

# Australian Apostolic College

## Student's Guidelines for Writing Assignments and Reports

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BEHOLD, I WILL DO A NEW THING (ISAIAH 43:19A)

59 Settlement Rd,

PO Box 384

The Gap

Brisbane

Qld 4061

61 7 3300 1436

[acollege@apostolic.org.au](mailto:acollege@apostolic.org.au)

[www.australianapostoliccollege.com](http://www.australianapostoliccollege.com)

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## Guidelines for Writing Assignments and Reports

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### 1.0 Assignment Writing

Break down the main theme of your assignment into a series of small tasks:

- Make sure you understand the topic. Break the question down into a number of answerable questions or components and ensure that you cover the whole question/topic.
- Write down some rough notes on how you intend to develop your argument.
- The reading - be selective but make sure your selection gives you a balance of information and opinions across the sub-topics of the question. Start your reading with a reference that will give you a well-structured overview of the topic. Keep your research in proportion to the value of the essay or assignment. Keep your notes brief with just enough detail for you to write your OWN essay/assignment in your OWN words.

Plan your assignment:

- Introduction - outline what you intend to write about and explain your interpretation of the question.
- Main points/sections - present your arguments in a well-sequenced and logical manner which clearly and precisely demonstrates the research you have done. Make sure you constantly refer to the original question and stay ON TASK.
- Conclusion - Summarise what you have said and make some concluding statements which represent your views on the question. Draw the threads of your argument together.

Write the first draft:

- It is a good idea to put your notes in some form or order before you start your writing. Some even find that it is useful to put away all study notes and write the essay in their own words without quotes or reference to other people's work. This allows you to further develop your understanding of the topic. Once you have completed a draft in your own words, it is easy to then come back and fill in other details.

- You do not necessarily have to start writing at the beginning. Start where you want to and work back to the introduction and forward to the conclusion.
- Limit your use of quotations - they should only be used to back up something you have said and should not be a substitute for your own thinking. Duly acknowledge the source of these quotations through the appropriate use of bibliography details.

Check your draft:

- Read it through carefully. Does it flow logically? Is it easy to understand? Does it keep to the topic? Does it answer the question or topic? Then:
- Check your grammar and punctuation
- Check your spelling
- Check for typographical errors
- Check to ensure that all the pages of the essay are in the sequence you have planned

Hand assessment in on time or early, NEVER LATE.

Note: Apart from instructions given by your lecturer and any extra requirements, you will also be marked on the **Written Assessment Criteria** (Section 1.1).

## Assessment Methods

### 1.0 Activities

Short answer responses (50 – 100 words) to questions provided, to be submitted according to assessment schedule.

### 2.0 Written Assessment Criteria

Title Page

- Stating topic, lecturer's name and student's name

Introduction

- Topic adequately introduced

Assignment Structure

- Logical/systematic process employed

Evidence of Adequate Research

- Integrates quotations and uses material appropriately for the given topic

#### Assignment Topic

- Adequate adherence to and coverage of the assignment topic

#### Presentation of views

- Presents view points clearly and when necessary compares differing ideas and personal understanding

#### Understands relationship within materials

- When necessary shows a relationship between resources and theological material

#### Conclusion

- Adequate revision of the main points

#### Bibliography

- Accurate and complete range of sources

#### Correct English Usage

- Spelling, punctuation and sentence structure

### 3.0 Tutorial Presentation

For tutorial grades, students will be marked on the following criteria:

#### Interaction

- Responding to ideas and opinions

#### Listening

- Active listening skills demonstrated

#### Contribution

- Thoughtful contributions to the class reflecting their own reading and research

Note: Apart from instructions given by your lecturer and any extra requirements, you will also be marked on the **Written Assessment Criteria** (Section 1.1).

### 4.0 Examination Preparation

- Your lecturer will provide details of the exam (e.g. how many questions, what type of questions will be asked, in what form they are to be answered etc.).
- Review your study timetable to give yourself plenty of time to prepare for the exam. This is especially important if you have a number of exams close together. Start revising early.
- Review your notes by reading actively.
- Review your notes by writing - summarise and jot down headings.

- Have questions and answer sessions with other students in your course.

## 5.0 Planning an Interview

If you are required to research an assessment item through an interview forum, you need to think about the steps involved. Some preparation must be done before the interview to make sure that you get what you need from it and it is important to allocate time afterwards to give thought to the information gathered.

- Decide on the purpose of the interview. For example: Are you trying to find out someone's opinion about something? Are you trying to help someone with a problem?
- Decide what kind of information you need to get from the interview to achieve the purpose. You should have a list of specific goals.
- Decide what questions you are going to ask. You should draw up a list of questions so that the answers help you to achieve your goals.
- Study the answers to your questions. Make sure that your goals have been achieved. If not, find out more information.

Some important things to note:

- Interviews can go for between 10 and 60 minutes.
- The interview will consist mainly of the interviewer, or the panel of interviewers, asking carefully selected and relevant questions, and then listening to the answers. A person should be responsible for recording the candidate's answers.
- The interview is usually a formal occasion in which both parties are formally dressed, behave politely and are not interrupted.
- The interview can take place across a desk or table making note taking easy. However it should be taken into consideration that this format can be intimidating, especially if there is a panel of interviewers on one side and the candidate on the other. It is more relaxing to sit at right angles to a candidate, perhaps in easy chairs or next to a low coffee table.

Note: Apart from instructions given by your lecturer and any extra requirements, you will also be marked on the **Written Assessment Criteria** (Section 1.1).

## 5.1 Interview Assessment Guidelines

Purpose of the Interview:

- Stated and achieved

Range of Questions:

- List of questions to achieve the goal of the interview

Recommendation/s:

- Clear statement of which of the alternatives is recommended, and why

Action Plan:

- Implementation of recommendations who/when/how/cost

## 6.0 Oral Presentation

Criteria assessing oral presentations focus on three main areas: structure, content and technique. *Structure* has to do with the appropriate and logical delivery of the material from the introduction through to the conclusion. *Content* relates to the presenter's knowledge of the topic and relevance of the material. *Technique* includes elements such as voice, nonverbal communication, and use of aids etc.

Note: Apart from instructions given by your lecturer and any extra requirements, you will also be marked on the **Written Assessment Criteria** (Section 1.1).

## 6.1 Oral Presentation Guidelines

Application:

- Explores life implications of theological belief

Theology:

- Communicates theological information accurately and appropriately

Communication skills:

- Communicates theological issues from different sources in ordinary everyday language suitable to the given audience

Church Teachings:

- Describes teaching of the church in relation to a particular setting or situation

Physical Presentation:

- Eye Contact & Body Language

Session Management:

- Presentation of session

## 7.0 Project and Field Research Project

Projects and field research tasks are designed to allow students to demonstrate a linkage between the theoretical information learned and practical application of that knowledge.

Note: Apart from instructions given by your lecturer and any extra requirements, you will also be marked on the **Written Assessment Criteria** (Section 1.1).

### 8.0 Guidelines for Preparing a Reflective Journal

In your journal you should try to address the following questions about your practical experience:

- What happened? What are the facts?
- What was my role in the event?
- What feelings and senses surrounded the event?
- What did I do?
- How and what did I feel about what I did? Why?
- What was the setting?
- What was the flow of events?
- What were the important elements of the event?
- What preceded the event and what followed it?
- What should I be aware of if the event recurs?

Note: Apart from instructions given by your lecturer and any extra requirements, you will also be marked on the **Written Assessment Criteria** (Section 1.1).

### 9.0 Guidelines for Preparing a Professional Development Portfolio

A professional development portfolio is divided into two parts:

- Reflecting upon your personal growth of knowledge, skills, and dispositions over time.
- Accepting responsibility for your continued personal professional career development by setting goals to further enhance and develop knowledge, skills, and dispositions.

Note: Apart from instructions given by your lecturer and any extra requirements, you will also be marked on the **Written Assessment Criteria** (Section 1.1).

### 10.0 Role-Play Presentation

- Decide who you are in this role play

- Provide an historical background in order to adequately explain the situation to your audience. This should be a short paragraph explaining some of the background of the situation and what, if anything, has been done to correct it.
- List other factors that you know about the situation. Sometimes you have knowledge about certain facts that others may not have.
- List factors that you do not know about the situation. In your role there may be issues that you question or issues on which you need more information.
- State the purpose/goal of the role-play. Explain the objectives of the role-play as you perceive them.
- Highlight the skills you hope to demonstrate during the role play.

Note: Apart from instructions given by your lecturer and any extra requirements, you will also be marked on the **Written Assessment Criteria** (Section 1.1).

### 10.1 Role-Play Presentation Guidelines

#### Purpose/goal

- Clearly state the objective/s of the role play

#### Provide the history

- Provide an explanation of the background of the situation

#### List of Factors

- Known and unknown stated

#### Required Skills

- Adequately demonstrated

#### Application

- Explores life implications of theological belief

#### Theology

- Communicates theological information accurately and appropriately (If required)

#### Communication skills

- Communicates in ordinary everyday language suitable to the given audience

#### Church Teachings

- Describes teaching of the church in relation to a particular setting or situation (if required)

#### Physical Presentation

- Eye Contact & Body Language

#### Session Management

- Presentation of session

## Listening

- Active listening skills demonstrated

## 11.0 Case Study

The use of case studies is widely accepted as a means of bringing theoretical concepts and practical situations together.

Note: Apart from instructions given by your lecturer and any extra requirements, you will also be marked on the **Written Assessment Criteria** (Section 1.1).

## 11.1 Case Study Guidelines

### Problem Identification

- Clearly define the problem to be solved

### Range of Solution

- Potential solution/s should be linked to the key problem/s

### Recommendation/s

- Clear statement of which of the alternative/s is/are recommended, and why

### Action Plan

- Implementation of recommendations who/when/how/cost

## 12.0 Preaching a Sermon Communicating Theological Issues/Concepts

You will need to hand a copy of your sermon to your trainer/lecturer before you commence your presentation. You will be assessed on the following:

- Introduction
- Clear Divisions
- Illustrates teaching of the church in everyday language
- Application: Explores life implications of theological belief
- Communicates theological information accurately and appropriately
- Communicates theological issues from different sources in ordinary everyday language suitable to the given audience
- Describes teaching of the church in relation to a particular setting or situation
- Logical Development
- Conclusion

- Eye Contact
- Body Language
- Proof of research
- Session Management

### **13.0 Supervised Field Research Project**

Note: Apart from instructions given by your lecturer and any extra requirements, you will also be marked on the **Written Assessment Criteria** (Section 1.1).

### **14.0 Practical Task/Observation**

Note: Apart from instructions given by your lecturer and any extra requirements, you will also be marked on the **Written Assessment Criteria** (Section 1.1).

### **15.0 Field Trip**

Note: Apart from instructions given by your lecturer and any extra requirements, you will also be marked on the **Written Assessment Criteria** (Section 1.1).

## **Purpose of Assessment**

### **1.0 Written Assignments**

The written assignment/s will evaluate the students' ability to research, analyse, compare and evaluate information relating to the central question of the assignment. It will also demonstrate a linkage between the information learned and practical application of that knowledge

### **2.0 Tutorials**

Tutorials provide the opportunity for students to be active learners. In tutorials the student will learn to listen and respond to the ideas of others, develop and express their own ideas, respond to constructive criticism and to be ready to change or discard your argument in favor of one that is more convincing.

### **3.0 Activities/Exams**

Activities and examinations will evaluate students' knowledge and understanding of the unit and practical application of that knowledge.

### **4.0 Interview**

Interview based assessment will assess the student's ability to understand key issues, identify problems, evaluate situations and provide logical leadership solutions in various situations.

### **5.0 Presentation**

Oral presentations will be used to assess the student's identification and understanding of key readings. In addition, it will be used to assess their ability to present and articulate critical analysis of texts, and concisely report on key readings nominated by the lecturer.

### **6.0 Project**

This assessment style will allow students to demonstrate a linkage between the information learned and practical application of that knowledge, compare and evaluate information relating to the unit.

### **7.0 Reflective Journal**

The reflective journal will give opportunity for the student to reflect upon their assigned readings, knowledge gained from the lectures/tutorials, and issues of spirituality and spiritual development. It will also give both the lecturer and student the opportunity to assess the student's understanding of the unit and for the lecturer to give assistance as needed.

### **8.0 Professional Development Portfolio**

The portfolio will give the lecturer the opportunity to assess the student's understanding of the ministry and give assistance as required.

### **9.0 Role-Play**

The purpose of the role-play is to assess the student's ability to integrate (not memorise) unit concepts/theories/models and apply them to a hypothetical situations.

### **10.0 Case Study**

This assessment style will assess the students' ability to understand key issues, identify problems, evaluate situations and provide logical solutions.

### **11.0 Communicating Theological Issues/Concepts**

This will assess the students' ability to communicate theological information in some depth, using ordinary everyday language and the skills of homiletics.

### **12.0 Supervised Field Research Project**

This assessment style will require the student to identify leadership procedures in one or more organisations and produce a written report, formulating their conclusions from comparing and analysing results, in relation to the content of the unit.

### **13.0 Practical Task/Observation**

This assessment style will give both the lecturer and students the opportunity to assess the student's understanding of the ministry and give assistance as required.

### **14.0 Field Trip**

This assessment style will enhance the student's practical knowledge and compare and evaluate information relating to the unit.

## **REFERENCING**

Referencing assignments is a critical part of assessment. It provides clear evidence of the quality and extent of a student's research into a particular topic and evidence of a student's growing understanding of the unit of study. Without that evidence, an assignment is subject to a low or fail grade. The following basic standards apply to the referencing of written assignments. When these standards are not met, students are subject to an inferior grade, or in some instances, a fail.

Generally speaking, students should include one (1) reference about every 100 words. Therefore a 1000-word assignment should contain at least ten (10) internal references, either in the form of direct quotes, or paraphrase. (NB: this does not mean that a reference has to occur exactly every 100 words).

### **The Harvard Referencing System**

The Harvard Referencing System is fairly standard and in keeping with expectations of a private provider of tertiary education. The Harvard Referencing System is the preferred referencing style; however your lecturer may allow you to use another.

Note: The following guidelines are divided into two parts: "How to do reference quotations", and "How to list references".

#### **How to do reference quotations**

##### **1. Direct Quote: Quoting from one page of a book or article with a single author:**

Mann observes, "The British Medical Association might be just as appropriate a model as any union for the working class" (1973: 67). (*NB: The full stop is placed after the last bracket*).

OR

Mann (1973: 67) observes, "The British Medical Association might be just as appropriate a model as any union for the working class." (*NB: The full stop is placed inside the parentheses*).

##### **2. Paraphrasing from two (2) pages:**

Rokeach (1968: 110-111) says attitudes are difficult to measure because there is much controversy over what an attitude is.

##### **3. Reference to argument of a whole work:**

Peters and Waterman (1982) built their whole argument on the cultural traits necessary for corporate success.

##### **4. Book or article with two (2) authors**

When a work has two authors, both names should be cited.

Dunphy and Stace (1988: 321) say that “Radical times may demand radical remedies.”

### **5. Book or article with three (3) authors**

Locke, Schweiger and Latham (1986: 75) say that executives must integrate what is known from the research with their own good sense.

### **6. More than three (3) authors**

The former practice of cannibalism among some African tribes is well documented in Jackson et al (1997).

or

Jackson et al (1997: 67) state that “Cannibalism among some African tribes was common prior to the nineteenth century.”

### **7. Reference to more than one work by an author in the same year**

Davis (1984a) gives advice on pitfalls to avoid in organisational change.

### **8. Reference to more than one work in the same citation**

Names are listed in alphabetical order and separated by semi-colons.

Australia is on the brink of an unprecedented surge (Albert, 1985; Allen and Kraft, 1984; Kanter, 1983, 1985).

### **9. One author quoted in the work of another**

Adrian West (in Thomson, 1970: 116) recommended that nursing education be made an integral part of the provincial education.

### **10. Quoting from an anonymous author**

“Australia is blessed with one of the largest varieties of bird life in any one country of the world” (*Wild Life of Australia* 1973: 9).

### **11. Reference to a corporate author**

The Australian Government Printing Service (1988: 129) claims that economy in time and space, and hence cost, is the hallmark of the Harvard system of referencing.

### **12. Reference to a newspaper article**

If the author of the article is named, the reference should be as for a book or an article.

However, if the author is not named, the textual citation differs.

In the *Courier-Mail*, it was reported that .....(“Ex-governor’s view criticised”, 1993: 3)

**13. Reference to an interview**

Mr Annie Schulz, Managing Director of ACL Industries, stated in a personal (*or* telephone) interview on 24 November 1994 that .....

OR

Mr Annie Schulz, Managing Director of ACL Industries, stated that..... (personal interview, 24 November 1994).

**14. Article from Edited Book**

Henri Bergson, an opponent of Cartesian Dualism, resists the reduction of psychological phenomena to a physical state and insists there is no contact between the extended and the unextended (Riesen 1966: 309).

**15. Article from Periodical**

(Harlow, 1962: 894)

**16. More than One Author (Book or Periodical)**

First (Evans, Sounders and Cronin, 1975, 65)

Second (Evans et al, 1975, 98)

**17. One Chapter of a Book**

(Windschuttle, 1980, 248)

**18. Book in a Series**

(Lee, 1976, 21)

**19. Name of Author Not Supplied**

("The uneven growth of female employment: 1977.42)

**20. Institution As Author**

("Royal commission on local government" (1969), Research studies, 9: community attitudes survey, London, HMSO 134f.

**21. Encyclopedia**

Exactly the same as a periodical:

1. If name of author supplied see 15
2. If author not supplied see 19

**22. Paper presented at conference**

(Powles, 1976)

**23. Unpublished material**

(Rawson & Wrightson, 1970)

**Note:** Longer quotations should be indented in a separate paragraph:

In discussing staff development Thomas and Ingham (1995, p.33) state that:

"Development is infectious, and staff who previously have recoiled from undertaking a degree or conversion course have been encouraged by the success of others".

### How to list references/books

**1. Book: one author**

Barrass, R. (1978) *Scientists Must Write: a guide to better writing for scientists, engineers and students*, London: Chapman and Hall.

**2. Book: two Authors**

Petelin, R. and Durham, M. (1992) *The Professional Writing Guide: Writing Well and Knowing Why*, Melbourne: Longman Professional.

**3. Book: three authors**

Vecchio, R., Hearn, G. and Southey, G. (1992) *Organisational Behaviour: Life at Work in Australia*, Marrickville, NSW: Harcourt Brace Janonvich.

**4. Book: more than three authors**

Binney, M., Harris, J., Martin, K and Curtin, M. (1991) *Jamaica's Heritage, an Untapped Resource*, Kingston: Mill Press.

**5. Book: edition other than the first**

Bevington, P.R. and Robinson, D.K. (1992) *Data Reduction and Error Analysis for the Physical Sciences*, 2<sup>nd</sup> edition, Melbourne: McGraw Hill.

**6. Book: author(s) unknown**

*The University Encyclopedia* (1985) London: Roydon Publishing Co Ltd.

**7. Book: editor (or compiler, reviser, translator) as 'author'**

Pettigrew, A.M. (ed.) (1988) *The management of Strategic Change*, Oxford, UK: Blackwell.

**8. Book: component part by one author in a work edited (or compiled) by another.**

Hudson, B. (1989) "The Commonwealth Eastern Caribbean", in Potter, R.B. (ed.) *Urbanisation, Planning and Development in the Caribbean*, London and New York: Mansell, pp. 181-211

**9. Book: corporate authorship**

Department of Urban and Regional Development (1974) *Urban Land: Problems and Policies*, Canberra.

**10. Journal article**

Lewis, D. (1992) 'Communicating Organisational Culture', *Australian Journal of Communication*, vol. 19, no. 2, pp. 47-57.

**11. 'Standard' reference works**

These include well-known reference works, such as atlases and dictionaries, of which new editions come out fairly frequently.

*The Macquarie Illustrated World Atlas* (1984) Sydney: Macquarie Library Pty Ltd.

**12. Newspapers**

Cumming, F. (1993) "Tax-free savings push", *Sunday Mail*, 22 May, p.1.

**13. Plays and poetry**

Murray, Les, *Blood*, verse 9, line 2.

**14. Quoting from a secondary source**

Thomson, J.G. (1970) *Nursing Education in Ontario*, Toronto: Milestone Press.

**15. Unpublished material**

*Publication Manual of the American Psychological Association* (APA 1983, p. 131).

**16. Same Author, Different Book or Periodical**

Ghiselle, E.E. (1960a) "The prediction of predicability", *Educational and psychological measurement*, 20, 3-8.

**17. One Chapter of a book**

Windschuttle, K. (1980) "Education under attack", Ch. 11 in *Unemployment: a social and political analysis of the economic crisis in Australia*, Melbourne: Penguin Books, 235-251.

**18. Book in a Series**

Lee, T. (1976) *Psychology and the environment*, Essential Psychology Series No. F5, London: Methuen.

**19. Institution as Author**

"Royal commission on local government" (1969), *Research studies, 9: community attitudes survey*, London, HMSO, 134f.

**20. Periodical Article**

Vroom, Hendric M. (1992). 'Does theology presuppose faith'? *Scottish journal of theology* 45: 145-163

**21. Thesis or Dissertation**

Jones, J.B. (1974) *The piano and chamber works of Gabriel Fauré*. PhD dissertation. Cambridge University.

**22. Conference Proceedings**

Hart, G., Albrecht, M., Bull, R. and Marshall, L. (1992) 'Peer consultation: a professional development opportunity for nurses employed in rural settings', *Infront, Outback – Conference Proceedings*, Australian Rural Health Conference, Toowoomba, pp. 143-148.

**23. Citing electronic journals**

Author surname, Initial. (Year) Title of article. *Journal title* [online], Volume (part). Available from: <URL>. [Accessed date].

Snyder, M. (2001) Overview and summary of complementary therapies: *Are these really nursing?* *Online Journal of Issues in Nursing* [online], 6 (2), 31 May 2001. Available from: <<http://www.nursingworld/ojin/topic15/tpc15ntr.htm>> [Accessed 4 July 2001].

**24. Audio-visual**

Author, Initials. (Year) *Title* [format]. Edition statement if given. Place of publication: Publisher. If no author, use the title as the first part of the citation.

*Now wash your hands.* (1996) [Videocassette]. Southampton: University of Southampton, Teaching Support and Media Services

Gandhi. (1982) [DVD]. Dir. Richard Attenborough. Columbia.

Thatcher, Margaret. (1986) Interview. In *Six O'Clock News*. TV, BBC 1. 1986 Jan 29. 18.00 hrs.

<b>Australian Apostolic College</b> P.O. Box 384, The Gap, Brisbane QLD 4061 Australia P: 61 7 3300 1436 M: 0419 787 513 E: <a href="mailto:aacollege@apostolic.org.au">aacollege@apostolic.org.au</a> W: <a href="http://www.australianapostoliccollege.com">www.australianapostoliccollege.com</a>	
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<b>TO BE COMPLETED BY ASSESSOR</b>	<b>STUDENT NAME</b>
<b>DATE RECEIVED</b>	<b>STUDENT EMAIL</b>
<b>DATE RETURNED</b>	<b>LECTURER/TRAINER NAME</b>
	<b>COURSE CODE</b>
	<b>DATE DUE</b>

## COVER SHEET for ACTIVITIES, ASSIGNMENTS

Student No.:

Assignment Topic:

Word Length:

**IMPORTANT: THIS STATEMENT MUST BE READ & SIGNED BY THE STUDENT**

TO THE BEST OF MY KNOWLEDGE, EXCEPT WHERE OTHERWISE DOCUMENTED, THE MATERIAL SUBMITTED HERE FOR ASSESSMENT IS ALL MY OWN ORIGINAL WORK AND HAS NOT BEEN SUBMITTED PREVIOUSLY, EITHER IN WHOLE OR PART, FOR ASSESSMENT IN ANY OTHER COURSE AT ANY OTHER UNIVERSITY. I HAVE ALSO RETAINED A COPY OF THIS ASSIGNMENT.

**Signed or Type in Name**

<b>Lecturer Comments</b>	<b>NYC</b>	<b>C</b>

## Managing Your Study Efforts

- Your personal life

Many students use their time unwisely; however with some sensible planning all necessary tasks can be accomplished to a satisfactory standard. Take the time to set out a weekly timetable which includes allocations for lectures, study, family and social times, rest and meals. Remember to allow some flexibility for the unexpected. While unanticipated events will occur, if you have planned your week they will have minimum impact on your study program.

Remember four rules:

- Pray frequently.
- Eat well.
- Exercise regularly.
- Give your body the rest that it needs.

- Getting Down To Study

As a general rule you should study/revise when the subject matter is fresh in your mind and you are fully alert. Make this as soon after the lectures as possible. University and college work usually requires one and a half hours of study for every hour spent in lectures. This is a good rule of thumb that will ensure adequate retention of the work covered. Assignments should always be done as soon as possible after the information and skills required have been covered in class. Assignments not attempted immediately are difficult to complete and demand more time to recall and research information.

Two rules to observe when studying any subject are:

- Concentrate on studying general ideas rather than learning specific facts. Understanding the subject and not memorising facts is the goal of learning.
- Most importantly, always keep your study/revision up to date. The work required to catch up can cause students to give up. Further study in a subject becomes very difficult if previous work is not understood to a satisfactory level.

## Australian Apostolic College

P.O. Box 384, The Gap, Brisbane QLD 4061 Australia

P: 61 7 3300 1436 M: 0419 787 513

E: [aacollege@apostolic.org.au](mailto:aacollege@apostolic.org.au) W: [www.australianapostoliccollege.com](http://www.australianapostoliccollege.com)



### COMPLAINTS and APPEALS FORM

Student's Name: \_\_\_\_\_ Date: \_\_\_\_\_

Course: \_\_\_\_\_ Course Location: \_\_\_\_\_

Person you are submitting this form to (Position/Name): \_\_\_\_\_

Preferred means and time of contact (Please provide phone numbers, email address, time of day etc):

\_\_\_\_\_

Describe the Complaint or Appeal (Attach additional Documentation if necessary):

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

What action are you requesting? (Attach additional pages if required.)

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

#### STAFF USE ONLY

Staff Member receiving this Form (Name): \_\_\_\_\_

Position (eg Trainer): \_\_\_\_\_ Date Received: \_\_\_\_\_

Requested Action:  Approved  Not Approved  Settlement Mediated

Other Comments: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Please provide more information as required.**

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P: 61 7 3300 1436 M: 0419 787 513

E: [aacollege@apostolic.org.au](mailto:aacollege@apostolic.org.au) W: [www.australianapostoliccollege.com](http://www.australianapostoliccollege.com)



### PERCEIVED HAZARD FORM

In accordance with the Occupational Health and Safety Policy, please report all perceived hazards to the CEO or appropriate personal as soon as possible.

**NOTE:** *This is an internal report form and is not to be confused with the official workcover report form.*

LTI Course Code	Course Name	National Code

LOCATION IN WHICH HAZARD NOTED:

---



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NATURE OF HAZARD:

---



---



---

ANY ACTION TAKEN TO REMOVE HAZARD

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RECOMMENDATIONS

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NAME OF REPORTER: \_\_\_\_\_

SIGNATURE OF REPORTER: \_\_\_\_\_ DATE: \_\_\_\_\_

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E: [aacollege@apostolic.org.au](mailto:aacollege@apostolic.org.au) W: [www.australianapostoliccollege.com](http://www.australianapostoliccollege.com)



### PERSONAL INFORMATION DISCLOSURE FORM

I \_\_\_\_\_  
(Full Name of Trainee)

of \_\_\_\_\_  
(Full Address of Trainee)

- A:  Request a copy of my personal records for my own use  
 B:  Request the full disclosure of my personal records to:  
 C:  Request the disclosure of information relating to a reference to:

\_\_\_\_\_  
(Full Details of Person, Persons or Institution)

of \_\_\_\_\_  
(Full Address of Recipient)

I request that the above information be disclosed:

- A:  Orally  
 B:  In a written overview or reference  
 C:  As a complete set of all information held

Further comments (if required):

\_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

Date of Request: \_\_\_\_\_ Trainee Signature: \_\_\_\_\_

#### OFFICE USE ONLY

Date Received: \_\_\_\_\_

Date Provided: \_\_\_\_\_

Comments: \_\_\_\_\_  
 \_\_\_\_\_

Signature: \_\_\_\_\_

Date: \_\_\_\_\_

# Australian Apostolic College

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## Request for Appointment with Trainer/Lecturer/Assessor

Name of Student	
Student Contact details	
Topic to be discussed	
Date of Request:	
Name of Trainer/Lecturer/Assessor	
Place of interview	
Date of Interview	
Approved by	
Report (completed by faculty member)	
Action (completed by faculty member)	
Date of follow-up meeting	
Report (completed by faculty member)	
Action (completed by faculty member)	

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### Notification of Leave of Absence or Sickness

Name of Student	
Student Contact details	
Reason for leave	
Date/s of Request:	
Doctors Certificate attached <i>(Please circle)</i>	<input type="checkbox"/> Yes <input type="checkbox"/> No
Received by: <i>(Name of AAC Staff Administrator)</i>	
Date	

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### Notification to Defer Study

Name of Student	
Student Contact details	
Reason for deferring studies	
Date/s of Request:	
Received by: <i>(Name of AAC Staff Administrator)</i>	
Interview conducted by AAC Staff member	
Date of Interview:	
Action taken:	

I agree to the action taken

Student signature: \_\_\_\_\_

Date: \_\_\_\_\_

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### Notification to Change Course or Units of Study

Name of Student	
Student Contact details	
Reason for changing course or units of study	
Date/s of Request:	
Received by: <i>(Name of AAC Staff Administrator)</i>	
Interview conducted by AAC Staff member	
Date of Interview:	
Action taken:	

I agree to the action taken

Student signature: \_\_\_\_\_

Date: \_\_\_\_\_

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### Request for Extension of Time to Complete Required Activities/Assignments/Tutorials

This request must be presented to your lecturer as your lecturer is the only person who can grant or deny a time extension.

Each request for extension will be considered on its merits and may be refused if it is deemed not in accord with College policy.

Name of Student	
Student Contact details	
Date/s of Request:	
Reason for extension	
Plan to complete outstanding Activities/Assignments etc	
Received by: <i>(Name of AAC Staff Administrator)</i>	
Interview conducted by AAC Staff member	
Date of Interview:	
Action taken:	Approve given: Yes/No Reasons for Refusal

Student signature: \_\_\_\_\_

Date: \_\_\_\_\_