575 or better (pBT; paper-based) 233 or better (cBT; computer-based) 90 or better with no subscore lower than 20 (iBT: internet-based)
<b>STAT</b> (Special Tertiary Admissions Test)	156 or higher in the Verbal component of the STAT

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### *Workload for the course*

The Bachelor of Social Science (Counselling) (SS12) requires 240 credit points for completion.

Each credit point indicates an expected student involvement of one hour per week for one semester in both formal contact hours and individual study. A standard unit carrying a weighting of 10 credit points will normally involve an expected 10 hours of study and research per week.

Full time students normally undertake four units per semester with a weighting of 40 credit points and an expectation of 40 hours of work per week over a semester.

### *Transfer of Credit*

Students may apply for transfer of credit from previous studies/prior learning. A maximum of 120 credit points may be granted.

### *Placements*

Students who are enrolled in the Bachelor of Social Science (Counselling) (SS12) have the opportunity to engage in placements in various counselling-based contexts under the supervision of qualified and experienced personnel. Placements challenge students to implement the skills and understandings they have gained in their coursework units in order to demonstrate their effectiveness in real-life contexts. As well as engaging in the range of activities undertaken within the particular placements, students will be involved with mentors in discussing, reflecting upon and reviewing the issues raised and strategies employed in their particular contexts in order for personal growth and critical evaluation to occur. The development of students' working relationship with their mentors is an important part of the placement experience as a means of ensuring appropriate supervision and accountability for graduates of the course in their future practice.

Further details of the placement units and their particular requirements are available from the School of Social Sciences Practicum Administrator.

## **Graduate Certificate in Social Science (SS48)**

### *General information*

The Graduate Certificate in Social Science (SS48) is a one-semester full time course which is designed to equip students who are interested in pursuing postgraduate studies with a foundational understanding of social science theories, skills and ethical principles, as well as a solid grounding in a Christian worldview. As such, it forms a foundation on which further studies in more specialised fields of the social sciences can be built. In addition, the course is designed to provide specific professional development opportunities for graduates working in an applied social science field who would benefit from specific theoretical and practical training and/or a greater appreciation of the nature and significance of a Christian worldview.

The Graduate Certificate in Social Science (SS48) can be completed as a stand-alone qualification, or be used to gain advanced standing into the Graduate Diploma in Social Science (SS49).

### *Relationship to the Graduate Diploma in Social Science (SS49)*

The Graduate Certificate in Social Science (SS48) is normally equal to the first semester of the Graduate Diploma in Social Science (SS49).

Students who commence the Graduate Certificate in Social Science (SS48) but later decide to transfer their studies into the Graduate Diploma in Social Science (SS49) may articulate with full credit into the higher award.

Students who graduate with the Graduate Certificate in Social Science (SS48) may enrol later in the Graduate Diploma in Social Science (SS49). Such applicants will be subject to the normal transfer of credit protocols as outlined in the *CHC Transfer of Credit for Overseas Students* policy.

### Entry Requirements

Applicants for the Graduate Certificate in Social Science (SS48) must hold:

- a minimum of a two-year Diploma in a relevant field of study (e.g. community services, youth work) and at least five years of vocational experience in a suitable applied social science context, OR
- a Bachelor level qualification in any field of study.

Applicants who do not possess higher education experience are required to enrol in the unit LA410 Academic and Professional Communication as an enabling course. Applicants will be admitted to the Graduate Certificate in Social Science upon the successful completion of this unit.

English language requirements also apply.

### English language requirements

Applicants from non-English speaking backgrounds must provide certified documentary evidence that:

- their previous tertiary studies were conducted in the English language; or
- they have satisfactory results in an acceptable English Language Proficiency examination (see below). This test must have been conducted less than two years prior to application to CHC.

<i>English Language Proficiency examination</i>	<i>Minimum result required</i>
<b>IELTS</b> (International English Language Testing System)	6.5 overall, with a minimum of 6.0 in all subtests
<b>ISLPR (formerly ASLPR)</b> (International Second Language Proficiency Rating)	Not accepted by CHC
<b>TOEFL</b> (Test of English as a Foreign Language)	575 or better (pBT; paper-based) 233 or better (cBT; computer-based) 90 or better with no subscore lower than 20 (iBT: internet-based)
<b>STAT</b> (Special Tertiary Admissions Test)	156 or higher in the Verbal component of the STAT

### Workload for the course

The Graduate Certificate in Social Science (SS48) requires 40 credit points for completion.

Each credit point indicates an expected student involvement of one hour per week for one semester in both formal contact hours and individual study. A standard unit carrying a weighting of 10 credit points will normally involve an expected 10 hours of study and research per week.

Full time students normally undertake four units per semester with a weighting of 40 credit points and an expectation of 40 hours of work per week over a semester.

### Transfer of Credit

Transfer of credit is not allowed into the Graduate Certificate in Social Science (SS48).

## Graduate Diploma in Social Science (SS49)

### General information

The Graduate Diploma in Social Science (SS49) is a one-year full time course which emphasises critical reflection upon the nature of human society, which is informed both by contemporary scholarship and by Christian perspectives, as well as intentional theoretical and applied grounding in specific fields of social science practice. The course is intended for graduates who are seeking an entry-level postgraduate qualification in order to commence work in community service fields including chaplaincy, community development, human services and youth work. It is also designed for those already working in an applied social science field who wish to further their knowledge, skills and career opportunities. In addition, it is suitable for people who have a general interest in the social sciences, and those who are seeking foundational understandings of current social science knowledge and practice as a basis for further studies at a Masters level.

### Relationship to the Graduate Certificate in Social Science (SS48)

The first semester of the Graduate Diploma in Social Science (SS49) is normally equal to the Graduate Certificate in Social Science (SS48).

For students who are undertaking the Graduate Diploma in Social Science (SS49), the Graduate Certificate in Social Science (SS48) provides an early exit point.

Students who have graduated with the Graduate Certificate in Social Science (SS48) may enrol later in the Graduate Diploma in Social Science (SS49). Such applicants will be subject to the normal transfer of credit protocols as outlined in the *CHC Transfer of Credit for Overseas Students* policy.

### Entry Requirements

Applicants for the Graduate Diploma in Social Science (SS49) must hold:

- a Bachelor-level qualification in any field of study, OR
- a Graduate Certificate in any field of study.

English language requirements also apply.

### English language requirements

Applicants from non-English speaking backgrounds must provide certified documentary evidence that:

- their previous tertiary studies were conducted in the English language; or
- they have satisfactory results in an acceptable English Language Proficiency examination (see below). This test must have been conducted less than two years prior to application to CHC.

<i>English Language Proficiency examination</i>	<i>Minimum result required</i>
<b>IELTS</b> (International English Language Testing System)	6.5 overall, with a minimum of 6.0 in all subtests
<b>ISLPR (formerly ASLPR)</b> (International Second Language Proficiency Rating)	Not accepted by CHC
<b>TOEFL</b> (Test of English as a Foreign Language)	575 or better (pBT; paper-based) 233 or better (cBT; computer-based) 90 or better with no subscore lower than 20 (iBT: internet-based)
<b>STAT</b> (Special Tertiary Admissions Test)	156 or higher in the Verbal component of the STAT

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### *Workload for the course*

The Graduate Diploma in Social Science (SS49) requires 80 credit points for completion.

Each credit point indicates an expected student involvement of one hour per week for one semester in both formal contact hours and individual study. A standard unit carrying a weighting of 10 credit points will normally involve an expected 10 hours of study and research per week.

Full time students normally undertake four units per semester with a weighting of 40 credit points and an expectation of 40 hours of work per week over a semester.

### *Transfer of Credit*

Students may apply for transfer of credit from previous studies/prior learning. A maximum of 40 credit points may be granted.

## **Master of Counselling (SS51)**

### *General information*

The Master of Counselling (SS51) is a two-year full time course which provides an initial or further professional qualification in counselling for people who have a previous Bachelor-level qualification in another field. The learning outcomes of the Master of Counselling (SS51) include the development and enhancement of specific professional and vocational skills, or the enhancement of existing skills and knowledge acquired in undergraduate study, and the acquisition of in-depth understanding of a specific area of knowledge.

The Master of Counselling (SS51) enables students to fulfil the academic criteria, and some of the practical experience criteria, for registered membership of relevant professional associations (Christian Counsellors Association of Queensland and Queensland Counsellors Association), as well as those on the register of PACFA. Further information regarding memberships is available from the School of Social Sciences.

### *Entry requirements*

Applicants for the Master of Counselling (SS51) must hold a Bachelor-level qualification (or equivalent) in any field, or hold a Graduate Diploma in any field.

Additional entry requirements also apply.

### Additional requirements

#### Blue Card:

Some professions which are likely outcomes of CHC's undergraduate courses have specific legal requirements attached to the right to practise in those professions. In professions such as counselling, practitioners in Queensland are required to hold a Blue Card issued by the Queensland Commission for Children and Young People and Child Guardian. Other Australian states and territories have similar restrictions on professional practice.

Applicants for the Master of Counselling (SS51) must hold a current Blue Card. Permission to commence practicum placements is contingent on the success of this application. The requirements for obtaining a Blue Card can be found on the website of the Queensland Commission for Children and Young People and Child Guardian ([www.ccypcg.qld.gov.au](http://www.ccypcg.qld.gov.au)).

## Personal suitability:

Since scholastic achievement is not the sole requirement in becoming an effective counselling practitioner, additional factors are considered in assessing applicants' suitability for entry into the course. In accordance with the requirements of the *Psychotherapy and Counselling Federation of Australia* (PACFA) Training Standards (2009, p. 2) personal suitability is measured against the following standards:

### 1.1 Principles

- 1.1.1 Students need to demonstrate the presence of some fundamental human capacities as a prerequisite for beginning training as a psychotherapist/counsellor. These capacities can be demonstrated through live interviews, observing student's participation in an experiential workshop, referees, etc.
- 1.1.2 Self-awareness. Students need to demonstrate the capacity to relate in a facilitative way with others and to reflect on and examine the impact of these actions.
- 1.1.3 Since therapy is fundamentally a relational art, students should demonstrate a relational capacity. This could be in a one-to-one therapeutic situation or, especially if the therapeutic modality involves couples/family/group work, an ability to work with a group or team.
- 1.1.4 Students should demonstrate a capacity to understand and practice ethical behaviour and be prepared to follow a code of ethics, which is an integrated part of the training program.
- 1.1.5 The above qualities presume a certain level of mature life experience on the part of the applicant, and this is shown by the capacity to reflect on and learn from experience, including being open to positive and challenging feedback.

### 1.2 Process

- 1.2.1 The process of selection should be non-discriminatory on the grounds of gender, class, cultural background, sexual preference, disability or beliefs.

The criteria against which an applicant's personal suitability for entry to the Master of Counselling (SS51) is assessed are:

- The holding of a current Blue Card issued by the Queensland Commission for Children and Young People and Child Guardian (or equivalent from the jurisdiction in which they reside);
- Recommendation by one personal and one professional referees' reports;
- Capacity to provide evidence, through a personal statement and at a panel interview chaired by the Course Coordinator, of aptitude and potential for counselling in terms of self-awareness, relational capacity and ability to understand and practice ethical behaviour within the context of relevant life experience and overall personal maturity;
- Preparedness to complete a minimum of 30 hours of personal counselling while enrolled in the course;
- Agreement to adhere to the *Psychotherapy and Counselling Federation of Australia* Code of Ethics.

These criteria are assessed through the triangulation of information collected through each applicant's personal statement, referee reports and interview.

The *Psychotherapy and Counselling Federation of Australia* Code of Ethics is available upon request from the School of Social Sciences.

## English language requirements:

Applicants from non-English speaking backgrounds must provide certified documentary evidence that:

- their secondary schooling, or tertiary studies of at least one year, was conducted in the English language; or
- they have satisfactory results in an acceptable English Language Proficiency examination (see below). This test must have been conducted less than two years prior to application to CHC.

<i>English Language Proficiency examination</i>	<i>Minimum result required</i>
<b>IELTS</b> (International English Language Testing System)	6.5 overall, with a minimum of 6.0 in all subtests
<b>ISLPR (formerly ASLPR)</b> (International Second Language Proficiency Rating)	Not accepted by CHC
<b>TOEFL</b> (Test of English as a Foreign Language)	575 or better (pBT; paper-based) 233 or better (cBT; computer-based) 90 or better with no subscore lower than 20 (iBT: internet-based)
<b>STAT</b> (Special Tertiary Admissions Test)	156 or higher in the Verbal component of the STAT

### *Workload for the course*

The Master of Counselling requires 160 credit points for completion.

Each credit point indicates an expected student involvement of one hour per week for one semester in both formal contact hours and individual study. A standard unit carrying a weighting of 10 credit points will normally involve an expected 10 hours of study and research per week.

Full time students normally undertake four units per semester with a weighting of 40 credit points and an expectation of 40 hours of work per week over a semester. Part time students normally undertake one or two units per semester, with an equivalent workload per unit.

### *Transfer of Credit*

Students may apply for transfer of credit from previous studies/prior learning. A maximum of 80 credit points may be granted.

### *Placements*

Students who are enrolled in the Master of Counselling (SS51) have the opportunity to engage in placements in various industry-based contexts under the supervision of qualified and experienced personnel. Placements challenge students to implement the skills and understandings they have gained as part of their coursework studies in order to demonstrate their effectiveness in real-life contexts. As well as engaging in the range of activities undertaken within the particular placements, students will be involved with mentors in discussing, reflecting upon and reviewing the issues raised and strategies employed in their particular contexts in order for personal growth and critical evaluation to occur. The development of students' working relationship with their mentors is an important part of the placement experience as a means of ensuring appropriate supervision and accountability for graduates of the course in their future practice.

Further details of placements are available from the School of Social Sciences Practicum Administrator.

## **Master of Social Science (SS53)**

### *General information*

The Master of Social Science (SS53) is a one-year full time course which emphasises critical reflection upon the nature of social science theory and application, which is informed both by contemporary scholarship and by Christian perspectives. It is designed for graduates already working in the human or community services fields, especially chaplains, counsellors, community development workers, human services workers and youth workers who wish to develop further critical knowledge and skills related to their discipline or to a new field of application.

Students who undertake the internship-based pathway within the award will be given opportunity to acquire advanced knowledge and skills related to a specific area of the applied social sciences, as well as higher order skills in critically reflective practice related to their professional context. Those who enrol in the independent-study focussed pathway within the Master of Social Science will develop higher order skills in inquiry, analysis and critical evaluation through the planning and execution of a specific piece of scholarship or research related to their specific area of interest or practice. Students following both pathways will have opportunity to develop and demonstrate creativity and flexibility in the application of knowledge and skills to new situations, to solve complex problems within their discipline areas, and to think rigorously and independently.

### *Entry requirements*

Applicants for the Master of Social Science (SS53) must hold:

- a four year Bachelor qualification in the fields of social work, occupational therapy or a closely related discipline, OR
- a Graduate Diploma in the fields of social science or human services or a closely related discipline.

Additional entry requirements also apply.

### Additional requirements

#### Blue Card:

Some professions which are likely outcomes of CHC's undergraduate courses have specific legal requirements attached to the right to practise in those professions. In professions such as counselling, practitioners in Queensland are required to hold a Blue Card issued by the Queensland Commission for Children and Young People and Child Guardian. Other Australian states and territories have similar restrictions on professional practice.

Students who wish to enrol in the unit, SO515 Social Science Internship, must procure a Blue Card from the Commission for Children and Young People and Child Guardian (or equivalent from the jurisdiction in which they reside). Students will not be permitted to commence the internship placement until they provide details of their current Blue Card (or equivalent from the jurisdiction in which they reside, to the Practicum Coordinator). The requirements for obtaining a Blue Card can be found on the website of the Queensland Commission for Children and Young People and Child Guardian ([www.cypcg.qld.gov.au](http://www.cypcg.qld.gov.au)).

#### Personal suitability:

Since scholastic achievement is not the sole requirement in people-orientated professions including youth work and chaplaincy, additional factors are considered in assessing applicants' suitability for entry into the course.

Applicants are asked to submit a personal statement outlining relevant aspects of their life and vocational experience, and reasons for seeking to enter the course of their choice. Students are also expected to provide through one personal and one professional reference, and a panel interview chaired by the Course Coordinator, evidence of potential and aptitude for vocation in the applied social sciences. Evidence will specifically relate to issues of maturity, interpersonal skills, personal qualities and attitude.

The criteria against which an applicant's personal suitability for entry to the Master of Social Science (SS53) is assessed are:

- recommendation by a personal and professional referee;
- preparedness to align with the standards and values described by the *Australian Institute of Welfare and Community Worker's Code of Ethics*.

These criteria are assessed through the triangulation of information collected through each applicant's personal statement, referee reports and interview.

The *Australian Institute of Welfare and Community Worker's* Code of Ethics is available upon request from the School of Social Sciences.

English language requirements:

Applicants from non-English speaking backgrounds must provide certified documentary evidence that:

- their previous tertiary studies were conducted in the English language; or
- they have satisfactory results in an acceptable English Language Proficiency examination (see below). This test must have been conducted less than two years prior to application to CHC.

<i>English Language Proficiency examination</i>	<i>Minimum result required</i>
<b>IELTS</b> (International English Language Testing System)	6.5 overall, with a minimum of 6.0 in all subtests
<b>ISLPR (formerly ASLPR)</b> (International Second Language Proficiency Rating)	Not accepted by CHC
<b>TOEFL</b> (Test of English as a Foreign Language)	575 or better (pBT; paper-based) 233 or better (cBT; computer-based) 90 or better with no subscore lower than 20 (iBT: internet-based)
<b>STAT</b> (Special Tertiary Admissions Test)	156 or higher in the Verbal component of the STAT

### *Workload for the course*

The Master of Social Science (SS53) requires 80 credit points for completion.

Each credit point indicates an expected student involvement of one hour per week for one semester in both formal contact hours and individual study. A standard unit carrying a weighting of 10 credit points will normally involve an expected 10 hours of study and research per week.

Full time students normally undertake four units per semester with a weighting of 40 credit points and an expectation of 40 hours of work per week over a semester. Part time students normally undertake one or two units per semester, with an equivalent workload per unit.

### *Transfer of Credit*

Students may apply for transfer of credit from previous studies/prior learning. A maximum of 40 credit points may be granted.

### *Placements*

Students who undertake the Internship pathway within the Master of Social Science (SS53) have the opportunity to engage in extended placements in various industry-based contexts under the supervision of qualified and experienced personnel. Placements challenge students to implement the skills and understandings they have gained in their coursework units in order to demonstrate their effectiveness in real-life contexts. As well as engaging in the range of activities undertaken within the placements, students will be involved with mentors in discussing, reflecting upon and reviewing the issues raised and strategies employed in their particular contexts in order for personal growth and critical evaluation to occur. The development of students' working relationship with their mentors is an important part of the placement experience as a means of ensuring appropriate supervision and accountability for graduates of the course in their future practice.

Further details of the Internship are available from the School of Social Sciences Practicum Administrator.

## FINANCIAL INFORMATION

### Tuition Fees

Tuition fees for Overseas students at Christian Heritage College are calculated in accordance with the minimum indicative fees for Overseas students set by the Australian Government.

*CHC revises its Tuition fees for Overseas students each year, as the minimum indicative fees set by the Australian Government are subject to annual review. These revised annual fees apply to all Overseas students who are currently enrolled at CHC, not to commencing students only.*

In 2012, Tuition fees for Overseas students at CHC are calculated at the following rates:

- Undergraduate units: \$AUD155.00 per credit point (\$AUD1550 per 10 credit point unit);
- Postgraduate units (400-level): \$AUD190.00 per credit point (\$AUD1900 per 10 credit point unit);
- Postgraduate units (500/600-level): \$AUD220.00 per credit point (\$AUD2200 per 10 credit point unit).

A full schedule of fees and charges for 2012 is available on the CHC website.

### Refunds for Overseas Students Policy

The *Refunds for Overseas Students* policy sets out the conditions under which Overseas students may be eligible for a refund of Tuition fees, and the process which is to be followed when applying for a refund.

The *Refunds for Overseas Students* policy appears as Appendix 2 of this Guide.

### Full Time Study Load

Overseas students are generally required to maintain their enrolment in a full time, on campus course (see *Completion Within the Expected Duration of Study* and *Study Loads* earlier within this *Courses Guide*).

Units in excess of standard full time study loads are charged at the standard rate (as per the schedule above).

### Summary of Courses and Tuition Fees

The CHC courses which are available to Overseas students in 2012, and the tuition fees which apply to them, are listed in the table below.

A full schedule of fees and charges for 2012 is available on the CHC website.

Course Name (Course Code)	CRICOS Code	Course Length		Annual Tuition Fee	Total Tuition Fee
		Years (Full-time equivalent)	Weeks (incl. CHC holidays)	\$AUD (based on 2012 fees)	\$AUD (based on 2012 fees)
Diploma of Business (BS01)	030721G	1	40	12400	12400
Bachelor of Business (BS11)	030720G	3	145	12400	37200
Bachelor of Education (Primary) (ED21)	073749F	4	197	12400	49600
Bachelor of Education (Middle Years) (ED22)	073748G	4	197	12400	49600
Bachelor of Education (Secondary) (ED23)	073742B	4	197	12400	49600
Bachelor of Arts/Bachelor of Education (Secondary) (CC23)	073747G	4	197	12400	49600
Graduate Diploma in Education (Primary) (ED24)*	073744M	1	40	19000	19000
Graduate Diploma in Education (Secondary) (ED25)*	073745K	1	40	19000	19000
Diploma of Ministry Studies (MS03)	056901M	1	40	12400	12400
Diploma of Ministry – Social Justice (MS06)*	073743A	1	40	12400	12400
Bachelor of Ministry (MS11)	020767J	3	145	12400	37200
Graduate Certificate in Ministry Studies (MS41)*	050094G	0.5	19	7600	7600
Graduate Diploma in Ministry Studies (MS42)	045358J	1	40	15200	15200
Diploma of Social Science (SS04)	076204D	1	39	12400	12400
Bachelor of Social Science (SS11)	076205C	3	143	12400	37200
Bachelor of Social Science (Counselling) (SS12)	076206B	3	143	12400	37200
Graduate Certificate in Social Science (SS48)	076207A	0.5	18	7600	7600
Graduate Diploma in Social Science (SS49)	076208M	1	39	15200	15200
Master of Counselling (SS51)	073746J	2	91	16400	32800
Master of Social Science (SS53) *	076209K	1	39	17600	17600

\* Not available for Semester 2 entry.

## Other Fees and Charges

Other fees and charges which are payable by Overseas students appear in the table below. A full schedule of fees and charges for 2012 is available on the CHC website.

Action	Fee (\$AUD)
Application for Admission [non-refundable] <i>Students who apply through QTAC are not charged the Application for Admission fee, but are subject to QTAC application fees.</i>	\$200
Transfer of Credit Application [non-refundable]	\$50
Credit Transfer Fee <i>Overseas students pay a per-credit-point fee for Transfer of Credit in addition to the Transfer of Credit Application fee. A standard unit carrying 10 credit points would thus have a \$50 credit transfer fee.</i>	\$5 per credit point
Withdrawal <i>Overseas students who withdraw from their course on a date between the end of a semester and on or before the Census Date of the following semester will incur a Withdrawal fee. Overseas students who withdraw from their course on a date after the Census Date of a semester do not incur a Withdrawal fee but are liable for their full Tuition fees for that semester.</i>	\$500
Official Academic Transcript <i>Students receive an official Transcript upon graduation. All other requests for an official Transcript attract a fee.</i>	\$15
Additional Assignment Folders <i>Students are issued with a sufficient number of assignment folders at the beginning of each unit. Additional folders may be purchased from the CHC Reception, or downloaded from the CHC website.</i>	\$0.30 each (purchased from CHC)

Action	Fee (\$AUD)
Replacement of the following: <ul style="list-style-type: none"> <li>• Student ID card</li> <li>• Book of Readings</li> <li>• Study Guide</li> <li>• Style Guide</li> <li>• Student Handbook</li> </ul>	\$15 each
Library Fines for overdue resources: General loans	\$0.20 per resource per day
Library Fines for overdue resources: Closed reserve	\$0.30 per resource per day
Library Fines for overdue resources: Library use only	\$0.30 per resource per hour

Students should be aware that extra costs may be incurred through field trips and other activities which may be included in their courses. Details of these activities are included in the *Fees and Charges* document which appears on the CHC website from 1 October each year and also within the unit outlines which are available at the beginning of each semester of enrolment.

## Overseas Student Health Cover (OSHC)

The Australian government requires Overseas students and their dependants to obtain health insurance cover for the duration of their visas. This cover must be obtained prior to the visas being granted. OSHC provides cover for medical and hospital care costs which Overseas students may need while in Australia. A list of medical centres, hospitals and pharmacies which are located in the suburbs surrounding CHC is provided to Overseas students as part of their Orientation materials.

CHC's preferred OSHC provider is Medibank Private, and CHC can accept payment of OSHC premiums on its behalf. However, students are able to obtain health insurance from any other government-approved OSHC provider by dealing with them directly. Other such providers include Australian Health Management (AHM) ([www.ahm.com.au/7323/oshc/oshc](http://www.ahm.com.au/7323/oshc/oshc)), OSHC Worldcare ([www.oshcworldcare.com.au](http://www.oshcworldcare.com.au)) and British United Provident Association (BUPA) Ltd ([www.overseasstudenthealth.com](http://www.overseasstudenthealth.com)). Please note that CHC has no relationship with any other government-approved OSHC providers and can accept OSHC payments from students for Medibank Private only.

The *Application for Admission – Overseas Students* form provides opportunity for you to indicate whether you wish for CHC to arrange your OSHC through its preferred provider and, if so, whether you require Single or Family cover. If you indicate that you wish CHC to arrange your OSHC, then the total cost of your OSHC, based upon the length of your student visa, will be indicated on your Written Agreement and will be included in the amount required for upfront payment. CHC will then arrange your OSHC directly with Medibank Private.

Please note that you are required to obtain OSHC for the proposed duration of your student visa before CHC is able to generate your Confirmation of Enrolment (CoE) certificate. This is because your OSHC Policy Type (Single/Family) and Policy Expiry Date must be included on the CoE certificate. Choosing to have CHC arrange your OSHC through its preferred provider may help to reduce the amount of time taken by this process; however, you are still able to obtain OSHC from another government-approved provider should you wish to do so. In this case, you will be required to supply CHC with the details of your OSHC (as described above) prior to your CoE certificate being created.

In 2012, the annual cost of OSHC provided by Medibank Private is **\$AUD480.00** for Single cover, and **\$AUD960.00** for Family cover. Full details regarding the service offered by Medibank Private OSHC are available on the Medibank Private website ([www.medibank.com.au/Overseas-Students/About-OSHC.aspx](http://www.medibank.com.au/Overseas-Students/About-OSHC.aspx)).

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## Accommodation

Accommodation options for Overseas students vary according to a number of factors; for example, whether alone or with family members. The options include houses or units in the suburbs surrounding CHC which are available to rent through commercial rental agencies, off campus units which offer shared accommodation for individuals, off campus boarding arrangements with families, and on campus dormitory-style rooms.

For further information regarding accommodation, please contact the CHC Reception or see the *Student Accommodation Handbook* which is available on the CHC website.

## Employment

Overseas students are automatically able to apply for and undertake part time employment of up to a maximum of 20 hours per week, while their courses are in session. This means that you do not have to obtain separate permission to work from the Department of Immigration and Citizenship (DIAC), and can apply for work as soon as your course starts. Your course start date is noted on your CoE.

## Family (Dependants) and School-age Children

If you intend to bring family members with you to Australia, you should first confirm that your student visa allows for this. You should be aware that, while you are in Australia, you are responsible for supporting your dependants. A student bringing a spouse and/or children to Australia will need to have enough money to support them before the Australian Government will issue a visa. This includes providing Overseas Student Health Care (OSHC) and paying childcare and/ or education tuition fees for school-age dependants (ages 5-18).

Childcare in Australia is quite expensive, and you should contact childcare centres directly for information regarding fees and availability before you arrive.

Visa conditions require that dependant school-aged children attend school full-time. Australia has a dual school system, a government schools sector and an independent schools sector. Both sectors charge fees for attendance by school-aged children who are in Australia as dependants on a parent's study visa. Information regarding tuition fees and other requirements for enrolling children in Queensland government schools is available from the Queensland Department of Education and Training ([www.education.qld.gov.au](http://www.education.qld.gov.au)). Alternatively, if you are interested in enrolling children in the independent school sector, please visit the websites of Christian Schools Australia ([www.csa.edu.au/schools.php](http://www.csa.edu.au/schools.php)), Associated Christian Schools (<http://christianschools.org.au>) and the Association of Independent Schools Queensland ([www.aisq.qld.edu.au](http://www.aisq.qld.edu.au)) for information regarding Christian and other independent schools in the Brisbane region.

Citipointe Christian College, which also includes Citipointe Childcare and Citipointe Christian College International, is located on the same campus as Christian Heritage College, for students with school-age children who may find this to be a convenient arrangement. Citipointe Christian College offers education from Preparatory to Year 12. For more information regarding Citipointe Christian College, please visit its website at <http://www.brisbane.coc.edu.au/index.php/>. For information regarding Citipointe Childcare, please see <http://bris.citipointechurch.com/education/child-care>.

Further information regarding visa requirements for dependants and children is available on the DIAC website ([www.immi.gov.au](http://www.immi.gov.au)).

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## Living Costs

Approximate monthly minimum living costs (\$AUD):

Accommodation and utilities	\$1500
Food (self-catered)	\$500
Public transport	\$150
Clothing	\$100
Entertainment	\$200

**Total monthly minimum cost**      **\$2450 + (depending upon number of people)**

You should allow for a 5% increase in living expenses each year.

## Scholarships

CHC does not offer any scholarships for Overseas students.

## Travel Concessions

State government travel concessions are not available to Overseas students at CHC.

## Goods and Services Tax

Generally, tuition fees and course materials are GST free. However, GST is payable on textbooks and other materials sold by CHC.

## HOW TO APPLY TO CHC

Christian Heritage College welcomes Overseas applicants who are over the age of 18.

If you wish to study at CHC but are not an Australian citizen, Australian permanent resident, New Zealand citizen or holder of a permanent humanitarian visa, you are considered to be an Overseas student and if you are not eligible for another type of visa you must apply for an Australian student visa.

If you are not presently in Australia, you will need to apply for a student visa at an Australian Diplomatic Mission in your home country before embarking for Australia. As the visa application process can be lengthy, you should make any enquiries sufficiently early to ensure that you are able to begin your studies at CHC at the time you desire.

If you are already in Australia – for example, you may be holidaying and hold a tourist visa – you may be able to apply for a student visa onshore at an office of the Department of Immigration and Citizenship (DIAC) of the Australian Government. If you are already in Australia on another type of visa, you may not have to apply for a student visa. Please check with DIAC for the type of visa you will require to study in Australia. Alternatively, you may already hold a student visa and be studying at another registered provider in Australia. In this case, there are special conditions that apply to transferring your studies to a course at CHC if you have been studying for less than six months in your principal course.

Student visas generally last for the period of the course for which you are applying to enter and are granted on the condition that you leave Australia soon after completing your studies. If you wish to stay in Australia for your Graduation Ceremony and your visa expires prior to that date, you can apply in Australia for a visitor class visa.

More information regarding studying in Australia, and the conditions of and requirements for student visas, can be found at the *Study in Australia* website ([www.studyinaustralia.gov.au](http://www.studyinaustralia.gov.au)) and the Australian Department of Immigration and Citizenship (DIAC) website ([www.immi.gov.au](http://www.immi.gov.au)).

### Minimum Eligibility Requirements

Minimum academic and English language requirements must be met in order for you to be granted admission into courses at CHC. Both the level of your previous studies and the grades obtained will be considered in an assessment of your academic standard. Personal suitability requirements may also apply to particular courses.

Please refer to the specific entry requirements given for each course in the previous sections.

### Transferring from Another Provider

If you are currently in Australia on a student visa and are studying at another registered provider, there are conditions that apply if you wish to transfer your studies to CHC. These conditions are related to the length of time that you have been enrolled in your principal course. In all cases, students who wish to apply to transfer to CHC from another registered provider are subject to the minimum eligibility requirements outlined above.

If you have been enrolled in your principal course for more than six months, there are no restrictions which apply to you transferring to CHC, and you may simply follow the normal application processes.

If you have been enrolled in your principal course for less than six months, there are restrictions which apply to you transferring to CHC. In this case, you must follow the normal application processes and, if successful, you will be issued with a Letter of Offer from CHC. You must present this Letter of Offer to your current provider to obtain a Letter of Release. Your request for a Letter of Release will be subject to the policies and processes of your current provider.

If you are unsuccessful in obtaining a Letter of Release, you may wish to refer to the complaints and appeals processes offered to you by your current provider. CHC cannot proceed with your enrolment until you have been granted a Letter of Release from your current provider.

If you are successful in obtaining a Letter of Release, you must submit a certified copy of this letter to CHC, after which CHC can continue to process your application.

Please note that CHC will accept students who wish to transfer from another registered provider at the *beginning of a semester* only. Students who wish to transfer will need to make early application to allow time for the relevant processes to be completed prior to the beginning of classes for a particular semester.

## **Transfer of Credit *and* Recognition of Prior Learning**

If you have completed previous higher education studies, you may be granted Transfer of Credit towards your course at CHC where these previous studies are comparable with CHC course requirements. You may also be eligible for exemption from units of your course, or parts of units, under Recognition of Prior Learning (RPL) provisions. RPL involves the determination of the competencies you have obtained through previous formal training, work experiences and/or life experiences and the advanced standing to which you are entitled as a result of these competencies.

It is your responsibility to make application for Transfer of Credit and/or Recognition of Prior Learning. While CHC staff may be able to make suggestions and give advice, the onus is on students to complete the appropriate application form(s), assemble the necessary documentation and submit the application(s).

A non-refundable application fee is charged to cover the costs of processing applications Transfer of Credit and/or Recognition of Prior Learning. Where applications are successful, a further fee per credit point granted is charged. Information regarding fees and charges at CHC are available on the CHC website.

It is CHC policy that Overseas students must apply for Transfer of Credit and/or Recognition of Prior Learning at the same time as making Application for Admission to CHC in order that any credit and/or exemptions granted are taken into consideration when determining the course end date which will appear on the Confirmation of Enrolment (CoE). This process includes the development of a personal study plan which you are required to follow so that you finish your course within the proposed length of time. Applications for Transfer of Credit and/or Recognition of Prior Learning will not be accepted after you commence your studies.

### ***Documentation required***

Transfer of Credit and Recognition of Prior Learning procedures involve a consideration of the documentary evidence submitted, and may also involve an interview or practical test where appropriate. Depending upon the nature of your application for Transfer of Credit and/or Recognition of Prior Learning, some or all of the following documentation is required:

- certified copy of your official academic transcript for previous courses and/or units;
- unit outlines for individual units for which Transfer of Credit is sought;
- if the institution is not a recognised higher education institution, a statement regarding the accreditation status of the courses and/or units;
- for Recognition of Prior Learning, descriptions and/or documented evidence of such learning;
- any other relevant documentation or information to support your application.

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## **Evaluation procedures**

On receipt of an application for Transfer of Credit and/or Recognition of Prior Learning, the Course Coordinator will nominate an Assessor, who will normally be an instructor for the relevant unit(s). The Course Coordinator may choose to handle an application personally, and may seek additional advice if it is thought necessary. The Assessor will make a judgement about the equivalence of the studies and/or experiences you are claiming. In making such judgements, the Assessor may undertake a number of processes:

- verifying the accuracy, authenticity and reliability of the documentation submitted;
- interviewing the applicant;
- consulting referees;
- conducting a practical test of the applicant's competencies;
- peer review and moderation;
- consulting other authorities.

The Assessor will use such evidence to complete a profile of each application on a checklist of requirements for the relevant course, unit or section of a unit. A determination about transfer of credit, advanced standing or exemptions is made on the basis of the completed profile.

## **Outcome of the evaluation**

You will be notified in writing of the outcome of your application and of any effect on your course duration. This notification will be included in the *Written Agreement* which is included in your Offer Pack. Your signing of the *Written Agreement* signifies that you accept the outcome of your application for Transfer of Credit and/or Recognition of Prior Learning.

Should you not be satisfied with the decision regarding your application for Transfer of Credit and/or Recognition of Prior Learning and wish to request a formal review of this decision, please refer to the *Overseas Student Grievances* policy.

## **How to Apply for Admission to CHC**

To apply for admission to a course at CHC, you should follow the steps below:

1. Complete an Application for Admission either online or by downloading the form from the CHC website at <http://chc.edu.au/index.php/future-students/steps-for-applying/>.
2. Submit certified copies of passport information and all other relevant documents (as applicable), such as transfer of credit documentation, previous qualifications, current visa information.
3. Submit the application, together with the application fee, to CHC.

## **Closing Dates for On time Applications**

The dates for on time Applications for Admission each year are:

- Semester 1 (February - June)      October 31
- Semester 2 (July - November)      March 31

Applications may be made after these dates for the respective semesters: however, Overseas applicants should be aware that visa application processes can be lengthy and that late applications may mean that visa approvals are not granted in time for the beginning of the desired semester. No late fees apply to the submission of applications after the closing dates.

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## Accepting an Offer

You will be notified in writing of the receipt of your application.

If your application is successful, you will receive an Offer Pack, which includes a *Letter of Offer* and a *Written Agreement*.

The *Letter of Offer* will indicate the name and code of the course into which you are being offered admission, your CHC Student Number, the name of your Course Coordinator and any important dates you should note with regard to the returning of the *Written Agreement* and your Orientation activities. It will also contain a link to pages on the CHC website which provide information concerning enrolment processes, the range of CHC services and facilities that are available to students, and various guides and publications. In particular, the *Student Handbook* and *Unit Selection Guide* which relate to the School which offers your course will assist you to complete the various forms which you are to print, complete and return with your *Written Agreement*.

You are to keep your *Letter of Offer* for your own records.

The *Written Agreement* sets out for you important information regarding the following:

- the name and code of the course into which you are being offered admission;
- any conditions relating to your enrolment, including any Transfer of Credit/Recognition of Prior Learning granted and its implications for your course end date;
- an itemised list of the fees to be paid in accepting the offer of admission;
- the CHC *Code of Conduct*;
- the *Refunds for Overseas Students* policy;
- the *Overseas Student Grievances* policy;
- the circumstances in which your personal information may be shared between CHC, the Australian Government and other relevant authorities (this information includes personal and contact details, course enrolment details and changes, and the circumstances of any suspected breach of the conditions of your student visa); and
- the necessity for you to notify CHC of a change of address while enrolled in your course.

You will receive two copies of the *Written Agreement*, one which you are to sign and keep for your own records, and one which you are to sign and return to CHC. Please note that you are required to return the *Written Agreement* by the date specified on your *Letter of Offer* to indicate your acceptance or rejection of the offer of admission.

It is necessary for you to make payment of certain fees and charges to accept the offer of admission at CHC. These are indicated in the *Written Agreement* and consist of the first year's tuition fees and the Overseas Student Health Cover premium. Payment of these fees is to be made in Australian dollars **concurrently** with the returning of the *Written Agreement*. Methods of payment include bank cheque or international bank draft made payable to Christian Heritage College, and electronic funds transfer, details for which are available from the CHC Business Office. Please do not send payment prior to returning your *Written Agreement*. If this occurs, the payment cannot be processed until CHC receives your *Written Agreement*, which may mean that the finalising of your enrolment is delayed. When both your *Written Agreement* and payment are received, your enrolment at CHC will be confirmed in writing and you will be issued with a Confirmation of Enrolment (CoE), which is required for your student visa application.

Should your Application for Admission be unsuccessful and you wish to request a formal review of this decision, please refer to the *Overseas Student Grievances* policy.

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## Applying for a Student Visa

Once you have accepted your offer of a place at CHC, you can apply for a student visa from the Australian Embassy, High Commission or Diplomatic Mission in your home country. The locations of these offices can be obtained from the Department of Immigration and Citizenship (DIAC) website ([www.immi.gov.au](http://www.immi.gov.au)). If you are in Australia, you should contact DIAC for information regarding visa applications. To apply for a student visa, you will require:

- a Letter of Offer from CHC;
- a Confirmation of Enrolment (CoE) from CHC;
- evidence of payment of Overseas Student Health Cover (OSHC);
- a medical check-up, if and as required by legislation; and
- proof of financial support, if and as required by legislation.

The DIAC website contains information regarding the medical, financial and other requirements which Overseas applicants must satisfy in order to be granted an Australian student visa. These requirements differ according to the passport held by the applicant. In general, Overseas applicants must demonstrate that they possess, or have access to, sufficient financial resources to support themselves, and any family or dependants, for the duration of their course.

After your student visa has been granted, you are to provide CHC with certified copies of the relevant documents.

## Changing your Enrolment

There are various changes to your enrolment that can occur once you have begun your studies at CHC. These changes may be initiated at your request, or by CHC where grounds exist to do so. These changes are explained below. All forms to which the following sections refer are available from the CHC Reception and the CHC website.

### **Contact Details**

Australian student visas require that Overseas students inform their higher education provider of any changes to their contact details. It is important that CHC has up-to-date Australian residential addresses, phone numbers and email addresses for its Overseas students. If your contact details change while you are enrolled at CHC, you are to contact the CHC Student Administration Office.

### **Changing your Course**

It is possible that, once students have commenced their studies at CHC, they wish to change their course. This may result from various factors, such as a change to or growing awareness of their interests or an inability to meet certain requirements of the original course. If you wish to enquire about changing your course, you are to consult the Registrar's Office regarding the processes involved and the implications of this action for your student visa. You should also speak to the Course Coordinators of both your current and your proposed courses. Please note that restrictions apply regarding the point in a semester at which a new course and/or new units may be entered.

To apply to change your course, you are to complete an 'Application to Transfer Course' form and submit it, and any supporting documentation, to the CHC Reception by the date indicated on the form (this is determined by the semester in which the transfer is to take effect). Due to the processing time involved, any such applications should be made early. If you have completed any previous studies, other than CHC studies, which you wish to be considered for transfer of credit into your new course, you must complete and submit an 'Application for Transfer of Credit' form, and any supporting documentation, with your 'Application to Transfer Course' form.

In making a decision regarding an application to change course, CHC will assess your meeting of the entry requirements for your proposed course. If it is determined that you meet these entry requirements, CHC will then consider any applications for Transfer of Credit, as well as any completed CHC studies, and apply them to your proposed course in order to determine a new course end date.

You will be advised in writing of the outcome of your application.

If your application to change your course is approved, you will be sent a new *Written Agreement* which sets out your new course details. Once you have signed and returned this agreement, and paid any associated fees, CHC will issue you with a new Confirmation of Enrolment (CoE). You should be aware that this action will affect your student visa, and that you will need to contact DIAC to apply for a new student visa.

Should your application to change your course be denied, you are able to request a formal review of this decision. Your enrolment will be maintained in your original course of study during any such review process. If a review process finds in your favour, the process will proceed as described above. If a review process upholds CHC's original decision, you may choose to remain in your original course or to cancel your enrolment at CHC.

### ***Changing your Unit Selection***

Circumstances may arise where you wish to change the units you have selected for a particular semester.

If, after the submission of a 'Unit Selection' form you wish to change the units in which you are enrolled for a particular semester, you are to submit an 'Application for Change to Unit Selection' form to the CHC Reception. This should be done in consultation with both your Course Coordinator and the CHC Registrar's Office to ensure that all conditions relating to your student visa continue to be met. You should be aware that there are academic and financial implications associated with changing your unit selection after the Census Date of a semester.

### ***Deferring your Studies and Leave of Absence***

The conditions of your student visa allow you to apply to postpone (defer) the commencement of your studies or to apply for a leave of absence from your studies (temporarily suspend your enrolment in your course) where there are compassionate or compelling reasons to do so. These are generally circumstances which are beyond your control and which have an impact upon your course progress or wellbeing. Such grounds could include, but are not limited to:

- serious illness or injury, where a medical certificate states that you are unable to attend classes;
- bereavement of close family members such as parents or grandparents (where possible, a death certificate should be provided);
- major political upheaval or natural disaster in your home country which requires emergency travel;
- a traumatic experience, such as involvement in or witnessing of a serious accident, or witnessing or being the victim of a serious crime (these cases should be supported by police or psychologists' reports);
- CHC not being able to offer a prerequisite unit; or
- your inability to begin studying on the course commencement date due to a delay in receiving a student visa.

Deferral from a course at CHC is available to Overseas students at the time of commencement. Leave of absence is available to students who have successfully engaged in at least one semester of study within their course. Where a student is eligible, applying to defer or for a leave of absence is available prior to the Census Date of the semester for which the deferral or leave of absence is sought *only*. Applications to defer or for a leave of absence do not attract a fee.

You may defer or take a leave of absence for whole semester periods only. The initial period of deferral or of leave of absence is one semester, after which you may apply for a further period of one semester. This further period of deferral or leave of absence may be granted if you can demonstrate that it is in your best interest and will be of academic benefit.

If you wish to discontinue your studies after the Census Date in a semester, you should apply for a suspension of your studies. There are both academic and financial conditions which apply should you wish to suspend your enrolment after the Census Date for a particular semester.

Periods of leave of absence contribute to time limits for course completion, and you should be aware that the granting of a period of deferral or leave of absence may have consequences for your course in terms of the sequencing and availability of units, and thus for your expected course end date.

All Library borrowing rights and access to CHC services are suspended for the period of deferral or leave of absence.

Should you wish to defer your studies or to apply for a leave of absence, you should first consult your Course Coordinator and the CHC Registrar's Office for advice concerning your student visa; should you then wish to proceed with the deferral or leave of absence you are to submit an 'Application to Defer' or 'Application for Leave of Absence' form, and any documentary evidence to support your application, to the CHC Reception. Applications to defer or for leave of absence may be rejected for academic reasons at the discretion of the Dean of the School in which your course is offered. CHC will assess your application and advise you in writing of its decision.

Should your application be approved, CHC will notify DEEWR of the deferral of your enrolment or your leave of absence and any impact it has upon your expected course end date. Should your expected course end date be extended as a result of the deferral of your enrolment or your leave of absence, you will be issued with a new Confirmation of Enrolment (CoE), either prior to beginning your period of deferral or leave of absence, or upon your notifying CHC of the date of your intended return. You will also be notified of the date by which you will need to contact your Course Coordinator regarding the processes which apply to your return from the period of deferral or leave of absence.

In the event that your application is denied, you have 20 working days in which to request a formal review of this decision, as outlined in the *Overseas Student Grievances* policy. Should you choose to access these procedures, your enrolment will be maintained and CHC advises that you should remain in your classes until the process is complete. You will be advised in writing of the outcome of any review process.

Should your application be denied, either as an initial decision by CHC or as the result of a review which upholds this decision, or if you request a review of the decision but then withdraw from the process, your enrolment will continue unchanged.

In general, if you have been granted a period of deferral or leave of absence which is **28 days or longer** you are required to return to your home country, unless special circumstances exist. While it is CHC which determines your enrolment status, it is DIAC that decides whether you may remain in Australia during the period of deferral or leave of absence, or if you must return home. You should contact DIAC if you have any questions regarding whether or not you are allowed to remain in Australia throughout the period of your deferral or leave of absence.

Please note that a decision which grants you permission to defer your studies or take leave of absence such that your expected course end date is extended will affect your student visa. In this case, you will need to contact DIAC to apply for a new student visa.

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### **Transferring to Another Provider**

Students who are in Australia on a student visa are able to transfer their enrolment to another registered provider following the completion of six months of study in their principal course of study at their original provider. In some circumstances, transfer may be permitted prior to this six-month period.

In the event that you wish to transfer from CHC to another registered provider, you should consult your Course Coordinator and the CHC Registrar's Office for advice concerning your student visa; should you then wish to proceed with the transfer, the following provisions apply according to whether you are seeking to transfer **after** or **prior to** the six-month period.

If you wish to transfer from CHC to another registered provider **after** the completion of the six-month period, you must submit an 'Advice of Withdrawal' form to the CHC Reception. You should be aware that there are academic and financial implications associated with withdrawing from your course depending upon the time in the semester that you withdraw, and that certain fees and charges apply to withdrawing from your course. Please note that transferring providers may require that you be granted a new visa, and you should seek advice from DIAC in this regard. Following the completion of these processes, CHC will notify DEEWR of your transfer and your Confirmation of Enrolment (CoE) will be cancelled.

If you wish to transfer from CHC to another registered provider **prior to** the completion of the six-month period, you must provide CHC with a certified copy of a valid offer of enrolment from another registered provider and an 'Advice of Withdrawal' form, after which CHC will provide you with a Letter of Release for sighting by your new provider. You should be aware that there are academic and financial implications associated with withdrawing from your course depending upon the time in the semester that you withdraw, and that certain fees and charges apply to withdrawing from your course. Please note that transferring providers may require that you be granted a new visa, and you should seek advice from DIAC in this regard. Following the completion of these processes, CHC will notify DEEWR of your transfer and your Confirmation of Enrolment (CoE) will be cancelled.

### **Suspending your Enrolment**

Under the guidelines which govern the enrolment of Overseas students in Australia, CHC is able to suspend a student's enrolment on the grounds of misconduct.

CHC may become aware of alleged student misconduct through a range of circumstances and/or sources. Such misconduct may lead to the suspension of a student's enrolment. Depending upon the nature of the circumstances involved, this period of suspension may vary from one week to one whole compulsory study period. All Library borrowing rights and access to CHC services are revoked during the period of suspension.

Upon becoming aware of alleged student misconduct, CHC will undertake a process to determine the accuracy of this information. This process will involve the conducting of at least one interview with the student to whom the alleged misconduct applies, and any other measures which CHC deems to be appropriate. The student for whom suspension is proposed may be assisted by a third party at any time in the initial interview or any subsequent process.

Where CHC has determined that misconduct has occurred and that suspension of enrolment is the appropriate response, the student concerned will be notified in writing of the intention to suspend, of the period of suspension, and the reasons for this decision.

If CHC notifies you that it intends to suspend your enrolment as a result of misconduct, you may choose to accept this outcome or, alternatively, you have 20 working days in which to request a formal review of this decision, as outlined in the *Overseas Student Grievances* policy. Should you choose to access these procedures, your enrolment status will be maintained until their conclusion, at which point it will be

reviewed according to the outcome of the process. However, you may or may not be offered learning opportunities during the 20 working days or any subsequent review period.

CHC will not report the suspension of your enrolment to DEEWR prior to the expiration of 20 working days.

Should you choose to access the *Overseas Student Grievances* policy, the suspension of your enrolment will not be reported until after the conclusion of the review process, depending upon its outcome. You will be advised in writing of the outcome of any review process.

Should any such review process find in your favour, your enrolment will continue. Should any such review process uphold the decision to suspend, CHC will notify DEEWR of the suspension of your enrolment. You should be aware that this outcome may affect your student visa, and your individual circumstances will be assessed by DIAC in any decision regarding your student visa.

Please note that the *Overseas Student Grievances* policy contains provision for you to access an external review process should you not be satisfied with the outcome of the internal review process. However, should you choose to access this external process, CHC may choose to notify DEEWR of its intention to suspend your enrolment prior to its completion.

Further, although CHC must generally wait until the completion of the internal review process to notify DEEWR of its intention to suspend your enrolment, should you choose to access it, provision exists for this notification to occur earlier if CHC believes that there are extenuating circumstances which relate to your welfare. Such circumstances could include, but are not limited to you:

- being missing;
- having medical concerns, severe depression or psychological issues which lead CHC to fear for your wellbeing;
- engaging or threatening to engage in behaviour that is reasonably believed to endanger yourself or others;
- being at risk of committing a criminal offence.

You will be advised in writing of the outcome of your request for a suspension. You will also be advised that the period of suspension may have consequences for your course in terms of the sequencing and availability of units, and for the expected duration of your course and student visa.

If a period of suspension is granted and your expected course end date is not affected, CHC will notify DEEWR of the suspension.

If a period of suspension is granted and your expected course end date is affected, CHC will notify DEEWR of the suspension and will create a new Confirmation of Enrolment (CoE) which indicates your revised course completion date.

### ***Canceling your Enrolment***

CHC recognises that the needs of Overseas students can change during their studies and that at times it may be necessary for students to withdraw from their course. This may be due to students wishing to withdraw to return to their home countries – for example, due to changed family circumstances or an inability to meet the academic demands of their course – or to transfer to another registered provider to undertake a different course of study.

Also, under the guidelines which govern the enrolment of Overseas students in Australia, CHC is able to cancel students' enrolment on the grounds of failing to make satisfactory course progress, or gross misconduct.

All Library borrowing rights and access to CHC services are revoked upon the cancellation of enrolment.

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### *Cancellation Initiated by Students*

You may choose to withdraw from your course at any time, although there are both financial and academic implications associated with this action depending upon whether it occurs prior to, or following, the Census Date for the semester in which you withdraw. You should also be aware that certain fees and charges apply to withdrawing from your course.

Should you wish to withdraw from your course, you should first consult your Course Coordinator and the CHC Registrar's Office for advice concerning your student visa. If, after this, you wish to proceed with your withdrawal, you are to submit an 'Advice of Withdrawal' form to the CHC Reception. Upon receipt of this form, CHC will notify DEEWR of your withdrawal and your Confirmation of Enrolment (CoE) will be cancelled. You should contact DIAC regarding the status of your student visa following your withdrawal.

You should also submit an 'Advice of Withdrawal' form as part of the process associated with transferring to another registered provider.

Students who request a cancellation of enrolment and whose enrolment is cancelled on or before to the Census Date in a particular semester receive a full refund of any tuition fees paid for that semester less a Withdrawal fee, and do not suffer any academic penalty. The amount of this Withdrawal fee is published on October 1 in each preceding year and is available on the CHC website.

Students who request a cancellation of enrolment and whose enrolment is cancelled after the Census Date in a particular semester do not receive any refund of tuition fees paid for that semester and should be aware that academic penalties will apply depending upon the point of the semester at which the cancellation is effective.

Please note that requests for cancellation will not be processed until all outstanding monies, such as Library fines or late fees, are paid. If payment of these monies is not made on or before Census Date, students will be liable for their full tuition fees for that semester and no refund will be given.

### *Cancellation Initiated by CHC*

It is a condition of your student visa that you maintain satisfactory course progress. If, following the processes associated with any intervention strategies implemented by CHC, you are deemed as failing to maintain satisfactory course progress, CHC will notify you in writing that it intends to report you to DEEWR and to cancel your enrolment. The action of cancelling your enrolment in this regard will occur at the end of a compulsory study period only and will be based upon the grades awarded for the units in which you were enrolled in that period. The notice of CHC's intention to report you to DEEWR will be issued prior to the commencement of the next compulsory study period.

Further, CHC may become aware of alleged gross student misconduct through a range of circumstances and/or sources. Such misconduct may lead to the cancellation of a student's enrolment. Upon becoming aware of alleged student misconduct, CHC will undertake a process to determine the accuracy of this information. This process will involve the conducting of at least one interview with the student to whom the alleged misconduct applies, and any other measures which CHC deems to be appropriate. The student for whom cancellation is proposed may be assisted by a third party at any time in the initial interview or any subsequent process.

Where CHC has determined that gross misconduct has occurred and that cancellation of enrolment is the appropriate response, the student concerned will be notified in writing of the intention to cancel and the reasons for this decision.

If CHC notifies you that it intends to cancel your enrolment, you may choose to accept this outcome or, alternatively, you have 20 working days in which to request a formal review of this decision. Should you choose to access these procedures, your enrolment status will be maintained until their conclusion, at which point it will be reviewed according to the outcome of the process. However, you may or may not be offered learning opportunities during the 20 working days or any subsequent review period.

CHC will not report the cancellation of your enrolment to DEEWR prior to the expiration of 20 working days.

Should you choose to access the *Overseas Student Grievances* policy, the suspension of your enrolment will not be reported until after the conclusion of the review process, depending upon its outcome. You will be advised in writing of the outcome of any review process.

Should any such review process find in your favour, your enrolment will continue. Should any such review process uphold the decision to cancel, CHC will notify DEEWR of the cancellation of your enrolment. You should be aware that this outcome will affect your student visa, and your individual circumstances will be assessed by DIAC in any decision regarding your student visa.

Please note that the *Overseas Student Grievances* policy contains provision for you to access an external review process should you not be satisfied with the outcome of the internal review process. However, should you choose to access this external process, CHC may choose to notify DEEWR of its intention to cancel your enrolment prior to its completion.

Further, although CHC must generally wait until the completion of the internal review process to notify DEEWR of its intention to cancel your enrolment, should you choose to access it, provision exists for this notification to occur earlier if CHC believes that there are extenuating circumstances which relate to your welfare. Such circumstances could include, but are not limited to you:

- being missing;
- having medical concerns, severe depression or psychological issues which lead CHC to fear for your wellbeing;
- engaging or threatening to engage in behaviour that is reasonably believed to endanger yourself or others;
- being at risk of committing a criminal offence.

Students whose enrolment is cancelled by CHC on the grounds of failing to make satisfactory course progress will not receive refunds for units for which final grades have been awarded. The action of cancelling a student's enrolment in this regard will occur at the end of a compulsory study period only, with that student being deemed not to be making satisfactory course progress based on the grades awarded for the units in which they were enrolled in that semester. The notice of CHC's intention to report the student to DEEWR for failing to make satisfactory course progress will be issued prior to the commencement of the next compulsory study period.

Should any monies have been paid as tuition fees in advance for the following semester, and the student does not access the *Overseas Student Grievances* policy, these monies will be refunded following the expiration of the 20 working days, within which the student may request a formal review of the decision, and in accordance with the *Refunds for Overseas Students* policy. Should the student choose to access the *Overseas Student Grievances* policy, these monies will be refunded following the conclusion of the review process where the outcome is to uphold CHC's decision to cancel. In the event that the review process finds in the student's favour, the student may continue in their original course or to cancel their enrolment at CHC. If the student chooses to continue in their original course, no refunds will be available. If the student chooses to cancel their enrolment at CHC, the monies will be refunded, less a Withdrawal fee, the amount of which is published on October 1 in each preceding year and is available on the CHC website.

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Students whose enrolment is cancelled by CHC on the grounds of gross misconduct will not receive any refunds and will have academic penalties applied, regardless of the point in the semester at which the cancellation takes effect. A grade of 'WF (Withdraw Fail)' will be recorded on the student's Academic Transcript for all units in which the student is enrolled at the time of the cancellation.

If a decision is made not to provide learning opportunities to a student during the 20 working days or any subsequent review period, and the review finds in favour of the student, no refunds will be given. However, if it is impracticable for the student to complete the requirements of any units in which they are enrolled due to the reduced or withdrawn learning opportunities, the student will be permitted to undertake the specific units involved, or comparable units, in a subsequent semester and will not incur any tuition fees for those units.

## GLOSSARY

**These are terms which you will find as you read information from CHC and other higher education providers.**

**Award** – a recognised certification of achievement that is granted to a student after completing the requirements of a higher education course (eg Bachelor of Education).

**Academic Record** – an official statement which details a student's complete academic record at CHC (produced in the form of a *transcript*).

**Advanced level unit** – usually undertaken by students in the second or third years of their studies at CHC. Entry to these units normally requires the completion of introductory units. These units are usually coded as 200- or 300-level units (eg CS253 or BS397).

**Audit students** – students who study a CHC unit(s) for professional or personal development – they do not enrol in the complete course, do not complete assessment and do not receive credit for the unit(s). Students who enrol in audit units are charged a fee less than the total fee for the unit(s). CHC students who are enrolled in courses of study may audit a unit(s) for the purposes of refreshment if they have had a period of deferral from study or leave of absence, or for personal interest.

**Associate Degree** – the title for an undergraduate course (eg Associate Degree in Counselling). Associate degrees at CHC normally require the completion of 160 credit points (16 units). At a standard full-time enrolment (four units per semester) an associate degree normally takes two years of study to complete. At a standard part-time enrolment (two units per semester), it normally takes four years.

**Bachelor** – the title for an undergraduate degree course (eg Bachelor of Ministry). With the exception of undergraduate Education courses, a Bachelor program at CHC normally requires the completion of 240 credit points (24 units). At a standard full-time enrolment rate (four units per semester) a Bachelor degree normally takes three years of study to complete. At a standard part-time enrolment (two units per semester), it normally takes six years. Under-graduate Education courses require 400 credit points for completion, or four years at a standard full-time rate of five units per semester.

**Blue Card** – issued by the Queensland Government's Commission for Children and Young People and Child Guardian and is required for students whose courses involve any kind of interaction with children under the age of 18.

**Census date** – the date by which you must finalise your enrolment in each semester. The Census dates for each semester is advertised in Student Handbooks and on the CHC website.

**CHESSN (Commonwealth Higher Education Student Support Number)** – a unique identifier allocated by the Commonwealth Government to manage Commonwealth assistance and support.

**Combined degree** – a combination of two undergraduate degrees taken simultaneously (eg Bachelor of Arts/Bachelor of Education). Combined degrees at CHC vary in credit point requirements and are dependent upon the combination of courses, but as a guide take a standard full-time enrolment of four years to complete.

**Completion within the expected duration of study** – each course at CHC has an expected duration based upon the number of credit points required for completion undertaken with a full-time study load. Overseas students are expected to complete their courses within this timeframe.

**Contact hours** – the number of scheduled hours which students are expected to attend class (eg lectures, tutorials, workshops).

**Core units** – units which must be undertaken as part of the requirements of a course. These units enable students to gain skills and knowledge which are deemed essential to the course. At CHC these vary from course to course.

**Course of study (or course)** – the complete award with which a student graduates, such as a Bachelor of Arts.

**Course Code** – a combination of letters and numbers that identifies a course of study for administrative purposes.

**Credit points** – each individual unit is given a credit point value to represent the proportion of the award that each unit comprises. Units at CHC are generally 10 credit points in value. Each credit point represents one hour per week which a student should devote to that unit throughout the semester. Thus, a 10 credit point unit requires 10 hours of work per week, comprising contact time, personal study time and assignment and exam preparation.

**CRICOS** – the Commonwealth Register of Institutions and Courses for Overseas Students. This body registers institutions and courses which are available to Overseas students.

**Cross-institutional enrolment** – enrolment in a unit(s) at another institution (the *host* institution) which, upon successful completion can be credited to a course at CHC. Pre-approval is required if a student wishes to defer the payment of their tuition fees at the host institution. Students who are enrolled at other institutions (the *home* institution) can apply for cross-institutional enrolment for a unit(s) at CHC for the purposes of credit into their course at their home institution.

**Dean** – a member of the academic staff responsible for the management of a School at CHC.

**Deferral** – a process where a student is able to delay the commencement of study at CHC, normally for a period of six months. Approved deferrals are not included in the maximum time allowed to complete a course of study.

**Degree** – a recognised certification of achievement that is granted to a student after completing the requirements for a higher education course (eg Bachelor of Education).

**DEEWR** – the Department of Education, Employment and Workplace Relations of the Australian Government. DEEWR administers and supervises the legislation which applies to Overseas students.

**DETA** – the Department of Education, Training and the Arts of the Queensland Government.

**DIAC** – the Department of Immigration and Citizenship of the Australian Government. DIAC is the body which assesses and issues student visas.

**Diploma** – the title for an undergraduate course (eg Diploma of Practical Ministry). Diplomas at CHC vary in credit point requirements and interested students should check the relevant course guide.

**Direct entry** – Applications that are made directly to CHC.

**EFTSL** – an acronym for Equivalent Full-time Study Load, where a full-time study load for a student in a particular course is expressed as 1.0.

**Elective** – a unit that is chosen from a number of alternative units.

**Enrolment** – the process whereby an applicant, having been made a written offer of admission to a particular course of study, accepts the offer to study at CHC, chooses the units they wish to study within the course for the first semester, pays the appropriate fees and is issued with a student number, CHESSN and student card.

**External mode** – where a unit is offered off campus by distance education.

**Full time student** – a student who studies at least 75% of a standard full-time workload in a semester.

**Graduand** – a student who has completed their course requirements but is yet to receive their testamur.

**Graduate** – a student who has completed their award and has received their testamur.

**Intensive mode** – where classes are taught in a compressed format across a shortened period of time, usually four to five days, either continuously during holiday breaks or across a number of weekends.

**Internal mode** – where classes are conducted on campus in face-to-face mode each week throughout the semester.

**Introductory level unit** – units which provide a sound knowledge of essential areas and a foundation for studies in particular majors and/or minors within a course. They are normally coded as 100-level units (eg YO101).

**Leave of Absence** – available to students who wish to apply to temporarily suspend their enrolment in their course, normally for a period of six months. Approved periods of leave are not included in the maximum time allowed to complete a course of study.

**Lecture** – where a member of the academic staff presents to students enrolled in a particular unit the themes and concepts related to that unit.

**Major** – a sequence of eight units from one particular area of study within a course.

**Minor** – a sequence of four units from one particular area of study within a course.

**Miscellaneous student** – a student who is enrolled in a unit(s) that does not lead to an award (eg Bachelor of Education).

**OP** – an acronym for 'Overall Position' and indicates a Queensland Year 12 student's state-wide rank order position, which is based on overall achievement.

**Part time student** – a student who studies less than 75% of a standard full-time workload in a semester.

**Postgraduate** – a student who has an undergraduate degree and is pursuing studies for a more advanced qualification (eg Master of Education).

**QTAC** – Queensland Tertiary Admissions Centre, through which applications are made for the majority of CHC undergraduate courses.

**Satisfactory course progress** – a condition of student visas that Overseas students make satisfactory progress through their courses.

**School** – a department within CHC devoted to a particular area (eg the School of Christian Studies).

**Semester** – the academic year is divided into two semesters. Semester 1 generally runs from February to June, and Semester 2 from July to November.

**Study load** – a description of the amount of study undertaken by a student in a semester in relation to the declared duration of a particular course, and is usually expressed as 'full time' or 'part time', or as a proportion of an EFTSL.

**Study mode** – the means by which a unit of study is delivered to students, which may be 'internal' or 'intensive' (face-to-face classes) or 'external' (distance education).

**Summer Semester** – a non-standard teaching period in the academic year, running between December and mid-February, which has fewer teaching weeks than Semesters 1 or 2 and so units are available in Intensive or External modes.

**Testamur** – the certificate awarded to a graduate upon completion of a course of study.

**Transfer of Credit (Recognition of Prior Learning/ Recognition of Current Competence)** – may be granted in recognition of prior academic work or other work identified as being of equal depth and rigour to units offered at CHC. The granting of credit reduces the number of units that must be completed to satisfy course requirements.

**Tutorial** – normally a forum for the consolidation of the themes and concepts introduced in a lecture, and in many cases gives students a chance to practically apply unit content. Tutorials usually contain between 15 and 25 students and provide an atmosphere for discussion, presentation and debate.

**Undergraduate** – a student who studies a Diploma, Associate Degree or Bachelor degree course at a higher education institution. An undergraduate may already hold a degree but is taking a second or subsequent degree at the same level.

**Unit** – (also known in universities as a *subject* or a *course*) a component of a course that is normally one semester in length (eg Human Development).

**Unit Code** – a combination of letters and numbers that identifies a unit of study for administrative purposes.

**Written Agreement** – the document which sets out the course and enrolment details and conditions for Overseas students.

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## APPENDICES

**Appendix 1: Overseas Student Grievances Policy**

**Appendix 2: Refunds for Overseas Students Policy**

**Appendix 3: CHC Calendar 2012**



## CHRISTIAN HERITAGE COLLEGE

### **POLICY: Overseas Students Grievances**

**Policy Group(s)** Group C: Administration – 3: Students (Ref: C3/0105.1)

**Related Policy:**

**Commencement Date:** January 2005      **Review Date:** May 2011

#### **POLICY STATEMENT**

**Intent:**

In accordance with its foundation on Christian principles, Christian Heritage College (CHC) is concerned to maintain the highest levels of student confidence in the quality and integrity of CHC's courses and administrative practices.

Because people are important, their grievances are especially important. Students are entitled to justice in all their interactions with CHC. In addition, unresolved grievances prevent students from gaining the full benefit from the course in their learning and growth.

This policy provides a consistent framework promoting timely and fair resolution of concerns raised by overseas students about CHC.

**Scope:**

*Restrictions:* All overseas students undertaking a course of study at CHC. Restrictions apply as per the *National Code 2007*.

*Exclusions:* Domestic Students

**Objectives:**

1. To provide clear guidelines concerning the pathway for processing types of grievances for overseas students.
2. To provide clear guidelines for processing grievances.
3. To maintain compliance with any relevant legislation, regulations, guidelines or codes.

**Policy Provisions:**

**1. General**

- 1.1 Students have the right to raise any legitimate concerns or questions and have them dealt with in a fair and timely manner.
- 1.2 Two separate grievance procedures exist for overseas students: one for academic matters; and a second for non-academic matters of institutional procedures and practice.
- 1.3 The procedure for academic-related grievances provides for complaints on issues such as recognition of prior learning, student assessment and academic grades and other course-related matters.
- 1.4 The procedure for non-academic grievances provides a mechanism for addressing overseas student grievances on administrative matters such as application to enrol, institutional practices, financial issues, resources, marketing, physical access for students with disabilities to facilities and services, and other issues covered by CHC's Code of Practice.
- 1.5 An overseas student has 20 working days from the receipt of a decision to access the CHC Overseas Student Grievances Policy.
- 1.6 An overseas student is deemed to have accessed the policy whenever contact is made with a staff member concerning a decision with which they are aggrieved.

- 1.7 Whenever an overseas student accesses the policy, the staff member is to inform the Registrar.
- 1.8 The process will commence within 10 working days of the student accessing the policy.
- 1.9 CHC will not victimise or discriminate against any complainant or respondent.
- 1.10 The complainant and/or the respondent are permitted to be accompanied and assisted by a third party at any stage throughout the process provided that third party is not a lawyer.
- 1.11 CHC will retain confidential records relating to grievances for at least five years, and allow parties to the complaint appropriate access to these records.
- 1.12 Whilst student's enrolment will be maintained throughout the internal review process, CHC may exclude a student from scheduled classes.
- 1.13 At each stage in this grievance procedure, CHC will provide reasons and full explanation in writing for decisions and actions taken as part of the procedure if requested by the complainant and/or the respondent.
- 1.14 If an external review process is accessed and the outcome has serious consequences for a student's visa, CHC will maintain the student's enrolment until the conclusion of the external review process. Please refer to the Christian Heritage College Conduct Code and the Suspension and Cancellation of Enrolment Policy.
- 1.15 Prospective students have access to this policy prior to paying CHC any monies or entering into any contract with CHC. It is available in the *Christian Heritage College Overseas Student Handbook*, on the CHC website and in the *Written Agreement*. During the orientation program the Overseas Student Contact Officer and/or the Overseas Student Liaison Officer will ensure the overseas student understands the policy.

## 2. Academic-Related Grievances

- 2.1 The resolution of academic-related grievances at CHC involves a three-stage process;
  - Informal Process;
  - Formal Internal Process;
  - External Process.
- 2.2 Stage 1: Informal Process
  - 2.2.1 If an overseas student considers that an error has been made or an injustice exists in relation to academic decision, he/she has 20 working days from the receipt of a decision to discuss his/her concerns with the academic staff member responsible for the decision.
  - 2.2.2 The academic staff member has 10 working days to convene a meeting with the overseas student to allow both parties to discuss their point of view and attempt resolution.
  - 2.2.3 Should the overseas student not be satisfied with the outcome of any such discussion, he/she may apply for a formal review of the decision concerned.
- 2.3 Stage 2: Formal Internal Process
  - 2.3.1 To initiate a formal internal process an overseas student should submit an application in writing to the relevant school Board of Studies through the Course Coordinator within 14 days of the receipt of the decision. The application should include all necessary information and documentation, and should state clearly the specific grounds upon which the request for a review of the decision is based.
  - 2.3.2 Upon receipt of an application for a review, the relevant Board of Studies will convene a review panel to which both the overseas student and the academic staff member concerned may make such written and/or oral submissions as they consider appropriate. The review panel will meet within six weeks and its decision will be communicated to the student in writing within a further two weeks.
  - 2.3.3 Should the overseas student not be satisfied with the outcome of the review panel's decision, he/she may appeal to the Academic Board within 14 days for further investigation of the grievance.
  - 2.3.4 The Academic Board will nominate an independent and impartial senior officer(s) to investigate the grievance and the overseas student will be invited to make further written and/or oral representation to the review officer(s).
  - 2.3.5 The result of the investigation will be communicated to the overseas student in writing within six weeks of the receipt of the appeal unless a further extension of time is mutually agreed.

2.3.6 If the expiration date of the overseas student's visa falls within the six weeks, CHC undertakes to expedite the process to facilitate a resolution within the timeframe of the visa.

2.3.7 Where a student continues to be aggrieved with the outcome of the formal internal process he/she may apply for a formal external review.

#### 2.4 Stage 3: External Process

2.4.1 To initiate a formal external process an overseas student should contact the Overseas Student Ombudsman.

2.4.2 The Overseas Student Ombudsman investigates complaints and problems that overseas students have with private education and training in Australia. Contact details are: Tel: 1300 362 072; Fax +61 2 6276 0123. At present there is no fee for the use of this service, but this may change. 2.4.2

2.4.3 Where the grievance cannot be resolved by these means, the student will be advised of the appropriate legal body from which he/she can seek further assistance or advice.

### 3. Non-Academic Related Grievances

3.1 The resolution of non-academic related grievances at CHC involves a three-stage process;

- Informal Process;
- Formal Internal Process;
- External Process.

#### 3.2 Stage 1: Informal Process

3.2.1 If an overseas student considers that an error has been made or an injustice exists in relation to a non-academic related decision, he/she has 20 working days from the receipt of a decision to discuss his/her concerns with the staff member responsible for the decision.

3.2.2 The staff member has 10 working days to convene a meeting with the overseas student to allow both parties to discuss their point of view and attempt resolution.

3.2.3 Should the overseas student not be satisfied with the outcome of any such discussion, he/she may apply for a formal review of the decision concerned.

#### 3.3 Stage 2: Formal Internal Process

3.3.1 To initiate a formal internal process an overseas student should submit an application in writing to the Business Manager within 14 days of the receipt of the decision. The application should include all necessary information and documentation, and should state clearly the specific grounds upon which the request for a review of the decision is based.

3.3.2 Upon receipt of an application for a review, the Business Manager will convene a review panel to which both the overseas student and the staff member concerned may make such written and/or oral submissions as they consider appropriate. The review panel will meet within 20 working days and its decision will be communicated to the student in writing within a further 10 working days.

3.3.3 Should the overseas student not be satisfied with the outcome of the review panel's decision, he/she may appeal to the CHC Executive within 10 working days for further investigation of the grievance.

3.3.4 The CHC Executive will nominate an independent and impartial senior officer(s) to investigate the grievance and the overseas student will be invited to make further written and/or oral representation to the review officer(s).

3.3.5 The result of the investigation will be communicated to the overseas student in writing within six weeks of the receipt of the appeal unless a further extension of time is mutually agreed.

3.3.6 If the expiration date of the overseas student's visa falls within the six weeks, CHC undertakes to expedite the process to facilitate a resolution within the timeframe of the visa.

3.3.7 Where a student continues to be aggrieved with the outcome of the formal internal process he/she may apply for a formal external review.

### 3.4 Stage 3: External Process

- 3.4.1 To initiate a formal external process an overseas student should contact the Overseas Student Ombudsman.
- 3.4.2 The Overseas Student Ombudsman investigates complaints and problems that overseas students have with private education and training in Australia. Contact details are: Tel: 1300 362 072; Fax +61 2 6276 0123. At present there is no fee for the use of this service, but this may change.
- 3.4.3 Where the grievance cannot be resolved by these means, the student will be advised of the appropriate legal body from which he/she can seek further assistance or advice.

## 4. Further Avenues of Appeal

- 4.1 This policy does not negate the right of any overseas student to take action under Australia's consumer protection laws in the case of financial dispute, or to pursue other legal remedies.
- 4.2 If an overseas student is concerned about the actions of CHC he/she may approach either the State Authority for CRICOS Registration. In Queensland the State Authority is the Department of Education, Training and the Arts (DETA). The Director-General of the DETA has the power to suspend or cancel CHC's institutional registration or any course registration if a breach of the requirements of registration provision is proved. Concerns about the conduct of CHC should be addressed to The Senior Education Officer, Office of Non-State Education, Queensland Department of Education, Training and the Arts, PO Box 15033, City East, QLD, 4002. All complaints must be in writing.
- 4.3 Alternatively a student may contact the Department of Education, Employment and Workplace Relations (DEEWR) through the Education Services for Overseas Students (ESOS) mailbox ([esosmailbox@dest.gov.au](mailto:esosmailbox@dest.gov.au)) or through the ESOS Helpline on 02 6240 5069. DEST will only intervene where CHC's review process was not conducted correctly or where review process was not made available to the student. DEEWR will not be looking at whether the outcome of a properly conducted appeal process was right or wrong.

## Supporting Procedures and Guidelines:

### 1. Staff Training

- 1.1 Training concerning the Grievance Policy and Procedures for Overseas Students is provided to CHC staff through fortnightly staff meetings. The Registrar is responsible for training both academic and administrative staff in the application of this policy.
- 1.2 Whenever the policy is updated or revised and approval has been given by DEST for this revision, staff are alerted via the CHC intranet and the staff meeting.
- 1.3 New staff receive training through staff induction processes. The policy is readily available on the CHC website, the staff intranet and the Handbooks.

### 2. Notification of a Grievance

- 2.1 When a student makes contact with a staff member concerning a decision with which he/she is aggrieved, that staff member will notify the Registrar.
- 2.2 The Registrar will record the grievance on the Grievance Register. This is a confidential file and is kept by the Registrar's Office.
- 2.3 The staff member will notify the Registrar of the outcome of each stage of the process. This will be recorded on the Grievance Register.

### 3. Storing of Files

- 3.1 The Registrar will store records of all grievances which will remain accessible to all interested parties for a period of five years.
- 3.2 Records of grievances and their outcomes will be strictly confidential and kept in a separate file (not kept on the student or staff file) and stored in the office of the Registrar for a period of five years.

### 4. Access to the Files

- 4.1 Access to files pertaining to grievances is made available to parties to a grievance upon written application to the Registrar.
- 4.2 Parties to a grievance will be provided with supervised access to the files within 48 hours of providing the Registrar with written notification of such a request.

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**Other** Nil

**Definitions and Acronyms:** CHC – Christian Heritage College

Grievance – a grievance is any formal statement of concern reported to a staff member at CHC that requires a response from CHC. It is not a part of the regular feedback that is provided to CHC by its stakeholders as part of CHC's commitment to continuous improvement, but is rather a formal complaint requesting action or some form of formal response.

ESOS Act 2000 – Education Services for Overseas Students Act 2000

HESA – Higher Education Support Act 2003

HEP Guidelines – Higher Education Provider Guidelines

PRISMS – Provider Registration and International Student Management System

CRICOS – Commonwealth Register of Institutions and courses for Overseas Students.



## CHRISTIAN HERITAGE COLLEGE

### **POLICY: Refunds for Overseas Students**

<b>Policy Group(s)</b>	Group C: Administration – Students Group D: Business Management – Business Functions		
<b>Related Policy:</b>	Overseas Student Grievances Policy Classification of Students Provider Default (Overseas Students) Cancellation of Enrolment for Overseas Students		
<b>Commencement Date:</b>	January 1998	<b>Review Date:</b>	July 2007

#### **POLICY STATEMENT**

##### **Intent:**

CHC recognises that certain sets of circumstances exist in which it is appropriate for a student to apply for a refund of any monies paid for tuition fees. The *ESOS Act 2000* requires CHC to clearly define these sets of circumstances.

In such circumstances it is important for students to understand the framework within which such applications can be made and the process for doing so.

This policy will assist staff to make those decisions and to respond in a timely manner.

##### **Scope:**

All Overseas students and applicants who are persons making application to Christian Heritage College as Overseas students.

*Restrictions:* Nil

*Exclusions:* Domestic students and applicants

##### **Objectives:**

1. To provide a clear understanding of the conditions under which refunds may be granted to any applicants or students who are classified as overseas.
2. To provide clear guidelines for staff in making decisions regarding the refunds of any money paid to CHC by an applicant or student classified as overseas.
3. To maintain compliance with all relevant legislation.

##### **Policy Provisions:**

###### **1. General**

1.1 There are four circumstances under which refunds will be given to overseas students:

- a) Provider Default;
- b) Student Default;
- c) Withdrawal from or suspension of studies by a student prior to the census date;
- d) Withdrawal from or suspension of studies by a student after the census date where special circumstances apply. Please see the Supporting Procedures and Guidelines below; or
- e) Cancellation of enrolment for reasons of failing to maintain satisfactory progress where tuition fees for the subsequent semester are pre-paid.

- 1.2 These agreements do not remove the right to take further action under Australia's consumer protection laws. CHC's *Overseas Student Grievances* policy does not circumscribe students' right to pursue other legal remedies.
- 1.3 Prospective students must have access to the *Refunds for Overseas Students* policy and the *Written Agreement* prior to paying CHC any course money or entering into any contract with CHC. This policy and the terms of the *Written Agreement* are available in the Christian Heritage College *Courses Guide for Overseas Students* and on the CHC website.
- 1.4 Upon arrival in Australia overseas students are given a further copy of the *Refunds for Overseas Students* policy and the Overseas Student Liaison Officer ensures the student understands the agreement. A copy of the signed agreement is placed on the student file.

## 2. Provider Default

- 2.1 A provider default occurs if:
  - 2.1.1 a course does not commence on the agreed starting day for any reason; or
  - 2.1.2 the courses ceases to be provided at any time after it starts but before it is completed; or
  - 2.1.3 the course is not provided in full to the student because CHC has had its registration as an institution able to offer courses to overseas student revoked;and the student has not withdrawn before the default date.
- 2.2 In the case of a provider default on the part of CHC a full refund of any course money paid to CHC will be made as required by the provisions of the *ESOS Act 2000* and the *ESOS Regulations 2001*.
- 2.3 These refunds will be made within two weeks of the agreed starting day to the person who made the initial payment on behalf of the student and in the currency it was paid.
- 2.4 Christian Heritage College accepts Australian currency only as payment.

## 3. Student Default

- 3.1 Student default can occur for three reasons:
  - 3.1.1 the course starts on the agreed starting day, but the overseas student does not start the course on that day and has not previously withdrawn; or
  - 3.1.2 the overseas student withdraws from the course either before or after the agreed starting day; or
  - 3.1.3 CHC refuses to provide, or continue to provide the course to the overseas student because of one or more of the following events:
    - a) the overseas student failed to pay an amount he or she was liable to pay CHC, directly or indirectly, in order to undertake the course;
    - b) the overseas student breached a condition of his or her student visa; or
    - c) misconduct by the overseas student.
- 3.2 In the case of a student default CHC will make a refund of any tuition fees paid, less any non-refundable application fees and/or applicable withdrawal fees if:
  - 3.2.1 the courses starts on the agreed starting day, but the overseas student does not start the course on that day and has not previously withdrawn; or
  - 3.2.2 the overseas student does not start on the agreed starting day because they were not able to obtain a student visa for any reason; or
  - 3.2.3 the overseas student withdraws from the course either before or after the agreed starting day but on or before the census date.
- 3.3 These refunds will be made within four weeks of the agreed starting day to the person who made the initial payment on behalf of the student and in the currency it was paid.
- 3.4 Christian Heritage College accepts Australian currency only as payment.

- 3.5 In the case of a student default CHC will not make any refund of any course money if:
- 3.5.1 the overseas student failed to pay an amount he or she was liable to pay CHC, directly or indirectly, in order to undertake the course; or
  - 3.5.2 the overseas student withdrew after the census date; or
  - 3.5.3 the overseas student breached a condition of his or her student visa; or
  - 3.5.4 misconduct by the overseas student.

#### **4. Withdrawal from or suspension of studies by a student on or before the census date**

- 4.1 Overseas students who withdraw from unit(s) of study or who are granted a suspension of studies after the agreed starting day and prior to the census date in the semester will receive a full refund of any tuition fees paid, less any non-refundable application fees or withdrawal fees. The withdrawal fee as published on the CHC website on October 1 of each preceding year of the semester from which the student intends to withdraw.
- 4.2 The refund will be made within four weeks of the withdrawal date to the person who made the initial payment on behalf of the student and in the currency it was paid. (Please refer to the *Cancellation of Enrolment for Overseas Students* policy)
- 4.3 CHC accepts Australian currency only as payment.

#### **5. Withdrawal from or suspension of studies by an overseas student after the census date where special circumstances apply**

- 5.1 If an overseas student withdraws from unit(s) of study or is granted a suspension of studies after the census date and special circumstances apply, CHC will provide a full refund of any tuition fees paid, less any non-refundable application fees or withdrawal fees.
- 5.2 The refund will be made within four weeks of the withdrawal date to the person who made the initial payment on behalf of the student and in the currency it was paid. Please refer to the *Cancellation of Enrolment for Overseas Students* policy.
- 5.3 CHC accepts Australian currency only as payment.

#### **6. Withdrawal after the census date**

- 6.1 CHC will not refund any money if an overseas student withdraws after the census date in a semester. Please refer to the *Cancellation of Enrolment for Overseas Students* policy.

#### **7. Cancellation of enrolment for reasons of failing to maintain satisfactory course progress**

- 7.1 CHC will refund any pre-paid tuition fees where an overseas student's enrolment is cancelled for reasons of failing to maintain satisfactory course progress.

### **POLICY SUPPORTING INFORMATION**

#### **Supporting Procedures and Guidelines:**

##### **1. How to Apply for a Refund**

- 1.1 You must apply in writing for a refund.
- 1.2 Your written application should include the reasons for the refund as noted within the provisions of this policy.
- 1.3 Submit your written application either
- a) in person to the CHC Reception: 322 Wecker Road Mansfield
- OR
- b) by mail to: The Business Manager  
Christian Heritage College  
PO Box 2246  
Mansfield DC 4122  
Queensland, Australia

## 2. Special Circumstances

2.1 Special circumstances exist where:

- 2.1.1 the condition or circumstance did not exist prior to census date;
- 2.1.2 the condition or circumstance is beyond the control of the student;
- 2.1.3 the full impact of the condition or circumstance was not known to the student prior to the census date.

### Other

Nil

### Definitions and Acronyms:

**Agreed starting day** – the day on which the course was scheduled to start, or a later day agreed between the registered provider for the course and the student.

**CHC** – Christian Heritage College

**Course money** – money a provider receives, directly or indirectly, from:

- an overseas student or intending overseas student; or
- another person who pays the money on behalf of an overseas student or intending overseas student

for a course that the provider is providing, or offering to provide, to the overseas student. This includes tuition fees, any amount received by the provider for Overseas Student Health Cover, and any other amount that the student had to pay to the provider in order to undertake the course (as defined by Section 7 of the *ESOS Act 2000*).

**Default day** – the day on which a default occurs and includes:

- the day the course was agreed to start but does not start;
- the day the course starts but the student does not start and has not withdrawn;
- the day the course ceases to be provided;
- the day the student withdraws from the course either before or on the agreed starting day;
- the day CHC refuses to provide, or continue to provide the course to the student (see 2.3.3 in the *Refunds for Overseas Students* policy).

**ESOS Act 2000** – The *Education Services for Overseas Students Act 2000*

# CALENDAR 2012

(v4)



SEMESTER 1, 2012			SEMESTER 2, 2012			SEMESTER 3, 2012 (SUMMER)		
COMMENCING	WEEK		COMMENCING	WEEK		COMMENCING	WEEK	
			July 9		Winter Break			
February 20	0	Orientation Week	July 16		2012S1 Def & Supp exams			
February 27	1		July 23	1		December 3	1	
March 5	2		July 30	2		December 10	2	2012S2 Def & Supp exams
March 12	3	⊗	August 6	3	⊗	December 17	3	★
March 19	4	★	August 13	4	⑥ ★	December 24	4	⑧ ⑨ CHC Office closed
March 26	5		August 20	5	①	December 31	5	⑩
April 2	6	①	August 27	6		January 7	6	
April 9 *		② Easter Break	September 3	7		January 14	7	
April 16	7		September 10	8		January 21	8	
April 23	8	③	September 17	9		January 28	9	
April 30	9		September 24 *		Spring Break	February 4	10	
May 7	10	④	October 1	10	⑦	February 11	11	
May 14	11		October 8	11		February 18	12	
May 21	12		October 15	12		February 25	-	Semester 1, 2013 begins
May 28	13		October 22	13		<p><b>The information included on the 2012 Calendar applies to CHC as a whole.</b></p> <p><b>For dates regarding teaching weeks for particular CHC Schools, please contact the relevant School Administration Office.</b></p>		
June 4	14		October 29	14				
June 11	15	⑤ Study Week	November 5	15	Study Week			
June 18	16	Exam Week	November 12	16	Exam Week			
June 25		Winter Break	November 19		Summer Break			
July 2		Winter Break	November 26		Summer Break			

**Important Dates 2012:** ⊗ Last day for commencing units: Semester 1 - 12 March; Semester 2 - 6 August; Semester 3 - 10 December    ★ Census Date: Semester 1 - 21 March; Semester 2 - 16 August; Semester 3 - 21 December  
**Public Holidays 2012:** ① Good Friday: 6 April    ② Easter Monday: 9 April    ③ ANZAC Day: 25 April    ④ Labour Day: 7 May    ⑤ Queen's Diamond Jubilee: 11 June  
 ⑥ Brisbane Exhibition: 15 August    ⑦ Queen's Birthday: 1 October    ⑧ Christmas Day: 25 December    ⑨ Boxing Day: 26 December    ⑩ New Year's Day: 1 January  
**CHC Events 2012:** ↗ School of Ministries retreat: Week of 13 August    ① Open Day: Saturday 25 August    ↘ Graduation: Friday 7 December    CHC Office closed December 24 - January 2  
 \* Universities Australian common vacation week