

Curriculum Policy

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Related documents	
Higher Education Standards (2021)	1.1, 5.1.3, 6.1.3 (1a-b, 2c)
National Code (2018)	

1. Purpose

The purpose of this policy is to demonstrate all courses and awards of the Sydney College of Divinity are developed in accordance with the SCD Strategic Plan, particularly its Vision, Mission, and Values statements.

Sydney College of Divinity Mission Statement

The Sydney College of Divinity will

- provide high quality, accredited education in theology and related disciplines; at both undergraduate and postgraduate levels;
- encourage theological scholarship and train future theological scholars;
- prepare leaders and ministers, both ordained and non-ordained, who are well qualified to build the Church;
- encourage a theologically literate membership of the Church;
- contribute to the public discussion of issues of faith.

2. Scope

Statement of Graduate Attributes

This policy demonstrates a graduate of Sydney College of Divinity will

- have a broad and deep cognitive knowledge of the classical fields of theological thought and scholarship;
- have the practical skills to process and to communicate such knowledge in a variety of social and ecclesiastical contexts; and
- demonstrate a personal integration of theological concepts within the conduct of vocation and life.

3. Definitions

The Policy Document Glossary applies to this policy.

The following definitions also apply to this policy.

Term	Definition
<i>Undergraduate Certificate</i>	Introduced and approved by TEQSA in 2020, certifies completion of 0.5 Equivalent Full Time Study Load toward an existing qualification at AQF levels 5, 6, or 7. It qualifies individuals with knowledge and skills for further study, professional upskilling, employment and participation in lifelong learning.
<i>Diploma</i>	Qualifies individuals who apply integrated technical and theoretical concepts in a broad range of contexts to undertake advanced skilled or paraprofessional work and as a pathway for further learning.
<i>Associate degree/ Advanced Diploma</i>	Qualifies individuals who apply underpinning technical and theoretical knowledge in a range of contexts to undertake paraprofessional work and as a pathway for further learning.
<i>Bachelor's degree</i>	Qualifies individuals who apply a broad and coherent body of knowledge in a range of contexts to undertake professional work and as a pathway for further learning.
<i>Bachelor Honours Degree</i>	Qualifies individuals who apply a body of knowledge in a specific context to undertake professional work and as a pathway for research and further learning.
<i>Graduate Certificate</i>	Qualifies individuals who apply a body of knowledge in a range of contexts to undertake professional/highly skilled work and as a pathway for further learning.
<i>Graduate Diploma</i>	Qualifies individuals who apply a body of knowledge in a range of contexts to undertake professional highly skilled work and as a pathway for further learning.
<i>Master's Degree</i>	The Master's Degree qualifies individuals who apply an advanced body of knowledge in a range of contexts for professional practice or scholarship and as a pathway for further learning.

4. Statements and Objectives

Statement of Award Rationales

The overall purpose of the Diploma awards flows out of the College's Mission Statement, specifically in the preparation of leaders and ministers, both ordained and non-ordained, who are well qualified to build the Church by means of the practical skills required to process and to communicate theological knowledge in a variety of social and ecclesiastical contexts.

The overall purpose of the Bachelor and the Master of Divinity awards flows out of the College's Mission Statement, specifically in the provision of opportunity for theological formation, ministerial formation, and personal Christian formation.

The awards foster the integration of theory and practice through the development of critical and creative thinking. They thus serve to provide well qualified ministers across the churches; theologically informed and equipped workers in churches, para-church groups and other community organisations; as well as access to higher research study in theology. The Bachelor of Theology is differentiated from the Bachelor of Ministry in its opportunity for more focused study of the classical fields of theological thought and scholarship, while the Bachelor of Ministry extends the scope for further development of the practical skills relevant to vocational ministry. While the Master of Divinity structurally parallels the Bachelor awards, as a graduate program, it allows students to study at a higher level of cognitive and scholarly engagement, with the opportunity for more specialised research components. All awards are structured around the same four Disciplines, as all awards are designed to offer a comprehensive theological and ministerial education, with flexible specialised foci.

The overall purpose of the Master of Arts, the Master of Theological Studies, and the Master of Theology awards flows out of the College's Mission Statement, specifically in the provision of opportunity for advanced theological, ministerial, and personal formation. The awards focus on developing advanced levels of critical analysis and research capacity within the theological disciplines. They thus serve the need of the churches for ongoing critical self-analysis and evaluation and the development of new and creative expressions of theological understanding and ministerial application, essential to the continuing vitality of theological thought and ecclesial development. As an extension of this principle, specifically tailored specialist postgraduate awards are developed to meet emergent societal needs for higher level formal qualifications as they arise.

Currently, there are three such awards. The Master of Leadership provides professional standards of organisational leadership, with a focus on non-profit organisations such as churches and associated entities. The Master of Supervision meets the current societal demand for formally qualified professional supervision of church workers. The Graduate Certificate in Theological Education enhances the professional teaching expertise among theological educators, an increasingly important consideration of accrediting agencies in tertiary education.

Together, the postgraduate coursework awards extend the application of critical skills and the theological knowledge gained from prior study by applying such previously attained skills to new areas of knowledge and professional expertise. On this basis, they promote the development of more complex critical skills and more sophisticated methods of theological study, with a greater emphasis on supervised self-directed independent study. Hence, they prepare ministers, leaders, and teachers, both ordained and nonordained, who are well qualified to build the Church, to contribute to the public discussion of issues of faith, and to encourage a theologically literate membership of the Church.

The Research Higher Degrees of the College flow out of the College's aim to encourage theological scholarship which is ecumenically sensitive and relevant to issues of culture and society in Australia and Oceania. The Master of Philosophy, the Doctor of Ministry, the Doctor of Philosophy, and the Doctor of Theology awards provide the opportunity for professional development in ministry at the highest academic level, with a diversity of focused emphases, and thereby, through a period of systematic reflection on the practice of ministry and by a critical, creative and academically informed investigation, to make a distinct contribution to the profession.

All awards of the College aim to promote a personal integration of theological concepts within the conduct of vocation and life.

Award Level Generic Learning Outcomes

Diploma Awards

Study at Diploma level will enable students to:

- a. have an understanding of knowledge of basic biblical and theological concepts and ministry practices;
- b. develop skills to identify, analyse and act on information from a range of sources;
- c. perform with technical and creative skill to express ideas and perspectives;
- d. communicate ideas clearly to others;
- e. organise the work of self and others and plan, coordinate and evaluate the work of teams within well-defined parameters.

Advanced Diploma/ Associate Degree Awards

Study at Advanced Diploma and Associate Degree level will enable students to:

- a. have a broad theoretical and technical knowledge of a specific area or a broad field of ministry practice and theological learning;
- b. exercise a broad range of cognitive, technical and communication skills to select and apply methods and technologies to analyse theological information to complete a range of activities in ministry contexts
- c. interpret and transmit solutions to unpredictable and sometimes complex pastoral problems
- d. transmit theological information and practical ministry skills to others
- e. apply knowledge and skills to demonstrate autonomy, judgement and defined responsibility, in pastoral contexts that are subject to change, and within broad parameters to provide specialist advice and functions in ministry contexts and teams.

Bachelor Awards

Study at Bachelor level will enable students to:

- a. develop a broad and coherent body of biblical and theological knowledge;
- b. develop skills to review, analyse and act on information in the exercise of critical thinking and judgement;
- c. perform with technical and creative skill to express concepts and strategies;
- d. communicate a clear, coherent and independent exposition of knowledge and ideas;
- e. exercise initiative and judgement in planning, problem solving and decision making in ministry practice and/or scholarship.

Postgraduate Awards

Study at Postgraduate level will enable students to:

- a. have an understanding of classical and contemporary knowledge of biblical and theological concepts and ministry practice;
- b. demonstrate mastery of theoretical knowledge and to reflect critically on theory and ministry practice or scholarship;

- c. investigate, analyse and synthesise complex information, problems, concepts and theories at an abstract level;
- d. justify and interpret theoretical propositions, methodologies, conclusions and professional decisions to specialist and non-specialist audiences;
- e. design, evaluate, implement, analyse and theorise about developments that contribute to professional practice or scholarship.

Underlying Principles of the SCD Curriculum

Curriculum development refers to all aspects of the formal curriculum process including review of the current situation; development of aims and objectives; decisions on content, structure and sequencing; detailing learning activities and teaching methodologies; developing assessment strategies, evaluation and review procedures. Therefore, the College has established various fundamental principles which undergird all aspects of the development and review of courses.

Principles Undergirding the Curriculum are:

Its development is informed by:

- a. the most recent scholarship,
- b. church and ministry needs,
- c. graduate attributes,
- d. the contribution of the theological disciplines to society in general,
- e. student experience, including the salient learning characteristics of contemporary adult learners in the iGeneration
- f. the development beyond competence in knowledge and skills, to capability demonstrated in a developing adaptability to sustain integrity of message combined with relevance of service,
- g. the provision for lifelong learning and reflective practice.

Progression through the awards leads to higher levels of scholarship and more independent scholarly research by students. Introductory units establish skills and transitional frameworks for ongoing success in learning. Focusing upon detailed and systematic study of specific content within the field, advanced units strengthen skills and deepen knowledge, and provide opportunity to integrate with the discipline and its relevance for contemporary life.

- The curriculum prepares for articulation into higher awards.
- There is a recognition of and respect for the faith dimension in the study of theology and related disciplines.
- There is recognition of and respect for the denominational nature of the study of theology and where applicable related disciplines.
- The curriculum accommodates the requirements for adequate ministry training in the particular denominations by ensuring that the overall mission of the Sydney College of Divinity and the particular expression of mission in each Teaching Body is given localised expression in the interpretation of the curriculum by each Teaching Body.
- All aspects of the curriculum are adequately resourced, including appropriately qualified faculty and fair and even workloads for faculty and students.
- Whilst the curriculum is designed to provide maximum flexibility, it demonstrates breadth, depth and coherence of content and process.
- The curriculum offers sufficient choice to cater for a range of individual tastes and interests.

Principles Underpinning Course Units included in the Curriculum are:

- All course units are available to relevant students from all Teaching Bodies.
- Each course unit is taught at an equivalent academic standard across the Teaching Bodies.
- There is no unnecessary duplication of coursework units.
- Majors and submajors show progression through the discipline and include questions of methodology.
- Coursework programs provide opportunities for students to undertake research, which adapts to changes in contemporary scholarship, and/or engages with new useful knowledge for improved practice.
- There is sufficient flexibility to take advantage of visiting lecturers, experts, and the like.
- There is opportunity for students to source their own information, control their own learning, and interact with technology.

In light of the above principles, individual coursework units should:

- Introduce students to the best contemporary scholarship in the field, both denominational and interdenominational where applicable.
- Utilise Australian resources and research where possible.
- Exemplify (a) particular methodology/ies, while informing students of other methodologies in the field.
- Build the research skills of students
- Build the capability for critical reflection on received knowledge and practice.
- Be named in a way that directly indicates their content and place in the curriculum rather than a name which is designed primarily for marketing purposes.
- Be constructively aligned to support the desired outcomes of the relevant discipline and award

Disciplines and Units

1. Disciplines

The College's awards are structured around four Disciplines: Biblical Studies; Christian Life and Ministry (subdisciplines of Christian Counselling, Christian Spirituality, Mission, and Pastoral Theology); Humanities in the Christian Tradition (subdisciplines of Church History, Philosophy, and Theological Education); and Theology (subdisciplines of Systematic Theology, Christian Ethics, and Worship and Liturgy).

2. Rationale for the Disciplines

Biblical Studies:

The Bible is at the foundation of Christian faith and is the point of departure for Christian self-understanding and theological articulation of the faith. The Field of Biblical Studies is therefore constitutive of all courses within the College.

This Discipline offers units that introduce students to biblical literature and interpretation. It also offers advanced units that allow students to develop their skills of biblical interpretation and to deepen their understanding of the scriptures, with a particular view to the challenge of applying biblical writings to contemporary issues. The study of original biblical languages allows a greater depth of textual analysis in this endeavour.

Christian Life and Ministry:

This Discipline is designed to facilitate the application of biblical and theological understandings to a ministry context in vocational church-based settings, para-church applications, and lay service. All Christian ministry is theologically based and practical ministry in its various forms is the legitimate outworking of that theology. In applying theology to ministry situations, various skills of interpersonal relations are required. The focus of this field is the acquisition of such skills in the framework of theological understanding and explorations of cultural and spiritual issues which are important elements in the engagement of both church and non-church communities.

This Discipline includes introductory units facilitating an understanding of the basic mission of the church and a number of its practices. It also provides a wide range of advanced electives which allow a student to concentrate on a particular area of ministry interest, such as pastoral duties, spiritual dynamics or cross-cultural engagement. Because the award is designed to meet the need to equip people pastorally and practically for ministry, it also includes a range of field-based units covering pastoral theology and cross-cultural engagement, which provide in situ supervised experiential learning.

Humanities in the Christian Tradition

The Christian church is an evolving institution, which has constantly acted and reacted in terms of both its own developing sense of identity and its historical and social context. Historical developments have been factors in its theological and ecclesial expression and so need to be understood in relation to the constantly evolving thought which has typified the Christian experience. Studies of Academic Writing Skills, Biblical Languages, and languages other than English which engage in theological discourse serve to enrich study in various disciplines across the curriculum. Philosophy is one of the principal traditional intellectual tools at the service of human understanding. Theological Education, as a primary focus of the College, needs to be informed by the integration of theological and educational insights and practices. Christians have reflected on their faith using a variety of intellectual tools and methods – historical, theological, philosophical and educational to articulate their beliefs so as to inform and understand the Christian way of life in the light of God's revelation.

This Discipline offers introductory units to orient students to the bases and methods of language study, historical and philosophical inquiry, and educational theory and practice. It also offers advanced units that allow students to strengthen their skills in these areas of historical, philosophical and educational study and which provide the opportunity to specialise in areas of individual interest.

Theology

Throughout its history the Christian faith has been articulated through specific doctrines which give focus to different dimensions of the faith and its ethical outworking. Critical questions have always accompanied the development of particular doctrines and the various relationships that exist between them. Systematic Theology concerns itself with the sources, content and mutual coherence of the various doctrines and is alert to the multi-dimensional relationship between Christian thought and that of other worldviews. Christian Ethics concerns itself with the development of a coherent and distinctive worldview that supports the practical living of Christian.

Worship and Liturgy relate to the forms and formularies by which public worship is conducted in a rich variety of ecclesial traditions, with such public worship being a crucial expression of faith in dynamic forms. Leaders of worship need to be cognisant of and skilled in the traditions and forms of worship that constitute an integral part of the identity of their ecclesial communities. Awareness of the disciplines of systematic theology and ethics and

the conduct of liturgical worship thus equip students to know the tradition of Christian thought, to understand how the Christian faith can be rendered a coherent and integrated whole, and how it may be enacted in public performance.

This Discipline offers introductory units to orient students to the approaches to theological and ethical inquiry and liturgical practice. It also offers advanced units that allow students to develop a more specific and critical mastery of theological complexity and ethical challenges and to develop more advanced skills of liturgical leadership.

3. Discipline Learning Outcomes

Biblical Studies

The study of biblical texts will enable students to:

- a. identify significant historical, cultural and religious contexts for the composition of the biblical corpus;
- b. discern and analyse major themes and issues that arise in the biblical writings;
- c. interpret biblical texts using appropriate methodologies;
- d. engage with appropriate levels of scholarship in the critical reading of biblical texts;
- e. apply lessons from biblical texts to ministry and/or other contemporary settings and issues.

Christian Life and Ministry

The study of Christian life and ministry principles and practices will enable students to:

- a. recognise the key features of traditional and contemporary forms of ministry practice;
- b. articulate a biblically and theologically based expression of significant principles of Christian life and ministry;
- c. engage with contemporary literature in the critical analysis of Christian life and ministry;
- d. develop performative skills relevant to specified church ministry practices;
- e. develop strategies for competent practice and leadership in church-based and/or para-church service.

Humanities in the Christian Tradition

The study of humanities in the Christian tradition will enable students to:

- a. identify and assess the significance of major leaders, forces and writings in the historical evolution and expression of Christian thought and practice;
- b. develop enhanced capacity of language and writing skills to support the study of theological and associated texts;
- c. utilise appropriate methodologies for the study of areas of historical, philosophical and educational enquiry;
- d. engage with a range of scholarship in the critical reading of texts;
- e. apply lessons from readings in humanities to a range of contemporary settings and issues.

Theology

The study of theology and associated ethics and liturgy will enable students to:

- a. analyse the historically significant development of Christian theological and ethical thought and liturgical practice;
- b. articulate and defend clear statements of theological and ethical belief and practice;
- c. evaluate contemporary expressions of belief and practice in terms of theological and ethical criteria;
- d. engage with appropriate levels of scholarship in the critical reading of primary and secondary texts;
- e. apply theological, ethical and liturgical lessons to a constantly evolving contemporary society.

4. Disciplines & Units in the Structure of Awards

Expressing the above principles and in order to achieve its coherent, sophisticated, and flexible purposes, the SCD curriculum is based upon units, which orient the student towards their (sub)discipline, enable the achievement of submajors and majors, or concentrations and specialisations, towards the completion of a variety of awards at AQF levels 5 to 9.

Unit Learning Outcomes are oriented towards enabling the student to acquire knowledge and skills, and facility to apply that knowledge and those skills, relating to specific components of the subdiscipline and discipline of the unit. Unit Learning Outcomes therefore assist the student to achieve the Discipline Learning Outcomes, while being constructively aligned to support the requirements of the particular SCD award outcomes and its AQF level.

Majors and submajors in the undergraduate awards and concentrations and specialisations in the postgraduate awards are stipulated and reviewed from time to time.

Units in the coursework programs are coded with a letter first and last and four numbers between them. The first letter represents the disciplinary subject area:

A	Humanities
B	Biblical Studies
C	Pastoral Counselling
D	Education
H	Church History
L	Worship & Liturgy
M	Mission
P	Pastoral Theology
S	Christian Spirituality
T	Systematic Theology
W	Philosophy
X	Generic

The **first number** shows the AQF level of the award for which the unit is intended, but note that all units available both in the Bachelor degrees and in their nested awards bear the AQF number 7 for Bachelor.

The **second number** shows position in progression within the subject area for the AQF level. Thus introductory units bear the number 1 and advanced units the number 2.

The **third-fourth numbers** arbitrarily indicate discrete content within the preceding sequence, as described in the Course Unit Outline Template.

The **final letter** shows which Teaching Body is delivering the basic unit on its own distinctive terms:

- A St Andrew's Greek Orthodox Theological College (SAGOTC)
- B Nazarene Theological College (NTC)
- C Australian College of Ministries (ACOM)
- D St Cyril's Theological College (SCTC)
- E Australian College of Christian Studies (ACCS)
- H NSW College of Clinical Pastoral Education (NSWCCPE)
- I NAITTS An Indigenous Learning Community
- N Nisibis Assyrian Theological College (NATC)
- P Planetshakers College (PSC)
- S Catholic Institute of Sydney (CIS)
- Y Sydney Korean Theological College(SKT)
- Z Sydney College of Divinity (Graduate Research School)

Course units in the Doctor of Ministry are coded with an initial R for 'research', followed by the AQF level 10, two digits for the discrete content, and the Teaching Body code Z.

Examples

B5152C- Synoptic Gospels:	Biblical unit at AQF 5, Diploma level, on the Synoptic Gospels, delivered by ACOM
B7101S- Introduction to Biblical Studies	Biblical unit at AQF 7, Bachelor introductory level, on an introduction to Biblical Studies, delivered by CIS
P7254E- Principles of Pastoral Leadership:	Pastoral Theology unit at AQF 7, Bachelor advanced level, on principles of pastoral leadership, delivered by ACCS
T7207A- Christian Apologetics:	Theology unit at AQF 7, Bachelor advanced level, on Christian Apologetics, delivered by SAGOTC
A8112S- Biblical Hebrew	Humanities unit at AQF 8, Honours/Graduate Certificate/Diploma introductory level, delivered by CIS
M9225B-Faith, Mission, and Culture:	Mission unit at AQF 9, Masters advanced level, delivered by NTC
R1001Z- Pastoral and Practical Theology: Hermeneutics and Methodological Paradigms	Research unit at AQF 10, Doctoral level, on Hermeneutics and Methodological Paradigms, delivered by SCD GRS

Roles in Curriculum Development and Review

Curriculum development and review involves the:

- Academic Board and its Discipline Coordinators Committee, and Research Committee
- Teaching Bodies of the College
- Academic Faculty Members within their Respective Disciplines
- Director of Academic Strategy
- Research Director
- Academic Registrar
- Dean
- External review panels and consultants

Responsibility for the structure, content, development and review of the curriculum belongs with the Academic Board.

With regard to new course units the Discipline Coordinators Committee ensures that any new coursework unit aligns with the requirements as listed in Part A above and that it

- does not normally duplicate current offerings
- makes an ongoing contribution to the offerings within a Discipline or meets ministry training needs, and
- has been appropriately benchmarked.

Any new units should be developed with the approval of the Discipline Coordinators Committee in light of current SCD policy.

The Teaching Bodies of the College propose new coursework units to the Discipline Coordinators Committee, including appropriate benchmarking through consultation. (See Accreditation of New Units Procedure). Teaching Bodies have a responsibility to induct members of the academic faculty into the nature and structure of the curriculum and train them to teach and develop it.

The members of the academic faculty teach within the Discipline/s for which they are accredited in light of their qualifications and expertise. As the teachers in the Discipline they have a collective responsibility to uphold the integrity of the curriculum, to maintain the standard of scholarship, to use and develop Australian resources, and to apply denominational and methodological approaches within the broader context of the Discipline as a whole.

This responsibility is best met through regular contact and occasional meetings.

Discipline Coordinators individually are available to offer advice to the teachers in Teaching Bodies on the development of new coursework units and the requirements for teaching the curriculum.

The role of the Director of Academic Strategy is to maintain and enhance the quality of the College's coursework programs. In particular, the Director of Academic Strategy sits on the Academic Board, the Discipline Coordinators Committee, facilitating coordination of the development, implementation, and review of the coursework curriculum and details of its delivery. The Director of Academic Strategy also has oversight of the training of faculty in the teaching and development of the curriculum, and represents SCD in the benchmarking sub-group of Directors of Learning and Teaching within the Theology Higher Education Consortium Benchmarking Network, which meets at least annually to consider all aspects of course benchmarking.

The role of the Research Director is to maintain and enhance the quality of the College's research programs. In particular, the Research Director sits on the Academic Board and the Research Committee, facilitating coordination of the development, implementation, and review of the research curriculum and details of its delivery. The Research Director also has oversight of the training of faculty in supervision and peer-reviewed research, and represents SCD in the benchmarking sub-group of Directors of Research within the Theology Higher Education Consortium Benchmarking Network, which meets at least annually to consider all aspects of research program benchmarking.

The role of the Academic Registrar is to maintain and enhance the quality of the College's student support and administration processes in support of the coursework and research programs. In particular, the Academic Registrar sits on the Academic Board and the Student Support and Administration Committee, facilitating coordination of improvements to the student experience. The Academic Registrar also has oversight of the training of registry staff in administration of student access to the curriculum, and represents SCD in the benchmarking sub-group of Directors of Learning and Teaching in respect of registry standards within the Theology Higher Education Consortium Benchmarking Network, which meets at least annually to consider all aspects of research program benchmarking.

The role of the Dean is to oversee the strategic development and quality of the College's curriculum in relation to the Higher Education Standards. In particular, the Dean sits on the Academic Board and its Standing Committee, as well as overseeing and participating in the Committees and External Advisory Panel of the Dean, which facilitate specific aspects of the academic programs (academic classification and promotion, library, research ethics, and provision of specific benchmarking). The Dean also represents SCD in the benchmarking sub-group of Deans and Vice-Chancellor within the Theology Higher Education Consortium Benchmarking Network, which meets at least annually to consider all aspects of institutional benchmarking, including program profile. External review panels are convened and external consultants are engaged at pivotal times in the review process.

The Process of Curriculum Review

The Curriculum will be reviewed periodically on a timetable determined by SCD's renewal of Registration as an Australian University College.

Academic Board regularly reviews the College's academic plans and gives direction to its various committees, including directing specific curriculum matters to the Discipline Coordinators Committee. Academic Board delegates the continuous monitoring and review of the coursework programs to the Discipline Coordinators Committee, at whose meetings course oversight and review are a standing agenda item. The Committee is kept informed by the Director of Academic Strategy of any concerns, requests or benchmarking issues that have arisen from TEQSA, teaching bodies, faculty or external consultants, moderators and benchmarks.

The task of the ongoing review process is to monitor the implementation of the new and revised awards to gauge satisfaction and suitability levels, to make informed recommendations from time to time to Academic Board.

Courses are reviewed internally after 12 months of first being delivered, and then on a seven-year cycle (as set by the re-registration cycle), when the review may include external components.

Course Units are also regularly reviewed to ensure, *inter alia*, that:

- any new coursework unit proposed by a teaching body aligns with the conditions of accreditation and with the College's principles of approving new units;
- any coursework unit not taught over a three-year period is reviewed;
- any coursework unit not taught over a five-year period is deleted from the curriculum unless there is a compelling reason to retain it.

Ongoing review by the Research Committee, will report any issues relating to research programs as relevant to Academic Board, and review the HDRs in parallel with the timing of the coursework curriculum review. Although in the case of the research programs, only the DMin involves actual units of study, the Director of Research may involve the Discipline Coordinators Committee in the review of any HDR, in order to take advantage of that committee's cumulative experience in such matters.

In respect of both pedagogy and the development of disciplinary areas SCD espouses the 'research-led' concept. The overall review process will be further informed by SCD's biennial Learning and Teaching Conferences, inaugurated in 2013. Theology-based research conferences, held by SCD alone or in partnership with various of its Teaching Bodies, will occur in most years, and may be expected to have an indirect influence on the shaping of the SCD curriculum as current concerns are brought to the fore.

The formal curriculum review and development phase will flow out of the continuous review process into a full curriculum review undertaken with a view to the submission of required materials for re-registration as an Australian University College. The Discipline Coordinators Committee will provide an interim report to the Academic Board half way through the accreditation cycle on observations and emergent curriculum issues. Two years later, the curriculum review will commence, following a further report to Academic Board from the Discipline Coordinators Committee outlining its particular aims and focal issues.

It will include, as appropriate, wide-ranging consultation and discussion with stakeholders (such as SCD committees; representatives of member institutions; faculty and students; significant church and educational leaders; external benchmarkers and consultants). Such consultations will be focused upon the particular issues subject to the inquiries of the review and provided with the relevant data to be interrogated, with a view to further refinement and development of courses and their delivery. Academic Board will take oversight of this process, which will be coordinated by the Director of Academic Strategy, working alongside the Discipline Coordinators.