ACADEMIC REGULATIONS HANDBOOK

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INTRODUCTION

Welcome to Nazarene Theological College. NTC offers both accredited awards through the Sydney College of Divinity and a range of non-accredited awards that are primarily aimed at lay training in local churches. This Handbook governs all of our accredited awards and has only limited application for those enrolled in non-accredited studies. Please see Appendix 1 for general information for students in our non-accredited programs.

As a Member Institution of the Sydney College of Divinity and teaching their Awards, we comply with the SCD Academic Policies and Procedures that regulate all aspects of our accredited education programs and their delivery. Our Academic Regulations Handbook is to be read in conjunction with the material available on the SCD website (http://www.scd.edu.au/index.htm) in order to obtain a comprehensive overview of the regulations, policies and procedures that govern study for students, faculty and staff. This Handbook provides details on courses and units offered for 2017 as it applies to NTC; it also describes the aims, history, ethos and theological stance of the College. It will help you to understand the structure and regulations which apply to all courses of study at the College. It should be read in conjunction with other NTC Handbooks and documents available from our web site: http://www.ntc.edu.au/.
FACULTY AND STAFF FOR 2017

Principal
Rev Rob Fringer, BA, MA, PhD Candidate
(Biblical Languages, Biblical Studies)

Academic Dean/Director of Research
Rev Assoc. Prof. David B. McEwan, HND, MDiv, PhD
(Theology, Pastoral Theology and Practice)

Registrar /College Tutor
Mr Aaron Park, BTh, MA

Dean of Students
Major Dr Dean Smith BA, GradDipTh, MTheol, PhD

CALD Co-Ordinator/Lecturer
Rev Dr Bruce G. Allder, BPharm, MDiv, EdD
(Liturgical Studies, Pastoral Theology and Practice)

Lecturers
Major Dr Dean Smith BA, GradDipTh, MTheol, PhD
(Theology and Philosophy)
Rev Richard Giesken, BBuSc, GradDipEd, MTh
(Biblical Studies, Missiology)
Rev Rob Fringer, BA, MA, PhD Candidate
(Biblical Languages, Biblical Studies)
Rev Assoc. Prof. David B. McEwan, HND, MDiv, PhD
(Theology, Pastoral Theology and Practice)
Rev Dr Bruce G. Allder, BPharm, MDiv, EdD
(Liturgical Studies, Pastoral Theology and Practice)

Sessional Lecturers
The sessional faculty for any given year are available on the college website.

Librarian
Ms Andree Pursey, GradDip (Library & Information Science), GradCertArts

Librarian’s Assistant
Mrs Christine McEwan, DipTeach

Business Manager
Ian Jolliff

Bookkeeper
Vanessa Fringer

IT Manager
Dan Reinhart

Office Manager/Registrar Assistant
André Santos

Property Manager
Bill Martindale/ Keith Schmidt
NTC OFFICE HOURS

Monday—Thursday, 8am—5pm; Friday 8am—4pm

*The Office is closed for the Christmas and New Year holidays; actual dates are posted on the website.*

COLLEGE CLASS HOURS

Classes
Monday – Thursday
8.30am – 10.30am
1.00pm – 3.00pm
7.00pm – 9.00pm

Please consult the college timetable (available on the college website) for the class days and times applicable for each unit. Any modifications to the timetable will be notified by email. It is the student’s responsibility to be aware of class hours and any amendments to the timetable that may take place from time to time.

PLEASE NOTE: the class hours can be varied in consultation between the lecturer and the students, and with approval from the Academic Dean.

INSTITUTIONAL IDENTITY

The College’s sponsoring denomination is the Church of the Nazarene, a Protestant evangelical denomination in the Wesleyan/Methodist tradition. The founding of the Church was the result of the merging of a number of Wesleyan bodies both in the United States and in Great Britain. Membership support is in excess of 2 million members in one hundred and fifty-eight world areas. In harmony with our tradition, education continues to be one of the major emphases of the Church. NTC is one in the denomination’s network of fifty-eight tertiary institutions worldwide which have a range of undergraduate and postgraduate offerings. Though we are the only Nazarene college in Australia, there are twelve other undergraduate and two graduate institutions in the Asia-Pacific region that form our educational zone.

NTC is operationally autonomous being administered by its Board of Trustees, with day-to-day operations entrusted to the Principal of the College, who is assisted by the academic and administrative staff. NTC receives general direction from the Church’s International Board of Education and is charged with providing education which prepares individuals for Christian service in a wide variety of settings. NTC has an increasing number of students from outside our geographical area as well as from a range of Christian traditions.

NTC INSTITUTIONAL HISTORY

Nazarene Bible College was established in 1953 on a six-acre site at Thornleigh in Sydney, NSW to serve the educational needs of the Church of the Nazarene in both Australia and New Zealand. Classes began with seven full-time and three part-time students in February 1953. The initial award was a non-accredited three-year Diploma intended to meet the ordination requirements of the denomination, with the first three graduates being given their awards in November 1955. The college
remained at Thornleigh until 1973 and during this time the student body was almost exclusively Nazarenes preparing for pastoral ministry, missionary service or lay ministry in a local church. In 1970 it was planned to relocate the college to Brisbane due to the inadequacy and increasing maintenance costs of the old buildings on the Sydney campus. Eighteen acres of land was purchased at Thornlands in 1971 and the final graduation service at the Thornleigh campus took place in September 1973. The new college buildings were dedicated in 1975, with the first class of eight students commencing in March 1976. The first graduation class of the new college was in November 1978. Over the years, additional land has been acquired and further buildings have been constructed on the site. The college now has 11.3 hectares (28 acres) of land to ensure it can meet future requirements for education and residential facilities. Development of the facilities has continued in recent years and a new educational block is currently under construction, enabling us to have new classrooms, chapel, and a student services area.

In 1993 the name was changed to Nazarene Theological College as a part of pursuing formal accreditation through the Queensland Minister for Education. In 1995 the college’s Advanced Diploma of Ministry was accredited, followed by the Bachelor of Ministry degree and Graduate Diploma in Christian Studies in 2000. In 1996 it was approved to accept overseas students and since then it has received students from many parts of the globe, including the USA, Canada, United Kingdom, South Africa, Papua New Guinea, India, Hong Kong, Korea, Samoa, Solomon Islands and Tonga. In 2005 the college became a Member Institution of the Sydney College of Divinity, a national ecumenical federation of theological colleges working together to provide the highest possible standard of education in theology, ministry and related disciplines.

**NTC PURPOSE STATEMENT**

NTC is an educational institution in the higher education sector charged with the responsibility to prepare men and women for Christian service in the Church of the Nazarene and other Christian organisations. Christian ministry, whether vocational or lay, demands both rigorous academic preparation and character transformation if we are to provide readiness for mission and ministry in response to the Great Commandment and the Great Commission (Matt 22:37-39; 28:18-20). As we seek to prepare our students to meet the challenges of ministry today, we want to foster within them a passion to make a difference in the church and the community. Only as they model what it means to be deeply committed to a relationship with God that enables the cultivation of a Christlike character can they impact the lives of others in a positive way. Consequently, the values within our Church for which we are preparing people are a passion for mission, discipleship, and pastoral care.

**INTENDED OUTCOME**

The intended ministry outcome for the College is to primarily prepare people who are equipped to:
1. continue to mature in Christian character;
2. possess the skills, knowledge and abilities required of a beginning practitioner in ministry;
3. manifest established patterns for life-long learning;
4. articulate the gospel message;
5. equip others for ministry;
6. know the strategic planning process in order to be able to plan and execute vital ministry;
7. pastor with care according to Biblical models which are redemptive and incarnational in focus;
8. preach scriptural truths in a manner which bears on life, and which calls for response and decisions;
9. function as servant-leaders who create an atmosphere in which positive goals are reached and people are actively empowered for service;
10. understand ministry in contemporary society with its various cultures and subcultures;
11. comprehend contemporary church growth and church planting methods, with an ability to implement them in a local setting;
12. function as part of the team at local, district and denominational levels.

**NTC EDUCATIONAL ETHOS**

NTC is a community of scholars who seek to advance the work of God in the world through sound research, participation in scholarly dialogue, and effective teaching that encourages a Christian perspective of truth and life. It offers an education informed by the Wesleyan tradition, while being fully aware of, and committed to, the richness of the Christian heritage with its diversity of understandings. It encourages critical and creative thinking that fosters integration of faith, theory and practice. In a climate of disciplined study, it seeks to be a people who pursue truth through Christian faith, academic excellence, service to humanity and life-long learning.

We are a community that is thoroughly evangelical in orientation and sees the Gospel of Jesus Christ as central to all that we believe and practice. In belonging to the Wesleyan tradition, we are fully committed to the richness of the Christian heritage as it has been manifested in personal and community life throughout history, and within its diverse cultural settings. We have never seen theological ‘opinions’ as the essence of the Gospel, but recognise that the Spirit of God works primarily through a relationship rather than intellectual comprehension. We uphold the ecumenical creedal statements of faith and affirm the Christian practice that they embody. We encourage critical and creative theological reflection that enhances effective ministry in the rich cultural diversity of our world.

We are currently members of the following bodies:
- South Pacific Association of Bible Colleges
- Australia and New Zealand Association of Theological Schools
- Australia and New Zealand Theological Library Association
- Australia and New Zealand Association for Theological Field Education
- Global Consortium of Nazarene Graduate Schools and Seminaries
- International Board of Education of the Church of the Nazarene
  (Through this latter body, the College has access to a network of Nazarene institutions of higher education, with over 36,000 students and faculty.)
- Nazarene Global Learning Network

Members of our faculty meet regularly with and contribute to the local chapters of the Australian-based groups, as well as participating in a wide variety of informal contacts. Both the faculty and the students attend various lectures, seminars and workshops hosted by the SCD itself as well as other colleges in the Brisbane area.
The College has a formal association with the following institutions of higher education:

- Korea Nazarene University, Seoul, South Korea
- Nazarene Theological Seminary, Kansas City, Missouri, USA
- Nazarene Theological College, Manchester, England
- Northwest Nazarene University, Nampa, Idaho, USA
- Southern Nazarene University, Bethany, Oklahoma, USA

Through these associations, we have access to sessional faculty, curriculum development materials, inter-library cooperation, research information, student interchange, faculty interchange with opportunities for study leave and research in these institutions.

Our governance and supervision structures utilise expertise and input from well-qualified people who hold their church membership in a wide variety of other Christian confessional traditions.

GOVERNANCE AND ACCREDITATION

GOVERNANCE STRUCTURES

Legal status
Nazarene Theological College (ACN 000 125 235) was incorporated as A Company Limited by Guarantee and not having a Capital Dividend into Shares in New South Wales under The Companies Act, 1936. Incorporation was effected on the 12th October 1953. The name of the company was changed to Church of the Nazarene Australasia in March 2004 to emphasise its religious objectives.

Administrative structures and personnel
The College's organisation provides for the division of responsibilities between the Board of Trustees and the Academic Committee of the college. As a Member Institution of the Sydney College of Divinity, the academic courses and curriculum are developed and monitored by a range of committees within the organisation. Day-to-day management and implementation of the Course of Study is under the direction of the Academic Dean in conjunction with the Principal of the College and Faculty.

Board of Trustees
The Board is charged with ratifying and granting official approval for all aspects of the College’s operation. The elected Trustees are members of the Church of the Nazarene. Non-voting members may be co-opted to the Board to provide expertise in legal, financial, corporate governance and property areas, if such expertise is not present amongst the elected members. The Board of Trustees is chaired by one of its members elected at the annual meeting and this person will serve as Chair for one year.

Academic Committee
The responsibilities of the Academic Committee include the design and evaluation of courses, determination of academic policies, approval of course documentation and delivery arrangements, the supervision of students, student progress and implementation of the assessment policy. The committee formulates and provides advice concerning the overall educational program of the college. It particularly addresses issues of quality and quality assurance as well as suggesting improvements in the overall program operation. Written advice is forwarded to the
Board of Trustees as part of the annual report of the Academic Dean for consideration and action. The membership of the Committee is comprised of all the permanent full-time members of the College's faculty, and one member of the student body (elected by the students). The Academic Committee has the power to co-opt, for particular meetings, persons with expertise in higher education or any other field.

SYDNEY COLLEGE OF DIVINITY

Following a process commenced by the Higher Education Board in New South Wales (NSW HEB) in 1977, the Sydney College of Divinity was incorporated on 15 September 1983 as a company limited by guarantee. A proposed structure for a program of studies leading to the award of the Bachelor of Theology (BTh), submitted to the NSW HEB in May 1983, together with courses of studies prepared by Member Institutions, was accredited by the Board on 16 February, 1984. The award was registered on 20 June, 1985.

The SCD now delivers the following accredited awards:

**Undergraduate:** Diploma of Theology, Diploma of Christian Studies, Associate Degree of Christian Thought and Practice, Bachelor of Theology, Bachelor of Ministry

**Undergraduate (Korean):** Diploma of Christian Studies (Korean), Associate Degree of Christian Thought and Practice (Korean), Bachelor of Theology (Korean)

**Postgraduate Coursework:** Bachelor of Theology (Honours), Bachelor of Ministry (Honours), Graduate Certificate in Arts, Graduate Diploma of Arts, Master of Arts, Master of Divinity, Master of Theology

**Postgraduate Coursework (Korean):** Bachelor of Theology – Honours (Korean), Graduate Certificate in Arts (Korean), Graduate Diploma of Arts (Korean), Master of Arts (Korean), Master of Divinity (Korean), Master of Theology (Korean)

**Research Awards:** Master of Philosophy, Doctor of Ministry, Doctor of Philosophy, Doctor of Theology

Its ecumenical commitment grows stronger each year as the member institutes offer courses in line with their church traditions and ethos, while all work together to ensure the academic integrity of the degree courses. Currently there are seven member institutions.

ACCREDITATION

The Sydney College of Divinity is approved by the Australian Commonwealth Government as a Higher Education Provider, with access to Fee-Help loans for eligible students. As the SCD is a CRICOS provider (CRICOS Code: 02948J) overseas students can study at NTC.
NTC FACULTY

The current full faculty list, qualifications and teaching areas can be found on the college website.

STUDENT FEES

Diploma of Christian Studies – Credit (per 9cp unit) ........................................................... $1,700
Bachelor of Theology – Credit (per 9cp unit) ................................................................. $1,700
Associate Degree of Christian Thought and Practice – Credit (per 9cp unit) ....................... $1,700
Bachelor of Theology (Honours) (part-time per 9cp unit) ............................................ $1,975
Graduate Certificate in Arts – Credit (per 9cp unit) ....................................................... $1,975
Graduate Diploma of Arts – Credit (per 9cp unit) ......................................................... $1,975
Master of Arts / Master of Divinity / Master of Theology ............................................. $1,975
Limited Audit ...................................................................................................................... $200
Enhanced Audit ............................................................................................................... Half of credit cost
Off-Campus centre fee if transport not covered by site ............................................ Site dependent
Accommodation provided by site

NOTE: All tuition fees are due at registration. Please indicate the units to be
applied to FEE-HELP at time of registration.

Refund Policy

A full refund may be given up to Census Date, less the applicable withdrawal fee.

Withdrawal Fee

Up to commencement of unit ........................................................................................ $100
Up to Census Date ........................................................................................................ $200

Other Fees (applicable for full-time and part-time students)

Overseas student administration fee (non-refundable payable on application) ........ $200
Enrolment variation fee (per occasion) ................................................................. $50
Late enrolment fee ................................................................................................... $50
Application for credit for previous study made prior to enrolment ...................... $50
Affiliate member library fee (per semester) .............................................................. $50
Off-campus library resource fee (per unit) .............................................................. $50
Library fine (per day per item overdue) ............................................................... $1
Lost library item charge ............................................................................................. Replacement cost
Lost or damaged equipment charge ........................................................................ Replacement cost
Student ID fee ........................................................................................................ $10
Transcript fee (plus P&H) (only available from SCD) .............................................. $25
Student Association Fee (On campus students) ....................................................... $25/Unit

Some fees for non-accredited courses attract GST. Courses will not be recorded on
the academic record nor an award conferred until the student's account is paid in full.
All fees are subject to periodic review. All dollar amounts are in Australian dollars.

There may be some differences in fees for overseas students. Please contact the
Registrar for further information or consult the 2016 Prospectus

Financial Responsibilities

NTC uses a computerised billing system for student accounts. Electronic statements
are issued monthly. Tuition and fees for each semester are to be paid in full at the
beginning of each semester. Students making use of FEE-HELP will have their fees paid directly to NTC. Casual students must pay for the unit prior to the beginning of classes. No units will be recorded on transcripts and, consequently, no awards conferred until a student's accounts are paid in full.

The college office will accept payments through the use of MasterCard, Bankcard and Visa. Credit card payments may be made in person or via the telephone.

Please Note:
1. All accounts are due and payable at registration.
2. Students not using FEE-HELP will be expected to pay each semester's fees on registration. An appointment will be required with the Business Manager.
3. Students who cannot pay all fees on registration must negotiate a payment instalment plan with the Finance Office before their enrolment can proceed.
4. Those who are not able to properly maintain their financial accounts may be required to discontinue classes and relocate off campus.
5. No results or information about results will be given to a student or other stakeholders until all debts are paid.

Credit Arrangements
NTC is unable to advance student loans. Because overdue accounts create considerable financial burden for the college, students should make outside arrangements to ensure that the terms of their accounts are met. Eligible students may be able to receive a student supplementary loan through Centrelink or various banking institutions—please contact the Registrar for details.

NTC STUDENT ASSOCIATION

Please see the Student Handbook for full details; this is available on the college website. This document covers all aspects of life at NTC relating to student well-being and academic support.

STUDENT GRIEVANCE POLICY AND PROCEDURES

Before an Issue Becomes a Formal Grievance
We encourage students, wherever possible, to resolve concerns or difficulties directly with the person(s) concerned. At NTC the Dean of Students (Student Administrator) and the Student Advocate are available to assist students at this level.

What is a Grievance?
A grievance is a statement of concern reported to a person in authority at Nazarene Theological College or that requires action or response from the Nazarene Theological College. A grievance can be about any kind of situation or process affecting the student, academic and non-academic, and can be against a person or people at Nazarene Theological College.

A grievance is not part of the regular student feedback the Nazarene Theological College encourages in its continuing commitment to quality improvement, but rather a formal complaint requesting action or response. Generally, the Nazarene Theological College will not act on anonymous complaints. However, staff must refer all complaints, anonymous or otherwise, about abuse of children or young people to the Principal.
Principles in Grievance Handling
Staff handling grievances should do everything in their power to ensure the following principles are upheld:

1. **Confidentiality** – All parties have an obligation to maintain confidentiality of both process and records. Generally, fairness requires that the respondent knows who has lodged the grievance.

2. **Impartiality/Procedural Fairness** – Grievance handlers must implement the policies and procedures of the Nazarene Theological College, and employ principles of openness, honesty and fair dealing throughout their communications, investigations, reporting and record keeping. Both the student complainant and the respondent (person against whom the grievance is made) must receive appropriate information, support and assistance in resolving the grievance.

3. **Freedom from Unfair Repercussions or Victimization** – Fear of victimisation prevents many students from lodging a grievance. The Nazarene Theological College will take all necessary steps to ensure that victimisation does not occur. Any staff member who victimises a student may be subject to disciplinary action.

4. **Sensitivity** – All grievances must be dealt sensitively, and with care for all involved.

5. **Timeliness** – Grievances must be dealt with quickly, since undue delay in responding to a grievance may provide ground for further complaint. The aim must be to achieve resolution of a complaint within four weeks of the complaint being lodged. It is important that the complainant and the respondent are kept informed about the progress of the complaint at regular intervals, and advised if resolution of the matter is likely to extend beyond four weeks.

The Process for students
Under normal circumstances, it would be expected that a student or person enrolling at Nazarene Theological College would lodge their grievance within Nazarene Theological College.

**Lodgement of Grievance at Nazarene Theological College**

**Stage 1 – Staff member**

Students may approach any member of staff of Nazarene Theological College with a grievance who will endeavour to help resolve the issue.

**Stage 2 - Grievance Administrator**

If the issue cannot be resolved by the staff member, the Grievance Administrator (Dean of Students) will be approached. The Administrator will advise the student regarding the grievance procedure:
1. The process with which Nazarene Theological College handles a grievance
2. the student’s right to be accompanied and assisted by a friend throughout the process;
3. complete the *Grievance Response Form* with the student *(shared drive/current year/policies/grievances)*;
4. the expected time frame for resolution, normally no more than four weeks.
5. Acknowledge the receipt of the grievance within seven days;
6. Will refer the student to the Grievance Advocate (appointed by the Principal).
7. monitor the process to ensure a mutually acceptable resolution is reached without undue delay and facilitate resolution in a timely manner, which would normally be no more than four weeks
8. give the student comprehensive written advice about the outcome;
9. file records in the Registrar’s Office for confidential storage for at least five years.
10. parties to the complaint will be allowed supervised access to these records.

**Stage 3 - Grievance Advocate**

The Grievance Advocate (appointed by the Principal) will be asked to meet with the student and help resolve the complaint within a reasonable time, normally within four weeks of receiving the complaint.

If the Advocate requires additional support and advice, he/she can enlist the help and advice of the Academic Dean (or another member of staff depending who the complaint is against).

**Stage 4 – The Principal**

If a grievance remains unresolved by the process outlined above, the student or Advocate can request an interview with the Principal for resolution.

**Stage 5 – External Resolution**

**Non-SCD Students**
If not satisfied with the decision of the grievance outcome at Nazarene Theological College or the time taken to deal with the grievance, the complainant may request that the matter be referred to the Chair of the Nazarene Theological College Board for external resolution.

**Sydney College of Divinity (SCD) Students**
If not satisfied with the decision of the grievance outcome at Nazarene Theological College or the time taken to deal with the grievance, the complainant may request that the matter be referred to the Sydney College of Divinity for external resolution.

The procedure is outlined on the SCD website.

file:///C:/Users/jkirl/AppData/Local/Microsoft/Windows/INetCache/IE/9KPZ04XI/Student-Grievance-Policy.pdf
SYDNEY COLLEGE OF DIVINITY STUDENT GRIEVANCE POLICY AND PROCEDURES

1. PURPOSE AND SCOPE
The Sydney College of Divinity (SCD) is committed to living out its vision and values in establishing and maintaining a harmonious and supportive environment conducive to study and personal development. SCD has a responsibility under legislation to ensure that students are not subjected to discrimination, harassment, vilification, victimization, or other forms of unfairness. SCD recognizes that students may sometimes feel they have experienced disadvantage or distress and will ensure that grievances are responded to promptly, in a consistent and transparent manner, with minimum stress and maximum protection for all concerned.

SCD’s Student Grievance Policy and Procedures provides a mechanism for addressing grievances arising out of any kind of situation or process affecting the student, whether academic or non-academic. It applies to all students currently or previously enrolled in SCD courses delivered by the SCD teaching bodies or Research Degrees Program, regardless of the location of the campus at which the grievance has arisen, the student’s place of residence, or the mode of study.

Definition: ‘Teaching body’ refers to any Member Institution (MI) and the SCD Korean School of Theology (KST).
This policy allows that some grievances may proceed from the level of the teaching body to that of SCD itself, if they have not been resolved within the teaching body, while other grievances may originate within SCD, including in the SCD Research Degrees Program (e.g. involving SCD governance or management, or any aspect of the Research Degrees Program). Students no longer enrolled in an SCD award and wishing to lodge a grievance retrospectively should direct their grievance to SCD itself.

Ultimate responsibility for oversight of the proper implementation of the Student Grievance Policy and Procedures is vested in the Council of SCD.

The SCD’s Student Grievance Policy and Procedures is communicated to all SCD students, and to both academic and support staff. It is placed:
- on the SCD website;
- in the SCD Handbook;
- on each MI website; and
- in each MI Handbook.

Staff training in the procedures takes place with the induction of new staff in each of the SCD teaching bodies by the Head of the teaching body and in the Office of the Dean by the Dean. Periodic revisions of the procedures are communicated to all staff by the Dean, and appropriate professional development in the area is arranged by the Head of the teaching body or the Dean, as relevant.

Definitions:
‘Head’ in this policy refers to the MI Principal or the Dean of Students (Korean Program), the latter delegated by the Dean.
‘Office of the Dean’ refers to the head office of SCD, its management hub, in which are based the Dean; the Directors of Coursework, Research, Student Administration, and Finance; and various support staff. Staff at Director level or above may be assigned to roles related to Student Grievances.

The Head advises the SCD Director of Student Administration at the beginning of each year who will undertake the roles of Grievance Handler and Student Advocacy Officer for the year in that teaching body (for definitions of these roles see below at 2.2).
The Director of Student Administration holds a central record of the annual appointments, for communication as needed, and also keeps a record of grievances brought to SCD itself and their outcomes for at least seven years. These procedures do not replace any other responsibilities that may arise under other Higher Education Provider policies or under statute law. Any allegation of abuse of vulnerable persons or other unlawful acts must be reported at once to the Dean, who takes the appropriate further action. No part of the grievance process requires any payment on the part of the student. Note that some academic grievances require modifications to the general grievance process in that they involve decisions of the Academic Board and its committees. These are set out below at 3.6 and entail:

3.6.1 grievances regarding coursework assessment;
3.6.2 research student grievances regarding supervision, progress, candidature, and examination.

The Guidelines for Students Raising a Grievance document, appended to the policy itself, is a shorter text providing students with an introduction to the grievance process.

2. PERSONS AND RESPONSIBILITIES IN THE GRIEVANCE PROCESS

Any member of staff, whether employed by SCD or by an MI, may have a role in the formal grievance process, depending on the particular circumstances. The key persons and their responsibilities under this policy are as follows:

2.1.1 Heads of Teaching Bodies: MI Principals and the Dean of Studies (Korean Program)
The Heads appoint a Grievance Handler and Student Advocacy Officer from amongst their staff for grievances lodged with the teaching body and ensure that, for any student who does not find the appointed Grievance Handler or Student Advocacy Officer acceptable, an acceptable alternative is provided. If a grievance is not resolved through discussion facilitated by the Grievance Handler, the Head will interview the student, make a decision, and communicate the decision to all parties involved in the process. If the student wishes to pursue the matter further, the Head directs the Grievance Handler to refer the student to the SCD Grievance Handler and ensures that a record of the grievance process is retained for at least seven years in the teaching body.

2.1.2 Dean
The Dean appoints a Grievance Handler and Student Advocacy Officer from amongst the SCD Directors based in the Office of the Dean for grievances lodged with SCD, including those concerning the Research Degrees Program, or referred to SCD by a teaching body and ensures that, for any student who does not find the appointed Student Advocacy Officer acceptable, an acceptable alternative is provided. The Dean receives prompt notification of any allegation of abuse of vulnerable persons or other unlawful acts and takes the appropriate further action. If a grievance is not resolved through discussion facilitated by the SCD Grievance Handler, the Dean appoints a Grievance Committee as set out under 3.4.2 and directs the Grievance Handler to communicate the outcome to the student. If the student wishes to pursue the matter further, the Dean either arranges for the External Grievance Officer to investigate and report on the matter (for domestic students) or refers the student to the Overseas Student Ombudsman (for overseas students). The Dean is delegated by Council to bear overall responsibility for the grievance process and to report to Council the outcome of any grievance process involving the External Grievance Officer or the Overseas Student Ombudsman. The Dean ensures that a record of the SCD grievance process is retained for at least seven years.
2.2.1 Grievance Handlers
The Grievance Handler is a staff member appointed by the Heads of the teaching bodies and by the Dean in respect of SCD, including its Research Degrees Program, to act as the initial go-to person for advice and information regarding the nature of the grievance process and the facilitator of the grievance process, as set out at 3.4.1 and 3.4.2, and is given appropriate training. If a grievance originates in a teaching body but is referred to SCD, the teaching body’s Grievance Handler will relinquish his/her role and the SCD Grievance Handler will take up the role.
The Grievance Handler acts with promptness, courtesy, and impartiality towards all parties to the grievance. The duties of the Grievance Handler include:
- facilitating exchanges between complainant and respondent, and recording the results;
- documenting the overall process including decisions made or actions taken; and
- making appropriate referrals.

For a teaching body the Grievance Handler may be, for example, the Registrar. For SCD itself, including its Research Degrees Program, the Grievance Handler is regularly the Director of Student Administration.

2.2.2 Student Advocacy Officers
The Student Advocacy Officer is a staff member appointed by the Heads of the teaching bodies and by the Dean in respect of SCD, including its Research Degrees Program, to provide personal assistance and support for the student throughout the grievance process, as set out below at 3.4.1 and 3.4.2, and is given appropriate training. This person’s service is provided free of charge to the student.
The Student Advocacy Officer ensures that the student has full information about the process and appropriate advice as needed throughout the process, accompanies the student to meetings if requested by the student, and communicates with the student promptly, respectfully, and sensitively. The Student Advocacy Officer refrains from discussing details with anyone but the student unless the student requests otherwise, and is tasked solely with supporting the student to achieve a just and proper outcome. In relevant circumstances, the Student Advocacy Officer refers the student to counselling or health services.
If a grievance originates in a teaching body but is referred to SCD, the teaching body’s Student Advocacy Officer will relinquish his/her role and the SCD Student Advocacy Officer will take up the role.
For a teaching body, the Student Advocacy Officer may be, for example, a lecturer with pastoral experience. For SCD itself, including its Research Degrees Program, the Student Advocacy Officer may be the Director of Coursework or the Director of Research, depending on the circumstances.

2.2.3 Other Staff within Each Teaching Body and the Office of the Dean
If any Grievance Handler (2.2.1) or Student Advocacy Officer (2.2.2) is unacceptable to a student wishing to lodge a grievance, another staff member is appointed to this role by the Head of the teaching body or the Dean, as relevant, in consultation with the student.

2.3.1 External Grievance Officer
The External Grievance Officer is a person of demonstrable authority and experience in Higher Education, who is not otherwise employed by SCD or any MI. This person is appointed by the Dean to investigate grievances of domestic SCD students if these are not resolved through the normal processes set out below and is approached by the Dean in such circumstances.
At present (2014) this person is Rev Dr Mark Harding, Dean of the Australian College of Theology.
2.3.2 Overseas Students Ombudsman
The Overseas Students Ombudsman is a person appointed by the Government to investigate complaints about problems that overseas students may have with private education and training in Australia: http://www.oso.gov.au/.

3. GRIEVANCE PROCEDURE

3.1 Before an Issue Becomes a Grievance
Students are encouraged, wherever possible, to resolve concerns or difficulties directly with the person(s) concerned. Within the teaching bodies the Deans of Students and Student Counsellors are available to assist students at this level. In the Office of the Dean, the Director of Student Administration is available to offer general advice.

3.2 What is a Grievance?
A grievance is a written statement of concern, or complaint, presented to a person in authority within SCD or one of its teaching bodies that requires an action or a response from the institution concerned. A grievance may relate to any situation or process affecting the student, whether academic or non-academic, and may be against a person or persons within any teaching body or SCD itself.
The person designated ‘Grievance Handler’ is normally the first person to contact.

Definitions:
the person bringing the grievance is referred to as ‘the complainant’;
the person(s) against whom the grievance is made is referred to as ‘the respondent(s)’.

A grievance is not part of the regular student feedback on course units and teaching, but rather a complaint about a personal situation. SCD will not normally act on anonymous complaints. Staff must, however, refer to the Dean all complaints, anonymous or otherwise, about abuse of vulnerable persons or other unlawful acts, and together they will inform the police.
SCD requires that records of grievances lodged and resolved within the teaching body to the satisfaction of the student be retained within the teaching body concerned for at least seven years, in case the complainant or any staff member should subsequently have reason to refer to the previous matter. At the same time, however, SCD regards a grievance resolved without referral to SCD itself as a matter that has not reached the level of a formal grievance on which SCD may be required to report to a Government authority. A record of any grievance lodged with SCD itself will be treated as a formal grievance and records will be retained for at least seven years.

General Principles for Staff in the Grievance Process
Staff assisting at any point in the grievance process should do everything in their power to ensure that the following principles are upheld:
(a) Confidentiality: All parties have a basic obligation to maintain confidentiality. Generally fairness requires that the respondent knows who has lodged a grievance.
(b) Procedural Fairness: Both the student complainant and the respondent must receive appropriate information, support, and assistance in resolving the grievance.
(c) Freedom from Unfair Repercussions or Victimization: SCD will take all necessary steps to ensure that victimization does not occur. Any staff member who is shown to have victimized a student will be subject to appropriate disciplinary action.
(d) Sensitivity: All grievances must be dealt with sensitively, and with care for all involved.
(e) Timeliness: Grievances must be dealt with as quickly as possible: undue delay in responding to a grievance may provide grounds for further complaint. The aim is to achieve resolution of a complaint within four weeks of the complaint being lodged. Both
complainant and respondent should be kept informed of the progress of the complaint and advised if resolution of the matter is likely to extend beyond four weeks, in writing if requested.

3.4 Process
Under normal circumstances, a coursework student enrolled at a particular teaching body may be expected to lodge the grievance with that teaching body. The student may, however, believe (rightly or wrongly) that the matter will not receive appropriate attention from the teaching body. Any student may choose to lodge the grievance directly with SCD itself.

If a student who lodges a grievance at a teaching body is not satisfied with the outcome and wishes to pursue the matter further, the teaching body’s Grievance Handler ensures that the student is referred to the SCD Grievance Handler and that all relevant information and documentary evidence is passed on to that person.

If the student remains unsatisfied following investigation by SCD itself and wishes to pursue the matter further, the Dean refers it to the External Grievance Officer (for domestic students) or refers the student to the Overseas Students Ombudsman (for overseas students).

At no point will either the complainant or the respondent be victimized or discriminated against. The student remains enrolled in his or her program whilst the grievance process is ongoing.

3.4.1 Lodgement of Grievance with the Teaching Body
The student should approach the designated Grievance Handler at the teaching body, but if that person is unacceptable the student may ask the Head of the teaching body to provide another staff member to carry out this function.

The Grievance Handler:
- obtains an informal initial account of the presenting problem from the student;
- makes sure the student has access to the SCD’s Student Grievance Policy and Procedures;
- makes sure both the complainant and the respondent are aware that they may be supported/accompanied by a friend or family member throughout the process;
- provides the student with the Student Grievance Notification Form to fill out and receives the completed form, which the student may complete either independently or after seeking advice from the Student Advocacy Officer (as below);
- directs the student to the designated Student Advocacy Officer or, if that person is unacceptable to the student concerned, directs the student to the Head of the teaching body, who will, in consultation with the student, provide an alternative Student Advocacy Officer from amongst the staff of the teaching body. If no member of staff within the teaching body is acceptable to the student, the grievance is referred to SCD itself through the SCD Grievance Handler.

The Student Advocacy Officer meets with the student as soon as possible and ensures that the student:
- fully understands the overall process and his or her rights;
- feels reasonably comfortable discussing the matter in confidence with the Student Advocacy Officer;
- understands that the Student Advocacy Officer is not able knowingly to support falsehood;
- is able to articulate the particular issue of concern clearly;
- has assembled relevant information and evidence.

If necessary, the Student Advocacy Officer provides:
- advice on how to complete the Student Grievance Notification Form;
- any additional records or institutional information;
referral to counselling or health services.

The Student Advocacy Officer arranges for the student to have ready contact and advice as needed throughout the process and accompanies the student to meetings if requested by the student. The presence of the Student Advocacy Officer does not preclude the presence, in addition, of a friend or family member. The Student Advocacy Officer refrains from discussing details with anyone but the student, unless the student requests otherwise, and is tasked solely with supporting the student to achieve a just outcome.

The Grievance Handler:
- provides a copy of the completed Student Grievance Notification Form to the Head of the teaching body;
- facilitates discussion between the student and the respondent(s) with the aim of reaching an agreed outcome;
- completes the Grievance Response Form with the student and provides the student with a copy of the completed form;
- reports the outcome to the Head of the teaching body.

If the matter has been resolved to the student’s satisfaction, the Head provides the student with a letter noting the conclusion of the grievance process and the outcome and directs the Grievance Handler to store the Grievance Response Form with relevant records for at least seven years. These records remain confidential, except that any party to the grievance will be allowed supervised access upon request.

If the matter has not been resolved, the Head of the teaching body will interview the student, make a decision and communicate the decision to all parties involved in the process.

If the student wishes to pursue the grievance further, the Grievance Handler refers it to the SCD Grievance Handler to be addressed by SCD itself.

3.4.2 Lodgement of Grievance with the SCD
A grievance may be lodged initially with the SCD without the steps set out at 3.4.1 above, in the case of research students or others who prefer to do so because of the nature of their grievance against the teaching body, or it may be referred to the SCD from a teaching body if it remains unresolved by the process set out at 3.4.1. In the latter case, after the SCD Grievance Officer receives the referral from the teaching body’s Grievance Handler, the SCD’s Grievance Handler and Student Advocacy Officer take over those roles from the teaching body.

The process in SCD largely mirrors that in the teaching body.

The SCD Grievance Handler:
- obtains an informal initial account of the presenting problem from the student;
- makes sure the student has access to the SCD’s Student Grievance Policy and Procedures;
- makes sure both the complainant and the respondent are aware that they may be supported/accompanied by a friend or family member throughout the process;
- provides the student with the Student Grievance Notification Form to fill out and receives the completed form, which the student may complete either independently or after seeking advice from the Student Advocacy Officer (as below);
- directs the student to the designated Student Advocacy Officer or, if that person is unacceptable to the student concerned, directs the student to the Dean, who will, in consultation with the student, provide an alternative Student Advocacy Officer from amongst the SCD Directors.

The Student Advocacy Officer meets with the student as soon as possible and ensures that the student:
- fully understands the overall process and his or her rights;
feels reasonably comfortable discussing the matter in confidence with the Student Advocacy Officer;
understands that the Student Advocacy Officer is not able knowingly to support falsehood;
is able to articulate the particular issue of concern clearly;
has assembled relevant information and evidence.
If necessary, the Student Advocacy Officer provides:
  advice on how to complete the Student Grievance Notification Form;
  any additional records or institutional information;
  referral to counselling or health services.

The Student Advocacy Officer arranges for the student to have ready contact and advice as needed throughout the process and accompanies the student to meetings if requested by the student. The presence of the Student Advocacy Officer does not preclude the presence, in addition, of a friend or family member. The Student Advocacy Officer refrains from discussing details with anyone but the student, unless the student requests otherwise, and is tasked solely with supporting the student to achieve a just outcome.
The Grievance Handler:
  provides a copy of the completed Student Grievance Notification Form to the Dean;
  facilitates discussion between the student and the respondent(s) with the aim of reaching an agreed outcome;
  reports the outcome to the Dean.

If the matter has not been resolved, the Dean:
  appoints a Grievance Committee of two or three persons with relevant experience, external to the part of SCD in which the grievance arose with no more than one employed in any part of SCD, to investigate and report on the matter as soon as possible but at least within four weeks;
  provides the Committee with relevant materials, including any further submission from the student;
  invites one person to chair and coordinate the report of the Committee;
  receives the report of the Committee;
  directs the Grievance Handler to communicate its contents to the student, including clear and comprehensive written advice about the outcome.

The Grievance Handler:
  provides clear and comprehensive written advice to the student about the outcome of the Committee’s report;
  completes the Grievance Response Form with the student and provides the student with a copy of the completed form;
  informs the Dean of the student’s response.

If, after either the facilitated discussion or the Grievance Committee process, the matter has been resolved to the student’s satisfaction, the Dean provides the student with a letter noting the conclusion of the grievance process and the outcome and directs the SCD Grievance Handler to store the Grievance Response Form with relevant records in the Office of the Dean for at least seven years. These records remain confidential, except that (i) any party to the grievance will be allowed supervised access upon request, and (ii) SCD may be required to report the matter to a Government agency.
If the matter remains unresolved by the process outlined above and the student wishes to pursue it further, the Dean either arranges for the External Grievance Officer to investigate and report on the matter within four weeks (for domestic students) or refers the student to the Overseas Student Ombudsman (for overseas students). In the former case, the Dean reports the outcome of the External Grievance Officer’s investigation to
the student and to Council. In the latter case, the student receives a response from the Ombudsman. The Dean reports the process to Council, including the Ombudsman’s response if that has been made known to the SCD. In either case, the Dean ensures that the Grievance Notification and Response Forms and other records are stored in the Office of the Dean for at least seven years, with the same conditions of confidentiality as above.

3.5 Possible Outcomes
Depending on the point at which the process is concluded, possible outcomes might be:

the student, having received advice and support, addresses the matter directly with the respondent and an agreement is reached;
a mutually acceptable resolution, such as modification of the issue, is reached through mediation at one or other level;
the findings of the External Grievance Officer or the Overseas Students Ombudsman are implemented at the direction of the Dean;
the student receives an apology and any fault on the part of the teaching body or SCD is addressed appropriately;
the teaching body or SCD reviews its procedures with the aim of avoiding similar problems in the future while maintaining appropriate standards;
the student gains a better understanding of the issue and accepts the position of the teaching body or SCD.

3.6 Special Cases within the Grievance Regulations
Some grievances require modifications to the general grievance process in that they involve decisions of the Academic Board and its committees. These are:

grievances regarding coursework assessment;
postgraduate research candidate grievances regarding supervision, progress, candidature, and examination.

3.6.1 Grievances Regarding Coursework Assessment
In the first instance a student may appeal to the lecturer concerned against the result given in any item of assessment when:

the student believes that some error in grading has been made; or
the student has concerns about the grade awarded.

This dialogue may proceed either informally or with the facilitation of the Grievance Handler and advice of the Student Advocacy Officer, using the Student Grievance Notification Form, as the student prefers. In the case of ongoing disagreement, the Head is notified and appoints a second examiner, either from the staff of the teaching body concerned or, by agreement, from other SCD faculty. The Head considers both the original and the second result and reaches a decision, which is communicated to the student. If the student wishes to pursue the matter further, the student may lodge a formal grievance as set out at 3.4.1, if this has not already been initiated, and appeal formally to the board of studies of his or her teaching body through the Head, who forwards both the original and the second results for the board’s consideration. When the board has reached its decision and communicated it to the student, the Grievance Handler completes the Grievance Response Form with the student and forwards it to the Head. The board of studies of the teaching body may or may not include a member external to the teaching body.

A failed final grade in a course unit is the only ground on which an appeal can be made to the SCD Academic Board.

Where a student believes that the review procedures in the teaching body have not been properly followed with regard to an appeal against a failed final grade in a course unit, the student may appeal to the SCD Academic Board through the Head of the teaching
body. The Head requests the intervention of the SCD Academic Board through the Dean and provides it with the completed Grievance Notification and Response Forms and other relevant documentation, including both the original and the second results. Documentation must include the student’s alleged evidence that proper review procedures have not been complied with by the teaching body. The appeal must be submitted in writing to the Academic Board Chair within ten working days of receipt of the determinative outcome of the appeal to the teaching body. The student remains enrolled whilst the grievance process is ongoing. The decision of the Academic Board is final. If the student does not accept the decision of Academic Board and wishes to pursue the matter further, the Dean will proceed as per the final paragraph in section 3.4.2.

3.6.2 Grievances Regarding Postgraduate Research Student Supervision, Progress, Candidature, and Examination

These grievances refer to:
unsatisfactory supervision;
disputes relating to satisfactory student progress;
issues relating to candidature, including final extension; and
the outcome of thesis examination.

3.6.2.1 Disputes Involving Supervision, Progress, or Final Extension
The student must make reasonable attempts to resolve the grievance through discussion with the supervisor(s) and the Director of Research, before entering into formal grievance procedures. If the matter is resolved either informally or following the initial steps of the grievance process set out at 3.4.2, any changes to existing records must be considered and ratified by the Research Committee and, where relevant, reported by the Research Committee to Academic Board. If there is no resolution and the student wishes to pursue the matter further, the student may lodge a formal grievance as set out at 3.4.2, if this has not already been initiated, and request the Dean to move to establish a Grievance Committee. In this case the Grievance Committee will be summoned to meet and make a recommendation within ten working days. It has three members: the Chair of Academic Board (Chair), a member of the Research Committee, and the Dean. The recommendation is notified to the student, the Research Committee, and Academic Board, which may either accept the Grievance Committee’s report or decide differently. The Dean notifies the student of the outcome. Whether the student accepts the decision of Academic Board or not, the SCD Grievance Handler completes the Grievance Response Form with the student and further actions are undertaken as set out at 3.4.2 above to address either situation. The student remains enrolled whilst the grievance process is ongoing.

3.6.2.2 Disputes Involving the Outcome of Thesis Examination
The examination process for all four SCD research degrees is set out in the Research Degrees Regulations under item A.15 and repeated for the individual degrees at B.4.6, C.4.6, D.4.6, and E.4.6, respectively. In each case, if the Research Committee infers uncertainty from the examiners’ reports overall, there is provision for the appointment of an additional examiner or an oral or written examination to guide the Research Committee’s final recommendation and Academic Board’s decision regarding the final outcome. If the student does not accept the determination of Academic Board and wishes to pursue it further, the student may lodge a grievance with the Dean using the SCD Student Grievance Notification Form. Assuming the role of Grievance Handler in this situation, the Dean refers the student to the Student Advocacy Officer for support and
arranges for the matter to be referred to the External Grievance Officer or the Overseas Student Ombudsman and brought to a conclusion as set out at 3.4.2.

GUIDELINES FOR STUDENTS LODGING A GRIEVANCE

If any student currently or previously enrolled in a Sydney College of Divinity (SCD) course feels that he or she has been subjected to discrimination, harassment, vilification, victimization, or other unfairness, the student may lodge a formal, written complaint about this in accordance with the SCD’s Student Grievance Policy and Procedures, available through the SCD website at scd.edu.au and also through the websites of all SCD teaching bodies within SCD.

A formal complaint is known as a ‘grievance’. The person making the complaint is the ‘complainant’ and the person(s) against whom the grievance is made is/are the ‘respondent(s)’.

A formal complaint may be about an academic or a non-academic matter related to a student’s personal experience. It is quite distinct from the regular student feedback on course units and teaching.

Some grievances may be lodged at a teaching body where the SCD coursework awards are delivered, while other grievances may be lodged with SCD itself as the responsible Higher Education Provider. Grievances lodged by research degree students are covered by the arrangements pertaining to the SCD level. It is possible for a grievance to be lodged initially with a teaching body and then be referred to SCD if it is not satisfactorily resolved within the teaching body.

SCD’s Student Grievance Policy and Procedures applies to all students currently or previously enrolled in SCD courses regardless of the location of the campus at which the grievance has arisen, the student’s place of residence, or the mode of study.

Ultimate responsibility for oversight of the proper implementation of the Student Grievance Policy and Procedures is vested in the SCD Council, which delegates oversight of the grievance process to the Dean. The process is carried out by designated persons (i) in each of the teaching bodies and/or (ii) in the Office of the Dean (for the SCD level). At both levels a person appointed as the Grievance Handler acts as the basic go-to person and facilitator of the process, and another person appointed as the Student Advocacy Officer is provided solely to assist the student in working through the process for a just outcome. The student has the right to an alternative Grievance Handler and/or Student Advocacy Officer if the person appointed is not acceptable for any reason. The student may, in addition, choose to be accompanied by a friend or family member throughout.

If a grievance is not resolved at the teaching body or SCD level, the matter is referred by SCD to an External Grievance Officer, for domestic students, and overseas students are referred directly to the Overseas Students Ombudsman.

The student is not asked to pay anything to anyone throughout the grievance process. A student wishing to lodge a grievance, or simply to enquire about the process, should normally approach the person designated as the Grievance Handler in the place concerned, but may approach the Principal, Dean of Studies (Korean Program), or SCD Dean, as relevant, or any other member of staff to seek initial help.
STUDENT GRIEVANCE NOTIFICATION FORM

CONFIDENTIAL: TO THE GRIEVANCE HANDLER

NAME OF STUDENT LODGING THE GRIEVANCE:

CONTACT PHONE AND EMAIL:

Please describe the problem/issue in your own words, with as much detail as possible (e.g: names, dates, times, and actual incidents).

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

What would you like to see happen as a result of lodging this grievance?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

STUDENT’S SIGNATURE: ___________________ DATE: ___/___/___
Additional Information

For reasons of perceived victimisation or otherwise within Nazarene Theological College, the student may choose to lodge the grievance direct with the Sydney College of Divinity.

PROCEDURE FOR NON SYDNEY COLLEGE OF DIVINITY STUDENTS

Stage 1 – Staff member

Students may approach any member of staff of Nazarene Theological College with a grievance who will endeavour to help resolve the issue.

Stage 2 - Grievance Administrator

If the issue cannot be resolved by the staff member, the Grievance administrator (Dean of Students) will be approached. The Administrator will advise the student regarding the grievance procedure:

1. The process with which Nazarene Theological College handles a grievance
2. the student’s right to be accompanied and assisted by a friend throughout the process;
3. complete the *Grievance Response Form* with the student *(shared drive/current year/policies/grievances)*;
4. the expected time frame for resolution, normally no more than four weeks.
5. Acknowledge the receipt of the grievance within seven days;
6. Will refer the student to the Grievance Advocate (appointed by the Principal).
7. monitor the process to ensure a mutually acceptable resolution is reached without undue delay and facilitate resolution in a timely manner, which would normally be no more than four weeks
8. give the student comprehensive written advice about the outcome;
9. file records in the Registrar’s Office for confidential storage for at least five years.
10. parties to the complaint will be allowed supervised access to these records.

Stage 3 - Grievance Advocate

The Grievance Advocate (appointed by the Principal) will be asked to meet with the student and help resolve the complaint within a reasonable time, normally within four weeks of receiving the complaint.

If the Advocate requires additional support and advice, he/she can enlist the help and advice of the Academic Dean (or another member of staff depending who the complaint is against).

Stage 4 – The Principal

If a grievance remains unresolved by the process outlined above, the student or Advocate can request an interview with the Principal for resolution.
Stage 5 – External Resolution

If not satisfied with the decision of the grievance outcome at Nazarene Theological College or the time taken to deal with the grievance, the complainant may request that the matter be referred to the Chair of the Nazarene Theological College Board for external resolution.

2017 Student Grievance Representatives

Administrator:    Ps Aaron Park
Advocate:        Major Dr Dean Smith
Academic Dean:   Rev Associate Professor David McEwan
Principal:       Rev Rob Fringer

Adapted from the Grievance Policy of Sydney College of Divinity
file:///C:/Users/jkirl/AppData/Local/Microsoft/Windows/INetCache/IE/9KPZ04XI/Student-Grievance-Policy.pdf

ACADEMIC STRUCTURES, REGULATIONS AND PROCEDURES

GENERAL INFORMATION

In common with most institutions of higher education in Australia, the academic year begins in February and concludes in November. The year is divided into two semesters, with most courses having fourteen teaching weeks plus study and examination weeks. Some units are taught intensively over a three week block or some other format. In all cases, the standard of instruction and assessment remains the same.

A complete overview of the structure of each of the following courses of study, including admission requirements, course structure and period of candidature, can be found at http://scd.edu.au/courses/. The Academic Dean and the Registrar are available to help students understand any of this content.

COURSEWORK PROGRAMS OF STUDY

- Diploma of Christian Studies (DipChSt) – one year full-time
- Associate Degree of Christian Thought and Practice (AssocDegChThPr) – two years full-time
- Bachelor of Theology (BTh) – three years full-time
- Bachelor of Ministry (BMin) – three years full-time
- Bachelor of Theology (Honours) (BTh(Hons)) – one year full-time
- Bachelor of Ministry (Honours) (BMin(Hons)) – one year full-time
- Graduate Certificate in Arts (GradCertArts) – six months full-time
- Graduate Diploma of Arts (GradDipA) – one year full-time
- Master of Arts (MA) – twelve to eighteen months full-time
- Master of Theology (MTh) - eighteen months full-time
- Master of Divinity (MDiv) – three years full-time
SCD RESEARCH PROGRAMS OF STUDY

These are all administered by the SCD Central Office and application for these programs should be made directly to them. NTC is often able to help with library access, study help and accommodation.

- Master of Philosophy (MPhil) – one year full-time
- Doctor of Theology (ThD) – three to four years full-time
- Doctor of Ministry (DMin) – three to four years full-time
- Doctor of Philosophy (PhD) – three to four years full-time

REGISTRATION AND ENROLMENT

Student Admission

The standards of admission to the College are established to fulfil two principles. First, they ensure that you will be able to fulfil the objectives of a program and achieve the standard required for the award. Second, they ensure that you have the basic skills in written and oral English which will enable you to profit from the program. Each program has its own individual entry requirements and the full details are listed under each award. Normally a prospective student must have completed Year 12 (or its equivalent) at an Australian High School and be eligible to study for a similar level of award from an Australian university. Prospective students who have not obtained university entrance qualifications and are under 21 years of age may qualify for Special Entry. Please contact the NTC Registrar for full details concerning this category; information is also available from the SCD website.

The College welcomes applications from mature students. If you are 21 or over on 1 January of the year in which you intend to begin study and in addition you do not have the normal entrance requirements to an accredited program, you may still be eligible through the mature student admission process.

NTC is registered with CRICOS as an educational provider for overseas students. We have a separate Handbook for Overseas Students (please see our website) and they must comply with the visa conditions imposed by the Australian government, as well as the regulations and procedures given in this Handbook and those of the SCD. Proficiency in English will have to be demonstrated when the applicants schooling was in another language. This is normally demonstrated by achieving a suitable standard in an IELTS test. The required standard is listed under each academic award.

All applications for admission to coursework awards are made to the Registrar of NTC and full details of the application process are to be found on the SCD website, as well as from the Registrar of NTC. We recommend that you contact the Registrar (registrar@ntc.edu.au) as soon as you have an interest in studying with us.

PROGRAM OF STUDY

A student’s program of study in each year is subject to the approval of the Academic Dean. A program of study consists of units selected from the Schedule of Units of Study. The choice of units to be taken is subject to the constraints of the timetable for classes
and to any limitations imposed on the enrolments in units. A student may be permitted to change the program of study during the year, subject to the recommendation of the Academic Dean and the approval of the Academic Committee.

**Student Identity Card**

All new students are issued at enrolment 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 another Member Institution of the SCD. A student who loses his or her identity card is required to complete an application for a new card, and pay the replacement charge. The number on the card is the student’s SCD student number and should be quoted on all correspondence with NTC and the SCD.

**Registration**

All students are required to formally register for each semester's study program during the registration period at the beginning and end of each semester. Students are notified of registration dates by email from the Registrar each semester and full details of the procedure are detailed then. Please note that there is an additional fee imposed for late and amended registrations—see the schedule of fees.

**Cancellation of Courses**

Scheduled courses will be offered as regular lecture sessions/tutorials for both the semester-long format and as intensives, as detailed on the timetable for each semester. The college reserves the right to offer all courses in a modified format (directed study, independent guided study, seminars, distance education) when the number of students enrolled for a unit is too low for an effective lecture format. This number varies according to the nature and level of the unit being taken. Cancellation of course units will only take place after consultation between the Registrar and the Academic Dean; a determination as to whether the scheduled course will run will be made at least two weeks prior to the commencement date of the unit.

**Withdrawal from Semester-long Units**

Withdrawal from a program is sought when the circumstances are such that the student cannot study and can anticipate no change in circumstances in the foreseeable future. This provision allows the student to withdraw from the program and to re-enrol when circumstances are more favourable. A student may withdraw without penalty from a unit only if notice of withdrawal is submitted in writing to the Registrar by 4.00 pm on the Census Date applicable to the unit in question. Any unauthorised withdrawal after the Census Date attracts the academic penalty of an “N” grade. Withdrawal without grade penalty is permitted at any time with the approval of the Academic Dean. In such cases a “W” grade will appear on the transcript. The Census Date varies according the commencement date of the unit.

If withdrawal occurs up to 4.00 pm on the Census Date the tuition fee will be refunded but a withdrawal penalty will be charged to the student and payable immediately. Beyond this time tuition fees will not be refunded.
Withdrawals from Intensive Units

With regard to Census Dates, the following applies for Intensives:

- 1 week intensive – at the end of Day 1
- 2 week intensive – at the end of Day 2

Leave of Absence

Students, who for health or personal reasons are unable to continue their studies, may apply for a leave of absence. This may be granted for up to two semesters. Please see the Registrar for the procedure to be followed. A health certificate is required for all medical reasons.

Exclusion from Enrolment

A student may only attempt any unit twice.

Termination of Enrolment

If in the opinion of the Academic Committee a student’s academic progress is not considered satisfactory, the student is required to show cause to the Committee why they should not be excluded from the college.

Types of Course Units

There are 6 types of units:

- Regular
- Intensive
- Extensive
- Independent guided study
- Research Project
- Research Essay

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, two or three 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.

Extensives
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 is not offered in the semester in which the candidate wishes to take it, the student, by arrangement with the lecturer, may study the course 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.

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 strictures 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 Member Institution 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 Member Institution where the student is enrolled. The supervisor in not eligible to be an examiner.

Credit for Previous Studies
Credit may be awarded for previous study successfully completed at a recognised tertiary institution outside the SCD. Such credit is granted according to the Academic Regulations in force for each award. Application for credit must be made to the NTC Registrar in the first instance.

Attendance
To complete a unit, a student must have been present for at least 80% of all prescribed activities, regardless of the mode of delivery. SCD
Students are required to attend all lecture and tutorial sessions, as well as designated field work and any other activities prescribed for the course unit. They are expected to be present from the beginning of each lecture and tutorial session. Any absences (for a whole session or a part thereof) should be explained to the lecturer as a matter of courtesy. Attendance records are kept by the lecturer, and this includes recording lateness (more than ten minutes) for a class session. Four late attendances count as an absence.

Overseas students must satisfy Australian government attendance requirements.

All absences for a session must be reported as soon as possible on the Absence Approval Form, which is obtained from the library. When a student knows in advance that they are going to be absent from college during any session, it should be cleared beforehand with the lecturer concerned by completing an Absence Approval Form. Only medical reasons or an extreme need are judged to be sufficient cause for an approved absence being granted.

Absences without further make-up work being required may be permitted up to 20% of the contact hours per course at the lecturer's discretion. Any absences beyond this amount will normally require extra work to be completed; this work is set by the
course lecturer. Failure to complete the extra work will result in the student failing the course.

Directed Study, Independent Guided Study and Research Projects

These units are offered by the college on request and only if the lecturer responsible for them is able to offer effective supervision.

Please Note:

- The College faculty offer academic advice in good faith but students remain ultimately responsible for their own study program and completing all graduation and ordination requirements.
- In overall planning for program completion, students need to take into account that while foundation level units are offered every year, intermediate level units may only be offered on alternate years.
- The College reserves the right not to offer any particular unit.
- The program of study for any of our academic awards is being developed continuously. This means that the range of units offered and the number of them to be taken in each field of study for graduation will change over time. Students who commence their program of study and remain continuously enrolled as full-time students will normally be able to complete the award requirements in force on the day they first enrolled.

Sub-Disciplines

A  Humanities
B  Biblical Studies
C  Counselling
E  Christian Ethics
H  Church History
L  Liturgical Studies
M  Missiology
P  Pastoral Theology and Practice
S  Christian Spirituality
T  Theology
W  Philosophy

Course Units

Each discipline area is divided into a number of course units. All course units carry a credit point value of 9cp, except for the Research Essays which are 18cp. Units are ‘core’ (or required) and others are ‘elective’; a number have pre-requisite units which must be taken first.

Levels of Study

In the undergraduate programs, course units are taught at 100 (Foundational), 200, 300 levels (Advanced). Graduate coursework units are predominantly 400 or 500 level, with 600 and 700 levels mainly being offered in the MTh program.
Majors and Sub-Majors

In all coursework awards a major sequence of study consists of 6 course units (54cp) in a particular discipline area and a sub-major requires four units (36cp). The specific details applicable to each award can be found at http://scd.edu.au/courses/.

Coding of Course Units

Course units have a six-figure code.
- The first letter indicates a discipline (e.g., B or T)
- The first numeral indicates the AQF level of study at which the unit is taught (from 5 to 9)
- The next number indicates the level of the unit (from 1-6)
- The two subsequent numerals indicate the particular unit being studied
- The last letter indicates the Member Institution of the SCD where the study is taking place (for NTC the letter is ‘B’)

For example, B7110B is a unit in Biblical studies for the BTh award, at foundational level, at NTC.

Demand Hours

Demand hours are a notional measurement of the time an ‘average’ student has to commit per semester unit for satisfactory completion of the teaching and assessment requirements. Course units of 9cp require 143 demand hours per semester. Normally 3 hours per week are allocated to class time (lectures and tutorials) and the 8 hours per week rest to personal study and completion of the assessment tasks.
- At undergraduate level, 12 demand hours are allocated per 1000 words of written work or per 15 minutes of oral exam/class presentation, with a total limit of 4000 words or equivalent.
- At graduate level, 8 demand hours are allocated per 1000 words of written work or per 15 minutes of oral exam/class presentation, with a total limit of 5000 words or equivalent.
Assessment tasks are normally allocated around 25% of the demand hours of a particular unit.

Colloquia and Topics for all Programs

The curriculum includes a chapel program which fosters worship and is part of the teaching program, involving practitioners, scholars, and academics from Wesleyan and other traditions. These are regularly scheduled each week during the academic year. This brings an intentional relationship with those who can broaden and enrich the program offerings. Many courses in the program involve visiting lecturers to provide a diversity and breadth to the learning opportunities for the students.

Seminars on special topics are offered to the students as well as the public during each year. The seminars are intended for enrichment and enhancement of the program. These seminars are regarded as an integral part of the educational experience offered to all students. In the light of this, attendance is strongly recommended for all students.
Practicum: Supervised Ministry Experience (SME)

There are four major elements of the educational preparation of ministers. **Content:** representing the acquisition of the biblical, theological and historical knowledge necessary for the minister. **Competency:** involving the acquisition and development of the skills for ministry. **Character:** referring to the personal qualities of the ministry. **Context:** dealing with the ministry environment. These four elements are embodied in the curriculum for the Bachelor of Ministry, Bachelor of Theology and Master of Divinity programs, with the field-based Supervised Ministry Experience particularly concerned with the areas of competency, character and context. The major purpose of the practicum is to link theory with practice by providing regular, structured and supervised opportunities for students to apply and test knowledge, skills and attitudes, developed largely in campus-based studies, in concrete experiences in the church and community.

The practical work experience required is integral in the development of skills necessary for ministry within the church. The blending of biblical, theoretical, and philosophical tenets with practical ministry provides the student with a balanced perspective. This practical experience provides students with guided learning and reflective evaluation, which are vital learning components for ministerial service.

Supervision of field work involves both faculty supervisors and qualified pastoral supervisors who are serving, ordained ministers. Of vital importance in the practical experience component are the contributions of the supervising ministers.

1. **Ordination Track Students:**
   a. Church of the Nazarene: they will complete the full 18cp of SME as outlined in the Course of Study and the SME Handbook
   b. Other denominations: they will normally complete the full 18cp of SME under the auspices of their own denomination

2. **Non-Ordination Track Students:** are not be required to take SME but we do recommend taking at least 9cp focused on those competency areas of value for working in a local church or para-church agency.

3. The normal time frame for undertaking the full SME course is two years; this will usually occur during a student’s second and third years of study.

4. They will register for 9cp per semester, but it may be taken as a year-long unit.

5. The college will consider other options for completion, including:
   a. the use of internships over the college breaks and during intensive modules
   b. completing the program in an extra 6—12 months after completing the academic studies but prior to the granting of the award.

6. Students will be advised of these options prior to registration for first semester in their first year and their study program planned accordingly.

7. The placement for SME will be decided in consultation with the participants in the course, normally during the second semester of the student’s first year of studies.
GENERAL ACADEMIC INFORMATION

Privacy Statement

Nazarene Theological College (we) complies with Australian and Queensland privacy laws and guidelines. We treat personal information we collect as confidential. We will only use personal information you give us for our administrative or educational purposes and to keep in touch with you after you graduate. To comply with legal and administrative obligations, we routinely supply personal information to government agencies. We will not give anyone else your personal information unless you agree or the law says we must. Students who are ordination candidates for the Church of the Nazarene will have their progress through the Course of Study for Ordination reported to the relevant District Ministerial Studies Board. We may use personal information to prepare statistical information which we may then distribute but only in a form that does not identify anyone.

College Administration—Student Communication

All students attending the campus program are given a free e-mail account and the college uses this as the normal means of communication for all academic, financial and campus life matters. It is the student’s responsibility to check this account regularly as they are held accountable for knowing the information. Failure to utilise this service is not an acceptable reason for failure to act on college communications and the student will be held accountable for the consequences.

Academic Course Monitoring

The SCD provides through its practices course monitoring mechanisms both internally and externally. The College's organisation provides for course monitoring by the Board of Trustees, and the Academic Committee,

Credit Point System

A credit point system indicates varying weights for courses. The credit points (cp) for a course represent the estimated work time necessary for a student to achieve assessment standards in a manner consistent with ability. Each credit point represents approximately 16 hours of total work, including both class contact hours and private study. Standard units are 9 credit points each.

Academic Load

Credit points are normally gained by a full-time student at the rate of 36 cp per semester; students may enrol for more than 36cp per semester with permission from the Academic Dean. Overseas students must comply with their visa requirements at all times.

Academic Probation

A student whose cumulative gpa or whose gpa in any semester falls below 1.00 will be placed on academic probation. This requires the student to meet regularly with their program adviser and it may require reducing employment hours, church ministry hours or the academic load until such time as the cumulative gpa rises above 1.00.
**Tutorial Groups**
The college provides tutorial groups for most units during the regular semesters and their primary purpose is to help students with a broad range of issues within the unit they are studying. Attendance at the tutorial sessions is compulsory as they are a part of the contact hours required for each unit.

**Employment**
Full-time domestic students who wish to work more than 20 hours per week should carefully consider the impact this will have on their study program. The Academic Dean may ask the student to review this situation if evidence of inability to cope with the increased workload emerges. Overseas students (and their family members) must comply with immigration requirements—please contact the Registrar for this information prior to commencing any paid employment.

**Submitting Assessment Tasks**
All assignments must be in PDF Format and be submitted by email by 11:59pm (AEST) on the due date.

The correct email address for submitting assessment work is: registrar@ntc.edu.au

Students are NOT to send assessment work directly to lecturers, as the 'date received' will not be processed into the student record system correctly, and so late marks may apply to assessments submitted incorrectly. The student will get an email within 72 hours (allowing for weekend) confirming the arrival of assignment. Should you not receive this email, please contact the NTC office.

Students are also advised to keep a copy of all 'sent' emails, because these may be required by the Registrar in the event that a correctly addressed email does not arrive, to validate the actual time and date of the original submission.

Students are also advised to familiarise themselves with the Extension Policy - no exceptions to this policy will be made.

If you know you are not able to complete your assignment by the due date, then the student should apply for an extension before that date. The Extension Request Form is available from the library. The work must be completed within seven days of the extension being given. Please note that extensions are only granted for medical reasons or because of exceptional circumstances; poor planning on your part is not an acceptable reason. A medical certificate or other appropriate documentation must accompany the request form.

**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 x 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; and 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 Registrar for authorising and signing by the Lecturer / Registrar / Academic Dean 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 Registrar setting out the extreme circumstances. The Academic 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.

If extension is desired please use the correct form found on the NTC website called “Course Request Form” and available in either PDF or Doc format: http://ntc.edu.au/students/forms-resources/.

Incomplete
A temporary grade of Incomplete may be awarded when a student has demonstrated adequacy in a class but has failed to complete all of the class requirements before the course ends. The student must have completed at least 50% of the course work required and be passing the subject. A grade of Incomplete defaults to a grade of Failure if, after the prescribed extension, all requirements are still not fulfilled. An Incomplete Request Form is to be obtained from the library and completed according to the instructions on the form; the prescribed fee is to be paid when the form is lodged. An Incomplete allows the student up to a further six months (from the due date of the final assignment in the course) to complete all class requirements. Please note that an Incomplete is only granted for medical reasons or because of exceptional circumstances; poor planning on your part is not an acceptable reason. A medical certificate or other appropriate documentation must accompany the request form.

Graduation Requirements
To graduate with a particular award a student must accumulate the requisite number of credit points with the stipulated GPA and have met all financial obligations to the college.

Transcript of Academic Record
Students may review their own academic records by arrangement with the Registrar. For an official copy of the transcript, a signed request must be made to the Registrar’s Office along with the prescribed fee. An official transcript, which is dated,
signed by the Registrar and sealed is acceptable evidence of educational background to other institutions. No official transcripts will be issued unless the student’s financial commitments to the college have been met.

**ASSESSMENT AND EXAMINATION POLICY, PROCEDURES AND REQUIREMENTS**

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 Sydney College of Divinity.

Within the Sydney 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 only have 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.

Assessment and examinations at the college are conducted under explicit regulations. The regulations are designed to ensure that all students receive fair and equitable treatment in the assessment of their work.

**Assessment**

**Word Count Required for Assessment**

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

- undergraduate programs (AQF Levels 5, 6, 7): 4000 words or equivalent
- postgraduate programs (AQF Levels 8, 9): 5000 words or equivalent

A 10% variation in word count either above or under the word count may be tolerated.

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

Teachers who seek variations from the general standard of assessment for any of the reasons below should explain the variation in assessment section of the Course Unit Booklets.
1. An increased word count might be justified when assessment tasks allow work that is produced rapidly and without polish eg journals and weekly contributions to a discussion forum;
2. A reduced word count might be justified when assessment tasks are designed to develop written or oral expression that is concise, precise, and direct.
3. It might be that the contact time is rather smaller or greater than in a standard subject, with correspondingly more or less work expected out-of-class, and so the amount of work produced for assessment varies accordingly (graduate subjects tend to have fewer contact hours which balances the greater assessment demand);
4. It might be that a substantial part of the assessment task is done in class (i.e. the learning is in completing in class under supervision a task that is the assessment), and so the assessment requirements might be greater (studio or laboratory work can be examples of this).

**AQF Level 5, 6, and 7 9-credit point course units**

<table>
<thead>
<tr>
<th>%</th>
<th>Assignment</th>
<th>Examination</th>
<th>Oral exam</th>
<th>Evidence of student tutorial</th>
</tr>
</thead>
<tbody>
<tr>
<td>60%</td>
<td>2400 words</td>
<td>1.5 hours</td>
<td>30 minutes</td>
<td>Tutorial Presentation: 24 minutes delivery and one page write-up</td>
</tr>
<tr>
<td>50%</td>
<td>2000 words</td>
<td>1.25 hours</td>
<td>25 minutes</td>
<td>Tutorial Presentation: 20 minutes delivery and one page write-up</td>
</tr>
<tr>
<td>40%</td>
<td>1600 words</td>
<td>1 hour</td>
<td>20 minutes</td>
<td>Tutorial Presentation: 16 minutes delivery and one page write-up</td>
</tr>
<tr>
<td>30%</td>
<td>Critical review 1200 words</td>
<td>45 minutes</td>
<td>15 minutes</td>
<td>Tutorial Presentation: 12 minutes delivery and one page write-up</td>
</tr>
<tr>
<td>20%</td>
<td>Critical review or summary 800 words</td>
<td>30 minutes</td>
<td>10 minutes</td>
<td>Tutorial Participation: Written tutorial participation paper/synopsis/journal</td>
</tr>
<tr>
<td>10%</td>
<td>Summary 400 words</td>
<td>15 minutes quiz</td>
<td></td>
<td>Tutorial Participation: Written tutorial participation paper/synopsis/journal</td>
</tr>
</tbody>
</table>
**AQF Level 8 and 9 9-credit point course units**

<table>
<thead>
<tr>
<th>%</th>
<th>Assignment</th>
<th>Examination</th>
<th>Oral exam</th>
<th>Evidence of student tutorial participation</th>
</tr>
</thead>
<tbody>
<tr>
<td>60%</td>
<td>3000</td>
<td>about 150 minutes</td>
<td>30 minutes</td>
<td>Tutorial Presentation: 30 minutes delivery and one page write-up</td>
</tr>
<tr>
<td>50%</td>
<td>2500</td>
<td>about 130 minutes</td>
<td>25 minutes</td>
<td>Tutorial Presentation: 25 minutes delivery and one page write-up</td>
</tr>
<tr>
<td>40%</td>
<td>2000</td>
<td>about 110 minutes</td>
<td>20 minutes</td>
<td>Tutorial Presentation: 20 minutes delivery and one page write-up</td>
</tr>
<tr>
<td>30%</td>
<td>1500</td>
<td>about 80 minutes</td>
<td>15 minutes</td>
<td>Tutorial Presentation: 15 minutes delivery and one page write-up</td>
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<tr>
<td>20%</td>
<td>1000</td>
<td>about 55 minutes</td>
<td>10 minutes</td>
<td>Tutorial Participation: Written tutorial participation</td>
</tr>
<tr>
<td>10%</td>
<td>500</td>
<td>about 25 minutes quiz</td>
<td></td>
<td>Tutorial Participation: Written tutorial participation</td>
</tr>
</tbody>
</table>

**Final Exam Format**

Final exams will not be used for all units. Generally where a final exam is used the format for a 9cp subject will be as follows:

1. More commonly it will be an essay exam; a different exam is set for the Diploma and the Bachelor of Theology students. Questions for the degree students require a higher quality of answer, showing greater evidence of critical thinking, reflection and synthesis.
2. The formula used in setting the number of questions is ‘double plus one’; that is, if they are required to answer three questions, then a choice of seven questions must be offered.
3. Where options are given (for example, answer 1(a) or 1(b), each option counts as one choice.
4. A compulsory question (or questions) may be set; the students must be notified of this and the general area from which the question(s) is/are drawn must be indicated in advance. If the students are given the actual question(s) in advance, then the exam must be graded accordingly.
5. The timing of the exam must be strictly kept; any allowances for illness or other factors must be approved by the Academic Dean in advance.
6. Not all subjects require a final exam, and in some subjects a two hour exam may not be needed. These matters should be determined as part of the Course Unit Booklet (CUB) approval and review process; no individual lecturer is then at liberty to vary the syllabus requirements without prior approval from the Academic Dean.

7. In a course area where a data exam would be important, this should be included as part of the examination process—either as a final exam or as an intermediate stage exam. This should be indicated during the CUB approval/review process. Attention must be given to the total word count required in the assessment process, as well as to the number of assessable items permitted, when setting data exams.

**Exam Protocol**

1. The exam starting time will be strictly adhered to.
2. The students will have ten minutes reading time and during this time they may make notes on the exam paper only or seek clarification about any perceived errors in the exam paper. The exam period will then follow.
3. The examination supervisor will give two time calls during the exam: at the half way point and then fifteen minutes before finishing time.
4. During the examination time there is to be no talking or asking questions. Students are to remain in the examination room until their exam is finished unless the supervisor has been notified of medical reasons for leaving the room during the exam time.
5. During the final fifteen minutes, students are to remain in their seats until the supervisor calls the end of the exam, even if they have finished answering the questions.
6. At the moment the supervisor calls the end of the exam students must stop writing immediately and put their pens down. Any student who continues writing will be deducted the value of that question. The exam cover sheet, the exam questions and the answer sheets are to be left on the students’ table for the supervisor to gather.

Where a candidate

1. is prevented by unavoidable disruption from attending an examination in a unit; or
2. was affected immediately prior to such examination by unavoidable disruption which the candidate believes seriously prejudiced the performance of such examination; or
3. 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 permit), report the circumstances in writing (supported by a medical certificate or other proper evidence) to the Registrar 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.
NTC may apply to the Academic Board of the Sydney College of Divinity for permission for the student to sit a special examination conducted by NTC.

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:
1. could not have reasonably been anticipated, avoided or guarded against by the student and
2. were beyond the student’s control and
3. caused substantial disruption to the student’s capacity for effective study and/or the completion of required work and
4. 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:
1. routine demands of employment;
2. routine family problems such as domestic tension with or between parents, spouses, and other people closely involved with the student;
3. difficulties adjusting to College life, to the self-discipline needed to study effectively, and the demands of academic work;
4. stress or anxiety associated with examinations, required assignments or any aspect of academic work;
5. routine need for financial support;
6. 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 prevented from attending an examination for the following reasons:
1. as a member of the armed forces involved in compulsory exercises;
2. as a person in full-time employment required to be overseas by his or her employment;
3. as a member of the emergency services including the medical profession;
4. as a person representing Australia at an international sporting or cultural event.

Assessment Criteria and Grading System

Explanation of Grades
Assessment of courses is standards based. Each grade is assessed against criteria as indicated below, utilising a standard grading sheet (see Appendix 1):
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 and 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 and 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 has completed wider reading. The student will have 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 and 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 has completed considerable wider reading. The student will 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 and 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 SCD 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 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 SCD 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.

IN PROGRESS (IP)
The In Progress grade is used where a unit of study continues into the following
semester. This will automatically flag that no final result is due until the end of the
next semester. 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.

GRADING STUDENT PERFORMANCE: PROCEDURES
In the Sydney College of Divinity, student results in undergraduate education
(5000, 7100, 7200 and 7300 series of units) and graduate/postgraduate education
(8500 and 9600 series of units) are graded. Grades are issued by Academic Board
after consideration of monitored results submitted to it via Academic Standards
Committee.

Academic Board issues five grades: High Distinction (H), Distinction (D), Credit (C),
Pass (P), and Fail (N). In particular units, in accordance with the accredited Course
Unit Outline, Academic Board also issues grades of either ‘Satisfactory’ (S) or ‘Fail’
(N).

In particular circumstances that are described below, Academic Board issues
quasi-grades.

GRADE DESCRIPTORS

Grade descriptors implicitly appropriate to stage of academic progress

This document describes what grades mean in the Sydney College of Divinity. In
every case, descriptors should be interpreted within the context of the series to which
the unit belongs (5000, 7100, 7200 or 7300; 8500 or 9600), and within the scope of
the assessment task to which a grade relates.

Thus a D grade in a 7100 series unit demonstrates ‘high standard of
understanding, analysis, originality, insight, and presentation’ as measured against
what can be expected in a Foundational unit; but because substantial progress is
expected, the same work done in an Advanced unit might not satisfy ‘the minimum
requirements in terms of understanding, analysis, presentation, and degree of
originality and insight’, when measured against what can be expected in an Advanced unit.

Grade descriptors appropriate to Divinity as a cluster of academic disciplines

These College-level descriptors are a guide to the standard of work expected at each grade level. Discipline Coordinators and faculty in the disciplines and sub-disciplines taught in the College will develop discipline-specific elaborations consistent with these descriptors but better adapted to defining levels of attainment within Biblical Studies, Theology, Christian Life and Ministry, Humanities within the Christian Tradition, and their respective sub-disciplines.

Table of Grade descriptors

The general description of each of the grades in the table below 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.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage score</th>
<th>General Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>High (H)</td>
<td>85-100%</td>
<td>Outstanding work that comprehensively attains the required outcome(s) showing superior knowledge, understanding, analysis, critical interpretation, presentation, and originality</td>
</tr>
<tr>
<td>Distinction</td>
<td>75-84%</td>
<td>Excellent work that substantially attains the required outcome(s) showing a high level of knowledge, understanding, analysis, critical interpretation, presentation, and some originality.</td>
</tr>
<tr>
<td>Distinction (D)</td>
<td>65-74%</td>
<td>Work that soundly attains the required outcome(s) showing a good level of knowledge, understanding, analysis, presentation, and some evidence of critical interpretation.</td>
</tr>
<tr>
<td>Credit (C)</td>
<td>50-64%</td>
<td>Work that satisfactorily attains the required outcome(s), with adequate knowledge, understanding, analysis, and presentation.</td>
</tr>
<tr>
<td>Pass (P)</td>
<td>0-49%</td>
<td>Work that fails to attain the required outcome(s), lacking in basic knowledge, understanding, analysis, and presentation.</td>
</tr>
</tbody>
</table>

Subsidiary Descriptions
<table>
<thead>
<tr>
<th></th>
<th>High (H)</th>
<th>Distinction (D)</th>
<th>Credit (C)</th>
<th>Pass (P)</th>
<th>Fail (N)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>Evidence of wide, relevant, and independent reading beyond core texts and materials</td>
<td>Evidence of relevant reading beyond core texts and materials</td>
<td>Evidence of sound understanding of core texts and materials</td>
<td>Evidence of having read core texts and materials</td>
<td>Inadequate evidence of having read any of the core texts and materials</td>
</tr>
<tr>
<td>Knowledge of topic</td>
<td>Outstanding factual and conceptual knowledge incorporating highly distinctive insight into deeper and more subtle aspects of the topic</td>
<td>Substantial factual and conceptual knowledge incorporating distinctive insight into deeper and more subtle aspects of the topic</td>
<td>Extensive factual and conceptual knowledge</td>
<td>Satisfactory factual and conceptual knowledge to serve as a basis for further study</td>
<td>Inadequate factual and conceptual knowledge</td>
</tr>
<tr>
<td>Articulation of argument</td>
<td>Sustained evidence of imagination, originality, and independent thought</td>
<td>Evidence of imagination, originality, and independent thought</td>
<td>Ability to construct well-reasoned and coherent argument based on discriminating use of evidence</td>
<td>Ability to construct sound argument based on evidence</td>
<td>Inability to construct coherent argument</td>
</tr>
<tr>
<td>Analytical and evaluative skills</td>
<td>Evidence of highly developed analytical and evaluative skills</td>
<td>Evidence of well-developed analytical and evaluative skills</td>
<td>Evidence of analytical and evaluative skills</td>
<td>Evidence of analytical and evaluative skills</td>
<td>Insufficient evidence of analytical and evaluative skills</td>
</tr>
<tr>
<td>Problem solving</td>
<td>Ability to solve or resolve non-routine or very challenging problems</td>
<td>Ability to solve or resolve routine or challenging problems</td>
<td>Ability to use and apply fundamental concepts and skills to basic problems</td>
<td>Evidence of problem-solving skills</td>
<td>Insufficient evidence of problem-solving skills</td>
</tr>
<tr>
<td>Expression and presentation appropriate to the discipline</td>
<td>Highly developed skills in expression, presentation, and documentation appropriate to wider audiences</td>
<td>Well developed skills in expression, presentation, and documentation appropriate to the discipline and audience</td>
<td>Good skills in expression, presentation, and documentation.</td>
<td>Adequate skills in expression, presentation, and documentation.</td>
<td>Inadequate skills in expression, presentation, and documentation.</td>
</tr>
<tr>
<td></td>
<td>High (H)</td>
<td>Distinction (D)</td>
<td>Credit (C)</td>
<td>Pass (P)</td>
<td>Fail (N)</td>
</tr>
<tr>
<td>--------------------------------</td>
<td>-------------------</td>
<td>-----------------</td>
<td>-----------------</td>
<td>----------------</td>
<td>---------------</td>
</tr>
<tr>
<td>Oral presentation skills</td>
<td>Highly developed skills in Delivery; Content; Structure; Use of Visual Aids; Response to Questions</td>
<td>Well developed skills in Delivery, Content, Structure, Use of Visual Aids, and Response to Questions</td>
<td>Good skills in Delivery, Content, Structure, Use of Visual Aids, and Response to Questions</td>
<td>Adequate skills in Delivery, Content, Structure, Use of Visual Aids, and Response to Questions</td>
<td>Inadequate skills in Delivery, Content, Structure, Use of Visual Aids, and Response to Questions</td>
</tr>
<tr>
<td>Tutorial preparation, participation and interaction with others</td>
<td>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.</td>
<td>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</td>
<td>Evidence of sound preparation, good skills in actively contributing to discussion and in responding positively to the views of others</td>
<td>Evidence of adequate preparation, adequate skills in participating and in listening to others while relying on others to do most of the work.</td>
<td>Insufficient evidence of preparation, participation, and interaction with others</td>
</tr>
</tbody>
</table>

**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 Committee.

Where a student believes that the review procedures at NTC have not been followed with regard to an appeal against a failed final grade, the student may appeal to the Academic Board of the College;

1. this is the only ground on which an appeal can be made to the Academic Board;
2. the appeal must be submitted in writing to the Dean within ten working days of receipt of the determinative outcome of the appeal from the Teaching Body;
3. the student must provide the Dean with documented evidence that the regulations on Review and Appeals have not been complied with by the Teaching Body;
4. the Academic Board will deal with the appeal at its discretion;
5. the decision of the Academic Board will be final.
APPEALS    RESEARCH DEGREE CANDIDATES
Information on this may be found at: http://scd.edu.au/wp-

Methods of Assessment
Continuous assessment is used in all courses in the college’s curriculum. It may be
done through a variety of forms of written and/or oral assignments, tests and final
examinations. The grading of some essays and final examinations may be assessed
by a second examiner. The process normally involves the course lecturer submitting
all work that has a grade of H or N, plus a representative sample of the other grades
for second examination. The assessment of the second examiner will be checked by
the Academic Dean against the original assessment; if there is a wide variation, then
the relevant assignments will be submitted to a moderator for final assessment.
Assignments are also submitted regularly as part of an ongoing moderation process
by the SCD. These processes are in place to try to ensure that a consistent standard
is being maintained.

GUIDELINES FOR ESSAY WRITING

1. All assessments must be submitted electronically directly to the registrar (not to
the lecturer) by email to: registrar@ntc.edu.au
   a. Upon submission of your assessment you should receive a confirmation
e-mail from the registrar with a timestamp. If you do not receive this
confirmation within 48 hours, please contact the registrar.
b. It is the student’s responsibility to make sure that the assessments are not
only submitted but also received.

2. All assessment items should be submitted with the NTC ‘Assignment Cover
Sheet’ available on the NTC website: http://ntc.edu.au/wp-
content/uploads/2013/04/NTCAssignmentCoverSheet1.docx.
a. Additionally, students may want to use the ‘Essay Template,’ which includes
the Assignment Cover Sheet as well as the basic formatting for all essays.
Available on the NTC website: http://ntc.edu.au/wp-
content/uploads/2013/04/NTC-EssayTemplate.docx.

3. Assessment format should be as follows:
a. Paper size: A4
b. Margins: 2.5 cm all around
c. Spacing: double
d. Font: Times New Roman, size 12
e. All other formatting issues should follow Chicago/Turabian Style Guide:
http://www.press.uchicago.edu/books/turabian/turabian_citationguide.html

4. All assessments should include the following:
a. Word count may be plus (+) or minus (-) 10%, excluding bibliography
(footnotes are included in the word count).
i. Example: Assessments with a 1000 word should be no less than 900 words
and no more than 1100 words. Grades will be reduced for assessments that
are significantly shorter or longer.
b. Footnotes and Bibliography should follow Chicago/Turabian Style Guide:
http://www.press.uchicago.edu/books/turabian/turabian_citationguide.html
5. Essays should be written in prose and show clear thinking and careful organisation. An introduction should be included identifying the issues to be discussed and include a thesis statement. A conclusion to summarise the argument of the essay and draw any necessary deductions should be included. While grading is based mainly on content, format is important and careful attention should be given to spelling, grammar and punctuation.

6. Formal essay writing is a discipline that must be learned and practised. It is the language of academic conversation throughout the world, and it is an important skill for sharpening a writer’s powers of reasoning and argument. All essays will be expected to conform to academic standards of writing and referencing as stated above. The following conventions are also encouraged by NTC:
   a. gender inclusive language as far as possible when referring to humanity
   b. recognition that gender referencing of God remains a sensitive issue in many parts of the church, thus the preferred option is to retain the traditional language about God while recognising that it has some limitations in some contexts.

7. Please be sure to keep a copy of all your work as the college will not be responsible for lost or damaged assignments.

**Plagiarism and Cheating**

To plagiarise is to take the ideas or words of another person and pass them off as your own in order to gain an advantage for yourself. It is the attempt to convince someone else that you have written something, thought something or discovered something which someone else wrote, thought or discovered. Sometimes this is done unintentionally because of poor research and writing skills, but it still remains plagiarism. The college faculty make allowance for beginning students who may not yet have acquired the necessary academic skills to reference their material properly and thus they commit an offence without intending to defraud. However, no allowances for such poor academic practice will be made after tutorial help has been offered. Students are encouraged to submit preliminary drafts of their material (especially in the early stages of their study program) so that suitable guidance can be given by the lecturer and the problem of inadvertent plagiarism avoided.

Obviously it is not necessary to state the source of a well-known or easily verifiable fact, but students are expected to acknowledge the sources of ideas and expressions they use in their written work, whether quoted directly or paraphrased. To provide adequate documentation is not only an indication of academic honesty, but also a courtesy which enables the reader to consult your sources with ease. Failure to do this constitutes plagiarism.

*Only use someone else’s writing when you want to quote precisely what they wrote. If this is not your goal, USE YOUR OWN WORDS. This avoids any ambiguity about who wrote it. After all, you do not want someone to accuse you of plagiarism. You need to learn how to write in your own style. You may be influenced by authors that you find clear and easy to understand, but your writing needs to be YOUR writing. Mimicking someone else is not a productive exercise. You just learn to cut and paste. An instructor who is reading or grading your work is interested in YOUR understanding of an idea. I am not interested in your ability to copy explanations from the textbook. I know that the author of the book understands it, which is why I picked the textbook. I*
need to know if YOU understand it.

*Understanding and learning is more than just replaying something you have heard. Writing is a valuable exercise that tests your ability to explain a topic. I often think I understand something, until I try to write it out. This is an important part of learning.'*


It will also be considered plagiarism and/or cheating if a person submits an assignment written in whole or in part by someone else, or copies the answer of another student in any test, examination or other assignment. It will also be considered cheating if a student submits essentially the same assignment for academic credit in different courses.

Plagiarism or any other form of cheating is subject to serious academic penalty, for both the student found guilty and any other student who contributed to the offence. The penalty will vary from a grade reduction for minor offences to dismissal from the program for major offences. For an initial minor offence in the early stages of the study program, the judgment of the lecturer will be exercised, but for subsequent offences the matter will be referred to the Academic Committee. After considering the evidence and interviewing the student(s) concerned, if the Academic Committee finds that a major offence has occurred, it will apply the following penalties:

- First offence: the assessment item will not be counted in awarding the final grade for the course
- Second offence: the student will fail the particular course in which the second offence took place, even if the first offence was in another course
- Third offence: the student must show cause why they should not be expelled from the college
- Fourth offence: automatic expulsion without further appeal
APPENDIX 1: GRADING SHEETS

NAZARENE THEOLOGICAL COLLEGE
ANNOTATED BIBLIOGRAPHY GRADING SHEET

<table>
<thead>
<tr>
<th>NAME:</th>
<th>DATE:</th>
</tr>
</thead>
<tbody>
<tr>
<td>COURSE:</td>
<td>STUDENT ID:</td>
</tr>
<tr>
<td>UNIT:</td>
<td>UNIT CODE:</td>
</tr>
<tr>
<td>TOPIC:</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Presentation – 10%</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Footnotes and bibliography meet NTC guidelines</td>
<td></td>
</tr>
<tr>
<td>The material is presented in a clear and logical manner</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Content – 90%</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrate:</td>
<td></td>
</tr>
<tr>
<td>Use of specialist books and journals</td>
<td></td>
</tr>
<tr>
<td>Breadth of reading and research on the topic</td>
<td></td>
</tr>
<tr>
<td>Analysis and critical evaluation of the readings</td>
<td></td>
</tr>
<tr>
<td>Clear articulation of your personal response to the readings</td>
<td></td>
</tr>
<tr>
<td>Evaluation of the significance of the material read for today</td>
<td></td>
</tr>
</tbody>
</table>

All grades provisional until moderation at the end of semester

<table>
<thead>
<tr>
<th>Score</th>
<th>Letter Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade Earned</td>
<td></td>
</tr>
<tr>
<td>Deductions for Late Work</td>
<td></td>
</tr>
<tr>
<td>Final Grade</td>
<td></td>
</tr>
</tbody>
</table>

Marked by: Date:

NAZARENE THEOLOGICAL COLLEGE

Reviewed January 2016  Review 2017
NAZARENE THEOLOGICAL COLLEGE
GENERIC GRADING SHEET

<table>
<thead>
<tr>
<th>NAME:</th>
<th>DATE:</th>
</tr>
</thead>
<tbody>
<tr>
<td>COURSE:</td>
<td>STUDENT ID:</td>
</tr>
<tr>
<td>UNIT:</td>
<td>UNIT CODE:</td>
</tr>
<tr>
<td>TITLE:</td>
<td></td>
</tr>
</tbody>
</table>

**COMMENTS**

All grades **provisional** until moderation at the end of semester

<table>
<thead>
<tr>
<th>Score</th>
<th>Letter Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade Earned</td>
<td></td>
</tr>
<tr>
<td>Deductions for Late Work</td>
<td></td>
</tr>
<tr>
<td>Final Grade</td>
<td></td>
</tr>
</tbody>
</table>

Marked by:  Date:
NAZARENE THEOLOGICAL COLLEGE
BOOK REVIEW GRADING SHEET

NAME: ____________________________________________ DATE: ______________________
COURSE: ____________________________________________ STUDENT ID: ______________________
UNIT: ____________________________________________ UNIT CODE: ______________________
BOOK TITLE: ____________________________________________

<table>
<thead>
<tr>
<th>Presentation – 10%</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Footnotes and bibliography meet NTC guidelines</td>
<td></td>
</tr>
<tr>
<td>The material is presented in a clear and logical manner</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Content – 90%</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrate: Understanding of the book’s context and genre</td>
<td></td>
</tr>
<tr>
<td>Identification and analysis of the book’s key themes and arguments</td>
<td></td>
</tr>
<tr>
<td>Evaluation of the book as a whole</td>
<td></td>
</tr>
<tr>
<td>Clear articulation of your response to the book</td>
<td></td>
</tr>
</tbody>
</table>

All grades provisional until moderation at the end of semester

<table>
<thead>
<tr>
<th>Score</th>
<th>Letter Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade Earned</td>
<td></td>
</tr>
<tr>
<td>Deductions for Late Work</td>
<td></td>
</tr>
<tr>
<td>Final Grade</td>
<td></td>
</tr>
</tbody>
</table>

Marked by: ___________ Date: ___________
<table>
<thead>
<tr>
<th></th>
<th>Fail</th>
<th>Pass</th>
<th>Credit</th>
<th>Distinction</th>
<th>High Distinction</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Essay provides a succinct and clear</td>
<td>0</td>
<td>5-6</td>
<td>6.5 - 7</td>
<td>7.5 - 8</td>
<td>8.5 - 10</td>
<td></td>
</tr>
<tr>
<td>introduction (10%) provides direction</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>for discussion limits scope of</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>discussion</td>
<td>4.5</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Additional comment:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Essay addresses the topic / ‘question’</td>
<td>0-1</td>
<td>13-16.5</td>
<td>19-25</td>
<td></td>
<td>22-25</td>
<td></td>
</tr>
<tr>
<td>(25%) demonstrate a level of</td>
<td>2.5</td>
<td>17-18.5</td>
<td>20-22.5</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>understanding of the topic</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
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All marks **Provisional** until Moderation at the end of Semester.

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Marked by:  

date:
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<th>D</th>
<th>HD</th>
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<td>Demonstrated familiarity with the material (10%)</td>
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<td>Evidence of wider reading (10%)</td>
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<td>Analysis and explanation of issues (20%)</td>
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<td>Understanding of key concepts (20%)</td>
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<td>Evidence of personal reflection on the significance of the topic (20%)</td>
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<td>Summary paper (10%)</td>
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<td>Documentation and use of sources (10%)</td>
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**GENERAL COMMENTS:**

Marked by: ___________________ Date: ___________________

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Presentation

Late marks

**Total**

All grades Provisional until Moderation at the end of Semester.
APPENDIX 2: SAMPLE COVER SHEET

Assignment Title

Unit Code: Unit Name
Lecturer’s Name

Nazarene Theological College

Degree Enrolled (e.g. BMin, MA)
Student’s Name
Student’s Number

Due Date