



**PTC**

PRESBYTERIAN  
THEOLOGICAL  
COLLEGE

# **Student Handbook of On-line Courses**

**(2016 1<sup>st</sup> edition)**

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## Introduction

This handbook is a general guide for the student who is enrolled in Australian College of Theology (ACT) online courses delivered by Presbyterian Theological College (PTC). It contains important information such as Higher Education Provider Policy of ACT. Please read it carefully.

Our student database indicates that you are enrolled in an ACT online unit delivered by PTC in this semester. PTC is approved to teach the awards of the ACT on its behalf. The course in which you are enrolled has been accredited by the NSW Department of Education and Training.

## Course Provider: Australian College of Theology

The Australian College of Theology (ACT) Limited is a self-accrediting, national higher education provider of higher education courses in theology. It is registered on the on-line register maintained by the Tertiary Education Quality and Standards Agency (TEQSA—<http://www.teqsa.edu.au/national-register>). The ACT was established under the auspices of the General Synod of the Anglican Church of Australia in 1891. It is now a consortium of some 3,000 students enrolled in 17 Bible and theological colleges approved to teach the awards of the ACT. These awards range from AQF level 5 diplomas, AQF level 7 under-graduate degrees, AQF level 9 post-graduate masters degrees by coursework, extended graduate masters degrees, and AQF level 10 higher degrees by research.

The ACT has a centrally devised and managed curriculum and quality assurance process that is applied across the whole network of affiliated colleges. The day-to-day educational system is managed by the Dean from the ACT office in Sydney at level 10, 257 Clarence Street (02 9262 7890). The Academic Board and its standing committees share this responsibility by monitoring the quality of delivery and resourcing, developing policy, and reviewing the course structure for research, coursework and diploma courses.

The membership of the Academic Board and its committees are mostly comprised of faculty members of affiliated colleges. A number of senior university academics are represented to help ensure that ACT practice (especially in the outcome of the consideration of research examiner's reports and general academic policy) remains in line with best practice in the university sector.

The ACT Ltd is governed by a nine-member Board of Directors elected every three years by the members of the Company. A majority of Directors are required by the Constitution to be independent.

## Delivery College: Presbyterian Theological College

Presbyterian Theological College is one of the affiliated colleges delivering the awards of ACT on its behalf.

## Presbyterian Theological College

PTC is a denominational college (Presbyterian) with a very firm reformed and Protestant position. We hold strongly to the inerrancy and authority of God's written revelation: the Scriptures of the Old and New Testaments. We teach with a warm appreciation for all the 'doctrines of grace' - commonly referred to as Calvinism. Our confession of faith is expressed by the Westminster Confession of Faith (1647). We teach all of our subjects with the pastoral ministry in view, and expect all students to have a vital connection with a local church in which they are engaged in some form of practical ministry.

### OUR PRIORITY

The Bible tells us that the supreme thing in life is that we obtain God's eternal salvation through our Lord Jesus Christ. Since we receive this precious gift through hearing the gospel and calling upon the name of the Lord, it is essential that we use the best means to secure the faithful preaching of the gospel and the proper administration of Christ's sacraments. To this end, the Presbyterian Church of Victoria has established the Presbyterian Theological College of Victoria to train church leaders who will believe, affirm and defend the gospel in order to advance the kingdom of our Lord Jesus Christ and to bring salvation to every nation under heaven. The College, under God, seeks to fulfil this mandate by having a clarified understanding of its mission, a precise educational focus and specific aims for its graduating students:

### OUR MISSION

The Presbyterian Theological College of Victoria exists to equip approved persons for Gospel ministry, especially as pastor-teachers, missionaries, church planters, chaplains and teachers, by providing the highest quality biblical and theological education.

### OUR EDUCATIONAL FOCUS

**We believe that a theological education consistent with the priorities of Christ's kingdom will be:**

- **God-centred:** All true theology comes from God and leads to reverent submission and worship of God;
- **Word-based:** Since the Bible is the inspired and inerrant Word of God all our teaching and study must be grounded in Holy Scripture as our primary authority and focus on certainty, not doubt or theory
- **Evangelical & Reformed:** The whole Christian tradition provides a rich resource for biblical and theological teaching, but especially the Evangelical and Reformed heritage of doctrine and spirituality;
- **Grace-motivated:** The foundation of all we teach and practise is the Gospel of God's sovereign grace, embodied and secured for us in Jesus Christ alone;
- **Grounded in godliness:** True theology leads to personal holiness, which is essential for Christian faith and service, and indispensable for the best kind of Christian scholarship and learning;

- **Person-centred:** Theological education that is undertaken to serve the church and the world will be person-centred, pastorally sensitive, evangelistically oriented and practically workable;
- **Mission-oriented:** Christ's commission to disciple the nations of the world makes it imperative that we teach in a global context and with cross-cultural awareness;
- **Discipleship-driven:** True theological education will strengthen the resolve of students to be faithful followers of Jesus who imitate Him, are being transformed into His likeness, and bear fruit in every good work;
- **Church-focused:** Our training is designed to equip people for gospel ministry within the wider body of Christ, but particularly in the local church.
- **Life-to-Life:** Our aim is that the faculty will be examples to the student body and not merely experts.

## OUR AIMS FOR GRADUATES

### Spiritual Formation

Since those who are called to gospel ministry must be known for their devotion to Christ and the power (as opposed to the mere form) of their godliness, we believe that they should be people who are:

- Conscious of their personal limitations and deficiencies, aware of their need for grace and forgiveness, and able to deal honestly and humbly with their own sin through Christ
- Imitating Christ through their love for God, submitting to the Word, and modelling the Gospel
- Devoted to prayer
- Mature, stable and self-controlled, offering good judgment in all situations, especially in times of trial
- Compassionate towards others and willing to serve and engage with all kinds of people, regardless of age or culture, by encouraging and exhorting them to be reconciled to God and building them up in their faith
- Persons of integrity, respected and held in high regard by all

### Theological Formation

Since those who serve in the ministry of the Word must, among other things, understand the written form of God's revelation, be able to defend, explain and preach the true faith, lead in the public worship of God, administer the ordinances of the Gospel, advance the Christian faith in usual and unfamiliar settings, and exercise faithful pastoral care and play a constructive role in the oversight and discipline of the church, we believe that they should be people who:

- Understand the background and culture of the Bible, its original languages (both Hebrew and Greek) as well as any of the difficulties that arise in the study of the text
- Possess an in-depth knowledge of Scripture and understand it from the perspective of a Christ-centred biblical theology and systematic theology
- Appreciate the various theological traditions of the Christian faith and be able to explain and defend the Evangelical and Reformed tradition as contained in the Westminster Confession of Faith and Catechisms

- Learn from church history and the lives of significant Christians how to undertake the work of the kingdom with grace and wisdom
- Know the best writers on pastoral and applied theology, especially in the areas of prayer, preaching, evangelism, worship, counselling, and pastoral care.
- Understand the spiritual realm, the world, culture, human problems and social/ethical issues from the perspective of the Christian worldview
- Discern the threat of theological deviations, especially modern ones, and be able to analyse and critique them
- Recognise the obligations of church membership and understand how to disciple, exhort and discipline fellow believers
- Realise the significance of Christian calling, spiritual giftedness and the nature and tasks of the Christian ministry

### **Ministry Formation**

Since those who engage in Gospel ministry must be capable of leading others in prayer, evangelising, discipling, preaching, counselling and providing pastoral care, we believe that they should be able to exercise the following skills, to a greater or lesser degree:

- Preach expositively from the Bible in the power of the Spirit as required for specific occasions
- Defend and confirm the Christian faith against attacks from contemporary critics
- Lead in public worship and prayer in a variety of settings
- Explain and administer the sacraments of baptism and the Lord's supper in a reverent and dignified manner
- Conduct public services such as weddings and funerals in appropriate ways
- Share the gospel at a personal level with non-Christians and equip others to do so
- Train people to be disciples of Christ who, in turn, can disciple others
- Provide biblical counsel and pastoral care
- Provide leadership and administrative ability in the local church and within the denomination

For more information about PTC, please go to the college website: [www.ptc.vic.edu.au](http://www.ptc.vic.edu.au).

## **ACT Award programs delivering on PTC campus:**

PTC currently offers undergraduate courses from Certificate to Bachelor of Theology/Ministry, graduate courses from Graduate Certificate of Divinity to Master of Divinity, Post-graduate courses from Graduate Certificate of Theology/Ministry to Doctor of Philosophy, please log onto the college website for the detail of on campus courses. [www.ptc.vic.edu.au](http://www.ptc.vic.edu.au).

## **ACT Award programs delivering online:**

Academic Study on Theology Certificates in English and Chinese

Graduate Certificate of Theology/Ministry (English)

Graduate Diploma of Theology/Ministry (English)

Master of Art (Theology/Ministry) (English)

## **Off-campus: On-line Courses at PTC**

### **1. Academic Studies on Theology Certificate (ASTC)**

#### **The course:**

The course is a preparatory and pre-diploma program. The Academic Studies in Theology Certificate has been approved as a approved course for Centrelink payments, when taken by eligible candidates in at least 75% of a full time mode. The ACT has assessed a full time lead for this course as four (4) units per semester.

#### **Course Structure:**

The course consists of student taking 8 units, 5 core units and 3 elective units.

#### **Core units:**

Old Testament Survey

New Testament Survey

Christian Belief

Introduction to Study and Writing Skills

Developing Study and Writing Skills

**Elective units:**

Early Chapters of Genesis

Book of Revelation

Church History Survey

Calvin and the Westminster Confession

History of Covenant Theology

Basic of Biblical Counselling

Practical Ethics

Diaconal Service

## 2. Graduate Certificate of Theology/Ministry, Graduate Diploma of Theology/Ministry, MA(Theo/Min) :

PTC offers the following 700 level units on off-campus mode, if you have completed the required number of units at 700 level within the allowed period of study, you will be awarded the following certificate or diploma:

<b>Awards</b>	<b>Time</b>	<b>Requirement</b>
Graduate Certificate of Theology	6 months full time or part time equivalent (up to 2 years) at 700 level	-8 cps at 700 level units in LA, BB, OT, NT, TH, CH and or PE -8 cps at 700 level elective from any unit field
Graduate Certificate of Ministry	6 months full time or part time equivalent (up to 2 years ) at 700 level	-8 cps at 700 level units in EM, PC, and/or DM -8cps at 700 level elective form any unit field
Graduate Diploma of Theology	1 year full time or part time equivalent (up to 4 years) at 700 level	-16cps at 700 level units in LA, BB, OT, NT, TH, CH -16 cps at 700 level electives from any unit field
Graduate Diploma of Ministry	1 year full time or part time equivalent (up to 4 years) at 700 level	-16 cps at 700 level units in EM, PC, and/or DM -16cps at 700 level electives form any unit field
Master of Art (Theo)	2 years full time or part time equivalent (up to 8 years) at 700 level	-32 cps at 700 level units in LA, BB, OT, NT, TH, CH and 16 cps at 700 level -32 cps at 700 level electives from any unit field
Master of Art (Min)	2 years full time or part time equivalent (up to 8 years) at 700 level	-32 cps at 700 level units in EM, PC, and/or DM -32cps at 700 level electives form any unit field

**PTC Online courses at 700 level units** (Selected unit(s) will be offered each semester, please check the college website for the updated information of the units offered)

### Old Testament (OT):

(OT761) Preaching from Joshua-Kings by Dr Richard Belcher

(OT769) Exodus by Dr John Davis

### New Testament (NT):

(NT756) 2 Corinthians by Dr Paul Barnett

(NT789) Issues in Letter to the Romans: New Perspective of Paul by Dr Guy Waters

(NT789) Corinthians Church by Dr Bruce Winters

## **Biblical Studies (BB):**

(BB789) Covenant Theology by Dr Jared Hood

(BB789) History of Biblical Interpretation by Dr Gerald Bray

(BB789) A Biblical Theology of Covenant by Dr Guy Waters

## **Theology Seminar (TH):**

(TH751) Classical Trinitarian Thought in Contemporary Application by Dr Gerald Bray

(TH789) Christian Faith by Dr Douglas Milne

## **Pastoral Seminar (PC):**

(PC788) Biblical Counselling by Dr Ed Welch

(PC 789) Pastoral Ministry by Dr Ed Welch

## **Ethics (PE):**

(PE789) Biblical Ethics by Dr Scott Rae

## **Missions (EM):**

(EM764) Church Planting by Dr Sam Larsen

## **Others:**

(RM095) Research Methods by Dr Felix Chung (will be offered each semester)

## **ACT Learning outcomes of 700 level of studies:**

### **Learning Outcomes of Graduate Certificate of Theology:**

In the following domains, Graduates of the Graduate Certificate of Theology will be able to:

#### **Discipline Knowledge and Understanding**

1. Demonstrate up-to-date *specialized* knowledge and understanding of 'Theology' in at least one area of the fields of 'Bible and Languages'
2. Examine the spiritual and ethical implications of biblical and theological knowledge and understanding

#### **Inquiry and Analysis**

3. Collect, analyse, evaluate and synthesize *specialized* Theology scholarship in inquiry-based learning

### **Problem Solving and Integration**

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

### **Communication**

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

### **Teamwork and Professional Practice**

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

### **Engagement With the World**

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

### **Continuous Learning and Professional Development**

8. Demonstrate a capacity for independent reflection and learning to sustain personal and professional development in Graduate Certificate of Theology

### **Occupational Functions of Graduates**

- (i) church leaders, pastors, and other practitioners who have consolidated their studies in their first degree in theology or ministry, having had the opportunity to concentrate on one field of study throughout the course,
- (ii) practitioners who have developed new areas of professional and vocational expertise, having built on the foundation of their first degree in theology or ministry,
- (iii) teachers of foundational undergraduate degree units in the graduate's area of specialisation.

### **Skills, Knowledge, and Attitudes Acquired by Graduates**

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

## **Learning Outcomes of Graduate Diploma of Theology**

In the following domains, Graduates of the Graduate Diploma of Theology will be able to:

### **Discipline Knowledge and Understanding**

1. Demonstrate up-to-date *specialized* knowledge and understanding of 'Theology' in at least one area of the fields of 'Bible and Languages'
2. Examine the spiritual and ethical implications of biblical and theological knowledge and understanding

### **Inquiry and Analysis**

3. Collect, analyse, evaluate and synthesize *specialized* Theology scholarship in inquiry-based learning

**Problem Solving and Integration**

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

**Communication**

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

**Teamwork and Professional Practice**

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

**Engagement With the World**

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

**Continuous Learning and Professional Development**

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

**Occupational Functions of Graduates**

- (i) church leaders, pastors, and other practitioners who have consolidated their studies in their first degree in theology or ministry, having had the opportunity to concentrate on one field of study throughout the course,
- (ii) practitioners who have developed new areas of professional and vocational expertise, having built on the foundation of their first degree in theology or ministry,
- (iii) teachers of foundational undergraduate degree units in the graduate's area of specialisation.

**Skills, Knowledge, and Attitudes Acquired by Graduates**

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

**Learning Outcomes of Master of Arts (Theo)**

In the following domains, students will be able to:

**Discipline Knowledge and Understanding**

1. Demonstrate up-to-date *specialized* knowledge and understanding of Theology in the fields of 'Bible and Languages'

and 'Christian Thought', including the spiritual and ethical implications

2. Discuss the research principles and methods used in the fields of 'Bible and Languages' and 'Christian Thought'

**Inquiry and Analysis**

3. Utilize and reflect upon *prior knowledge and experience*, and use and reflect critically on current *specialized* Theology knowledge, ideas and practice

### **Problem Solving and Integration**

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

### **Research**

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

### **Communication**

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

### **Teamwork and Professional Practice**

7. As leader and in groups, apply *specialized* Theology understanding in formal ministry contexts and the wider community

### **Engagement With the World**

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

### **Continuous Learning and Development**

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

### **Occupational Functions of Graduates**

(i) church leaders, pastors, and other practitioners who have consolidated their studies in their first degree in theology or ministry, having had the opportunity to concentrate on one field of study throughout the course,

(ii) practitioners who have developed new areas of professional and vocational expertise, having built on the foundation of their first degree in theology or ministry,

(iii) teachers of foundational undergraduate degree units in the graduate's area of specialisation.

### **Skills, Knowledge, and Attitudes Acquired by Graduates**

(i) ability successfully to negotiate the content and demands of a number of units in a specialised field of study in which theological insights are brought to bear upon the graduates' ministry context,

(ii) demonstration of knowledge and competence of skills in the analysis of texts and ideas,

(iii) demonstration of wide reading, intellectual independence, critical thinking and analytic rigour at early postgraduate level such that the potential for research at masters level is emerging.

### **Projects at 700 Level (IN792, \*\*790)**

The externally examined projects of 12,000–15,000 words must not incorporate any material previously submitted by the candidate for any other degree or similar award.

While it need not be an original contribution to knowledge, the essay or project must reflect a conceptual understanding of the area or topic discussed which is commensurate with master's level study. In addition to the range of skills appropriate to superior advanced level

candidates, the candidate must demonstrate evidence of reading across viewpoints and report them empathetically, take a point of view and sustain it with evidence, and show evidence of analytical skill and ability to assess critically existing scholarly literature.

## Fees

Tuition fees for all units of study are provided on PTC college website and will be adjusted from year to year. Please go to the following web link to access the information of the updated tuition fees of ASTC and Post-graduate Studies (700 levels) in PTC : [www.ptc.edu.au](http://www.ptc.edu.au). **Students may be eligible for receiving centre link subsidy for ASTC study.** Fee Help is available for all Australian students. Please go to the college ASTC website and college website for further information. The information can also be accessed on the ACT website: [www.actheology.edu.au](http://www.actheology.edu.au).

## Policies

### General Grievance

#### GRIEVANCE POLICY

##### 1. General

1.1 Any student with a general grievance should discuss the matter with the executive of the student body (the John Paton Fellowship). If it is not urgent the executive should raise the matter with the Principal at one of their regular meetings with him.

1.2 If the matter is urgent the student should make an appointment to see the Principal, and if the student so desires, may be accompanied by the Convener of the John Paton Fellowship. The Principal may decide to bring in as an assessor the Convener of the Theological Education Committee of the General Assembly of the Presbyterian Church of Victoria. Upon investigation and advice from the assessor if appropriate, the Principal's decision in the matter shall be final.

##### 2. Academic

2.1 It is expected that students should first discuss any grievance with the lecturer of the course in question. Failing satisfactory response, the student may

approach the Principal on the matter, and he, after consulting the faculty, will make a decision on the matter, which decision shall be final.

2.2 In any grievance affecting the ACT courses the following will apply:

Candidates are entitled to appeal against a mark awarded in an essay or examination. When making the appeal, candidates should specify the nature of their complaint and the grounds of their appeal. Appeals should be made to the ACT Dean through the sponsoring college in the first instance. When a college refuses to support an appeal, a candidate has the right of direct appeal to the Dean. The Dean will appoint an independent assessor who will remark the exam/essay under dispute. The Dean's decision is final. A fee, normally 50% of the examination fee, will be charged for all appeals. Appeals must be lodged within five weeks of the posting of examination results.

### 3. ACT Academic Grievance Policy

All ACT affiliated colleges will adopt and apply the same grievance procedure. Academic matters include those which relate to student progress, assessment, curriculum and awards in a course of study. An academic grievance may encompass, but is not restricted to, the following:

(i) A dispute over the final grade to be entered on the student's transcript.

(ii) A dispute about the amount of credit to which a student might be entitled from a course of study to an ACT course.

(iii) Exclusion by an affiliated college from a course of study or from progression in that course on the grounds of—

- deficient English language skills,
- an academic record characterised by fail grades,
- failure to satisfy the academic prerequisites to enrol or progress in a course of study for an ACT award,
- interpretation of the college's or ACT's academic regulations,
- academic misconduct (see separate policy attached),
- failure to complete the course or unit in the time allowed.

3.1 The dispute should first be handled by the registrar of the enrolling college. The determination should be in writing and should accord with ACT academic regulations, and be provided within 30 days of lodgement.

3.2 The complainant has the right to appeal in writing to the Dean of the ACT (or another person senior in rank in the consortium to any person in a member college, if the Dean was involved in making the original decision or is otherwise unavailable) as the reviewer of any decision. The appeal should be heard within 30 days of lodgement. The reviewer may overturn decisions reached by the affiliated college on the grounds that the original decision contravenes published ACT academic policy. The reviewer's decision should be communicated in writing to the student and the registrar of the enrolling college.

3.3 The complainant may subsequently appeal in writing to the relevant ACT academic board. The Board of Delegates may uphold or overturn the resolution of that board.

3.4 A charge of incompetence against a lecturer, marker or supervisor should be dealt with first by the enrolling college and then, if unresolved, should be referred on appeal to the relevant academic board.

3.5 Research candidates have the right to appeal to the Dean of the ACT and the Research Awards Board in cases in which disputes about supervision are not satisfactorily resolved. Research students whose theses fail may appeal to the Board of Delegates.

3.6 The complainant has the right to have a nominee of their choice present at any time during this process.

#### 4. **Non-Academic Grievance Policy**

##### *Principles*

One of the conditions of achieving Higher Education Provider status is approval of a non-academic grievance policy that accords with the provisions of the Higher Education Support Act 2003 and the accompanying guidelines devised by DEST. The following policy and the review procedures are based on the Higher Education Provider Guidelines (received on 5 March 2004), the DEST Application and Information Packs (5 May 2004) and the *Higher Education Support Act 2003* (section 19-45–60).

4.1 All affiliated colleges, and the ACT as the provider, must treat fairly all of its students and all persons seeking to enrol.

4.2 The ACT's non-academic grievance policy and review procedures will be published in ACT Manuals and on the website.

4.3 As a condition for approval to teach the ACT's awards each affiliated college must undertake to apply the following policy and publish this fact in its manuals and faculty

and student handbooks for the internal resolution of non-academic grievances brought by students seeking enrolment in or who are already enrolled in an ACT course. The complainant must be informed that there is a review process.

4.4 Access to any grievance committee across the ACT network should be at no or minimal cost to the complainant. Apart from travel expenses there is no charge to the complainant accessing the review procedures established by the ACT.

4.5 Each affiliated college will publish details of the academic support it is prepared to make accessible to enrolling students. This is particularly important in relation to students with special needs, such as those with learning disabilities and those who are hearing or sight impaired.

4.6 ACT colleges must make the terms of the non-academic grievance policy available to its staff and all faculty members and train them in the application of the policy.

4.7 The procedures of the policy do not replace or modify procedures or any other responsibilities that may arise under other higher education provider policies or under statute or any other law.

4.8 Affiliated colleges and the ACT must comply with the Higher Education Support Act 2003 section 19-60 (2) (3) with respect to personal information relating to personal information held in relation to students. This means that a copy of the personal information or opinion (including information or an opinion forming part of a database) held by the college and/or the ACT, whether recorded in material form or not, must be made accessible to students on application (see HESA section 179-5).

### **5. ACT Non-academic Grievance Policy**

All ACT affiliated colleges will adopt and apply the same central grievance procedure.

A non-academic grievance arises from an event occurring in the life of an affiliated college, or a decision made by an affiliated college, in which the complainant perceives lack of procedural fairness and/or negative discrimination and/or an affront to person or conscience, which does not arise from the complainant's academic performance or potential.

This non-academic grievance is not restricted to and may encompass any of the following:

(i) Harassment, sexual or otherwise, and/or vilification of a student enrolled in an ACT award by another student or a member of the college faculty or administrative staff.

(ii) Being refused enrolment or progression or graduation in an ACT award on the non-academic grounds of gender, colour, race, or country of origin.

(iii) The claim that a student enrolled in an ACT award has an unpaid financial obligation to the enrolling college.

(iv) Dispute about entitlement of a student or person to FEE-HELP assistance.

(v) Complaint arising from the use of personal information provided by a student.

5.1 If informal attempts to address the grievance have proved to be unsuccessful, after submitting a written complaint, complainants have the right to appear in person before the affiliated college's grievance committee regardless of their place of residence and the mode in which they have studied. The complainant's cost of travel to the hearing will be borne by the complainant.

5.2 The complainant and/or respondent must not be victimized or discriminated against.

5.3 If informal attempts at mediation have failed, the affiliated college's non-academic grievance committee should hear the complaint within 30 days of lodgement. The committee should comprise a member of the governing Council as chair, a nominee of the principal, a member of the College community, and a member acceptable to the complainant.

5.4 An impartial observer, agreeable to both sides, will be permitted (if the complainant and/or respondent requests) to attend the proceedings, such an observer to be a senior academic drawn from a well-established tertiary institution.

5.5 The complainant and/or the respondent have the right to be represented by a third party (such as a family member, counsellor, or other professional support person) if they so desire, but not to legal representation.

5.6 At all stages of the procedure reasons and a full explanation in writing for decisions and actions taken as part of the procedures if requested by the complainant and/or respondent will be provided.

5.7 The complainant must be informed in writing that the ACT has a process by which the decision can be reviewed. In the event that a college's decision does not resolve the issue, the complainant may seek a review by the ACT within three months of the initial decision being made.

5.8 Records of all grievances must be kept and be accessible to all interested parties for a period of five years. Such records should remain confidential.

5.9 (a) Affiliated colleges must report complaints, and the decisions reached, in their annual reports to the Board of Delegates.

5.9 (b) Students have a right to lodge the initial complaint and to seek review of the decision regardless of their place of residence, the location of the campus Policies Relating to the Higher Education Support Act (2003) 26 at which the grievance has arisen, and the mode in which they have studied.

## **6. Non-academic Grievance Policy Review Procedures**

The ACT's review procedures are designed for the review of the consistency of decisions reached by approved colleges with the ACT's policy insofar as those decisions relate to students who are enrolled or enrolling in accredited higher education courses of the ACT.

The Board of Delegates has appointed the Dean of the College as the review officer of decisions made by officers at approved colleges.

If the Dean was involved in making the original decision or is unavailable, another person senior in rank in the Consortium to the person who made the original decision in the approved college and external to it or a member of the Board of Delegates will be appointed as review officer.

The complainant's cost of travel to any review hearing will be borne by the complainant.

6.1 The applicant has a right to seek a review of the enrolling college's decision. Any such review is to be submitted to the ACT's Academic Administrator in writing.

6.2 The Academic Administrator must acknowledge in writing the receipt of an application for review of a decision and inform the applicant that the review officer will advise the applicant of a decision within 30 days of receiving the application for review.

6.3 The decision of the non-academic grievance committee of the college at which the complaint was originally made and all tabled documents dealing with the grievance must be forwarded to the review officer.

6.4 The applicant and/or respondent must not be victimized or discriminated against.

6.5 If the review officer believes that the process followed by the enrolling college's non-academic grievance committee was fair and in accordance with the ACT policy, then the officer will provide written report to the complainant, the college concerned and the Board of Delegates indicating that the original decision is confirmed.

6.6 If the review officer believes that the process followed at the enrolling college was in any way flawed, the officer will provide a written report to the complainant, the college concerned and the Board of Delegates outlining any inconsistencies with documented policies and inadequacies of procedure, and instruct the college's non-

academic grievance committee to re-hear the case after which there will be a further review. The officer may instruct the enrolling college to appoint his or her representative to the enrolling college's non-academic grievance committee and/or to reconstitute the grievance committee for the rehearing.

6.7 Records of all grievances must be kept and be accessible to all interested parties for a period of five years. Such records should remain confidential.

### **7. External Review**

7.1 In the case of grievances relating to FEE-HELP please refer to separate procedures below.

7.2 In the case of grievances not relating to FEE-HELP, the ACT review officer must inform applicants of their right to apply to the external review officer for a further review of the decision. The ACT review officer will provide his contact details and inform the applicant that the external review officer will advise the complainant of a decision within 30 days of receiving the application for review. The external review officer may confirm the original decision, vary the decision or set the decision aside and substitute a new decision. If requested by the complainant or respondent, the external review officer will provide a full explanation for decisions and actions taken.

### **8. Dispute Resolution for International Students**

These are general guidelines for international students who are dissatisfied with or wish to appeal a decision made by the College regarding academic or administrative matters.

#### *8.1 Academic Issues*

If a student has any concerns about the progress of his/her course, they should undertake the following steps:

(a). If the issue is related to a particular unit he/she will need to consult with the relevant lecturer to resolve the issue.

(b) If the issue is related to the program he/she will need to consult with the relevant program convener.

(c) If he/she remains dissatisfied he/she will need to discuss the matter with the Registrar/International Liaison Office of their affiliated college who will be able to give further advice.

(d) If he/she is still dissatisfied with the outcome they will need to outline the issue in writing and address it to:

The Dean, Australian College of Theology,

Suite 4, Level 6, 51 Drutt Street, Sydney NSW 2000.

## 8.2 *Appealing Against Grades*

If a student considers the grade they have been awarded for a particular unit is incorrect he/she will need to make written submission to the Registrar/International Liaison Officer within 14 days of the receipt of the statement of results. All applications must be accompanied by supporting information and documentation. The specific grounds on which a request for a review is based must be stated clearly. The review Policies Relating to the Higher Education Support Act (2003) 27 shall be considered by the Academic Dean and one or two other faculty members, apart from the subject lecturer. After the review has been completed, students should not expect staff members to respond to informal approaches or pressures. Students will be notified of the outcome in writing.

## 8.3 *Appealing Against Other Academic Decisions*

If a student wishes to appeal against other academic decisions, he/she must make their appeal in writing to the Registrar/International Liaison Officer. The appeal will then be forwarded to the relevant faculty member or the Academic Dean whichever is determined to be appropriate. The appeal should explain why the student believes the decision should be reviewed. The Registrar/International Liaison Officer will advise the student of the outcome in due course.

## 8.4 *Final Appeal to the Board of Delegates*

Students who remain dissatisfied with the outcome of the appeal can make a final appeal to the Board of Delegates of the Australian College of Theology. Such appeals should be in writing, and be submitted within 14 days of the receipt of the Notice of Outcome. The lecturer and or faculty member are also able to make representation to the Board regarding the matter. Decisions of the Board shall be final and binding on all parties.

## 8.5 *Appeals Regarding Administration and Other Issues*

If a student has a concern with an administration decision, e.g. in relation to fees, withdrawals or any other issue that interferes with the progress of their studies he/she will need to undertake the following steps:

(a) In the first instance, seek the advice and guidance of the International Liaison Officer

(b) If the problem is not resolved, the student has the option of speaking with the Dean of the Australian College of Theology who will be able to help assess the problem and make appropriate representation on his/her behalf.

Notwithstanding the above, in matters of dispute resolution, international students may exercise their rights to other legal remedies and may contact the Overseas Education Unit in their state, which has the power under the *Education for Overseas Students Act 1996* to suspend or cancel the registration of a provider or a course. Contact details for the Overseas Education Unit in your state can be provided by the Australian College of Theology. Students can also include a nominee to represent them in this process if the student so chooses.

## **RE-CREDITING FEE-HELP BALANCE (AUSTRALIAN COLLEGE OF THEOLOGY)**

### ***Census Dates and FEE-HELP Debt***

If a student who has requested FEE-HELP assistance withdraws from a unit of study *on or before* the census date for that unit of study, the student will not incur a FEE-HELP debt for that unit of study.

If a student who has requested FEE-HELP assistance withdraws from a unit of study *after* the census date for that unit of study the student will incur a FEE-HELP debt for that unit of study.

### ***Re-crediting a Person's FEE-HELP Balance***

The student may apply after the census date to have their FEE-HELP balance re-credited if the student has been unable to complete the requirements of a unit of study and the student believes that this was due to special circumstances. Where a request to re-credit a person's FEE-HELP balance is granted, a student's FEE-HELP debit is removed and the amount of FEE-HELP paid to the College on behalf of the student will be refunded.

A person can apply to the College to have their FEE-HELP balance re-credited if he or she withdraws from his or her studies after the census date and/or the person has not completed the requirements for the unit of study. The person must apply in writing, within 12 months of the withdrawal date, or if the student has not withdrawn, within 12 months of the end of the period of study in which the unit of study was or was to be undertaken. The College can exercise the discretion to waive this requirement if it is satisfied that the application could not be made within the time limit.

The College's FEE-HELP Re-crediting Officer will consider the student's application within 28 days of receiving the student's written application.

The College will re-credit a person's FEE-HELP balance if it is satisfied that special circumstances apply to the person that are:

- beyond the person's control;
- do not make their full impact on the person until on, or after, the census date; and
- make it impracticable for the person to complete the requirements for the unit during the period in which the person undertook, or was to undertake the unit.

The College will be satisfied that the person's circumstances are beyond the person's control if a situation occurs which a reasonable person would consider is not due to the person's action or inaction, either direct or indirect, and for which the person is not responsible. The situation must be unusual, uncommon or abnormal.

The College will be satisfied that a person's circumstances did not make their full impact until on or after the census date for the unit of study if the person's circumstances occur:

- (a) before the census date, but worsen after that day; or
- (b) before the census date, but the full effect or magnitude does not become apparent until on or after that day; or
- (c) on or after the census date.

Special circumstances would make it impracticable for the person to complete the requirements for the unit of study would include:

- (a) medical circumstances; or
- (b) family circumstances; or
- (c) personal circumstances; or
- (d) employment related circumstances; or
- (e) course of study related circumstances.

Each application will be examined and determined on its merits. The FEE-HELP Re-crediting Officer will consider a person's claims, together with independent supporting documentary evidence that substantiates these claims.

The FEE-HELP Re-crediting Officer will notify the person of the decision and the reasons for making the decision. The Officer will advise the applicant of their rights for a review of the decision if the applicant is unsatisfied with the outcome.

If the decision is made to re-credit the FEE-HELP balance, the College will notify the Department of Education, and will repay to the Commonwealth any FEE-HELP assistance received from it on the person's behalf. The Department of Education will inform the Australian Taxation Office that the debit has been removed.

### ***Review of the Original Decision***

Where a student is not satisfied with the decision made by the FEE-HELP Re-crediting Officer, they may apply in writing for a review of the decision. The Review Officer, as appointed by the Board of Delegates, is the Dean of the College.

The time limit for applying for a review of the decision is 28 days from the person receiving notice of the decision. The person must state the reasons why he or she is applying for a review. The Review Officer will notify the applicant of his decision and the reasons for making the decision.

The Reviewer Officer's available options are to:

- confirm the decision;

- vary the decision; or
- set the decision aside and substitute a new decision.

The Review Officer will advise the applicant of his or her right to appeal to the Administrative Appeals Tribunal for a review of the Reviewer's decision if the applicant is unsatisfied with the outcome and will provide the applicant with the contact details and address of the nearest AAT registry.

The Review Officer must acknowledge receipt of an application for a review of a decision in writing and will inform the applicant that, if the Reviewer has not advised the applicant of a decision within 45 days of receiving the application for review, the Reviewer is taken to have confirmed the original decision.

Where a student is not satisfied with the reviewed decision made by the review officer, they may apply to the AAT for a further review of the decision not to re-credit a person's FEE-HELP balance. The student may supply additional information to the AAT that he or she did not previously supply to the College (including the College's Review Officer).

### **Contact Persons Australian College of Theology**

The current FEE-HELP Re-crediting Officer is the Director of Academic Services of the Australian College of Theology, Mr Simon Davies.

His contact details are—

The Australian College of Theology  
Level 10  
257 Clarence Street  
Sydney NSW 2000  
ph. 02 9262 7890  
fax: 02 9262 7290  
email: sdavies@actheology.edu.au

The Board of Delegates of the College has appointed the Dean of the College, the Rev Dr Mark Harding, as the Review Officer of decisions made by the Director of Academic Services.

His contact details are—

The Australian College of Theology  
Level 10  
257 Clarence Street  
Sydney NSW 2000  
ph. 02 9262 7890  
fax: 02 9262 7290  
email: mharding@actheology.edu.au

## FEE-HELP RE-CREDITING APPLICATION FORM (AUSTRALIAN COLLEGE OF THEOLOGY)

*Applications must be in writing, within 12 months of the withdrawal date, or if you have not withdrawn, within 12 months of the end of the period of study in which the unit of study was or was to be undertaken.*

Name: \_\_\_\_\_ CHESSN: \_\_\_\_\_

Address: \_\_\_\_\_

Contact details (ph &/or email): \_\_\_\_\_

ACT Affiliated College: \_\_\_\_\_

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

I wish to apply for FEE-HELP re-crediting for the following units:

Unit code	Title	Semester & year studied

Reason(s) for request: *(attach separate letter if more space is needed)*

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Supporting documents attached (please tick all that are relevant for you):

- Letter from my enrolled college
- Medical certificates
- Letter(s) of endorsement from employer
- Letter(s) of endorsement from minister of my church/pastoral care worker

My sponsoring college is aware of my application.  Yes  No

I have read the attached FEE-HELP Re-crediting Policy and can affirm that, to the best of my knowledge, the above details are correct.

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

*Please forward the completed form, along with any necessary supporting documents, to the FEE-HELP Re-crediting Officer, Australian College of Theology, Level 10, 257 Clarence Street, Sydney NSW 2000 [sdavies@actheology.edu.au](mailto:sdavies@actheology.edu.au) Ph: 02 9262 7890 Fx: 02 9262 7290*

## AUSTRALIAN COLLEGE OF THEOLOGY

### CROSS INSTITUTIONAL STUDIES

Cross Institutional Enrolments are available through the Australian College of Theology. Application forms are available from your primary sponsoring ACT college. All applicants need to ensure that once completed, the application form should be lodged well in advance of the various deadlines, as later applications will not be accepted.

#### ***Definition of Cross Institution Student***

Students who are currently enrolled in an award at another Higher Education Provider providing documentary evidence that nominated units completed at the ACT will count towards that particular award.

#### ***Documentation needed***

For the purposes of Cross Institutional study, the ACT is the “host institution” and your current non-ACT college is the “home institution”.

Original documents required include:

- ☑ A current official transcript of your current program of study available from your home institution. Certified copies are also acceptable.
- ☑ You will also need to provide the ACT with a letter of authority from your home institution, stating clearly that you have permission to undertake Cross Institutional study at the ACT in the units of study concerned.
- ☑ Cross Institution students will pay for any unit(s) undertaken at the ACT (i.e. pay upfront, or submit a FEE-HELP application form to the ACT).

The above documents should be supplied to your primary sponsoring ACT college for application.

#### ***Withdrawal***

As an enrolled cross institution student you cannot add any units to your approved program. To withdraw from a cross institution unit you must complete a change of enrolment form at your primary sponsoring ACT college. Any withdrawal from a cross institution unit must be completed before the census date. Failure to do so will lead to both academic and financial penalties.

#### ***Further information***

If you would like further information about Higher Education Fees please visit the following website— [studyassist.gov.au](http://studyassist.gov.au)

Simon Davies  
Director of Academic Services



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policies/cross institutional enrolment studies

### **Presbyterian Theological College contact information:**

Address: 684, Elgar Road, Boxhill North, Vic 3129, Australia

Phone: 61-3-98989384

College website: [www.ptc.vic.edu.au](http://www.ptc.vic.edu.au)

Principle:	Rev Peter Hastie	<a href="mailto:peter.hastie@ptc.edu.au">peter.hastie@ptc.edu.au</a>
Academic Dean:	Rev Dr Jared Hood	<a href="mailto:jared.hood@ptc.edu.au">jared.hood@ptc.edu.au</a>
Post-graduate Dean:	Rev Dr Felix Chung	<a href="mailto:felix.chung@ptc.edu.au">felix.chung@ptc.edu.au</a>
On-line course coordinator:	Rev Dr Felix Chung	<a href="mailto:felix.chung@ptc.edu.au">felix.chung@ptc.edu.au</a>
New Testament Lecturer:	Dr Trevor Burke	<a href="mailto:trevor.burke@ptc.edu.au">trevor.burke@ptc.edu.au</a>
Registrar:	Ms Sophia Urbano	<a href="mailto:registrar@ptc.edu.au">registrar@ptc.edu.au</a>
Extension Officer:	Ms Rachel Arnold	<a href="mailto:rachel.arnold@ptc.edu.au">rachel.arnold@ptc.edu.au</a>
Receptionist/Administrator	Ms Alicia Noble	<a href="mailto:info@ptc.edu.au">info@ptc.edu.au</a>