



The Australian College of Theology limited

Coursework Handbook 2017

Accredited undergraduate coursework awards:

Diploma of Christian Studies
Diploma of Ministry
Diploma of Theology
Diploma of Theology / Diploma of Ministry
Advanced Diploma of Ministry
Advanced Diploma of Theology
Advanced Diploma of Theology / Advanced Diploma of Ministry
Associate Degree of Ministry
Associate Degree of Theology
Bachelor of Christian Studies
Bachelor of Ministry
Bachelor of Theology
Bachelor of Theology / Bachelor of Ministry

Also, the following non-AQF courses:

Certificate in Theology
Academic Studies in Theology Certificate

Accredited graduate coursework awards:

Graduate Certificate of Divinity
Graduate Diploma of Divinity
Master of Ministry
Master of Divinity
Master of Divinity / Graduate Diploma of Divinity
Graduate Certificate of Christian Studies
Graduate Diploma of Christian Studies
Master of Arts (Christian Studies)

Accredited postgraduate coursework awards:

Bachelor of Ministry (Honours)
Bachelor of Theology (Honours)
Master of Missional Leadership
Graduate Certificate of Ministry
Graduate Diploma of Ministry
Master of Arts (Ministry)
Graduate Certificate of Theology
Graduate Diploma of Theology
Master of Arts (Theology)

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EDUCATIONAL PHILOSOPHY

The ACT is a national, co-operative institution in which the ACT and its officers, the Board of Directors, the Academic Board and its standing committees and confessionally diverse affiliated institutions work together to prepare students enrolled in the ACT's academic courses for Christian ministry, and to promote the study of theology in the wider community. The ACT is committed to promoting academic policies, programs and procedures that are in line with the best tertiary practice.

The ACT recognises that Christians today live within a number of intersecting communities and that their education through the ACT should assist them to fulfil commitments to each of these communities.

First is their commitment to the community of Christians in all its variety. The ACT supports the view that, while adopting a point of view, students should have an understanding of other perspectives which Christians hold on topics which are taught. One prevailing presupposition is that the Christian world-view is not just a theoretical framework of beliefs but is something which is related to and guides all that we do.

Second is their commitment to the community of scholars. Students should work in accordance with those standards of critical scrutiny and academic freedom which guide this community. This involves looking critically at their own presuppositions as well as those of others.

Third is their obligation as members of our modern day society to understand that society and contribute to its well being.

Fourth is the commitment of students to a vocational or occupational community.

The ACT and its affiliated institutions are committed to:

- the importance of learning through interaction with teachers and other students so that teaching methods include lectures, class discussions, private research, and student presentations.
- making use of the most appropriate modern technologies in the delivery of each unit of study.
- the goal of student-oriented "life-long" learning and appropriate portability between institutions. Some courses especially those offered at Graduate level are designed so that a student can take subjects at different institutions if necessary.

PREFACE

The Australian College of Theology is a national consortium of 16 Bible and Theological Colleges. It has a long and honoured history. It was established in 1891 by the General Synod of the Church of England in Australia and Tasmania “to foster and direct the systematic study of Divinity, especially among the clergy”. Over 16,000 men and women have graduated with courses of the ACT, one-quarter of these in the last 10 years.

For many years, the main program of study was the Licentiate in Theology (ThL), which was regarded as the basic theological requirement for ordination and was widely accepted in academic circles as a proven and useful theological qualification.

In a day of ever-growing religious pluralism, the ACT finds itself called to serve an increasingly diverse constituency, both denominational and interdenominational. The ACT is now able to offer a wide range of courses in a variety of modes of study catering not only for the specialised needs of ministerial and missionary candidates but also for the needs of lay people interested in an understanding of the Christian faith and its implications for contemporary life.

In July 2010 the ACT received self-accrediting authority under the terms of the National Protocols for Higher Education Approval Processes (2007). The ACT was the first institution to be awarded self-accrediting status under the Protocols. This means that it is able to accredit its own courses in theology and ministry within the scope of the self-accrediting authority specified initially by the New South Wales Department of Education and Training and now endorsed by the Tertiary Education Quality and Standards Agency (TEQSA).

The following courses (described in this Handbook)—

Undergraduate

Diploma of Christian Studies
 Diploma of Ministry
 Diploma of Theology
 Diploma of Theology / Diploma of Ministry
 Advanced Diploma of Ministry
 Advanced Diploma of Theology
 Advanced Diploma of Theology / Advanced
 Diploma of Ministry
 Associate Degree of Ministry
 Associate Degree of Theology
 Bachelor of Christian Studies
 Bachelor of Ministry
 Bachelor of Theology
 Bachelor of Theology / Bachelor of Ministry

Graduate coursework

Graduate Certificate of Divinity
 Graduate Diploma of Divinity
 Master of Ministry
 Master of Divinity
 Master of Divinity / Graduate Diploma of Divinity
 Graduate Certificate of Christian Studies
 Graduate Diploma of Christian Studies

Postgraduate coursework

Bachelor of Ministry (Honours)
 Bachelor of Theology (Honours)
 Master of Arts (Christian Studies)
 Master of Missional Leadership
 Graduate Certificate of Ministry
 Graduate Diploma of Ministry
 Master of Arts (Ministry)
 Graduate Certificate of Theology
 Graduate Diploma of Theology
 Master of Arts (Theology)

—were accredited for the period 1 January 2017 to 31 December 2021 by the Board of Directors.

There are no denominational restrictions in relation to entry to the ACT’s courses.

Martin Sutherland, Dean & CEO
 December 2016

Note: In preparing this Handbook the ACT has used its best endeavours to ensure that the information contained in it is true and accurate. Prospective candidates should make their own enquiries to verify this information. The ACT accepts no responsibility for any errors, omissions, inaccuracies or misstatements contained therein and disclaims any liability in respect thereof. The policies of the ACT are available on the ACT’s website: www.acttheology.edu.au
 Students should become familiar with all relevant policies, including Grievance Resolution Policies.

MEMBERSHIP OF THE ACT LIMITED***The College consists of:*****a) The Primate**

Most Rev Dr Philip Freier

b) The Dean

Rev Dr Martin Sutherland

c) The Principals of Anglican Theological Colleges:

Rev Dr Matthew P Anstey (St Barnabas)

Rev Dr Andrew Cameron (St Mark's National Theological Centre)

Rev Prof Dorothy Lee (Trinity Melbourne)

Rev Dr Steve Ogden (St Francis)

Rev Dr Brian Rosner (Ridley College)

Rev Dr Willis Salier (Youthworks College)

Rev Dr Gregory Seach (John Wollaston Theological College)

Rev Jacqueline E Stoneman (Mary Andrews)

Rev Dr Mark Thompson (Moore)

d) The Persons Elected by the House of Bishops:

Prof Peter Anstey

Rev Vanessa E L Bennett

Mr Garth O Blake

Rev Dr Peter Bolt

Rev Philip J Bradford

Rev Dane Courtney

Rt Rev Dr Glenn N Davies

Dr Justin Denholm

Mr William R Dickson

Rt Rev Robert Forsyth

Rev Canon Dr Marian J Free

Rt Rev Dr Tim Harris

Rt Rev Dr Jonathan C Holland

Mrs Susan E Hooke

Rev Dr Bruce N Kaye

Rt Rev Richard Lewers

Assoc Prof Stuart Piggion

Ven Dr David J Powys

Rt Rev William J Ray

Dr Kenneth J Wade

Rev Dr Lindsay Wilson

e) The Principals of Christian Higher Education Institutions Affiliated with the ACT which are Approved to Offer Research Degrees of Master or Doctor of the ACT

Rev Dr Murray A Capill (RTC)

Rev Dr Ross R Clifford (Morling)

Rev Stuart Coulton (SMBC)

Rev Dr Richard Gibson (BST)

Rev Dr Brian Harris (Vose Seminary)

Rev Peter Hastie (PTCV)

Rev Timothy A Meyers (MST)

Rev Dr Gary Millar (QTC)

Rev Dr Timothy R C Patrick (BCSA)

Rev Dr Ian K Smith (PTCN)

Rev Dr John R Sweetman (Malyon)

Dr Roshan Allpress (Laidlaw)

Rev Dr Donald West (Trinity Theological College)

f) Five Persons Holding the Research Degree of Master or Doctor Awarded by the ACT:

Rev Dr Peter Barnes

Rev Anthony Brammall

Rev Dr Joe Mock

Rev Dr Peter Moore

Rev Dr Peter Ralphs

g) Five Persons Holding Any Other Degree Awarded by the ACT:

Mr David Vaughan Barker

Rev Dr John M Capper

Rev Dr Graeme Chatfield

Mr Christopher L Gray

Ms Meredith A Walker-Harding

**The Board of Directors**

Mr Richard V C Cardew (Chair)

Mr Gregory Hammond

Rt Rev Timothy Harris

Prof Brett Inder

Rev Timothy Meyers

Mr Ian C Miller

Rev Dr Peter Ralphs

Rev Dr Donald West (Deputy Chair)

Mr Peter W Young

Company Secretary

Rev Dr Martin Sutherland

Academic Board

Rev Dr Peter Ralphs

Professor James Dalziel

Rev Dr Martin Sutherland

Vacant

Rev Stuart Brooking

Rev Dr Peter Ralphs

Rev Dr Brian Harris

Rev Dr Greg Goswell

Rev Dr David Cohen

Rev Dr Lindsay Wilson

Rev Dr Bill Salier

Rev Dr Andrew Bain

Chair (a Director)

External Member

Dean of the ACT

Head, Department of Bible and Languages

Head, Department of Ministry and Practice

Head, Department of Christian Thought

Chair, Coursework Committee

Chair, Research and Research Studies Committee

Chair, Academic Quality Committee

Elected Academic Staff member

Elected Academic Staff member

Elected Academic Staff member

Rev Dr Alan Mugridge	Elected Academic Staff member
Mr Anthony Andreatza	Elected Student member
Ms Kate Selden	Elected Librarians Staff member
Dr Geoff Treloar	Executive Officer

Office Staff

Strategy and Operations:

Dean & Chief Executive Officer:

Rev Martin Sutherland, B.Th., B.A. (Hons), Ph.D.

Director of Quality and Operations:

Paul Yeates, BSc(Hons), DipEd, BTh, PhD (cand.)

Director of Finance:

Vicki Chen, BSBAA, MAppFin

Financial Accountant:

Mary Ann Navidad, BSc, MPA (UNE)

Quality Assurance Officer:

Meredith Walker-Harding, BSc, ADT

Learning, Teaching and Research

Associate Dean and Director of Research:

Rev Graeme Chatfield, BA(Hons.) (UWA), BTh (ACT), MEd (UNE), PhD (Bristol)

Director of Learning and Teaching:

Geoff Treloar, BA (USyd), GradDipEd (USyd), PhD (USyd)

Research Students Administrator:

Elizabeth Kohn, MA

Publications and Policies Administrator:

Rev Megan du Toit, BA(Hons.), BMin(Hons.), PhD (cand.)

Academic Services

Registrar:

Simon Davies, BCreatTech, MLead (Higher Ed.)

Academic Administrative Officer:

Diana Tadjudin, DipIT, BIS

Academic Administrative Officer:

Elisa Norris, BA

Academic Administrative Officer:

Adam Kelley, BA (Education), M.Lib.Info.Sc

Academic Administrative Officer:

Asanka Gunarathne, BA (Hons), Adv.Dip.Bus.Management



AFFILIATED COLLEGES OF THE ACT

The Australian College of Theology operates as a consortium of independent affiliated colleges. Students enrolled in an accredited award of the Australian College of Theology must nominate and be accepted by one of the affiliated colleges approved to deliver that award. In circumstances where a student's enrolment is discontinued by an affiliated college but not by the Australian College of Theology, the student is permitted to have the ACT as his/her home college if another suitable home college cannot be found.

The ACT website www.acttheology.edu.au lists the courses which delivered by each college.

Addresses

Bible College SA

176 Wattle Street
Malvern SA 5061
ph: 08 8291 8188
fax: 08 8291 8199
email: admin@biblecollege.sa.edu.au
web: www.biblecollege.sa.edu.au

Brisbane School of Theology

1 Cross Street
Toowong QLD 4066
ph: 07 3870 8355
fax: 07 3371 4002
email: info@bst.qld.edu.au
web: bst.qld.edu.au

Christ College

1 Clarence Street
Burwood NSW 2134
ph: 02 9744 1977
email: admin@christcollege.edu.au
web: www.christcollege.edu.au

Malyon College

PO Box 6166
Mitchelton QLD 4053
ph: 07 3354 5656
fax: 07 3354 5660
email: info@malyon.edu.au
web: www.malyon.edu.au

Mary Andrews College

Level 1, St Andrew's House
464-480 Kent Street
Sydney NSW 2000
ph: 02 9284 1470
fax: 02 9261 2864
email: macmin@mac.edu.au
web: www.mac.edu.au

Melbourne School of Theology

PO Box 6257
Vermont South VIC 3133
ph: 03 9881 7800
fax: 03 9800 0121
email: mst@mst.edu.au
academic.CD@mst.edu.au (Chinese department)
web: www.mst.edu.au

Morling College

120 Herring Road
Macquarie Park NSW 2113
ph: 02 9878 0201
fax: 02 9878 2175
email: enquiries@morling.edu.au
web: www.morlingcollege.com

Presbyterian Theological College

684 Elgar Road
Box Hill North VIC 3129
ph: 03 9898 9384
fax: 03 9898 9872
email: registrar@ptc.vic.edu.au
web: www.ptc.vic.edu.au

Queensland Theological College:

PO Box 6376
St Lucia QLD 4067
ph: 07 3871 9347
fax: 07 3871 9372
email: registrar@qtc.edu.au
web: www.qtc.edu.au

Reformed Theological College

221 Queen Street
Melbourne VIC 3000
ph: 03 5244 2955
fax: 03 5243 6055
email: admin@rtc.edu.au
web: www.rtc.edu.au

Ridley College

170 The Avenue
Parkville VIC 3052
ph: 03 9207 4800
fax: 03 9387 5099
email: registrar@ridley.edu.au
web: www.ridley.edu.au

Sydney Missionary and Bible College

PO Box 83
Croydon NSW 2132
ph: 02 9747 4780
fax: 02 9747 5053
email: ftstudy@smbc.com.au
ptstudy@smbc.com.au
web: www.smbc.com.au

Trinity Theological College

PO Box 115
Leederville WA 6902
632-634 Newcastle Street
Leederville WA 6007
ph: 08 9228 9067
fax: 08 9228 3862
email: info@ttc.wa.edu.au
web: www.ttc.wa.edu.au

Vose Seminary

20 Hayman Road
Bentley WA 6102
ph: 08 6313 6200
fax: 08 6313 6299
email: office@vose.edu.au
web: www.vose.edu.au

Youthworks College

PO Box 256
Sutherland NSW 1499
ph: 02 8093 3400
fax: 02 9542 3599
email: college@youthworks.net
web: www.youthworkscollege.edu.au



FEES 2017

The following is a list of all fees levied by the ACT, including tuition fees and management fees.

Tuition Fees

Unit Level	Domestic [^]				International ^{^^}			
	unit tuition fee	tuition fee per cp	ACT admin fee per cp	ACT admin fee per unit	unit tuition fee	tuition fee per cp	ACT admin fee per cp	ACT admin fee per unit
A (200)	\$1,600 (4cp)	\$400	\$50	\$200 (4cp)	\$1,800 (4cp)	\$450	\$70	\$280 (4cp)
B (300/400)	\$2,080 (4cp)	\$520	\$50	\$200 (4cp)	\$2,400 (4cp)	\$600	\$70	\$280 (4cp)
(500/600)	\$2,080 (4cp)	\$520	\$50	\$200 (4cp)	\$2,400 (4cp)	\$600	\$70	\$280 (4cp)
C (700)	\$1,600 (4cp) \$2,400 (6cp)	\$400	\$50	\$200 (4cp) \$300 (6cp)	\$2,000 (4cp) \$3,000 (6cp)	\$500	\$70	\$280 (4cp) \$420 (6cp)
<i>CertTheol</i>	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>	\$100	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>	\$100
<i>Study Tours</i>								
**245	\$7,000		\$50	\$200			\$70	\$280
**445	\$7,000		\$50	\$200			\$70	\$280
**645	\$7,000		\$50	\$200			\$70	\$280
**745-4,	\$7,000		\$50	\$200 (4cp),			\$70	\$200 (4cp),
**745-6	\$7,000		\$50	\$300 (6cp)			\$70	\$300 (6cp)

[^] Domestic fee is charged to Australian citizens, New Zealand citizens, Students with permanent visas

^{^^} International fee is charged to students with temporary entry permit or a diplomat or a dependant of a diplomat (except New Zealand) who reside in Australia during the delivery of the unit; students in none of the above categories and residing outside Australia for the duration of the unit (offshore students).

- LA0** units attract the 300-400 level tuition and admin fees
- Research Methods units (RM0**) attract the Level C unit fee, at either 4cps or 6cps depending on which option is taken.

Management Fees

Appeals Fee

Recommended to be half the normal ACT Administration fee
(only levied in cases where a student has already passed the unit but is seeking to improve their grade)
Colleges are free to set their own fee. The above is a recommendation only.

Certified Transcript Fee

Computer printout \$20.00
Manual search and printout \$50.00

Certified Testamur

(reprints only) \$20.00

Variation of Enrolment Fees

Add/substitute a unit after Administrative Date up to \$130.00/unit
Withdraw from a unit after the Administrative Date and before Census Date up to \$400.00/unit
(see Variation of Enrolment policy for definition of Administrative Date and Census Date)

CALENDAR OF DATES 2017

March Applications for first semester units due (14)
 Census date (first semester) (31)
 College Annual Reports due (31)

** Please note: for units offered in intensive mode students should check with their sponsoring college for the relevant census and withdrawal dates.*

June Examinations (second and third weeks)
 First semester marks due to ACT office (30)

July Deferred assessment requests due (1)

August Deferred assessments to be submitted (by Friday of first week)
 Applications for second semester units due (15)
 Census date (second semester, annual units) (31)
 Deferred assessment results due to ACT office (by Friday of second week)

** Please note: for units offered in intensive mode students should check with their sponsoring college for the relevant census and withdrawal dates.*

November Examinations (second and third weeks)
 Second semester marks due to ACT office (30)

December Deferred assessment requests due (2)

February (2018) Deferred assessments to be submitted (by Friday of first week)
 Deferred assessment results due to ACT office (10)



Semester One 1st February- 30th June

Semester Two 1st July- 30th November

REGULATIONS

1 ENROLMENT APPLICATIONS

1.1 Application Form

Candidates should apply for entry on the prescribed application form which is available from your enrolling college.

1.2 Failure to Enrol

Candidates who fail to enrol by the due dates are ineligible to sit for the June/November examinations. In extraordinary circumstances allowance may occasionally be made upon application to the Dean. In such cases candidates may be required to pay a late enrolment fee to enrol in the unit.

1.3 Examination Centres

Candidates unable to sit at one of the accredited centres should suggest the name of a responsible and reputable person who is able and willing to supervise the examination(s) in an honorary capacity. This person is normally a local minister. A member of the candidate's family may not supervise exams. Please note that the person's consent so to act must first be sought and secured before their name is placed on the Enrolment Application. The supervisor's name, address, phone number and email should be printed on the application form. It is the responsibility of candidates to pay the postage costs (Registered Mail) of their examination transcript(s) to the Examiner.

1.4 Enrolment in the Same Unit

A unit for which advanced standing has been given cannot be attempted. However, if it can be demonstrated that the subject matter of a project or seminar is different from one already completed, permission to enrol may be granted.

No coursework unit already passed can be repeated, with the exception of seminar unit codes, project unit codes and exegesis unit codes, which can be repeated if the student different content is covered.

1.5 Examination Scripts

Externally assessed projects or theses are not normally returned to students after marking.

1.6 Students under 18 years of age

Prospective overseas students less than 18 years of age will not be admitted to a course of study beginning before the applicant's eighteenth birthday.

2 PASSING GRADES, FAILURES AND DEFERRED ASSESSMENTS

2.1 Passing Grades

In all awards all pieces of assessment for a unit must be completed in order to pass that unit.

Except for Certificate students, in all units 50% overall is needed to record a passing grade for a unit.

For Certificate in Theology and Academic Studies in Theology Certificate students, all assessment items must be passed in order to record a passing grade for a unit.

2.2 Failures

Candidates who fail to notify the ACT by the set date of withdrawal from a unit, will have a "fail" permanently recorded against that unit.

Candidates who fail a unit and who subsequently re-enrol in that unit are required to repeat all requirements of the unit, except that (where applicable) they are exempt from having to attend lectures. The principle involved is that all requirements of a unit must normally be fulfilled in the one semester.

Failed units will be recorded on the transcripts of candidates and counted towards the grade point average. Both results will remain on the academic record and transcript.

2.3 Deferred Assessments

Deferred assessments may only be granted if the assessment item has not been attempted:

- (i) in cases of illness subject to the submission of a satisfactory medical certificate;
- (ii) on compassionate grounds subject to endorsement by the applicant's college;
- (iii) at the discretion of the Academic Board.

All applications for medical or compassionate deferred assessments must be in writing and should be received by the student's college no later than July 1 (for units held in first semester) or December 1 (for units held in second semester).

The assessments will be completed no later than the first week of August for first semester enrolments and no later than the first week of February for second semester enrolments, unless prior permission has been granted by the ACT office.

If a deferred assessment is not suitable, there is the potential for a leave of absence from an enrolled unit of study. Please see the Special Leave Policy

available on the ACT website, at www.actheology.edu.au

2.4 Incompletes

Where a student has been granted an “incomplete” for a unit, that unit must be finalised no later than the end of the following semester. If all work has not been submitted by that time, and special consideration has not been requested, then the student will automatically be given a fail grade for that unit. Incomplete grades are rarely granted, and are for circumstances outside of a student’s control such as inability to secure a fieldwork placement for a fieldwork unit.

2.5 Appeals

Candidates are entitled to appeal against a mark awarded in an essay or examination. In the case of candidates assessed by a college with the right of internal assessment, the examination or essay is to be marked by another lecturer in the candidate’s college. The college may charge up to the same fee as the ACT for such an appeal. If the candidate is still not satisfied with the result, he/she may appeal to the Dean, paying the prescribed fee.

Candidates who appeal against a mark received in an externally assessed exam or essay appeal direct to the Dean through their sponsoring college. When making the appeal, candidates should specify the nature of their complaint and the grounds for their appeal. When a college refuses to support an appeal, a candidate has the right of direct appeal to the Dean. The Dean will appoint an independent assessor who will remark the exam/essay under dispute. The Dean’s decision is final. A fee, normally 50% of the ACT administration fee per credit point, will be charged for all appeals where the student has originally passed the unit.

If the mark awarded by the second examiner is higher than the original, the second mark will replace it.

Appeals must be lodged within five weeks of the posting of transcripts.

2.6 Satisfactory/Unsatisfactory Marks

Units marked on a pass/fail basis only will be graded as Satisfactory (pass) or Unsatisfactory (fail). Satisfactory marks will not be included in the calculation of GPAs, but fails will. The following units are assessed in this manner: PC249 and PC449.

3 WITHDRAWALS, RE-ENTRY AND COMPLETION OF AWARDS

3.1 Withdrawal from Enrolment

3.1.1 Before the Administrative Date for the unit:

- (a) Applications received shall be processed by deleting from the student’s enrolment record the unit from which the student is withdrawing.
- (b) Any up-front payment made by the student for the unit shall be refunded in full.
- (c) All unit material already distributed shall be dealt with according to the college policy.

3.1.2 After the Administrative Date and before the Census Date for the unit:

- (a) The application shall be processed once the appropriate Variation of Enrolment fee is paid by the student.
- (b) Any up-front payment made by the student for the unit shall be refunded in full.

3.1.3 After the Census Date and before the Withdrawal Date for the unit:

- (a) Students shall receive a grade W (Withdrawn).
- (b) The Registrar shall determine if there are any special circumstances sufficient to justify the refund of any up-front payments by the student for the withdrawn unit and make any consequent refund.
- (c) Any FEE-HELP debt incurred for this unit remains unless the student applies to the ACT for re-crediting. Students should read the FEE-HELP re-crediting policy for further details.

3.1.4 After the Withdrawal Date for the unit:

- (a) Students who fail to notify their college in writing of their desire to withdraw from a unit by the withdrawal date will have a ‘fail’ permanently noted on their record.
- (b) If the Registrar deems the circumstances under which the student withdrew from the unit worth consideration for Compassionate Withdrawal the Registrar shall forward the application to the ACT Registrar for a decision.

3.2 Leave of Absence

A student may request a leave of absence without requiring medical or compassionate circumstances to be applied in the consideration of their application, for up to one semester in any coursework award.

- (i) The leave of absence will be granted by the Registrar and/or Academic Dean of the student’s college who will notify the ACT in writing before the commencement of the period of leave.

- (ii) Students seeking leave of absence must apply no later than March 31 for leave in semester 1 and by August 31 for leave in semester 2 of the year in which they seek leave.

3.3 Suspension of Candidature

When a time limit applies for completion of an award, candidates should notify the Dean through the course coordinator of their college of their withdrawal from a course and should seek permission for the time limitation to be suspended. The ACT will receive sympathetically requests from candidates seeking suspension of candidature for legitimate reasons if requested before taking a period of leave, including reasons such as movement overseas on missionary service, settling into a new parish ministry, medical or other personal reasons.

In coursework awards, suspensions of candidature will normally be granted for up to one year at a time.

3.4 Extension of Candidature

- (i) A candidate whose candidature is about to lapse will not lose credit for units completed so long as his or her sponsoring college is prepared to support and argue a case for immediate resumption of candidature and re-enrolment in the award.
- (ii) It is the responsibility of the candidate to begin making overtures in his or her last year of candidature to the sponsoring college to support an application to the Dean for resumption.
- (iii) The time limit of a resumed candidature should be negotiated with the sponsoring college and stated in the application submitted to the Dean for approval.
- (iv) Normally during a second period of candidature applications for a third period will not be considered.
- (v) Once candidature has expired candidature is considered to have lapsed if a resumption has not been requested formally by the student.

3.5 Lapse of Candidature

Upon completion of the time specification, candidature shall be deemed to have lapsed and all credit for that award will be nullified, unless permission from the ACT is obtained.

3.6 Changes in Regulations

- (i) Where there is any break of 12 months or more in a student's studies, except for those under deferral or suspension, any changes to the curriculum or regulations for an award shall apply to the candidate.

- (ii) Subject to (iv) below, candidates who are continuing or are under suspension or deferral of candidature will not be subject to the new regulations.
- (iii) Candidates who have failed to complete the award in the maximum time allowed but who are granted an extension of candidature will be subject to the new regulations governing the award in which they are enrolled.
- (iv) Where major changes to an award occurs, the Academic Board may impose a time limit on the previous version of that award, after which candidates still completing that award will be subject to the new regulations, even if there has been no break during the course of their study.

4 PORTABILITY OF UNITS

According to the terms of the signed Memorandum of Understanding between approved colleges and the ACT Board of Directors and long standing ACT policy, transportability of credit is guaranteed within awards of the consortium. Credit for a unit already passed in an award is guaranteed if students are enrolled for the same award at another ACT approved institution subject to the normal application procedures in place at the college to which students are transferring.

Students who have completed an ACT course at one college within the consortium may receive the credit stipulated in the regulations for another ACT award for which credit is granted if they are enrolled in that award at the same or another ACT approved college.

5 MODES OF DELIVERY

The ACT has set a minimum rate of attendance for all taught coursework units of 80%. This percentage applies in an analogous way to online and other delivery modes.

5.1 Demand hours

200 level units require 105 demand hours over the semester.

300/400 level units require 160 demand hours over the semester.

500/600 level units require 160 demand hours over the semester.

700 level units require 275 demand hours over the unit.

5.2 Assessment workload

Each exam hour is reckoned as the equivalent of 1,500 words.

200 level

Units offered at 200 level require the completion of 4,000 words or equivalent.

300/400 level

Units offered at 300 level require the completion of 4,000-5,000 words or equivalent.

Units offered at 400 level require the completion of 5,000-6,000 words or equivalent.

4 cp seminars (**489) require the completion of 6,000 words or equivalent.

4 cp projects (**490) require the completion of a single project of 6,000 words.

500/600 level

Units offered at 500 level require the completion of 5,000-6,000 words or equivalent.

Units offered at 600 level require the completion of 6,000-7,000 words or equivalent.

4 cp seminars (**689) require the completion of 7,000 words or equivalent.

4 cp projects (**650) require the completion of a single project of 6,000 words.

8 cp projects at 600 level (**690) require the completion of a single project of 8,000 words.

700 level

Units offered at 700 level worth 4cps require the completion of 7,000 words or equivalent.

Units offered at 700 level worth 6cps require the completion of 8,000 words or equivalent.

4 cp minor projects at 700 level (**782) require the completion of a single project of 7,000 words.

6 cp minor projects at 700 level (**783) require the completion of a single project of 8,000 words.

8 cp major projects at 700 level (**795) require the completion of a single project of 14,000 words.

12 cp major projects at 700 level (**796) require the completion of a single project of 16,000 words.

IN791, an 8cp project only in the MA(ChrStuds), requires the completion of a single project of 8,000 words.

IN792, a 12cp project only in the MA(ChrStuds), requires the completion of a single project of 12,000 words.

5.3 Attendance Mode

Most students enrolled in an ACT coursework award will study in attendance (or face-to-face) mode.

This mode includes weekly, fortnightly or three or more session blocks spread over the semester.

Unless otherwise stated in the unit outline, for 200 level units in attendance mode each unit normally requires about 105 demand hours over the semester. This is comprised of 26 hours of contact over 12 or 13 weeks, 40 hours devoted to general non-assessable reading, and a further 40 hours

devoted to assessment tasks such as essays, class presentations and preparation for exams.

Unless otherwise stated in the unit outline, for 300-400 level units in attendance mode each unit normally requires about 160 demand hours over the semester. This is comprised of 39 hours of contact over 12 or 13 weeks, 60 hours devoted to general non-assessable reading, and a further 60 hours devoted to assessment tasks such as essays, class presentations and preparation for exams.

Unless otherwise stated in the unit outline, for 500-600 level units in attendance mode each unit normally requires about 160 demand hours over the semester. This is comprised of 39 hours of contact over 12 or 13 weeks, 60 hours devoted to general non-assessable reading, and a further 60 hours devoted to assessment tasks such as essays, class presentations and preparation for exams.

Unless otherwise stated in the unit outline, for 700 level units in attendance mode each unit normally requires about 275 demand hours over the semester. This is comprised of 26 hours of face-to-face contact over 12 or 13 weeks, 120 hours devoted to general non-assessable reading, and a further 120 hours devoted to assessment tasks such as essays, class presentations and preparation for exams.

5.4 Intensive Mode**200 Level Units**

This mode consists of the delivery of the unit in a concentrated way during a period of one to three weeks.

The unit should incorporate the same attendance requirement as for teaching in the normal semester mode, i.e., 26 lecture hours per unit. This attendance component may be arranged across a period of no less than 5 and typically no more than 10 days, depending on the specific needs of the unit. If in-course reading is minimal, a five-day period may suffice. If in-course reading is substantial, a 10-day period may be advisable.

The unit should usually incorporate significant pre-attendance tasks, with accountability, as a condition of entry to the attendance segment of the unit. Lecturers should set about 300 pages of pre-reading or equivalent tasks for units offered at 200 level.

At registration for the attendance component each student is required to sign a declaration that this reading has been completed. The writing of a critical review based on a significant work or works in the pre-reading list may be one of the

assessment tasks to be submitted by the time of the commencement of the attendance phase of the unit.

The unit should incorporate at least one significant assessment procedure, which will not necessitate on-campus attendance, but will assure the quality and integrity of the unit.

Assessment procedures, pre- and post-attendance requirements and the shape of attendance program should be approved by the appropriate field moderator. Student performance in intensives is moderated in accordance with ACT moderation procedures.

300/400 Level Units

This mode consists of the delivery of the unit in a concentrated way during a period of one to three weeks.

The unit should incorporate the same attendance requirement as for teaching in the normal semester mode, i.e., 39 lecture hours per unit. This attendance component may be arranged across a period of no less than 5 and typically no more than 10 days, depending on the specific needs of the unit. If in-course reading is minimal, a five-day period may suffice. If in-course reading is substantial, a 10-day period may be advisable.

The unit should normally incorporate significant pre-attendance tasks, with accountability, as a condition of entry to the attendance segment of the unit. Lecturers should set about 500 pages of pre-reading or equivalent tasks for units offered at 300-400 level.

At registration for the attendance component each student is required to sign a declaration that this reading has been completed. The writing of a critical review based on a significant work or works in the pre-reading list may be one of the assessment tasks to be submitted by the time of the commencement of the attendance phase of the unit.

The unit should incorporate at least one significant assessment procedure, which will not necessitate on-campus attendance, but will assure the quality and integrity of the unit.

Assessment procedures, pre- and post-attendance assessments and the shape of attendance program should be approved by the appropriate field moderator. Student performance in intensives is moderated in accordance with ACT moderation procedures.

500/600 Level Units

This mode consists of the delivery of the unit in a concentrated way during a period of one to three weeks.

The unit should incorporate the same attendance requirement as for teaching in the normal semester mode, i.e., 39 lecture hours per unit. This attendance component may be arranged across a period of no less than 5 and typically no more than 10 days, depending on the specific needs of the unit. If in-course reading is minimal, a five-day period may suffice. If in-course reading is substantial, a 10-day period may be advisable.

The unit should usually incorporate significant pre-attendance tasks, with accountability, as a condition of entry to the attendance segment of the unit. Lecturers should set about 500 pages of pre-reading or equivalent tasks for units offered at 500-600 level.

At registration for the attendance component each student is required to sign a declaration that this reading has been completed. The writing of a critical review based on a significant work or works in the pre-reading list may be one of the assessment tasks to be submitted by the time of the commencement of the attendance phase of the unit.

The unit should incorporate at least one significant assessment procedure, which will not necessitate on-campus attendance, but will assure the quality and integrity of the unit.

Assessment procedures, pre- and post-attendance assessments and the shape of attendance program should be approved by the appropriate field moderator. Student performance in intensives is moderated in accordance with ACT moderation procedures.

700 Level Units

The unit should incorporate the same attendance requirement as for teaching in the normal semester mode, i.e., 26 lecture hours per unit.

Full details of alternative structures (e.g. in an intensive mode) should be provided. Details of work to be done by students outside the period during which face-to-face teaching takes place should be provided.

Pre-reading or equivalent tasks should be appropriate in quantity and quality to study at the master's level. Pre-reading requirements for 700 level units for 4 cps is 3-400 pages and, for 6 cps, 4-500 pages.

5.4 Distance Mode

Units can only be taken through an approved ACT distance institution. All units will be coded "D" ("distance").

All coursework awards are available in full in off-campus (Distance) mode according to the discretion and unit offerings of individual ACT affiliated colleges.

5.5 Directed Study Contracts

DSC mode expands the opportunities for students to take elective units in which they have an interest but which might not be part of a college's regular teaching cycle.

The outline, goal and learning outcomes for a unit taught in this mode are identical to units taught in attendance mode.

Assessment tasks for units offered in DSC mode should ensure that the learning outcomes specified are the same as if the unit had been taught in attendance mode.

It is the responsibility of the college to demonstrate to the relevant unit moderator that the assessment tasks will adequately demonstrate the achievement of these learning outcomes.

DSC mode differs from Distance mode insofar as the student in DSC mode will be required to meet with their lecturer for at least 6 hours during the semester at which the student will present tutorial papers.

At least one assessment task should require the student to demonstrate some understanding of the whole unit area and how various elements co-inhere. An example might be a 1,000 word project to create a 13 week teaching plan for this unit that would include a comprehensive breakdown of topics and appropriate reading lists, or a 1,000 word glossary of key terms relevant to the unit area.

Moderators need to approve the prepared reading list and the specific assessment tasks in order to satisfy themselves that the student could reasonably be expected to cover the breadth and the depth of the unit at a level consistent with classes taught in attendance mode. This should be clearly expressed so that the student knows what is required of them (hence the use of the term "contract").

- There is a 16 cp limit on the number of units that might be taken by any one student in DSC mode.
- No more than 8 cps can be taken in DSC mode in any one field of study.

- All DSC mode units will be coded "sc" ("study contract").
- Tuition and ACT fees for DSC mode will be the same as those levied for units studied in attendance mode.

5.6 Non-Award Study

Non-award study is study which does not lead to a formal award of the ACT and does not form part of an award course at another higher education provider. The ACT allows enrolment in non-award studies up to and including graduate level. The following regulations apply:

1. Enrolment will normally be allowed only if the student has met the ACT's entry requirements for the award to which the units belong.
2. Special consideration may apply for students who would not normally meet the entry requirements. Such applications should demonstrate that the student has sufficient background to undertake the unit(s).
3. Non-award study is recognised for credit transfer at a later date, subject to the normal ACT regulations regarding credit transfers. However, successful completion of non-award study does not of itself guarantee later course admission.
4. Students undertaking non-award study are ineligible for FEE-HELP funding and must pay their tuition fees upfront.
5. Fees are set as per the normal ACT tuition fee schedule.

5.7 Adjacent levels in one class

It is accepted that students in two adjacent levels (eg. 400 and 600) may be delivered together.

Students from three pools of subjects cannot be combined in the one class, with the exception of the following:

- (i) Guided Spiritual Formation (PC249/449/649)
- (ii) **489, **689 and **7** MA units together
- (iii) Study tour units as approved by the Dean
- (iv) Fieldwork units as approved by the Dean

6 STUDY TOUR UNITS

6.1 What can be charged in the tuition fee?

Any compulsory component of the unit may be charged to the tuition fee, and therefore put on FEE-HELP by students. The exception to this is student transport, student accommodation and student food, which the Department of Industry, Innovation, Science, Research and Tertiary Education (DIICCSRTE) has specifically stated cannot be included in the tuition fee. For example, in a Reformation history study tour unit to Germany, the tour guides, compulsory unit-related activities and any associated fees can be covered in addition to the standard unit tuition fee.

6.2 What cannot be charged in the tuition fee?

All transport, accommodation and food for students is charged to students directly as incidental fees, and cannot be charged in the tuition fee (and therefore payments deferred to FEE-HELP). Any non-compulsory activity (eg. optional sightseeing etc) cannot be allocated as tuition fees. Any experience a student could arrange independently and receive the same unit experience is not allowed to be charged as tuition fees.

7 MISCELLANEOUS REGULATIONS

7.1 Recommended Texts

- (i) The recommended English texts of the Bible are the New Revised Standard Version, Revised Standard Version, New International Version and the English Standard Version. Biblical quotes in all essay and examination questions will use these versions.
- (ii) The recommended text of the Hebrew Bible is that of *Biblia Hebraica Stuttgartensia* (1977).
- (iii) The recommended Septuagint text is A. Rahlfs and R. Hanhart (eds.), *Septuaginta* (2nd rev.ed.; Stuttgart, 2006).
- (iv) The recommended Greek text of the New Testament is that of the 4th edition (revised) of the United Bible Societies' text.

7.2 Use of the Bible in Examinations

An English translation of the Bible (and/or a translation in the student's first language) may be allowed by examiners in examinations in coursework awards except biblical language and language exegesis examinations. Approved English translations are: NRSV, RSV, NIV, TNIV and the ESV. In English Exegesis units where a bible has been allowed by examiners, candidates are also permitted to take an unmarked copy of the Greek New Testament (UBS latest edition) or the Hebrew Bible.

Colleges will make available unmarked copies of the Greek New Testament (UBS latest edition) chapters or the Hebrew Bible (recommended version) chapters in those examinations which require Greek or Hebrew exegesis.

7.3 Special Consideration in Examinations

- (i) All students must be able to communicate adequately in English. Students whose main language is not English are permitted the use of a bi-lingual and English dictionary.
- (ii) In certificate and 200 level examinations only students whose main language is not English may extend the writing time by up to one third. Students should normally apply for such consideration at the time of enrolment in the unit.

- (iii) In all ACT coursework awards candidates with special needs (e.g. blindness, dyslexia) may apply for examination conditions that are in keeping with the needs of the student. Such requests are to be made in writing to their affiliated college. Possible conditions that might be approved are the granting of a viva, the use of a scribe acceptable to the college, the provision by the college and under close supervision of a computer loaded with basic software. In some cases alternative assessments may be set subject to approval by the relevant moderator or diploma scanner.
- (iv) Candidates who are affected by special circumstances (illness or misadventure) should not submit assessments or sit for examinations. Students should apply for an extension (see Late Penalties Policy on ACT website) or submit a deferred assessment application. Students who submit work or sit for an examination while affected by illness or misadventure will be marked according to the work submitted and the candidate's circumstances will not be taken into account when marking the paper. Students need to choose whether to attempt their assessments, or apply for extension / withdrawal / deferral of assessments **before submitting an assessment or sitting for an examination**. No unit withdrawals will be accepted after a candidate has submitted work for marking in all assessments.
- (v) The only exception to the above clause is candidates who are incapacitated immediately before or during an examination may be granted a deferred assessment. Application must be made to the affiliated college with supporting evidence (e.g., medical certificate) as soon as possible, and, in any case, before July 1 (for first semester units) and December 1 (for second semester units).
- (vi) On application from a Dean of Studies of a college, the Dean of the ACT will compassionately and reasonably assess requests for special consideration that do not conform to the above categories.

7.4 Conferral of Awards

- (i) The Academic Board shall issue (confer) the awards of the Australian College of Theology.
- (ii) The certificates of graduates associated with an affiliated college may, at the request of the Principal of such college, be presented at an official function of that college by the Dean or the Principal or the nominee of the Principal; the Principal in such cases being responsible for the passing on of all certificates to graduates of his or her college.

- (iii) The certificates of graduates not associated with an affiliated college will be forwarded individually by the ACT to each graduate.
- (iv) For more information on conferral, see the ACT's Conferral Policy, available on the ACT website.

7.5 Application of All Regulations

The Academic Board has discretionary power to waive the application of a particular policy or regulation, except for those which are fundamental to the integrity of an award and are subject to government requirements.

7.6 Type A and Type B Electives

Each award comprises elective units. Some are elective in that an affiliated college may decide which units it offers to its students. Some are also elective in that if there are sufficient units on offer in the college, students may elect units from those on offer.

There are two types of electives. "Type A Electives" are chosen from the accredited pool of undergraduate ACT units which are not defined as core units of an award. "Type B Electives" are units which an affiliated college has designed and had approved by the ACT. The maximum credit points of Type B Electives that can be taken for each award is governed by the regulations of that award.

Type B electives in which student performance are assessed internally on a pass/fail basis do not count in the determination of a GPA. Performance in all units is moderated.

Type B electives are approved by the Coursework Committee. Such electives might be integrative or cross-disciplinary. The dominant field of study will be nominated or approved by the sub-committee. Typical Type B electives might be Presbyterian Church Polity, Baptist Church History, Aramaic, 1 Enoch, Dead Sea Scrolls, Theology of Karl Barth, Ministry to the Bereaved, and Australian Aboriginal Religions.

No college is required to offer Type B electives. If a college chooses not to take up some or all of the Type B electives, they will be replaced by more Type A electives.

Type B unit limits:

Up to 12 cps of Type B elective units may be taken as part of coursework awards in most courses. Up to 16 cps of Type B elective units may be taken in awards requiring 128 cps of study.

7.7 Grades, GPA

- (i) **Grades**
High Distinction (85%+), Distinction (75–84%), Credit (65–74%), Pass+ (58–64%) and Pass (50–57%).

- (ii) **GPA**

The transcript of candidates' results will convert the score or grade awarded to a grade point, culminating in a grade point average (GPA) upon graduation.

Grades awarded for each unit in the diplomas and degrees are as follows:

Failed to withdraw by the set date (FW) = 0

Conceded Pass (CP) = 1.0

0–49% (F) = 0

50–57% (P) = 1.0

58–64% (P+) = 1.5

65–74% (C) = 2.0

75–84% (D) = 3.0

85+% (HD) = 4.0

A candidate's grade point average is calculated by the following steps:

- 1) Identify the units to be included in the calculation (see above). The following steps only apply to these units. All other units are counted towards the award, but do not contribute to a candidate's GPA.
- 2) Multiply the credit point value for each unit by the grade points associated with each unit grade (see above).
- 3) Divide the sum of these by the sum of the number of credit points for units included in the GPA calculation in a particular award.

7.8 Bibliographies

Bibliographies listed in the unit outlines should be regarded as indicative of the breadth and depth of reading required rather than prescriptive.

7.9 Full-time Study

Full time study is defined as normally 16cps per semester, with a minimum of 12cps per semester. No student will be allowed to enrol in more than 20cps per semester.

8 ETHICS CLEARANCE

Any student wishing to undertake any kind of human subject research as part of their thesis must first obtain clearance from either their enrolled college's ethics committee for those proposals deemed in negligible or low risk categories, or, the ACT's Ethics Committee for all other risk categories. The ACT recognises the need for research involving human subjects and organisations. This research can be understood to include the investigation of any aspect, or aspects of human life in general, that

involves direct contact with individual persons or persons in social and organisational groups, or involves making use of confidential information concerning human subjects, social groups, or organisations. The ACT is also aware of its responsibility for ensuring that the privacy, safety, health, social sensitivities and welfare of such subjects, social groups, or organisations are adequately protected. It is the policy of the ACT that participating colleges, supervisors and candidates follow the Ethics Protocol (application for ethics approval) when applying for ethics clearance for a Research project.

What is 'human subject research'?

Within the sphere of the ACT it is research that involves humans through:

- Surveys, interviews, etc
- Use of personal documents
- Access to their information
- Being observed
- Psychological testing

Where activity involves human participation or definable human involvement and has a purpose of establishing facts, principles or knowledge or of obtaining or confirming knowledge, the features of human involvement will be the focus of deciding whether it is research and so subject to review by the Ethics Committee.

Where that involvement has a potential for infringing basic ethical principles, at least respect for humans, beneficence and justice, review by the Ethics Committee is warranted. Such a potential arises: where that involvement could cause harm to the well-being of participants, whether physically, psychologically, spiritually or emotionally; or in the exploitation of cultural knowledge and/or property, where their involvement, or the use of their personal or community-based information, has a potential for infringement of their privacy or of the confidentiality or ownership that attaches to that information; or where their involvement imposes burdens with little benefit.

The Ethics Proposal form can be accessed from the ACT office or the candidate's college. Students can also opt to use the online National Ethics Application Form (NEAF) in preparing their applications for the ACT Ethics Committee. This can be accessed via the ACT website at www.acttheology.edu.au

9 OVERSEAS CANDIDATES

Attention is drawn to the following matters relating to candidates and their study in Australia.

The information provided by overseas students to the provider (the Australian College of Theology) may be made available to Commonwealth and

State agencies and the Fund Manager of the Educational Services for Overseas Students (ESOS) Assurance Fund, pursuant to obligations under the ESOS Act 2000 and the National Code; and the provider is required, under section 19 of the ESOS Act 2000, to tell the Department about: (i) certain changes to the student's enrolment; and (ii) any breach by the student of a student visa condition relating to attendance or satisfactory academic performance.

The ACT's CRICOS provider code is 02650E.

9.1 English Language Proficiency

Except in the case of those who have a tertiary qualification taught in English from a country on the current (at time of student's enrolment) UAC English Language Proficiency policy country list, international candidates whose first language is not English will be required to sit an IELTS test. Colleges may also require a test of other individual candidates.

IELTS scores for entry to all courses are listed on each course outline.

For more information and a list of IELTS equivalence tests, see the *Admission Policy – English Language Proficiency*, available on the ACT website: www.acttheology.edu.au

9.2 Assessment of Previous Awards

Candidates should forward to an approved college a certified copy of the transcript of all degrees and diplomas. As well, a certified statement of the accreditation status of the candidate's previous college should accompany the application. The ACT will then assess the candidate's qualifications.

9.3 Graduation

Admission to a course of study does not guarantee eventual graduation. It is not unusual in Australian tertiary institutions for up to 10% or more of students to fail in a unit or fail to proceed to the next year of study.

9.4 Examinations/Essays

In certificate and diploma examinations only, ESL students may extend the writing time by up to one third.

In examinations and essays at degree level, no concessions can be given to people for whom English is a second language.

9.5 Expectations

Degree level courses require of candidates that they develop skills of analysis and criticism and independent judgement. Rote learning and the reproducing of lecture notes will not be asked for in diploma or degree examinations. Candidates can expect that examination and essay questions will expect a person to marshal information from various sources, and with that information to solve a problem or respond to a challenge.

9.6 Visas and Government Regulations

The ACT is not responsible for any matters relating to student visas and other government regulations. These will be the responsibility of the candidate and enquiries should be directed only to an approved college.

Time of candidature for overseas students will be subject to government imposed restrictions and the terms of their visas.

An overseas student will normally be enrolled in full-time only. Although the new National Code no longer requires this for each study period, students are required to complete the enrolled course within the time frame as stated on the student's Confirmation of Enrolment (CoE) document. This means that if overseas students elect to take less than a full-time load in any study period, they need to keep in mind how they will organize their unit load in future study periods in order to complete the course on time. Full-time is defined as normally not less than 16 cps per semester, or 32 cps per year. No more than 25 percent of the student's total course may be undertaken by distance and/ or online learning.

9.7 Candidates Living Overseas

Any candidate granted approval to prepare for an exam overseas is responsible for payment to their examination supervisor for the cost of sending by registered mail or equivalent their examination script to the examiner.

9.8 Off-campus mode study

No more than 25 per cent of an overseas student's total course by distance and/or online learning. In addition, overseas students must not enrol exclusively in distance or online learning units in any semester.



GUIDELINES FOR ESSAYS IN COURSEWORK UNITS

This guide refers to essays within coursework units for all awards of the ACT. An essay in a coursework unit refers to an assessment piece which forms part of the total assessment of a unit, where more than one assessment piece is required. If a unit only has one assessment piece, please refer to *Guidelines for Projects* or *Guidelines for Theses*.

1. Date

Essays are to be completed and submitted to the candidate's institution by the due dates. Failure to complete essays by the due dates may exclude students from sitting for examinations.

2. Presentation

An essay should reveal clear thinking and careful organisation, for while the essay will be marked primarily on content, the format is important. The use of a standard format assists both the examiner and the student. Careful attention should be given to spelling, grammar and punctuation.

The essay should be word-processed (double-spaced), A4 format and in 12 pt Times New Roman font or equivalent. The left hand margin should be at least three centimetres wide. All pages should be numbered consecutively. Students should keep a copy of the essay.

3. General Format

An essay should consist of the following essential features, each to begin on a fresh page.

3.1 Title Page

This should contain the student's ACT number (but not name), course and unit, the full title of the essay, the date and the number of words in the body of the essay.

The essay must keep to the set length, within 10% variation. For example, a 3,000 word essay should be between 2,700 and 3,300 words. This count excludes abstract, appendices, bibliographical referencing (such as endnotes, footnotes, in-text referencing) or bibliography. Essays which fall outside the 10% variation will not be accepted for examination. A limit of 10% on verbatim quotation applies in coursework unit essays.

The title page must also contain the following disclaimer signed and dated by the student—

The following essay, of which I have kept a copy, is entirely the work of the undersigned and all sources of ideas and expressions are duly acknowledged in footnotes, endnotes or in-text referencing.

Any essay to be examined externally should not contain the student's name. The signed disclaimer should be lodged separately with the student's sponsoring college.

3.2 Abstract

This should occupy the second page of the essay and should be a piece of continuous prose, not numbered points, about 150 words long giving a summary of the structure of the argument of the essay.

3.3 The Essay Proper

The essay should contain:

- (i) A clear introduction to the subject setting out the matter to be discussed.
- (ii) The body of the essay setting out in a clear and concise way the subject under discussion.
- (iii) The conclusion summarising what has been said and the findings of the investigation.

The essay should be in the student's own words. Where a quotation contributes to the argument the author's words should be quoted exactly, in inverted commas. Where an author's argument is expressed in the student's own words, acknowledgment should be made.

3.4 Consistency

Consistent use of one convention for acknowledging the source of ideas and quotations should be used in the essay (see #4 below).

If notes are used, these should not exceed 25% of the prescribed essay length. A note should be introduced by a numeral above the line, usually placed at the end of a sentence. Notes may be included at the end of the essay as endnotes (beginning on a new page), or at the bottom of each page as footnotes.

3.5 Abbreviations

Abbreviations for journals or biblical books, for example, should conform to those set out in a recognised style reference work such as *The SBL Handbook of Style*. Biblical books may only be abbreviated when followed by both chapter and verse (e.g., Gen. 5.2; not Gen. or Gen. 5).

3.6 Bibliographies

A bibliography should be included, containing all references cited and important references consulted in the writing of the essay. The items in the bibliography should be listed alphabetically by author's surname.

3.7 Greek and Hebrew

In awards where Greek and/or Hebrew language is a requirement, students should present Greek

and Hebrew text without transliteration in non-foundational units. In other instances transliteration may or may not be required at the discretion of the supervisor and/or examiner of the unit, giving consideration to prior learning and formal pre-requisites.

4. Format for Referencing and Bibliographic Citation

The ACT recommends the use of either the author-date or the note system. As affiliated colleges have the right to set a particular style, candidates should check with the unit provider as to whether a single style has been set as compulsory.

Students should consult one or more of the following sources for all matters relating to referencing and bibliographic citation. If using the *Style Manual for Authors, Editors and Printers*, 2002 (6th edition) pages 187-232 should be consulted. Both the author-date and note-bibliography system of referencing as outlined in this resource are acceptable. For details on the author-date system see pages 188-208. There are less extensive guidelines for the note system on pages 208-215.

In the interests of economy of space, punctuation can be minimised. Use italics instead of using underlining or boldface type. If the author-note system is used, the references can be given in a smaller font size than the main text.

For more information on the note system, students may also wish to consult the following general reference works—

- Turabian, K. L. 2007 *A Manual for Writers of Term Papers, Theses, and Dissertations*, 7th edition University of Chicago Press, Chicago, and
- *The Chicago Manual of Style*, 2010 16th edition University of Chicago Press, Chicago.

Students may also wish to consult the following more specialised guide—

- *The SBL Handbook of Style, for Ancient Near Eastern, Biblical, and Early Christian Studies* 1999 Hendrickson, Peabody.

These works are designed to deal exhaustively with questions students might have with the proper referencing and bibliographic conventions of the style they have adopted. The SBL Handbook has been devised with the biblical, early Jewish and early Christian literature disciplines in mind. It is particularly useful for accepted abbreviations of biblical books and journals.

It is expected that candidates will be consistent in their referencing, adopting and implementing one

of the systems recommended in the standard style guide resources listed above.

5. Format for Footnotes and Bibliography

5.1 Author-date system

Each acknowledgment in the body of the essay/paper/thesis is followed in brackets by the author, the date of the work published and the page number, e.g., (Ehrman 1997:200) or (de Boer 1988:100). Using the author-date system does not negate the need for footnotes.

In the bibliography, the full details of the work are given according to the following schema:

Monographs

author—surname followed by initials, date, title, publisher, place published.

Ehrman, B. D. 1997, *The New Testament, A Historical Introduction to the Early Christian Writings*, Oxford University Press, Oxford & London.

Journals

author—surname followed by initials, date, "title", journal and volume, page numbers.

de Boer, M. C. 1988, "Jesus the Baptizer: 1 John 5:5–8 and the Gospel of John", *JBL* 107, 87–106.

5.2 Note system

Each acknowledgment in the body of the essay/paper/thesis is followed by a raised number, usually after the full-stop at the end of a sentence, directing the reader to a footnote or endnote. Here, when the work is cited for the first time, the full details are given according to the following order—

Monographs

author—initials followed by surname, title, (place published, publisher, date), and page number.

B. D. Ehrman, *The New Testament, A Historical Introduction to the Early Christian Writings* (Oxford & London: Oxford University Press, 1997), 200.

Articles

author—initials followed by surname, "title", journal and volume, (year), and page number.

M. C. de Boer, "Jesus the Baptizer: 1 John 5:5–8 and the Gospel of John", *JBL* 107 (1988), 99.

Further citations in footnotes/endnotes of the same work are abbreviated.

Ehrman, *New Testament*, 201.

de Boer, "Jesus the Baptizer", 100.

In the bibliography, the work cited is listed by author surname, initials, then in the same manner

in which it was first acknowledged in the essay/paper/thesis.

For students using EndNote the ACT recommends that Chicago 15th A be the style that is followed. Please note that works will appear in footnotes with the initials of the author listed first. However, the bibliography will automatically list the surname of the author first.

Publications found on the internet should be referenced in the normal way with the internet address provided instead of the publisher's name. The date the material was cited should also be included. Internet addresses should not be hyphenated at the end of a line. They can be divided before the "dot" at the end of a line.

For example,
Author-date

Kaye, B. N. 1999, *Head, Heart and Spirit: Shaping the New Millennium*, no pages,
<http://www.anglican.org.au/BNKtalks/>. Cited 8 May 2007.

Note system

B. N. Kaye, "Head, Heart and Spirit: Shaping the New Millennium", 1999, no pages,
<http://www.anglican.org.au/BNKtalks/>. Cited 8 May 2007.



ENDNOTE AVAILABLE FOR STUDENTS AND STAFF

The EndNote® software enables you to automatically format citations, footnotes and bibliographies to a chosen standard. It is one of the industry standard software tools for publishing and managing bibliographies on both Windows and Macintosh® computers.

The Australian College of Theology recommends the use of either the author-date (aka the Harvard system) or the note system.

Using EndNote, ACT students and academic staff could save many hours of typing and interpreting style requirements of scholarly publications by simply selecting the publication by name and generating a perfectly formatted document.

The ACT has purchased a licence for all ACT students currently enrolled in a higher education award, members of the Board of Directors, the three ACT Departmental Heads, as well as academic staff members and librarians at affiliated colleges, making it possible to use EndNote software. For more information, or to download the EndNote software, please visit our website.

NON-DISCRIMINATORY LANGUAGE POLICY

This policy has been designed by the Boards of the ACT in order that students at all levels, as well as teachers, examiners and supervisors, will avoid discriminating language. By discriminating language we mean speaking or writing in a way that discriminates against, vilifies or denigrates individuals on the basis of their gender, colour, ethnicity, age, disability, race, or religion.

The recommendations below concerning avoidance of male-oriented language in generic contexts (see section 5) are intended for use in language about people only.

Departures from the policy need to be justified by the student, especially if he or she is writing a thesis or a major project.

1. All people are created in the image of God and all are equally found wanting before the justice of God. This revealed truth should motivate us to respect all people since Christ identified with and died for all. Inspired by the gospel of Jesus Christ, St Paul sought to establish in the church a new vision of humankind in which the conventional social divisions between male and female, slave and free, and Jew and Greek were broken down and overcome (Gal 3:28). Linguistic discrimination, and its more acute forms of vilification and denigration, culpably undermine and compromise the apostolic vision and should therefore be avoided by those who are committed to caring for all people, including Christians who are committed to showing unconditional love.

2. To use language to discriminate in our society is a serious one, which we do well to address, and to do all in our power to avoid and eradicate. Australia's commitment to eliminating discrimination can be measured, for example, by the number of federal acts that have been enacted—including the *Racial Discrimination Act 1975*, the *Sex Discrimination Act 1984* and the *Human Rights and Equal Opportunity Act 1986*—to make it unlawful to discriminate against others on the basis of race, colour, national or ethnic origin, and gender.

3. To use language to discriminate, vilify and denigrate, may occur by means of the words used to refer to or address others, and may take verbal or written form. Linguistic discrimination against people may occur in various ways, whether by ignoring their presence, excluding them, portraying them in the light of irrelevant characteristics or in an unbalanced way, or using language that is insulting, harassing, or based on a stereotype.

4. The means by which and the contexts in which this avoidance of linguistic discrimination should be achieved will vary according to the context of language and culture in which speaking and writing takes place. In working with already published works, such as the Bible, the issue of being faithful to the original intended meaning of a text will need to be addressed in the context of the need to avoid linguistic discrimination. The balance and tension between these two valid concerns (i.e. faithfulness to original meaning and avoiding linguistic discrimination) will vary between published works.

5. In relation to avoiding gender linguistic discrimination, it is recommended that women be made more visible in language by avoiding an older linguistic usage in which "male-specific" and "male-identified" terms were used in a generic sense. The use of the word "man" should also be avoided in idioms and phrases when the speaker or author clearly intends to refer to both men and women. The same applies to pronouns such as "he" and "she", occupational nouns and job titles, and other titles and naming practices. Stereotyped images of women or men should also be avoided. It is recommended that a number of alternatives proposed in the *Australian Government Style Manual for Authors, Editors and Printers* (6th edition, 2002) (see pp. 58-62) ought to be adopted as far as possible.

6. Language which is racist should be avoided, and especially with respect to people who are especially vulnerable in the Australian context, such as indigenous peoples.

7. Further, language which vilifies or denigrates certain ethnolinguistic groups on the basis of their language or ethnic background should be avoided as forms of such linguistic discrimination.

8. Linguistic discrimination and denigration should be avoided also in the case of people with disabilities or for people of certain ages.

GUIDELINES FOR PROJECTS

This guide refers to the specific project codes ***50, ***90, IN791, IN792, **782, **783, **795, **796.

Projects are normally attempted at the end of a student's course of study once all other requirements for the award have been satisfactorily completed.

STYLE GUIDELINES

Abstracts for projects should be about 300 words in length.

Projects should be word-processed (double-spaced), single-sided, A4 format and in 12 pt Times New Roman font or equivalent. The left hand margin should be at least three centimetres wide. All pages should be numbered consecutively. Students should keep a copy of the essay.

Projects should keep to the set word limit within 10% variation. The word limit excludes bibliographical referencing (such as footnotes, endnotes, in text referencing), bibliography, appendices and abstract, but includes any excursuses. Bibliographic referencing must not exceed 25% of the maximum word count. No piece of work outside the word requirements will be accepted for examination.

Table 1 sets out a summary of word limits, maximum bibliographical word limits, inclusions and exclusions.

Table 1. Word limits for projects

Award	Word Limit +/- 10%	Maximum Word Limit	Bibliographical References Not to exceed 25% of maximum word limit	Maximum Bibliographical Word limit (not included in word count)	Bibliography	Abstract	Appendices	Excursuses
Dip / AdvDip **290	4,000	4,400	Excluded	1,000	Excluded	Excluded	Excluded	Included
Bachelor **490	6,000	6,600	Excluded	1,650	Excluded	Excluded	Excluded	Included
MDiv / GradDip **650 **690 **795	6,000 8,000 14,000	6,600 8,800 15,400	Excluded Excluded Excluded	1,650 2,200 3,850	Excluded Excluded Excluded	Excluded Excluded Excluded	Excluded Excluded Excluded	Included Included Included
MA **782 **783 **795 **796 IN791 IN792	7,000 8,000 14,000 16,000 8,000 12,000	7,700 8,800 15,400 17,600 8,800 13,200	Excluded Excluded Excluded Excluded Excluded Excluded	1,925 2,200 3,850 4,400 2,200 3,300	Excluded Excluded Excluded Excluded Excluded Excluded	Excluded Excluded Excluded Excluded Excluded Excluded	Excluded Excluded Excluded Excluded Excluded Excluded	Included Included Included Included Included Included

The ACT recommends either the use of the author-date or note systems, and expects candidates to be consistent in their referencing. As affiliated colleges have the right to set a particular style, candidates should check with their sponsoring college as to whether a single style has been set as compulsory.

Students should consult the *Style Manual for Authors, Editors and Printers* published by Department of Finance and Administration, Canberra, 6th edition (2002) for all matters relating to referencing and bibliographic citation. In particular, chapter 9 should be consulted. Both the author-date and note-bibliography system of referencing as outlined in the above document are acceptable. For details on the author-date system see 9.22–132, and the less extensive guidelines for the note system at 9.133–42.

In addition, in the interests of economy of space, punctuation can be minimised. Use italics instead of using underlining or boldface type. If the author-note system is used, the references can be given in a smaller font size than the main text.

For more information on the note system, students may also wish to consult the following general reference works—

- Turabian, K. L. 1996 *A Manual for Writers of Term Papers, Theses, and Dissertations*, 6th edition University of Chicago Press, Chicago, and
- *The Chicago Manual of Style*, 2010 16th edition University of Chicago Press, Chicago

Students may also wish to consult the following more specialised guide—

- *The SBL Handbook of Style, for Ancient Near Eastern, Biblical, and Early Christian Studies*, 1999 Hendrickson, Peabody.

Doctoral candidates are strongly advised to read Phillips, E. M. & Pugh, D. S. 1994 *How to get a PhD*, Open University Press, Buckingham.

Other useful references include:

- Booth, W. C. Colomb, G. G. & Williams, J. M. 2008 *The Craft of Research*, 3rd edition, University of Chicago Press, Chicago.
- Bouma, G. D. 2004 *The Research Process*, 5th edition Oxford University Press, Oxford.
- Denholm, C. and Evans, T. (eds) 2006 *Doctorates Downunder: Keys to Successful Doctoral Study in Australia and New Zealand* ACER Press, Camberwell.
- Denholm, C. and Evans, T. (eds) 2007 *Supervising Doctorates Downunder: Keys to Effective Supervision* ACER Press, Camberwell.
- Denholm, C. and Evans, T. (eds) 2009 *Beyond Doctorates Downunder: Maximising the Impact of Your Doctorate from Australia and New Zealand* ACER Press, Camberwell.

PROCEDURES FOR PROJECTS

- The topic of the project must be approved by the relevant field Moderator, using the required form.
- Once the topic is approved, the student is to prepare a fuller proposal to be submitted to his or her sponsoring college's course coordinator. The proposal should nominate a topic and include a statement of aim and method. The student must also submit a bibliography of the primary and secondary monographs and articles in the subject area under investigation.
- Affiliated colleges are to ensure that adequate resources are available to the student in order that the research to be undertaken is supportable. In cases of inadequacies in the library holdings of the sponsoring college, the course coordinator is required to locate accessible local resources that will remedy the deficiency.
- Affiliated colleges are required to ensure that the student is aware of the academic standard expected of the project.
- Affiliated colleges are required to ensure that, once the proposal has been approved, students enrolling in the project are adequately supervised by an appropriately qualified member of the faculty. A co-supervisor may be drawn from the ranks of adjunct faculty, especially those who might be invited to lecture aspects of units taught by the student's sponsoring college.
- Students undertaking human subject research as part of their project must gain Ethics approval before commencing any human subject research. Where applicable, applications forms can be obtained from a student's sponsoring college.
- All projects internally examined by a student's sponsoring college will be subject to the ACT's moderation guidelines. A separate set of moderation guidelines applies to the units in the Doctor of Ministry.

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ACADEMIC DRESS**DipChrStuds**

Hood: Black silk faced (to 7.5 cm) with Kingfisher silk and edged with Dove Grey silk in shape as worn by graduates of the University of Sydney.

Gown: Black material in shape as worn by graduates of the University of Sydney.

DipTh

Hood: Black silk faced (to 7.5 cm) with New Lime silk and edged with Dove Grey silk in shape as worn by graduates of the University of Sydney.

Gown: Black material in shape as worn by graduates of the University of Sydney.

DipMin

Hood: Black silk faced (to 7.5 cm) with Helio silk and edged with Dove Grey silk in shape as worn by graduates of the University of Sydney.

Gown: Black material in shape as worn by graduates of the University of Sydney.

AdvDipTh

Hood: Black silk faced (to 7.5 cm) with New Lime silk and edged with Dove Grey silk in shape as worn by graduates of the University of Sydney.

Gown: Black material in shape as worn by graduates of the University of Sydney.

AdvDipMin

Hood: Black silk faced (to 7.5 cm) with Helio silk and edged with Dove Grey silk in shape as worn by graduates of the University of Sydney.

Gown: Black material in shape as worn by graduates of the University of Sydney.

AssocDegTh

Stole: New Lime silk faced with 5cm Dove Grey silk.

Gown: Plain black material similar in design to that worn by graduates of the University of Sydney.

AssocDegMin

Stole: Helio silk faced with 5cm Dove Grey silk.

Gown: Plain black material similar in design to that worn by graduates of the University of Sydney.

BChrStuds

Hood: Black silk fully lined with Apricot and edged with Dove Grey silk in shape as worn by graduates of the University of Sydney.

Gown: Plain black material similar in design to that worn by graduates of the University of Sydney.

BMin/BMin(Hons)

Hood: Black silk fully lined with Helio silk and edged with Dove Grey silk in shape as worn by graduates of the University of Sydney.

Gown: Plain black material similar in design to that worn by graduates of the University of Sydney.

BTh/BTh(Hons)

Hood: Black silk fully lined with New Lime silk and edged with Dove Grey silk in shape as worn by graduates of the University of Sydney.

Gown: Plain black material similar in design to that worn by graduates of the University of Sydney.

GradCertDiv

Stole: Basil silk faced with 5cm Dove Grey silk.

Gown: Plain black material similar in design to that worn by graduates of the University of Sydney.

GradDipDiv

Stole: Basil silk faced with 5cm Dove Grey silk.

Gown: Plain black material similar in design to that worn by graduates of the University of Sydney.

MDiv

Hood: Black silk fully lined with Basil and edged with Dove Grey silk in shape as worn by graduates of the University of Sydney.

Gown: Plain black similar in design to that worn by graduates of the University of Sydney holding the degree of Master.

MMin

Hood: Black silk fully lined with Violet and edged with Dove Grey silk in the shape as worn by graduates of the University of Sydney.

Gown: Plain black similar in design to that worn by graduates of the University of Sydney holding the degree of Master.

GradCertChrStuds

Stole: Electric Blue silk faced with 5cm Dove Grey silk.

Gown: Plain black material similar in design to that worn by graduates of the University of Sydney.

GradDipChrStuds

Stole: Electric Blue silk faced with 5cm Dove Grey silk.

Gown: Plain black material similar in design to that worn by graduates of the University of Sydney.

MA(ChrStuds)

Hood: Black silk fully lined with Electric Blue and edged with Dove Grey silk in shape as worn by graduates of the University of Sydney.

Gown: Plain black similar in design to that worn by graduates of the University of Sydney holding the degree of Master.

MML

Hood: Black silk fully lined with and edged with Dove Grey silk in shape as worn by graduates of the University of Sydney.

Gown: Plain black similar in design to that worn by graduates of the University of Sydney holding the degree of Master.

GradCertMin

Stole: Purple silk faced with 5cm Dove Grey silk.
Gown: Plain black material similar in design to that worn by graduates of the University of Sydney.

GradDipMin

Stole: Purple silk faced with 5cm Dove Grey silk.
Gown: Plain black material similar in design to that worn by graduates of the University of Sydney.

MA(Min)

Hood: Black silk fully lined with Purple and edged with Dove Grey silk in shape as worn by graduates of the University of Sydney.
Gown: Plain black similar in design to that worn by graduates of the University of Sydney holding the degree of Master.

GradCertTh

Stole: Academic green silk faced with 5cm Dove Grey silk.
Gown: Plain black material similar in design to that worn by graduates of the University of Sydney.

GradDipTh

Stole: Academic green silk faced with 5cm Dove Grey silk.
Gown: Plain black material similar in design to that worn by graduates of the University of Sydney.

MA(Th)

Hood: Black silk fully lined with Academic Green and edged with Dove Grey silk in shape as worn by graduates of the University of Sydney.
Gown: Plain black similar in design to that worn by graduates of the University of Sydney holding the degree of Master.

Note: "Edged with Dove Grey silk" means 2.5cm on outside of the cowl.

Colour codes, according to the British Colour Council *Dictionary of Colour Standards*:

Academic Green – replacement for BCC 100
Apricot – BCC 143
Basil – replacement for BCC 238
Cherry – BCC 185
Dove Grey – BCC 231
Dusty Blue – replacement for BCC 224
Electric Blue – also called Garter Blue BCC 132
Helio – BCC 178
Jade – BCC 122
Kingfisher – BCC 164
New Gold – replacement for BCC 54
New Lime – replacement for BCC 103
Purple – replacement for BCC 179
Scarlet Red – BCC 210
Violet – BCC 214

The Australian College of Theology has a copy of the *Dictionary of Colour Standards*, should any student or affiliated college wish to verify the colours. The Dictionary is in the ACT office as a reference book, to be viewed in the office only.

**PRIZES****Doctor Douglas Abbott & Mrs Grace Abbott Prize**

Established in 2002 by the donor, the late Dr Douglas Abbott, a doctoral graduate of the ACT in the field of missiology, to the value of \$100, the Prize is to be awarded annually to the student who heads the class in the unit *Mission Perspectives* (EM301/501) with a High Distinction.

Felix Arnott Prize

Established by the Council of the Australian College of Theology in honour of the Most Reverend F.R. Arnott, C.M.G., MA, ThD, sometime Archbishop of Brisbane and Chairman of the Board of Directors, the Prize, in the amount of \$500, is awarded annually to the student who, in the examination for the Degree of Bachelor of Theology, heads the list of those graduating with a GPA of at least 3.50.

Barton Babbage Prize

Established by the Council of the Australian College of Theology in honour of the late Reverend Canon S Barton Babbage, OAM, MA, PhD, ThD., fifth Registrar of the ACT, the Prize, in the amount of \$500, is awarded annually to the student who, in the examination for the Degree of Bachelor of Ministry, heads the list of those graduating with a grade point average of at least 3.5.

The David Barr Prize

Established by the Board of Directors in 2016 to commemorate the service of Prof David Barr AM, a longstanding member of the Board of Delegates (1992-2007) and the Board of Directors (2007-2014), and Chair of the Board from 2008 to 2014, the Prize to the value of \$400 is awarded to the candidate who in the MA (Th) or MA (Min) degree heads the list of those graduating that year (taken over both semesters) with a GPA of at least 3.0.

Kenneth Cable Prize

Established by the Board of Directors to honour the memory of Professor Kenneth Cable, ThD (1929-2003), the first Anglican layperson to be awarded the ACT's honorary degree of Doctor of Theology, the Prize, to the value of \$250, is awarded annually to the student who heads the class in a unit in the field of Church History at advanced level (400/600) with a High Distinction.

Frank and Elizabeth Cash Prize

Established by the third Registrar of the ACT, the Reverend Frank Cash, MA, BD, ThD., and his wife, the Prize, to the value of \$350, is awarded each year to the student who, in the examination for the Advanced Diploma of Theology/Ministry, heads the list of those graduating with a GPA of at least 3.50.

John Forster Memorial Prize

Established by his widow in memory of the second Registrar of the ACT, the Venerable John Forster, MA, DD, the Prize, to the value of \$350 is awarded annually to the student who, completing the Master of Divinity, Bachelor of Ministry or Bachelor of Theology, heads the list of those who have passed eight credit points of Greek exegesis at advanced level.

Oliver Heyward Prize

Established in honour of the Chairman of the former Board of Delegates, the Right Reverend Oliver S Heyward, the Prize, to the value of \$250, is awarded annually to the student who, in the examination for the diploma of Graduate Diploma of Christian Studies or Graduate Diploma of Divinity, heads the list of those graduating with a grade point average of at least 3.5.

Hey Sharp Prize

Established by public subscription and first awarded in 1929 to perpetuate the memory of the work of the first Registrar, the Reverend Canon W. Hey Sharp, MA, during the first thirty years of the life of the ACT, the Prize was until 1992 awarded to the student who, in the examination for the Licentiate in Theology, headed the list with Distinction. The Prize, to the value of \$500, is now awarded to the Anglican ordinand in Australia who has in that year completed a recognised coursework or research degree in theology. The criterion for the award will be that the candidate has achieved grades at least to the level of a 3.50 GPA in the Master of Divinity, Bachelor of Theology or Bachelor of Ministry of the ACT, the Board of Directors deciding the recipient of the Prize. **Nominations for the award should be sent to the Dean by January 30 of the subsequent year.**

F.A. Walton Prize

Established by an anonymous donor in memory of the Reverend F.A. Walton, MA, first Chief Executive Officer of the General Board of Religious Education, the Prize, to the value of \$250, is awarded annually to the student who, in the examination for the Certificate in Theology, heads the list.

Janet West Prize

Established by the former Board of Delegates in honour of Mrs Janet West, the first woman to be awarded the Doctor of Theology degree by the

Australian College of Theology, the Prize, to the value of \$500, is awarded annually to the student who, in the examination for the degree of Master of Divinity heads the list of those graduating with a GPA of at least 3.50.

**PRIZES AND AWARDS FOR 2015**

The Dr Douglas Abbott & Mrs Grace Abbott Prize:
John Denvir Mayne, Malyon College

The Felix Arnott Prize:
Alexander Marriott, Melbourne School of Theology

The Barton Babbage Prize:
Haydn Jack Lea, Malyon College

The Daid Barr Prize
Glenn Connor, Sydney Missionary & Bible College

The Kenneth Cable Prize:
Benjamin John Nelson, Presbyterian Theological College

The Frank & Elizabeth Cash Prize:
Not awarded

The John Forster Memorial Prize:
Alexander Marriott, Melbourne School of Theology

The Oliver Heyward Prize:
Richard Ian Fletcher, Vose Seminary

The Hey Sharpe Prize:
Mark Andrew Juers, Ridley College

The F A Walton Prize:
Lai Chiu Dawson, Mary Andrews College
Robyn Williams, Mary Andrews College

The Janet West Prize:
Not awarded

DIPLOMA OF CHRISTIAN STUDIES (AQF LEVEL 5 DIPLOMA, COURSE CODE 207)

Rationale
<ol style="list-style-type: none"> 1. Introduces students at a foundation level to the sources and content of the Christian story and message, and provides training which emphasises application of this story to life in the world, including professional and vocational life. 2. A course in Christian Studies will be based on the disciplines by which knowledge of God is developed and articulated (through units in the fields of Bible & Languages and Christian Thought & History), and on the disciplines by which knowledge of God is applied to guide Christian practice (through units in the field of Ministry & Practice). 3. The course will also provide an approach to integrating this understanding with particular occupational and/or life interests. 4. Through elective units students can: <ul style="list-style-type: none"> • Develop foundational understanding in the Bible and Christian Thought & History • Develop particular practical ministry skills in the three areas of the field of Ministry & Practice • Synthesise Christian understanding with particular occupational and/or life interests
Admission Requirements
<p>Academic Qualifications: Yr 12 or equivalent</p> <p>ATAR: NA</p> <p>Language Qualifications for NESB: IELTS 6.0 overall with minimum of 6.0 in each subtest OR 5 years English in country experience</p> <p>Mature Age Entry: 20 years +</p>
Structure
<p>Unit Level: 200</p> <p>Overall cps: 32</p> <p>Length: 1 years F/T or P/T equivalent</p> <p>Foundational Units</p> <ul style="list-style-type: none"> • 4 cps units from BB or OT or NT • 4 cps units from CH or TH or PE • 4 cps units from CH or TH or PE or BB or OT or NT or LA <p>Additional Units</p> <ul style="list-style-type: none"> • 8 cps units from PC and/or DM and/or EM • 12 cps Electives from any unit field
Rules
<p>Max cps per semester: 20</p> <ol style="list-style-type: none"> 1. A maximum of 12 cps may be taken in Type B elective units. 2. A maximum of 16 cps may be studied in DSC mode, including no more than 8 cps in any

one field of study.

Learning Outcomes

Discipline knowledge and understanding

1. Demonstrate *essential* knowledge and understanding of 'Christian Studies' as an academic discipline
2. Describe the interaction within Christian Studies of Theology and Ministry and Practice and other non-theological fields of knowledge and understanding and life interests
3. Recognise the spiritual and ethical implications of Christian Studies

Inquiry and analysis

4. Collect, summarise and analyse *essential* information within Christian Studies of Theology and Ministry and Practice and other non-theological fields of knowledge and understanding and life interests in inquiry-based learning

Problem solving and integration

5. Relate Christian Studies with at least one other non-theological field of knowledge and understanding or life interest
6. Construct evidence-based perspectives and responses to *essential* issues within Christian Studies and other non-theological fields of knowledge and understanding and life interests by using standard source materials and methods

Communication

7. Present *essential* ideas, knowledge and principles within Christian Studies of Theology and Ministry and Practice and other non-theological fields of knowledge and understanding and life interests to, and engage with, different audiences using a variety of formats

Teamwork and professional practice

8. Under supervision, apply *essential* 'Christian Studies' understanding in ministry contexts, professional and vocational life, and the wider community

Engagement with the world

9. Engage with the *essential* challenges of contemporary Christianity, society and the wider world

Continuous learning and professional development

10. Demonstrate a capacity for reflection and learning to sustain personal and professional development in Christian, professional and vocational life and ministry

Occupational Functions of Graduates

Graduates might expect to fulfil the role of being an informed member of a church ministry team with shared responsibility for the Christian education program

DIPLOMA OF MINISTRY (AQF LEVEL 5 DIPLOMA)**Rationale**

1. Introduces students to the sources and content of the Christian story and message, and provides training which emphasises application and practice of this story and message in the contemporary world.
2. The course will require specialisation in disciplines by which knowledge of God is applied to guide Christian practice in the three areas of the field of Ministry and Practice:
 - Evangelism and Missiology (EM)
 - Pastoral and Church Focused Ministry (PC)
 - Developmental Ministry (DM)
3. The course will integrate studies in the Bible and Christian tradition with practical experience and include supervised practice based learning where appropriate.
4. Through elective units students can:
 - Develop particular ministry skills in the 3 areas of the field of Ministry and Practice
 - Develop foundational understanding in the Bible and Christian Thought & History (LA, OT, NT, BB, TH, CH, PE)

Admission Requirements – Pathway 1 (Course code 189)

Academic Qualifications: Yr 12 or equivalent

ATAR: NA

Language Qualifications for NESB: IELTS 6.0 overall with minimum of 6.0 in each subtest OR 5 years English in country experience

Mature Age Entry: 20 years +

Admission Requirements – Pathway 2 (Course code 190)

Academic Qualifications: Yr 12 or equivalent, Yr 12 students in up two 300 level units

ATAR: 65

Language Qualifications for NESB: IELTS 6.5 overall with minimum of 6.5 in each subtest OR 10 years English in country experience

Mature Age Entry: 21 years +

Structure**PATHWAY 1**

Unit Level: 200

Overall cps: 48

Length: 1.5 years F/T or P/T equivalent

Foundational Units

- Old Testament introduction (either OT240; or OT201 & OT202): 4-8 cps
- New Testament introduction (either NT240; or NT201 & NT202): 4-8 cps
- Church History (CH201, CH202 or CH205-209): 4 cps
- Theology (TH210 or TH211): 4 cps

Additional Units

- Old Testament exegesis: 4 cps

- New Testament exegesis: 4 cps
- Ministry and Practice (EM / PC / DM): 8 cps
- Electives, including a maximum of 8 cps Type B Electives: 8 cps minimum

PATHWAY 2

Unit Level: 300-400

Overall cps: 32

Length: 1 years F/T or P/T equivalent up to 4 years

Foundational Units

- Bible and Languages (BB / OT / NT / LA): 8 cps
- Christian Thought (TH / CH / PE): 4 cps
- Ministry and Practice (EM / PC / DM): 8 cps

Additional Units

- Electives from any unit field: 12 cps

Rules

Max cps per semester: 20

Advanced Level Unit entry requirements within PATHWAY 1:

For 300-400 level units students must meet their entry requirements. If students do not fulfil the normal entry requirements, they may take the units after successful completion of 32cps at 200 level.

1. A maximum of 12 cps may be taken in Type B elective units
2. A maximum of 16 cps may be studied in DSC mode, including no more than 8 cps in any one field of study

Learning Outcomes

Knowledge and Understanding

1. Demonstrate *essential* knowledge of 'Ministry' as an academic discipline with particular attention to at least *one* area of 'Ministry and Practice'
2. Identify the *essential* biblical and theological foundations of Ministry
3. Recognize the *essential* theological, spiritual and ethical implications of Ministry knowledge and understanding

Inquiry and Analysis

4. Collect, summarize, and analyse information from standard biblical, theological and social scientific sources and scholarship

Problem Solving and Integration

5. Construct evidence-based perspectives and responses to *essential* Ministry issues by using standard source materials and methods

Communication

6. Present *essential* Ministry ideas, knowledge and principles to, and engage with, different audiences using a variety of formats

Teamwork and Professional Practice

7. Under supervision, apply *essential* Ministry understanding in formal ministry contexts and the wider community

Engagement With the World

8. Engage with *essential* challenges of contemporary Christianity, society and the wider world

Continuous Learning and Professional Development

9. Demonstrate a capacity for reflection and learning to sustain personal and professional development in Christian life and ministry

Occupational Functions of Graduates

1. A well-informed member of a church ministry team with shared responsibility for the Christian education program, or
2. Depending on the units taken in the course, a member of a church pastoral ministry team under the leadership of a qualified practitioner with a degree in theology or ministry.

DIPLOMA OF THEOLOGY (AQF LEVEL 5 DIPLOMA)**Rationale**

1. Introduces students to the sources and content of the Christian story and message, and provides training which emphasises application and articulation of this story and message in the contemporary world.
2. The course will concentrate on the disciplines by which knowledge of God is developed and articulated in two main fields:
 - Bible & Languages (LA, OT, NT, BB)
 - Christian Thought & History (TH, CH, PE)
3. The course provides a grounding for ministry by establishing a foundation in theological knowledge and reflection.
4. Through elective units students can:
 - Follow study tracks in Bible & Languages and in Christian Thought & History
 - Develop practical ministry skills (EM, PC, DM)

Admission Requirements – Pathway 1 (Course code 187)

Academic Qualifications: Yr 12 or equivalent

ATAR: NA

Language Qualifications for NESB: IELTS 6.0 overall with minimum of 6.0 in each subtest OR 5 years English in country experience

Mature Age Entry: 20 years +

Admission Requirements – Pathway 2 (Course code 188)

Academic Qualifications: Yr 12 or equivalent, Yr 12 students in up two 300 level units

ATAR: 65

Language Qualifications for NESB: IELTS 6.5 overall with minimum of 6.5 in each subtest OR 10 years English in country experience

Mature Age Entry: 21 years +

Rules

Max cps per semester: 20

Advanced Level Unit entry requirements within PATHWAY 1:

For 300-400 level units students must meet their entry requirements. If students do not fulfil the normal entry requirements, they may take the units after successful completion of 32cps at 200 level.

1. A maximum of 12 cps may be taken in Type B elective units.
2. A maximum of 16 cps may be studied in DSC mode, including no more than 8 cps in any one field of study.

Structure

PATHWAY 1

Unit Level: 200

Overall cps: 48

Length: 1.5 years F/T or P/T equivalent

Foundational units

- Old Testament introduction (either OT240; or OT201 & OT202): 4-8 cps
- New Testament introduction (either NT240; or NT201 & NT202): 4-8 cps
- Church History (CH201, CH202 or CH205-209): 4 cps
- Theology (TH210 or TH211): 4 cps

Additional units

- Old Testament exegesis: 4 cps
- New Testament exegesis: 4 cps
- Christian Thought and History: 8cps in CH and/or TH and/or PE
- Electives: 8 cps minimum, including a maximum of 8 cps Type B Electives.

PATHWAY 2

Unit Level: 300-400

Overall cps: 32

Length: 1 year F/T or P/T equivalent up to 4 years

Foundational units

- Bible and Languages (BB / OT / NT / LA) 8 cps
- Christian Thought (TH / CH / PE) 4 cps

Additional units

- Units from LA, BB, OT, NT, TH, CH or PE: 8 cps
- Electives from any unit field: 12 cps

Learning Outcomes

Discipline Knowledge and Understanding

1. Demonstrate essential knowledge of the Bible and 'Christian Thought' as academic disciplines
2. Recognise the essential spiritual and ethical implications of biblical and theological knowledge and understanding

Inquiry and Analysis

3. Collect, summarise, and analyse information from standard biblical and theological sources and scholarship

Problem Solving and Integration

4. Construct evidence-based perspectives and responses to essential biblical and theological issues by using standard source materials and methods

Communication

5. Present essential biblical and theological ideas, knowledge and principles to, and engage with, different audiences using a variety of formats

Teamwork and Professional Practice

6. Under supervision, apply essential biblical and theological understanding in formal ministry contexts and the wider community

Engagement With the World

7. Engage with essential challenges of contemporary Christianity, society and the wider world

Continuous Learning and Professional Development

8. Demonstrate a capacity for reflection and learning to sustain personal and professional development in Christian life and ministry

Occupational Functions of Graduates

1. A well-informed member of a church ministry team with shared responsibility for the Christian education program, or
2. Depending on the units taken in the course, a member of a church pastoral ministry team under the leadership of a qualified practitioner with a degree in theology or ministry.

DIPLOMA OF THEOLOGY / DIPLOMA OF MINISTRY (COMBINED AQF LEVEL 5 DIPLOMA)**Rationale**

1. Introduces students to the sources and content of the Christian story and message, and provides training which emphasises application, articulation and practice of this story and message in the contemporary world.
2. The course will be based on the disciplines by which knowledge of God is developed and articulated in two main fields:
 - Bible and Languages (LA, OT, NT, BB)
 - Christian Thought & History (TH, CH, PE)
3. The course will also require specialisation in disciplines by which knowledge of God is applied to guide Christian practice in the three areas of the field of Ministry and Practice:
 - Evangelism & Missiology (EM)
 - Pastoral & Church Focused Ministry (PC)
 - Developmental Ministry (DM)
4. This part of the course will integrate studies in the Bible and Christian tradition with practical experience and include supervised practice based learning where appropriate.
5. Through elective units students can:
 - Follow study tracks in Bible & Languages and Christian Thought & History
 - Develop particular ministry skills in the three areas of the field of Ministry & Practice

Admission Requirements – Pathway 1 (Course code 201)

Academic Qualifications: Yr 12 or equivalent

ATAR: NA

Language Qualifications for NESB: IELTS 6.0 overall with minimum of 6.0 in each subtest OR 5 years English in country experience

Mature Age Entry: 20 years +

Admission Requirements – Pathway 2 (Course code 202)

Academic Qualifications: Yr 12 or equivalent, Yr 12 students in up two 300 level units

ATAR: 65

Language Qualifications for NESB: IELTS 6.5 overall with minimum of 6.5 in each subtest OR 10 years English in country experience

Mature Age Entry: 21 years +

Structure**PATHWAY 1**

Unit Level: 200

Overall cps: 64

Length: 2 years F/T or P/T equivalent

Foundational units

- Old Testament introduction (either OT240; or OT201 & OT202): 4-8 cps

- New Testament introduction (either NT240; or NT201 & NT202): 4-8 cps
- Church History (CH201, CH202 or CH205-209): 4 cps
- Theology (TH210 or TH211): 4 cps

Additional units

- Old Testament exegesis: 4 cps
- New Testament exegesis: 4 cps
- Theology: 4 cps
- Church History: 4 cps
- Ministry & Practice (PC/EM/DM): 8 cps
- Electives, including a maximum of 8 cps Type B Electives: 16 cps minimum

PATHWAY 2

Unit Level: 300-400

Overall cps: 48

Length: 1.5 years F/T or P/T equivalent (up to 6 years)

Foundational Units

- Old Testament (OT301 & OT302): 8 cps
- New Testament (NT301 & NT302): 8 cps
- Christian Thought (TH/CH/PE): 4 cps

Additional Units

- Bible & Languages (LA/BB/OT/NT) and/or Christian Thought & History (TH/CH/PE) 8 cps
- Ministry and Practice (EM/PC/DM) 8 cps
- Electives from any unit field(s), including a maximum of 8 cps Type B Electives 12 cps

Rules

Max cps per semester: 20

Advanced Level Unit entry requirements within PATHWAY 1:

For 300-400 level units students must meet their entry requirements. If students do not fulfil the normal entry requirements, they may take the units after successful completion of 32cps at 200 level.

1. A maximum of 12 cps may be taken in Type B elective units.
2. A maximum of 16 cps may be studied in DSC mode, including no more than 8 cps in any one field of study.

Learning Outcomes

Discipline knowledge and understanding

1. Demonstrate *essential* knowledge of the Bible, Christian Thought & History and Ministry (in at least one area of Ministry & Practice) as academic disciplines
2. Identify the *essential* biblical and theological foundations of Ministry
3. Recognise the *essential* spiritual and ethical implications of biblical, theological and ministry knowledge and understanding

Inquiry and analysis

4. Collect, summarise, and analyse information from standard biblical, theological and social scientific sources and scholarship

Problem solving and integration

5. Construct evidence-based perspectives and responses to *essential* biblical, theological

and 'Ministry' issues by using standard source materials and methods

Communication

6. Present *essential* biblical, theological and ministry ideas, knowledge and principles to, and engage with, different audiences using a variety of formats

Teamwork and professional practice

7. Under supervision, apply *essential* biblical, theological and ministry understanding in formal ministry contexts and the wider community

Engagement with the world

8. Engage with *essential* challenges of contemporary Christianity, society and the wider world

Continuous learning and professional development

9. Demonstrate a capacity for reflection and learning to sustain personal and professional development in Christian life and ministry

Occupational Functions of Graduates

1. A well-informed member of a church ministry team with shared responsibility for the Christian education program, or
2. Depending on the units taken in the course, a member of a church pastoral ministry team under the leadership of a qualified practitioner with a degree in theology or ministry.

ADVANCED DIPLOMA OF MINISTRY (AQF LEVEL 6 ADVANCED DIPLOMA)

Rationale
<ol style="list-style-type: none"> 1. Introduces students to the sources and content of the Christian story and message, and provides training which emphasises application and practice of this story and message in the contemporary world at a higher level than the Diploma of Ministry. 2. The course will require specialisation in disciplines by which knowledge of God is applied to guide Christian practice in the three areas of the field of Ministry and Practice: <ul style="list-style-type: none"> • Evangelism & Missiology (EM) • Pastoral & Church Focused Ministry (PC) • Developmental Ministry (DM) 3. The course will integrate studies in the Bible and Christian tradition with practical experience and include supervised practice based learning where appropriate. 4. Through elective units students can: <ul style="list-style-type: none"> • Develop particular ministry skills in the three areas of the field of Ministry & Practice • Develop foundational understanding in the Bible and Christian Thought & History (LA, OT, NT, BB, TH, CH, PE)
Admission Requirements – Pathway 1 (Course code 193)
<p>Academic Qualifications: Yr 12 or equivalent</p> <p>ATAR: NA</p> <p>Language Qualifications for NESB: IELTS 6.0 overall with minimum of 6.0 in each subtest OR 5 years English in country experience</p> <p>Mature Age Entry: 20 years +</p>
Admission Requirements – Pathway 2 (Course code 194)
<p>Academic Qualifications: Yr 12 or equivalent, Yr 12 students in up two 300 level units</p> <p>ATAR: 65</p> <p>Language Qualifications for NESB: IELTS 6.5 overall with minimum of 6.5 in each subtest OR 10 years English in country experience</p> <p>Mature Age Entry: 21 years +</p>
Structure
<p>PATHWAY 1</p> <p>Unit Level: 200-400, 16cps minimum at 300-400</p> <p>Overall cps: 64</p> <p>Length: 2 years F/T or P/T equivalent</p> <p>Foundational Units</p> <ul style="list-style-type: none"> • Old Testament introduction (either OT240; or OT*01 and OT*02): 4-8 cps • New Testament introduction (either NT240; or NT*01 and NT*02): 4-8 cps • Church History (CH*01, CH*02, CH*05 or CH206-209): 4 cps • Theology (TH210, TH211, or TH401-404): 4 cps

Additional units

- Old Testament exegesis: 4 cps
- New Testament exegesis: 4 cps
- Ministry & Practice (EM/DM/PC) (may include PC*49): 16 cps
- Electives, including a maximum of 12 cps Type B Electives: 16 cps minimum

PATHWAY 2

Unit Level: 300-400

Overall cps: 48

Length: 1.5 years F/T or P/T equivalent up to 6 years

Foundational Units

- Old Testament introduction (OT301 & OT302): 8 cps
- New Testament introduction (NT301 & NT302): 8 cps
- Christian Thought & History (TH/CH/PE): 4 cps

Additional units

- Ministry and Practice Units (EM/DM/PC) (may include PC449): 12 cps
- Electives from any unit field: 16 cps

Rules

Max cps per semester: 20

Advanced Level Unit entry requirements within PATHWAY 1:

For 300-400 level units students must meet their entry requirements. If students do not fulfil the normal entry requirements, they may take the units after successful completion of 32cps at 200 level.

1. A maximum of 12 cps may be taken in Type B elective units.
2. A maximum of 16 cps may be studied in DSC mode, including no more than 8 cps in any one field of study.

Learning Outcomes**Discipline Knowledge and Understanding**

1. Demonstrate a *wider range* of knowledge of Ministry as an academic discipline than Diploma Graduates with particular attention to at least *one* area of Ministry & Practice
2. Draw on the *key* biblical and theological foundations of Ministry
3. Appreciate the *key* theological, spiritual and ethical implications of Ministry knowledge and understanding

Inquiry and Analysis

4. Collect, summarise, and analyse information from a *wider range* of biblical, theological and social scientific sources and scholarship in inquiry based learning

Problem Solving and Integration

5. Construct evidence-based perspectives and responses to *key* Ministry issues by using a *wider range* of source materials and methods

Communication

6. Present *key* Ministry ideas, knowledge and principles to, and engage with, different audiences using a variety of formats

Teamwork and Professional Practice

7. Under supervision, apply *key* Ministry understanding in formal ministry contexts and the

wider community

Engagement With the World

8. Engage with the *key* challenges of contemporary Christianity, society and the wider world

Continuous Learning and Professional Development

9. Demonstrate a capacity for reflection and learning to sustain personal and professional development in Christian life and ministry

Occupational Functions of Graduates

1. A well-informed member of a church ministry team with shared responsibility for the Christian education program, or
2. Depending on the units taken in the course, a member of a church pastoral ministry team under the leadership of a qualified practitioner with a degree in theology or ministry.

ADVANCED DIPLOMA OF THEOLOGY (AQF LEVEL 6 ADVANCED DIPLOMA)

Rationale
<ol style="list-style-type: none"> 1. Introduces students to the sources and content of the Christian story and message, and provides training which emphasises application and articulation of this story and message in the contemporary world at a higher level than the Diploma of Theology. 2. The course in Theology will concentrate on the disciplines by which knowledge of God is developed and articulated in two main fields: <ul style="list-style-type: none"> • Bible & Languages (LA, OT, NT, BB) • Christian Thought & History (TH, CH, PE) 3. The course provides a grounding for ministry by establishing a foundation in theological knowledge and reflection. 4. Through elective units students can: <ul style="list-style-type: none"> • Follow study tracks in Bible & Languages and in Christian Thought & History • Develop practical ministry skills (EM, PC, DM)
Admission Requirements – Pathway 1 (Course code 191)
<p>Academic Qualifications: Yr 12 or equivalent</p> <p>ATAR: NA</p> <p>Language Qualifications for NESB: IELTS 6.0 overall with minimum of 6.0 in each subtest OR 5 years English in country experience</p> <p>Mature Age Entry: 20 years +</p>
Admission Requirements – Pathway 2 (Course code 192)
<p>Academic Qualifications: Yr 12 or equivalent, Yr 12 students in up two 300 level units</p> <p>ATAR: 65</p> <p>Language Qualifications for NESB: IELTS 6.5 overall with minimum of 6.5 in each subtest OR 10 years English in country experience</p> <p>Mature Age Entry: 21 years +</p>
Course Structure
<p>PATHWAY 1</p> <p>Unit Level: 200-400, 16 cps minimum at 300-400</p> <p>Overall cps: 64</p> <p>Length: 2 years F/T or P/T equivalent</p> <p>Foundational units</p> <ul style="list-style-type: none"> • Old Testament introduction (either OT240; or OT*01 & OT*02): 4-8 cps • New Testament introduction (either NT240; or NT*01 & NT*02): 4-8 cps • Church History (CH*01, CH*02, CH*05 or CH206-209): 4 cps • Theology (TH210, TH211, or TH401-404): 4 cps <p>Additional units</p>

- Old Testament exegesis: 4 cps
- New Testament exegesis: 4 cps
- Theology: 4 cps
- Church History: 4 cps
- Electives, including a maximum of 8 cps Type B Electives: 24 cps

PATHWAY 2

Unit Level: 300-400

Overall cps: 48

Length: 1.5 years F/T or P/T equivalent up to 6 years

Foundational units

- Old Testament introduction (OT301 and OT302): 8 cps
- New Testament introduction (NT301 & NT302): 8 cps
- Christian Thought & History (TH/CH/PE): 4 cps

Additional units

- LA/BB/OT/NT/TH/CH/PE: 12 cps
- Electives from any unit field: 16 cps

Rules

Max cps per semester: 20

Advanced Level Unit entry requirements within PATHWAY 1:

For 300-400 level units students must meet their entry requirements. If students do not fulfil the normal entry requirements, they may take the units after successful completion of 32cps at 200 level.

1. A maximum of 12 cps may be taken in Type B elective units.
2. A maximum of 16 cps may be studied in DSC mode, including no more than 8 cps in any one field of study.

Learning Outcomes**Discipline Knowledge and Understanding**

1. Demonstrate a *wider range of* knowledge of the Bible and Christian Thought & History as academic disciplines
2. Apply the *key* spiritual and ethical implications of biblical and theological knowledge and understanding

Inquiry and Analysis

3. Collect, summarise, and analyse information from a *wider range of* biblical and theological sources and scholarship in inquiry based learning

Problem Solving and Integration

4. Construct evidence-based perspectives and responses to *key* biblical and theological issues by using a *wider range of* source materials and methods

Communication

5. Present *key* biblical and theological ideas, knowledge and principles to, and engage with, different audiences using a variety of formats

Teamwork and Professional Practice

6. Under supervision, apply *key* biblical and theological understanding in formal ministry contexts and the wider community

Engagement With the World

7. Engage with the *key* challenges of contemporary Christianity, society and the wider world

Continuous Learning and Professional Development

8. Demonstrate a capacity for reflection and learning to sustain personal and professional development in Christian life and ministry

Occupational Functions of Graduates

1. A well-informed member of a church ministry team with shared responsibility for the Christian education program, or
2. Depending on the units taken in the course, a member of a church pastoral ministry team under the leadership of a qualified practitioner with a degree in theology or ministry.

**ADVANCED DIPLOMA OF THEOLOGY / ADVANCED DIPLOMA OF MINISTRY
(COMBINED AQF LEVEL 6 ADVANCED DIPLOMA)**

Rationale
<ol style="list-style-type: none"> 1. Introduces students to the sources and content of the Christian story and message, and provides training which emphasises application, articulation and practice of this story and message in the contemporary world at a higher level than the Combined Diploma of Theology/Ministry. 2. The course will be based on the disciplines by which knowledge of God is developed and articulated in two main fields: <ul style="list-style-type: none"> • Bible & Languages (LA, OT, NT, BB) • Christian Thought & History (TH, CH, PE) 3. The course will also require specialisation in disciplines by which knowledge of God is applied to guide Christian practice in the three areas of the field of Ministry and Practice: <ul style="list-style-type: none"> • Evangelism & Missiology (EM) • Pastoral & Church Focused Ministry (PC) • Developmental Ministry (DM) 4. This part of the course will integrate studies in the Bible and Christian tradition with practical experience and include supervised practice based learning where appropriate. 5. Through elective units students can: <ul style="list-style-type: none"> • Follow study tracks in Bible and Languages and Christian Thought • Develop particular ministry skills in the three areas of the field of Ministry and Practice
Admission Requirements – Pathway 1 (Course code 203)
<p>Academic Qualifications: Yr 12 or equivalent ATAR: NA Language Qualifications for NESB: IELTS 6.0 overall with minimum of 6.0 in each subtest OR 5 years English in country experience Mature Age Entry: 20 years +</p>
Admission Requirements – Pathway 2 (Course code 204)
<p>Academic Qualifications: Yr 12 or equivalent, Yr 12 students in up two 300 level units ATAR: 65 Language Qualifications for NESB: IELTS 6.5 overall with minimum of 6.5 in each subtest OR 10 years English in country experience Mature Age Entry: 21 years +</p>
Course Structure
<p>PATHWAY 1 Unit Level: 200-400, 24cps minimum at 300-400 Overall cps: 96</p>

Length: 3 years F/T or P/T equivalent

Foundational units

- Old Testament introduction (either OT240; or OT*01 & OT*02): 4-8 cps
- New Testament introduction (either NT240; or NT*01 & NT*02): 4-8 cps
- Church History (CH*01, CH*02, CH*05 or CH206-209): 4 cps
- Theology (TH210, TH211, or TH401-404): 4 cps

Additional units

- Old Testament exegesis: 4 cps
- New Testament exegesis: 4 cps
- Theology: 4 cps
- Church History: 4 cps
- Ministry & Practice: (EM/DM/PC)
- Electives, including a maximum of 12 cps Type B Electives: 40 cps

PATHWAY 2

Unit Level: 300-400

Overall cps: 64

Length: 2 years F/T or P/T equivalent up to 8 years

Foundational Units

- Old Testament introduction (OT301 & OT302): 8 cps
- New Testament introduction (NT301 & NT302): 8 cps
- Christian Thought & History (TH/CH/PE): 8 cps

Additional Units

- LA/BB/OT/NT/TH/CH/PE: 12 cps
- Ministry & Practice Units (EM/DM/PC) (may include PC449): 12 cps
- Electives from any unit field: 16 cps

Rules

Max cps per semester: 20

Advanced Level Unit entry requirements within PATHWAY 1:

For 300-400 level units students must meet their entry requirements. If students do not fulfil the normal entry requirements, they may take the units after successful completion of 32cps at 200 level.

1. A maximum of 12 cps may be taken in Type B elective units.
2. A maximum of 16 cps may be studied in DSC mode, including no more than 8 cps in any one field of study.

Learning Outcomes

Discipline Knowledge and Understanding

1. Demonstrate a wider range of knowledge of the Bible, Christian Thought & History and Ministry (in at least one area of Ministry & Practice) as academic disciplines
2. Identify the key biblical and theological foundations of Ministry
3. Apply the key spiritual and ethical implications of biblical, theological and ministry knowledge and understanding

Inquiry and Analysis

4. Collect, summarise, and analyse information from a wider range of biblical, theological

and social scientific sources and scholarship

Problem Solving and Integration

5. Construct evidence-based perspectives and responses to key biblical, theological and ministry issues by using a *wider range of* source materials and methods

Communication

6. Present key biblical, theological and ministry ideas, knowledge and principles to, and engage with, different audiences using a variety of formats

Teamwork and Professional Practice

7. Under supervision, apply key biblical, theological and ministry understanding in formal ministry contexts and the wider community

Engagement with the World

8. Engage with key challenges of contemporary Christianity, society and the wider world

Continuous Learning and Professional Development

9. Demonstrate a capacity for reflection and learning to sustain personal and professional development in Christian life and ministry

Occupational Functions of Graduates

1. A well-informed member of a church ministry team with shared responsibility for the Christian education program, or
2. Depending on the units taken in the course, a member of a church pastoral ministry team under the leadership of a qualified practitioner with a degree in theology or ministry.

ASSOCIATE DEGREE OF MINISTRY (AQF LEVEL 6 ASSOCIATE DEGREE, COURSE CODE 206)**Rationale**

1. Introduces students to the sources and content of the Christian story and message, and provides training which emphasises application and practice of this story and message in the contemporary world.
2. Requires specialisation in disciplines by which knowledge of God is applied to guide Christian practice in at least two fields of the Department of Ministry and Practice:
 - Evangelism and Missiology (EM)
 - Pastoral & Church Focused Ministry (PC)
 - Developmental Ministry (DM)
3. Integrates studies in the Bible and Christian tradition with practical experience and include supervised practice based learning where appropriate.
4. Through elective units students can:
 - Develop particular ministry skills in the three fields of Ministry & Practice
 - Develop foundational understanding in the Bible and Christian Thought & History

Admission Requirements

Academic Qualifications: Yr 12 or equivalent, Yr 12 students in up two 300 level units

ATAR: 65

Language Qualifications for NESB: IELTS 6.5 overall with minimum of 6.5 in each subtest OR 10 years English in country experience

Mature Age Entry: 21 years +

Structure

Unit Level: 300-400

Overall cps: 64

Length: 2 years F/T or P/T equivalent up to 6 years

Foundational units

- Old Testament (OT301 & OT302): 8 cps
- New Testament (NT301 & NT302): 8 cps
- Church History: 4 cps
- Theology: 4 cps

Additional units

- Biblical exegesis units (OT and/or NT) and/or LA units: 8cps
- Christian Thought & History (CH/TH/PE): 4cps
- Ministry & Practice (EM/PC/DM): 16cps
- Elective units: 12cps

Rules

Max cps per semester: 20

Advanced Level Unit entry requirements:

- Advanced (400) level units with specific conditions may only be taken when the pre-requisite or co-requisite or required units have been successfully completed and/or any co-requisite unit is taken concurrently.
 - Undergraduate degree students may enrol in 600 level language exegesis units on the understanding that the unit is taught and assessed at 600 level.
1. No more than 32cps of foundational level units (300 level) can be counted in a student's course of study. Biblical language units (LA0**) are not counted as foundational level units for this requirement.
 2. A maximum of 12 cps may be taken in Type B elective units.
 3. A maximum of 16 cps may be studied in DSC mode, including no more than 8 cps in any one field of study.

Learning Outcomes

Discipline knowledge and understanding

1. Demonstrate a *wider range of* knowledge of ministry as an academic discipline than the (Advanced) Diploma with particular attention to at least two fields of Ministry & Practice
2. Draw on biblical and theological foundations of ministry
3. Apply the *key* spiritual and ethical implications of ministry knowledge and understanding

Inquiry and analysis

4. Collect, summarise, and analyse information from *standard* biblical, theological and social scientific sources and scholarship in inquiry based learning

Problem solving and integration

5. Construct evidence-based perspectives and responses to ministry issues by using *standard* source materials and methods, especially in the discipline area of specialisation

Communication

6. Present *key* ministry ideas, knowledge and principles to, and engage with, different audiences using a variety of formats

Teamwork and professional practice

7. Under supervision, apply *key* ministry understanding in formal ministry contexts and the wider community

Engagement with the world

8. Engage with *key* challenges of contemporary Christianity, society and the wider world

Continuous learning and professional development

9. Demonstrate a capacity for reflection and learning to sustain personal and professional development in Christian life and ministry

Occupational Functions of Graduates

1. The graduate could reasonably expect to graduate with well-informed knowledge of the essential content of the Christian tradition, or
2. A graduate might be expected to participate as a member of a church educational or pastoral ministry team under the leadership of a well-qualified three-year trained practitioner.

ASSOCIATE DEGREE OF THEOLOGY (AQF LEVEL 6 ASSOCIATE DEGREE, COURSE CODE ADT)

Rationale
<ol style="list-style-type: none"> 1. Introduces students to the sources and content of the Christian story and message, and provides training which emphasises application and articulation of this story and message in the contemporary world. 2. Concentrates on the disciplines by which knowledge of God is developed and articulated in two main Departments: <ul style="list-style-type: none"> • Bible & Languages • Christian Thought & History 3. Provides a grounding for ministry by establishing a foundation in theological knowledge and reflection. 4. Through elective units students can: <ul style="list-style-type: none"> • Follow study tracks in Bible & Languages and in Christian Thought & History • Develop practical ministry skills
Admission Requirements
<p>Academic Qualifications: Yr 12 or equivalent, Yr 12 students in up two 300 level units ATAR: 65 Language Qualifications for NESB: IELTS 6.5 overall with minimum of 6.5 in each subtest OR 10 years English in country experience Mature Age Entry: 21 years +</p>
Course Structure
<p>Unit Level: 300-400 Overall cps: 64 Length: 2 years F/T or P/T equivalent up to 6 years</p> <p>Foundational units</p> <ul style="list-style-type: none"> • Old Testament (OT301 & OT302): 8 cps • New Testament (NT301 & NT302): 8 cps • Church History: 4 cps • Theology: 4 cps <p>Additional units</p> <ul style="list-style-type: none"> • Biblical exegesis units (OT and/or NT) and/or LA units: 16cps • LA, OT, NT, BB, CH, TH, or PE: 4cps • Christian Thought & History (CH/TH/PE): 8cps • Elective units: 12cps
Rules
<p>Max cps per semester: 20</p>

Advanced Level Unit entry requirements:

- Advanced (400) level units with specific conditions may only be taken when the pre-requisite or co-requisite or required units have been successfully completed and/or any co-requisite unit is taken concurrently.
 - Undergraduate degree students may enrol in 600 level language exegesis units on the understanding that the unit is taught and assessed at 600 level.
1. No more than 32cps of foundational level units (300 level) can be counted in a student's course of study. Biblical language units (LA0**) are not counted as foundational level units.
 2. A maximum of 12 cps may be taken in Type B elective units.
 3. 16 cps max may be studied in DSC mode, including a max of 8 cps in one field of study.

Learning Outcomes**Discipline knowledge and understanding**

1. Demonstrate a *wider range of knowledge* of 'Theology' as academic discipline than the (Advanced) Diploma with particular attention to 'Bible and Languages' and 'Christian Thought'
2. Apply the *key spiritual and ethical implications* of biblical and theological knowledge and understanding

Inquiry and analysis

3. Collect, summarise, and analyse information from *standard* biblical and theological sources and scholarship in inquiry based learning

Problem solving and integration

4. Construct evidence-based perspectives and responses to *key* biblical and theological issues by using *standard* source materials and methods

Communication

5. Present *key* biblical and theological ideas, knowledge and principles to, and engage with, different audiences using a variety of formats

Teamwork and professional practice

6. Under supervision, apply *key* biblical and theological understanding in formal ministry contexts and the wider community

Engagement with the world

7. Engage with the *key* challenges of contemporary Christianity, society and the wider world

Continuous learning and professional development

8. Demonstrate a capacity for reflection and learning to sustain personal and professional development in Christian life and ministry

Occupational Functions of Graduates

1. The graduate could reasonably expect to graduate with well-informed knowledge of the essential content of the Christian tradition, or
2. Depending on the specialisation completed, a graduate might be expected to participate as a member of a church educational or pastoral ministry team under the leadership of a well-qualified three-year trained practitioner.

BACHELOR OF CHRISTIAN STUDIES (AQF LEVEL 7 BACHELOR DEGREE, COURSE CODE 170)

Rationale
<ol style="list-style-type: none"> 1. Introduces students to the sources and content of the Christian story and message, and provides training which emphasises application of this story to life in the world, including professional and vocational life. 2. The course will be based on the disciplines by which knowledge of God is developed and articulated in two main fields: <ul style="list-style-type: none"> • Bible & Languages (LA, OT, NT, BB) • Christian Thought & History (TH, CH, PE) 3. It will also provide an approach to synthesising this understanding with particular occupational and/or life interests in 'integrated studies' (IN). 4. Through elective units students can: <ul style="list-style-type: none"> • Develop foundational understanding in the Bible and Christian Thought & History • Develop particular practical ministry skills in the three areas of the field of Ministry & Practice (EM, PC, DM)
Admission Requirements
<p>Academic Qualifications: Yr 12 or equivalent, Yr 12 students in up two 300 level units ATAR: 65 Language Qualifications for NESB: IELTS 6.5 overall with minimum of 6.5 in each subtest OR 10 years English in country experience Mature Age Entry: 21 years +</p>
Structure
<p>Unit Level: 300-400 Overall cps: 96 Length: 3 years F/T or P/T equivalent up to 9 years</p> <p>Foundational Units</p> <ul style="list-style-type: none"> • Old Testament (OT301 & OT302): 8 cps • New Testament (NT301 & NT302): 8 cps • Church History (CH301, CH302 or CH305): 4 cps • Theology (TH401 – TH404): 4 cps <p>Additional Units</p> <ul style="list-style-type: none"> • Old Testament and/or New Testament exegesis: 8 cps • Church History and/or Theology: 8 cps • Independent study that relates to the student's non-theological area of study to the Christian faith (IN490): 4 cps • Elective units, including a maximum of 8 cps Type B Electives (if offered): 20 cps <p>Non-Theological Study</p> <ul style="list-style-type: none"> • At least one year F/T equivalent of degree level study at an Australian University in a non-theological field of which at least 75% must form a coherent area of study: applied as 32 cps • Preferably simultaneous, but need not be. Senescence policy applies.

Rules

Max cps per semester: 20

1. A maximum of 12 cps may be taken in Type B elective units.
2. A maximum of 16 cps may be studied in DSC mode, including no more than 8 cps in any one field of study.
3. No more than 28 cps of 300 level units can be counted in a student's course of study. Biblical language units (LA0**) are not counted as foundational level units for this requirement.

Learning Outcomes

Discipline knowledge and understanding

1. Demonstrate functional knowledge and understanding of 'Christian Studies' as an academic discipline
2. Discuss the interaction between Christian Studies and at least one other non-theological field of knowledge and understanding
3. Apply the functional spiritual and ethical implications of Christian Studies and at least one other non-theological field of knowledge and understanding

Inquiry and analysis

4. Collect, analyse, evaluate and synthesise recognised scholarship in Christian Studies and other non-theological fields of knowledge and understanding in inquiry-based learning

Problem solving and integration

5. Synthesise Christian Studies with at least one other non-theological field of knowledge and understanding
6. Construct evidence-based perspectives on functional issues in Christian Studies and other non-theological fields of knowledge and understanding by using recognized source materials and relevant scholarly literature, evaluating alternative interpretations and drawing reasoned conclusions

Communication

7. Present functional ideas, knowledge and principles in Christian Studies and other non-theological fields of knowledge and understanding to, and engage with, different audiences using a variety of formats

Teamwork and professional practice

8. As leader and in groups, apply functional 'Christian Studies' understanding in formal ministry contexts, professional and vocational life, and the wider community

Engagement with the world

9. Engage with the functional challenges of contemporary Christianity, society and the wider world

Continuous learning and professional development

10. Demonstrate a capacity for independent reflection and learning to sustain personal and professional development in Christian, professional and vocational life and ministry

Occupational Functions of Graduates

1. Assuming that the graduate completes his or her university degree, he or she could reasonably expect to become a member of a non-theological profession with well-informed knowledge of the essential content of the Christian tradition, or
2. Depending on the units taken in the course, a graduate might be expected to participate as a member of a church educational or pastoral ministry team under the leadership of a well-qualified practitioner.

BACHELOR OF MINISTRY (AQF LEVEL 7 BACHELOR DEGREE, COURSE CODE 166)

Rationale
<ol style="list-style-type: none"> 1. Introduces students to the sources and content of the Christian story and message, and provides training which emphasises application and practice of this story and message in the contemporary world. 2. The course will require specialisation in disciplines by which knowledge of God is applied to guide Christian practice in the three areas of the field of Ministry and Practice: <ul style="list-style-type: none"> • Evangelism & Missiology (EM) • Pastoral & Church Focused Ministry (PC) • Developmental Ministry (DM) 3. The course will integrate studies in the Bible and Christian tradition with practical experience and include supervised practice based learning where appropriate. 4. Through elective units students can: <ul style="list-style-type: none"> • Develop particular ministry skills in the three areas of the field of Ministry & Practice • Develop foundational understanding in the Bible & Christian Thought (LA, OT, NT, BB)
Admission Requirements
<p>Academic Qualifications: Yr 12 or equivalent, Yr 12 students in up two 300 level units ATAR: 65 Language Qualifications for NESB: IELTS 6.5 overall with minimum of 6.5 in each subtest OR 10 years English in country experience Mature Age Entry: 21 years +</p>
Course Structure
<p>Unit Level: 300-400 Overall cps: 96 Length: 3 years F/T or P/T equivalent up to 9 years</p> <p>Foundational Units: 48 cps</p> <ul style="list-style-type: none"> • Old Testament (OT301 & OT302): 8 cps • New Testament (NT301 & NT302): 8 cps • Church History: 8 cps • Theology: 12 cps • Biblical exegesis units (with a minimum of 4 cps OT and 4 cps NT): 12 cps <p>Additional Units: 48 cps</p> <ul style="list-style-type: none"> • Ministry & Practice (PC / DM / EM), minimum of 4 cps from at least two fields: 24 cps • elective units: 24 cps
Learning Outcomes
<p>Discipline Knowledge and Understanding</p> <ol style="list-style-type: none"> 1. Demonstrate functional knowledge of ministry as an academic discipline with particular

attention to at least two fields of Ministry & Practice, including the spiritual and ethical implications

2. Examine the biblical and theological foundations of ministry
3. Discuss the functional theological, spiritual and ethical implications of ministry knowledge and understanding

Inquiry and Analysis

4. Collect, analyse, evaluate and synthesise a wide range of recognised biblical, theological and social scientific scholarship in inquiry based learning

Problem Solving and Integration

5. Construct evidence-based perspectives on ministry issues by using recognised source materials and scholarly literature, evaluating alternate explanations and drawing reasoned conclusions

Communication

6. Present functional ministry ideas, knowledge and principles to, and engage with, specialist and non-specialist audiences using a variety of formats

Teamwork and Professional Practice

7. As leader and in groups, apply the functional principles and methods of ministry in formal ministry contexts and the wider community

Engagement with the World

8. Engage with the functional challenges of contemporary Christianity, society and the wider world

Continuous Learning and Professional Development

9. Demonstrate a capacity for independent reflection and learning to sustain personal and professional development in Christian ministry

Occupational Functions of Graduates

1. Teacher or ordained minister in a congregation with responsibility for preaching, teaching, and preparing people for church membership,
2. Pastor with responsibility for providing leadership in various ministry contexts,
3. Leader able to take part in wider debates in the church, the denomination, or society with respect to interpreting and mediating the Christian tradition in the modern world,
4. Teacher of diploma level units of the graduate's specialisation in a theological or Bible college.

Rules

Max cps per semester: 20

1. A maximum of 12 cps may be taken in Type B elective units.
2. A maximum of 16 cps may be studied in DSC mode, including no more than 8 cps in any one field of study.
3. No more than 40 cps of 300 level units (300 level) can be counted in a student's course of study. Biblical language units (LA0**) are not counted as foundational level units for this requirement.

BACHELOR OF THEOLOGY (AQF LEVEL 7 BACHELOR DEGREE, COURSE CODE 168)**Rationale**

1. Introduces students to the sources and content of the Christian story and message, and provides training which emphasises application and articulation of this story and message in the contemporary world.
2. The course will concentrate on the disciplines by which knowledge of God is developed and articulated in two main fields:
 - Bible & Languages (LA, OT, NT, BB)
 - Christian Thought & History (TH, CH, PE)
3. A course in theology provides a grounding for ministry by establishing a foundation in theological knowledge and reflection.
4. Through elective units students can:
 - Follow study tracks in Bible & Languages and in Christian Thought & History
 - Develop practical ministry skills (EM, PC, DM)

Admission Requirements

Academic Qualifications: Yr 12 or equivalent, Yr 12 students in up two 300 level units

ATAR: 65

Language Qualifications for NESB: IELTS 6.5 overall with minimum of 6.5 in each subtest OR 10 years English in country experience

Mature Age Entry: 21 years +

Structure

Unit Level: 300-400

Overall cps: 96

Length: 3 years F/T or P/T equivalent up to 9 years

Foundational Units: 48 cps

- Old Testament (OT301 & OT302): 8 cps
- New Testament (NT301 & NT302): 8 cps
- Church History: 8 cps
- Theology: 12 cps
- Biblical exegesis units (with a minimum of 4 cps OT & 4 cps NT): 12 cps

Additional units: 48cps

- Language (LA): 8 cps
- Biblical exegesis units: 8 cps
- Christian Thought & History (CH/TH/PE): 4 cps
- Christian Thought & History (CH/TH/PE) or Bible & Languages (BB/OT /NT/LA): 4 cps
- Elective units: 24 cps

Rules

Max cps per semester: 20

1. A maximum of 12 cps may be taken in Type B elective units.
2. A maximum of 16 cps may be studied in DSC mode, including no more than 8 cps in any one field of study.
3. No more than 40 cps of 300 level units can be counted in a student's course of study. Biblical language units (LA0**) are not counted as foundational level units for this requirement.

Learning Outcomes

Discipline Knowledge and Understanding

1. Demonstrate functional knowledge and understanding of theology as an academic discipline in the fields of Bible & Languages and Christian Thought & History
2. Discuss the functional spiritual and ethical implications of biblical and theological knowledge and understanding

Inquiry and Analysis

3. Collect, analyse, evaluate and synthesise recognised biblical and theological scholarship in inquiry-based learning

Problem Solving and Integration

4. Construct evidence-based perspectives on functional biblical and theological issues by using recognised source materials and relevant scholarly literature, evaluating alternate interpretations and drawing reasoned conclusions

Communication

5. Present functional biblical and theological ideas, knowledge and principles to, and engage with, different audiences using a variety of formats

Teamwork and Professional Practice

6. As leader and in groups, apply functional biblical and theological understanding in formal ministry contexts and the wider community

Engagement with the World

7. Engage with the functional challenges of contemporary Christianity, society and the wider world

Continuous Learning and Professional Development

8. Demonstrate a capacity for independent reflection and learning to sustain personal and professional development in Christian life and ministry

Occupational Functions of Graduates

1. Teacher or ordained minister in a congregation, with responsibility for preaching, teaching, and preparing people for church membership,
2. Pastor with responsibility for providing leadership in various ministry contexts,
3. Leader able to take part in wider debates in the church, the denomination, or society with respect to interpreting and mediating the Christian tradition in the modern world,
4. Teacher of diploma level units of the graduate's specialisation in a theological or Bible college.

**BACHELOR OF THEOLOGY / BACHELOR OF MINISTRY
(COMBINED AQF LEVEL 7 BACHELOR DEGREE, COURSE CODE 205)**

Rationale

1. Introduces students to the sources and content of the Christian story and message, and provides training which emphasises application, articulation and practice of this story and message in the contemporary world.
2. The course will be based on the disciplines by which knowledge of God is developed and articulated in two main fields:
 - Bible & Languages (LA, OT, NT, BB)
 - Christian Thought & History (TH, CH, PE)
3. The course will also require specialisation in disciplines by which knowledge of God is applied to guide Christian practice in the three areas of the field of Ministry and Practice:
 - Evangelism & Missiology (EM)
 - Pastoral & Church Focused Ministry (PC)
 - Developmental Ministry (DM)
4. The course will integrate studies in the Bible and Christian tradition with practical experience and include supervised practice based learning where appropriate.
5. Through elective units students can:
 - Follow study tracks in Bible & Languages and in Christian Thought & History
 - Develop particular ministry skills in the three areas of the field of Ministry & Practice

Admission Requirements

Academic Qualifications: Yr 12 or equivalent, Yr 12 students in up two 300 level units

ATAR: 65

Language Qualifications for NESB: IELTS 6.5 overall with minimum of 6.5 in each subtest OR 10 years English in country experience

Mature Age Entry: 21 years +

Course Structure

Unit Level: 300-400

Overall cps: 128

Length: 4 years F/T or P/T equivalent up to 12 years

Foundational Units: 48 cps

- Old Testament (OT301 & OT302): 8 cps
- New Testament (NT301 & NT302): 8 cps
- Church History: 8 cps
- Theology: 12 cps
- Biblical exegesis units (with a minimum of 4 cps OT & 4 cps NT): 12 cps

Additional units: 80 cps

- Language (LA): 8 cps
- Biblical exegesis units: 8 cps
- Christian Thought & History (CH/TH/PE): 4 cps
- Christian Thought & History (CH/TH/PE) or Bible & Languages (BB/OT/NT/LA): 4 cps
- Ministry & Practice (PC/DM/EM), with a minimum of 4 cps from at least two fields: 24 cps

- Elective units: 32 cps

Learning Outcomes

Discipline Knowledge and Understanding

1. Demonstrate *functional* knowledge and understanding of theology (in the fields of Bible & Languages and Christian Thought & History) and ministry (in at least two areas of the field of Ministry & Practice) as academic disciplines
2. Discuss the *functional* biblical and theological foundations of ministry
3. Discuss the *functional* spiritual and ethical implications of biblical, theological and ministry knowledge and understanding

Inquiry and Analysis

4. Collect, analyse, evaluate and synthesise a *wide range of recognised* biblical, theological and ministry scholarship in inquiry-based learning

Problem Solving and Integration

5. Construct evidence-based perspectives on *functional* biblical, theological and ministry issues by using recognised source materials and relevant scholarly literature, evaluating alternative interpretations and drawing reasoned conclusions

Communication

6. Present *functional* biblical, theological and ministry ideas, knowledge and principles to, and engage with, different audiences using a variety of formats

Teamwork and Professional Practice

6. As leader and in groups, apply *functional* biblical, theological and ministry understanding in formal ministry contexts and the wider community

Engagement with the World

7. Engage with the *functional* challenges of contemporary Christianity, society and the wider world

Continuous Learning and Professional Development

8. Demonstrate a capacity for independent reflection and learning to sustain personal and professional development in Christian life and ministry

Occupational Functions of Graduates

1. Teacher or ordained minister in a congregation, with responsibility for preaching, teaching, and preparing people for church membership,
2. Pastor with responsibility for providing leadership in various ministry contexts,
3. Leader able to take part in wider debates in the church, the denomination, or society with respect to interpreting and mediating the Christian tradition in the modern world,
4. Teacher of diploma level units of the graduate's specialisation in a theological or Bible college.

Rules

Max cps per semester: 20

1. A maximum of 12 cps may be taken in Type B elective units.
2. A maximum of 16 cps may be studied in DSC mode, including no more than 8 cps in any one field of study.
3. No more than 52 cps of 300 level units can be counted in a student's course of study. Biblical language units (LA0**) are not counted as foundational level units for this requirement.

**BACHELOR OF MINISTRY (HONOURS) (AQF LEVEL 8 BACHELOR HONOURS DEGREE,
COURSE CODE 167)**

Rationale
<p>The Bachelor of Ministry (Honours) program is designed for students who have graduated with a three-year undergraduate degree in Ministry or Theology from the ACT and who have demonstrated high academic potential. It is a means of preparing men and women for advanced research in Ministry.</p>
Admission Requirements
<p>Academic Qualifications:</p> <ul style="list-style-type: none"> • BTh or BMin with GPA min 2.0 overall, with 2.0 in the designated field of study • 4 cps of Biblical languages in initial degree <p>Language Qualifications for NESB: IELTS min 6.5 overall with a minimum of 6.5 in each subtest.</p> <p>Special Additional Qualifications</p> <ol style="list-style-type: none"> 1. Non-ACT graduates with accredited undergraduate degrees in theology from members of the Council of Deans of Theology, achieved at an equivalent level as that required for ACT graduates in theology, may need to complete certain preliminary studies before embarking on the Honours program. The completion of language requirements, including biblical language exegesis, is one example of a bridging program that will be required if the program of study and the units to be taken require biblical language expertise. 2. The ACT has a bridging policy with respect to graduates from certain accredited independent private providers. Generally such students would not be granted entry to the Bachelors Honours award. Such students would be encouraged to undertake bridging work in order to transfer to the coursework masters award of the ACT and from there to articulate to the postgraduate research awards through the MA. 3. ACT BChrStuds graduates with a GPA of at least 2.8 will need to complete all requirements for the BTh or BMin with a GPA of at least 2.8 overall and satisfy the requirement of a GPA of at least 2.8 in a the designated field of study to be pursued in the Honours program. Biblical language requirements will also need to be met for graduates seeking to enrol in the Bachelor of Theology Honours. On completing the above requirements the BChrStuds degree would have to be surrendered. <p>Mature Age Entry: none</p>
Structure
<p>Unit Level: 700 Overall cps: 36 Length: 1 year F/T or P/T equivalent up to 3 years</p> <p>Coursework: 24 cps</p> <ul style="list-style-type: none"> • Research Methods (6 cps) RM091 or RM095 • 18cps of 6cp units including at least 12cps in the student's designated field of research <p>Research: thesis of 16,000 words (12 cps) **796.</p>
Rules

1. Honours will be determined from the Honours course alone, and will not include the GPA of units taken in the prior undergraduate degree.
2. Candidates who achieve a mark of 40-49% in the thesis may be allowed to resubmit after taking into account the examiners' comments. The thesis will be submitted to the same examiners for a second result. A candidate may resubmit a thesis only once. A re-submission fee will be required. This is not claimable on FEE-HELP. If a passing grade is recorded for a resubmitted thesis, Third Class Honours will be awarded regardless of the grade.
3. Candidates may take no more than three years after the completion of their initial undergraduate degree in theology or ministry to complete the Bachelor Honours course.

Occupational Functions of Graduates

1. Church leader preparing for postgraduate research (at masters or doctoral level) in a specialist field in the Departments of Bible and Language, Christian Thought, or Ministry and Practice,
2. Teacher of foundational undergraduate degree units in the graduate's area of specialisation.

Skills, Knowledge and Attitudes Acquired by Graduates

1. Ability to conduct research in a specialised field of study completed at a high academic level in a student's first degree in theology, including ability to exegete biblical texts in their original language if the area of the thesis so demands,
2. Demonstration of wide reading, intellectual independence, critical thinking and analytic rigour at early postgraduate level such that the potential for further postgraduate research is emerging.

Majors/ Specialisations

- Evangelism & Missiology (EM)
- Pastoral & Church Focussed Ministry (PC)
- Developmental Ministry (DM)

Criteria for determining the final honours level

1. The final grade of honours will be calculated by taking into account both the grades for the coursework units and the thesis
2. The grading system for the final honours level is set as follows:

First Class	85-100%
Upper Second Class	75-84%
Lower Second Class	65-74%
Third Class	50-64%
3. If a passing grade is recorded for a resubmitted thesis, Third Class Honours will be awarded regardless of the grade.

**BACHELOR OF THEOLOGY (HONOURS) (AQF LEVEL 8 BACHELOR HONOURS DEGREE,
COURSE CODE 169)**

Rationale
<p>The Bachelor of Theology (Honours) program is designed for students who have graduated with a three-year undergraduate degree in Theology or Ministry from the ACT and who have demonstrated high academic potential. It is a means of preparing men and women for advanced research in Theology.</p>
Admission Requirements
<p>Academic Qualifications:</p> <ul style="list-style-type: none"> • BTh or BMin with GPA min 2.0 overall, with 2.0 in the designated field of study • 8 cps in either Biblical Hebrew (LA003) or New Testament Greek (LA004) and at least 8 cps of biblical language exegesis in their initial theology degree. <p>Language Qualifications for NESB: IELTS min 6.5 overall with a minimum of 6.5 in each subtest.</p> <p>Special Additional Qualifications</p> <ol style="list-style-type: none"> 1. Non-ACT graduates with accredited undergraduate degrees in theology from members of the Council of Deans of Theology, achieved at an equivalent level as that required for ACT graduates in theology, may need to complete certain preliminary studies before embarking on the Honours program. The completion of language requirements, including biblical language exegesis, is one example of a bridging program that will be required if the program of study and the units to be taken require biblical language expertise. 2. The ACT has a bridging policy with respect to graduates from certain accredited independent private providers. Generally such students would not be granted entry to the Bachelors Honours award. Such students would be encouraged to undertake bridging work in order to transfer to the coursework masters award of the ACT and from there to articulate to the postgraduate research awards through the MA. 3. ACT BChrStuds graduates with a GPA of at least 2.8 will need to complete all requirements for the BTh or BMin with a GPA of at least 2.8 overall and satisfy the requirement of a GPA of at least 2.8 in a the designated field of study to be pursued in the Honours program. Biblical language requirements will also need to be met for graduates seeking to enrol in the Bachelor of Theology Honours. On completing the above requirements the BChrStuds degree would have to be surrendered. <p>Mature Age Entry: none</p>
Structure
<p>Unit Level: 700 Overall cps: 36 Length: 1 year F/T or P/T equivalent up to 3 years</p> <p>Coursework: 24 cps</p> <ul style="list-style-type: none"> • Research Methods (6 cps) RM091 or RM095 • 18cps of 6cp units including at least 12cps in the student's designated field of research <p>Research: thesis of 16,000 words (12 cps) **796.</p>

Rules	
<ol style="list-style-type: none"> 1. Honours will be determined from the Honours course alone, and will not include the GPA of units taken in the prior undergraduate degree. 2. Candidates who achieve a mark of 40-49% in the thesis may be allowed to resubmit after taking into account the examiners' comments. The thesis will be submitted to the same examiners for a second result. A candidate may resubmit a thesis only once. A re-submission fee will be required. This is not claimable on FEE-HELP. If a passing grade is recorded for a resubmitted thesis, Third Class Honours will be awarded regardless of the grade. 3. All exegesis units in the Honours program must be in the original language if the candidate's designated field of research is in OT or NT. 4. Candidates may take no more than three years after the completion of their initial undergraduate degree in theology or ministry to complete the Bachelor Honours course. 	
Occupational Functions of Graduates	
<ol style="list-style-type: none"> 1. Church leader preparing for postgraduate research (at masters or doctoral level) in a specialist field in the Departments of Bible and Language, Christian Thought, or Ministry and Practice, 2. Teacher of foundational undergraduate degree units in the graduate's area of specialisation. 	
Skills, Knowledge, and Attitudes Acquired by Graduates	
<ol style="list-style-type: none"> 1. Ability to conduct research in a specialised field of study completed at a high academic level in a student's first degree in theology, including ability to exegete biblical texts in their original language if the area of the thesis so demands, 2. Demonstration of wide reading, intellectual independence, critical thinking and analytic rigour at early postgraduate level such that the potential for further postgraduate research is emerging. 	
Majors/ Specialisations	<ul style="list-style-type: none"> • Languages (LA) • Old Testament (OT) • New Testament (NT) • Theology (TH) • Church History (CH) • Philosophy & Ethics (PE)

Criteria for determining the final honours level

1. The final grade of honours will be calculated by taking into account both the grades for the coursework units and the thesis
2. The grading system for the final honours level is set as follows:

First Class	85-100%
Upper Second Class	75-84%
Lower Second Class	65-74%
Third Class	50-64%

3. If a passing grade is recorded for a resubmitted thesis, Third Class Honours will be awarded regardless of the grade.

Delivery Options

The course may be taken in full in intensive mode.

GRADUATE CERTIFICATE OF DIVINITY (AQF LEVEL 8 GRADUATE CERTIFICATE, COURSE CODE 195)

Rationale
<ol style="list-style-type: none"> 1. Introduces graduate students with a non-theology background to the sources and content of the Christian story and message at an advanced level, and provides training which combines articulation of this story and message with their application and practice in the contemporary world. 2. The course will be based on the disciplines by which knowledge of God is developed and articulated in the fields of: <ul style="list-style-type: none"> • Bible & Languages (LA, OT, NT, BB) • Christian Thought & History (TH, CH, PE) 3. It will also include units in the disciplines by which knowledge of God is applied to guide Christian practice in the three areas of the field of Ministry and Practice: <ul style="list-style-type: none"> • Evangelism & Missiology (EM) • Pastoral & Church Focused Ministry (PC) • Developmental Ministry (DM) 4. Through elective units students can: <ul style="list-style-type: none"> • Develop understanding in the Bible and Christian Thought & History • Develop particular ministry skills in the three areas of the field of Ministry & Practice
Admission Requirements
<p>Academic Qualifications: bachelor degree or equivalent</p> <p>Language Qualifications for NESB: IELTS 7.0 overall with a minimum of 7.0 in reading and writing, and 6.5 in listening and speaking OR 10 years in country experience</p> <p>Mature Age Entry: none</p>
Structure
<p>Unit Level: 500-600</p> <p>Overall cps: 16</p> <p>Length: 6 months F/T or P/T equivalent up to 2 years</p> <ul style="list-style-type: none"> • LA and/or BB and/or OT and/or NT and/or CH and/or TH and/or PE: 8 cps • Units from 500-600 level from any unit field: 8 cps
Rules
<ol style="list-style-type: none"> 1. Only specified pre-requisites apply to units in the Graduate Certificate of Divinity. The pre/co-requisites listed for Master of Divinity units do not apply to students enrolled in the Graduate Certificate of Divinity. 2. A maximum of 12 cps may be taken in Type B elective units. 3. A maximum of 16 cps may be studied in DSC mode, including no more than 8 cps in any one field of study.
Learning Outcomes

Discipline Knowledge and Understanding

1. Demonstrate up-to-date *advanced* knowledge and understanding of selected fields of Divinity
2. Examine the biblical, theological and ministry foundations of Divinity

Inquiry and Analysis

3. Collect, analyse, evaluate and synthesize *advanced* Divinity scholarship in inquiry-based learning

Problem Solving and Integration

4. Construct evidence-based perspectives on *advanced* Divinity issues by using *recognized* source materials and scholarly literature, evaluating alternative explanations and drawing reasoned conclusions

Communication

5. Present *advanced* Divinity ideas, knowledge and principles to, and engage with, specialist and non-specialist audiences using a variety of formats

Teamwork and Professional Practice

6. As leader and in groups, apply *advanced* understanding of Divinity in formal ministry contexts and the wider community

Engagement with the World

7. Bring *developing* professional and vocational capacity to engagement with the challenges of contemporary Christianity, society and the wider world

Continuous Learning and Professional Development

8. Demonstrate a capacity for independent reflection and learning to sustain personal and professional development in Christian ministry

Occupational Functions of Graduates

1. Teacher or ordained minister in a congregation with responsibility for preaching, teaching, and preparing people for church membership,
2. Pastor with responsibility for providing leadership in various ministry and pastoral care contexts,
3. Leader able to take part in wider debates in the church, the denomination, or society with respect to interpreting and mediating the Christian tradition in the modern world,
4. Leader preparing for higher degrees in theology and ministry,
5. Teacher of diploma level units in the graduate's specialisation in a theological or Bible college.

Skills, Knowledge, and Attitudes Acquired by Graduates

1. Ability to interpret and critically evaluate the biblical deposit, especially those books which have played a crucial role in the development of the Christian tradition, with a comprehensive knowledge of their original context and their major themes and ideas,
2. Comprehensive and critical understanding of and ability to exegete biblical texts in their original language(s),
3. Comprehensive and critical understanding of the major theological tenets of the Christian faith which underpin any coherent theological world view and philosophy of ministry,
4. Skills in at least one area of pastoral ministry,
5. Comprehensive and critical understanding of the historical conditions under which theological worldviews have developed and are being shaped today,
6. Openness to the tradition of published scholarship and the diversity of viewpoints which characterise that scholarship in the various fields of the discipline of theology as essential

to understanding and respecting the discipline and as an integral part of the preparation for communicating the Christian tradition and contributing to the on-going enterprise of the community of scholars in the articulation and actualisation of the Christian faith.

GRADUATE DIPLOMA OF DIVINITY (AQF LEVEL 8 GRADUATE DIPLOMA, COURSE CODE 171)

Rationale
<ol style="list-style-type: none"> 1. Introduces graduate students to the sources and content of the Christian story and message at an advanced level, and provides training which combines articulation of this story and message with their application and practice in the contemporary world. 2. The course will be based on the disciplines by which knowledge of God is developed and articulated in the fields of: <ul style="list-style-type: none"> • Bible & Languages (LA, OT, NT, BB) • Christian Thought & History (TH, CH, PE) 3. It will also include units in the disciplines by which knowledge of God is applied to guide Christian practice in the three areas of the field of Ministry and Practice: <ul style="list-style-type: none"> • Evangelism & Missiology (EM) • Pastoral & Church Focused Ministry (PC) • Developmental Ministry (DM) 4. Through elective units students can: <ul style="list-style-type: none"> • Develop understanding in the Bible and Christian Thought & History • Develop particular ministry skills in the three areas of the field of Ministry & Practice
Admission Requirements
<p>Academic Qualifications: bachelor degree or equivalent</p> <p>Language Qualifications for NESB: IELTS 7.0 overall with a minimum of 7.0 in reading and writing, and 6.5 in listening and speaking OR 10 years in country experience</p> <p>Mature Age Entry: none</p>
Structure
<p>Unit Level: 500-600</p> <p>Overall cps: 32</p> <p>Length: 1 year F/T or P/T equivalent up to 4 years</p> <p>Foundational units</p> <ul style="list-style-type: none"> • Units in BB and/or OT and/or NT (from BB501, BB504, BB505, OT501, OT502, NT501, NT502): 8 cps • Christian Thought & History (CH, PE, TH): 4 cps <p>Additional units</p> <ul style="list-style-type: none"> • From any unit field: 20 cps
Rules
<p>Max cps per semester: 20</p> <ol style="list-style-type: none"> 1. Only specified pre-requisites apply to units in the Graduate Diploma of Divinity. The pre/co-requisites listed for Master of Divinity units do not apply to students enrolled in the Graduate Diploma of Divinity. 2. A maximum of 12 cps may be taken in Type B elective units. 3. A maximum of 16 cps may be studied in DSC mode, including no more than 8 cps in any

one field of study.

Learning Outcomes

Discipline Knowledge and Understanding

1. Demonstrate up-to-date *advanced* knowledge and understanding of selected fields of Divinity
2. Examine the biblical, theological and ministry foundations of Divinity

Inquiry and Analysis

3. Collect, analyse, evaluate and synthesise *advanced* Divinity scholarship in inquiry-based learning

Problem Solving and Integration

4. Construct evidence-based perspectives on *advanced* Divinity issues by using *recognised* source materials and scholarly literature, evaluating alternative explanations and drawing reasoned conclusions

Communication

5. Present *advanced* Divinity ideas, knowledge and principles to, and engage with, specialist and non-specialist audiences using a variety of formats

Teamwork and Professional Practice

6. As leader and in groups, apply *advanced* understanding of Divinity in formal ministry contexts and the wider community

Engagement with the World

7. Bring *developing* professional and vocational capacity to engagement with the challenges of contemporary Christianity, society and the wider world

Continuous Learning and Professional Development

8. Demonstrate a capacity for independent reflection and learning to sustain personal and professional development in Christian ministry

Occupational Functions of Graduates

1. Teacher or ordained minister in a congregation with responsibility for preaching, teaching, and preparing people for church membership,
2. Pastor with responsibility for providing leadership in various ministry and pastoral care contexts,
3. Leader able to take part in wider debates in the church, the denomination, or society with respect to interpreting and mediating the Christian tradition in the modern world,
4. Leader preparing for higher degrees in theology and ministry,
5. Teacher of diploma level units in the graduate's specialisation in a Theological or Bible college.

Skills, Knowledge, and Attitudes Acquired by Graduates

1. Ability to interpret and critically evaluate the biblical deposit, especially those books which have played a crucial role in the development of the Christian tradition, with a comprehensive knowledge of their original context and their major themes and ideas,
2. Comprehensive and critical understanding of and ability to exegete biblical texts in their original language(s),
3. Comprehensive and critical understanding of the major theological tenets of the Christian faith which underpin any coherent theological world view and philosophy of ministry,

4. Skills in at least one area of pastoral ministry,
5. Comprehensive and critical understanding of the historical conditions under which theological worldviews have developed and are being shaped today,
6. Openness to the tradition of published scholarship and the diversity of viewpoints which characterise that scholarship in the various fields of the discipline of theology as essential to understanding and respecting the discipline and as an integral part of the preparation for communicating the Christian tradition and contributing to the on-going enterprise of the community of scholars in the articulation and actualisation of the Christian faith.

MASTER OF MINISTRY (AQF LEVEL 9 MASTER DEGREE [EXTENDED], COURSE CODE 208)**Rationale**

1. Introduces graduate students to the sources and content of the Christian story and message, and provides training which emphasises application and practice of this story and message in the contemporary world.
2. Requires specialisation in disciplines by which knowledge of God is applied to guide Christian practice in at least two fields of the Ministry & Practice:
 - Evangelism & Missiology
 - Pastoral & Church Focused Ministry
 - Developmental Ministry
3. Integrates studies in the Bible and Christian tradition with practical experience and include supervised practice based learning where appropriate.
4. Through elective units students can:
 - Develop particular ministry skills in the three fields of the field of Ministry & Practice
 - Develop foundational understanding in the Bible and Christian Thought & History

Admission Requirements

Academic Qualifications: non-theological bachelor degree or equivalent

Language Qualifications for NESB: IELTS 7.0 overall with a minimum of 7.0 in reading and writing, and 6.5 in listening and speaking OR 10 years in country experience

Mature Age Entry: none

Structure

Unit Level: 500-600

Overall cps: 96

Length: 3 years F/T or P/T equivalent up to 9 years

Foundational units

- Old Testament (OT501 & OT502): 8cps
- New Testament (NT501 & NT502): 8cps
- Church History core: 4cps

Additional units

- Additional Church History: 4cps
- Theology: 12cps
- Biblical exegesis units (at least 4 cps in both OT & NT): 12cps
- Ministry & Practice (with a minimum of 4 cps from at least 2 fields): 24cps
- Electives (may include a maximum of 12cps Type B electives): 24cps

As part of the above units (in elective section or otherwise), all students must complete:

- **690 8 credit point (8,000 word) project in any unit field *; or
- **795 8 credit point (14,000 word) project in any unit field *; or
- a 4cps capstone experience unit

* Students who elect to complete a project as part of the course are required to complete, within the elective component of the course, *Research Methods for Ministry* RM091 or *Research Methods* RM095, as appropriate to their intended project focus, with students being required to indicate on their project proposal form which RM unit has been taken.

* Students are permitted to take both a capstone experience unit and a project as part of their course, but are only permitted to take one capstone experience unit.

Capstone experience:

It is a requirement of the AQF Level 9 Masters (extended) that graduates complete a substantial research-based project, a professionally focused project or a capstone experience.

A student having completed at least 64cps of the MMin would be eligible to complete a Capstone Experience. A generic set of learning outcomes and assessments related to capstone experiences are applied to individual units. Lecturers assess the Capstone Experience on a pass/fail basis, and the assessment/s would be moderated by the unit field moderator to ensure the learning outcomes had been met. Units could be taught as normal classes undertaking their usual assessment, while some students in the class could nominate to undertake the unit as a Capstone Experience, demonstrating how the material from the unit was utilised to achieve the learning outcomes of the Capstone Experience. A unit taken as a Capstone Experience would be coded using the same unit codes with the addition of a post nominal *, e.g PC634* Leadership in Christian Ministry; EM618* Ministry in a Culturally Diverse Context. In this way students will meet the AQF requirement to 'plan and execute a substantial research-based project, capstone experience and/or professionally focused project'.

A student can attend a normal class within a particular unit and nominate to undertake the unit as a Capstone Experience. The student's assessment for 4 credit points will be 6000-7000 words and needs to demonstrate how the material from the unit was utilised to achieve the learning outcomes, deriving its substance by drawing on and integrating across the three departments and the sum of the student's learning to date.

Integration

A Capstone Experience is primarily about integration of the key features of a student's learning within the three departments (up to the nine fields of study) previously undertaken and in forming a bridge from college study to the professional world. A student demonstrates the capacity to apply him/herself to a particular department (say Ministry & Practice) and synthesise learning from the other two departments (Christian Thought and Bible & Languages).

Learning Outcomes

At the completion of a Capstone Experience students will be able to:

1. Demonstrate integration of the key features of learning from all three departments undertaken in their study
2. Critically examine learning from Old and New Testaments, theology, history and other electives undertaken in Christian Thought and Ministry & Practice
3. Synthesise the application of knowledge, learning and practice into their specific assessment/s
4. Demonstrate the capacity to reflect upon personal maturity and self-development
5. Synthesise college learning experiences with the professional world towards work readiness

Assessments

The Capstone Experience is on a pass/fail basis. A student needs to complete 6000-7000 words at 4cps. This can be from one major assessment or two to three individual pieces. The kind of assessments available include, but not exclusive to:

Research orientated

- *Project-based learning*

- specific project content to a specific goal with recommendations
- *Problem-based learning*
 - a specific problem to be solved to stimulate and situate learning
- *Case study analysis*
 - participated centred learning emphasis on collaboration, cooperation, self-observation and reflection
- *Leadership education*
 - explicit leadership skills development based on learned behaviour and skills providing a balance approach to work and life and self-awareness

Practice orientated

- *Service learning*
 - participate in an organised service activity meets community needs impacting student's personal, attitudinal, moral, social and cognitive outcomes
- *Work placements*
 - a field placement undertaken as part of the unit of study, supervisor should monitor student's progress and assessment of student learning
- *Internships*
 - directly linked to the student's future professional world and unit of study developing a strategic focus on structured work based learning
- *Simulations or virtual learning environments*
 - learning to engage with industry and professional practice in a stimulated setting
- *Immersion experiences*
 - participant centred short-term field-based approach such as travel study tour, community projects

Plus the normal assessments of essay writing, reflective writing, class presentations, critical analysis, theoretical paper, report, seminar paper.

Rules

Max cps per semester: 20

1. No more than 40 cps of foundational level units can be counted in a student's course of study. Biblical language units (LA0**) are not counted as foundational level units for the purposes of this requirement.
2. 600 level units with specific conditions may be taken when the pre-requisite or co-requisite or required units have been successfully completed and/or any co-requisite unit is taken concurrently.
3. 700 level units (4cps each) may be taken once 64 cps have been successfully completed. Students can claim credit for up to two 4cp 700 level units (8 cps total) in the Master of Arts (Theology) or Master of Arts (Ministry) from successfully completed 700 level units in their Master of Ministry program.
4. A maximum of 12 cps may be taken in Type B elective units.
5. A maximum of 16 cps may be studied in DSC mode, including no more than 8 cps in any one field of study.

Learning Outcomes

Discipline knowledge and understanding

1. Demonstrate up-to-date *extended* knowledge and understanding of Ministry, including the spiritual and ethical implications
2. Discuss the *essential* research principles and methods used in Ministry

Inquiry and analysis

3. Utilise, and reflect upon *prior knowledge and experience*, and use and reflect critically on, current knowledge, ideas and practice in Ministry in inquiry based learning

Problem solving and integration

4. Integrate and synthesise *extended* learning and knowledge from a *wide range of sources and contexts* in the investigation of problems and issues in Ministry scholarship and practice

Research

5. Plan and execute a research project or capstone experience by asking questions and identifying problems and using appropriate Ministry research principles and methods

Communication

6. Present *extended* Ministry knowledge, ideas and principles to, and engage with, specialist as well as non-specialist audiences using a variety of formats

Teamwork and professional practice

7. As leader and in groups, apply *extended* understanding of Ministry in formal ministry contexts and the wider community

Engagement with the world

8. Bring *enhanced* professional and vocational capacity to engagement with the challenges of contemporary Christianity, society and the wider world

Continuous learning and development

9. Demonstrate *readiness for research* at a higher level in capacity for wide reading, analytical rigour and independent thinking

Occupational Functions of Graduates

1. Teacher or ordained minister in a congregation with responsibility for preaching, teaching, and preparing people for church membership,
2. Pastor with responsibility for providing leadership in various ministry and pastoral care contexts,
3. Ministry in culturally diverse contexts
4. Leader able to take part in wider debates in the church, the denomination, or society with respect to interpreting and mediating the Christian tradition in the modern world,
5. Leader preparing for higher degrees in theology and ministry,
6. Teacher of diploma level units in the graduate's specialisation in a theological or Bible college.

MASTER OF DIVINITY (AQF LEVEL 9 MASTER DEGREE [EXTENDED], COURSE CODE 172)

Rationale
<ol style="list-style-type: none"> 1. Introduces graduate students to the sources and content of the Christian story and message at an advanced level, and provides training which combines articulation of this story and message with their application and practice in the contemporary world. The course will include the <i>essential</i> research principles and methods used in Divinity as preparation for higher degrees in Theology and Ministry. 2. The course will be based on the disciplines by which knowledge of God is developed and articulated in the fields of: <ul style="list-style-type: none"> • Bible and Languages (LA, OT, NT, BB) • Christian Thought & History (TH, CH, PE) 3. It will also include units in the disciplines by which knowledge of God is applied to guide Christian practice in the three areas of the field of Ministry and Practice: <ul style="list-style-type: none"> • Evangelism & Missiology (EM) • Pastoral & Church Focused Ministry (PC) • Developmental Ministry (DM) 4. Through elective units students can: <ul style="list-style-type: none"> • Develop advanced understanding in the Bible and Christian Thought & History • Develop particular ministry skills in the three areas of the field of Ministry & Practice
Admission Requirements
<p>Academic Qualifications: non-theological bachelor degree or equivalent</p> <p>Language Qualifications for NESB: IELTS 7.0 overall with a minimum of 7.0 in reading and writing, and 6.5 in listening and speaking OR 10 years in country experience</p> <p>Mature Age Entry: none</p>
Structure
<p>Unit Level: 500-600</p> <p>Overall cps: 96</p> <p>Length: 3 years F/T or P/T equivalent up to 9 years</p> <p>Foundational units</p> <ul style="list-style-type: none"> • Language (LA003A & LA003B; OR LA004A & LA004B): 8cps • Old Testament core (OT501 & OT502): 8cps • New Testament core (NT501 & NT502): 8cps • Church History core (from CH501–CH505): 4cps <p>Additional units</p> <ul style="list-style-type: none"> • Additional Church History. Students who took CH505 must complete either CH502 or an advanced level CH unit: 4cps • Biblical exegesis units (with a minimum of 4 cps from OT & 4 cps from NT, including a minimum of 8 cps in original language): 16 cps • Christian Thought & History (CH, PE, TH), including at least 12 cps in Theology at 600 level: 16 cps • Ministry & Practice (EM, PC, DM): 8 cps • Elective units: 24 cps

As part of the above units (in elective section or otherwise), all students must complete:

- **690 8 credit point (8,000 word) project in any unit field *; or
- **795 8 credit point (14,000 word) project in any unit field *; or
- a 4cps capstone experience unit

* Students are permitted to take both a capstone experience unit and a project as part of their course, but are only permitted to take one capstone experience unit.

Capstone experience:

The aim of the MDiv is to guide graduate students in a systematic manner to the acquisition of the body of coherent knowledge that is the classical discipline of theology as a means not only of preparing men and women for the responsibility of communicating Christian knowledge, but also for advance degrees in theology and ministry. It is a requirement of the AQF Level 9 Masters (extended) that graduates complete a substantial research-based project, a professionally focused project or a capstone experience.

A student having completed at least 64cps of the Master of Divinity would be eligible to complete a Capstone Experience. A generic set of learning outcomes and assessments related to capstone experiences are applied to individual units. Lecturers assess the Capstone Experience on a pass/fail basis, and the assessment/s would be moderated by the unit field moderator to ensure the learning outcomes had been met. Units could be taught as normal classes undertaking their usual assessment, while some students in the class could nominate to undertake the unit as a Capstone Experience, demonstrating how the material from the unit was utilised to achieve the learning outcomes of the Capstone Experience. A unit taken as a Capstone Experience would be coded using the same unit codes with the addition of a post nominal *, e.g PC634* Leadership in Christian Ministry; EM618* Ministry in a Culturally Diverse Context. In this way students will meet the AQF requirement to 'plan and execute a substantial research-based project, capstone experience and/or professionally focused project'.

A student can attend a normal class within a particular unit and nominate to undertake the unit as a Capstone Experience. The student's assessment for 4 credit points will be 6000-7000 words and needs to demonstrate how the material from the unit was utilised to achieve the learning outcomes, deriving its substance by drawing on and integrating across the three departments and the sum of the student's learning to date.

Integration

A Capstone Experience is primarily about integration of the key features of a student's learning within the three departments (up to the nine fields of study) previously undertaken and in forming a bridge from college study to the professional world. A student demonstrates the capacity to apply him/herself to a particular department (say Ministry & Practice) and synthesise learning from the other two departments (Christian Thought and Bible & Languages).

Learning Outcomes

At the completion of a Capstone Experience students will be able to:

1. Demonstrate integration of the key features of learning from all three departments undertaken in their study
2. Critically examine learning from Old and New Testaments, theology, history and other electives undertaken in Christian Thought & History and Ministry & Practice
3. Synthesise the application of knowledge, learning and practice into their specific assessment/s
4. Demonstrate the capacity to reflect upon personal maturity and self-development
5. Synthesise college learning experiences with the professional world towards work readiness

Assessments

The Capstone Experience is on a pass/fail basis. A student needs to complete 6000-7000 words at 4cps. This can be from one major assessment or two to three individual pieces. The kind of assessments available include, but not exclusive to:

Research orientated

- *Project-based learning*
 - specific project content to a specific goal with recommendations
- *Problem-based learning*
 - a specific problem to be solved to stimulate and situate learning
- *Case study analysis*
 - participated centred learning emphasis on collaboration, cooperation, self-observation and reflection
- *Leadership education*
 - explicit leadership skills development based on learned behaviour and skills providing a balance approach to work and life and self-awareness

Reflection on Practice orientated

- *Service learning*
 - participate in an organised service activity meets community needs impacting student's personal, attitudinal, moral, social and cognitive outcomes
- *Work placements*
 - a field placement undertaken as part of the unit of study, supervisor should monitor student's progress and assessment of student learning
- *Internships*
 - directly linked to the student's future professional world and unit of study developing a strategic focus on structured work based learning
- *Simulations or virtual learning environments*
 - learning to engage with industry and professional practice in a stimulated setting
- *Immersion experiences*
 - participant centred short-term field-based approach such as travel study tour, community projects

Plus the normal assessments of essay writing, reflective writing, class presentations, critical analysis, theoretical paper, report, seminar paper.

Rules

Max cps per semester: 20

1. No more than 40 cps of foundational level units (500 level) can be counted in a student's course of study. Biblical language units (LA0**) are not counted as foundational level units for this requirement.
2. 600 level units with specific conditions may be taken when the pre-requisite or co-requisite or required units have been successfully completed and/or any co-requisite unit is taken concurrently.
3. 700 level units (4cps each) may be taken once 64 cps have been successfully completed. Students can claim credit for up to two 4cp 700 level units (8 cps total) in the Master of Arts (Theology) or Master of Arts (Ministry) from successfully completed 700 level units in their Master of Divinity program.
4. A maximum of 12 cps may be taken in Type B elective units.
5. A maximum of 16 cps may be studied in DSC mode, including no more than 8 cps in any one field of study.

Learning Outcomes

Discipline Knowledge and Understanding

1. Demonstrate up-to-date *extended* knowledge and understanding of Divinity, including the spiritual and ethical implications
2. Discuss the *essential* research principles and methods used in Divinity

Inquiry and Analysis

3. Utilise, and reflect upon *prior knowledge and experience*, and use and reflect critically on, current knowledge, ideas and practice in Divinity in inquiry based learning

Problem Solving and Integration

4. Integrate and synthesise *extended* learning and knowledge from *a wide range of sources and contexts* in the investigation of problems and issues in Divinity scholarship and practice

Research

5. Plan and execute a research project or capstone experience by asking questions and identifying problems and using appropriate Divinity research principles and methods

Communication

6. Present *extended* Divinity knowledge, ideas and principles to, and engage with, specialist as well as non-specialist audiences using a variety of formats

Teamwork and Professional Practice

7. As leader and in groups, apply *extended* understanding of Divinity in formal ministry contexts and the wider community

Engagement With the World

8. Bring *enhanced* professional and vocational capacity to engagement with the challenges of contemporary Christianity, society and the wider world

Continuous Learning and Professional Development

9. Demonstrate *readiness for research* at a higher level in capacity for wide reading, analytical rigour and independent thinking

Skills, Knowledge, and Attitudes Acquired by Graduates

1. Ability to interpret and critically evaluate the biblical deposit, especially those books which have played a crucial role in the development of the Christian tradition, with a comprehensive knowledge of their original context and their major themes and ideas,
2. Comprehensive and critical understanding of and ability to exegete biblical texts in their original language(s),
3. Comprehensive and critical understanding of the major theological tenets of the Christian faith which underpin any coherent theological world view and philosophy of ministry,
4. Skills in at least one area of pastoral ministry,
5. Comprehensive and critical understanding of the historical conditions under which theological worldviews have developed and are being shaped today,
6. Openness to the tradition of published scholarship and the diversity of viewpoints which characterise that scholarship in the various fields of the discipline of theology as essential to understanding and respecting the discipline and as an integral part of the preparation for communicating the Christian tradition and contributing to the on-going enterprise of the community of scholars in the articulation and actualisation of the Christian faith.

**MASTER OF DIVINITY / GRADUATE DIPLOMA OF DIVINITY
COMBINED AWARD (COURSE CODE 181, COMBINING COURSES 172 AND 171)**

Rationale

1. Introduces graduate students to the sources and content of the Christian story and message with greater breadth than the Master of Divinity, and provides training which combines articulation of this story and message with their application and practice in the contemporary world. The course will include the *essential* research principles and methods used in Divinity as preparation for higher degrees in Theology and Ministry.
2. The combined course in Divinity will be based on the disciplines by which knowledge of God is developed and articulated in the fields of:
 - Bible & Languages (LA, OT, NT, BB)
 - Christian Thought & History (TH, CH, PE)
3. It will also include units in the disciplines by which knowledge of God is applied to guide Christian practice in the three areas of the field of Ministry and Practice:
 - Evangelism & Missiology (EM)
 - Pastoral & Church Focused Ministry (PC)
 - Developmental Ministry (DM)
4. Through elective units students can:
 - Develop advanced understanding in the Bible and Christian Thought & History
 - Develop particular ministry skills in the three areas of the field of Ministry & Practice

Admission Requirements

Academic Qualifications: non-theological bachelor degree or equivalent

Language Qualifications for NESB: IELTS 7.0 overall with a minimum of 7.0 in reading and writing, and 6.5 in listening and speaking OR 10 years in country experience

Mature Age Entry: none

Structure

Unit Level: 500-600

Overall cps: 128

Length: 4 years F/T or P/T equivalent up to 12 years

Foundational units

- Language (LA003A & LA003B; OR LA004A & LA004B): 8cps
- Old Testament core (OT501 & OT502): 8 cps
- New Testament core (NT501 & NT502): 8 cps
- Church History core (CH501 – CH505): 4 cps

Additional units

- Additional Church History. Students who took CH505 must complete either CH502 or an advanced level CH unit: 4 cps
- Biblical exegesis units (with a minimum of 4 cps from OT & 4 cps from NT, and including a minimum of 8 cps in original language): 16 cps
- Christian Thought & History (CH, PE, TH), including at least 12 cps in Theology at 600 level: 16 cps
- Ministry & Practice (EM, PC, DM): 8 cps
- Elective units: 56 cps

As part of the above units (in elective section or otherwise), all students must complete:

- **690 8 credit point (8,000 word) project in any unit field *; or
- **795 8 credit point (14,000 word) project in any unit field *; or
- a 4cps capstone experience unit (see below)

* Students are permitted to take both a capstone experience unit and a project as part of their course, but are only permitted to take one capstone experience unit.

Capstone experience:

The aim of the MDiv is to guide graduate students in a systematic manner to the acquisition of the body of coherent knowledge that is the classical discipline of theology as a means not only of preparing men and women for the responsibility of communicating Christian knowledge, but also for advance degrees in theology and ministry. It is a requirement of the AQF Level 9 Masters (extended) that graduates complete a substantial research-based project, a professionally focused project or a capstone experience

A student having completed at least 64cps of the Master of Divinity would be eligible to complete a Capstone Experience. A generic set of learning outcomes and assessments related to capstone experiences are applied to individual units. Lecturers assess the Capstone Experience on a pass/fail basis, and the assessment/s would be moderated by the unit field moderator to ensure the learning outcomes had been met. Units could be taught as normal classes undertaking their usual assessment, while some students in the class could nominate to undertake the unit as a Capstone Experience, demonstrating how the material from the unit was utilised to achieve the learning outcomes of the Capstone Experience. A unit taken as a Capstone Experience would be coded using the same unit codes with the addition of a post nominal *, e.g PC634* Leadership in Christian Ministry; EM618* Ministry in a Culturally Diverse Context. In this way students will meet the AQF requirement to 'plan and execute a substantial research-based project, capstone experience and/or professionally focused project'.

A student can attend a normal class within a particular unit and nominate to undertake the unit as a Capstone Experience. The student's assessment for 4 credit points will be 6000-7000 words and needs to demonstrate how the material from the unit was utilised to achieve the learning outcomes, deriving its substance by drawing on and integrating across the three departments and the sum of the student's learning to date.

Integration

A Capstone Experience is primarily about integration of the key features of a student's learning within the three departments (up to the nine fields of study) previously undertaken and in forming a bridge from college study to the professional world. A student demonstrates the capacity to apply him/herself to a particular department (say Ministry & Practice) and synthesise learning from the other two departments (Christian Thought and Bible & Languages).

Learning Outcomes

At the completion of a Capstone Experience students will be able to:

1. Demonstrate integration of the key features of learning from all three departments undertaken in their study
2. Critically examine learning from Old and New Testaments, theology, history and other electives undertaken in Christian Thought and Ministry & Practice
3. Synthesise the application of knowledge, learning and practice into their specific assessment/s
4. Demonstrate the capacity to reflect upon personal maturity and self-development
5. Synthesise college learning experiences with the professional world towards work readiness

Assessments

The Capstone Experience is on a pass/fail basis. A student needs to complete 6000-7000 words

at 4cps. This can be from one major assessment or two to three individual pieces. The kind of assessments available include, but not exclusive to:

Research orientated

- *Project-based learning*
– specific project content to a specific goal with recommendations
- *Problem-based learning*
– a specific problem to be solved to stimulate and situate learning
- *Case study analysis*
– participated centred learning emphasis on collaboration, cooperation, self-observation and reflection
- *Leadership education*
– explicit leadership skills development based on learned behaviour and skills providing a balance approach to work and life and self-awareness

Reflection on Practice orientated

- *Service learning*
– participate in an organised service activity meets community needs impacting student's personal, attitudinal, moral, social and cognitive outcomes
- *Work placements*
– a field placement undertaken as part of the unit of study, supervisor should monitor student's progress and assessment of student learning
- *Internships*
– directly linked to the student's future professional world and unit of study developing a strategic focus on structured work based learning
- *Simulations or virtual learning environments*
– learning to engage with industry and professional practice in a stimulated setting
- *Immersion experiences*
– participant centred short-term field-based approach such as travel study tour, community projects

Plus the normal assessments of essay writing, reflective writing, class presentations, critical analysis, theoretical paper, report, seminar paper.

Rules

Max cps per semester: 20

1. No more than 52 cps of foundational level units (500 level) can be counted in a student's course of study. Biblical language units (LA0**) are not counted as foundational level units for this requirement.
2. 600 level units with specific conditions may be taken when the pre-requisite or co-requisite or required units have been successfully completed and/or any co-requisite unit is taken concurrently.
3. 700 level units (4cps each) may be taken once 64 cps have been successfully completed. Students can claim credit for up to two 4cp 700 level units (8 cps total) in the Master of Arts (Theology) or Master of Arts (Ministry) from successfully completed 700 level units in their program.
4. A maximum of 16 cps may be taken in Type B elective units.
5. A maximum of 16 cps may be studied in DSC mode, including no more than 8 cps in any one field of study.

Learning Outcomes

Discipline Knowledge and Understanding

1. Demonstrate *wider up-to-date extended* knowledge and understanding of Divinity, including the spiritual and ethical implications
2. Discuss the *essential* research principles and methods used in Divinity

Inquiry and Analysis

3. Utilise, and reflect upon prior knowledge and experience, and use and reflect critically on, *a wider range of current knowledge, ideas and practice* in Divinity in inquiry based learning

Problem Solving and Integration

4. Integrate and synthesize learning and knowledge from a *wider range of sources and contexts* in the investigation of problems and issues in Divinity scholarship and practice

Research

5. Plan and execute a research project or capstone experience by asking questions and identifying problems and using appropriate Divinity research principles and methods

Communication

6. Present *a wider range of extended* Divinity knowledge, ideas and principles to, and engage with, specialist as well as non-specialist audiences using a variety of formats

Teamwork and Professional Practice

7. As leader and in groups, apply *a wider range of extended* understanding of Divinity in formal ministry contexts and the wider community

Engagement with the World

8. Bring *enhanced* professional and vocational capacity to engagement with the challenges of contemporary Christianity, society and the wider world

Continuous Learning and Professional Practice

9. Demonstrate *readiness for research* at a higher level in capacity for wide reading, analytical rigour and independent thinking

Occupational Functions of Graduates

1. Teacher or ordained minister in a congregation with responsibility for preaching, teaching, and preparing people for church membership,
2. Pastor with responsibility for providing leadership in various ministry and pastoral care contexts,
3. Leader able to take part in wider debates in the church, the denomination, or society with respect to interpreting and mediating the Christian tradition in the modern world,
4. Leader preparing for higher degrees in theology and ministry,
5. Teacher of diploma level units in the graduate's specialisation in a theological or Bible college.

Skills, Knowledge, and Attitudes Acquired by Graduates

1. Ability to interpret and critically evaluate the biblical deposit, especially those books which have played a crucial role in the development of the Christian tradition, with a comprehensive knowledge of their original context and their major themes and ideas,
2. Comprehensive and critical understanding of and ability to exegete biblical texts in their original language(s),
3. Comprehensive and critical understanding of the major theological tenets of the Christian faith which underpin any coherent theological world view and philosophy of ministry,
4. Skills in at least one area of pastoral ministry,
5. Comprehensive and critical understanding of the historical conditions under which

theological worldviews have developed and are being shaped today,

6. Openness to the tradition of published scholarship and the diversity of viewpoints which characterise that scholarship in the various fields of the discipline of theology as essential to understanding and respecting the discipline and as an integral part of the preparation for communicating the Christian tradition and contributing to the on-going enterprise of the community of scholars in the articulation and actualisation of the Christian faith.

**GRADUATE CERTIFICATE OF CHRISTIAN STUDIES (AQF LEVEL 8 GRADUATE CERTIFICATE,
COURSE CODE 196)**

Rationale
<ol style="list-style-type: none"> 1. Introduces graduate students with a non-theology background to the sources and content of the Christian story and message, and provides training which emphasises application of this story to life in the world, including professional and vocational life. The course will prepare students for postgraduate study by developing research skills and applying skills appropriate to Theology and Christian Studies. 2. The course will be based on the disciplines by which knowledge of God is developed and articulated in two main fields: <ul style="list-style-type: none"> • Bible & Languages (LA, OT, NT, BB) • Christian Thought & History (TH, CH, PE) 3. It will also provide an approach to synthesizing this understanding with particular occupational and/or life interests in 'integrated studies' (IN). 4. Through elective units students can: <ul style="list-style-type: none"> • Develop understanding in the Bible and Christian Thought & History • Develop particular practical ministry skills in the three areas of the field of Ministry & Practice (EM, PC, DM)
Admission Requirements
<p>Academic Qualifications: non-theological undergraduate degree or equivalent</p> <p>Language Qualifications for NESB: IELTS 7.0 overall with a minimum of 7.0 in reading and writing, and 6.5 in listening and speaking OR 10 years in country experience</p> <p>Mature Age Entry: none</p>
Structure
<p>Unit Level: 500-600</p> <p>Overall cps: 16</p> <p>Length: 6 months F/T or P/T equivalent up to 2 years</p> <ul style="list-style-type: none"> • 500 level units from BB and/or OT and/or NT and/or TH and/or CH: 8 cps • TH and/or PE: 8 cps
Rules
<ol style="list-style-type: none"> 1. Only specified pre-requisites apply to units in the Graduate Certificate of Christian Studies. The pre/co-requisites listed for Master of Divinity units do not apply to students enrolled in the Graduate Certificate of Christian Studies. 2. A maximum of 12 cps may be taken in Type B elective units. 3. A maximum of 16 cps may be studied in DSC mode, including no more than 8 cps in any one field of study.
Learning Outcomes
Discipline Knowledge and Understanding

1. Demonstrate up-to-date advanced knowledge and understanding of foundational level Christian Studies, including the spiritual and ethical implications
2. Examine the interaction between Christian Studies and at least one other non-theological field of knowledge and understanding or life interest

Inquiry and Analysis

3. Collect, analyse, evaluate and synthesise advanced scholarship in Christian Studies and other non-theological fields of knowledge and understanding in inquiry-based learning

Problem Solving and Integration

4. Synthesise Christian Studies with at least one other non-theological field of knowledge and understanding or life interest
5. Construct evidence-based perspectives on advanced issues in Christian Studies and other non-theological fields of knowledge and understanding by using recognised source materials and scholarly literature, evaluating alternative explanations and drawing reasoned conclusions

Communication

5. Present advanced ideas, knowledge and principles in Christian Studies and other non-theological fields of knowledge and understanding to, and engage with, specialist and non-specialist audiences using a variety of formats

Teamwork and Professional Practice

6. As leader and in groups, apply advanced understanding of Christian Studies in formal ministry contexts and the wider community

Engagement with the World

7. Bring developing professional and vocational capacity to engagement with the challenges of contemporary Christianity, society and the wider world

Continuous Learning and Professional Development

8. Demonstrate a capacity for independent reflection and learning to sustain personal and professional development in Christian ministry

Occupational Functions of Graduates

1. Graduates of the course will normally continue in their chosen secular professions but will have the understandings and skills to integrate these with their Christian perspective and commitment,
2. Depending on the units taken in the course, a graduate might be expected to participate as a member of a church educational or pastoral ministry team under the leadership of a well-qualified practitioner.

Skills, Knowledge, and Attitudes Acquired by Graduates

1. Skills in biblical exegesis, the practice of hermeneutics or interpretation, and theological reflection in such a way as to bring their theological insights to bear upon the world they face and on their roles and occupations in it,
2. Ability to integrate and synthesise insights gained from the student's program of study with his or her vocational and/or life interests,
3. Ability to investigate by means of the project the particular interface of theological study and the world of work and/or life interest of the student;
4. Demonstrate knowledge and competence in their analysis of texts and ideas, undertake reading at greater depth and breadth than that expected of undergraduates, and show ability to read across viewpoints with understanding and to report these with empathy,
5. Display an ability to present well-structured and coherent arguments,

6. Demonstrate ability in all units undertaken to arrive at independent judgments and conclusions, and to engage in constructing their own theological world-view with attention to the deposit of faith and contemporary world-views,
7. Develop a critical appreciation of the historical context of Christian thought and practice and gain a critical appreciation of relevant cultural issues from a Christian perspective.

**GRADUATE DIPLOMA OF CHRISTIAN STUDIES (AQF LEVEL 8 GRADUATE DIPLOMA,
COURSE CODE 173)**

Rationale
<ol style="list-style-type: none"> 1. Introduces graduate students to the sources and content of the Christian story and message, and provides training which emphasizes application of this story to life in the world, including professional and vocational life. It is intended to enable students to apply a Christian perspective and commitment to their life in the world, including their professional and vocational life. 2. A course in Christian Studies will be based on the disciplines by which knowledge of God is developed and articulated in two main fields: <ul style="list-style-type: none"> • Bible & Languages (LA, OT, NT, BB) • Christian Thought & History (TH, CH, PE) 3. It will also provide an approach to synthesizing this understanding with particular occupational and/or life interested in 'integrated studies' (IN). 4. Through elective units students can: <ul style="list-style-type: none"> • Develop understanding in the Bible and Christian Thought & History • Develop particular practical ministry skills in the three areas of the field of Ministry & Practice (EM, PC, DM)
Admission Requirements
<p>Academic Qualifications: 3 year non-theological undergraduate degree or equivalent</p> <p>Language Qualifications for NESB: IELTS 7.0 overall with a minimum of 7.0 in reading and writing, and 6.5 in listening and speaking OR 10 years in country experience</p> <p>Mature Age Entry: none</p>
Structure
<p>Unit Level: 500-600</p> <p>Overall cps: 32</p> <p>Length: 1 year F/T or P/T equivalent up to 4 years</p> <p>Foundational units</p> <ul style="list-style-type: none"> • 500 level units in BB and/or OT and/or NT: 8 cps • 500 level units in CH/TH: 4 cps • 500 level units in BB/OT/NT/TH/CH: 4 cps <p>Additional units</p> <ul style="list-style-type: none"> • TH and/or PE: 8 cps • 600 level units: 4 cps • project (IN650): 4 cps <p>Guidelines for the Project (IN650)</p> <p>(a) Prerequisites: IN650 (4 cp) can only be attempted once 16 cps have been satisfactorily completed in the course.</p> <p>(b) Objectives: The Project allows the opportunity to undertake sustained, in-depth research in the area of the integration of their professional and life interests with particular aspects of the Christian tradition.</p>

Students will pursue in depth a topic of personal and/or vocational interest not studied elsewhere in the degree; to enable students to develop research skills at an advanced level, particularly if articulation to a research degree is anticipated; to enhance the integration of the students' professional and/or life interests with particular aspects of theological and biblical studies.

(c) Method of Assessment:

The 4 cp project (IN650) should be marked internally and moderated by the appropriate field moderator.

(d) Guidelines and Process:

For guidelines on the procedures and examination of projects, please see "Guidelines for Projects" in the ACT handbooks.

Rules

Max cps per semester: 20

1. Students must not enrol in more than 20 cps in any one semester. Only specified pre-requisites apply to units in the Graduate Diploma of Christian Studies. The pre/co-requisites listed for 500-600 level units do not apply to students enrolled in the Graduate Diploma of Christian Studies.
2. A maximum of 12 cps may be taken in Type B elective units.
3. A maximum of 16 cps may be studied in DSC mode, including no more than 8 cps in any one field of study.

Learning Outcomes

Discipline Knowledge and Understanding

1. Demonstrate up-to-date *advanced* knowledge and understanding of *foundational level* Christian Studies, including the spiritual and ethical implications
2. Examine the interaction between Christian Studies and at least one other non-theological field of knowledge and understanding or life interest
3. Discuss the *essential* research principles and methods used to investigate the relationship of Christian Studies with other non-theological fields of knowledge and understanding or life interest

Inquiry and Analysis

4. Collect, analyse, evaluate and synthesise *advanced* scholarship in Christian Studies and other non-theological fields of knowledge and understanding in inquiry-based learning

Problem Solving and Integration

5. Synthesise Christian Studies with at least one other non-theological field of knowledge and understanding or life interest
6. Construct evidence-based perspectives on *advanced* issues in Christian Studies and other non-theological fields of knowledge and understanding by using recognised source materials and scholarly literature, evaluating alternative explanations and drawing reasoned conclusions

Research

7. Plan and execute a research project by asking questions and identifying problems and using appropriate research principles and methods for relating Christian Studies with another field of knowledge and understanding or life interest

Communication

8. Present *advanced* ideas, knowledge and principles in Christian Studies and other non-theological fields of knowledge and understanding to, and engage with, specialist and

non-specialist audiences using a variety of formats

Teamwork and Professional Practice

9. As leader and in groups, apply *advanced* understanding of Christian Studies in formal ministry contexts and the wider community

Engagement with the World

10. Bring *developing* professional and vocational capacity to engagement with the challenges of contemporary Christianity, society and the wider world

Continuous Learning and Professional Practice

11. Demonstrate a capacity for independent reflection and learning to sustain personal and professional development in Christian ministry

Occupational Functions of Graduates

1. Graduates of the course will normally continue in their chosen secular professions but will have the understandings and skills to integrate these with their Christian perspective and commitment,
2. Depending on the units taken in the course, a graduate might be expected to participate as a member of a church educational or pastoral ministry team under the leadership of a well-qualified practitioner.

Skills, Knowledge, and Attitudes Acquired by Graduates

1. Skills in biblical exegesis, the practice of hermeneutics or interpretation, and theological reflection in such a way as to bring their theological insights to bear upon the world they face and on their roles and occupations in it,
2. Ability to integrate and synthesize insights gained from the student's program of study with his or her vocational and/or life interests,
3. Ability to investigate by means of the project the particular interface of theological study and the world of work and/or life interest of the student;
4. Demonstrate knowledge and competence in their analysis of texts and ideas, undertake reading at greater depth and breadth than that expected of undergraduates, and show ability to read across viewpoints with understanding and to report these with empathy,
5. Display an ability to present well-structured and coherent arguments,
6. Demonstrate ability in all units undertaken to arrive at independent judgments and conclusions, and to engage in constructing their own theological world-view with attention to the deposit of faith and contemporary world-views,
7. Develop a critical appreciation of the historical context of Christian thought and practice and gain a critical appreciation of relevant cultural issues from a Christian perspective.

**MASTER OF ARTS (CHRISTIAN STUDIES) (AQF LEVEL 9 MASTER DEGREE [COURSEWORK],
COURSE CODE 174)**

Rationale

1. Introduces graduate students to the sources and content of the Christian story and message, and provides training which emphasises application of this story to life in the world, including professional and vocational life. It is intended to enable students to apply a Christian perspective and commitment to their life in the world, including their professional and vocational life. The course will include an introduction to the research principles and methods applicable to the specialised study of Christian Studies.
2. The course will be based on the disciplines by which knowledge of God is developed and articulated in two main fields:
 - Languages and Bible (LA, OT, NT, BB)
 - Christian Thought & History (TH, CH, PE)
3. It will also provide an approach to synthesising this understanding with particular occupational and/or life interested in integrated studies.
4. Through elective units students can:
 - Develop understanding in the Bible and Christian Thought & History
 - Develop particular practical ministry skills in the three areas of the field of Ministry & Practice (EM, PC, DM)

Admission Requirements

Academic Qualifications: 3 yr non-theological undergraduate degree or equivalent

Language Qualifications for NESB: IELTS 7.0 overall with a minimum of 7.0 in reading and writing, and 6.5 in listening and speaking

Mature Age Entry: none

Structure

Unit Level: 500-700

Overall cps: 64

Length: 2 years F/T or P/T equivalent up to 8 years

First phase:

Graduate Diploma of Christian Studies

Unit Level: 500-600

Overall cps: 32

Length: 1 year F/T or P/T

- 8 cps from 500 level units in BB and/or OT and/or NT
- 4 cps from 500 level units in CH / TH
- 4 cps from 500 level units in BB / OT / NT / TH / CH
- 8 cps from TH and/or PE
- 4 cps 600 level units
- 4 cp individual study unit (IN650).

This project may be deferred unit if the student wishes to take IN792 (12 credit point

project) at the end of the MA(ChrStuds) program, or replaced with another 600 level 4cp unit (but students then are not eligible to graduate with the Graduate Diploma of Christian Studies without IN650).

Second phase:

Unit Level: 700

Overall cps: 32

Length: 1 year F/T or P/T

- 6 cps in units chosen from the field of Integrative Studies (IN7**)
- 18 cps elective units from any unit field at 700 level
- Project: IN791 8cps (Students who deferred IN650 in the first phase of the course may choose to take IN792 12cps project) relating to student's non-theological studies

Guidelines for the Project (IN791/2):

Prerequisites

IN791 or IN792 can only be attempted once 48 cps have been satisfactorily completed.

Objectives

The Project allows the opportunity to undertake sustained, in-depth research in the area of the integration of their professional and life interests with particular aspects of the Christian tradition. Students will pursue in depth a topic of personal and/or vocational interest not studied elsewhere in the degree; to enable students to develop research skills at an advanced level, particularly if articulation to a research degree is anticipated; to enhance the integration of the students' professional and/or life interests with particular aspects of theological and biblical studies.

Method of Assessment

The project IN791 or IN792 is marked by an external examiner.

Guidelines and Process

For guidelines on the procedures and examination of projects, please see "Guidelines for Projects" in the ACT handbooks.

Rules

Max cps per semester: 20

600 level units with specific conditions may be taken when the pre-requisite or co-requisite or required units have been successfully completed and/or any co-requisite unit is taken concurrently.

Learning Outcomes

Discipline Knowledge and Understanding

1. Demonstrate up-to-date *specialised* knowledge and understanding of 'Christian Studies', including the theological, spiritual and ethical implications
2. Explain the interaction between Christian Studies and at least one other non-theological field of knowledge and understanding or life interest
3. Discuss the research principles and methods used to investigate the relationship of Christian Studies with other non-theological fields of knowledge and understanding or life interest

Inquiry and Analysis

4. Utilise and reflect upon *prior knowledge and experience* in private and professional life, and use and reflect critically on *specialised* Christian Studies knowledge, ideas and

practice

Problem Solving and Integration

5. Synthesize Christian Studies with at least one other non-theological field of knowledge and understanding or life interest, using a *wider range of sources and contexts*
6. Construct evidence based perspectives on *specialised* issues in Christian Studies and other non-theological fields of knowledge and understanding from a wider range of sources and contexts

Research

7. Plan and execute a research project by asking questions and identifying problems and using appropriate research principles and methods for relating Christian Studies with another field of knowledge and understanding or life interest

Communication

8. Present *specialised* ideas, knowledge and principles in Christian Studies and other non-theological fields of knowledge and understanding to, and engage with, specialist and non-specialist audiences using a variety of formats

Teamwork and Professional Practice

9. As leader and in groups, apply *specialised* knowledge and understanding of Christian Studies in formal ministry contexts and the wider community

Engagement With the World

10. Bring *enhanced* professional and vocational capacity to engagement with the challenges of contemporary Christianity, society and the wider world

Continuous Learning and Professional Development

11. Show *readiness for research* at a higher level in capacity for wide reading, analytical rigour and independent thinking

Occupational Functions of Graduates

1. Graduates of the course will normally continue in their chosen secular professions but will have the understandings and skills to integrate these with their Christian perspective and commitment,
2. Depending on the units taken in the course, a graduate might be expected to participate as a member of a church educational or pastoral ministry team under the leadership of a well-qualified practitioner.

Skills, Knowledge, and Attitudes Acquired by Graduates

1. Skills in biblical exegesis, the practice of hermeneutics or interpretation, and theological reflection in such a way as to bring their theological insights to bear upon the world they face and on their roles and occupations in it,
2. Ability to integrate and synthesise insights gained from the student's program of study with his or her vocational and/or life interests,
3. Ability to investigate by means of the project the particular interface of theological study and the world of work and/or life interest of the student;
4. Demonstrate knowledge and competence in their analysis of texts and ideas, undertake reading at greater depth and breadth than that expected of undergraduates, and show ability to read across viewpoints with understanding and to report these with empathy,
5. Display an ability to present well-structured and coherent arguments,
6. Demonstrate ability in all units undertaken to arrive at independent judgments and conclusions, and to engage in constructing their own theological world-view with attention to the deposit of faith and contemporary world-views,

7. Develop a critical appreciation of the historical context of Christian thought and practice and gain a critical appreciation of relevant cultural issues from a Christian perspective.

MASTER OF MISSIONAL LEADERSHIP (AQF LEVEL 9 MASTERS DEGREE [COURSEWORK])**Rationale**

1. Aimed at:
 - broadening and deepening Missional Leadership ministry concepts and practice; and/or
 - providing opportunities for continuing professional and vocational development in missional leadership after the completion of a first degree.
2. It is a course of study for ministry practitioners who already have some professional experience or for initial professional development. The course is an introduction to action learning principles applied in the context of the practitioner.

Admission Requirements**Academic Qualifications:**

Bachelor level degree + minimum 1 year FT equivalent higher award in Theology or Ministry
OR

ACT BMin or BTh or equivalent

Language Qualifications for NESB: IELTS 7.0 overall with minimum of 7.0 in reading and writing, and 6.5 in listening and speaking.

Mature Age Entry: none

Structure

Unit Level: 700

Overall cps: 48

Length: 1.5 years F/T or P/T equivalent up to 6 years

Core: 24 cps

- 6cps Missional Spirituality (EM723)
- 6cps Missional Leadership (PC771)
- 6cps Missional Hermeneutics (EM721)
- 6cps Cultural Exegesis (EM722)

And

Options: 24 cps

Either

- 12 credit points in EM and/or PC and/or DM and/or PE elective units
- 12 credit point Ministry and Practice Project of 16,000 words (EM792/DM792/PC792)

Or

- 18 credit points in EM and/or PC and/or DM and/or PE elective units
- 6 credit point Ministry and Practice individual study unit of 8,000 words (EM783/DM783/PC783)

Research

It is a requirement of the AQF Level 9 Masters (coursework) that graduates complete a substantial research-based project, a Capstone Experience or a piece of scholarship.

Project

The Project consists of the student identifying a problem in their organisation related to the missional paradigm. The student must use action research methodology to outline a solution, implement this and reflect on the implementation. The paper is to be 8000 words (6 cps) or 16,000 words (12 cps) and must include use of the literature and biblical theory taught in the core subjects.

Rules

Max cps per semester: 24

Max cps in 2 successive semesters: 40

There are no prerequisites.

Learning Outcomes

Knowledge and Understanding

1. Demonstrate up to date *specialized* knowledge and understanding of Missional Leadership in the fields of "Ministry and Practice", including spiritual, ministerial, and ethical implications.
2. Discuss the research principles and methods used in the fields of "Ministry and Practice" (especially as they relate to missional leadership and praxis)

Inquiry and Analysis

3. Utilise and reflect upon *prior knowledge and experience*, and use and reflect critically on current *specialised* Ministerial and Missional knowledge, ideas, and practice.

Problem Solving and Integration

4. Integrate and synthesize learning and knowledge from a *wider range of sources and contexts* in the investigation of *specialized* problems and issues in Ministerial and Missional scholarship and practice.

Research

5. Plan and execute a research project by asking questions and identifying problems and using appropriate ministerial and missional research principles and methods.

Communication

6. Present *specialised* Ministerial and Missional ideas, knowledge, and principles to engage with professional as well as nonprofessional audiences using a variety of formats.

Teamwork and Professional Practice

7. As a leader and in groups, apply *specialised* Ministerial and Missional understandings in formal ministry contexts and the wider community.

Engagement with the World

8. Bring *enhanced* professional and vocational capacity to engagement with the challenges of contemporary Christianity, society and the wider world.

Continuing Learning and Development

9. Demonstrate *readiness for research* at a higher level in capacity for wide reading,

analytical rigour and independent thinking.

Occupational Functions of Graduates

1. Church leaders, pastors, and other practitioners who have consolidated their studies in their first degree in theology or ministry, having had the opportunity to concentrate on one field of study throughout the course,
2. Practitioners who have developed new areas of professional and vocational expertise, having built on the foundation of their first degree in theology or ministry,
3. Teachers of foundational undergraduate degree units in the graduate's area of specialisation.

Skills, Knowledge, and Attitudes Acquired by Graduates

1. Ability to negotiate successfully the content and demands of a number of units in a specialised field of study in which theological insights are brought to bear upon the graduates' ministry context,
2. Demonstration of knowledge and competence of skills in the analysis of texts and ideas, and issues in practical ministry,
3. Demonstration of wide reading, intellectual independence, critical thinking and analytic rigour at early postgraduate level such that the potential for research at masters level is emerging.

GRADUATE CERTIFICATE OF MINISTRY (AQF LEVEL 8 GRADUATE CERTIFICATE, COURSE CODE 197)

Rationale
The aim is to enable graduate students with a theological background to prepare themselves for postgraduate study as a means of developing further ministry and practice research skills and applying skills appropriate to professional activity in their discipline.
Admission Requirements
<p>Academic Qualifications: ACT BMin or BTh or equivalent</p> <p>Language Qualifications for NESB: IELTS 7.0 with a minimum of 7.0 in reading and writing, and 6.5 in listening and speaking.</p> <p>Provisional Admission: Provisional candidature granted to those holding ThL with a GPA of at least 2.0 as well as a university degree, conditional upon passing four 400 level units (16cps) with a 2.0 GPA. Provisional candidates will be required to pass their first two units for their candidature to be confirmed. No distinction is made between full and part-time students.</p>
Structure
<p>Unit Level: 700 Overall cps: 18 Length: 6 months F/T or P/T equivalent up to 2 years</p> <ul style="list-style-type: none"> • 12 cps at 700 level units in EM, PC and/or DM • 6 cps at 700 level electives from any unit field
Learning Outcomes
<p>Discipline Knowledge and Understanding</p> <ol style="list-style-type: none"> 1. Demonstrate up-to-date <i>specialised</i> knowledge and understanding of 'Ministry' in at least one area of the field of Ministry and Practice 2. Examine the biblical and theological foundations of 'Ministry' <p>Inquiry and Analysis</p> <ol style="list-style-type: none"> 3. Collect, analyse, evaluate and synthesise <i>specialised</i> Ministry scholarship in inquiry-based learning <p>Problem Solving and Integration</p> <ol style="list-style-type: none"> 4. Construct evidence-based perspectives on <i>specialised</i> Ministry issues by using recognized source materials and scholarly literature, evaluating alternative explanations and drawing reasoned conclusions <p>Communication</p> <ol style="list-style-type: none"> 5. Present <i>specialised</i> Ministry ideas, knowledge and principles to, and engage with, specialist and non-specialist audiences using a variety of formats <p>Teamwork and Professional Practice</p> <ol style="list-style-type: none"> 6. As leader and in groups, apply <i>specialised</i> understanding of Ministry in formal ministry contexts and the wider community

Engagement With the World

7. Bring *developing* professional and vocational capacity to engagement with the challenges of contemporary Christianity, society and the wider world

Continuous Learning and Professional Development

8. Demonstrate a capacity for independent reflection and learning to sustain personal and professional development in Christian ministry

Occupational Functions of Graduates

1. Church leaders, pastors, and other practitioners who have consolidated their studies in their first degree in theology or ministry, having had the opportunity to concentrate on one field of study throughout the course,
2. Practitioners who have developed new areas of professional and vocational expertise, having built on the foundation of their first degree in theology or ministry,
3. Teachers of foundational undergraduate degree units in the graduate's area of specialisation.

Skills, Knowledge, and Attitudes Acquired by Graduates

1. Ability successfully to negotiate the content and demands of a number of units in a specialised field of study in which theological insights are brought to bear upon the graduates' ministry context,
2. Demonstration of knowledge and competence of skills in the analysis of texts and ideas, and issues in practical ministry,
3. Demonstration of wide reading, intellectual independence, critical thinking and analytic rigour at early postgraduate level such that the potential for research at masters level is emerging.

GRADUATE DIPLOMA OF MINISTRY (AQF LEVEL 8 GRADUATE DIPLOMA, COURSE CODE 181)

Rationale
<p>1. Aimed at:</p> <ul style="list-style-type: none"> • broadening and deepening the Ministry concepts begun in the first degree in Ministry or Theology; or • providing opportunities for initial professional and vocational development after the completion of a first degree in Ministry or Theology. <p>2. It is intended for Ministry practitioners who already have some professional experience or for initial professional development.</p>
Admission Requirements
<p>Academic Qualifications: ACT BMin or BTh or equivalent</p> <p>Language Qualifications for NESB: IELTS 7.0 with a minimum of 7.0 in reading and writing, and 6.5 in listening and speaking.</p> <p>Provisional Admission: Provisional candidature granted to those holding ThL with a GPA of at least 2.0 as well as a university degree, conditional upon passing four 400 level units (16cps) with a 2.0 GPA. Provisional candidates will be required to pass their first two units for their candidature to be confirmed. No distinction is made between full and part-time students.</p>
Structure
<p>Unit Level: 700 Overall cps: 36 Length: 1 year F/T or P/T equivalent up to 4 years</p> <ul style="list-style-type: none"> • 18 cps at 700 level units in EM, PC and/or DM • 18 cps at 700 level electives from any unit field
Rules
<p>Max cps per semester: 24 Max cps in successive semesters: 40</p>
Learning Outcomes
<p>Discipline Knowledge and Understanding</p> <ol style="list-style-type: none"> 1. Demonstrate up-to-date <i>specialised</i> knowledge and understanding of 'Ministry' in at least one area of the field of Ministry and Practice 2. Examine the biblical and theological foundations of 'Ministry' <p>Inquiry and Analysis</p> <ol style="list-style-type: none"> 3. Collect, analyse, evaluate and synthesise <i>specialised</i> Ministry scholarship in inquiry-based learning

Problem Solving and Integration

4. Construct evidence-based perspectives on *specialised* Ministry issues by using recognised source materials and scholarly literature, evaluating alternative explanations and drawing reasoned conclusions

Communication

5. Present *specialised* Ministry ideas, knowledge and principles to, and engage with, specialist and non-specialist audiences using a variety of formats

Teamwork and Professional Practice

6. As leader and in groups, apply *specialised* understanding of Ministry in formal ministry contexts and the wider community

Engagement With the World

7. Bring *developing* professional and vocational capacity to engagement with the challenges of contemporary Christianity, society and the wider world

Continuous Learning and Professional Practice

8. Demonstrate a capacity for independent reflection and learning to sustain personal and professional development in Christian ministry

Occupational Functions of Graduates

1. Church leaders, pastors, and other practitioners who have consolidated their studies in their first degree in theology or ministry, having had the opportunity to concentrate on one field of study throughout the course,
2. Practitioners who have developed new areas of professional and vocational expertise, having built on the foundation of their first degree in theology or ministry,
3. Teachers of foundational undergraduate degree units in the graduate's area of specialisation.

Skills, Knowledge, and Attitudes Acquired by Graduates

1. Ability successfully to negotiate the content and demands of a number of units in a specialised field of study in which theological insights are brought to bear upon the graduates' ministry context,
2. Demonstration of knowledge and competence of skills in the analysis of texts and ideas, and issues in practical ministry,
3. Demonstration of wide reading, intellectual independence, critical thinking and analytic rigour at early postgraduate level such that the potential for research at masters level is emerging.

MASTER OF ARTS (MINISTRY) (AQF LEVEL 9 MASTER DEGREE [COURSEWORK], COURSE CODE 175)

Rationale

1. Aimed at:
 - broadening and deepening the Ministry concepts begun in the first degree in Ministry or Theology; or
 - providing opportunities for initial professional and vocational development after the completion of a first degree in Ministry or Theology.
2. It is intended for practitioners who already have some professional experience or for initial professional development. The course will include an introduction to the research principles and methods applicable to the specialised study of Ministry.

Admission Requirements

Academic Qualifications: ACT BMin or BTh or equivalent

Language Qualifications for NESB: IELTS 7.0 with a minimum of 7.0 in reading and writing, and 6.5 in listening and speaking.

Provisional Admission:

Provisional candidature granted to those holding ThL with a GPA of at least 2.0 as well as a university degree, conditional upon passing four 400 level units (16cps) with a 2.0 GPA. Provisional candidates will be required to pass their first two units for their candidature to be confirmed. No distinction is made between full and part-time students.

Structure

Persons admitted on the basis of an AQF level 7 award in Ministry or Theology:

Unit Level: 700 for 6 cps

Overall cps: 48

Length: 1.5 year F/T or P/T equivalent up to 6 years

- 30 cps in EM, PC and/or DM, including either a 6 cps (8,000 word) minor project (**783), 12 cps (16,000 word) major project (**796) or capstone experience
- 18 cps electives from any unit field

Persons admitted on the basis of an AQF level 8 or 9 award including at least three years of full-time study (or the part-time equivalent) in Ministry or Theology:

Unit Level: 700 for 4cps

Overall cps: 32

Length: 1 year F/T or P/T equivalent up to 4 years

- 20 cps in EM, PC and/or DM, including a 4 cps (7,000 word) minor project (**782), an 8 cps (14,000 word) project (**795) or capstone experience
- 12 cps electives from any unit field

Pathways
Students contemplating progressing to an ACT research masters (MTh) or doctoral course should consult the admission requirements to the relevant course in the ACT HDR Handbook.
Rules
<p>Max cps per semester: 24 Max cps in successive semesters: 40</p>
Learning Outcomes
<p>Discipline Knowledge and Understanding</p> <ol style="list-style-type: none"> 1. Demonstrate up-to-date <i>specialised</i> knowledge and understanding of 'Ministry' in the fields of 'Ministry and Practice', including the spiritual and ethical implications 2. Explain the research principles and methods used in the fields of 'Ministry and Practice' <p>Inquiry and Analysis</p> <ol style="list-style-type: none"> 3. Utilise and reflect upon <i>prior knowledge and experience</i>, and use and reflect critically on current <i>specialised</i> 'Ministry' knowledge, ideas and practice <p>Problem Solving and Integration</p> <ol style="list-style-type: none"> 4. Integrate and synthesise learning and knowledge from <i>a wider range of sources and contexts</i> in the investigation of <i>specialised</i> problems and issues in 'Ministry' scholarship and practice <p>Research</p> <ol style="list-style-type: none"> 5. Plan and execute a research project or capstone experience by asking questions and identifying problems and using appropriate Ministry research principles and methods <p>Communication</p> <ol style="list-style-type: none"> 6. Present <i>specialised</i> 'Ministry' ideas, knowledge and principles to, and engage with, professional as well as non-professional audiences using a variety of formats <p>Teamwork and Professional Practice</p> <ol style="list-style-type: none"> 7. As leader and in groups, apply <i>specialised</i> 'Ministry' understanding in formal ministry contexts and the wider community <p>Engagement With the World</p> <ol style="list-style-type: none"> 8. Bring <i>enhanced</i> professional and vocational capacity to engagement with the challenges of contemporary Christianity, society and the wider world <p>Continuous Learning and Professional Development</p> <ol style="list-style-type: none"> 9. Demonstrate <i>readiness for research</i> at a higher level in capacity for wide reading, analytical rigour and independent thinking
Occupational Functions of Graduates
<ol style="list-style-type: none"> 1. Church leaders, pastors, and other practitioners who have consolidated their studies in their first degree in theology or ministry, having had the opportunity to concentrate on one field of study throughout the course, 2. Practitioners who have developed new areas of professional and vocational expertise, having built on the foundation of their first degree in theology or ministry, 3. Teachers of foundational undergraduate degree units in the graduate's area of specialisation.

Skills, Knowledge, and Attitudes Acquired by Graduates

1. Ability successfully to negotiate the content and demands of a number of units in a specialised field of study in which theological insights are brought to bear upon the graduates' ministry context,
2. Demonstration of knowledge and competence of skills in the analysis of texts and ideas, and issues in practical ministry,
3. Demonstration of wide reading, intellectual independence, critical thinking and analytic rigour at early postgraduate level such that the potential for research at masters level is emerging.

GRADUATE CERTIFICATE OF THEOLOGY (AQF LEVEL 8 GRADUATE CERTIFICATE, COURSE CODE 198)

Rationale
The aim is to enable graduate students with a theological background to prepare themselves for postgraduate study as a means of further developing theology and biblical studies research skills and applying skills appropriate to professional activity in their discipline.
Admission Requirements
<p>Academic Qualifications: ACT BMin or BTh or equivalent</p> <p>Language Qualifications for NESB: IELTS 7.0 with a minimum of 7.0 in reading and writing, and 6.5 in listening and speaking.</p> <p>Provisional Admission: Provisional candidature granted to those holding ThL with a GPA of at least 2.0 as well as a university degree, conditional upon passing four 400 level units (16cps) with a 2.0 GPA. Provisional candidates will be required to pass their first two units for their candidature to be confirmed. No distinction is made between full and part-time students.</p>
Structure
<p>Unit Level: 700 Overall cps: 18 Length: 6 months F/T or P/T equivalent up to 2 years</p> <ul style="list-style-type: none"> • 12 cps at 700 level units in LA, BB, OT, NT, TH, CH and/or PE • 6 cps at 700 level electives from any unit field
Learning Outcomes
<p>Discipline Knowledge and Understanding</p> <ol style="list-style-type: none"> 1. Demonstrate up-to-date <i>specialised</i> knowledge and understanding of 'Theology' in at least one area of the fields of 'Bible and Languages' 2. Examine the spiritual and ethical implications of biblical and theological knowledge and understanding <p>Inquiry and Analysis</p> <ol style="list-style-type: none"> 3. Collect, analyse, evaluate and synthesise <i>specialised</i> Theology scholarship in inquiry-based learning <p>Problem Solving and Integration</p> <ol style="list-style-type: none"> 4. Construct evidence-based perspectives on <i>specialised</i> Theology issues by using recognized source materials and scholarly literature, evaluating alternative explanations and drawing reasoned conclusions <p>Communication</p> <ol style="list-style-type: none"> 5. Present <i>specialised</i> Theology ideas, knowledge and principles to, and engage with, specialist and non-specialist audiences using a variety of formats <p>Teamwork and Professional Practice</p> <ol style="list-style-type: none"> 6. As leader and in groups, apply <i>specialised</i> understanding of Theology in formal ministry

contexts and the wider community

Engagement With the World

7. Bring *developing* professional and vocational capacity to engagement with the challenges of contemporary Christianity, society and the wider world

Continuous Learning and Professional Development

8. Demonstrate a capacity for independent reflection and learning to sustain personal and professional development in Christian ministry

Occupational Functions of Graduates

1. Church leaders, pastors, and other practitioners who have consolidated their studies in their first degree in theology or ministry, having had the opportunity to concentrate on one field of study throughout the course,
2. Practitioners who have developed new areas of professional and vocational expertise, having built on the foundation of their first degree in theology or ministry,
3. Teachers of foundational undergraduate degree units in the graduate's area of specialisation.

Skills, Knowledge, and Attitudes Acquired by Graduates

1. Ability successfully to negotiate the content and demands of a number of units in a specialised field of study in which theological insights are brought to bear upon the graduates' ministry context,
2. Demonstration of knowledge and competence of skills in the analysis of texts and ideas,
3. Demonstration of wide reading, intellectual independence, critical thinking and analytic rigour at early postgraduate level such that the potential for research at masters level is emerging.

GRADUATE DIPLOMA OF THEOLOGY (AQF LEVEL 8 GRADUATE DIPLOMA, COURSE CODE GDT)

Rationale
<p>The Graduate Diploma of Theology is designed to enable graduates in Theology or Ministry, including those who are practitioners in ministry, to undertake study at coursework Masters level, thus consolidating and enhancing the areas of speciality, or proceeding to new areas of professional and vocational expertise, on the foundation of their first degree in Theology or Ministry.</p>
Admission Requirements
<p>Academic Qualifications: ACT BMin or BTh or equivalent</p> <p>Language Qualifications for NESB: IELTS 7.0 with a minimum of 7.0 in reading and writing, and 6.5 in listening and speaking.</p> <p>Provisional Admission: Provisional candidature granted to those holding ThL with a GPA of at least 2.0 as well as a university degree, conditional upon passing four 400 level units (16cps) with a 2.0 GPA. Provisional candidates will be required to pass their first two units for their candidature to be confirmed. No distinction is made between full and part-time students.</p>
Course Structure
<p>Unit Level: 700 Overall cps: 36 Length: 1 year F/T or P/T equivalent up to 4 years</p> <ul style="list-style-type: none"> • 18 cps at 700 level units in LA, BB, OT, NT, TH, CH and/or PE • 18 cps at 700 level electives from any unit field
Rules
<p>Max cps per semester: 24 Max cps in successive semesters: 40</p>
Learning Outcomes
<p>Discipline Knowledge and Understanding</p> <ol style="list-style-type: none"> 1. Demonstrate up-to-date <i>specialised</i> knowledge and understanding of 'Theology' in at least one area of the fields of 'Bible and Languages' 2. Examine the spiritual and ethical implications of biblical and theological knowledge and understanding <p>Inquiry and Analysis</p> <ol style="list-style-type: none"> 3. Collect, analyse, evaluate and synthesise <i>specialised</i> Theology scholarship in inquiry-based learning <p>Problem Solving and Integration</p> <ol style="list-style-type: none"> 4. Construct evidence-based perspectives on <i>specialised</i> Theology issues by using recognized source materials and scholarly literature, evaluating alternative explanations

and drawing reasoned conclusions

Communication

5. Present *specialised* Theology ideas, knowledge and principles to, and engage with, specialist and non-specialist audiences using a variety of formats

Teamwork and Professional Practice

6. As leader and in groups, apply *specialised* understanding of Theology in formal ministry contexts and the wider community

Engagement With the World

7. Bring *developing* professional and vocational capacity to engagement with the challenges of contemporary Christianity, society and the wider world

Continuous Learning and Professional Development

8. Demonstrate a capacity for independent reflection and learning to sustain personal and professional development in Christian ministry

Occupational Functions of Graduates

1. Church leaders, pastors, and other practitioners who have consolidated their studies in their first degree in theology or ministry, having had the opportunity to concentrate on one field of study throughout the course,
2. Practitioners who have developed new areas of professional and vocational expertise, having built on the foundation of their first degree in theology or ministry,
3. Teachers of foundational undergraduate degree units in the graduate's area of specialisation.

Skills, Knowledge, and Attitudes Acquired by Graduates

1. Ability successfully to negotiate the content and demands of a number of units in a specialised field of study in which theological insights are brought to bear upon the graduates' ministry context,
2. Demonstration of knowledge and competence of skills in the analysis of texts and ideas,
3. Demonstration of wide reading, intellectual independence, critical thinking and analytic rigour at early postgraduate level such that the potential for research at masters level is emerging.

MASTER OF ARTS (THEOLOGY) (AQF LEVEL 9 MASTER DEGREE [COURSEWORK], COURSE CODE 176)

Rationale
<p>Designed to provide graduates in Theology or Ministry, including those who are practitioners in ministry, the opportunity to undertake study at coursework Masters level, thus consolidating and enhancing the areas of speciality, or proceeding to new areas of professional and vocational expertise, on the foundation of their first degree in Theology or Ministry. The course will include an introduction to the research principles and methods applicable to the specialised study of Theology.</p>
Admission Requirements
<p>Academic Qualifications: ACT BMin or BTh or equivalent</p> <p>Language Qualifications for NESB: IELTS 7.0 with a minimum of 7.0 in reading and writing, and 6.5 in listening and speaking.</p> <p>Provisional Admission: Provisional candidature granted to those holding ThL with a GPA of at least 2.0 as well as a university degree, conditional upon passing four 400 level units (16cps) with a 2.0 GPA. Provisional candidates will be required to pass their first two units for their candidature to be confirmed. No distinction is made between full and part-time students.</p>
Structure
<p>Persons admitted on the basis of an AQF level 7 award in Theology or Ministry:</p> <p>Unit Level: 700 for 6 cps Overall cps: 48 Length: 1.5 year F/T or P/T equivalent up to 6 years</p> <ul style="list-style-type: none"> • 30cps in LA, BB, OT, NT, TH, CH and/or PE, including either a 6 cps (8,000 word) minor project (**783), a 12 cps (16,000 word) major project (**796) or capstone experience • 18 cps electives from any unit field. <p>Persons admitted on the basis of an AQF level 8 or 9 award including at least three years of full-time study in Theology or Ministry:</p> <p>Unit Level: 700 for 4 cps Overall cps: 32 Length: 1 year F/T or P/T equivalent up to 4 years</p> <ul style="list-style-type: none"> • 20cps in LA, BB, OT, NT, TH, CH and/or PE, including a 4 cps (7,000 word) minor project (**782, an 8cp (14,000 word) major project (**795) or capstone experience • 12cps electives from any unit field.
Pathways
<p>Students contemplating progressing to an ACT research masters (MTh) or doctoral course should consult the admission requirements to the relevant course in the ACT HDR Handbook.</p>

Rules
<p>Max cps per semester: 24 Max cps in successive semesters: 40</p>
Learning Outcomes
<p>Discipline Knowledge and Understanding</p> <ol style="list-style-type: none"> 1. Demonstrate up-to-date <i>specialised</i> knowledge and understanding of Theology in the fields of 'Bible and Languages' and 'Christian Thought', including the spiritual and ethical implications 2. Discuss the research principles and methods used in the fields of 'Bible and Languages' and 'Christian Thought' <p>Inquiry and Analysis</p> <ol style="list-style-type: none"> 3. Utilise and reflect upon <i>prior knowledge and experience</i>, and use and reflect critically on current <i>specialised</i> Theology knowledge, ideas and practice <p>Problem Solving and Integration</p> <ol style="list-style-type: none"> 4. Integrate and synthesise learning and knowledge from <i>a wider range of sources and contexts</i> in the investigation of <i>specialised</i> problems and issues in Theology scholarship and practice <p>Research</p> <ol style="list-style-type: none"> 5. Plan and execute a research project or capstone experience by asking questions and identifying problems and using appropriate Theology research principles and methods <p>Communication</p> <ol style="list-style-type: none"> 6. Present <i>specialised</i> Theology ideas, knowledge and principles to, and engage with, professional as well as non-professional audiences using a variety of formats <p>Teamwork and Professional Practice</p> <ol style="list-style-type: none"> 7. As leader and in groups, apply <i>specialised</i> Theology understanding in formal ministry contexts and the wider community <p>Engagement With the World</p> <ol style="list-style-type: none"> 8. Bring <i>enhanced</i> professional and vocational capacity to engagement with the challenges of contemporary Christianity, society and the wider world <p>Continuous Learning and Development</p> <ol style="list-style-type: none"> 9. Demonstrate <i>readiness for research</i> at a higher level in capacity for wide reading, analytical rigour and independent thinking
Occupational Functions of Graduates
<ol style="list-style-type: none"> 1. Church leaders, pastors, and other practitioners who have consolidated their studies in their first degree in theology or ministry, having had the opportunity to concentrate on one field of study throughout the course, 2. Practitioners who have developed new areas of professional and vocational expertise, having built on the foundation of their first degree in theology or ministry, 3. Teachers of foundational undergraduate degree units in the graduate's area of specialisation.
Skills, Knowledge, and Attitudes Acquired by Graduates
<ol style="list-style-type: none"> 1. Ability successfully to negotiate the content and demands of a number of units in a specialised field of study in which theological insights are brought to bear upon the graduates' ministry context, 2. Demonstration of knowledge and competence of skills in the analysis of texts and ideas,

3. Demonstration of wide reading, intellectual independence, critical thinking and analytic rigour at early postgraduate level such that the potential for research at masters level is emerging.

**CERTIFICATE IN THEOLOGY (CertTheol)
(FORMERLY KNOWN AS THE ASSOCIATE IN THEOLOGY [THA])**

Rationale
<ol style="list-style-type: none"> 1. Intended to further the education of adults in relation to Christian faith and life. Its aim is to stimulate the interest of alert and enquiring minds. What is required is not so much academic scholarship as an understanding of Christian theology and its implication for contemporary life. 2. Makes an ideal preparatory and enabling program for students who wish, at a future point, to undertake study at undergraduate level in the ACT, but may not otherwise meet the entry requirements of an accredited undergraduate award or may find undertaking accredited undergraduate level study, without suitable preparation, arduous.
Admission Requirements
Academic Qualifications: Yr 10 or equivalent
Structure
<p>Units to pass: 6</p> <p>Foundational units</p> <p>NT New Testament OT Old Testament CB Christian Belief</p> <p>Additional units</p> <p>Any 3 units from the suite of Certificate level units, available to view on the ACT website at www.acttheology.edu.au</p>
Grades and Graduating Levels
<p>Passing Grade: 50% or above. All assessment items must be submitted in order to record a passing grade for a unit.</p> <p>Graduating levels</p> <p>80% average or above = Pass with Distinction 65%-79% average = Pass with Merit 50%-64% average = Pass</p>
Assessment
<p>ACT colleges may teach the CertTheol on a term basis. There should be two equal terms per semester. Furthermore, colleges may assess the CertTheol by means of a one-hour examination and 1,500 word essay, or may replace the exam with two essay assignments together amounting to 1,500 words. Students would need to score 50% or better in the 1500 word essay, as well as 50% overall in the two shorter essays, though one of these might score as low as 40%.</p>

ACADEMIC STUDIES IN THEOLOGY CERTIFICATE (ASTC)

Rationale
This course is a preparatory and enabling pre-diploma program.
Government Assistance
The Academic Studies in Theology Certificate has been approved as an approved course for Centrelink payments, when taken by eligible candidates in at least 75% of a full time mode.
Admission Requirements
Academic Qualifications: Yr 10 or equivalent
Structure
<p>Units to pass: 8 F/T load: 4 units per semester</p> <p>Foundational units NT New Testament OT Old Testament CB Christian Belief ISS Introducing Study Skills DSS Developing Study Skills</p> <p>Additional units Any 3 units from the suite of Certificate level units, available to view on the ACT website at www.acttheology.edu.au</p>
Grades and Graduating Levels
<p>Passing Grade: 50% or above All assessment items must be submitted in order to record a passing grade for a unit.</p> <p>Graduating levels 80% average or above = Pass with Distinction 65%-79% average = Pass with Merit 50%-64% average = Pass</p>
Assessment
ACT colleges may teach the ASTC on a term basis. There should be two equal terms per semester. Furthermore, colleges may assess the ASTC by means of a one-hour examination and 1,500 word essay, or may replace the exam with two essay assignments together amounting to 1,500 words. Students would need to score 50% or better in the 1500 word essay, as well as 50% overall in the two shorter essays, though one of these might score as low as 40%.

CONSTITUTION OF AUSTRALIAN COLLEGE OF THEOLOGY LIMITED

A Public Company Limited by Guarantee

(as amended 3 May 2011)

1. Preliminary**Preamble**

1.1 The Australian College of Theology was constituted on 2 October 1891 by the General Synod of the Church of England in the Dioceses of Australia and Tasmania to foster and direct a systematic study of Divinity, especially among the Clergy. The Australian College of Theology was reconstituted on 3 September 1900 and its Constitution was amended in 1910, 1916, 1926, 1932 and 1945 by the General Synod of the Church of England in the Dioceses of Australia and Tasmania. On 15 May 1962 and subsequently on 29 September 1966 the Australian College of Theology was reconstituted by the General Synod of the Church of England in Australia. The Constitution of the Australian College of Theology was amended by the General Synod of the Church of England in Australia, which on 21 August 1981 was renamed the Anglican Church of Australia, in 1973, 1992, 1995 and 2004. On 29 November 1995 the Australian College of Theology Council Inc was incorporated as an association under the Associations Incorporation Act 1984 (NSW). On 6 September 2007 the Australian College of Theology Council Inc was registered pursuant to the provisions of the Corporations Act 2001 (Cth) as a public company limited by guarantee in the name of the Australian College of Theology Council Limited. On 24 October 2007 the General Synod of the Anglican Church of Australia consented to the change of name of the Australian College of Theology Council Limited to the Australian College of Theology Limited and the modification of the Constitution of the Australian College of Theology Council Limited in accordance with this Constitution, and provided for the repeal of the existing Constitution of the Australian College of Theology.

1.2 The Australian College of Theology Limited operates in association with affiliated Anglican Theological Colleges and other affiliated Christian higher education institutions, each with their own church and agency stakeholders.

Definitions

1.3 The following words have these meanings in this Constitution unless the contrary intention appears:

Affiliated Christian Institution means an Anglican Theological College, or a Christian higher education institution, which is affiliated with the College;

Anglican Theological Colleges means St Francis' Theological College (Brisbane), St Barnabas' College (Adelaide), Moore Theological College, Ridley College, St Mark's National Theological Centre, John Wollaston Theological College, Trinity College Theological School, Youthworks College, Mary Andrews College and any other theological college of the Church recognised as an Anglican Theological College by the Standing Committee;

Article means an Article of this Constitution;

Bishops means bishops of the Church;

Christian higher education institutions means higher education institutions which are Christian and not Anglican Theological Colleges and which are engaged in the study of theology and/or other disciplines related to Christian ministry.

Church means the Anglican Church of Australia;

College means the Australian College of Theology Limited;

Constitution means this Constitution as amended from time to time, and a reference to a particular Article has a corresponding meaning;

Corporations Act means the *Corporations Act 2001* (Cth);

Dean means the Dean and Chief Executive Officer for the time being of the College;

Director means a person holding office as a Director of the College;

Directors mean all or some of the Directors acting as a Board;

House of Bishops means the persons who comprise the House of Bishops of the General Synod referred to in section 16 of the Constitution of the Church;

Independent Person means a person who is not:

- (a) a member of the College; or
- (b) enrolled as a candidate for an award of the College; or
- (c) employed by the College or an Anglican Theological College or a Christian higher education institution affiliated with the College;

Meeting includes audio and video conferencing or data conferencing in which two or more people communicate and collaborate as a group over the internet or corporate intranet in real time;

Member means a member of the College;

Non-Anglican Theological Colleges means those non-Anglican theological colleges affiliated with the College;

Part means a Part of this Constitution;

Previous Constitution means the Constitution of the College set out in the Australian College of Theology Canon 1966 of the General Synod of the Church;

Primate means the person who is for the time being the Primate of the Church;

Register means the register of Members of the College under the Corporations Act and if appropriate includes a branch register;

Registered Office means the registered office of the College;

Resolution includes the situation where each person entitled to participate in a meeting has notice of the meeting and sends to the Secretary a memorandum, which may be by e-mail, assenting to a proposed resolution;

Secretary means a person appointed under Article 11.1 as secretary of the College; and where appropriate includes an acting secretary and a person appointed by the Directors to perform all or any of the duties of a secretary of the College;

Specified Date means the date that the Australian College of Theology Canon 1966 is repealed.

Standing Committee means the Standing Committee of the General Synod of the Church or such other body as from time to time performs the functions currently performed by the Standing Committee;

State means the State or Territory in which the College is for the time being registered;

Visitor means the person appointed under Article 4.1(f) as the visitor of the College.

Interpretation

1.4 In this Constitution unless the contrary intention appears:

- (a) words importing any gender include both genders;
- (b) the word "person" includes a firm, a body corporate, a partnership, a joint venture, an unincorporated body or association or an authority;
- (c) the singular includes the plural and vice versa;
- (d) a reference to a law includes regulations and instruments made under the law;
- (e) a reference to a law or a provision of a law includes amendments, re-enactments or replacements of that law or the provision, whether by the State or the Commonwealth of Australia or otherwise; and
- (f) a power, an authority or a discretion reposed in a Director, the Directors, the College in general meeting or a Member may be exercised at any time and from time to time.

1.5 Unless the contrary intention appears in this Constitution, an expression has, in a provision of this Constitution that deals with a matter dealt with by a particular provision of the Corporations Act, the same meaning as in that provision of the Corporations Act.

1.6 Headings are inserted for convenience and are not to affect the interpretation of this Constitution.

Replaceable rules not to apply

1.7 The provisions of the Corporations Act that apply as replaceable rules are displaced by this Constitution and accordingly do not apply to the College.

2. Objects

- 2.1 The objects of the College shall be to foster and direct the systematic study of theology and other disciplines related to Christian ministry by teaching and research in a manner and at a level comparable to the standards of Australian universities by:
- (d) awarding higher education qualifications in theology and other disciplines related to Christian ministry equivalent to awards offered in Australian universities, and delivering the related courses in a variety of modes; and
 - (e) engaging in student-centred teaching and learning, through each affiliated Christian institution, that advances knowledge, encourages free and open enquiry, and enhances the pursuit of vocational excellence; and
 - (f) facilitating each affiliated Christian institution's realisation of the full potential of its formational, educative and scholarly endeavour; and
 - (g) fostering and enhancing a culture of research and scholarship across the College that leads to new knowledge and original creative endeavour; and
 - (h) promoting the study of theology and other disciplines related to Christian ministry in the wider community; and
 - (i) enhancing the higher education status of the College; and
 - (j) underpinning these objects through governance, procedural rules, policies, financial arrangements and planning, and quality assurance processes which are sufficient to ensure the academic integrity of the College's learning and teaching activities, and research.

3. Membership

Members

- 3.1 The Members of the College shall be:
- (a) the Primate; and
 - (b) the Dean; and
 - (c) the principals of the Anglican Theological Colleges (**Category A**); and
 - (d) the persons elected by the House of Bishops (**Category B**); and
 - (e) the principals of Christian higher education institutions affiliated with the College which are approved to offer research degrees of Master or Doctor of the College (**Category C**); and
 - (f) five persons holding the research degree of Master or Doctor awarded by the College (**Category D**); and
 - (g) five persons holding any other degree awarded by the College (**Category E**).

- 3.2 A person is eligible to be nominated for membership in Category D or Category E if not already a member in Category A or Category B or Category C.

- 3.3 A person eligible for election in both Category D and Category E may be nominated in one category only.

Number of Members elected by the House of Bishops

- 3.4 The House of Bishops shall elect as Members of the College the number of persons equal to the total number of persons comprising Categories C, D and E including at least one Bishop.

Election of Members

- 3.5 The first election of Members in Category B shall take place as soon as practicable after the Specified Date. The Dean shall invite nominations from the House of Bishops and:
- (a) where the number of nominations is equal to the required number of persons and includes at least one Bishop, declare the nominated persons elected;
 - (b) where the number of nominations is less than the required number of persons, declare the nominated persons elected and a casual vacancy for the remainder of the required number of persons;
 - (c) where the number of nominations is more than the required number of persons and includes only one Bishop, declare the Bishop elected, conduct an election for the remainder of the required number of persons and on completion of the election declare the poll;
 - (d) where the number of nominations is more than the required number of persons and does not include one Bishop, declare a casual vacancy for the Bishop, conduct an election for the remainder of the required number of persons and on completion of the election declare the poll;
 - (e) where the number of nominations is more than the required number of persons and includes more than one Bishop, conduct an election and on completion of the election declare the poll.
- 3.6 Subsequent elections of Members in Category B shall take place at each ordinary session of the General Synod of the Church after the Specified Date, and shall be conducted in the same manner as in Article 3.5.

- 3.7 The first election of Members in each of Categories D and E shall take place as soon as practicable after the first election of Members in Category B. The Dean shall invite nominations from the Primate, the Dean, and the Members in Categories A, B and C and:
- (a) where the number of nominations is five, declare the nominated persons to be elected;
 - (b) where the number of nominations is less than five, declare the nominated persons elected and a casual vacancy for the remainder of the Members comprising Category D or E, as the case may be;
 - (c) where the number of nominations is more than five, conduct an election among the Primate, the Dean, and the Members in Categories A, B and C and on completion of the election declare the poll.
- 3.8 Subsequent elections of Members in each of Categories D and E shall take place no more than six months prior to every third annual general meeting after the initial annual general meeting, and shall be conducted in the same manner as in Article 3.7 with the exception that the Dean shall invite nominations from the Members and that any election shall be held among the Members.

Ceasing to be a Member

- 3.9 A person ceases to be a Member if the person:
- (a) dies;
 - (b) resigns;
 - (c) becomes of unsound mind or a person whose person or estate is liable to be dealt with in any way under the law relating to mental health;
 - (d) in the case of the Primate and Dean, ceases to hold that office;
 - (e) in the case of persons in Category A, ceases to be the principal of an Anglican Theological College;
 - (f) in the case of persons in Category C, ceases to be the principal of a Christian higher education institution affiliated with the College.

Term of membership of elected Members

- 3.10 The term of membership of the Members in Categories B, D and E is until the declaration for the poll for the next election for that Category. Members in Categories B, D and E are eligible for re-election upon the expiry of the term of their membership.

Casual vacancies

- 3.11 Where there is a casual vacancy in the Members in Category B, the Primate will as soon as practicable after the occurrence of the vacancy appoint a person and ensure that there is at least one Bishop. The term of a Member appointed under this Article is until the declaration of the poll for the next election for Category B. Upon the expiry of the term of their membership a Member appointed under this Article is eligible for election.
- 3.12 Where there is a casual vacancy in the Members in Categories D or E, the Dean will as soon as practicable after the occurrence of the vacancy invite nominations from among the Members and, with appropriate changes conduct an election among the Members in the manner specified in Article 3.7 or 3.8 as the case may be. The term of a Member elected under this Article is until the declaration of the poll for the next election for Category D or E. Upon the expiry of the term of their membership a Member elected under this Article is eligible for re-election.

4. General meetings

Annual general meeting

- 4.1 Annual general meetings of the College are to be held in accordance with the Corporations Act. The business of the annual general meeting shall include:
- (a) the consideration of the annual financial report, Directors' report and auditor's report; and
 - (b) the election of the Directors at the initial annual general meeting and at each third annual general meeting thereafter; and
 - (c) the appointment of the auditor of the College at the initial annual general meeting and at each subsequent annual general meeting if there is a vacancy in the office of auditor; and
 - (d) the fixing of the auditor's remuneration; and
 - (e) the election of two members of the Nominations Committee at the initial annual general meeting and at each third annual general meeting thereafter or any subsequent annual general meeting if there is a vacancy before or at the conclusion of that annual general meeting; and
 - (f) the appointment of an Independent Person who is approved for appointment by the majority of the Nominations Committee as the Visitor at the initial annual general meeting and at each third annual general meeting or any

subsequent annual general meeting if there is a vacancy in the office of Visitor before or at the conclusion of that annual general meeting.

General meeting

4.2 The Directors may convene and arrange to hold a general meeting of the College whenever they think fit and must do so if requested to do so by the Primate or required to do so under the Corporations Act.

Notice of general meeting

4.3 Notice of a meeting of Members must be given in accordance with the Corporations Act.

Calculation of period of notice

4.4 In computing the period of notice under Article 4.3, both the day on which the notice is given or taken to be given and the day of the meeting convened by it are to be disregarded.

Cancellation or postponement of a meeting

4.5 Where a meeting of Members (including an annual general meeting) is convened by the Directors they may, whenever they think fit, cancel the meeting or postpone the holding of the meeting to a date and time determined by them. This Article does not apply to a meeting convened at the request of the Primate or in accordance with the Corporations Act by a single Director, by Members or by the Directors on the request of Members.

Notice of cancellation or postponement of a meeting

4.6 Notice of cancellation or postponement of a general meeting must state the reason for cancellation or postponement and be given:

- (a) to each Member individually; and
- (b) to each other person entitled to be given notice of a meeting of the Members under the Corporations Act.

Contents of notice of postponement of meeting

4.7 A notice of postponement of a general meeting must specify:

- (a) the postponed date and time for the holding of the meeting; and
- (b) a place for the holding of the meeting which may be either the same as or different from the place specified in the notice convening the meeting; and
- (c) if the meeting is to be held in two or more places, the technology that will be used to facilitate the holding of the meeting in that manner.

Number of clear days for postponement of meeting

4.8 The number of clear days from the giving of a notice postponing the holding of a general meeting to the date specified in that notice for the holding of the postponed meeting must not be less than the number of clear days notice of the general meeting required to be given by this Constitution or the Corporations Act.

Business at postponed meeting

4.9 The only business that may be transacted at a general meeting the holding of which is postponed is the business specified in the notice convening the meeting.

Proxy or attorney at postponed meeting

4.10 Where:

- (a) by the terms of an instrument appointing a proxy or attorney, a proxy or an attorney is authorised to attend and vote at a general meeting to be held on a specified date or at a general meeting or general meetings to be held on or before a specified date; and
- (b) the date for holding the meeting is postponed to a date later than the date specified in the instrument of proxy or power of attorney,

then, by force of this Article, that later date is substituted for and applies to the exclusion of the date specified in the instrument of proxy or power of attorney unless the Member appointing the proxy or attorney gives to the College at its Registered Office notice in writing to the contrary not less than 48 hours before the time to which the holding of the meeting has been postponed.

Non-receipt of notice

4.11 The non-receipt of notice of a general meeting or cancellation or postponement of a general meeting by, or the accidental omission to give notice of a general meeting or cancellation or postponement of a general meeting to, a person entitled to receive notice does not invalidate any resolution passed at the general meeting or at a postponed meeting or the cancellation or postponement of a meeting.

5. Proceedings at general meetings

Representation of Member

5.1 A Member may be present and vote in person or may be represented at any meeting of the College by:

- (a) proxy; or

(b) attorney.

5.2 Unless the contrary intention appears, a reference to a Member in Part 5 means a person who is a Member or who is a proxy or attorney of that Member.

Quorum

5.3 Subject to Article 5.6, twelve Members present in person are a quorum at a general meeting.

5.4 An item of business may not be transacted at a general meeting unless a quorum is present when the meeting proceeds to consider it. If a quorum is present at the beginning of a meeting it is to be deemed present throughout the meeting unless the chairman of the meeting on the chairman's own motion or at the instance of a Member, proxy or attorney who is present otherwise declares.

5.5 If within 15 minutes after the time appointed for a meeting a quorum is not present, the meeting:

- (a) if convened by, or on requisition of, Members, is dissolved; and
- (b) in any other case stands adjourned to the same day in the next week and the same time and place, or to such other day, time and place as the Directors appoint by notice to the Members and others entitled to notice of the meeting.

5.6 At a meeting adjourned under Article 5.5(b) twelve Members present in person are a quorum and, if a quorum is not present within 15 minutes after the time appointed for the adjourned meeting, the meeting is dissolved.

Appointment and powers of chairman of general meeting

5.7 The Primate is entitled to preside as chairman at a general meeting.

5.8 If a general meeting is held and the Primate is not present within 15 minutes after the time appointed for the holding of the meeting or is unable or unwilling to act, the following may preside as chairman of the meeting (in order of precedence):

- (a) the chairman of the Directors;
- (b) the deputy chairman of the Directors;
- (c) a Director chosen by a majority of the Directors present;
- (d) the only Director present;
- (e) a Member chosen by a majority of the Members present in person or by proxy.

5.9 The chairman of a general meeting:

- (a) has charge of the general conduct of the meeting and of the procedure to be adopted at the meeting; and
- (b) may require the adoption of any procedure which is in the chairman's opinion necessary or desirable for proper and orderly debate or discussion and the proper and orderly casting or recording of votes at the general meeting; and
- (c) may, having regard where necessary to the Corporations Act, terminate discussion or debate on any matter whenever the chairman considers it necessary or desirable for the proper conduct of the meeting.

5.10 A decision by the chairman under Article 5.9 is final unless overturned by resolution of the general meeting.

Adjournment of general meetings

5.11 The chairman may, with the consent of any meeting at which a quorum is present, and must if so directed by the meeting, adjourn the meeting to a new day, time or place, but no business may be transacted at any adjourned meeting other than the business left unfinished at the meeting from which the adjournment took place.

5.12 When a meeting is adjourned for 30 days or more, notice of the adjourned meeting must be given as in the case of an original meeting.

5.13 Except as provided by Article 5.12, it is not necessary to give any notice of an adjournment or of the business to be transacted at any adjourned meeting.

5.14 A resolution passed at a meeting resumed after an adjournment is passed on the day it was passed.

Voting on a resolution

5.15 When voting on any resolution or other matter put to a vote at a meeting of Members, each Member shall have one vote.

Questions decided by majority

5.16 Subject to the requirements of the Corporations Act, a resolution is taken to be carried if a simple majority of the votes cast on the resolution are in favour of it.

Appointment of proxy

- 5.17 A Member entitled to attend and vote at a meeting of Members may appoint a person as the Member's proxy or proxies to attend and vote for the Member at the meeting.
- 5.18 An appointment of a proxy is valid if it is signed by the Member making the appointment and contains the following information:
- the Member's name and address; and
 - the College's name; and
 - the proxy's name or the name of the office held by the proxy; and
 - the meetings at which the appointment may be used.

An appointment may be a standing one.

- 5.19 An undated appointment is to be taken to have been dated on the day it is given to the College.
- 5.20 An appointment may specify the way the proxy is to vote on a particular resolution. In that event:
- the proxy need not vote on a show of hands, but if the proxy does so, the proxy must vote that way; and
 - if the proxy has two or more appointments that specify different ways to vote on the resolution, the proxy must not vote on a show of hands.

This Article does not affect the way that the person can cast any vote which that person is entitled to exercise by virtue of being a Member themselves.

- 5.21 Except to the extent that the appointment of a proxy expressly limits the exercise by the proxy of the power to vote at a meeting, a proxy has the same rights to attend, vote and otherwise act at the meeting as a Member attending the meeting in person.
- 5.22 An appointment of a proxy does not need to be witnessed.
- 5.23 A later appointment revokes an earlier one.

Receipt of proxy and other instruments

- 5.24 An instrument appointing a proxy may not be treated as valid unless the instrument and the power of attorney under which the instrument is signed or, in the case of an unregistered power, a copy of that power or authority certified as a true copy, is or are received by the College not less than 48 hours before the

time for holding the meeting or adjourned meeting at which the person named in the instrument proposes to vote at the Registered Office or at any other place specified for that purpose in the notice convening the meeting.

If the notice convening a general meeting specifies a facsimile number to which a proxy and related materials may be sent then receipt by the facsimile machine on that number of a complete and legible facsimile of the document will be taken as a receipt by the College at a specified place for the purposes of this Article.

Validity of vote in certain circumstances

- 5.25 A vote given in accordance with the terms of an instrument of proxy or of a power of attorney is valid notwithstanding:
- the previous death or unsoundness of mind of the Member who has appointed a proxy or executed the power of attorney; or
 - the revocation of the instrument, or of the authority under which the instrument was executed, or of the power,

if notice in writing of the death, unsoundness of mind, revocation or transfer has not been received by the College at the Registered Office before the commencement of the meeting or adjourned meeting at which the instrument is used or the power is exercised.

Director entitled to notice of meeting

- 5.26 A Director is entitled to receive notice of and to attend all general meetings and is entitled to speak at those meetings.

Auditor entitled to notice of meeting

- 5.27 The College must give its auditor (if any):
- notice of a general meeting in the same way that a Member is entitled to receive notice; and
 - any other communications relating to the general meeting that a Member is entitled to receive.

6. The Directors**Initial Directors**

- 6.1 The initial Directors are the persons who constitute the Board of Delegates under the Previous Constitution.
- 6.2 The initial Directors hold office until the conclusion of the first annual general meeting.

6.3 Articles 6.13 to 6.17, Part 7 and Part 8 except for Article 8.6 apply to the initial Directors.

6.4 At a meeting of the initial Directors, the number of Directors whose presence is necessary to constitute a quorum is three.

Election of Directors

6.5 At the initial annual general meeting and at each third annual general meeting thereafter the Members are to elect nine Directors.

6.6 The Directors appointed pursuant to Article 6.5 shall include:

- (a) at least one Bishop who is a Member;
- (b) at least two principals of Affiliated Christian Theological Colleges;
- (c) at least five Independent Persons of whom:
 - (i) at least one has senior administration experience in higher education institutions; and
 - (ii) at least another one has financial expertise and financial management experience at a senior level; and
 - (iii) at least another one has commercial expertise at a senior level within the public or private sector;
 and who are approved for election by the majority of the Nominations Committee.

6.7 Where the number of persons elected as Directors who satisfy the requirements of Article 6.6 is less than nine, the Dean must declare a casual vacancy.

Appointment of additional Directors

6.8 The Directors may increase the number of Directors by up to two Directors and determine whether the additional Director is to be an Independent Person, provided that the majority of Directors must be Independent Persons.

6.9 The Directors are to appoint any additional Director, provided that any additional Director who is to be an Independent Person is approved for appointment by the majority of the Nominations Committee.

Term of Office

6.10 The elected Directors hold office until the conclusion of the third annual general meeting following their election and are eligible for re-election.

6.11 Any additional Directors hold office until the conclusion of the annual general meeting at which the Directors are elected and are eligible for reappointment.

Casual vacancy

6.12 If at any time the position of a Director becomes vacant, the position must be filled by the Directors so as to ensure that the Directors satisfy the requirements of Articles 6.6 and 6.9. A Director appointed under this Article holds office until the time when the Director they were appointed to replace would have retired in accordance with this Constitution, and is eligible for election.

Remuneration of Directors

6.13 If the College in general meeting so resolves, the Directors shall be paid remuneration fixed by the College for their services as Directors.

Travelling expenses

6.14 A Director is entitled to be reimbursed out of the funds of the College for such reasonable travelling, accommodation and other expenses as the Director may incur when travelling to or from meetings of the Directors or a committee or when otherwise engaged on the business of the College.

Director's interests

- 6.15 (a) Subject to complying with the Corporations Act regarding disclosure of and voting on matters involving material personal interests, a Director may:
- (i) subject to Article 6.13 hold any office or place of profit in the College, except that of auditor; and
 - (ii) enter into any contract or arrangement with the College; and
 - (iii) participate in any association, institution, fund, trust or scheme for past or present employees or Directors of the College or persons dependent on or connected with them; and
 - (iv) act in a professional capacity (or be a member of a firm which acts in a professional capacity) for the College, except as auditor.
- (b) A Director may do anything mentioned in Article 6.15(a) despite the fiduciary relationship of the Director's office:
- (i) without any liability to account to the College for any direct or indirect benefit accruing to the Director; and
 - (ii) without affecting the validity of any contract or arrangement.
- (c) A Director shall make known to the College any conflict of interest or any affiliation that the Director has with an actual or prospective supplier of goods or services to the College or with an actual or prospective recipient of grant funds

- from the College or with an organisation with competing or conflicting objectives.
- (d) A Director shall not be present or participate in, vote on or be counted in a quorum when any matter referred to in Article 6.15 (a) or (c) relating to or involving the Director is being considered or decided by the Directors.
- (e) A reference to the College in this Article is also a reference to each related body corporate of the College.

Signing documents

6.16 A Director is not disqualified because of a material personal interest from signing or participating in the execution of a document by or on behalf of the College.

Vacation of office of Director

6.17 In addition to the circumstances in which a Director is removed pursuant to the Corporations Act or the office of a Director becomes vacant under the Corporations Act, the office of a Director becomes vacant if the Director:

- (a) becomes of unsound mind or a person whose person or estate is liable to be dealt with in any way under the law relating to mental health;
- (b) resigns from the office by notice in writing to the College;
- (c) is not present personally at three consecutive meetings of the Directors without leave of absence from the Directors;
- (d) is the subject of a resolution of the College terminating his or her appointment as a Director of the College.
- (e) in the case of a Director within article 6.6(a), the Director ceases to be a Bishop or a Member;
- (f) in the case of a Director within Article 6.6(b), the Director ceases to be the principal of an Affiliated Christian Institution.

7. Powers and duties of Directors

Directors to manage the College

7.1 The academic governance and business of the College are to be managed by the Directors, who may exercise all such powers of the College as are not, by the Corporations Act or by this Constitution, required to be exercised by the College in general meeting.

7.2 Without limiting the generality of Article 7.1, the Directors may exercise the following powers of the College:

- (a) to borrow or raise money, to charge any property or business of the College; and
- (b) to issue debentures or give any other security for a debt, liability or obligation of the College or of any other person; and
- (c) to determine the strategic direction, annual budget and business plan of the College; and
- (d) to confer academic awards of the College and by resolution passed by not less than two-thirds of the Directors withdraw awards of the College; and
- (e) to grant scholarships, prizes, exhibitions, bursaries and other awards of the College and by resolution passed by not less than two-thirds of the Directors withdraw any such scholarships, prizes, exhibitions, bursaries and other awards of the College; and
- (f) to execute an affiliation agreement with an Anglican Theological College or other Christian higher education institution and thereby approve that college or institution to offer an academic award and/or deliver a unit of the College.

Appointment of attorney

7.3 The Directors may, by power of attorney, appoint any person or persons to be the attorney or attorneys of the College for the purposes and with the powers, authorities and discretions vested in or exercisable by the Directors for such period and subject to such conditions as they think fit.

7.4 Any such power of attorney may contain such provisions for the protection and convenience of persons dealing with the attorney as the Directors think fit and may also authorise the attorney to delegate all or any of the powers, authorities and discretions vested in the attorney.

Minutes

7.5 The Directors must cause minutes of meetings to be made and kept in accordance with the Corporations Act.

Execution of negotiable instruments and receipts

7.6 All cheques, promissory notes, bankers' drafts, bills of exchange and other negotiable instruments, and all receipts for money paid to the College, must be signed, drawn, accepted, endorsed or otherwise executed, as the case may be, in such manner and by such persons as the Directors determine from time to time.

Incidental administrative powers

7.7 The Directors are empowered:

- (a) to make any initial appointment of auditors or officers pending the first annual general meeting; and
- (b) to fill any casual vacancy in any office in the College for which no provision is made in this Constitution including that of auditor and Visitor; and
- (c) to do all such matters and things expedient for the operation of the College not expressly provided for in this Constitution.

8. Proceedings of Directors***Directors' meetings***

8.1 The Directors may meet together for the dispatch of business and adjourn and otherwise regulate their meetings as they think fit. They shall hold at least four meetings each year.

8.2 A Director may at any time, and the Secretary must on the written request of a Director, convene a meeting of the Directors.

Questions decided by majority

8.3 Subject to Articles 7.2(d) and (e), questions arising at a meeting of Directors are to be decided by a majority of votes of Directors present and entitled to vote and any such decision is for all purposes to be deemed a decision of the Directors.

Chairman's casting vote

8.4 In the event of an equality of votes the chairman of the meeting has a casting vote.

Proxies

8.5 A Director may not appoint a proxy for a meeting of the Directors.

Quorum for Directors' meeting

8.6 At a meeting of Directors, the number of Directors whose presence is necessary to constitute a quorum is:

- (a) five or any greater number determined by the Directors from time to time when the number of Directors is nine, at least three of whom must be Independent Persons;
- (b) six or any greater number determined by the Directors from time to time when the number of Directors is ten or eleven, at least four of whom must be Independent Persons.

For the purpose of this Article, a quorum is present during the consideration of a matter at

a meeting of the Directors only if at least the number of Directors referred to in paragraph (a) or (b) as the case may be is present who are entitled to vote on any motion that may be moved at the meeting in relation to that matter.

Remaining Directors may act

8.7 The continuing Directors may act notwithstanding a vacancy in their number but, if and so long as their number is reduced below six the continuing Directors may, except in an emergency, act only for the purpose of filling vacancies which the continuing Directors are able to fill to the extent necessary to bring their number up to that minimum or of convening a general meeting.

Chairman of Directors

8.8 The Directors must appoint one of their number to be the chairman and the deputy chairman. The deputy chairman is entitled to preside as chairman if the chairman is not present within 10 minutes after the time appointed for the holding of the meeting or is unable or unwilling to act.

8.9 If a Directors' meeting is held and:

- (a) the chairman is not present within 10 minutes after the time appointed for the holding of the meeting or is unable or unwilling to act, and
- (b) the deputy chairman is not present or is unable or unwilling to act,

the Directors present must elect one of their number to be a chairman of the meeting.

Directors' committees

8.10 The Directors may delegate any of their powers, other than powers required by law to be dealt with by the Directors as a board, to a committee or committees consisting of at least one of their number and such other persons as they think fit.

8.11 The Directors shall appoint a committee (hereafter referred to as "The Academic Board"), which shall have responsibility for the academic management of the College including:

- (a) to foster and maintain the highest standards in teaching, learning, research and scholarship;
- (b) to oversee all academic activities of the College;
- (c) to decide academic policy and approve related procedures;
- (d) to conduct forums on issues of interest to those engaged in the study of theology

and other disciplines related to Christian ministry;

- (e) to advise on the development and implementation of academic plans of the College;
- (f) to provide advice to the Board of Directors and the Dean, as appropriate, on academic matters relating to and affecting the College's teaching and research activities and its educational programs.

The Academic Board shall include a Director, who shall be the chairman, the Dean and at least one other person who has appropriate expertise.

8.12 A committee to which any powers have been delegated under Articles 8.10 and 8.11 must exercise the powers delegated in accordance with any directions of the Directors and a power so exercised is deemed to have been exercised by the Directors.

8.13 The members of a committee (with the exception of The Academic Board) shall elect a Director as chairman of their meetings. If a meeting of a committee is held and:

- (a) a chairman has not been elected; or
- (b) the chairman is not present within 10 minutes after the time appointed for the holding of the meeting or is unable or unwilling to act,

the members involved may elect one of their number to be chairman of the meeting.

8.14 A committee may meet and adjourn as it thinks proper.

8.15 Questions arising at a meeting of a committee are to be determined by a majority of votes of the members involved and voting. The chairman has a deliberative vote only.

Written resolution by Directors

8.16 A resolution in writing signed by all the Directors who are then in Australia and are eligible to vote on the resolution (being at least a quorum) is as valid and effectual as if it had been passed at a meeting of the Directors held at the time when the written resolution was signed by the last eligible Director to sign it. A written resolution may consist of several documents in like form, each signed by one or more Directors.

Use of technology

8.17 A Directors' meeting may be called or held using any technology consented to by each Director. The consent may be a standing one. A Director may only withdraw consent within a reasonable period before the meeting.

Validity of acts of Directors

8.18 All acts of the Directors, or a person or committee or member of a committee are valid notwithstanding that it is afterwards discovered that there was some defect in the appointment, election or qualification of them or any of them or that they or any of them were disqualified or had vacated office.

9. Nominations Committee

Initial Nominations Committee

9.1 The initial Nominations Committee is to be constituted by the Dean, who shall be the chairman, and two persons appointed by the Primate.

9.2 The term of the appointed members of the Nominations Committee is to expire at the conclusion of the first annual general meeting and the two appointed members will be eligible for election as members of the Nominations Committee.

Membership of Nominations Committee

9.3 As from the first annual general meeting the Nominations Committee is to be constituted by the Dean and two persons elected by the College.

9.4 The term of the elected members of the Nominations Committee will expire at the conclusion of the third annual general meeting following their election and they are eligible for re-election.

Responsibilities of the Nominations Committee

9.5 The Nominations Committee shall approve the eligibility:

- (a) of persons for election as a Director so as to ensure that the Directors include persons who satisfy the requirements of Articles 6.6(c) and 6.9; and
- (b) of a person for appointment as the Visitor so as to ensure that the person satisfies the requirements of Article 4.1(f).

Proceedings of the Nominations Committee

9.6 Articles 8.13 to 8.15 apply to the Nominations Committee.

Casual vacancy

9.7 If at any time a casual vacancy in the office of an elected member of the Nominations Committee occurs, the Directors shall invite the Primate to appoint a person to hold office until the conclusion of the next annual general meeting and that person will be eligible for election as a member of the Nominations Committee.

Vacation of office

9.8 A casual vacancy in the office of an elected member of the Nominations Committee occurs when the elected member:

- (a) becomes of unsound mind or a person whose person or estate is liable to be dealt with in any way under the law relating to mental health;
- (b) resigns from the office by notice in writing to the College;
- (c) is the subject of a resolution of the College terminating his or her appointment as a member of the Nominations Committee of the College.

10. Visitor

10.1 The Visitor shall have full authority and jurisdiction to determine an appeal from a decision of the Directors to withdraw an award of the College or to withdraw a scholarship, prize, exhibition, bursary or other award of the College.

Term of office

10.2 Subject to Article 10.3, the Visitor holds office until the conclusion of the third annual general meeting following their election and is eligible for re-election.

10.3 If an appeal to the Visitor is pending at the expiry of the term of office of the Visitor and the Visitor is not re-elected at the annual general meeting at the conclusion of which the term expires, the office of the Visitor is extended in respect of the appeal until the publication of the decision determining the appeal.

Casual vacancy

10.4 If at any time the office of the Visitor becomes vacant, the Directors shall appoint an Independent Person who is approved for appointment by the majority of the Nominations Committee as the Visitor who shall hold office until the conclusion of the next annual general meeting.

Vacation of office

10.5 The office of the Visitor becomes vacant if the Visitor:

- (a) becomes of unsound mind or a person whose person or estate is liable to be dealt with in any way under the law relating to mental health;
- (b) resigns from the office by notice in writing to the College;
- (c) is the subject of a resolution of the College terminating his or her appointment as the Visitor of the College

11. Secretary**Appointment of Secretary**

11.1 There must be at least one secretary of the College who is to be appointed by the Directors.

Suspension and removal of Secretary

11.2 The Directors may suspend or remove a Secretary from that office.

Powers, duties and authorities of Secretary

11.3 The Directors may vest in a Secretary such powers, duties and authorities as they may from time to time determine and the Secretary must exercise all such powers and authorities subject at all times to the control of the Directors.

12. Dean**Appointment of the Dean**

12.1 The Directors must appoint a person to be the Dean of the College for the period and on the terms they think fit. They may, subject to the terms of any contract between the Dean and the College and acting as the board of Directors, at any time remove or dismiss the Dean from that office and may appoint another Dean in their place.

Remuneration of the Dean

12.2 The remuneration of the Dean shall be fixed by the Directors.

Powers of the Dean

12.3 The Dean shall be the Executive Officer of the College, and of the Directors.

12.4 The Directors may confer on the Dean any of the powers exercisable by them, on such terms and conditions and with such restrictions as they think fit. The Directors may at any time withdraw or vary any of the powers conferred on the Dean.

Attendance at Directors' meetings

12.5 The Dean may attend Directors' meetings except where they relate to the conduct or performance of the Dean or his salary and conditions of employment, and speak but not vote thereon.

13. Seal**Common and duplicate seal**

13.1 The College may have:

- (a) a common seal, and
- (b) a duplicate common seal, which must be a copy of the common seal with the words "duplicate seal" or "certificate seal" added.

13.2 The Directors must provide for the safe custody of each seal of the College.

Use of Common Seal

13.3 If the College has a common seal, it may be used only by the authority of the Directors, or of a committee of the Directors authorised by the Directors to authorise the use of the common seal. Every document to which the common seal is affixed must be signed by a Director and be countersigned by another Director, a Secretary or another person appointed by the Directors to countersign that document or a class of documents in which that document is included.

14. Inspection of records**Inspection by Members**

14.1 Subject to the Corporations Act, the Directors may determine whether and to what extent, and at what time and places and under what conditions, the accounting records and other documents of the College or any of them will be open to inspection by Members.

15. Service of documents

15.1 This Part does not apply to a notice of a meeting of Members.

15.2 The College may give a document to a Member:

- (a) personally; or
- (b) by sending it by post to the address for the Member in the Register or an alternative address nominated by the Member; or
- (c) by sending it to a facsimile number or electronic address nominated by the Member.

15.3 If a document is sent by post, delivery of the document is deemed to be effected by properly addressing, prepaying and posting a letter containing the document, and the document is deemed to have been delivered on the day after the date of its posting.

15.4 If a document is sent by facsimile or electronic transmission, delivery of the document is to be deemed:

- (a) to be effected by properly addressing and transmitting the facsimile or electronic transmission, and
- (b) to have taken place on the day following its despatch.

16. Audit and accounts**College to keep accounts**

16.1 The Directors must cause the College to keep accounts of the business of the College in accordance with the requirements of the Corporations Act.

College to audit accounts

16.2 The Directors must cause the accounts of the College to be audited in accordance with the requirements of the Corporations Act.

17. Indemnity**Indemnity of officers**

17.1 Every person who is or has been a Director, Secretary, Dean or other Executive Officer of the College is entitled to be indemnified, to the maximum extent permitted by law, out of the property of the College against any liabilities for costs and expenses incurred by that person:

- (a) in defending any proceedings relating to that person's position with the College, whether civil or criminal, in which judgment is given in that person's favour or in which that person is acquitted or which are withdrawn before judgment; or
- (b) in connection with any administrative proceedings relating to that person's position with the College, except proceedings which give rise to civil or criminal proceedings against that person in which judgment is not given in that person's favour or in which that person is not acquitted or which arise out of conduct involving a lack of good faith; or
- (c) in connection with any application in relation to any proceedings relating to that person's position with the College, whether civil or criminal, in which relief is

granted to that person under the Corporations Act by the court.

- 17.2 Every person who is or has been a Director, Secretary, Dean or other Executive Officer of the College is entitled to be indemnified, to the maximum extent permitted by law, out of the property of the College against any liability to another person (other than the College or a related body corporate) as such an officer unless the liability arises out of conduct involving a lack of good faith.

Insurance

- 17.3 The College may pay or agree to pay, whether directly or through an interposed entity, a premium for a contract insuring a person who is or has been a Director, Secretary, Dean or other Executive Officer of the College against liability incurred by the person in that capacity, including a liability for legal costs, unless:
- (a) the College is forbidden by statute to pay or agree to pay the premium; or
 - (b) the contract would, if the College paid the premium, be made void by statute.

18. Members' Contributions and Benefits

- 18.1 Every Member undertakes to contribute to the College's property if it is wound up while the Member is a member, or within one year after the Member ceases to be a member, for payment of the debts and liabilities of the College contracted before the Member ceases to be a member and of the costs, charges and expenses of winding up and for adjustment of the rights of the contributors among themselves, any amount required not exceeding \$10.

- 18.2 No dividend shall be paid to Members and Members shall not share in any distribution of assets of the College on a winding up or otherwise.

19. Reporting

- 19.1 The College shall present a report of its activities at every ordinary session of the General Synod of the Church.

- 19.2 The College shall present an annual report of its activities including the annual financial report, Directors' report and auditor's report to the Standing Committee.

20. Winding Up

- 20.1 In the event of the winding up of the College, the property of the College subject to any special charitable trust shall be administered in

such manner as the Attorney-General for the State of New South Wales under Part 4 of the Charitable Trusts Act 1993 (NSW), or a court of competent jurisdiction, may order.

- 20.2 In the event of the winding up of the College any surplus assets not subject to any special charitable trust shall be applied to such charitable purposes similar to those of the College as the Standing Committee may direct or failing such a direction as a court of competent jurisdiction may order.

21. Amendment of this Constitution

- 21.1 This Constitution may be amended by a Special Resolution.

- 21.2 No amendment of this Constitution shall take effect unless and until it is or has been approved by the General Synod of the Church or the Standing Committee, provided that the General Synod of the Church or the Standing Committee may give such approval in advance of the passing of the relevant Special Resolution.

