

AUSTRALIAN COLLEGE OF THEOLOGY

2020

Annual Report



The Australian College of Theology (“The ACT”) is an Australian government approved Higher Education Provider, fostering and leading a robust consortium of independent Affiliated Colleges in the systematic study of theology and other disciplines related to Christian ministry.

The ACT’s chief purpose is to equip people to faithfully serve God’s church and God’s world in support of the Gospel’s message in society and culture.

To this end, the ACT delivers programs, processes and services necessary to deliver learning and teaching, research and scholarship up to the highest level, in collaboration with its Affiliated Colleges and other stakeholders, supported by external specialist advisers.

This report covers key performance measures and major developments during 2020. Further detail on standing policies and operations of the College may be found on the ACT website at <http://www.actheology.edu.au/>

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Chair's Report

In its 130th year, the Australian College of Theology has continued to “go from strength to strength” (Psalm 84:7). For this we give thanks to the God and Father of our Lord Jesus Christ and rejoice that “blessed are those whose strength is in you” (Psalm 84:5).

True to its original purpose “to foster and direct a systematic study of Divinity” the ACT has continued to nurture theological education through its network of eighteen Affiliated Colleges.

The scale of the enterprise is significant. More than nine hundred students graduated in 2020. The ACT is and remains the largest provider of theological education in Australia. Yet the measure of achievement is not quantity alone; quality is of paramount importance. Here the ACT excels. In the Student Experience Survey 2019-20 our undergraduate students' satisfaction with the overall quality of their educational experience was sixth out of all tertiary institutions in Australia and for our postgraduate students it was fifth. The ACT scored above all universities in this domain. These excellent results were achieved despite

the disruption caused by COVID-19. While the effect of the pandemic has been an overall decrease in student satisfaction since last year, the drop among ACT students has been much less than the national average. These outstanding results are a testament to the knowledge, skills, expertise, care and character of the dedicated staff of the Affiliated Colleges.

In addition to its excellent teaching credentials, the research reputation of the ACT continues to grow. ACT scholars regularly contribute at the cutting-edge of theological thought through the publication of books, journal articles and conference presentations which influence and encourage the world-wide body of Christ. The quality and quantity of research outputs are on an upward trajectory. This is being spurred on by timely initiatives. Despite interruptions due to COVID-19 the 2019 initiative appointing Senior Research Fellows and Winifred Merritt scholars has successfully encouraged publication of world class research and significant scholarship to support ACT stakeholders. The higher-education sector as a whole has seen increasing regulation and tightening



of accreditation requirements. It is likely that further shake-ups and consolidation will occur. The Coaldrake report and the Minister's response signal the near-term future. The ACT is agile in adapting to these changing circumstances.

The management team have been outstanding in dealing with this challenge. The ACT continues to pursue university status as appropriate to its vision and mission even though this has been stalled by the inordinate delays in the unfinished dealings with TEQSA. However the ACT may be classified by the Australian government, it will remain academically rigorous, evangelically oriented, theologically astute and pastorally sensitive.

The Board of Directors places a high value on good governance. To this end, the Board has been pursuing

changes to the Constitution which reflect best current corporate practice, and which allow the Constitution to better represent the interests of all stakeholders.

On a personal note, I sincerely thank Greg Hammond for his service in his role as Chair of the Finance, Risk, Audit and Compliance Committee; Paul Barker for his support as Deputy Chair of the Board; and Brian Harris for the work he does in his role as Chair of the Academic Board. My thanks are extended to Tim Harris and to Theresa Lau, who stood down from the Board in 2020. I have appreciated the particular insights and perspectives each of them has contributed. I welcome Ian Smith who joins the Board in 2021.

Roger Lewis

Chair of the Board of Directors

Dean's Report

This Annual Review covers the activities of the ACT in 2020. The ACT has continued to offer first class teaching and research in a rapidly changing tertiary environment, and during the unprecedented challenge of COVID-19. This represents my first report since taking up the role as Dean and CEO in June 2020. I am very grateful to the Associate Dean, the Reverend Dr Graeme Chatfield, who was Acting Dean from February 1st to May 31st, and managed the very difficult early COVID-19 period. I am also grateful to my predecessor, the Reverend Dr Martin

Sutherland, who concluded his term as Dean on the 31st of January.

COVID-19

Responding to the COVID-19 pandemic and managing its impact was a major enterprise for the ACT in 2020. Both staff and students experienced the challenges presented by the pandemic and personal hardship of various kinds was a reality for many. The response to the pandemic also revealed the resilience, adaptability and commitment of both students and staff. The responses to the pandemic and its impacts are described



in the four subsections below.

1. Managing the health, safety and wellbeing impacts of the pandemic

The priority in responding to the pandemic was to support the health, safety and wellbeing of all persons associated with the ACT. Government advice and public health orders were heeded and observed. For the ACT Office and Affiliated Colleges, a range of strategies were employed to effectively maintain operations under 'work from home' arrangements. When circumstances improved, the ACT Office developed its own COVIDSafe Plan and reviewed equivalent plans for each Affiliated College as they re-opened campuses for students and staff. Personal wellbeing was a priority with measures identified to support students and staff.

2. Adjusting teaching and learning to support students

The ACT Office and Academic Board took action to work with staff of Affiliated Colleges to make necessary adjustments that enabled students to continue in their studies when they could no longer attend their campus as usual. Sensible changes to regulations were made and new guidance developed to ensure the quality and integrity of learning experiences in contexts new for some students and staff. A temporary change to the grading system was made to restrict the disadvantage faced by students.

In Semester 1 for all students, and Semester 2 for Victorian students, fail grades (except for academic misconduct) were changed to a withdrawn without academic penalty and students were able to request an ungraded pass if they earned a passing grade so that a lower than usual passing grade would not negatively impact their GPA. Only 33 students requested an ungraded pass, affecting 48 grades in total (less than 0.5% of all grades). There were also changes made to the granting of extensions and the application of late penalties. Remarkable efforts were made by teaching staff to redesign learning experiences for online contexts and to preserve the personal engagement between students and between students and staff, which is a crucial feature of an education with the ACT. Flexible study arrangements were maintained to the end of 2020 in response to the ongoing impacts of the pandemic, and the 'second-wave' outbreak in Victoria in particular.

3. Impact on student experience

The ACT administered an internal COVID-19 student experience impact survey in May 2020 to gauge the impacts on students, to assess the effectiveness of strategies implemented in response to the lockdown, and to inform decision-making going forward. There was strong engagement with the survey with 1661 student responses. Some of the key findings were:

- Overall, 51.3% of students experienced a negative impact on their learning due to the pandemic, with the top reasons related to lesser opportunity for interaction with peers and teaching staff, difficulty accessing library resources, and general mental health impacts.
- The great majority of students had access to the technology they needed (94.2%) and were either positive or neutral about the training they received in accessing online resources (94.6%).
- Of those students who needed support services, 92.9% said they were able to access them.

Student outcomes in 2020 were relatively consistent with previous years with variations of 1% or less for most grade bands compared to 2019. In 2020, the proportion of fail grades in addition to the concessional COVID-withdrawals was 5.9%, only slightly above the proportion of fail grades in 2019, which was 5.6%.

4. Impact on student enrolments in Semester 2 2020

While the great majority of enrolments in Semester 1 2020 were determined before the pandemic became a factor, Semester 2 enrolments would be indicative of the impact of the pandemic. In Semester 2 there was an increase

of 2.3% in enrolments (EFTSL) from Semester 1, with Semester 2 enrolments in 2020 approximately equal to those for the same period in 2019. This was a pleasing outcome in the context of the sector which was experiencing significant declines in student numbers. A complex array of factors may explain the trend, including the ACT's low proportion of overseas students (2% of total students), though in part at least it reflects the maintenance of the ACT's high quality educational offering during the pandemic.

CHANGES IN AFFILIATED COLLEGES

The ACT was pleased to welcome two new Affiliated Colleges at the commencement of 2020. Chinese Theological College Australia (CTCA) has been connected with the ACT indirectly for many years, via its link with Christ College in Sydney. CTCA has developed its faculty and infrastructure over the years and in 2020 commenced as an Affiliated College in its own right. Trinity College Queensland (TCQ) is a theological institution of the Uniting Church in Australia. With its energetic faculty and commitment to research and scholarship, Trinity brings new opportunities to the ACT. Finally, while Vose Seminary was an Affiliated College during 2020, an ACT Major Change process arising from the planned acquisition of Vose by Morling College was conducted in the second half of 2020. Following agreements among

all relevant stakeholders, Vose was acquired by Morling and will become a campus of Morling from January 1st, 2021, and hence will no longer be an Affiliated College in its own right in 2021.

KEY STATISTICS

A detailed analysis of the ACT's performance statistics follows in a later section. Continuing the excellent results of previous years, the ACT had outstanding results in the Student Experience Survey. It is clear that our students enjoy and value the education they receive. The pattern of decline in enrolments in recent years changed in 2020 with an increase in the number of individual students enrolled, even though there was a decline in the total student load. On five-year trends, a consistent decline has been observed in undergraduate courses (AQF levels 7 and below) while the postgraduate coursework courses have increased or declined only slightly from year to year. However, in 2020, the declining trend in enrolments in the Bachelor courses reversed, and instead these courses had the greatest rate of growth. The ACT Office intends to conduct an in-depth investigation of student enrolment trends during 2021.

FINANCE AND PROPERTY

The accompanying Directors' Report and Financial Statements for 2020 records a positive financial performance.

The ACT has been able to maintain a creditable surplus. This has been especially pleasing given the effects of the pandemic on business and the economy in general during the year.

In June 2019, the ACT purchased and occupied its new office at Level 5, 33 York St which provided twice the space and enabled more meeting rooms and improved amenities for staff as compared to its old office at 257 Clarence St, Sydney. The location of the new office also proved excellent for visiting members of the the ACT's various committees, as the building sits immediately above Wynyard rail station. Nevertheless, the ACT office was mostly underutilised in 2020 with ACT staff required to work remotely and conduct meetings via video conference as a result of the pandemic. The ACT invested more in IT to facilitate online meetings and work from home arrangements as part of the ACT's business continuity plan and process improvements. ACT staff are expected to be fully back at the ACT office in 2021 barring any further adverse developments regarding the pandemic.

UNIVERSITY OF SPECIALISATION

The ACT lodged an application for recognition as an Australian University of Specialisation (AUS) in March 2016. After a number of rounds of draft responses and new submissions, the application was declined by the Tertiary

Education Quality and Standards Agency (TEQSA) in June 2019. The ACT then entered negotiations with TEQSA about an appropriate mechanism for appeal, given the ACT's concerns about TEQSA's handling of the application. The Board of Directors has been considering options for appeal or re-submission, and I had a positive meeting with the Minister for Education and Senator Stoker in November about our concerns with TEQSA's handling of the ACT's application. At year end, the ACT is in continuing discussions with TEQSA about its 2016 application which may lead to new opportunities for the ACT's status to be reconsidered. At the same time, the ACT has continued its dialogue with the colleges about how best to shape the ACT in the years ahead.

RESEARCH

Research and publication are key ways by which a Christian Higher Education Provider pursues its calling. In November 2020 the ACT employed an Executive Office (Research Quality) to review all ACT publications against the Excellence Research Australia (ERA) criteria and develop strategies to ensure the ACT meets any TEQSA assessment of the ACT's research output. A requirement from TEQSA for ERA-like assessment is anticipated not only for any reconsideration of the ACT's University application, but also for future supervision of doctoral students

(based on TEQSA's recent guidance on Scholarship). I have initiated discussion of a new research strategy with all Affiliated Colleges that brings to the fore the TEQSA focus on auditing quality research and differentiating research from scholarship. More details about the research culture at the ACT may be found later in the Annual Review. A full listing of faculty publications will be provided in the 2020 Research Report which will be made available on the ACT website.

CURRICULUM REVIEW

The major internal project for 2018 and 2019 was a thorough revision of the ACT's curriculum to better align with the structure and expectations of the Australian Qualifications Framework (AQF). This was implemented in 2020 and has been broadly successful. The result is a system with greater transparency to students about the level and load of each of their units of study, as well as a clear mapping of student progression in courses, and greater flexibility in articulation and transfer between the ACT's courses. No student was negatively impacted as a result of this change. The project was undertaken in connection with our self-accrediting processes. The new curriculum has been accredited for seven years from 01/01/2020. Credit is due to the enormous work of key ACT staff such as the Registrar, Simon Davies and the committee members of

the ACT boards for their dedicated and thorough work on this huge project.

TEACHING AND LEARNING

In 2020 new courses that had been approved commenced. These included the Master of Theological Studies, Master of Christian Leadership (with nested Graduate Certificate and Graduate Diploma), Graduate Certificate of Pastoral Care for Mental Health, and the Graduate Certificate in Christian Mentoring.

In addition, as a result of the Federal Government's COVID-19 stimulus package, two Undergraduate Certificates (UC) commenced, the UC Ministry and UC Theology.

Late in 2020 the Reverend Dr Ian O'Harae was appointed to the position of the

ACT Director of Teaching and Learning, commencing on 1st of January 2021. Dr O'Harae has extensive experience in Christian education in tertiary and school contexts, including as Academic Dean at an ACT Affiliated College.

In late 2020 the Department of Research, Research Training and Teaching was restructured to better meet current requirements, and this included separating Teaching into its own separate Department from 2021 onwards. The restructure also involved the redundancy of Elizabeth Kohn, the Research Students Administrator – we thank Elizabeth for her faithful service to the ACT over many years.

SAFE ENVIRONMENTS

The ACT draws together a wide range of providers. Our Affiliated Colleges vary



by denominational link, history, style, size and location. Each has its own sense of mission and calling. Some focus on training for traditional ministries, others for cross-cultural mission, still others are exploring options for the wider training of Christian professionals. The ACT's commitment is to enable the best flourishing possible for Affiliated Colleges and their students in the higher education environment. One part of this is the ACT's work on "Safe Environments", an umbrella term for the ACT's activities responding to: institutional responses to child sexual abuse; sexual assault and sexual harassment; diversity; Aboriginal and Torres Strait Islanders; disability and related issues.

The Royal Commission into Institutional Responses to Child Sexual Abuse published its report in December 2017. The ACT has taken seriously the findings of the Commission, along with its recommendations for creating safe institutions. This has begun at the top, with intentional improvement to the diversity of the Board of Directors, and a requirement for all Directors to have a current Working With Children Check or its equivalent. The Academic Board has noted the need for issues of safety to be addressed through the curriculum. Affiliated Colleges now report on progress made in this area. The ACT has become a member of the National Redress Scheme.

Responding appropriately to the issue of sexual assault and sexual harassment is important in the context of higher education just as it is in society more broadly. The ACT has established a Sexual Assault and Sexual Harassment Taskforce which reports to the Board of Directors through the Dean of the ACT. The taskforce includes student representation and monitors and advises on the ACT's responses to sexual assault and sexual harassment.

The ACT recognises and values a Biblical view of diversity and strives for equitable access to and participation in the experience of a theological education. The ACT is developing approaches to instilling an institutional culture of respect for Aboriginal and Torres Strait Islander peoples.

The Interim Report of the Royal Commission into Violence, Abuse, Neglect and Exploitation of People with Disability was released in October 2020. The ACT has established a Disability Reference Group to promote the inclusion of students with disabilities through curriculum development, teaching and learning strategies, and support resources and services. The group also seeks to promote theological exploration of disability. A conference combining scholarship on the theology of disability and practical workshops was to be held in early 2020



but was postponed due to restrictions arising from the COVID-19 pandemic. Elements of the planned conference were incorporated into the ACT's annual professional development conference held in late 2020.

APPRECIATION

I am delighted to have taken up the role of Dean and CEO given the excellent support of the Board of Directors, ACT Office staff, Affiliated College communities and the various committees of the ACT. Higher education is highly regulated, and the regulations are becoming more complex and burdensome. Without the skill and wisdom of so many within the ACT we would not be in the positive position

we are today – and I greatly appreciate the significant time given by many to the governance of our affairs.

I am very grateful for the support of Associate Dean the Reverend Dr Graeme Chatfield and the senior team in the ACT Office. They have been a great support to me in my early months, especially during some unexpected challenges.

I look forward to working with others on developing an agenda for the future of the ACT during 2021.

Prof James Dalziel
Dean and CEO

ACT AS A CONSORTIUM OF AFFILIATED COLLEGES

The Australian College of Theology exists as a partnership between the Anglican Church of Australia and a confessionally diverse, national network of Bible and theological colleges delivering the awards of the ACT on its behalf.

Colleges affiliated with the ACT are represented at many levels of ACT governance. Affiliated Colleges are in a consortium which exists to strengthen all members. The relationship between each college and the ACT is expressed in the Affiliation Agreement signed by each Affiliated College and the Board of Directors, the governing body of the ACT.

The richness of such a collection of Affiliated Colleges, each with a strong sense of their particular calling, is evident in the profiles each has provided for the ACT website. (See <https://www.actheology.edu.au/our-colleges/>)

Our Affiliated Colleges

Western Australia



Trinity Theological College

Principal: The Reverend Dr Donald West

Contact: Level 2, 632-634 Newcastle Street, Leederville WA 6007
08 9228 9067
info@ttc.wa.edu.au

About the College:

Trinity Theological College trains people from many churches and denominations for Gospel-shaped ministry. Trinity is Christian, evangelical and reformed in its convictions.

Our purpose is to equip men and women for effective Christian service. Service that upholds, proclaims, and is shaped by the Gospel of Christ. Our approach integrates head, heart and hands and is Christ-Centred, Bible-Based and People-Focussed. Our training takes place in a community of prayer, friendship and worship with staff and peers. Our purpose-built facility is conveniently located just outside the Perth CBD and is easily accessible via public transport, car and bicycle.



Vose Seminary

(NB: Vose Seminary was acquired by Morling College at the Conclusion of 2020)

Principal: Dr Brian Harris

Contact: 20 Hayman Road, Bentley WA 6102
08 6313 6200
office@vose.edu.au

About the College:

Get a world-class education with the solid Christian foundation you're looking for at Vose. Here, you'll gain the values, knowledge, and skills you'll need for success in every aspect of life.

Vose offers a learning experience with world-class faculty, ready to guide you through your studies and enabling you to be the best in your vocation or calling.

Whether your future is in Ministry, Leadership, Counselling or Education, Vose has a pathway for you.



South Australia



Bible College South Australia

Principal: The Reverend Dr Tim Patrick

Contact: 176 Wattle Street, Malvern SA 5061
08 8291 8188
admin@biblecollege.sa.edu.au

About the College:

Preparing the next generations of gospel workers for Adelaide, South Australia and beyond.

The Bible College SA was established in 1924, and until 1973 was known as the Adelaide Bible Institute. Over many years Bible College SA has had the privilege of training hundreds of Christian men and women from all States of Australia and from overseas for Christ's service throughout the world.

The object of Bible College SA is to prepare men and women to be more effective in making known the Lordship of Jesus Christ in the world.



Victoria



Melbourne School of Theology

Principal: The Reverend Tim Meyers

Contact: 5 Burwood Highway, Wantirna VIC 3152
03 9881 7800
mst@mst.edu.au

About the College:

Melbourne School of Theology is a non-denominational Bible college based in the outer eastern suburbs of Melbourne. Since 1920, MST has been passionate about training men and women with a solid grounding in God's Word. MST works closely with local churches, mission and para-church organisations to provide practical ministry and cross-cultural experience for students seeking to serve God in their church, workplace, or abroad. While a range of Distance subjects are available, MST also aims to create a strong sense of community on-campus in order to build one another up as the Body of Christ.



Presbyterian Theological College

Principal: The Reverend Peter Hastie

Contact: 684 Elgar Road, Box Hill North VIC 3129
03 9898 9384

About the College:

PTC is a theological college which seeks to equip its students to be able leaders, preachers, teachers and counsellors for the Christian Church, and to help them to apply the Bible to everyday life. PTC's main strength is preparing candidates for full-time ministry as pastors of churches. However, we also offer quality theological education for people from all walks of life. Students can undertake courses of study with a special focus on mission, counselling, theology or practical ministry. Pathways leading to chaplaincy qualifications are also available through PTC, with opportunities for practical application of skills and knowledge gained in the classroom. In addition, we offer short courses every semester, and a number of our courses are available through online study.



Reformed Theological College

Principal: Dr Phillip Scheepers

Contact: 221 Queen Street, Melbourne VIC 3000
03 5244 8600

About the College:

RTC is a reformed evangelical theological college based in the centre of Melbourne. It provides Christ-centred training for life and ministry in the context of a small, friendly and highly interactive community. It offers flexible study options including on campus study, online and live-streamed classes. This flexibility is available across a broad range of courses for those wanting to train for pastoral ministry, Christian service, life in the workplace or personal spiritual growth.



Ridley College

Principal: The Reverend Dr Brian Rosner

Contact: 170 The Avenue, Parkville VIC 3052
03 9207 4800
info@ridley.edu.au

About the College:

Ridley College provides teaching and training from gifted theologians and ministry practitioners. It combines a firm grasp of the content and meaning of the Scriptures, a comprehensive understanding of theology throughout church history, and practical on-the-ground training for our changing world. Our denominational heritage in Anglicanism shapes our culture and worship, while we welcome people from a diverse range of denominational backgrounds and embrace the richness of various evangelical traditions.

We provide this training and experience through a number of modes. Our on-campus students gather as a community where we learn, pray, study, worship, hear God's Word together, and care for each other. Online students experience learning differently but still benefit from being part of their online cohort, and from opportunities to grow in their own local contexts.

New South Wales



Chinese Theological
College Australia

Chinese Theological College Australia

Principal: The Reverend Dr Dennis Law

Contact: Suite 2, Level 2, 4 Railway Parade, Burwood NSW 2134
02 9715 2992

About the College:

Chinese Theological College Australia is committed to training pastors who are spiritually, characteristically and intellectually sound in the multicultural context of Australian society to serve in Chinese churches and the wider community. In view of that, we deliver ACT's courses solely in Chinese language. At the same time we also equip elders, deacons and lay people to serve together with pastors for the advancement of the Kingdom of God.

Our college enjoys a good relationship with the wider Chinese Christian community in Australia that give us privileges of ample support from different Chinese churches in Sydney and other states.

We are like a big family, faculty and students interacting closely while alumni enjoy brotherly mutual support. At present, different levels of courses including Certificate, Diploma, Bachelor and Master are being offered. There is also continuous professional support, including ministry seminars and mentoring/consultation services for pastors and Christian workers. For graduates, we promise to support them with "after sale service" in their ministries.



Christ College

Principal: The Reverend Dr Ian Smith

Contact: 1 Clarence Street, Burwood NSW 2134
02 9744 1977
contact@christcollege.edu.au

About the College:

Christ College exists to glorify God by providing leaders for God's church and its gospel-centred mission in the world, enabling God's people to live for Christ in all of life. We are committed to God's mission and his church, reformed theology, and providing fit-for-purpose leaders for his church through transformative and applied theological education for adult learners.

Centrally located at Burwood in Sydney's inner-west, we have over 200 students studying a range of courses from Diploma, Undergraduate and Graduate Degrees right through to Postgraduate Research in a mixture of both Full-Time and Part-Time study modes.





Mary Andrews College

Principal: Dr Katy Smith

Contact: Level 1, 464-480 Kent Street, Sydney NSW 2000

+61 1300 590 531

macmin@mac.edu.au

About the College:

Mary Andrews College exists to equip women to serve Christ. Our focus is on encouraging women to flourish in Kingdom work. Through growing in their knowledge and understanding of God's Word and by developing skills they will be equipped to engage with God's Church and God's world. We do this by providing a flexible learning environment that enables busy women to study at their own pace either in our city campus or our regional centres in various locations throughout Sydney.

Mary Andrews College has built a strong reputation for Pastoral Ministry training that has been effective in church contexts and in chaplaincy situations.

Mary Andrews College was established in 1891 as an Anglican College for training women. The college under the umbrella of its parent organisation, Anglican Deaconess Ministries, is independent of the Diocese and welcomes people of all denominations and ages to study. We also warmly welcome men to any of our courses.



**MORLING
COLLEGE**

Morling College

Principal: The Reverend Dr Ross Clifford

Contact: 120 Herring Road, Macquarie Park NSW 2113
02 9160 7725
enquiries@morling.edu.au

About the College:

Our culture is changing rapidly and the issues we face become more complex every day. At Morling College, we understand that to serve Christ effectively, you need a strong biblical and theological framework to equip you to minister in this challenging environment. Morling College offers you several courses of study in a variety of flexible learning modes, to prepare you for service wherever God is leading you.

Morling's students are from a wide range of denominations, but the College is committed to the Baptist heritage it was built upon. The diversity of Morling College, within a shared evangelical conviction, makes Morling College unique. Morling's primary vocation is the equipping of men and women in Bible, Theology and Mission, but we also offer a number of specialist programs including Counselling, Education postgraduate studies, Plunge gap-year program, Chaplaincy and youth training, intensives, seminars and conferences.

Morling College offers on-campus and online study modes, and is invested in renewing our online training and IT systems. At the heart of Morling College, is our mission to equip the whole believer to take the whole gospel, to the whole world.



Sydney Missionary and Bible College

Principal: Dr Derek Brotherson

Contact: 43 Badminton Road, Croydon NSW 2132

02 9747 4780

admin@smbc.edu.au

About the College:

At the very heart of SMBC is the desire to see God's people prepared to take the light of Christ out into a dark world. Mission is in our DNA – reflected in our Centre for Cross-Cultural Mission and Centre for Preaching and Pastoral Ministry.

We are a Bible-centred, interdenominational college with a commitment to learning and being shaped within the context of community. Our diverse student body comes from across Australia and around the world. With over 100 years experience, we offer contemporary facilities with residential options.

Our experienced teaching staff come from diverse backgrounds of ministry and missionary experience. It's not only their academic expertise which will stretch and deepen your biblical thinking, but also their life experience 'on the field' that provides application to what they teach.

We offer a flexible approach to learning with full-time and part-time, day or evening, intensive mode or semester length options – as well as our gap year program, The Bridge.

"At SMBC, God's mission is in the air you breathe. It's hard not to be blown away by the sheer breadth of his work you're exposed to each week. Or to find yourself catching more and more of his heart for people of every nation too." – Master of Divinity student.



Youthworks College

Principal: The Reverend Dr Bill Salier

Contact: 2-16 Carillon Avenue, Newtown NSW 2050
02 8093 3400
college@youthworks.net

About the College:

Youthworks College exists to train a new generation of people with a passion for sharing Jesus in children's and youth ministry to serve the church in Sydney, Australia and across the world. They provide a specialist, accessible and integrated approach to training for ministry to children and young people. The College specialises in the fields of Children's Ministry, Youth Ministry and Christian Education, offering classes face-to-face at our Loftus and Newtown campuses, and online.



Queensland



Brisbane School of Theology

Principal: The Reverend Dr Richard Gibson

Contact: 1 Cross Street, Toowong QLD 4066
07 3870 8355
info@bst.qld.edu.au

About the College:

Brisbane School of Theology (BST) is an interdenominational and evangelical college offering high-quality, Bible-centred theological training in a diverse and supportive community, shaping the whole person for God's purposes. Aiming for more than simply growing students' knowledge of theology, BST is developing passionate, capable disciples who use what they know about God's word to serve him in the church and around the world. BST has an emphasis on preparing students for cross-cultural ministry contexts and actively partners with mission agencies and churches. BST also has a Centre for Asian Christianity that aims to equip and resource Christians for effective contextual ministry and mission to Asian people. Christians of different cultures, ages and denominations make up the BST community and have done for more than 70 years. There are a number of core Christian truths that BST teaches with great passion and live by with conviction. There are also many secondary issues that aren't at the centre of the gospel, and in those areas BST believes it is important to expose students to different viewpoints and to encourage intelligent and prayerful reflection. If this sounds like a community you want to be part of then please explore further and contact BST.



Malyon Theological College

Principal: The Reverend Dr Peter Francis

Contact: 53 Prospect Road, Gaythorne QLD 4051
07 3354 5656
info@malyon.edu.au

About the College:

Malyon Theological College began in 1904 with the vision of the Reverend TJ Malyon to equip people for Christian ministry. Today, we are continuing to advance that vision. At Malyon we believe that studying is about more than knowledge. That's why it is our mission to form faithful image-bearers of Christ, who love God, listen to His Word, serve the church, engage their culture, and are committed to the mission of God in this world. Malyon offer high-quality theological education and is a Queensland Baptist ministry.



Queensland Theological College

Principal: The Reverend Dr Gary Millar

Contact: 369 Boundary Street, Spring Hill QLD 4000
07 3062 6939
admin@qtc.edu.au

About the College:

Queensland Theological College (QTC) seeks to train and equip gospel workers for the future. We provide top class theological training which faithfully applies the Word of God to the real world. At QTC you will be taught the Bible thoroughly and faithfully because we believe God's Word is what changes people and we want to get it right. We believe that training for ministry is best undertaken in the context of a Christian community that spends time together. In addition to classes, students spend time together in chapel, prayer and hearing about ministry issues and opportunities all around the world. QTC is a ministry of the Presbyterian Church of Queensland, founded in 1876.



Trinity College Queensland

Principal: Dr Paul Jones

Contact: Level 1, 60 Bayliss Street, Auchenflower QLD 4066
07 3377 9950
ask@trinity.qld.edu.au

About the College:

Trinity's faculty aims to bring theological education to bear on the many challenges posed by postmodern society and Australia's post-Christian culture. We seek to provide students and ministry candidates with a thorough grounding in biblical literacy and the history of Christian thought by relating the Bible to everyday life through preaching, pastoral care, youth ministry, and marketplace theology. We aspire to form graduates who can communicate the Word of God clearly and authentically within the workplace, the local church, and in everyday life.



New Zealand



Laidlaw College

Principal: Dr Roshan Allpress

Contact: 80 Central Park Drive, Henderson Auckland 0610, NZL
+64 9 836 7800
henderson@laidlaw.ac.nz

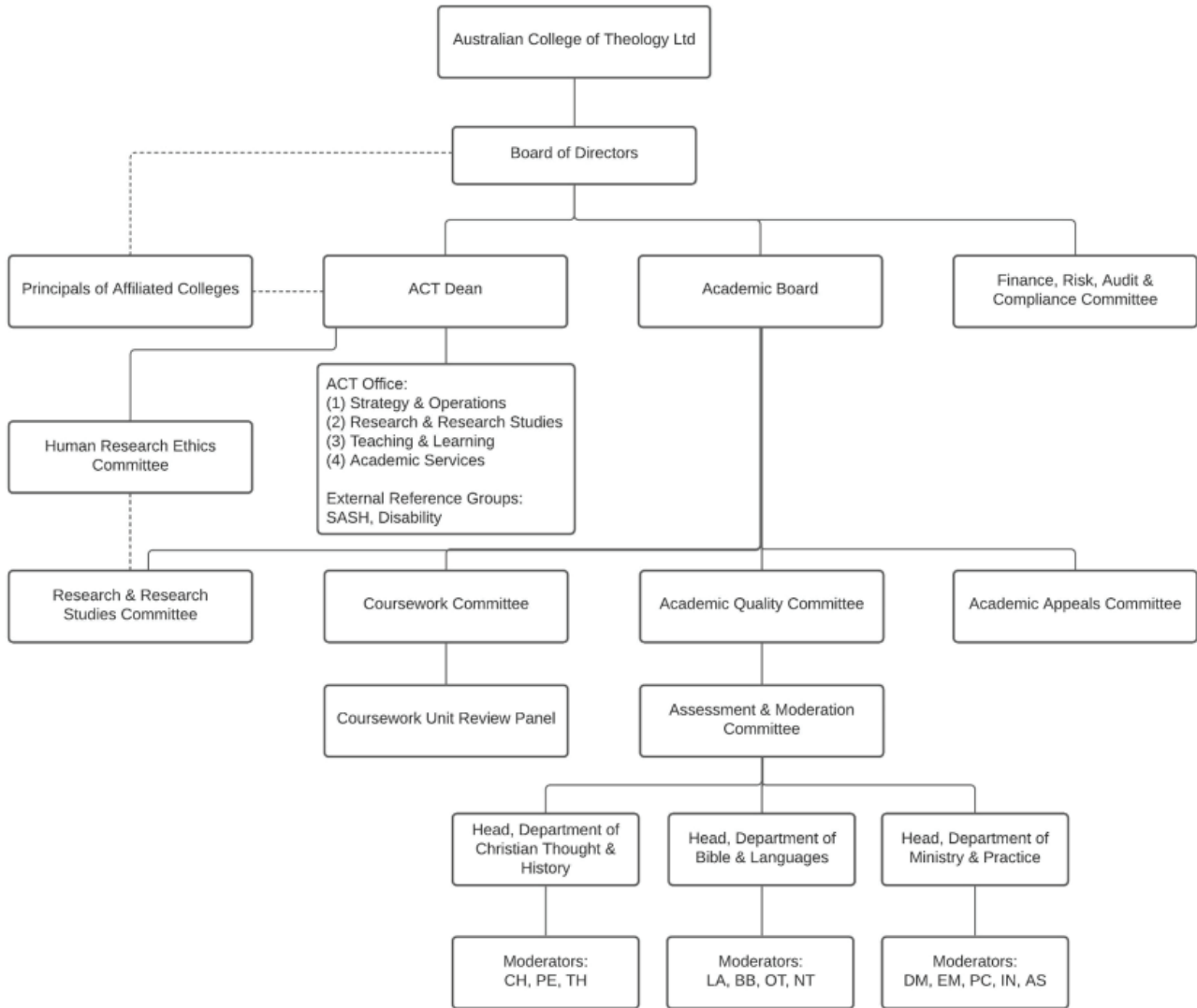
About the College:

Laidlaw College, formerly the Bible College of New Zealand (BCNZ), was established in 1922, and is the largest interdenominational Christian College in New Zealand, with campuses in Auckland (Henderson and Manukau) and Christchurch, as well as distance learning opportunities. Laidlaw is an evangelical, tertiary institution offering courses and programmes in theology and biblical studies, mission, ministry, counselling and teacher education.

Laidlaw College has at its core a deep commitment to the Gospel of Jesus Christ to which the Bible bears witness and to an encounter with God the Father, Son and Holy Spirit as we learn together. We are committed to seeing our students flourish academically, socially and through encounter with God and others in an intercultural College that reflects and celebrates the cultural diversity of Aotearoa, New Zealand.



ACT Governance and Staff



Christian Thought & History

- CH - Christianity in History
- PE - Philosophy & Missiology
- TH - Theology

Bible & Languages

- LA - Languages
- BB - Biblical Studies
- OT - Old Testament
- NT - New Testament

Ministry & Practice

- DM - Developmental Ministry
- EM - Evangelism & Missiology
- PC - Pastoral & Church-Focused Ministry
- IN - Integrative Studies
- AS - Academic Skills

MANAGEMENT TEAM 2020

STRATEGY & OPERATIONS

James Dalziel (from 1 June 2020), Dean/CEO

Martin Sutherland (until 31 January 2020), Dean/CEO

Tara D'Onghia (nee Holdaway), EA to the Dean (until 31 May 2020)

Vicki Chen, Director of Finance

Mary Ann Navidad, Financial Accountant

Paul Yeates, Director of Risk & Compliance

Meredith Walker-Harding, Quality & Inclusion Officer (until 23 October 2020)

Stephen Sarkoezy, Academic Quality Officer

Erin Sessions, Quality and Inclusion Officer (commenced 1 January 2021)

Nathain Secker, Executive Officer and Director of Special Projects (commenced 1 February 2021)

LEARNING, TEACHING & RESEARCH

Graeme Chatfield, Associate Dean and Director of Research, Acting Dean/CEO (1 February to 31 May 2020)

Geoff Treloar, Reader in History of Christianity (until 31 December, 2020)

Elizabeth Kohn, Research Students Administrator (until 31 December 2020)

Megan Powell du Toit, Publishing Manager

Cathy Harris, Executive Officer of Academic Board and Coursework Committee

Neil Ormerod, Executive Officer (Research Quality) (commenced 11 November 2020)

Ian O'Harae, Director of Teaching and Learning (commenced 1 January 2021)

ACADEMIC SERVICES

Simon Davies, Registrar

Diana Tadjudin, Deputy Registrar

Elisa Norris, Academic Administrative Officer

Asanka Gunarathne, Academic Administrative Officer

Coralie Scott, Academic Administrative Officer

Rebekah Wall, Support Officer

Witali Klein, IT Officer

Research

Research Culture

In late 2020 the ACT commenced conversations with Affiliated Colleges about the implications of a new TEQSA guideline on Scholarship as it intersected with Research and Research Training. As an outcome of those conversations a new Research Strategy is being developed that will focus on how to enhance quality research outputs that will meet at least ERA world standard, especially among HDR principal supervisors, as well as research based scholarship that will support the mission of the ACT and its Affiliated Colleges as together we serve the wider Christian community.

A key proposal is the development of the 'Research Writers Workshops' into workshops that match research projects of early and mid-career researcher with ERA3+ mentors to enable publication at ERA3+ levels. Work has been done to identify the early and mid-career researchers, and those who could act as mentors.

A better repository for publication data, and copies of the publications, has been established but will need further development to meet ERA requirements to enable ERA-style assessment of the ACT's research output. Once further developed, this e-repository will also enable access to

all of the ACT theses that are currently in digital form, and all hard copy theses once they have been scanned and uploaded.

The ACT is also working to enhance existing ways of providing access to digital resources for HDR candidates and faculty.

The Director of Research and the Executive Officer (Research Quality) have undertaken a preliminary classification of all ACT publications since 2015 into the categories 'Research' (meaning it likely qualifies as ERA3+) and 'Scholarship' (meaning it may have a research basis but its focus is on application of the research to the Christian community). The 2020 Research Report will reflect this categorisation. The full list of ACT faculty publications will be available in the 2020 Research Report on the ACT website.

Compliance and Reporting

The ACT is required to report to external regulators and statutory bodies and to comply with a number of state and federal Acts. Key relationships include:

(a) The Australian Charities and Not-for-profits Commission (ACNC) and Australian Securities and Investments Commission (ASIC)

The ACT's Company Secretary submits audited financial statements as soon as possible after the AGM to ASIC and the ACNC. All current directors of the ACT and their relevant details are listed on the ASIC and ACNC websites.

(b) Tertiary Education Quality and Standards Agency (TEQSA)

TEQSA acquires a range of information annually on all tertiary education institutions including data on staffing, enrolments, academic outcomes, and finances. This information is used to assess the risk associated with each provider's continued compliance with the Higher Education Threshold Standards 2015. In addition to the information that TEQSA receives from the Department of Education, the ACT provides data through a Provider Information Request in June, August, and October. This consists of academic



staff data for the ACT and the Affiliated Colleges and financial data for the ACT.

In 2020, the ACT notified TEQSA of several Material Changes, including those related to changes in governance staff, and an ACT-wide change of deliver mode (to online) due to COVID-19. It also reported a Material Change arising from concerns with aspects of the management of the Australian College of Christianity's (ACC) teaching and promotion of ACT's degrees (ACC is an online and blended provider in the Korean language which had an arrangement through Melbourne School of Theology (MST) to teach certain ACT courses). Following an investigation led by the Dean, and liaison with TEQSA and MST, the ACT Board of Directors ended the relationship with ACC in August 2020, with no new students to be admitted to ACT degrees, and existing students moved into a two year "Teach-out" period with ACC, after which any students with unfinished studies will be supported by the ACT through cross-institutional arrangements with other providers. ACC will conclude all teaching of ACT degrees by the middle of 2022. For further information, see the announcement at the News section of the ACT website.

(c) Educational Service for Overseas Students (ESOS) Act

TEQSA assumed responsibilities for registrations of providers and their courses in mid-2012. These approvals permit some Affiliated Colleges of the ACT to deliver

registered ACT courses to overseas students at approved sites. The ACT was registered nationally on the Commonwealth Register of Institutions and Courses for Overseas Students (CRICOS) in mid-2014.

(d) Department of Education, Skills & Employment

The ACT's Higher Education Provider (HEP) status requires the reporting of student enrolments, unit and course completion data, and the schedule of courses at the ACT's delivery locations to the Department through the HEPCAT reporting program (NB: this is being replaced by a system referred to as Transforming the Collection of Student Information – TCSI – in early 2021).

The Higher Education Support Act (HESA) 2003 requires the ACT to maintain regularly updated Repayment Deeds of Guarantee that are signed between each Affiliated College and the Board. The Deeds guarantee that any FEE-HELP monies transferred to colleges are retrievable. The Deeds will be reviewed in 2021 in light of changes in regulations.

In addition, as a requirement of the ACT's HEP status the ACT enters into Course Assurance Deeds with other appropriate providers. These allow students to be transferred to other providers to complete the equivalent or similar course of study in the event of the ACT ceasing to provide any of its courses. We have mutually binding Deeds with Avondale University

College, Moore College, Sydney College of Divinity, University of Divinity, and Perth Bible College. The Deeds are planned for review in 2021 in light of changes in regulations.

(e) Australian Taxation Office (ATO)

The Director of Finance and Financial Accountant attend annual workshops, usually in March and September, which relate to superannuation, PAYG, and other taxation related matters. As a deductible gift recipient, the ACT is required to conduct an annual audit of its entitlement to such authority. The Fringe Benefits Tax (FBT) reporting year is April- March. The Director of Finance oversees the preparation and lodging of monthly and quarterly activity statements in relation to ACT's tax obligations and submission of the annual FBT return.

(f) Human Research Ethics Committee (HREC) Reports to the NSW Privacy Commission and National Health and Medical Research Council (NHMRC)

The CEO is required to comply with statutory guidelines on research under the Health Records and Information Privacy Act 2002. The College submits the report, prepared by the HREC convenor, by the end of July each year. The ACT is also required to submit a more detailed report to the NHMRC. All HRECs are subject to the Privacy Act 1988.

(g) General Synod

The ACT is an "associated organisation"

of the General Synod. The CEO provides a report on the ACT activities to each triennial meeting of the Synod. This last took place in 2017, with the 2020 General Synod deferred to 2021 due to COVID-19. In addition, the CEO provides a copy of the audited financial statements once they have been approved by the AGM and submits an annual financial report to the General Synod Standing Committee in accordance with the Financial Protection Canon 1995.

Courses and Enrolment

The ACT offers specialist qualifications in ministry, theology, and Christian studies, ranging from undergraduate diplomas through to doctoral degrees. Awards are compliant with the Australian Qualifications Framework. ACT's courses are delivered through a network of independent Affiliated Colleges.

Under the Higher Education Support Act 2003 and the National Guidelines for Higher Education Approval Process – Guidelines for awarding self-accrediting authority to higher education institutions other than universities, the ACT has self-accrediting authority in the field of Religious Studies. After a process involving external consultation and benchmarking, all ACT courses were approved for re-accreditation from 2020. Accordingly, all courses currently offered by the ACT are accredited until 31 December 2026.

FIVE YEAR TRENDS

The ACT remains the largest provider of higher education courses in theology in Australasia. Overall enrolments have been steady across the period. After a steady rise in enrolments to 2017, enrolments declined by 5-6% in 2018 and 2019. There was a lesser decline of about 2.5% in 2020. However, in 2020 there was a slight increase in individual students (in distinction to enrolments based on effective full-time student load, EFTSL). The challenge of funding has had an impact on research students, after a strong cohort in 2015-16 the number of individual students in research courses declined but has plateaued in 2019 and 2020. The ACT is largely reflecting sector-wide trends. Indications from students suggest the attraction of flexibility and multiple pathways are factors which will need to be considered in curriculum planning.

TABLE ONE: Course Enrolments Trend 2016-2020

	2016		2017		2018		2019		2020		5-yr trend
	n.	eftsl	n.	eftsl	n.	eftsl	n.	eftsl	n.	eftsl	eftsl
Sub-degrees (AQF 5 & 6)	948	397.3	1,006	414.5	912	398.6	768	330.1	720	284.2	-28%
Degrees (AQF 7)	759	397.7	731	373.3	651	327.6	617	305.4	660	336.9	-15%
Bachelor Honours/ Graduate (AQF 8)	733	212.3	811	244.7	858	234.5	878	248.7	843	222.6	5%
Masters Coursework/ Extended (AQF 9)	899	464.3	948	455.2	929	439.5	912	435.2	981	445.1	-4%
Research (AQF 9 & 10)	96	50.6	93	46.1	83	39.6	80	42.6	81	38.5	-24%
Other	19	4.1	23	3.8	27	5.1	31	5.4	25	4.0	-3%
Grand Total	3,454	1,526	3,612	1,538	3,460	1,445	3,286	1,367	3,310	1,331	-13%

Tables Two and Three list the courses offered by the ACT in 2020, together with the student enrolments and numbers graduating from each course.

TABLE TWO: Course Enrolments – 2020

		EFTSL	# Students	
UNDERGRADUATE	Undergraduate Certificate of Ministry	0.7	5	
	Sub-degrees (AQF 5 & 6)	Undergraduate Certificate of Theology	1.7	6
		Diploma of Christian Studies	85.8	137
		Diploma of Theology	95.9	274
		Diploma of Ministry	41.9	152
		Diploma of Theology/Diploma of Ministry	5.2	18
		Advanced Diploma of Theology	11.8	35
		Advanced Diploma of Ministry	16.5	38
		Associate Degree of Theology	5.7	15
		Associate Degree of Ministry	19.1	40
	Total	284.2	720	
Degrees (AQF 7)	Bachelor of Christian Studies	21.8	38	
	Bachelor of Theology	182.0	352	
	Bachelor of Ministry	113.8	236	
	Bachelor of Theology/Bachelor of Ministry	19.4	34	
	Total	336.9	660	
POSTGRADUATE	Bachelor of Theology (Honours)	2.5	6	
	Bachelor Honours/ Graduate Certificate & Graduate Diplomas (AQF 8)	Bachelor of Ministry (Honours)	0.1	1
		Graduate Certificate of Divinity	36.5	180
		Graduate Certificate of Ministry	1.4	9
		Graduate Diploma of Divinity	181.4	645
		Graduate Diploma of Ministry	0.6	2
	Total	222.6	843	
Masters Coursework/ Extended (AQF 9)	Master of Divinity	302.0	585	
	Master of Divinity/Graduate Diploma of Divinity	24.7	42	
	Master of Ministry	49.1	95	
	Master of Missional Leadership	6.9	33	
	Master of Arts (Christian Studies)	4.0	15	
	Master of Arts (Theology)	11.1	49	
	Master of Arts (Ministry)	6.1	29	
	Master of Intercultural Studies	2.6	12	
	Master of Theological Studies	38.5	121	
	Total	445.1	981	
POSTGRADUATE - RESEARCH (AQF 9& 10)	Master of Theology	3.3	9	
	Doctor of Ministry	4.5	13	
	Doctor of Philosophy	30.8	59	
	Total	38.5	81	
OTHER	Cross-institutional - Undergraduate	2.0	11	
	Cross-institutional - Postgraduate	2.0	14	
	ACT Certificate of Theology & ASTC	37.6	125	
	Grand Total	1,368.9	3,435 (3320 students)	

TABLE THREE: Graduates by Course 2020

		# Students
UNDERGRADUATE Sub-degrees (AQF 5 & 6)	Undergraduate Certificate of Ministry	22
	Undergraduate Certificate of Theology	23
	Diploma of Christian Studies	27
	Diploma of Ministry	54
	Diploma of Theology	170
	Diploma of Theology / Diploma of Ministry	30
	Advanced Diploma of Ministry	19
	Advanced Diploma of Theology	16
	Associate Degree of Ministry	27
	Associate Degree of Theology	11
	Total	399
Degrees (AQF 7)	Bachelor of Christian Studies	4
	Bachelor of Ministry	55
	Bachelor of Theology	53
	Bachelor of Theology / Bachelor of Ministry	5
Total	117	
POSTGRADUATE Bachelor Honours/ Graduate Certificate & Graduate Diplomas (AQF 8)	Bachelor of Theology (Honours)	3
	Graduate Certificate of Divinity	74
	Graduate Certificate of Ministry	6
	Graduate Certificate of Theology	4
	Graduate Diploma of Divinity	161
	Graduate Diploma of Ministry	4
	Graduate Diploma of Theology	1
Total	253	
Masters Coursework/Extended (AQF 9)	Master of Arts (Christian Studies)	6
	Master of Arts (Ministry)	12
	Master of Arts (Theology)	18
	Master of Divinity	77
	Master of Divinity / Graduate Diploma of Divinity	10
	Master of Ministry	19
	Master of Missional Leadership	4
	Master of Theological Studies	6
Total	152	
POSTGRADUATE - RESEARCH (AQF 9 & 10)	Master of Theology	0
	Doctor of Ministry	1
	Doctor of Philosophy	4
Total	5	
OTHER	ACT Certificate of Theology & ASTC	29
GRAND TOTAL		955

TABLE FOUR: Completion Rates (6-yr)

	All Students (%)	Full-time (%)	Part-time (%)
Australian College of Theology	52.6	65.9	44.4
Non-University Higher Education Institutions (NUHEIs)	54.9	59.9	39.8
Universities (Table A and B)	69.6	74.6	54.3

- Based on commencing year 2014
- Source: <https://www.dese.gov.au/higher-education-statistics/student-data/selected-higher-education-statistics-2019-student-data>





TABLE FIVE: Commencing Attrition Rates (2018-2019)

	All Students (%)	Full-time (%)	Part-time (%)
Australian College of Theology	23.8	13.8	29.5
Non-University Higher Education Institutions (NUHEIs)	23.8	20.8	33.0
Universities (Table A and B)	17.5	13.9	30.6

- Source: <https://www.dese.gov.au/higher-education-statistics/student-data/select-ed-higher-education-statistics-2019-student-data>

Outcomes

STUDENTS

There has been a modest decline in Equivalent Full Time Student Load (EFTSL) over the past five years, in keeping with broad trends in theological education (anecdotally, it appears that the ACT's decline is smaller than many other theology providers). The actual student headcount for 2020 slightly increased over 2019 – which may indicate that an improvement in overall student numbers was partially offset by deferral of some unit level enrolment due to COVID-19, leading to a lower EFTSL figure. The relative percentage of students in undergraduate (AQF5-7) versus postgraduate (AQF8-10) courses has been fairly stable, with a slight increase in relative postgraduate numbers in 2019 and 2020 compared to earlier years.

FIGURE ONE: Students by Level (EFTSL)

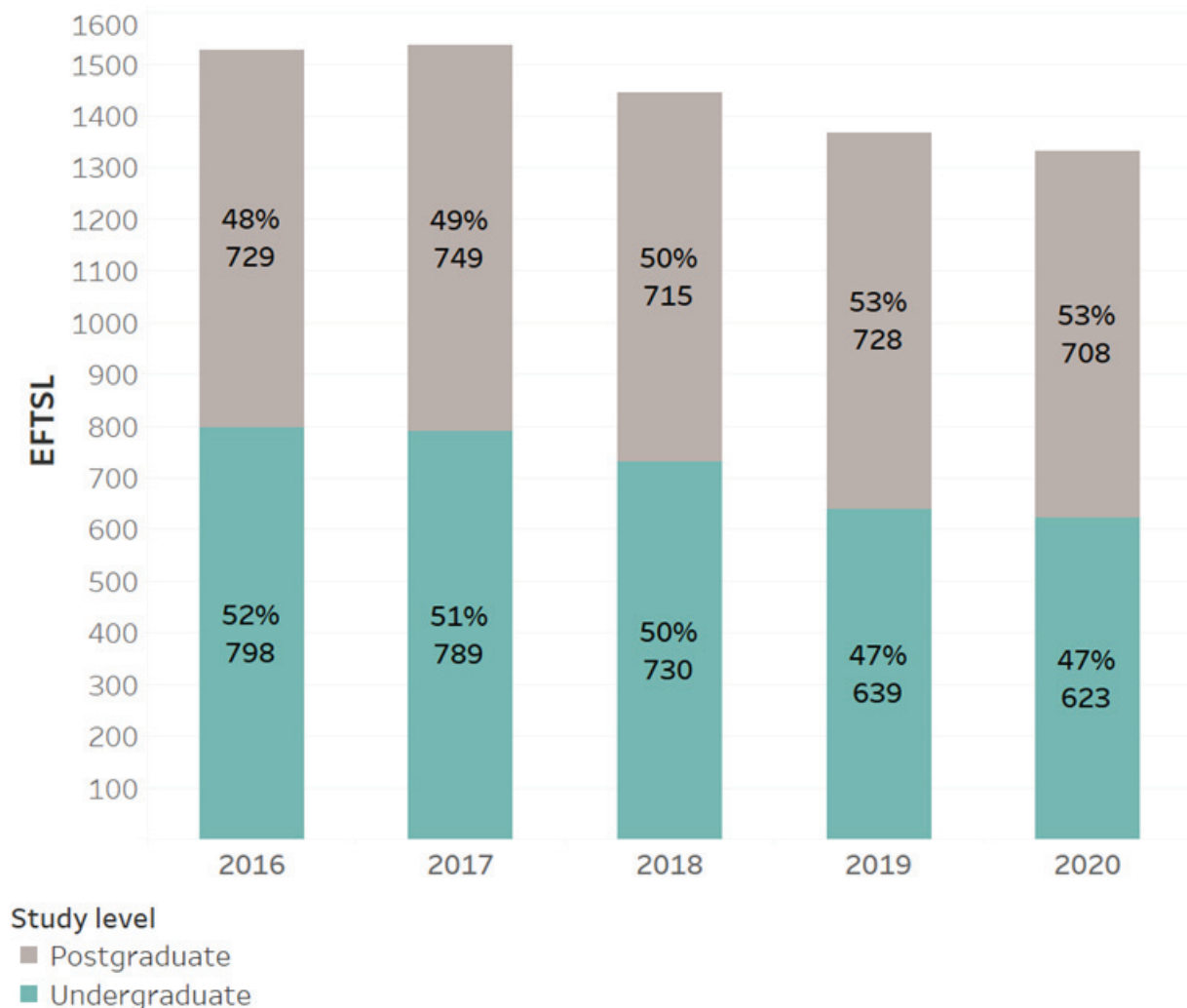
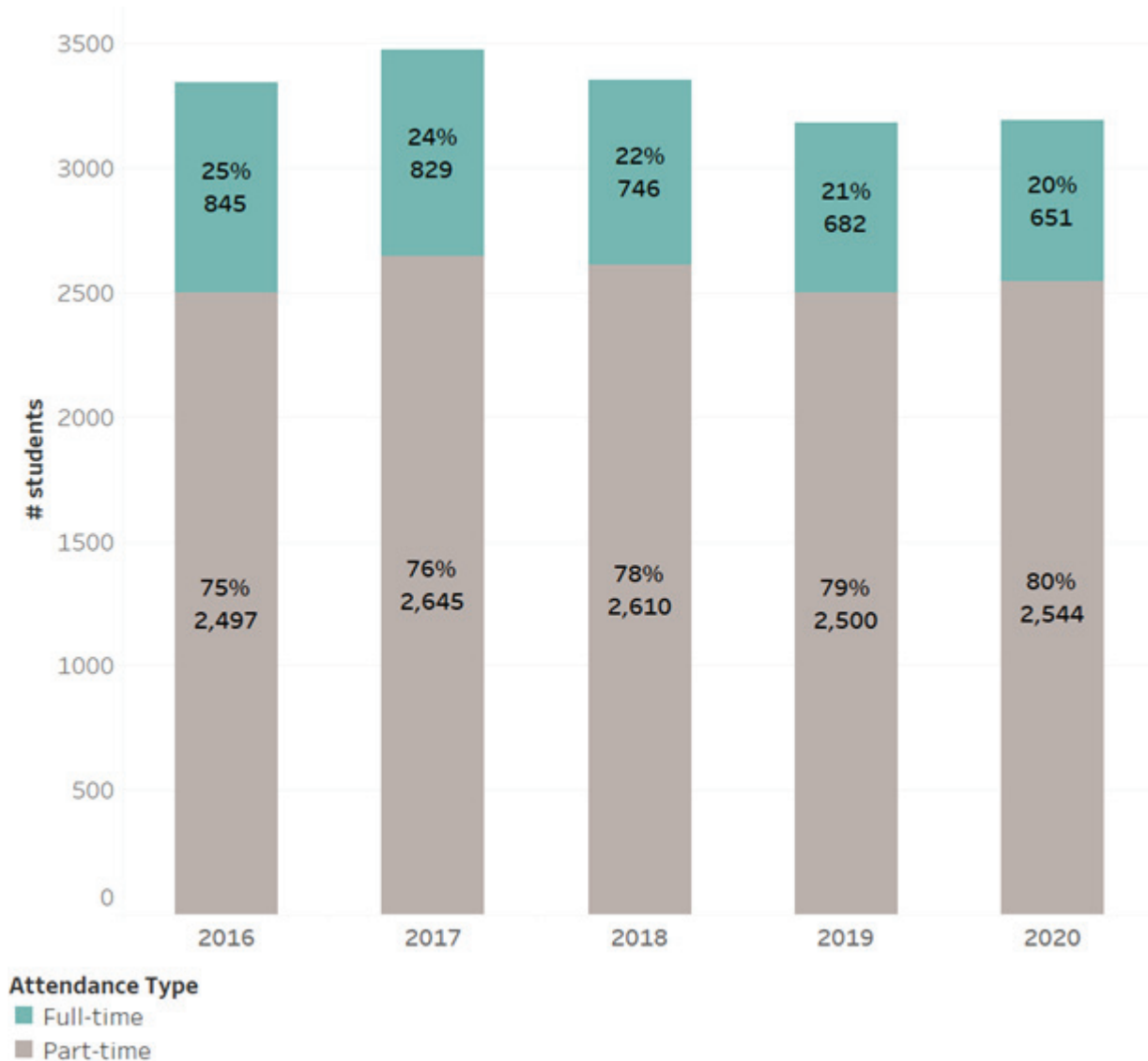


FIGURE TWO: Students Part-Time vs Full-Time

The ACT has a very high proportion of Part-Time students compared to the wider Higher Education sector. This is known to have a significant impact on attrition and completion rates.



GENDER

FIGURE THREE: Students by Gender

For more than a decade, the ACT has exhibited a proportion of male/female students of approximately 60/40, rising to 42% female students in 2020.

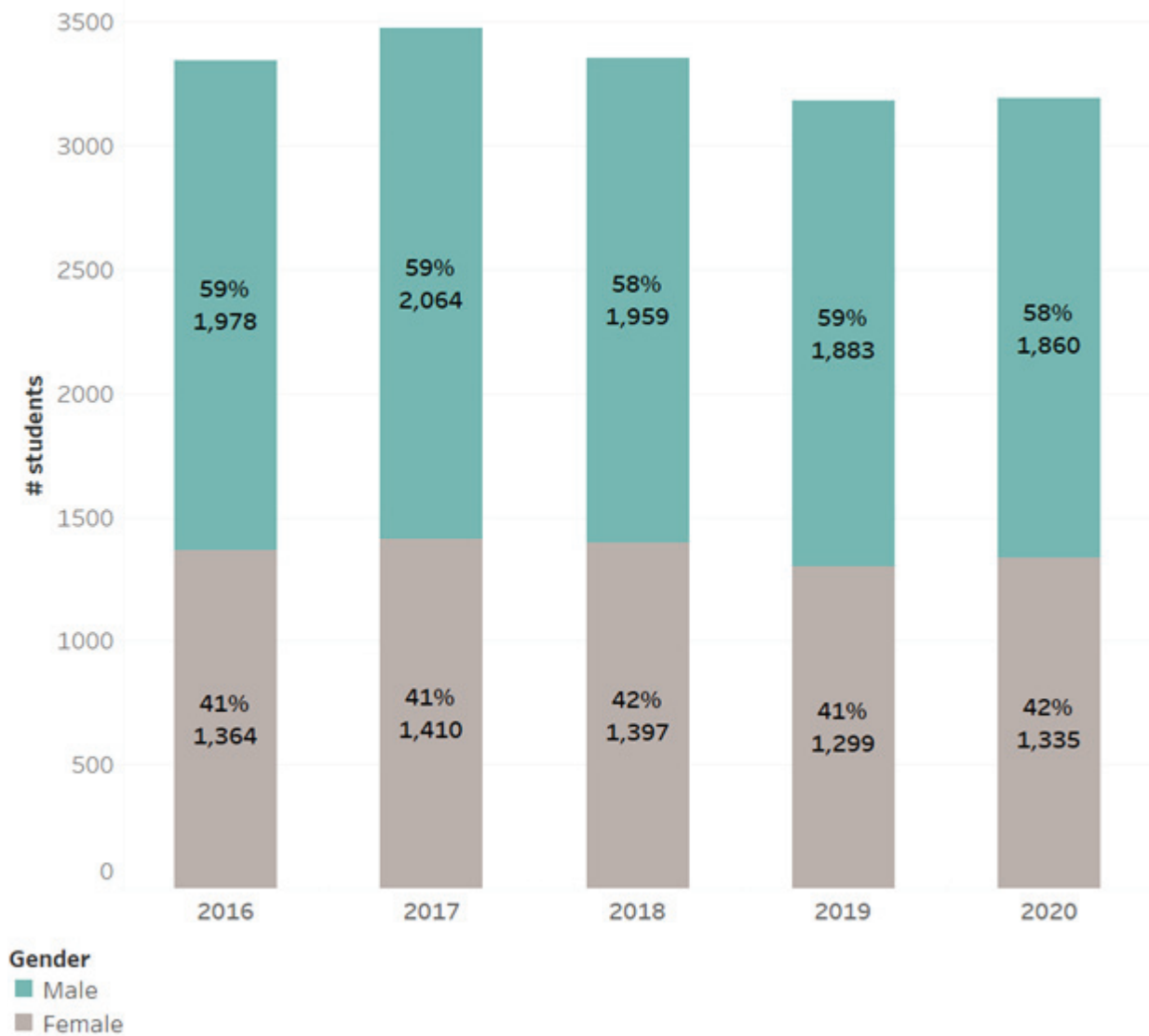


FIGURE FOUR: Students by Gender (Degree courses and above)

For students in AQF7+ courses, there has been an increase in the percentage of female student from 36% to 39% in 2020.

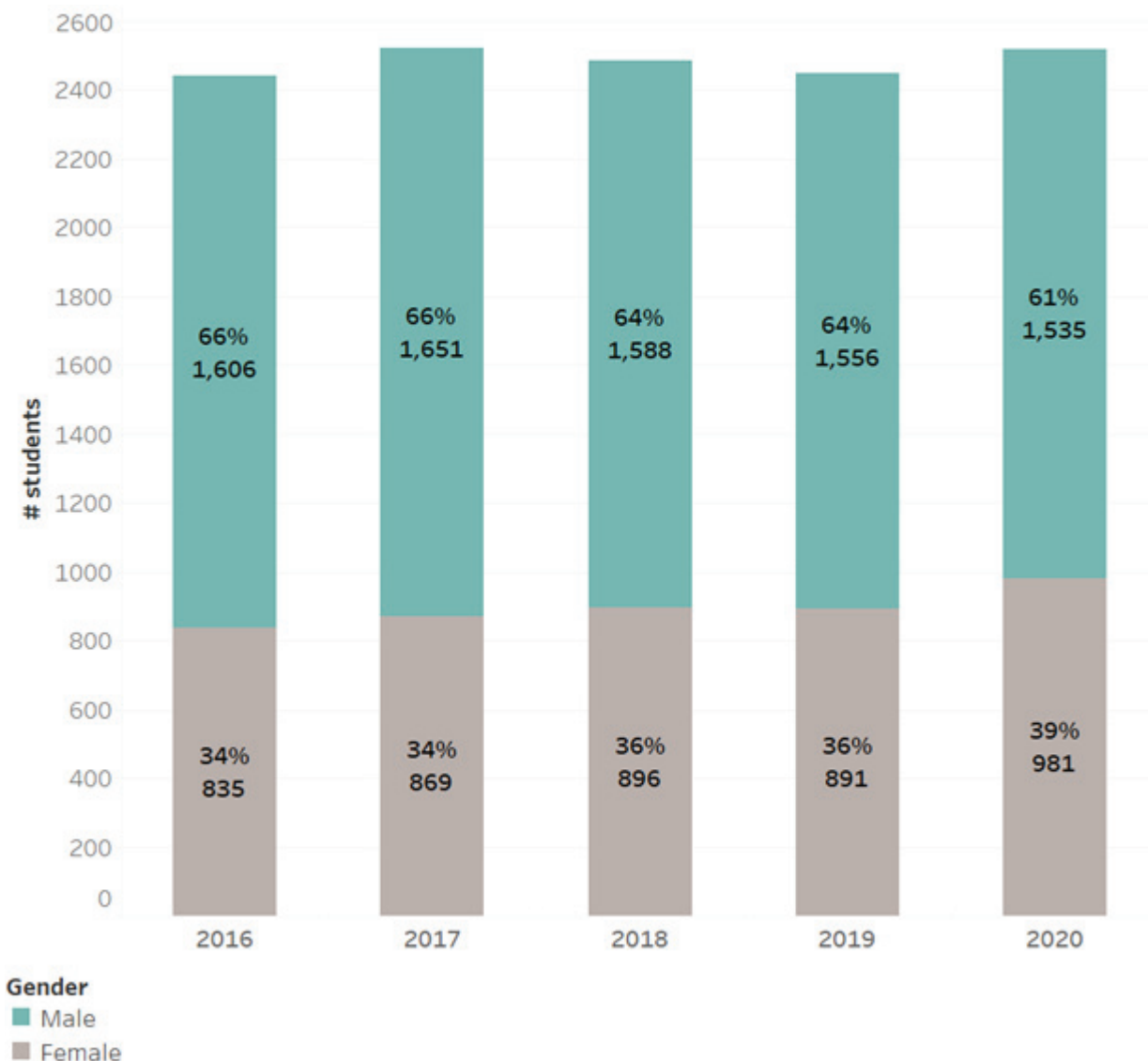


FIGURE FIVE: Permanent Faculty by Gender

Permanent female faculty have increased by three members (an 8.7% increase over 2019), and now representing 16.6% of the total permanent faculty in the ACT. As women are more likely to have part-time roles, the proportion drops to 11.0% of FTE Academic Load, although this represents a modest improvement on 2019 (10.2%).

	2019		2020	
	MALE	FEMALE	MALE	FEMALE
FACULTY (HEAD COUNT)	145	26	146	29
FACULTY (HEAD COUNT - %)	84.8%	15.2%	83.4%	16.6%
FTE ACADEMIC LOAD	100.3	11.4	100.7	12.5
FTE ACADEMIC LOAD (%)	89.8%	10.2%	89.0%	11.0%



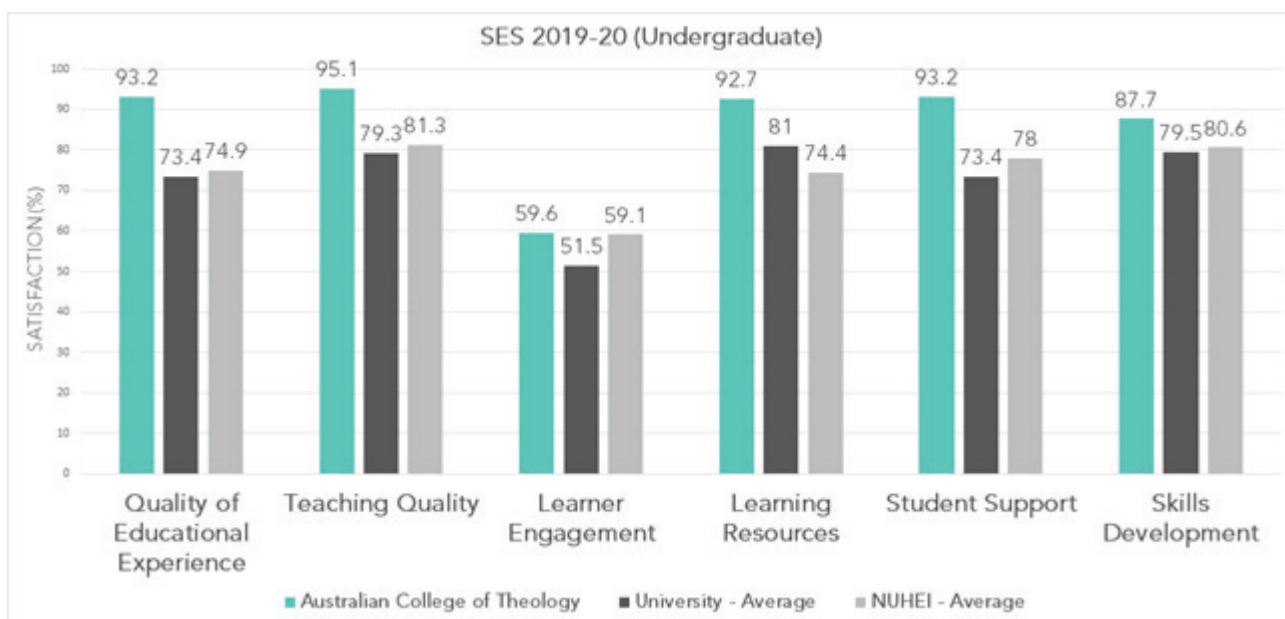
SATISFACTION AND DESTINATION

The ACT, like other providers in the higher education sector, receives rich data from a variety of surveys. This is processed and interpreted by our Quality Team and reported to the relevant Boards and Committees and to the Affiliated Colleges as appropriate. Such feedback enables the ACT to identify areas of strength and weakness and to identify its relative performance within the higher education sector.

FIGURES SIX & SEVEN: Student Experience Survey (SES) 2019-20

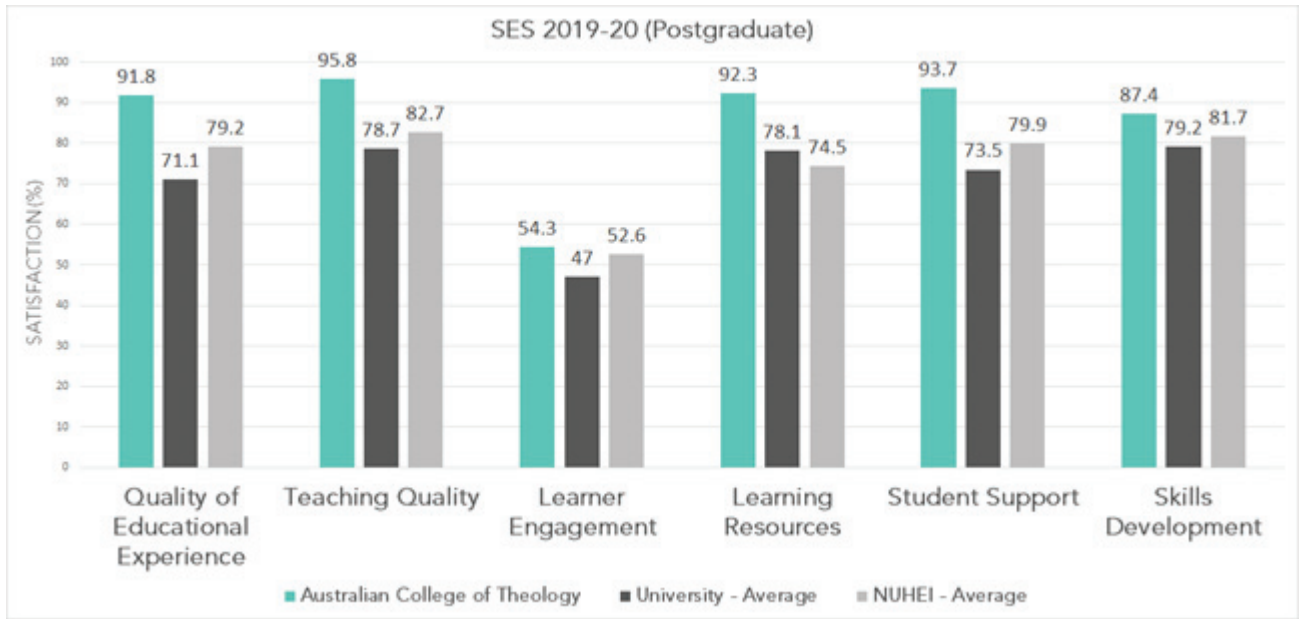
This survey of current students shows high degrees of satisfaction and, overall, it places the ACT highly within the sector, especially among postgraduate students. The stand-out area of lower satisfaction is in “learner engagement”. This reflects the high proportion of PT students, and illustrates a wider sector trend, but remains an area requiring attention by the ACT and its Affiliated Colleges.

FIGURE SIX:



	Quality of educational experience	Teaching quality	Learner engagement	Learning resources	Student support	Skills development
ACT Ranking (out of all universities and NUHEIs; n=121)	6	7	48	6	8	19

FIGURE SEVEN:



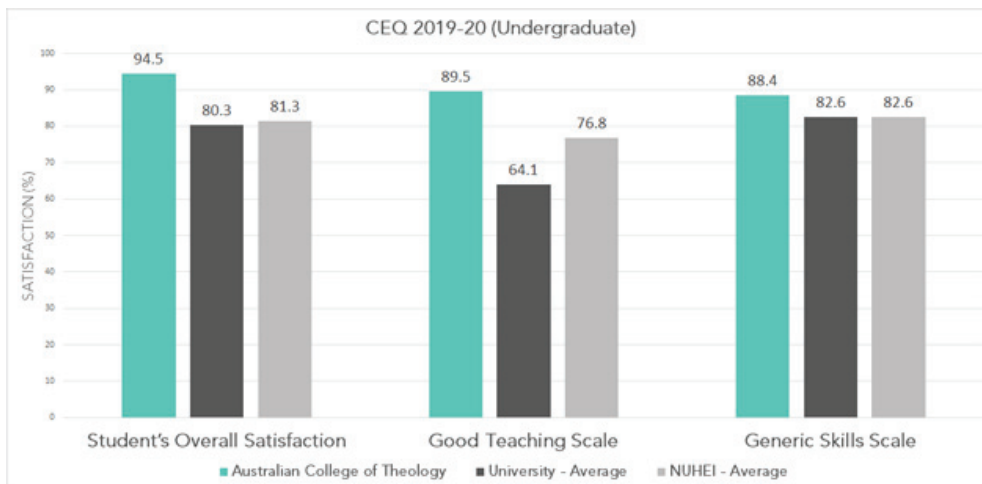
	Quality of educational experience	Teaching quality	Learner engagement	Learning resources	Student support	Skills development
ACT Ranking (out of all universities and NUHEIs; n=121)	5	6	33	3	4	11



FIGURES EIGHT & NINE: Course Experience Questionnaire (CEQ) 2019-2020 – (Surveys Recent Graduates)

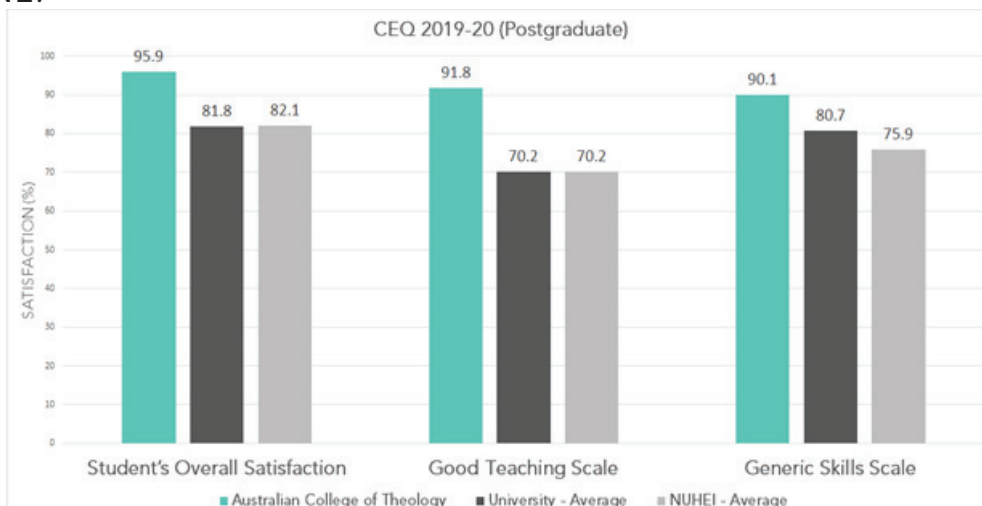
The ACT’s high degree of student satisfaction is further borne out in the responses of graduates.

FIGURE EIGHT:



	Students Overall Satisfaction	Good Teaching Scale	Generic Skills Scale
ACT Ranking (out of all universities and NUHEIs; n=99)	5	6	14

FIGURE NINE:



	Students Overall Satisfaction	Good Teaching Scale	Generic Skills Scale
ACT Ranking (out of all universities and NUHEIs; n=99)	3	3	5

FIGURES TEN & ELEVEN: Graduate Outcomes Survey (GOS) 2018-20 – (Surveys Recent Graduates)

These further independent surveys show ACT graduates slightly exceeding the averages of employment outcomes for non-university higher education institutions (NUHEIs) but below the university average.

It should be noted that some of these figures are likely affected by the relatively higher percentage of ACT students who study for reasons of personal and spiritual growth (approximately 20-30%+), as opposed to seeking employment, compared to many other higher education courses.

FIGURE TEN:

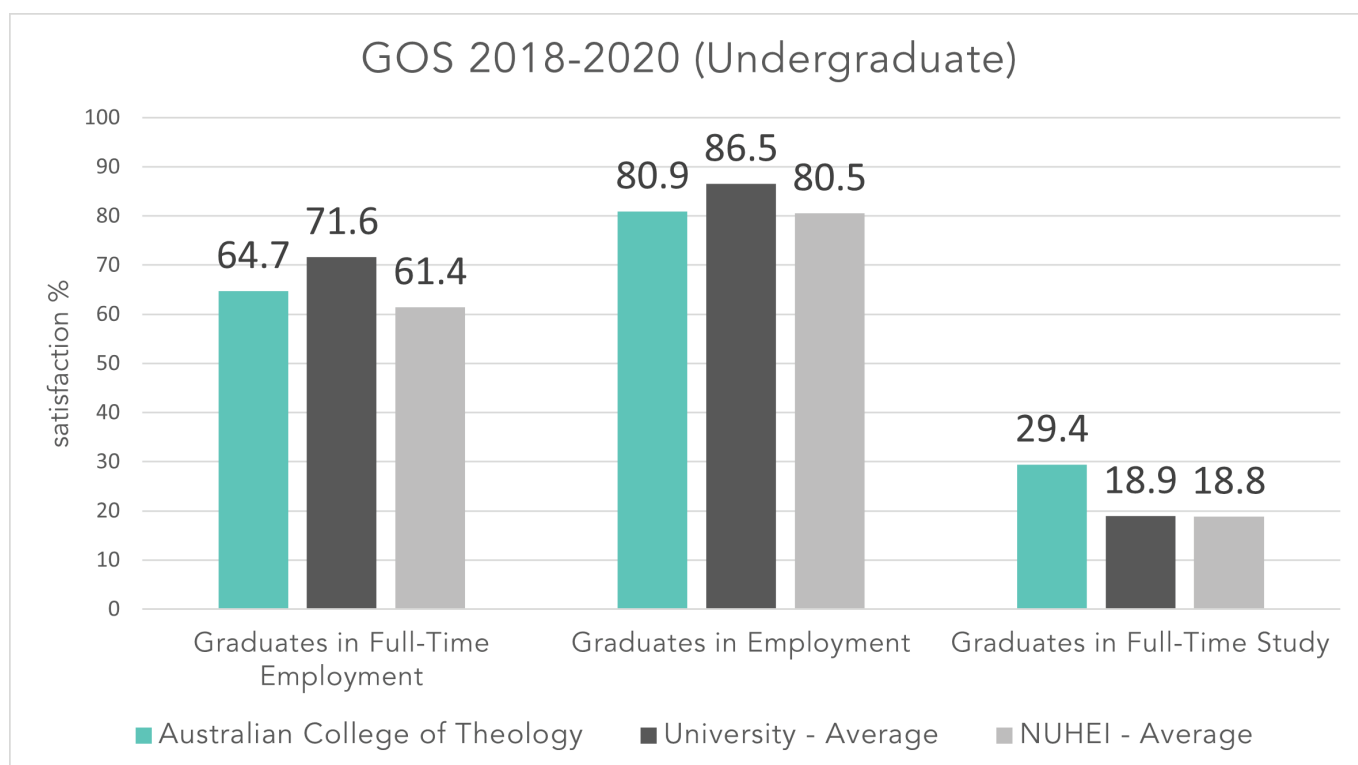
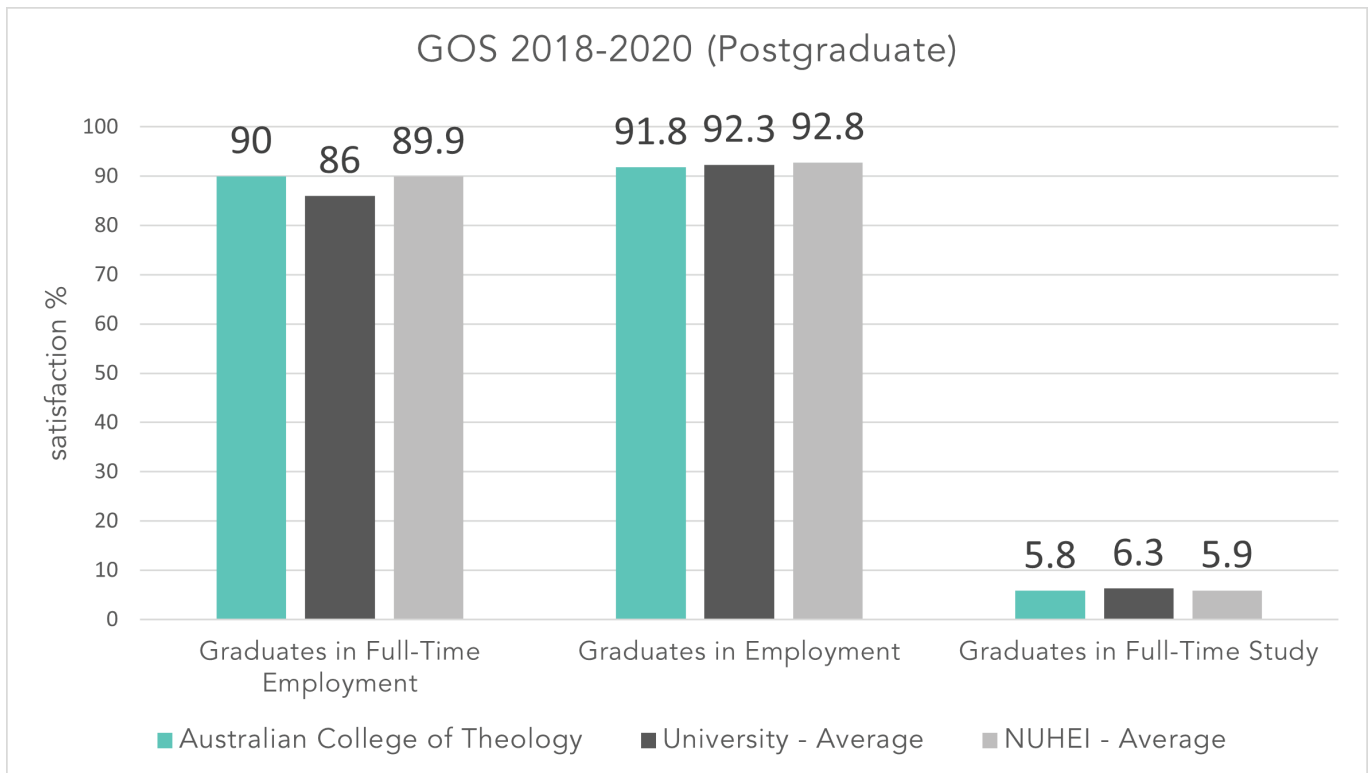


FIGURE ELEVEN:



	Graduates in full-time employment	Graduates in employment	Graduates in full-time study
ACT Ranking - undergraduate (out of all universities and NUHEIs; n=95)	49	61	9
ACT Ranking - postgraduate (out of all universities and NUHEIs; n=79)	16	35	31

FIGURE TWELVE: Employer Satisfaction Survey 2020 – Surveys Employers of Recent Graduates

	Employability		Overall Satisfaction	
	%	n	%	n
Australian College of Theology	71.4	14	73.3	15
All Institutions	86.8	3,160	84.7	3,265

*Overall satisfaction reports the proportion of supervisors giving responses 'Very likely to consider' or 'Likely to consider' to the item: 'Based on your experience with this graduate, how likely are you to consider hiring another graduate from the same course and institution, if you had a relevant vacancy?'