



Australian  
University College  
of Divinity

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# Student Handbook

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## Section 1

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# About Australian University College of Divinity

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*The Australian University College of Divinity is a leading theological education provider, equipping people for effective professional and lay ministry in a rapidly changing environment.*



## About Us

Celebrating our 43<sup>rd</sup> Anniversary in 2026, we began as a genuinely collegiate ecumenical endeavour as one University College with many campuses. The Member Institutions have found that our mutual encouragement and accountability to one another enhances our academic quality and strengthens our Christian mission.

**Our degrees are taught through our member institutions:**

- Australian College of Christian Studies
- Australian College of Ministries
- BBI The Australian Institute of Theological Education
- Lachlan Macquarie Institute
- NAIITS: A Learning Community
- Nazarene Theological College
- Nisibis Assyrian Theological College
- NSW College of Clinical Pastoral Education
- Olivet Theological Seminary
- Perth Bible College
- Planetshakers Bible College
- Sparrows College
- St Andrew’s Greek Orthodox Theological College
- St Cyril’s Coptic Orthodox Theological College

In addition to our Member Colleges, the Australian University College of Divinity, through its school, AUCD Graduate Research School, delivers Higher Degree by Research.

**At Australian University College of Divinity, we are:**



### Missional

We prepare leaders who are adept to lead and build up the Church in a culturally – contextualised way. Our desire is to see God’s word flourish through a broad range of individuals, churches and communities.



### Academic

We are known for our academic excellence. We believe in the centrality of the bible, and the powerful transformation that comes from a theologically-sound understanding of it in our lives and churches.



### Servant-Hearted

We desire to be deeply relational and real, embodying Christ with a servant-hearted attitude in our relationship with students, member institutions and the broader church community.



## Accreditation

### TEQSA

The Tertiary Education Quality and Standards Agency (TEQSA) is the national regulator of higher education in Australia.

TEQSA registers higher education providers and monitors quality and standards, to ensure that students receive a quality education. TEQSA evaluates the performance of higher education providers against the Higher Education Standards Framework (Threshold Standards) 2021.

The Australian University College of Divinity is accredited by TEQSA as an 'Institute of Higher Education' (Provider ID: PRV12045) on the National Register of Higher Education.

### CRICOS

The Commonwealth Register of Institutions and Courses for Overseas Students (CRICOS) is the official register of all Australian education providers that are permitted to offer courses to students studying in Australia on student visas.

Australian University College of Divinity is registered on CRICOS (Provider Code: 02948J). Registration on CRICOS allows Australian University College of Divinity to offer courses to international students studying, or intending to study, in Australia on student visas. Listed in the next section are the courses offered to international students and the Australian University College of Divinity teaching bodies delivering the courses.

Information on current AUCD courses available to International students and their locations can be found on the AUCD website: [aucd.gov.au](http://aucd.gov.au)

## Governance

The Australian University College of Divinity Council is established by the Australian University College of Divinity Ltd to have responsibility for and exercise oversight of the entire AUCD operation, including direct control of membership, legal and financial matters, and risk management, and management of the Office of the Dean, the Sydney Korean Theological College, and the Graduate Research School, and, by delegation to the Academic Board, oversight of all academic policy matters and permissions to graduate.

The Council is led by its Chair, who is also the President of the University College. The Constitution provides for membership of up to five employees from Member Institutions, one student, and the Chair of Academic Board ex officio, but Council membership is not 'representative' and there is always a majority of external members, several of whom meet the TEQSA definition of 'independent member'.

### The current Council members are:

- Neville Cox – President, and Chair of Council
- Prof. Stephen Smith – AUCD Dean and CEO
- Prof. Gerard Kelly – Deputy Chair of Council, Chair of Academic Board
- Jack Flanagan
- Prof. Angelo Karantonis
- Neil Smith
- Richard Wheeler
- Jessica Collins Chi
- Scott Lim
- Assoc Prof. Philip Kariatlis
- Neale Meredith

## The Committees of the AUCD Council are:

- Academic Board
- Audit Committee
- Institutional Membership Committee
- Standing Committee
- Strategic Planning Committee

Council meetings are held at the Australian University College of Divinity.

## The Dean:

The Dean is appointed by the Council to lead the management of the Australian University College of Divinity both directly and through delegation to the Executive Dean, the Director of Academic Strategy, the Research Director, the Director of Student Service, the Dean of Students, the Chief Operating Officer, and support staff working in the Office of the Dean. The Dean also leads the management of the Graduate Research School.

The Dean has oversight of four committees and one advisory panel that support the work, variously, of Council and Academic Board.

## Committees of the Dean:

- Academic Classification and Promotion Committee
- Academic Classification and Promotion Appeals Committee
- Research Ethics Committee
- Library Committee
- External Advisory Panel

## Academic Board:

The Academic Board is delegated by Council to conduct all academic matters, including curriculum development, learning and teaching systems, research and research training, and student matters.

Academic Board membership as set out in the Constitution is not 'representative' but provides for ample participation by academic faculty based in its Member Institutions. It comprises the Chair, the Chairs of the Academic Board Committees, the four Discipline Coordinators, the Dean, the Executive Dean, the Director of Student Services, the Principal Librarian, three Australian University College of Divinity Officers with academic portfolios, one student, and one to three external members.

## Committees of Academic Board are:

- Coursework Committee
- Discipline Coordinators Committee
- Research Committee
- Standing Committee
- Student Support and Administration Committee

Academic Board meetings are held at Australian University College of Divinity. The full list of 2026 Governance Dates can be found on the AUCD website: [aucd.edu.au](http://aucd.edu.au)





## Section 2

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# Unit and Course Information



# Course Information

The Australian University College of Divinity is a leading higher education provider of theological degrees in English and Korean. Our courses range from an introductory level six months undergraduate certificate to an in-depth masters program, with Higher Degrees by Research also available through the Graduate Research School. We focus on the disciplines of Biblical Studies, Christian Life and Ministry, Humanities in the Christian Tradition, and Theology.

We have study programs to suit people with different learning backgrounds, both academic and professional. Our course structures allow students to choose units and shape their learning to achieve their purpose for study, be it for ordained ministry, lay service, integration with their professional work and/or for personal growth.

To study an Australian University College of Divinity award, students must enrol with one of our teaching colleges, each with its rich and varied Christian tradition and heritage. Our ecumenical identity means that you can learn about traditions different from your own.

## Undergraduate

A degree from the Australian University College of Divinity better prepares and equips you for ministry in a changing environment. Our undergraduate awards are delivered by our teaching institutions who offer flexible study options, varied delivery modes, well represented library collections, quality student support and facilities, and practitioner and research-active faculty.

## Postgraduate (Coursework)

Postgraduate coursework gives you the scope to develop subject matter expertise in an area you're passionate about. It consists of units of study that are

taught in a similar format to undergraduate learning, such as lectures, tutorials, assignments and exams. Our postgraduate coursework awards are delivered by our teaching institutions. Find the course for you and study with one or more of our teaching institutions, benefiting from the ecumenical nature of the Australian University College of Divinity.

## Postgraduate (Research)

The Australian University College of Divinity is an excellent research centre, and a leading intellectual and creative resource to the communities it serves. It is characterised by a broad and balanced application of learning which focuses on preparing the next generation of Christian teachers and scholars. The Australian University College of Divinity aims to 'encourage theological scholarship which is ecumenically sensitive and relevant to issues of culture and society in Australia and Oceania.'

Postgraduate Research provides the opportunity for professional development in ministry at the highest academic level 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.

If you are considering a Higher Degree by Research (HDR) email us at [grs@aucd.edu.au](mailto:grs@aucd.edu.au) for a conversation with our Research Director. Applications for candidature are made directly to the Australian University College of Divinity and are accepted throughout the year.



## Definitions of Modes of Study

While it is common for multiple (blended) methods of delivery and types of technology to be utilised in teaching a single unit, the following definitions are helpful in categorising units for the purpose of interpreting student feedback and analysing particular demographics.

Where multiple methods of teaching and learning are employed in a single unit, mode of delivery can be assigned according to the way in which the majority of teaching and learning is facilitated.

### 1. Face-to-face

This applies when most of the teaching and learning occurs synchronously in real time, in a physical teaching space. The lecturer may be either physically or virtually present. Students may be either physically or virtually present.

This may include weekly classes, extensive or intensive offerings and online live streaming. Teaching and learning resources may be delivered either electronically or printed.

### 2. Distance

This applies when most of the teaching and learning occurs asynchronously (independently). Students and lecturers may meet and interact at times, either in virtual spaces or face-to-face, formally or informally, as a part of the students' coursework. This may include online courses involving periodical virtual classroom sessions or short residential intensives. Teaching and learning resources may be delivered either electronically or printed.

As required under the ESOS Act, the AUCD will permit overseas students to be taught by distance mode only up to 25% of their total program with at least one face-to-face unit in each of the teaching periods.



## Types of Units

Within these modes, there are various types of units:

### Regular

Those units which are delivered face-to-face and require weekly attendance throughout a semester.

### Intensive

The usual semester-length course unit is offered over a one or two week period, either during term or in the summer and/or winter academic breaks. It is still a semester course and the student has the same time-frame of a normal semester-long program to complete assessment tasks. Faculty are available for consultation following the intensive.

### Extensive

The usual semester-length course unit is offered over a number of days spread across a semester, e.g. five individual days (say, Mondays) or two to three weekends. It is still a semester course and the student has the same time-frame of a normal semester-long program to complete assessment tasks. Faculty are available for consultation following the extensive.

### Independent Study mode

When a unit, from the AUCD Schedule of Units of Study, is not offered in the semester in which the candidate wishes to take it, the candidate, by arrangement with the lecturer, may study the unit in independent reading mode. It is essentially a reading course with some individual, face-to-face contact with the lecturer arranged for mutually convenient times. Fewer students now pursue units by independent study mode because of the large number of units available by distance and online.

### Independent Guided Study

This course unit enables students with initiative and creativity to pursue ideas and areas of interest in the subject area. It affords the student an opportunity to continue to develop independent research and study skills. The student, in consultation with the Teaching Body Registrar/Academic Dean, arranges with a suitably qualified supervisor/ lecturer a course unit outline including content, outcomes, assessment and reading list and completes the unit in the normal timeframe.

The IGS should not be confused with units studied as Independent Study mode (see above). Up to 18 credit points may be taken in this mode.

### Research Project

The Research Project builds on the theological background, capacity and interests of a student and enables her or him to pursue broad research, often of a survey nature, into an area or topic within a discipline or across disciplines. This research cannot usually be done within the structures of individual coursework units or the focused study of a particular topic.

### Research Essay

The Research Essay is worth 18 credit points and is 10,000 – 12,000 words in length. The student is assisted in the preparation of the essay by a supervisor appointed by the Teaching Body in which the student is enrolled. Approval for the research long essay topic is obtained from the Research Committee and, where applicable, may require clearance by the Ethics Committee.

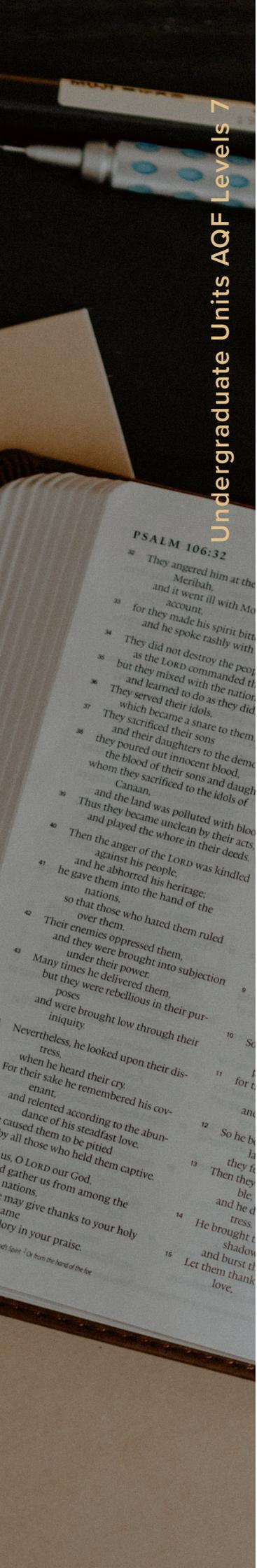
The Research Essay is examined by two examiners one of whom is normally from outside the Teaching Body where the student is enrolled. The supervisor is not eligible to be an examiner.

# Unit List

<b>Undergraduate Units AQF Levels 5 and 6</b>	
<i>Unit Code</i>	<i>Unit Name</i>
<b>Humanities in the Christian Tradition   Humanities</b>	
A5100	Studying Theologically
A5111	Introduction to Biblical Languages
<b>Church History</b>	
H5100	Church History Survey
H5110	Survey of Early Church History
H5150	Reform and Reformers
<b>Biblical Studies</b>	
B5101	Survey of the Bible
B5110	Survey of the Old Testament
B5112	Survey of the Pentateuch
B5131	Survey of the Prophets
B5150	Survey of the New Testament
B5152	Survey of the Synoptic Gospels
B5180	Survey of the Old Testament in Context (CALD)
B6264	Prison Epistles
<b>Christian Life and Ministry   Counselling</b>	
C5100	Basic Pastoral Counselling
C5127	Introduction to Chaplaincy
<b>Christian Mission</b>	
M5100	Introduction to World Mission
M5109	Engaging in Discipleship
M5127	Introduction to Cross-Cultural Mission
M5128	Developing Cross-Cultural Competence
M5160	Reaching Australians/New Zealanders with the Gospel
<b>Christian Spirituality</b>	
S5101	Introduction to Spiritual Formation
<b>Pastoral Theology</b>	
P5101	Introduction to Pastoral Ministry and Practice
P5104	Introduction to Theological Study
P5107	The Context of Pastoral Ministry
P5110	Introduction to Youth Ministry
P5113	Introduction to Children's Ministry
P5115	Developing a Youth Ministry
P5116	Youth Ministry and Personal Growth
P5118	Culture and Context for Youth Ministry
P5123	Healing Prayer
P5133	Kingdom and Spirit
P5140	Introduction to Christian Education
P5145	Introduction to Ministry in the Church
P5148	Basics of Christian Worship
P5150	Basics of Pastoral Preaching
P5151	Preaching and Culture
P5155	Introduction to Christian Leadership

P5159	Church Movement Distinctives
P5161	Transformational Leadership
P5171	Supervised Ministry I
P5172	Supervised Ministry II
P5181	Supervised Ministry in Context I (CALD)
P5185	Introduction to Christian Leadership in Context (CALD)
P6172	Supervised Ministry II
<b>Theology   Christian Ethics</b>	
E6100	Christian Ethics
<b>Worship and Liturgy</b>	
L5101	Introduction to Christian Worship
L5110	Introduction to Preaching
L5111	Preaching II
L5121	Introduction to Byzantine Ecclesiastical Music
L5122	Introducing Byzantine Musical Modes
L5123	Byzantine Diatonic Modes
L5124	Byzantine Enharmonic and Chromatic Modes
L5125	Byzantine Vespers Service
L5126	Byzantine Matins Service
L5127	Byzantine Divine Liturgy
L5128	Advanced Byzantine Melodies
<b>Systematic Theology</b>	
T5105	Introduction to Christian Doctrines
T5110	The Person and Work of Christ
T5113	The Self-Revealing God
T5115	Spirit and Church
T5116	Person and Work of the Holy Spirit
T5185	Introduction to Christian Doctrines in Context (CALD)
T6210	Person and Work of Christ
<b>Generic</b>	
X5191	Introduction to [Topic]
X5192	Issues in [Topic]
X5194	Field Work in [Discipline]
X5195	Independent Guided Study

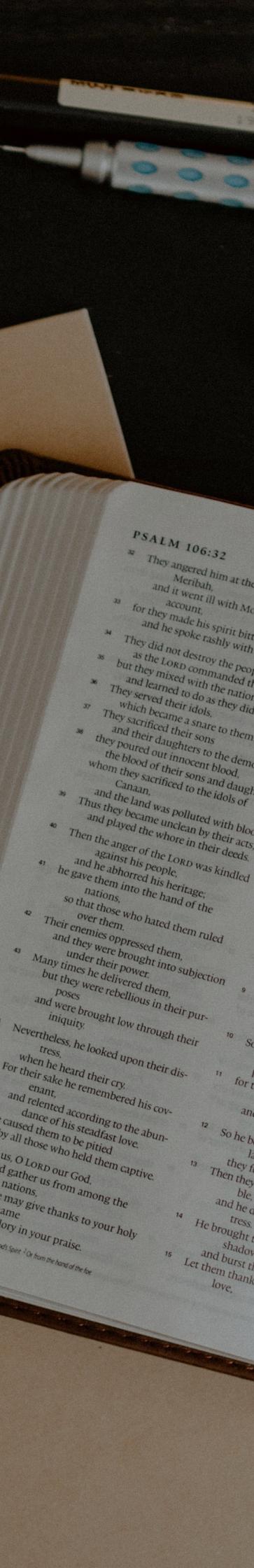
<b>Undergraduate Units AQF Level 7</b>	
<i>Unit Code</i>	<i>Unit Name</i>
<b>Humanities in the Christian Tradition   Humanities</b>	
A7100	Critical Thinking and Writing in Theological Studies
A7111	Introduction to Biblical Languages
A7112	Biblical Hebrew I
A7122	New Testament Greek I
A7132	Introduction to Ecclesiastical Latin
A7135	Theological English
A7142	Syriac I: Reading and Grammar
A7152	Christian Arabic I
A7180	Critical Thinking, Reading, and Writing for Theological Education (CALD)
A7181	Introduction to Biblical Languages in Context (CALD)
A7212	Biblical Hebrew II
A7222	New Testament Greek II
A7242	Syriac II
A7252	Christian Arabic II
<b>Church History</b>	
H7100	Introduction to Church History
H7110	History of the Early Church
H7131	Introduction to Early Monasticism
H7180	Introduction to Church History in Context (CALD)
H7232	Early Byzantine History
H7233	Later Byzantine History
H7234	Modern Orthodox Church History
H7240	History of the Church in the Middle Ages
H7250	History of the Reformation
H7260	History of the Church in the Modern Era
H7263	The Restoration Movement
H7264	History of the Wesley-Holiness Movement
H7267	History of Christianity in Australia
H7270	Korean Protestant Churches – Their Story
H7272	Australian Catholics – Their Story
H7273	New Zealand Catholics – Their Story
<b>Philosophy</b>	
W7110	Ancient and Early Medieval Philosophy
W7112	Medieval and Early Modern Philosophy
W7116	Logic and Critical Thinking
W7166	Wisdom of the Desert
W7212	Medieval Philosophy
W7213	From Descartes to Kant
W7214	From Kant to Postmodernism
W7218	Rhetoric, Truth and Knowledge
W7222	Moral Philosophy
W7226	The Human Person
W7231	Metaphysics
W7238	Faith, Reason, and God
W7241	Philosophy of Culture
W7246	Political Philosophy
W7251	Epistemology
W7258	Philosophical Psychology



<b>Biblical Studies</b>	
B7101	Introduction to Biblical Studies
B7105	Peshitta 1
B7106	Peshitta 2
B7110	Introduction to the Old Testament
B7150	Introduction to the New Testament
B7181	The Old Testament in Context (CALD)
B7182	The New Testament in Context (CALD)
B7203	Biblical Hermeneutics
B7212	Pentateuch
B7220	Old Testament Historical Books
B7226	Psalms
B7229	Wisdom Literature
B7231	Prophetic Literature
B7252	The Synoptic Gospels
B7253	The Four Gospels
B7258	Lukan Literature
B7260	Pauline Literature
B7261	Unlocking Romans
B7262	The Corinthian Correspondence
B7270	Johannine Literature
B7280	The Four Gospels in Context (CALD)
B7281	Pauline Literature in Context (CALD)
B7283	Biblical Hermeneutics in Context (CALD)
B7284	Pentateuch in Context (CALD)
B7287	Prophetic Literature in Context (CALD)
<b>Christian Life and Ministry   Counselling</b>	
C7100	Introduction to Pastoral Counselling
C7102	Counselling Theory and Practice I
C7106	Introduction to Psychology
C7120	Pastoral Counselling in Practice
C7131	Group Counselling
C7140	Counselling Practicum I
C7180	Pastoral Counselling in Context (CALD)
C7202	Counselling Theory and Practice II
C7203	Human Development & Pastoral Counselling
C7204	Counselling Theory and Practice III
C7208	Addiction Counselling
C7227	Becoming a Chaplain
C7228	Psychopathology
C7240	Counselling Practicum II
C7241	Counselling Practicum III
C7245	Working with Trauma and Grief
C7250	Child and Adolescent Counselling
C7254	Relationship Counselling
C7256	Family Counselling
<b>Christian Mission</b>	
M7100	Introduction to Mission
M7109	Introduction to Discipleship
M7110	The Evangelising Mission of the Church
M7143	Introduction to Islam
M7205	Paradigms for Contemporary Mission
M7220	Anthropology for Christian Mission

M7227	Introduction to Intercultural Mission
M7228	Cross-Cultural Ministry Experience
M7240	Christian Perspectives on World Religions
M7260	Communicating the Gospel in Australia and New Zealand
M7272	Mission and Justice
M7280	Introduction to Intercultural Mission in Context (CALD)
M7281	World Religions in Context (CALD)
<b>Pastoral Theology</b>	
P7101	Introduction to Pastoral Theology and Ministry
P7104	Introduction to Theological Study
P7105	Introduction to Ethical Ministry Practice
P7110	Introduction to Youth Ministry
P7132	Foundations for Church Planting
P7133	Kingdom of God and Pneumatology
P7140	Introduction to Christian Education
P7148	Principles and Practice of Christian Worship
P7150	Introduction to Pastoral Preaching
P7180	Contextualising Pastoral Theology and Ministry (CALD)
P7181	Introduction to Christian Education in Context (CALD)
P7182	Principles & Practice of Christian Worship in Context (CALD)
P7183	Introduction to Pastoral Preaching in Context (CALD)
P7205	Contextual Theology for Ministry
P7207	Pastoral Ministry in Context
P7213	Children's Ministry
P7215	Youth Ministry Development
P7216	Personal Growth and Youth Ministry
P7218	Youth Ministry: Culture and Context
P7220	The Psychology of Religious Vocation
P7221	Transforming Conflict
P7222	Leading Change in Ministry
P7223	Healing Perspectives
P7232	Cultural Analysis
P7233	Church Planting Through Neighbourhood Engagement
P7235	Media, Culture and Ethical Value Systems
P7236	Foundations of Social Justice
P7245	Church and Ministry
P7247	Maori Pastoral Care
P7248	Marriage, Family and Relationships
P7251	Cultural Preaching
P7254	Canon Law – The Sacraments
P7255	Principles of Pastoral Leadership
P7257	Selected Themes in Canon Law
P7258	Team Ministry Skills
P7259	Distinctives of Church Movements
P7260	Personal Growth for Ministry
P7261	The Transformational Leader
P7265	Basic Unit of Clinical Pastoral Education I
P7266	Basic Unit of Clinical Pastoral Education II
P7271	Supervised Ministry I
P7272	Supervised Ministry II
P7273	Supervised Ministry: Hospital Chaplaincy Fundamentals
P7281	Denominational Church Movements in Context (CALD)
P7283	Church Planting in Context (CALD)

P7284	Personal Growth for Ministry in Context (CALD)
P7285	The Transformational Leader in Context (CALD)
<b>Christian Spirituality</b>	
S7101	Formation in Spiritual Living
S7102	Introduction to Christian Spirituality
S7103	Introduction to Personal Transformation
S7106	The Art and Science of Formation
S7107	Creativity and Spirituality
S7201	Relational Dynamics in Spiritual Formation
S7202	Spiritual Formation for Ministry
S7203	Kingdom Life
S7205	Community Transformation
S7245	Studies in Historical Spirituality
S7250	Christian Spiritual Wisdom
S7260	Formation in Prayer and Prayerfulness
S7261	The Art of Spiritual Direction
S7262	The Art of Spiritual Mentoring
S7263	Collective Spiritual Discernment
<b>Theology   Christian Ethics</b>	
E7100	Sources and Principles of Christian Ethics
E7245	Justice, Human Life and Society
E7247	Peace and War
E7250	Christian Anthropology and Bioethics
E7270	Environmental Ethics
<b>Worship and Liturgy</b>	
L7101	Introduction to Christian Worship
L7210	Introduction to Preaching
L7211	Preaching II
L7220	Music in Worship
L7221	Eastern Christian Hymnology
L7232	Sacraments 2 [to be developed]
L7250	Liturgical Rites
<b>Systematic Theology</b>	
T7101	Introduction to Theology
T7105	Introduction to Christian Doctrines
T7140	Theology of Mission
T7171	Early Church Fathers
T7185	Christian Doctrines in Context (CALD)
T7204	Christian Apologetics
T7210	The Person and Work of Christ
T7213	The Self-Revealing God
T7214	The Trinity
T7215	Spirit and Church
T7216	The Person and Work of the Holy Spirit
T7217	Christian Anthropology and Grace
T7218	Doctrine of Christian Holiness
T7219	Creation and Fulfilment
T7228	The Church
T7229	Ecumenical Identity
T7230	Ministry in the Church
T7231	The Sacraments
T7233	Baptism and Confirmation



T7234	The Eucharist
T7235	Anointing and Reconciliation
T7236	Marriage
T7237	Theology of Holy Orders
T7249	Lived Theology
T7266	Reformation Theology
T7267	Wesleyan Theology
T7272	Early Byzantine Patristic Theology
T7273	Post-Chalcedonian Patristic Theology
T7274	Later Byzantine Patristic Theology
T7280	The Person and Work of Christ in Context (CALD)
T7283	The Self-Revealing God in Context (CALD)
T7285	Spirit and Church in Context (CALD)
T7288	Doctrine of Christian Holiness in Context (CALD)

**Generic**

X7191	Introduction to [Topic]
X7192	Studies in [Topic]
X7193	Studies in [Topic]
X7286	Issues in [Topic] CALD
X7289	Issues in [Topic] CALD
X7290	Capstone Unit in (Discipline)
X7291	Issues in [Topic]
X7292	Issues in [Topic]
X7293	Seminar in [Topic]
X7294	Fieldwork in [Discipline]
X7295	Minor Independent Guided Study (9cp)
X7296	Major Independent Guided Study (18 cp)
X7297	Action Research Project
X7298	Minor Research Project (9cp)
X7299	Major Research Project (18 cp)

Postgraduate Units AQF Levels 8–9	
Unit Code	Unit Name
<b>Humanities in the Christian Tradition   Humanities</b>	
A8100	Critical Academic Skills in Theological Education
A8111	Biblical Languages
A8112	Biblical Hebrew I
A8113	Biblical Hebrew II
A8122	New Testament Greek I
A8123	New Testament Greek II
A8132	Ecclesiastical Latin I
A8135	English for Theology
A8142	Syriac I: Reading and Grammar
A8143	Syriac II: Syntax and Texts
A8152	Christian Arabic I
A8153	Christian Arabic II
A8180	Critical Academic Skills in Contextualized Theological Studies (CALD)
A9222	Greek Readings
<b>Theological Education</b>	
D8101	Principles of Theological Education
D8102	Contemporary Issues in Theological Education
D9204	Theological Pedagogy
D9206	Theological Curriculum
D9211	Theological Education Project
D9212	Theological Education Focused Study
<b>Church History</b>	
H8100	Introduction to the Study of Christian History
H8110	Early Church History
H8131	Early Monasticism
H8132	Byzantium: Empire of New Rome
H8133	Byzantium: Resplendence and Twilight
H8134	The Orthodox Church: Yesterday and Today
H8163	The Restoration Movement
H8180	Introduction to the Study of Church History in Context (CALD)
H9232	Byzantine Studies
H9233	Byzantine Art and Architecture
H9234	Byzantine Hagiography
H9240	Christian History in the Middle Ages
H9241	Christian Culture of the Middle Ages
H9250	Reformation in the 16th Century
H9260	Modern Church History
H9270	History of Korean Protestant Churches
H9271	Vatican II and its Reception
<b>Philosophy</b>	
W8110	Ancient and Early Medieval Philosophy
W8112	Medieval and Early Modern Philosophy
W8161	Readings in Philosophy
W8162	Readings in Philosophy
W8166	The Desert Fathers: Wisdom and Philosophy
W9222	Theories and Issues in Ethics
W9240	Philosophical Theology
W9251	Ways of Knowing
W9258	Religion and Modernity

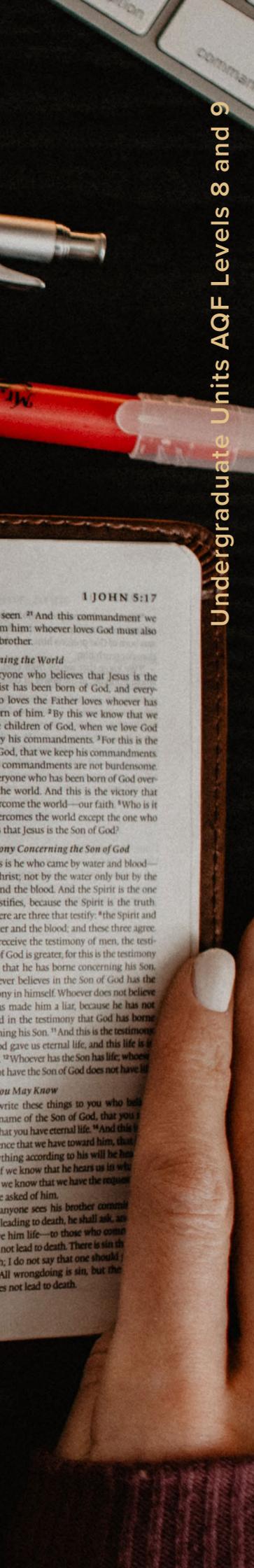
<b>Biblical Studies</b>	
B8101	Introduction to Biblical Studies
B8105	Peshitta Studies 1: Contents, Context, and Theological Significance
B8106	Peshitta Studies 2: Peculiarities in the Syriac Literature
B8110	Introduction to the Old Testament
B8150	Introduction to the New Testament
B8180	Introduction to the Old Testament in Context (CALD)
B8181	Introduction to the New Testament in Context (CALD)
B9203	Hermeneutics of the Bible
B9205	Old Testament Theology
B9206	New Testament Theology
B9212	Interpreting the Pentateuch
B9213	Israel's Beginnings: The Books of Genesis and Exodus
B9220	Joshua to Kings: History and Theology
B9226	Interpreting the Psalms
B9229	Interpreting Wisdom and Poetry in Israel
B9231	Interpreting the Prophets of Israel
B9232	Isaiah
B9233	Jeremiah
B9241	Apocalyptic Literature
B9242	Dead Sea Scrolls
B9252	Interpreting the Synoptic Gospels
B9253	Interpreting the Four Gospels
B9258	Lukan Literature and Theology
B9260	Pauline Literature and Theology
B9261	Letter to the Romans
B9262	1 & 2 Corinthians
B9270	Unlocking John
B9276	Hebrews and the General Epistles
B9281	Interpreting the Pentateuch in Context (CALD)
B9282	Interpreting Wisdom and Poetry in Ancient Israel (CALD)
B9283	Hermeneutics of the Bible in Context (CALD)
<b>Christian Life and Ministry   Counselling</b>	
C8100	Theory and Practice of Pastoral Counselling
C8102	Pastoral Counselling in Ministry
C8103	Psychology and Leadership
C8104	Fundamentals of Counselling Theory and Practice
C8105	Advanced Counselling Theory and Practice I
C8106	Fundamentals of Psychology
C8121	Group Processes
C8127	Professional Chaplaincy
C8129	Pastoral Perspectives on Moral Decision Making
C8136	Pastoral Counselling: Marriage and Family
C8137	Pastoral Counselling in Context
C8141	Fundamentals of Counselling Practicum
C8142	Supervised Counselling Practicum I
C8145	Pastoral Counselling: Grief, Loss and Trauma
C8153	Human Sexuality in Helping Professions
C8160	Solution Focused Brief Therapy (SFBT) and Positive Psychology (PP)
C8166	Wellbeing and Resilience for People Helpers
C8170	Fundamental Principles of Pastoral Supervision
C8175	Professional Supervision Practicum
C8180	Pastoral Counselling in Contextualized Ministry (CALD)
C8175	Professional Supervision Practicum

C9201	Human Development and Counselling
C9205	Advanced Counselling Theory and Practice II
C9242	Advanced Counselling Practicum
C9260	Narrative Therapy, Trauma and Growth
C9203	Developmental Theory and Pastoral Counselling
C9229	Ethical and Professional Issues in Pastoral Counselling
C9243	Pastoral Counselling: Addiction
<b>Christian Mission</b>	
M8100	Introduction to Intercultural Mission
M8101	Missiological Hermeneutics and Contextualisation
M8109	Framework for Discipleship
M8110	Evangelising Mission Today
M8120	Cultural Anthropology for Mission
M8128	Engaging in Inter-Cultural Ministry
M8140	Encountering Living Faiths of the World
M8143	Introducing Islam
M8160	Gospel, Culture and Communication in Australia & New Zealand
M9225	Faith, Mission and Culture
M9227	Inter-Cultural Communication
M9232	Spiritual Warfare and Mission
M9240	World Religions in Christian Perspective
M9242	Interreligious Dialogue
M9272	Justice in the Mission of the Catholic Church
M9275	Transformational Development in a Global Context
<b>Pastoral Theology</b>	
P8101	Introduction to Pastoral and Practical Theology
P8104	Foundations of Theological Study
P8105	Foundations of Ethical Professional Practice
P8106	Administrative Gifts for Ministry
P8107	Non-Profit Governance for Ministry
P8108	Financial Management for Ministry
P8110	Foundations for Youth Ministry
P8113	Ministry to Children
P8115	Designing Youth Ministry
P8123	Healing and Wholeness
P8124	Interpersonal Conversation
P8132	Framework for Church Planting
P8133	Kingdom Theology and Praxis
P8140	Foundations of Christian Education
P8145	Dynamics of Church and Ministry
P8148	Foundations of Christian Worship
P8150	Foundations of Pastoral Preaching
P8155	Foundations of Christian Leadership
P8158	Working in a Ministry Team Setting
P8159	Denominational Distinctives
P8161	Developing Leaders through Mentoring
P8162	Administrative Leadership and Management for Ministry
P8163	Spiritual Leadership
P8165	Clinical Pastoral Education I
P8166	Clinical Pastoral Education II
P8171	Theory and Practice of Ministry I
P8172	Practice of Pastoral Supervision
P8173	Supervised Ministry: Hospital Chaplaincy

P8174	Introduction to Supervision 1: Principles of Clinical Pastoral Supervision
P8175	Introduction to Supervision 2: Dynamics of Clinical Pastoral Supervision
P8176	Introduction to Supervisory Practice
P8177	Educational Theory and Practice in Pastoral Supervision
P8178	Theological Reflection in the Practice of Pastoral Supervision
P8180	Foundations of Pastoral Preaching in Context (CALD)
P8183	Spiritual Leadership in Context (CALD)
P9201	Practical Theology and Future Church
P9206	Ministry in Complex Situations
P9207	Community Sector Management
P9221	Managing Conflict in Ministry
P9222	Change Management for Ministry
P9232	Exegeting the Culture
P9233	Church Planting Through Community Engagement
P9234	New Paradigms of Christian Ministry
P9236	The Theology and Practice of Social Justice
P9248	The Church at Worship Today
P9251	Preaching in a Contemporary Setting
P9258	Strategic Thinking and Decision Making
P9259	Leading the Larger Church
P9260	Personal Growth for Leadership
P9261	Transformational Leadership in Ministry
P9267	Clinical Pastoral Education III
P9272	Theory and Practice of Ministry II
P9276	Supervised Ministry Practicum
P9277	Advanced Practice in Pastoral Supervision
P9278	Advanced Skills in Professional Supervision
P9280	Denominational Distinctives in Context (CALD)
P9281	Church Planting through Community Engagement in Cultural Context (CALD)
<b>Christian Spirituality</b>	
S8101	Formation in Christian Leadership
S8102	Christian Spirituality
S8103	Personal Transformation
S8104	Spiritual Preparation for Intercultural Ministry
S8105	Transformation in Community
S8106	Disciplines of Spiritual Formation
S8107	Creativity and Spiritual Expression
S8145	The Christian Spiritual Tradition
S8161	Spiritual Direction
S8172	Spirit in Context: Australian Spirituality
S9201	Relational Health in Spiritual Formation
S9202	Advanced Principles in Kingdom Living
S9245	Christian Spirituality in the 20th Century
S9261	Spiritual Mentoring
S9262	Leadership and Spiritual Discernment
<b>Theology   Christian Ethics</b>	
E8100	Principles of Christian Ethics
E9200	Themes in Fundamental Moral Theology
E9245	Justice and Peace
E9255	Human Life, Family and Society
E9271	Business and Professional Ethics

Worship and Liturgy	
L8101	Introduction to Christian Worship
L8110	Foundations of Preaching
L8150	The Practice of Worship
L9205	Liturgical Sources
L9210	Preaching and its Context
L9220	Eastern Christian Hymnody
Systematic Theology	
T8101	Introducing Theology
T8105	Basic Christian Doctrines
T8128	Ecclesiology
T8129	Ecumenical Identity
T8140	Biblical Theology of Mission
T8149	Lifestyle Biblical Theology
T8166	Theological Issues of the Reformation
T8171	Church Fathers: An Introduction
T8173	Post-Chalcedonian Theology
T8185	Basic Christian Doctrines in Context (CALD)
T9206	Faith and Theology in Context: Fundamental Theology
T9208	Theological Methodology
T9210	Christology and Soteriology
T9211	Major Questions in Christology
T9212	The Triune God and Revelation
T9213	Theology of the Trinity
T9214	Focused Study in Trinitarian Theology
T9215	Pneumatology and Ecclesiology
T9216	Pneumatology
T9217	Doctrine of Christian Holiness
T9219	Mary: Disciple and Symbol of the Church
T9220	Ministry in Ecclesial Contexts
T9228	Collegiality and Primacy
T9231	Theology of the Sacraments
T9251	Readings in Selected Theologians
T9266	The Distinctive Theological Perspective of John Calvin
T9267	Wesleyan Theological Perspectives
T9270	Byzantine Patristic Theology 4th – 9th Century
T9271	Byzantine Patristic Theology 9th – 15th Century
T9272	Alexandrian Legacy
T9273	Cappadocian Legacy
T9274	Saint Maximus the Confessor
T9275	Exploring the Philokalia
T9276	Contemporary Hermeneutics and the Patristic and Medieval Reading of Scripture
T9277	Patristic Perspectives on Science and Theology
T9278	Patristic Tradition and the Classical Philosophy
T9280	Christology and Soteriology in Context (CALD)

Generic	
X8188	Studies in [Topic] in Context (CALD)
X8189	Research Methodology in Context (CALD)
X8190	Research Methodology
X8191	Introduction to [Topic]
X8192	Issues in [Topic]
X8193	Seminar in [Topic]
X8194	Fieldwork in [Topic]
X8195	Studies in [Topic]
X8199	Honours Thesis (36 cps)
X9287	Minor Independent Guided Study (CALD)
X9288	Minor Research Project (CALD)
X9290	Capstone Unit in (Discipline)
X9291	Issues in [Topic]
X9292	Seminar in [Topic]
X9293	Minor Independent Guided Study (9cp)
X9294	Major Independent Guided Study (18 cps)
X9295	Action Research Project (18 cps)
X9296	Minor Research Project (9cp)
X9297	Major Research Project (18 cps)
X9298	Minor Research Essay (18 cps)
X9299	Major Research Essay (36 cps)





## Section 3

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# Study Information



# Study Information

## Demand Hours

Demand Hours are the time to which each student is notionally committed.

### Full-time students

In the case of full-time students this is 44 hours per week. For each 9 credit point unit a typical break down is:

- 3 timetabled hours/week (time spent at lecturers, tutorials, engaged with online or
- other learning package, clinical or other placements)
- 8 hours/week devoted to assessable (4 hours) and non-assessable (4 hours) tasks
- 11 hours total workload/week
- 143 hours per 13 week semester

### Undergraduate program

Demand hours for assessment tasks in the undergraduate program are notionally allocated on the basis of:

- 12 demand hours per 1000 words
- 6 demand hours per 1 hour examination
- 12 demand hours per 15 mins of oral exam/class presentation

### Graduate program

Demand hours in graduate programs are notionally allocated on the basis of:

- 8 demand hours per 1000 words
- 8 demand hours per 15 mins oral exam/class presentation

# Assessments

Assessment of student performance in any unit is continuous or progressive and is determined at the end of the semester in which the unit is completed. The grade for that unit is based on the total marks gained. A grade is final when it has been approved by the Academic Board of the Australian University College of Divinity.

**Within the Australian University College of Divinity, the development of assessment packages is based on an understanding of demand hours derived from the following principles:**

1. The educational model used is that of adult learning. Each class is a community of adult learners, lecturer and students together. The desired end is not simply to impart information to students but for them to develop into self-directed, self-motivated learners. Their own experience and learning is an essential ingredient in the learning process.
2. Students have only a limited amount of time that can be expended on a course unit. No course unit is entitled to more student time than any other unit for equivalent credit. (Clearly there is some latitude for units with a large praxis component.) Overall student loads per semester can make demands on only a set amount of time in a student's week.
3. Each course unit involves a range of educational tasks: lectures, reading, note taking, tutorials, presentations, essays etc. Assessment tasks make up only a percentage of learning tasks, and can therefore demand only a corresponding percentage of the time allocated to that unit.

## Extensions of time for completion of assessment tasks

Students must submit all assignments by the due dates set by lecturers as published in the Course Unit Booklets.

## Late Penalty

Late assignments without an approved extension will attract an automatic penalty deduction of 5% of the marks available for the item of assessment for every day (including weekends and holidays), or part thereof, beyond the date and time of submission (or any extension granted).

Assignments submitted without an approved extension beyond 10 days after the due date will receive a zero mark and NOT be annotated by the lecturer.

**Example** – Student submits an assignment worth 50 marks 4 days late:

Total mark available = 50

Penalty: 4 days late = 5% of 50 × 4 = 10 mark penalty

The student's original mark is 40

Final mark = 40 – 10 = 30

## Grounds for Extension

**An extension of an assignment's due date may be granted on the following grounds:**

- Medical illness (certified by Medical Certificate)
- Extreme hardship
- Compassionate grounds

In such cases an extension of up to 28 days may be granted without penalty but only if requested before the assignment due date. The student should submit an "Application for Extension" including supporting documentation to the Teaching Body for authorising and signing by the Lecturer/ Registrar/Academic Secretary prior to the due date. The student will then be informed of the result of the request.

In extreme cases, extensions beyond 28 days may be granted. Such extensions must be applied for in writing, including supporting documentation, to the Teaching Body setting out the extreme circumstances. The appropriate Teaching Body's committee will consider such an unusual extension and notify the student of the outcome in writing.

If the unit assessment includes an examination and an extension is granted arrangements will be made for an alternative examination to be given to the student within the extension period. This information is attached to all course unit guides given to AUCD students.

## Weighing of Assessment Tasks

The overall length of assessment tasks are as follows for a 9 credit point unit:

- undergraduate programs: AQF 5, 6: 4,000 words or equivalent; AQF 7: 5000 words or equivalent
- postgraduate programs (AQF 8, 9): 6,000 words or equivalent

Assessment tasks, eg portfolios, that fall outside the items included in the grid require approval from the relevant Discipline Coordinator.

## Grading System

### **PASS (P) 50-64%**

The grade will be awarded where there is evidence that a student has undertaken the required core work for the topic and has demonstrated sound knowledge /understanding/competencies /skills required for meeting topic outcomes and satisfactorily completing essential assessment exercises. The student would normally have attained a sound knowledge of matter contained in set texts or reading materials, and demonstrated a good general level of familiarity with major academic debates, approaches, methodologies and conceptual tools.

### **CREDIT (C) 65-74%**

The grade will be awarded where there is evidence that a student has undertaken all of the required core work for the topic and additional work in wider areas relevant to the topic, and has demonstrated a sound level of knowledge /understanding /competencies/skills required for meeting topic outcomes and completing assessment exercises at a proficient standard. The student would normally have attained a sound knowledge of matter contained in set texts or reading materials and have done wider reading, and demonstrated familiarity with and the ability to apply a range of major academic debates, approaches, methodologies and conceptual tools. Students should have a reasonable opportunity of reaching this grade provided they have completed all course requirements, demonstrated proficiency in the full range of course objectives and shown considerable evidence of a sound capacity to work with the range of relevant subject matter.

### **DISTINCTION (D) 75-84%**

The grade will be awarded where there is evidence that a student has undertaken all of the required core work for the topic at a high level and considerable additional work in wider areas relevant to the topic, has demonstrated advanced knowledge /understanding/competencies/skills required for meeting topic outcomes and completing assessment exercises at a high standard.

The student would normally have attained an advanced knowledge of matter beyond that contained in set texts or reading materials and have done considerable wider reading, and have demonstrated a broad familiarity with and facility at applying a range of major academic debates, approaches, methodologies and conceptual tools. The grade should reflect very high quality work which shows the student generally works at a level which is beyond the requirements of the assessment exercise and is developing a capacity for original and creative thinking.

**HIGH DISTINCTION (H) 85-100%**

The grade will be awarded where there is evidence that a student has undertaken the required core work for the topic at a high level and considerable additional work in wider areas relevant to the topic, has demonstrated the acquisition of an advanced level of knowledge/ understanding/ competencies/skills required for meeting topic outcomes and passing the range of topic elements at the highest level. The student would normally have attained an in-depth knowledge of matter contained in set texts or reading materials and undertaken extensive wider reading beyond that which is required or expected. The student would have consistently demonstrated a high level of proficiency at applying a range of major academic debates, approaches, methodologies and conceptual tools and combining a knowledge of the subject matter of the topic with original and creative thinking. The grade is reserved for recognition of the highest level of academic achievement expected of a student at a given topic level.

**SATISFACTORY (S)**

The grade will be awarded in a topic that is assessed only on a pass or fail basis, where a satisfactory level of performance and participation has been achieved. The grade may be awarded to reflect:

- that the student has achieved mastery of the topic content; and
- that the student has satisfactorily completed topic requirements or contractual requirements where these form a prerequisite or condition of passing, or continuing with a program of study.

Satisfactory is awarded on a pass/fail basis and a score would not normally be assigned.

**FAIL (N) 0-49%**

The grade will be awarded if a student is unable to demonstrate satisfactory academic performance in the topic or has failed to complete essential topic elements or required assessment tasks at an acceptable level, in accordance with topic objectives.

This grade also applies where there is evidence of gross errors, plagiarism or negligence in regard to the course requirements.

**EXTENSION (E)**

This grade may be given under extenuating circumstances, such as illness, accident, misadventure or any other serious problem which make it impossible for the student to complete assignment(s) by the end of the semester. An overall extension for a unit may be given when the student has completed at least one of the prescribed assessment tasks.

The fact that several pieces of written work for different units are due within a short period is not a valid excuse for the granting of an extension. Students are expected to plan their study, employment and extracurricular activities so that they are able to submit work by the due date. Upon completion of the work any grade can be given. The date of completion is determined by the relevant lecturer, in light of the relevant AUCD policy, normally within a month of the commencement of the following semester. The revised final grade will be submitted to the Coursework Committee with the results for the following semester. For the purposes of monitoring, an 'Explanation of Grades' ProForma should be submitted. A student's request for an extension, in writing, should be available to the monitor.

**INCOMPLETE (I)**

This grade is used when normally one of the assessment tasks for a unit is incomplete. The student will have previously provided an explanation to the Teaching Body Academic Board in writing clearly stating the reasons that extra time is being sought. It will lead to no grade higher than a pass upon the completion of the work by the student. The date of completion will be determined by the relevant lecturer, in light of the relevant AUCD policy, normally within a month of the commencement of the following semester. The revised final grade will be submitted to the Academic Standards Committee with the results for the following semester. For the purposes of monitoring, an 'Explanation of Grades' ProForma together with student's request in writing needs to be attached.

**UNAVAILABLE RESULTS (U)**

This grade is given where grades are unavailable at the time of monitoring of results through no fault of the student. A covering letter by the Teaching Body explaining the reasons for U results must be submitted during the Semester Monitoring of Results.

**WITHDRAWAL (W)**

The Withdrawal grade is awarded where the student withdraws from a unit in accordance with the rules governing withdrawal.

**SATISFACTORY PROGRESS (SP)**

The Satisfactory Progress grade is used where a unit of study, requiring one piece of assessment (eg. Research Essay, Research Project), extends across more than one semester. This will automatically flag that no final result is due until a later semester, which will be an amended grade. This grade is also used when a research essay or thesis has been submitted for examination and the final result is still to be resolved. Coursework units that extend across more than one semester will be required to submit a grade for monitoring at the completion of the unit.

**UNSATISFACTORY PROGRESS (UP)**

The Unsatisfactory progress grade is used where a unit of study continues into the following semester and a student is judged to not be progressing satisfactorily. If a student receives this grade, he or she, in consultation with his or her lecturer/supervisor, will be required to submit a plan to the Academic Dean detailing how the student intends to complete the unit on time. The study plan must be received by the Academic Dean before the commencement of the following semester.

## Table of Grade descriptors

The general description of each of the grades in the following table is the overarching statement of the principles that discriminate between each of the grades.

The subsidiary descriptions (*Reading, Knowledge of topic, Articulation of argument, Analytical and evaluative skills, Problem solving, Expression and presentation appropriate to the discipline, Oral presentation skills, Tutorial preparation, Participation and interaction with others*) amplify the general description. The subsidiary descriptions are guides to the general description. Student work at any grade will satisfy some of the subsidiary descriptions without necessarily satisfying all subsidiary descriptions.

Descriptor	High Distinction (H) 85-100%	Distinction (D) 75-84%	Credit (C) 65-74%	Pass (P) 50-64%	Fail (N) 0-49%
<b>General Description</b>	Outstanding work that comprehensively attains the required outcome(s) showing superior knowledge, understanding, analysis, critical interpretation, presentation, and originality.	Excellent work that substantially attains the required outcome(s) showing a high level of knowledge, understanding, analysis, critical interpretation, presentation, and some originality.	Work that soundly attains the required outcome(s) showing a good level of knowledge, understanding, analysis, presentation, and some evidence of critical interpretation.	Work that satisfactorily attains the required outcome(s), with adequate knowledge, understanding, analysis, and presentation.	Work that fails to attain the required outcome(s), lacking in basic knowledge, understanding, analysis, and presentation.
<b>Reading</b>	Evidence of wide, relevant, and independent reading beyond core texts and materials.	Evidence of relevant reading beyond core texts and materials.	Evidence of sound understanding of core texts and materials.	Evidence of having read core texts and materials.	Inadequate evidence of having read any of the core texts and materials.
<b>Knowledge of topic</b>	Outstanding factual and conceptual knowledge incorporating highly distinctive insight into deeper and more subtle aspects of the topic.	Substantial factual and conceptual knowledge incorporating distinctive insight into deeper and more subtle aspects of the topic.	Extensive factual and conceptual knowledge.	Satisfactory factual and conceptual knowledge to serve as a basis for further study.	Inadequate factual and conceptual knowledge.
<b>Articulation of argument</b>	Sustained evidence of imagination, originality, and independent thought.	Evidence of imagination, originality, and independent thought.	Ability to construct well-reasoned and coherent argument based on discriminating use of evidence.	Ability to construct sound argument based on evidence.	Inability to construct coherent argument.
<b>Analytical and evaluative skills</b>	Evidence of highly developed analytical and evaluative skills.	Evidence of well-developed analytical and evaluative skills.	Evidence of developed analytical and evaluative skills.	Evidence of analytical and evaluative skills.	Insufficient evidence of analytical and evaluative skills.

<b>Problem solving</b>	Ability to solve or resolve non routine or very challenging problems.	Ability to solve or resolve routine or challenging problems.	Ability to use and apply fundamental concepts and skills to basic problems.	Evidence of problem solving skills.	Insufficient evidence of problem solving skills.
<b>Expression and presentation appropriate to the discipline</b>	Highly developed skills in expression, presentation, and documentation appropriate to wider audiences.	Well developed skills in expression, presentation, and documentation appropriate to the discipline and audience.	Good skills in expression, presentation, and documentation.	Adequate skills in expression, presentation, and documentation.	Inadequate skills in expression, presentation, and documentation.
<b>Oral presentation skills</b>	Highly developed skills in Delivery; Content; Structure; Use of Visual Aids and Response to Questions.	Well developed skills in Delivery, Content, Structure, Use of Visual Aids and Response to Questions.	Good skills in Delivery, Content, Structure, Use of Visual Aids, and Response to Questions.	Adequate skills in Delivery, Content, Structure, Use of Visual Aids and Response to Questions.	Inadequate skills in Delivery, Content, Structure, Use of Visual Aids and Response to Questions.
<b>Tutorial preparation, participation and interaction with others</b>	Evidence of outstanding preparation, highly developed skills in making focused and constructive contributions to discussion, in listening to and responding to the contributions of fellow members of the group.	Evidence of thorough preparation, well developed skills in making a constructive contribution to discussion, in working well with other members of the group and in valuing their contributions.	Evidence of sound preparation, good skills in actively contributing to discussion and in responding positively to the views of others.	Evidence of adequate preparation, adequate skills in participating and in listening to others while relying on others to do most of the work.	Insufficient evidence of preparation, participation, and interaction with others.

## Grade point average (GPA)

The grade point average is calculated as follows:

$$\text{GPA} = (4H + 3D + 2C + 1P + 0N) \div E$$

where H is the number of credit points gained at H grade

D is the number of credit points gained at D grade

C is the number of credit points gained at C grade

P is the number of credit points gained at P grade

N is the number of credit points attempted but which earned an N grade

E is the total number of credit points attempted, excluding units with W and S



# Examinations

The conduct of examinations is determined by the Academic Board of the Teaching Body in which the unit is offered, which shall ensure that the time of the examination is notified in the calendar and adhered to.

## Where a candidate:

- a. is prevented by unavoidable disruption from attending an examination in a unit; or
- b. was affected immediately prior to such examination by unavoidable disruption which the candidate believes seriously prejudiced the performance of such examination; or
- c. is to a substantial degree affected by unavoidable disruption during the course of any such examination, and either during or immediately after such examination reports the facts to the supervisor in charge —

The candidate may as soon as practicable after such examination, and in any case not later than the day following the final day of the examination period, as notified in the examination timetable (or within such time as the Registrar of the Teaching Body may in special cases permit), report the circumstances in writing (supported by a medical certificate or other proper evidence) to the Registrar of the Teaching Body and request that they be taken into account when assessing the result of such examination.

If a candidate is personally unable to take the action required in such case by this rule, some other person may take such action on the candidate's behalf.

The Teaching Body in which the unit was taught may apply to the Academic Board of the Australian University College of Divinity for permission for the student to sit a special examination conducted by that Teaching Body.

## Unavoidable Disruption

The Academic Board has adopted the following definition of unavoidable disruption, to be applied to the requirements to complete a unit, the provision of special examinations, the discontinuance of a unit and exclusion from a unit.

### Unavoidable disruption to studies is defined as resulting from an event or set of circumstances which:

- a. could not have reasonably been anticipated, avoided or guarded against by the student and
- b. were beyond the student's control and
- c. caused substantial disruption to the student's capacity for effective study and/or the completion of required work and
- d. interfered with the otherwise satisfactory fulfilment of unit or program requirements.

Circumstances routinely encountered by students would not normally be acceptable grounds for claiming unavoidable disruption to studies.

### Such matters include:

- a. routine demands of employment;
- b. routine family problems such as domestic tension with or between parents, spouses, and other people closely involved with the student;
- c. difficulties adjusting to University College life, to the self-discipline needed to study effectively, and the demands of academic work;
- d. stress or anxiety associated with examinations, required assignments or any aspect of academic work;
- e. routine need for financial support;
- f. demands of sport, clubs and social or extra-curricular activities.

Any claim based on these categories would need to show clearly, with appropriate documentation, that the student's particular circumstances were so extreme, individually or in combination, as to warrant consideration. It must also be shown that the alleged disruption seriously interfered with the student's studies or exam performance to the extent that had it not occurred, he or she would in all likelihood have given a satisfactory performance.

**The Academic Board will treat as unavoidable disruption cases where the student has been presented from attending an examination for the following reasons:**

- a. as a member of the armed forces involved in compulsory exercises;
- b. as a person in full-time employment required to be overseas by his or her employment;
- c. as a member of the emergency services including the medical profession;
- d. as a person representing Australia at an international sporting or cultural event.

# Appeals

## Coursework students

A student may appeal against the result given in any item of assessment when that student believes that some error in grading has been made or when there are concerns about the grade awarded. In the first instance the student shall raise this matter with the lecturer concerned. After this informal dialogue, if the student still believes there are grounds to appeal, the student may formally appeal to the Academic Board of their .

Where a student believes that the review procedures in the Teaching body have not been followed with regard to an appeal against a failed final grade, **the student may appeal to the Academic Board of the University College:**

- a. this is the only ground on which an appeal can be made to the Academic Board;
- b. the appeal must be submitted in writing to the Dean within ten working days of receipt of the determinative outcome of the appeal;
- c. the student must provide the Dean with documented evidence that the regulations on Review and Appeals have not been complied with;
- d. the Academic Board will deal with the appeal at its discretion;
- e. the decision of the Academic Board will be final.

## Research Degree Candidates

**Research degree candidates may appeal against a decision of the Academic Board:**

- a. to terminate candidature;
- b. not to award the degree;
- c. not to allow re-submission.

**A candidate may appeal on the grounds of:**

- a. procedural irregularities;
- b. evidence of prejudice or bias.

**The research degree program appeals process shall operate according to the following rules:**

1. a candidate shall notify an appeal in writing to the Dean of the University College within 30 days of notification of the decision which is the subject of the appeal;
2. on receipt of an appeal the Dean shall refer the matter to the Standing Committee of Council;
3. on receipt of a formal notification of an appeal, the Standing Committee of Council shall establish an adhoc Research Postgraduate Appeals Committee which shall:
  - a. be composed of:
    - ii. an independent chairperson, being a member of the University College Council;
    - iii. the chairperson of the Academic Board;
    - iv. the Dean of the University College;
    - v. a postgraduate candidate
  - b. determine and report to the University College Council on appeals by research degree candidates against a decision of the Academic Board:
    - i. to terminate candidature;
    - ii. not to award the degree;
    - iii. not to allow re-submission.
4. the Appeals Committee shall meet within 21 days of having been appointed;
5. the appellant shall have the right to present to the Appeals Committee any material deemed relevant to the appeal;
6. the appellant may also exercise an option to appear before the committee in which Case:
  - a. the appellant may be accompanied by an advisor whose function shall be to support the appellant;
  - b. the advisor shall not be permitted to act as advocate or spokesman;
7. the decision of the Appeals Committee shall be final and shall be reported to then next meeting of the University College Council.



# Common Elements in Higher Degrees by Research (HDR)

**Master of Philosophy (MPhil), Doctor of Ministry (DMin), Doctor of Philosophy (PhD) and Doctor of Theology (ThD)**

## A.1 Overall Nature of Research Programs

All MPhil, PhD and ThD candidates proceed to the award by research and thesis alone. For DMin candidates 20% of the award is by coursework and 80% by research and thesis. In all research programs both full-time and part-time candidature are available.

Typically, full time candidature requires an average of thirty hours per week and part-time candidature requires an average of fifteen hours per week. These hours should preferably be achieved through regular weekly commitment, but they may be achieved through varying periods of more and less intensive work.

## A.2 Oversight

Oversight of the MPhil, DMin, PhD and ThD falls to the Research Committee. Where relevant, ethics clearance is determined by the Research Ethics Committee. The Research Committee is a committee of the Academic Board and makes recommendations to it. This includes recommendations for award of degrees. The Academic Board in turn makes a recommendation to the Council, which resolves on award or non-award of the degree. The Research Ethics Committee is a committee of the Dean, who notifies significant matters to the Academic Board. The Research Ethics Committee may exchange information with the Research Committee.

The Research Committee has practical responsibility, with regard to the degrees listed above, for such matters as the admission of candidates, the approval of thesis topics, the appointment of supervisors and associate supervisors, the progress of candidates through the program, the provision of research seminars and

workshops, the examination of completed theses, the implementation of any recommendations from the examiners, and the recommendation to the Academic Board that a candidate may proceed to graduation. The Academic Board in turn makes a recommendation to the Council concerning the award of the degree.

The management of the programs is the responsibility of the Research Director, who is also a member of the Research Committee, and the Academic Board. The Research Director should be contacted by all intending candidates. The Research Director provides initial guidance in respect of the desired program, qualifications for admission, the DMin coursework if relevant, the intended research topic and supervision of the research, and remains the key contact for candidates in managing their progress.

### A.3 Enrolment

Candidates enrol through the Office of the Dean following an interview with the Research Director. The Director receives and forwards the application for enrolment, together with the Summary of Research Intentions, to the Research Committee which grants acceptance into the program.

In the case of the MPhil, PhD and ThD, candidature is provisional until the acceptance of the Thesis Proposal by the Research Committee. In the case of the DMin, transition from coursework to thesis occurs following the achievement of commendable results in the two coursework units and acceptance of the Thesis Proposal by the Research Committee.

### A.4 Thesis Proposal

In the case of the MPhil, PhD and ThD, a formal Thesis Proposal will be submitted to the Research Committee within one semester of admission for a full-time candidate and within two semesters of admission for a part-time candidate. In the case of the DMin, a formal Thesis Proposal will be submitted to the Research Committee no later than one semester after completion of the course units for a full-time candidate and no later than two semesters after completion of the course units for a part-time candidate. In all cases, the formal Thesis Proposal may not be substantially changed after acceptance without application to the committee.

### A.5 Research Supervision

All candidates have two supervisors, a principal supervisor, who must hold a doctoral degree and be research active according to the Research Active in the AUCD Policy, and an associate supervisor, who must

hold a doctoral degree, carry out research and normally be research active according to the Research Active in the AUCD Policy. These are formally appointed by the Research Committee. Normally, the principal supervisor will be a faculty member of the Australian University College of Divinity. In some cases the Australian University College of Divinity may appoint an external supervisor based in another reputable theological college, university, or comparable institution. The associate supervisor may likewise be internal or external to the Australian University College of Divinity. In the case of the DMin, the associate supervisor may be a relevant recognized expert professional in a relevant field of ministry.

As well as being research active, the principal supervisor should have experience in research supervision. College Faculty who may become research active and thus eligible to act as supervisors are expected to participate in scheduled supervision workshops provided by the Australian University College of Divinity. Especially in cases where a designated principal supervisor may not yet have overseen a research project through to a satisfactory conclusion, appropriate mentoring in this task will be provided by the Research Director.

Intending candidates may or may not have identified a specific topic within the intended area. Some may already have discussed the matter informally with a potential supervisor. In their Summary of Research Intentions accompanying the application to enrol candidates may request a particular person as supervisor, but the supervisor is appointed by the Research Committee and approached by the Research Director.

The associate supervisor may be asked to act as principal supervisor in the temporary absence of the principal supervisor, for example, on study leave. The associate supervisor may otherwise provide additional research support, for example, with regard to a particular aspect of the research in which he or she is a recognized expert. The Code of Supervisory Practice, appended to this section, informs the supervisory relationships.

Each semester the supervisors report to the Research Committee concerning the candidate's progress and any other related matter, using the Research Degree Progress Report form, which requires also candidate comment on the supervisor's comments. This enables the Committee to monitor progress, offer advice to supervisors and/or candidates, and make appropriate recommendations to the Academic Board. In the event of continued unsatisfactory progress termination of candidature may be recommended.

Unsatisfactory progress occurs when there is no evidence that production of the thesis has been advanced by identifiable further research, constructive meetings of the candidate with the supervisor, or written drafts, and where there are insufficient grounds for special consideration. Typically, unsatisfactory progress in one semester will attract directions to achieve particular goals in the following semester, and unsatisfactory progress for a second semester will lead to a requirement that the candidate show cause why the candidature should not be terminated.

Candidates experiencing extended academic or personal difficulties should discuss their situation promptly with their supervisor and the Research Director in order to establish the most effective way for them to proceed to eventual completion. In some situations it may be appropriate to apply for an extension. The normal upper limits for extension are one semester for full-time candidates and two semesters for part-time candidates. In other situations it may be appropriate to apply for leave of absence for a semester. Such applications should be addressed to the Research Director and are considered by the Research Committee.

## A.6 Compulsory Research Degree Workshops

These workshops are compulsory for all new thesis writers, including DMin candidates moving to the thesis stage of their candidature. Held annually, they are offered in intensive mode, early in first semester. They will also be offered early in the second semester for any new students in the MPhil, PhD or ThD, or any DMin students moving to the thesis stage of their degree. New thesis writers may be at slightly different stages of preparation for the research but all will find the matters covered wholly or largely relevant to their situation.

Presented by various lecturers, they are designed to introduce candidates to practical matters affecting the production of a thesis such as:

- defining a thesis topic and planning chapters
- research methodologies
- bibliographical aids
- using the library to best effect in research
- writing a formal thesis proposal
- ethical considerations and ethics clearance procedures
- examiners' expectations
- guidelines for writing and documenting
- writing an abstract
- participating in the AUCD research seminars and in conferences

## A.7 Compulsory Research Seminars

Several Research Seminars (about eight) are held in the evening at intervals throughout the year, coordinated by the Research Director. Ongoing enrolment in all research degrees is subject to completing attendance requirements and presenting a paper related to the research seminar at least once each year for full-time candidates and at least once every second year for part-time candidates. DMin candidates participate in these seminars once they have entered the thesis stage of their candidature. The seminars provide an informal testing ground for the reception of the research, opportunities for gaining awareness of broader research areas and research procedures potentially applicable to one's own research, and engagement with the overall cohort of research students in mitigation of any sense of isolation.

Where the candidate normally resides abroad or in an Australian location remote from the usual physical location of the seminars in Sydney, the Research Director will advise the candidate concerning minimum participation in the seminars. All such candidates are expected to attend at least one seminar in person in the course of the year in person and to present a paper at least once a year or at least once every two years, as above. The seminars will be located so as to allow for live-streaming of at least half of them and candidates will be expected to arrange to join such seminars using appropriate technology. Seminars begin again in March. Relevant advice is available from the Office of the Dean.

## A.8 Research Ethics

Any research involving human subjects must have the approval of the Australian University College of Divinity Research Ethics Committee, which is a committee of the Dean. All thesis proposals involving the gathering of personal information from people by surveys, interviews or case studies will be dealt with according to the procedures and policies of the Research Ethics Committee. The Research Ethics Committee makes recommendations to the Academic Board in consultation with the Research Committee.

Note that ethics clearance may also be pertinent if the research involves using such material collected by others. Note also that the recording of oral history may or may not include the gathering of personal information.

Information about obtaining ethics clearance to proceed with research involving human subjects is available on the Australian University College of Divinity website, together with the Application for Ethical Clearance of Research Involving Human Subjects.

Guidance may be sought from the supervisor and the Research Director, and the Research Ethics Committee may be consulted through the Dean.

Ethics clearance is normally sought at the same time as submission of the formal Thesis Proposal. If the need to seek ethics clearance arises subsequently, as the need to gather personal information emerges belatedly, the application for ethical clearance should be lodged promptly. Under no circumstances may those elements of the thesis relying on the gathering of personal information proceed before ethical clearance is granted. Whether or not a candidate needs to obtain a specific ethics clearance, it is still obligatory to conduct ethical research.

#### **Ethical research includes avoidance of the following:**

##### **1. Plagiarism:**

Plagiarism is the representation of another's works or ideas as one's own; it includes the unacknowledged word for word use or paraphrasing of another person's work, and the inappropriate unacknowledged use of another person's ideas.

##### **2. Fraud:**

Academic fraud is the falsification and fabrication of research results and dishonesty in reporting research results.

##### **3. Misrepresentation:**

Misrepresentation is the giving of false or misleading information in academic matters. It includes falsely claiming credit for past study and falsely stating that thesis material has not been used in another thesis beyond the permitted scope.

##### **4. Unethical behaviour:**

Unethical behaviour is behaviour that breaches accepted ethical standards. It includes failing to observe the terms of an ethical approval to conduct research and misuse of confidential information obtained in field education. Failure to conduct ethical research may result in the candidate being charged with academic misconduct. Candidates should not assume that such misconduct will not be detected. The Academic Misconduct Regulations can be found on the Australian University College of Divinity website.

## **A.9 Libraries**

The Australian University College of Divinity Library is the sum total of all the individual libraries of the Member Institutions and the Korean School of Theology. All the Australian University College of Divinity's students have access to all these libraries on production of their

Student Identity Card. They will be required to conform to the particular regulations pertaining in each library.

Each research degree candidate will be asked to nominate as a home library one of the Australian University College of Divinity libraries, typically but not necessarily the library of the Institution in which the supervisor is based. This enables the Australian University College of Divinity, in consultation with the supervisor and candidate, to build up research resources in the topic area of the candidate using a Research Degree Library Resources Grant to the library from the Australian University College of Divinity. The grant is made to the nominated library each semester in which the candidate is enrolled.

Where the candidate normally resides abroad or in an Australian location remote from the libraries of the Australian University College of Divinity, the candidate will nevertheless make use of the Australian University College of Divinity libraries through electronic access, interlibrary loans, and personal use during visits to Sydney or to the location of other Australian University College of Divinity libraries.

The Australian University College of Divinity will assess such a candidate's probable library needs at the time of enrolment and periodically, and may advise or negotiate use of a suitable university or college library elsewhere on behalf of the candidate. The Australian University College of Divinity takes responsibility for ensuring adequate library access for all its students.

## **A.10 Presenting the Thesis for Examination**

Approximately three months before the expected date of submission the candidate should notify the Office of the Dean that submission is expected at that time using the Intention to Submit form, unless this information has already been provided in the most recent semester report.

If using the Intention to Submit form the candidate should ensure that the supervisor has provided comment. TWO copies for MPhil thesis and THREE copies for either a DMin, PhD or ThD thesis must be submitted to the Office of the Dean for examination. Temporary binding and medium bond paper should be used. One copy in electronic form should be submitted to the Research Director, which will be placed in the AUCD Institutional Repository. The supervisor is required to sign a Certification of Thesis to be submitted with the thesis.

## A.11 Guidelines for the Preparation of the Thesis

All copies of the thesis should be in good quality typescript on one side of the paper only. In the main body of the thesis double-spacing of typescript is preferred, but one-and-a-half spacing is acceptable. Single-spacing may be used only for appendices and footnotes or endnotes. The paper should be good quality, medium weight white stock, sufficiently opaque for normal reading.

Gender-inclusive language should be used except in quotations, paraphrases, or recreations of the language used in a different culture. God may be referred to in the gender language appropriate to normal practice within a particular theological tradition.

The size of the paper should be A4 (297mm x 210mm) except for illustrative material such as drawings, maps and printouts, on which no restriction is placed. The margins on each sheet should be not less than 40mm on the left-hand side, 20mm on the right-hand side, 30mm at the top, and 20mm at the bottom.

### The recommended structural sequence of a thesis is as follows:

- Title Page
- Declaration of Originality
- Acknowledgements (if any)
- Preface (if any)
- Table of Contents
- List of illustrations and tables (if any)
- Abstract
- Introduction (if separate from Chapter 1)
- Chapters in sequence
- Conclusion
- Appendix or appendices (if any)
- Bibliography

The title page should contain the thesis title, author's name, degree and year of submission.

### The Declaration of Originality should take the following form:

*This thesis is based upon original work by the author and a study of the relevant published works as indicated and acknowledged in the text. No part of the thesis has been plagiarised.*

Signed:.....

(Author's signature)

Date.....

The table of contents should be reasonably detailed in a thesis, since an index is not usually included. Beginning with the first page of the first chapter (which may be headed either 'Introduction' or 'Chapter 1') pages should be numbered consecutively using Arabic numerals. Preceding pages, except the title page, should normally be given lower case Roman numerals, beginning with the page immediately after the title page. Each copy of the thesis should have an abstract of 500-700 words bound in.

The abstract should indicate the problem investigated, the procedure followed, the general results obtained and the major conclusions reached. It should not contain any illustrative material or tables. Note that it should not be replicated in the introductory paragraphs.

Appendices contain any supplementary material that the author considers necessary to the interpretation of the text itself. Appendices elaborate information or argument expressed within the body of the thesis; they do not introduce substantial new information or new argument. Materials that are generally more appropriately included in an appendix would include long tables, data that supports arguments contained in the thesis, detailed reports, detailed technical arguments and computer printouts.

Materials such as illustrations, charts or tables must not be submitted on the back of typed sheets. Except with the approval of the supervisor, these should be bound facing the text to which they refer, or if necessary, as right-hand pages, immediately after the first reference to them. The caption should be placed at the bottom of the page.

Materials such as diagrams, maps, and tables that exceed A4 size should be either:

- a. folded so as to read as a right-hand page when opened; or
- b. clearly referred to in the text, numbered and folded for insertion in a pocket in the
- c. back inside cover of the thesis binding.

Footnotes at the bottom of each page are preferred but endnotes are permitted. It is normal to begin footnotes or endnotes at 1 for each chapter. Harvard-style notes included in the main body of the thesis are not generally appropriate for advancing theological argument but may be permitted if clearly appropriate to a particular thesis.

## A.12 Bibliography and Referencing

No single method of referencing is prescribed, but candidates should use one or other of the generally recognized systems of referencing and do so consistently.

### **Recommended Style Manuals:**

*That of the Journal of Theological Studies.*

Patrick H. Alexander and others, *The SBL Handbook of Style: For Ancient Near Eastern, Biblical, and Early Christian Studies*, Peabody, MA: Hendrickson, 1999, and Student Supplement rev. 2009.

Lawrence D. McIntosh, compiler, *A Style Manual for the Presentation of Papers and Theses in Religion and Theology*, Wagga Wagga: Centre for Information Studies in Association with ANZTLA and ANZATS, 1994.

## A.13 Criteria for Assessment

**The thesis will be assessed, amongst other things, according to the following criteria:**

- The clarity with which the research question/ problem is stated and the scope of the study defined.
- The appropriateness of the theoretical or conceptual framework to the investigation.
- The appropriateness of the methodology to the research question/ problem.
- The precision and consistency with which key terminology is used.
- The depth of critical assessment of the relevant literature.
- The capacity to demonstrate a link between the literature review and the research question/ problem.
- The degree of skill in constructing arguments and sustaining a position throughout the thesis.
- The level of competency in considering possible objections to the position advanced in the thesis.
- The degree of proficiency in using rigorous argument.
- The careful and accurate presentation of the scholarly apparatus.
- The originality (for doctorates) and the level of contribution made to the understanding of the subject.
- A clear statement of the conclusions reached.
- Justification of the conclusions reached in terms of the arguments presented.
- An ability to relate the conclusions of the study to the wider field.
- The suitability of a substantial amount of the material for publication.

## A.14 Examination Process

Examiners should be suggested by the supervisor after discussion with the candidate but the candidate is not informed who is approached or appointed. When the examiners' reports are received, the names of the examiners will be made available to the candidate unless an examiner requests otherwise. At the request of a candidate the Australian University College of Divinity will agree that a certain person will not be appointed as an examiner if there is a reasonable expectation that the person would have a conflict of interest.

The thesis is submitted to the Office of the Dean and the supervisor conveys suggestions for examiners to the Research Director, who undertakes preliminary enquiries. The examiners are appointed by the Research Committee at its first meeting following receipt of the thesis. It would be unusual for the Committee to depart completely from the supervisor's suggestions.

Once the examiners have agreed to examine the thesis, they are normally expected to return their report within two months of having received the thesis. For a DMin, PhD or ThD thesis three expert examiners are appointed, all external to the Australian University College of Divinity, at least two of international standing. For an MPhil thesis two expert examiners are appointed, both external to the Australian University College of Divinity.

### **Five categories of response are available:**

- a. that the award be granted
- b. that minor amendments be made to the thesis to the satisfaction of the Research Committee
- c. that major amendments be made to the thesis to the satisfaction of the Research Committee
- d. that a significantly revised thesis be re-submitted for examination
- e. that the award not be granted.

The examiners' reports are addressed to the Research Director and received by the Research Committee. In the case of unanimous agreement on category (a), the Committee will normally resolve to recommend award of the degree outright and send the reports to both the candidate and the supervisor for their information. In all other cases, the reports will be sent together by the Research Director to the supervisor, who is invited to write a response addressed to the Committee concerned.

In light of both the examiners' reports and the supervisor's response, the Committee determines what instructions are to be given to the candidate and the date for amendments to be completed in the case of

(b) or (c) or for re-submission in the case of (d). The Research Director then advises the candidate and the supervisor accordingly. Where amendments under (b) or (c) are required, these should be made in consultation with supervisor. When they have been completed satisfactorily, the supervisor will inform the Research Director, and the Research Director will inform the Committee.

When revision under (d) is invited, the supervisor will continue in the normal supervisory role until resubmission and reexamination. In light of the examiners' reports and completion of any other required work, the Research Committee recommends accordingly to the Academic Board, which then sends its own recommendation on to Council for confirmation, and the candidate is invited to graduate.

## A.15 Presentation and Binding of Thesis Following Examination

When the thesis has been examined and accepted, two copies bound in the manner described below should be sent to the Office of the Research Director, along with one copy in electronic form.

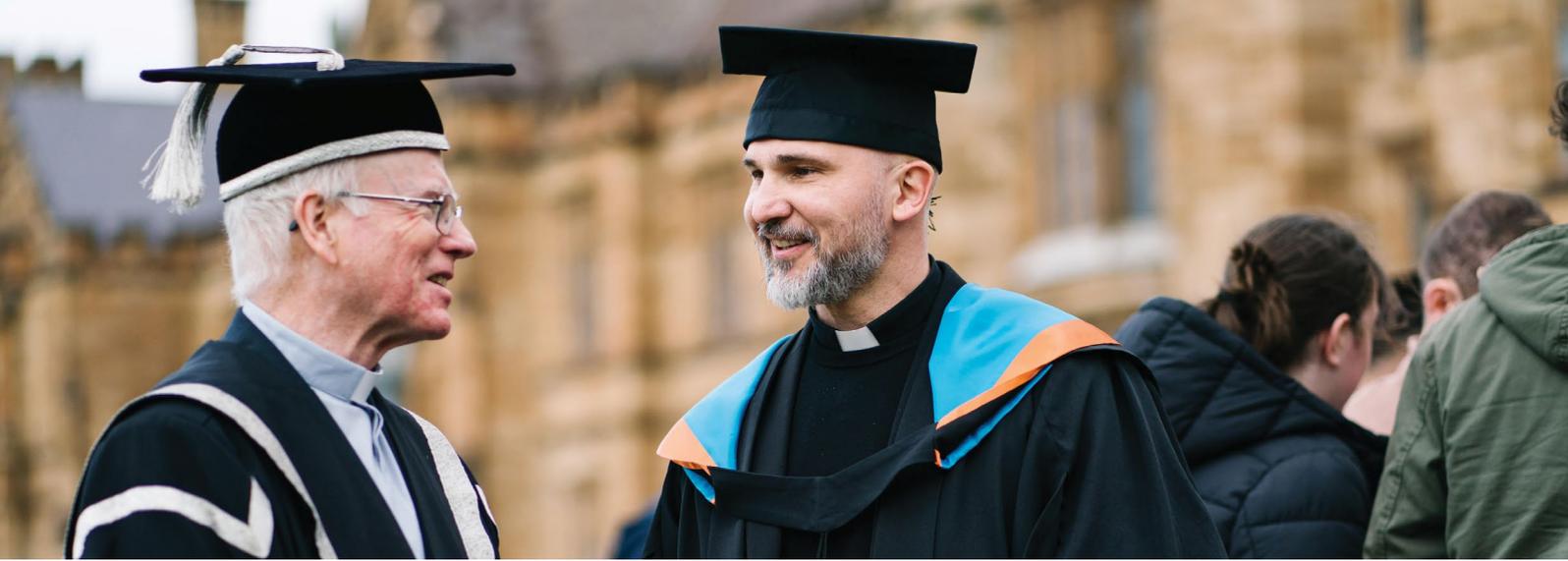
Each copy of the final version of the thesis should be bound in boards, covered with buckram or similar, and embossed on the spine as follows:

- a. At the bottom and across, the words: *'Australian University College of Divinity'*
- b. 90mm from the bottom and across, the degree and year of submission, for example:  
*PhD*  
*2017*
- c. Evenly spaced between the statement in (b) and the top of the spine, the initials and surname of the author. No other lettering or decoration should appear on the spine.
- d. Where the spine of the thesis is too thin to support lettering across, the wording should be printed along the spine reading from top to bottom.

## A.16 Grievances

The Australian University College of Divinity has in place a set of grievance procedures which cover academic and non-academic aspects of candidature in the research programs of the Australian University College of Divinity. The grievance procedures can be accessed on the Australian University College of Divinity website: [aucd.gov.au](http://aucd.gov.au)





# Code of Supervisory Practice in HDR

## A.17.1 Introduction

The research enterprise is one that involves the candidate, the supervisor and the Australian University College of Divinity. Each of the three has responsibilities and obligations to ensure that the enterprise is fruitful.

### **The Academic Board of the Australian University College of Divinity, through its Research Committee:**

1. determines the eligibility of the candidate to undertake research at master's or doctoral level;
2. determines that the research project is appropriate for the degree;
3. ensures that proper supervision can be provided and maintained throughout the research period;
4. appoints supervisors expert in the areas of research and willing to undertake the obligations of supervision;
5. establishes and monitors mechanisms whereby conflict between the supervisor and the student may be resolved;
6. establishes procedures for all stages of the examination process;
7. establishes procedures whereby staff inexperienced in supervision are assisted with supervision;
8. establishes minimum reporting procedures;
9. establishes examination criteria for theses; and, through its Research Ethics Committee:
10. determines ethics clearance for research involving human subjects.

## A.17.2 Policy Determination

In the light of these responsibilities the following Code of Practice governing supervision of research for higher degrees is adopted.

### A.17.2.1 The Supervisor

The supervisors are appointed by the Research Committee, after consultation with the candidate. See A.5 in the Common Elements.

#### **The Australian University College of Divinity expects that supervisors will:**

- Assist the student to identify and refine a thesis topic suitable in scope and intellectual challenge for the particular degree.
- Advise the student on appropriate source material and its availability.
- Monitor the progress of the work by scheduling regular meetings with the student as mutually convenient.

Some meetings should be in person but others may be by email or other means. The supervisor should normally expect to be in communication with the candidate about once a month and never less than once a semester. Frequency will probably vary according to stage of development of the thesis. It is the responsibility of the student to maintain appropriate communication with the supervisor, but the supervisor should contact the Research Director if an inexplicable silence occurs and continues to the extent that it is not possible to complete the semester report with input from both the supervisor and the student.

- With the candidate, provide a progress report on the candidature at the end of each semester, to be sent to the Research Director for consideration by the Research Committee.
- Record the outcomes or decisions taken at each meeting with the student and reflect such matters in the semester report.
- Report on issues concerning the student's progress to the Research Committee at other times should the supervisor deem it necessary.
- Provide advice to the student in relation to presentation of short papers at the Research Seminars.
- Provide critical comment on drafts of sections of the work.
- Read and critically comment on the final draft of the thesis.
- Certify that the thesis meets the requirements of the Australian University College of Divinity and is ready to be presented for examination, or advise the candidate and Research Committee otherwise, with reasons.
- Suggest the names of the requisite number of possible examiners plus at least one other.
- Encourage the student to become part of the wider academic community by participating in seminars and conferences.
- Advise the successful candidate on possible avenues of publication.
- Provide ongoing assistance to students who have been required to amend and/or re-submit their theses (see section on Rewriting below).
- Alert the Research Committee, through the Research Director, to any problems encountered in the supervisory relationship.
- Inform the student and the Research Committee, through the Research Director, of any planned extended leave so that arrangements may be made for the associate supervisor to take over the supervision.
- Ensure effective communication with the associate supervisor.

### A.17.2.2 The Associate Supervisor

#### **The associate supervisor will:**

- Respond to requests from the student for occasional meetings, in person or by email or other means, as mutually convenient.
- Provide guidance in respect of research resources for particular purposes and read relevant sections of draft material as requested by the student.
- Take on the role of acting principal supervisor during any period of prolonged unavailability on the part of the principal supervisor.
- Inform the student and the Research Committee, through the Research Director, of any planned extended leave.

### A.17.2.3 The Student

#### **The student will:**

- Submit to the Research Director in the Office of the Dean an application to enrol and a Summary of Research Intentions. Where candidates have already approached one or more potential supervisors to discuss the proposed area of research they should indicate this in their initial Summary of Research Intentions. The application and the Summary of Research Intentions are considered by the Research Committee, and the appointment of a supervisor and associate supervisor is included in the determinations of the Committee.
- Become familiar with the regulations governing the submission and examination of theses.
- Arrange with the principal supervisor for regular meetings at mutually convenient times. Some meetings should be in person but others may be by email or other means. The student will normally be in communication with the supervisor about once a month and never less than once a semester. It is the responsibility of the student to maintain appropriate communication with the supervisor.
- Arrange with the associate supervisor to meet as needed to assist progress.
- At the end of each meeting, have a clear idea of what work is to be done before the next scheduled meeting. Difficulties encountered in carrying out the work should be communicated to the supervisor (or associate supervisor) before the date of the scheduled meeting.
- Provide drafts of sections of work to the principal supervisor at agreed intervals.
- Alert the Research Committee, through the Research Director, to serious problems encountered in the supervisory relationship.

### A.17.2.4 Supervision of Students Living Outside Sydney

In order to make advanced theological education available to those who wish to benefit from it, the Australian University College of Divinity permits some candidates living away from Sydney to pursue higher degrees by research. In order to carry out its responsibility to ensure adequate supervision the Australian University College of Divinity requires of such students that they:

1. Arrange for a substantive meeting with their supervisor twice per semester in person or by email or other means.
2. Communicate at least briefly with the supervisor at least once a month, irrespective of the progress that has been made in the month that has elapsed.

In addition, in some cases, the Research Committee may require students to devote some period to the writing of the thesis in ongoing close contact with the supervisor. This may entail residing for a time close to the supervisor's workplace. The associated costs will be met by the student.

### **A.17.2.5 Difficulties in Supervision**

From time to time, students and supervisors may experience difficulties in the supervisory relationship. Disappointment at adverse comments on a draft, increased workload or personal circumstances may cause discouragement or disenchantment with the research task.

In many cases, these setbacks are temporary, and either resolve themselves or are overcome through renegotiation of the thesis timetable by the student and supervisor, keeping in mind the due completion date. Advice may be sought by either party from the Research Director or the Dean. If the difficulties prove to be of a more intractable nature, candidates may avail themselves of the informal and formal grievance procedures indicated in A.17.

### **A.17.2.6 Examination of Thesis: the Supervisor's Subsequent Role**

When the Research Committee invites the candidate to carry out further work on the thesis, the Dean will forward the examiners' reports to the supervisor, who will be invited to write a response that will include a recommendation on how long the candidate might need to complete the re-writing. The role of the supervisor will be to assist the candidate to appreciate shortcomings in the thesis and to implement the examiners' recommendations as affirmed by the Research Committee in the time allowed. See A.15.

### **A.17.2.7 Difficulties of Students from a Non-English-Speaking Background**

The thesis submitted for examination must be clearly written in English and the expression should not hinder the reading and comprehension of the argument. For those candidates with a non-English background, proof-reading and advice on felicitous expression and correct English are particularly important. Such students may be recommended to seek the assistance of persons competent in English.

Any arrangements that may ensue are completely independent of the Australian University College of Divinity. In any modification of expression, the content of the thesis must remain the work of the candidate. If there is any doubt, the Research Director should be consulted.





# Key Dates and Fee Schedule

Detailed information on key dates and fees can be found at the following links:

[AUCD Graduate Research School](#)

[aucd.edu.au/member-institutions/scd-graduate-research-school](http://aucd.edu.au/member-institutions/scd-graduate-research-school)

[Australian College of Christian Studies](#)

[aucd.edu.au/member-institutions/australian-college-of-christian-studies](http://aucd.edu.au/member-institutions/australian-college-of-christian-studies)

[Australian College of Ministries](#)

[aucd.edu.au/member-institutions/australian-college-of-ministries](http://aucd.edu.au/member-institutions/australian-college-of-ministries)

[BBI The Australian Institute of Theological Education \(BBI-TAITE\)](#)

[aucd.edu.au/member-institutions/bbi-taite](http://aucd.edu.au/member-institutions/bbi-taite)

[Lachlan Macquarie Institute](#)

[aucd.edu.au/member-institutions/lachlan-macquarie-institute](http://aucd.edu.au/member-institutions/lachlan-macquarie-institute)

[NAIITS: An Indigenous Learning Community](#)

[aucd.edu.au/member-institutions/naiits](http://aucd.edu.au/member-institutions/naiits)

[Nazarene Theological College](#)

[aucd.edu.au/member-institutions/nazarene-theological-college](http://aucd.edu.au/member-institutions/nazarene-theological-college)

[Nisibis Assyrian Theological College](#)

[aucd.edu.au/member-institutions/nisibis-assyrian-theological-college](http://aucd.edu.au/member-institutions/nisibis-assyrian-theological-college)

[NSW College of Clinical Pastoral Education](#)

[aucd.edu.au/member-institutions/nsw-college-of-clinical-pastoral-education](http://aucd.edu.au/member-institutions/nsw-college-of-clinical-pastoral-education)

[Olivet Theological Seminary](#)

[aucd.edu.au/member-institutions/olivet-theological-seminary](http://aucd.edu.au/member-institutions/olivet-theological-seminary)

[Perth Bible College](#)

[aucd.edu.au/member-institutions/perth-bible-college](http://aucd.edu.au/member-institutions/perth-bible-college)

[Planetshakers College](#)

[aucd.edu.au/member-institutions/planetshakers-college](http://aucd.edu.au/member-institutions/planetshakers-college)

[Sparrows College](#)

[aucd.edu.au/member-institutions/sparrows-college](http://aucd.edu.au/member-institutions/sparrows-college)

[St Andrew's Greek Orthodox Theological College](#)

[aucd.edu.au/member-institutions/sagotc](http://aucd.edu.au/member-institutions/sagotc)

[St Cyril's Coptic Orthodox Theological College](#)

[aucd.edu.au/member-institutions/st-cyrils-coptic-orthodox-theological-college](http://aucd.edu.au/member-institutions/st-cyrils-coptic-orthodox-theological-college)

## Orientation Days

The orientation process provides key information to new students ahead of their studies, both in written form for immediate and ongoing reference and forums where students meet with staff to receive information, ask questions, clarify uncertainties, and discuss concerns.

Orientation information is provided at all of our colleges in line with the Australian University College of Divinity policy and the current Higher Education Standards. Where there are international students, the information provided will also meet the requirements of the current National Code of Practice for Providers of Education and Training to Overseas Students.

All new and returning students (international and domestic) should attend orientation at the beginning of every teaching period (semester or trimester), ahead of the first class, whether the delivery of teaching is face-to-face or online.

## Fees

Australian University College of Divinity teaching bodies work under the academic governance of AUCD to deliver its awards. Fees are set by the individual colleges and students are requested to check with their enrolled college for details of fees and payment options. Fees are the same for domestic and international students. *Please note that all fees are in Australian Dollars.*

## FAQs

### Payment of Fees

Students are responsible for meeting the costs of their study program. Fees will depend on your award, enrolment load, and college, and may include student contribution and tuition fees. Consider your fees and other regular expenses like text book purchases, travel, etc to calculate the 'real costs' of your study program. Students are required to pay their tuition fees directly to the enrolled college or, if eligible, can access FEE-HELP to defer some or all of their tuition fees.

### Census Date

The Census date is the final day to withdraw from enrolled units without incurring the full cost. An administration fee may be applied. Census dates for AUCD colleges can be found in the links under Key Dates above.

## Fee Help

FEE-HELP is an Australian loan scheme that assists eligible students pay their tuition fees at university and other higher education providers. Australian University College of Divinity is an approved higher education provider and students may be eligible for a FEE-HELP loan to pay part or all of your tuition fees.

A FEE-HELP loan does not cover costs like accommodation, laptops or text books. Information on FEE-HELP can be found on the Australian Government's 'Study Assist' website.

### Applying for Fee-Help

You are advised to contact the Registrar at your enrolled college for all information. The general process would require you to check your eligibility to get a FEE-HELP loan. If eligible, you will need a Tax File Number (TFN) and a Request for FEE-HELP assistance form, which is an online form. Your form must be filled and submitted before the Census Date.

You can borrow up to the FEE-HELP limit to pay your tuition fees. If you get a FEE-HELP loan to pay for your undergraduate course, you may have to pay a loan fee. The loan fee does not count towards your HELP limit. For up-to-date information on FEE-HELP loan limits visit the Australian Government's 'Study Assist' website.

### Unpaid or Overdue Fees

If tuition fees are unpaid or overdue it may result in fines, where applicable not being able to enrol in further units not having access to exam results and transcripts cancellation of enrolment not being able to graduate.

### Withdrawal and refunds

The Australian University College of Divinity Refund and Withdrawal Policy has been developed in accordance with Section 28 of the ESOS Act 2000 (as amended in 2007). The policy outlines the refund conditions and payments payable when either the student or Australian University College of Divinity defaults.

The Refund and Withdrawal Policy can be downloaded from the Policies and Procedures page on our website: [aucd.gov.au](http://aucd.gov.au)



## Tuition Assurance Requirements

### Statement of Course Assurance

Australian University College of Divinity is a body corporate registered on the Australian Qualifications Framework in the states of New South Wales, Queensland, Western Australia, and Tasmania. Under the provisions of the Higher Education Support Act 2003 (HESA) and the associated HEP Guidelines, Australian University College of Divinity is required to provide a tuition assurance arrangement for Australian citizens, Australian permanent residents or holders of an Australian permanent humanitarian visa who are enrolled in higher education courses it offers. This requirement is to protect students in the event that we cease to provide a course of study in which a student is enrolled.

In the event that Australian University College of Divinity ceases to provide a course of study in which a student is enrolled the student is entitled to either:

Course Assurance Option which is an offer of a place in a similar course of study with the Australian College of Theology (ACT) without any requirement to pay ACT any student contribution or tuition fee for any replacement units OR

Student Contribution/Tuition Fee Repayment Option which is a refund of any up-front fee payments made by the student for any unit of study commenced but not completed as Australian University College of Divinity is no longer providing the course of study of which the unit forms a part.

Australian University College of Divinity has met the tuition assurance requirements of the HESA through its current membership of the Australian University College of Divinity Tuition Assurance Scheme (TAS).

For students using FEE-HELP, the Government has introduced new arrangements from 1 January 2018 that include exempting particular higher education providers from Tuition Assurance, subject to meeting certain conditions.

Students studying on an Australia Student Visa are covered by the Tuition Protection Service (TPS), an initiative of the Australian Government to assist international students whose education providers are unable to fully deliver their course of study. Australian University College of Divinity makes a compulsory payment to the Government to protect the interests of our international students.



# Student entitlements and services

Students should contact the Teaching Body where they are enrolled to see whether they are eligible for Austudy, FEE-HELP and other Government schemes that may be of benefit.

## Austudy

Under the Commonwealth Government guidelines, Austudy is available for full-time theological students who are working towards accredited awards.

Full-time is defined by the Government to involve at least 75% of the maximum study load. Enquiries about eligibility for Austudy and making application should be directed to the closest Centrelink Office.

### Please note that:

1. It is the student's responsibility to keep Centrelink informed of any program changes or changes of address during each year (if the loading falls below full-time, then Centrelink may require repayment of Austudy received).
2. The Teaching Body administration is required to complete regular reports for Centrelink on student progress and full-time/part-time status.
3. Centrelink requires a full-time load for each trimester, i.e. at least 18 credit points.

Personal Formation 1 & 2, and Personal Formation 3 are divided across the number of trimesters appropriate for each of these subjects – they do not count as one full subject in a trimester for Centrelink calculations.

## FEE-HELP

FEE-HELP is a Government financial loan scheme for students attending private colleges. All enrolled students who are Australian citizens (or on Humanitarian Visas) have access to government loans for both undergraduate and post-graduate study. The loan amount available is set by the government and indexed in January. It is available to be used and can be used over the lifetime of the student at all levels of higher education accredited training. All students accessing FEE-HELP for the first time must register for a Unique Student Identifier (USI).

## Transport concessions

Transport concessions are available to full time students, and are issued through the registry of the Teaching Body in which a student is enrolled.

## Student Identity Card

All new students are to be issued with a photo-identity card, which is to be carried by the student and shown on request. The card should be presented when applying for transport concessions and borrowing books from a Teaching Body library of the College which is not the Teaching Body in which the candidate is enrolled.

A student who loses his or her identity card is required to contact the Teaching Body where they are enrolled, complete an application for a new card, and pay the replacement charge where applicable. The number on the card is the student's AUCD student number and should be quoted on all correspondence with the Teaching Body and the University College.



# Up-front Tuition Protection

Up-front payments tuition protection provides protection and assistance to support domestic higher education up-front paying students if their private higher education provider defaults.

A provider defaults in relation to a unit or course if it:

- fails to commence a unit or course
- ceases to deliver a unit or course after the unit or course has started and before it has ended, or closes completely

In the case of a provider defaulting in relation to a unit or course, affected students will be assisted to either:

- complete their studies in an equivalent or similar unit and/or course with the same or another higher education provider, or
- receive a refund for the up-front tuition fee payments paid towards their unit that they were undertaking when their provider defaulted.

If the defaulting provider is unable to assist affected students, the Higher Education Tuition Protection Director from the Tuition Protection Service (TPS) will step in to assist students.

The personal information that the Australian University College of Divinity may collect and disclose about you to the department in relation to up-front payment tuition protection includes your:

- name, date of birth, contact details and identifiers (e.g. Unique Student Identifier),
- study arrangements and details including enrolments and course progress, and
- payment arrangements, including tuition fees paid or payable, scholarships and payments by third parties.

For more information about what personal information the Australian University College of Divinity collects

and discloses to the department in relation to up-front payments tuition protection, can be found in sections 11 and 12 of the *Tuition Protection (Up-front Payments Guidelines) 2020*, available on the Federal Register of Legislation at [www.legislation.gov.au/Series/F2020L01635](http://www.legislation.gov.au/Series/F2020L01635).

If you do not provide some or all of the personal information requested, in the case that the Australian University College of Divinity defaults in relation to a unit or course you are enrolled in, you may not be able to be assisted through the:

- provision of a suitable replacement unit or course or
- provision of a refund of any up-front tuition fee payments you made in relation to your units.

The Australian University College of Divinity is required under the TEQSA Act to disclose the personal information we collect about you to the Department of Education, Skills and Employment (the department) for the purposes of administering tuition protection. A registered higher education provider may also disclose personal information to the Tertiary Education Quality and Standards Agency for the purposes of performing functions under the TEQSA Act.

The department may disclose your information to the Higher Education Tuition Protection Director in the event the Australian University College of Divinity defaults or is viewed by the department to be at risk of defaulting. This is in order for the TPS to assist affected students under the TEQSA Act.

For more information about how the Department of Education, Skills and Employment will handle your personal information, please refer to the department's Privacy Policy at [www.dese.gov.au/privacy](http://www.dese.gov.au/privacy).



# The Academic Dress for AUCD Graduates

## Doctor of Theology

**Gown:** a festal gown of scarlet cloth of the Cambridge pattern with facings of medium blue satin.

**Hood:** a hood of scarlet cloth of the Oxford pattern lined with medium blue satin.

**Bonnet:** a black velvet bonnet with red cord.

## Doctor of Philosophy

**Gown:** a festal gown of scarlet cloth of the Cambridge pattern with facings of white satin.

**Hood:** a hood of scarlet cloth of the Oxford pattern lined with white satin.

**Bonnet:** a black velvet bonnet with red cord.

## Doctor of Ministry

**Gown:** a festal gown of medium blue cloth of the Cambridge pattern with facings of scarlet satin.

**Hood:** a hood of medium blue cloth of the Oxford pattern lined with scarlet satin.

**Bonnet:** a black velvet bonnet with blue cord.

## Masters

**Gown:** a gown of black cloth similar to that worn by graduates holding the degree of Master of Arts in the University of Cambridge.

**Hood:** a hood of black silk lined with satin of the following colours:

- **Master of Theology** - medium blue and edged with burnt orange.
- **Master of Arts** - burnt orange and edged with sky blue.
- **Master of Divinity** - scarlet and edged with medium blue.
- **Master of Philosophy** - medium blue and edged with scarlet.
- **Master of Leadership** - burnt orange and edged with white.
- **Master of Theological Studies** - scarlet and edged with white.

**Cap:** a black cloth trencher cap.

## Graduate Diplomas

**Gown:** a gown of black cloth similar to that worn by graduates holding the degree of Master of Arts in the University of Cambridge.

**Stole:** a stole of medium blue silk bound along the outside edge only with a burnt orange grosgrain ribbon.

**Cap:** a black cloth trencher cap.

## Graduate Certificates

**Gown:** a gown of black cloth similar to that worn by graduates holding the degree of Master of Arts in the University of Cambridge.

**Stole:** a stole of burnt orange silk bound along the outside edge only with a medium blue grosgrain ribbon.

**Cap:** a black cloth trencher cap.

## Bachelors

**Gown:** a gown of black cloth similar to that worn by graduates holding the degree of Bachelor of Arts in the University of Cambridge.

**Hood:** a hood of black silk of the Cambridge pattern edged with satin of the following colours:

- **Bachelor of Theology** - burnt orange and medium blue.
- **Bachelor of Theology with another award completed concurrently** - burnt orange and medium blue and lined with white.
- **Bachelor of Ministry** - medium blue and burnt orange.

**Cap:** a black cloth trencher cap.

## Associate Degree

**Gown:** a plain black cloth gown with pointed sleeves similar to that worn by undergraduates in the University of Sydney.

**Hood:** a hood of black silk of the Cambridge pattern edged with satin of the following colours:

- **Associate Degree of Christian Thought and Practice** - burnt orange, medium blue and burnt orange

**Cap:** a black cloth trencher cap.

## Advanced Diploma or Diploma (Other than Graduate Diploma)

**Gown:** a plain black cloth gown with pointed sleeves similar to that worn by undergraduates in the University of Sydney.

**Hood:** a hood of black silk of the Cambridge with a narrow edging of satin of the following colours:

- **Diploma in Christian Studies** - burnt orange, medium blue and burnt orange
- **Diploma of Ministry** - burnt orange and sky blue
- **Diploma & Advanced Diploma in Theology** - burnt orange and medium blue.

**Cap:** a black cloth trencher cap.



# Prizes

## Memorial grants and medals

### Dianne Feeney Memorial

A grant and medal have been established by the Council of the Australian University College of Divinity. It is to be awarded each year to the candidate of the college who has gained the highest level of achievement in the Bachelor of Theology and who is proceeding to further theological study as a graduate student in the college.

The grant and medal is a memorial to honour the life and work of Dianne Feeney, who was a member of the teaching faculty in the Churches of Christ in NSW Theological College as an anthropologist and missiologist. She played a constructive part in the development of the Australian University College of Divinity until her tragic death in New Guinea on 28 November 1985. The award will be paid from a fund that was set up in 1987 with donations from some of her colleagues and from Teaching Bodies of the Australian University College of Divinity.

### Beth Blackall Memorial

Council in April 1997 established a fund from which a grant and medal would be awarded to the student presenting a thesis of excellence which was also the best at the graduate level that year.

The Prize marks the contribution to the Australian University College of Divinity made by Dr Bettina (Beth) Blackall who died on 7 June 1996. Dr Blackall's understanding of the processes of higher education was invaluable when advising on the development of an appropriate infrastructure for the Australian University College of Divinity. Her involvement with all of our Member Institutions and her sensitivity to their histories, their traditions, and their confessional stances, reflected her ecumenical approach to theological education. The award is a mark of excellence and is not always granted in a given year.

### Brian Murray Memorial

Through a generous donation received from the Marist Fathers a fund was established from which a grant and a medal would be awarded annually to the student with the highest level of achievement in the discipline of Theology who is graduating BTh.

The Prize marks the contribution of the Rev Dr Brian Murray SM to theological education generally and to the Australian University College of Divinity in particular. Dr Murray was principal and lecturer at the Catholic Theological Union from 1975 until the end of 1982. During that time he played a significant role in the establishment of the Australian University College of Divinity (being a member of the initial working party) and was involved in the early submissions to the Higher Education Board. He later served as Superior to the Marist Fathers' General House in Rome, as Vicar Provincial for the Australian Province, and in parish ministry in Brisbane until his death on 8 September 1994.

### Award from the Council of Christians and Jews

This award is granted to the student who has shown excellence in biblical Hebrew.

### Australian University College of Divinity Centre for Gospels and Acts Research Essay Award

The AUCD Centre for Gospels Research Essay Prize will be awarded for

- an excellent essay on a Gospels or Acts topic;
- submitted as an assessment item towards any AUCD Course in the calendar year of
- the award; and
- receiving a Distinction or High Distinction.

The Prize will be presented at the AUCD Graduation Ceremony and the recipient of the Prize will also be invited to present a version of the essay in a forum of the AUCD Centre for Gospels and Acts Research.



# Policies & Procedures

The following student related policies and procedures can be found on the Australian University College of Divinity website: [aucd.edu.au/policy](http://aucd.edu.au/policy)

Academic Classification Policy and Procedures
Academic Governance Protocol
Academic Integrity Policy
Academic Integrity Procedures
Academic Levels Policy
Academic Quality Assurance Statement
Accreditation of Academic Faculty Policy and Procedures
Accreditation of Course Units Procedure
Addressing Attrition Policy
Adjunct, Honorary, and Visiting Appointments Policy and Procedures
Advertising Policy
Anti-Discrimination Policy
Approval and Accreditation of New Awards Policy and Procedure
Approval to Deliver Awards Policy
Approval to Develop and Deliver New Korean Awards Policy and Procedure
Assessment Moderation and Monitoring Procedure
Assessment Policy
Assessment Procedures
Code of Conduct
Code of Ethics Policy
Communication Policy
Community Engagement Policy
Conferral and Issuance Policy
Course Unit Booklet Policy
Course Unit Booklet Verification Process
Coursework Ethics Clearance Policy
Credit Policy

Critical Incidents Policy and Procedures
Curriculum Policy
Cyber Security Policy
Delivery Sites Policy and Procedures
Discipline Moderation Policy
Discipline Moderation Procedures
Ecumenical Identity of the AUCD Statement
Enrolment Policy (English Awards)
Enrolment Policy (Korean Awards)
Evaluation of Learning and Teaching Policy
Free Intellectual Inquiry Policy
Freedom of Speech and Academic Freedom Policy
Grading Student Performance Procedures
Health and Wellbeing Policy and Procedures
Induction Policy
Institutional Academic Moderation Policy
Institutional Academic Moderation Procedure and Self Assessment Form
Institutional Membership Policy
Joint Doctorates Policy
Library Policy
Library Regulations
Marketing to Domestic and Overseas Students Policy
Monitoring Course Progress of Overseas Students Policy
Multi-Streaming Policy
Non-Accredited Institutions Policy
Non-Compliance with AUCD Academic Policies Procedure
Non-Traditional Research Output Policy
Orientation Policy and Procedures
PhD and DMin Commonalities and Differences Policy
Privacy Policy
Professional Development Policy and Procedures
Promotion Policy and Procedures
Protocol for Academic Governance
Recognising Institutions Policy and Procedures

Recognition of Prior Learning Policy
Register of Supervisors in the Australian University College of Divinity
Research Active Policy
Research and Scholarship Data Collection Policy
Research Output Attribution Policy
Risk Management Policy and Procedures
Sexual Assault and Sexual Harassment Policy and Procedures
Site Fieldwork Policy and Guidelines
Student Disability Policy
Student Appeal, Complaint and Grievance Policy
Student Representative Policy and Procedures
Student Support and Welfare Policy
Students at Academic Risk Policy and Procedures
Support for Students Policy
Suspension, Deferment or Cancellation Policy
Technology Enhanced Learning Policy
Transfer between Registered Providers Policy
Translations in Thesis Policy
Tuition Fees, Charges and Refunds Policy
Whistleblower Policy and Procedure
Work-Integrated Learning Policy



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