



2023

Annual Review



Australian College of Theology
An Australian University College



ACT Objects and Strategic Plan

ACT is an Australian government approved Australian University College. ACT's objects are to foster and direct the systematic study of theology and other disciplines related to Christian ministry, thought and practice, primarily through a robust consortium of independent affiliated colleges (Affiliated Colleges).

ACT's strategic plan is in all things, to give glory to God, by serving ACT students through:

- excellence in Christian teaching, research and scholarship;
- a healthy consortium of Affiliated Colleges;
- regulatory compliance that is a witness to our Christian faith; and
- becoming more like Christ.

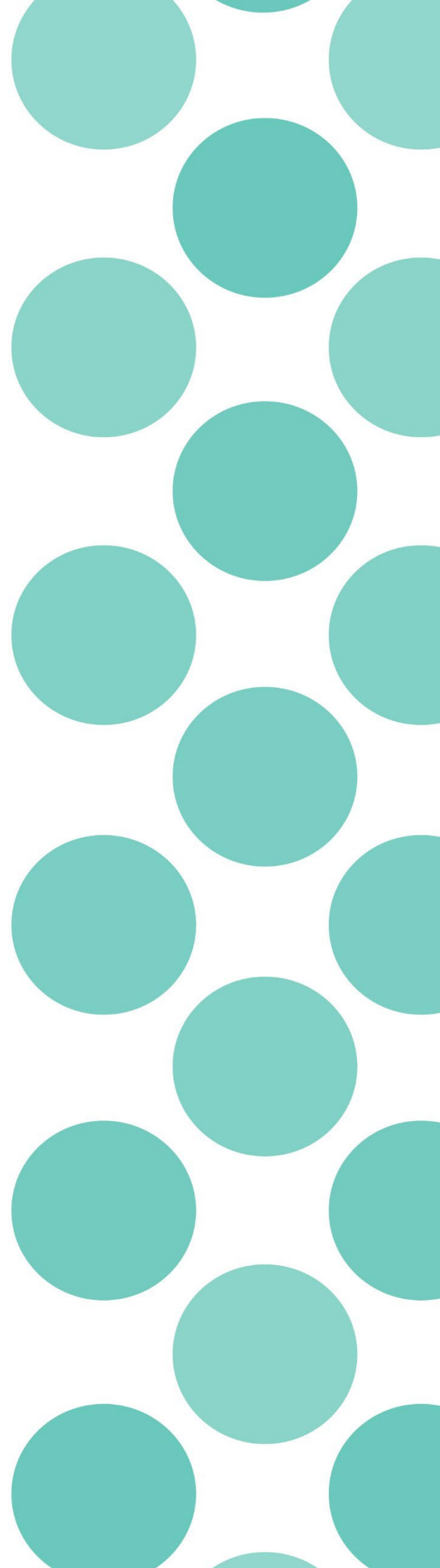
To this end, ACT delivers programs, processes and services necessary to deliver learning and teaching, research and scholarship in a manner and at a level comparable to the standards of Australian universities, in collaboration with its Affiliated Colleges and other stakeholders, supported by external specialist advisers.

This report covers key performance measures and major developments during 2023.

Further detail on standing policies and operations of the College may be found on the ACT website at acttheology.edu.au

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Chair's Report

In its 133rd year, the Australian College of Theology has undergone significant change for the better. We are "always giving thanks to God the Father for everything, in the name of our Lord Jesus Christ" (Ephesians 5:20).

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 seventeen Affiliated Colleges.

The scale of the enterprise is significant. Over seven hundred students graduated with awards of the ACT in 2023. The ACT is and remains the largest theological education provider 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 results published in 2022, we scored our highest levels of overall satisfaction since the survey began in 2015. Based on all available published rankings at the time of writing, in the entire period of the survey data published so far (2015 to 2022), the ACT continued to score first in every year for higher education providers over 1,000 students (including all universities), with an overall satisfaction response of 94.8%, higher than every

university and exceeding the university average (74.3%) by more than 20 points. These excellent and ongoing results were achieved despite the ongoing disruption caused by COVID-19 and the ongoing changes as student expectations and educational norms shift towards more flexible options in the recovery period. 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. The further development of the Graduate School of Research established in 2022 provides a focal point for research and research training, further consolidating the mature research culture of the ACT. In 2023, ACT scholars and HDR candidates were again able to gather with international colleagues, continuing to build on the meetings held in 2022 after two years of virtual collaboration in 2020-2021. Whilst the disruption caused by the pandemic and post-pandemic life has had an impact on publishing schedules, ACT scholars have continued to produce research which speaks to the academy as well as confessional scholarship which explores the implications of that research for the

church and society. These research findings are also incorporated into our teaching and learning.

The management team have been outstanding in dealing with various challenges in 2023.

Our quest for University status continues. In March 2021 TEQSA announced new Higher Education Provider Category standards and invited the ACT to make a submission. The ACT made a submission for the category of Australian University (with a specialised focus) – this is equivalent to the prior Australian University of specialisation category; as well as the new University College category.

The ACT Board considered the Change of Provider Category Submission to be a solid and compelling proposal that made a strong case for the ACT to be recognised as a University (with a specialised focus).

In July 2021 TEQSA announced the ACT as an “Institute of Higher Education”. After reviewing the TEQSA decision and noting deficiencies in the reasons given, the ACT Board decided to lodge an appeal with the Administrative Appeals Tribunal (AAT).

A lengthy process followed through 2022, and in September 2022, TEQSA decided to register ACT as a University College. TEQSA has stated that registration as a University College is granted only to institutions that deliver superior-quality higher education.

The AAT process continued in relation to ACT’s application for registration as an Australian University (with a specialised focus). The Board of Directors continues to believe it has a strong case for a change of Provider Category based on our existing high quality research. Despite external expert evidence that ACT’s research was at the level required for university status (at “world standard”), and repeated letters from ACT to TEQSA requesting the opportunity to meet to discuss the matter, it became clear that the only path to a resolution would be an AAT hearing. This was begun in December 2023. The AAT Member postponed the final day to March 27th, 2024. A judgement is unlikely to be handed down until mid-2024 at the earliest. We continue to pray regarding the outcome.

The Board of Directors places a very high value on good governance. The Annual General Meeting in May 2022 unanimously approved a significantly revised constitution, which provides for members from a much wider group of current ACT stakeholders, including Anglican, Baptist, Presbyterian and Reformed denominations, and

mission organisations such as CMS Australia and Pioneers Ministries. The 2022 constitution incorporates a statement of Christian identity for the first time and governance improvements at many points. The new constitution aligns ACT's membership with its current wider stakeholder community, while continuing a link to the Anglican Church of Australia, which founded and nurtured ACT over many years. These changes have been working out in 2023 and set a sound basis for the future of ACT. It is proposed to further refine the constitution in 2024.

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 and his outstanding effort in leading the work on amending the Constitution; Paul Barker for his support as Deputy Chair of the Board; and Brian Harris for his role as Chair of the Academic Board, which concluded in December 2023.

Roger Lewis

Chair of the Board of Directors



Dean's Report

I am grateful to our God for His support as I seek to serve the ACT Consortium. I am thankful to the many who pray for me in my role.

During 2023 the ACT has continued to offer outstanding teaching and research in a continually changing tertiary environment, including changes arising from declining enrolments in the theology sector, and the impact of ACT's registration as an Australian University College in late 2022.

STUDENT EXPERIENCE, WELLBEING AND SAFE ENVIRONMENTS

The ACT and Affiliated Colleges continued to provide excellent support to students as exemplified in ACT's high student ratings in the Student Experience Survey (SES), which were among the highest the ACT has ever received (94.8% overall satisfaction, which ranks ACT first among all higher education providers with over 1,000 students, including all universities).

ACT continued to score highly on the SES freedom of expression measure (96%, compared to a university average of 87%). This measure covers three questions: 'I am free to express my views at [institution name]'; 'Academics are free to express their views at [institution name]'; and

'I am free from discrimination, harm or hatred at [institution name]'.

The ACT and Affiliated Colleges continued to manage a range of wellbeing and safe environment issues, including COVID-19. Following approval of the Wellbeing and Safety Policy in late 2023, the ACT website was enhanced with an expanded range of references to student support services. Following the requirements of new legislation in late 2023, ACT implemented a Support for Students Policy, and anticipates further development and implementation in this area during 2024.

Responding appropriately to the issue of Sexual Assault and Sexual Harassment (SASH) is important in the context of higher education just as it is in society more broadly, and 2023 has seen further emphasis on SASH issues in the higher education sector. The ACT's Sexual Assault and Sexual Harassment Taskforce reports to the Board of Directors through the Dean. The taskforce includes student representation and monitors and advises on the ACT's responses to sexual assault and sexual harassment. The ACT has continued to be part of a 'Community of Practice' with other higher education institutions for addressing SASH issues. In 2023 the ACT revised its SASH Policy and Procedure based on implementation experiences and advice from the

SASH Taskforce, and additional SASH information and training materials have been provided on the ACT website. ACT continued to work with Affiliated Colleges to train college SASH Officers. In addition, the ACT is a member of the National Redress Scheme.

The ACT has 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. In September Anglican Deaconess Ministries, Mary Andrews College and ACT hosted "Being and Belonging Conference: Disability, Church & Community". My great thanks to all who

organised and participated in this wonderful event

The ACT is developing approaches to instilling an institutional culture of respect for Aboriginal and Torres Strait Islander (ATSI) peoples. ACT first adopted Acknowledgement of Country and Welcome to Country Guidelines in 2021, and an Acknowledgement of Country is standard practice for ACT meetings. In 2023 the Guidelines were revised, including additional advice on Acknowledgement of Country for online meetings. In June a meeting of the ACT Aboriginal and Torres Strait Islander Consultation Group was held. This meeting assisted with the subsequent development of a dedicated Aboriginal and Torres Strait Islander



Student Support Policy, which was approved by the Board in August. The ATSI Consultation Group is an ongoing part of ACT's yearly schedule of meetings.

ENROLMENT TRENDS

There was an 8.1% decline in total enrolments (by student load) in 2023, following the 13% decline in 2022 and smaller declines in previous years. While the pattern is uneven across Affiliated Colleges, with some stable or even growing slightly at times, declining enrolments present an ongoing challenge for the ACT and many Affiliated Colleges, as it does for most providers in the theology sector.

As noted in the past, ACT has conducted research on the reasons for this decline, and there is no simple answer, but the impact of COVID-19 and a general decline in theological education in much of the Western world appear to be major drivers. Enrolment patterns will remain a significant focus for the foreseeable future.

During the year ACT developed an "Affiliated College Enrolments Model" that used past and current data on student enrolments, unit load, and other indicators to project future enrolment patterns. The model was shared with each Affiliated College incorporating the College's own student data to assist with understanding of current patterns and future scenarios. The model

also contains features to support Colleges in modelling alternative potential enrolment patterns, such as the impact of a major promotional campaign. This model complements earlier work on a "Unit Break-even model" which provides a framework for assessing the number of students needed for a unit to "break-even" in terms of income and costs. This model has also been provided to each College with its own student and unit data to assist with planning.

PROVIDER CATEGORY STATUS OF ACT

ACT was successful in gaining Australian University College status in September 2022. TEQSA has stated that registration as a University College is granted only to institutions that deliver superior-quality higher education.

ACT continued its appeal with the AAT in 2023 regarding registration as an Australian University (with a specialised focus). After submitting its research evidence in December 2022, this evidence was assessed by two eminent experts in religious studies, and each praised the research of the ACT, stating that it is "at world standard" (which is the central requirement for university status). A third combined report by two eminent general higher education experts also affirmed the ACT as being "at world standard". However, three experts engaged by TEQSA disputed these findings. After reviewing the

concerns of the three experts engaged by TEQSA, the four experts engaged by ACT affirmed their initial view that ACT met the requirements for university status.

Despite a request to resolve the matter with TEQSA without a hearing, it became clear that a hearing would be necessary. This was held in mid-December, but the final day of the hearing for closing statements (planned for December) was postponed by the AAT Member to March 27th. A decision is anticipated sometime in the months after the final hearing day. Should the AAT Member find in favour of ACT, there remain some further procedural steps required before university status is finalised.

FINANCE AND PROPERTY

The accompanying Directors' Report and Financial Statements for 2023 record a total comprehensive loss of \$410,097. This amount incorporates a net operating loss of \$578,434.

The net operating loss was anticipated and resulted primarily from one-time legal expenses related to the AAT process. It is worth noting that without the AAT legal expenses, the ACT would have generated a net operating surplus of approximately \$162,000.

The ACT's balance sheet remains healthy. The ACT maintains an investment portfolio that has been set aside to underpin its various reserves,

namely the Sustainability Fund, Development Fund and Accreditation Fund.

The ACT's property is its office at Level 5, 33 York St, Sydney. The location of the office is excellent for visiting members of the ACT's various committees, as the building sits immediately above Wynyard rail station. ACT staff have been mostly back at the ACT Office in 2023, or otherwise working from home under approved arrangements.

TEACHING AND LEARNING/ACADEMIC GOVERNANCE REVIEW

A key activity in teaching and learning in 2023 was engaging with the remaining recommendations of the 2022 Academic Governance Review. The review investigated a wide range of ACT academic activities, and resulted in a 59 page report with 16 helpful recommendations for continuing to improve the quality of ACT's academic governance and teaching and learning. These recommendations were taken up in an Action Plan approved by the Academic Board and Board of Directors, and significant progress has been undertaken throughout 2023 on implementing the Action Plan, with 12 of the 16 recommendations implemented during 2023. Action will continue on implementing the four remaining recommendations in 2024.

The ACT's three Departments and ten Research and Scholarship Networks have continued to facilitate collaborative sharing of research and scholarship ideas and resources across the ACT Consortium. The annual Professional Development Conference hosted at Morling College (and online) provided another excellent opportunity for sharing ideas in teaching and learning – my thanks to the ACT team and everyone at Morling College who assisted with this event.

CURRICULUM REVIEW

One of the recommendations of the Academic Governance Review was that ACT move away from a cycle of reviewing all courses at one time every seven years to a system of rolling Course Reviews of approximately a third of ACT Courses every 2-3 years (with all Courses reviewed every seven years). The first of these new reviews was completed in late 2023 for two groups of courses: the main suite of AQF5-6 courses, and HDR courses. All existing courses were reaccredited, with the exception of the Doctor of Theology, which will be retained as an honorary degree but not a research degree from 2024 onwards (ACT's PhD is the relevant research degree). A new course, the Master of Professional Ministry, was accredited in order to provide a mechanism to recognise the initial

coursework component of the Doctor of Ministry degree.

GENERATIVE ARTIFICIAL INTELLIGENCE

A major development during 2023 in higher education, and society in general, has been the widespread adoption of “generative Artificial Intelligence” (genAI), notably in the form of ChatGPT. In early 2023 ACT improved its Academic Integrity policies to explicitly address genAI, and the Academic Board formed an AI Working Party to investigate genAI issues. Across 2023 there was widespread discussion of both the positive and challenging aspects of genAI at the ACT Board and its Committees and in Affiliated Colleges. The AI Working Party provided further advice to Colleges during the year on recent developments, together with guidance for students. A new section of the ACT website was developed to address genAI issues, including links to external resources, especially a helpful suite of materials co-ordinated by TEQSA. The AI Working Party reporting its findings to the Academic Board in late 2023, and responsibility for genAI was subsequently transferred to the Coursework Committee as the most appropriate place for ongoing management of these issues.

Late in 2023 TEQSA wrote to all higher education providers foreshadowing an upcoming Request for Information in June 2024

that will request each institution's strategy and action plans from address genAI. The Coursework Committee is coordinating ACT's response to this upcoming request (due in July) and is drawing on helpful resources developed by TEQSA and other sector participants.

SCHOLARSHIP PUBLICATIONS AND ACTIVITIES

The ACT has a strong record of publishing research and confessional scholarship, which is recorded in the ACT's institutional repository (see the GSR section of the ACT website).

In accordance with TEQSA requirements, ACT implemented new benchmarks for Affiliated Colleges for scholarship publications and activities during 2023. All Colleges met the benchmark for scholarship activities (an average of five activities per year per full-time equivalent academic staff member). For the benchmark for scholarship publications (an average of one publication per year per full-time equivalent academic staff member, averaged over five years, with books counted as five), all Colleges but three met the benchmark, and the remaining three Colleges have plans in place to meet the benchmark in the future. These benchmarks are now an ongoing yearly requirement as part of TEQSA scholarship expectations.

RESEARCH STRATEGY

ACT is not required to report its research output formally to the Department of Education or TEQSA. However, ongoing growth of a research culture across the ACT Consortium is an important measure of success. ACT continues to put in place policies and procedures to align ACT's research publishing with the Excellence of Research Australia criteria used by TEQSA for assessing universities.

An important aspect of 2023 was the ongoing implementation of the ACT "Graduate School of Research" (GSR), which facilitates the ACT Office Research Department and the Research Committee of the Academic Board in coordinating research and HDR for the ACT Consortium. Significant development of the GSR website occurred across the year, and it includes a central listing of research seminars across Affiliated Colleges and skills seminars for HDR candidates and academic staff.

PRINCIPALS FORUM

The Principals Forum continues to be a valuable semi-monthly online meeting that covers a range of strategic and operational issues to assist us with maintaining a "healthy consortium" together, and meeting our TEQSA obligations. The meeting includes a devotion, updates on recent ACT and sector issues, and key discussion



topics (some of which involve specialist external speakers, such as on legal issues). These meetings are complemented by the full day face-to-face Principals Forum in June, which provides a great opportunity for extended discussion and fellowship.

REREGISTRATION

Following helpful recent discussion with our TEQSA Case Manager, ACT's application for reregistration with TEQSA will be submitted in June 2024 (with a response anticipated at the end of the year). TEQSA have requested a "Core Only" response, which is less onerous than the alternative "Core Plus" requirement. A range of quality assurance activities have been conducted

to prepare for reregistration as part of ACT's ongoing quality assurance mechanisms.

APPRECIATION

I am thankful for the excellent and ongoing 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 complex and burdensome. Without the skill and wisdom of so many within the ACT we would not be in the positive position we are in today – and I greatly appreciate the significant time given by many to the governance of our affairs.

In June 2023 we farewelled Nathain Secker, Director of Quality. Lissa Phillip subsequently moved into a new role taking on some of these responsibilities as ACT Quality Manager. The ACT thanks Nathain for his faithful service to the ACT over several years. I am also thankful for the many years of faithful service of Rev Dr Megan Powell du Toit, who finished in her role as Publishing Manager in November 2023. Subsequently ACT has appointed Dr Louise Gosbell as Research Manager commencing in November 2023.

I am very grateful for the assistance of the staff of the ACT Office. They have been a great support to me, especially during the myriad of ongoing challenges in 2023. I am especially grateful to the

leaders of the two ACT Office Divisions: Edwina Murphy (Deputy Dean) and Simon Davies (Chief Operating Officer and Registrar).

I look forward to working with everyone on the tasks prepared in advance for us in 2024. I am reminded of the word of Paul in Romans 5:4-5 “and endurance produces character, and character produces hope, and hope does not put us to shame, because God’s love has been poured into our hearts through the Holy Spirit who has been given to us”.

Prof James Dalziel

Dean and CEO



ACT AS A CONSORTIUM OF AFFILIATED COLLEGES

The ACT is an Australian government approved University College, leading and fostering a robust national network of confessionally diverse independent Bible and Theological colleges which delivering the awards of ACT on its behalf.

Colleges affiliated with the ACT are represented at almost every level of ACT governance including the key governing bodies. 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 key 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 actheology.edu.au/our-colleges)

Our Affiliated Colleges

South Australia



Bible College South Australia

Principal: The Reverend Dr Tim Patrick

Contact: 176 Wattle Street, Malvern SA 5061

08 8291 8188

biblecollege.sa.edu.au

About the College:

Preparing the next generations of gospel workers for Adelaide, South Australia, and beyond by the integrated teaching of Bible, theology, and ministry at the highest standards.

Bible College SA has been training women and men for faithful and effective Christian service for 100 years. The College has a special commitment to face-to-face learning in an environment that is freely inquisitive, while being unashamedly biblical.

Western Australia



Trinity Theological College

Principal: The Reverend Dr Donald West

Contact: 632-634 Newcastle Street, Leederville WA 6007

08 9228 9067

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.



Victoria



Melbourne School of Theology

Principal: The Reverend Tim Meyers

Contact: 5 Burwood Highway, Wantima VIC 3152
03 9881 7800
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 training and equipping men and women with a solid grounding in Scripture, and a focus on spiritual life, discipleship and mission. 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
ptc.edu.au

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.

Most of our units can be undertaken entirely online, and we also offer short courses every semester.



Reformed Theological College

Principal: Dr Phillip Scheepers

Contact: 3/221 Queen Street, Melbourne VIC 3000
03 5244 8600
rtc.edu.au

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

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

Principal: The Reverend Dr Grace Tsoi

Contact: Suite 2, Level 2, 4 Railway Parade, Burwood NSW 2134
 Campus and Library: 1 Clarence Street, Burwood NSW 2134
 02 9715 2992
ctca.edu.au

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
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, with a secondary campus in Auckland, New Zealand, 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 Laurel Moffatt

Contact: Level 1, 464-480 Kent Street, Sydney NSW 2000
1300 590 531
mac.edu.au

About the College:

Mary Andrews College exists to equip women to serve Christ. Through growing in their knowledge and understanding of God's Word and by developing practical ministry skills, they will be equipped for ministry in the church, the community and the world. We do this by providing a flexible learning environment that students to study in hybrid mode either "in person" at our Sydney city campus or online via Zoom in "real time" from wherever they are in Australia.

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 Tim MacBride

Contact: 122 Herring Road, Macquarie Park NSW 2113
02 9160 7725

Morling – Perth Campus – 20 Hayman Road, Bentley, WA 6102
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, Chaplaincy and Professional Supervision studies, Education postgraduate studies, the Impact gap-year program, 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
smbc.edu.au

About the College:

At the very heart of SMBC is our vision is to see thousands of loving skilled graduates bringing the light of Christ to a dark and needy 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 Mike Dicker

Contact: 22 Carillon Avenue, Newtown NSW 2050

02 8093 3400

youthworkscollege.edu.au

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
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 lives 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
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 offers 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
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
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, New Zealand

+64 9 836 7800

laidlaw.ac.nz

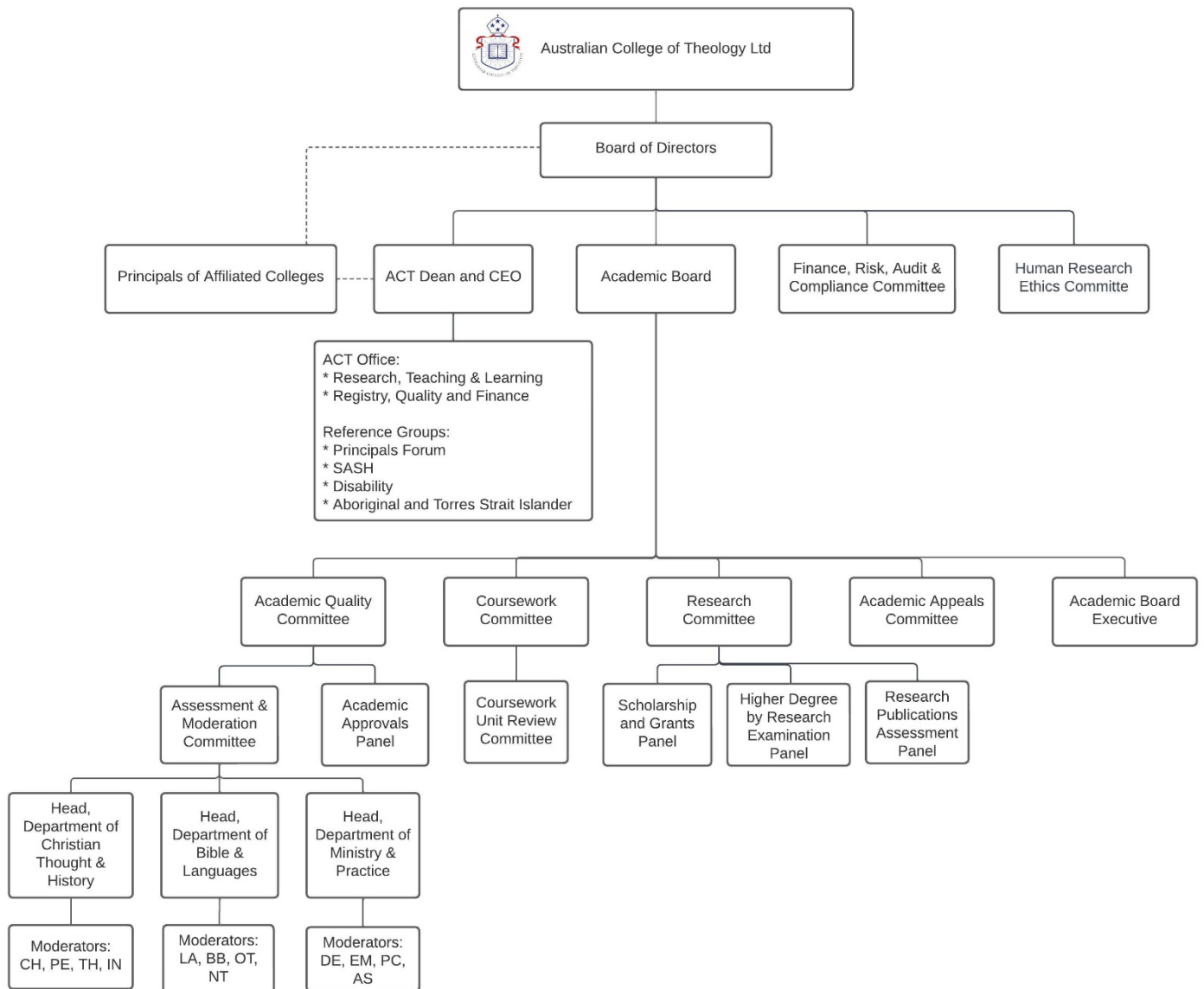
About the College:

Laidlaw College was established in 1922 and is the largest interdenominational Christian College in New Zealand, with campuses in Henderson, Auckland and Christchurch, a Learning Hub in Manukau, Auckland, as well as distance learning opportunities. Laidlaw is a Category 1 NZQA accredited tertiary educational 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 & Ethics

TH – Theology

IN – Integrative Studies

Bible & Languages

NT – New Testament

OT – Old Testament

LA – Languages

BB – Biblical Studies

Ministry & Practice

DE – Developmental & Educational Ministry

EM – Evangelism & Missiology

PC – Pastoral & Church-Focused Ministry

AS – Academic Skills

MANAGEMENT TEAM 2023

DEAN and CEO

James Dalziel, Dean/CEO

RESEARCH, TEACHING AND LEARNING DIVISION

Edwina Murphy, Deputy Dean and Director of Research

Research

Edwina Murphy, Deputy Dean and Director of Research

Megan Powell du Toit, Publishing Manager (until November 2023)

Louise Gosbell, Research Manager (from November 2023)

Teaching and Learning

Ian O'Harae, Director of Teaching and Learning

Erin Hutton, Moderation and Inclusion Manager

REGISTRY, QUALITY AND FINANCE DIVISION

Simon Davies, Chief Operating Officer and Registrar

Registry

Simon Davies, Chief Operating Officer and Registrar

Asanka Gunarathne, Director of Academic Services and Overseas Student Liaison Officer

Diana Tadjudin, Student Reporting Officer

Rebekah Wall, Academic Administrative Officer

Jayne Tan, Support Officer – Academic Services

Witali Klein, IT Systems Manager

Quality

Nathain Secker, Director of Quality (until June 2023)

Stephen Sarkoezy, Academic Quality Officer

Lissa Philip, Quality Manager (from June 2023)

Finance

Vicki Chen, Director of Finance

Mary Ann Navidad, Financial Accountant

Research Culture

The Graduate School of Research (GSR) continues to oversee research and research training, managed by the Director of Research, Edwina Murphy, and overseen by the Research Committee. The GSR website enables easy access to relevant policies and forms, as well as research and research training resources.

HDR candidates can attend all college research seminars across the ACT Consortium as well as GSR-run sessions. The GSR also supports faculty in their research and research training, and Epigeum's Supervising Doctoral Studies has been adopted for both new and continuing supervisors. A hybrid conference for HDR candidates and supervisors was held, with the in-person component taking place in Sydney in conjunction with the PD conference. A conference for candidates in practical theology, organised by Ridley, MST and Malyon, was held in Melbourne in August as well.

Faculty research and scholarship continues to grow and deepen. Research funding for publications which are 'above world standard' and 'well above world standard' is now part of the ACT grant program and can be applied for when uploading publications to the repository. In addition to publications and scholarly activities, we are now also recording how staff integrate scholarship with their teaching and learning, resulting in an impressive array of responses.

This year, ACT faculty have published books and book chapters with highly regarded publishers such as Oxford University Press, Brill, De Gruyter, Mohr Siebeck, Routledge, T&T Clark, SBL Press and Baylor University Press. Faculty have also published in prominent journals such as *Scottish Journal of Theology*, *International Journal of Systematic Theology*, *International Journal of Practical Theology*, *Journal of the Evangelical Theological Society*, *Journal of Religious History*, *Missiology*, *Journal of Psychology and Theology*, *Studies in Christian Ethics* and *Zygon*.

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 collects information on all higher education institutions including data on staffing, enrolments, academic outcomes, student feedback and provider finances. This information is used by TEQSA to assess the risk associated with each provider's continued compliance with the Higher Education Threshold Standards 2021. In addition to the information TEQSA receives from the Department of Education and from the outcomes of the QILT Surveys, ACT provides data through a Provider Information Request, including staff data for the ACT and Affiliated Colleges and financial data for the ACT.

(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. In 2023, ACT continued with the new admission and enrolment process introduced in 2021, with ACT staff processing all overseas student admissions and enrolments, to ensure compliance with the relevant standards, as well as minimise workload for college staff.

(d) Department of Education

ACT is required to report on student enrolments, unit outcomes and course completions, as well as the schedule of courses at the ACT's delivery locations to the Department. In 2021, the former

HEPCAT reporting program was replaced by the Tertiary Collection of Student Information (TCSI) system, which provides the Department with student data from ACT and all other tertiary education providers in real time, assisting in accurate and timely reports to the Department, as well as other government agencies such as Services Australia / Centrelink for student payments, and Australian Taxation Office for FEE-HELP debt allocation and repayments.

(e) Australian Taxation Office (ATO)

The Director of Finance and Financial Accountant regularly undergo professional development on changes in superannuation, payroll tax matters, and other finance matters. As a deductible gift recipient, the ACT is required to conduct an annual audit of its entitlement to such authority. 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 Director of Research, 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.



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.

As an Australian University College, the ACT has self-accrediting authority in the field of Religious Studies. ACT now has a rolling cycle of three course review clusters conducted across a seven-year period, with the result of these comprehensive course reviews being the re-accreditation of courses if relevant. ACT conducted a major course review cycle during 2023, resulting in research degrees, undergraduate certificates, the advanced diplomas and most of ACT's undergraduate diploma courses being reviewed. The course review resulted the re-accreditation of all courses, with the exception of the Doctor of Theology, which will be retained as an honorary degree but not a research degree from 2024 onwards.

FIVE YEAR TRENDS

The ACT remains the largest network of theology colleges in Australasia. Overall enrolments have been in decline across this period, like many theology providers. Enrolments declined by approximately 5% in 2019, and 2.5% in 2020. There was a decline of 9% in 2021, followed by a significant decline of 13% in 2022. In 2023 there was a 9.1% decline in enrolments for the year for AQF courses, and an 8.1% decline for all courses (including CertTheol and ASTC; "Other" in Table One covers cross-institutional AQF courses, not CertTheol and ASTC).

An exception in these overall figures is research student enrolment load. After an earlier decline, in 2021 and 2022 research degree enrolments rose and remained consistent with a slight decline in 2023.

TABLE ONE: Course Enrolments Trend 2019-2023, accredited course unit enrolment

	2019		2020		2021		2022		2023		5-yr trend
	n.	eftsl	n.	eftsl	n.	eftsl	n.	eftsl	n.	eftsl	eftsl
Sub-degrees (AQF 5 & 6)	768	330	721	286	597	222	504	171	460	157	-52%
Degrees (AQF 7)	617	305	660	338	596	294	567	274	522	248	-19%
Bachelor Honours/ Graduate (AQF 8)	878	249	844	223	784	206	747	189	671	172	-31%
Masters Coursework/ Extended (AQF 9)	912	435	981	446	984	439	843	367	774	330	-24%
Research (AQF 9 & 10)	80	43	81	39	90	45	90	45	88	44	2%
Other	31	5	25	4	19	3	12	2	15	3	-40%
Grand Total	3,286	1,367	3,312	1,335	3,070	1,209	2,763	1,048	2,530	953	-30%

Tables Two and Three list the courses offered by the ACT in 2023, together with the student enrolments and numbers graduating from each course.

TABLE TWO: Course Enrolments – 2023		EFTSL	# Course Enrolments
UNDERGRADUATE Sub-degrees (AQF 5 & 6)	Undergraduate Certificate of Theology	7.1	27
	Undergraduate Certificate of Ministry	1.9	10
	Diploma of Christian Studies	8.7	19
	Diploma of Theology	73.7	207
	Diploma of Ministry	27.6	97
	Diploma of Theology/Diploma of Ministry	2.5	9
	Advanced Diploma of Theology	8.3	26
	Advanced Diploma of Ministry	10.1	24
	Associate Degree of Theology	5.8	16
	Associate Degree of Ministry	10.8	25
	Total	156.6	460
Degrees (AQF 7)	Bachelor of Christian Studies	3.8	11
	Bachelor of Theology	138.7	275
	Bachelor of Ministry	75.1	180
	Bachelor of Theology/Bachelor of Ministry	19.4	35
	Bachelor of Divinity	11.3	21
	Total	248.2	522
POSTGRADUATE Bachelor Honours/ Graduate Certificates & Graduate Diplomas	Bachelor of Theology (Honours)	1.6	4
	Bachelor of Ministry (Honours)	1	2
	Graduate Certificate of Divinity	24.2	117
	Graduate Diploma of Divinity	134.3	492
	Graduate Certificate of Christian Leadership	0.2	2
	Graduate Certificate of Christian Mentoring	2.9	17
	Graduate Certificate of Pastoral Care for Mental Health	4.9	27
	Graduate Certificate of Professional Pastoral Supervision	2.8	10
	Total	171.7	671
Masters Coursework/ Extended (AQF 9)	Master of Divinity	203.7	421
	Master of Divinity/Graduate Diploma of Divinity	24.3	37
	Master of Ministry	32.2	77
	Master of Missional Leadership	4.1	17
	Master of Intercultural Studies	1.8	7
	Master of Arts (Christian Studies)	0.7	2
	Master of Theological Studies	63.1	213
	Total	329.8	774
POSTGRADUATE - RESEARCH (AQF 9 & 10)	Master of Theology	3.5	7
	Doctor of Ministry	7.4	16
	Doctor of Philosophy	32.8	64
	Doctor of Theology	0.5	1
OTHER	Cross-institutional - Undergraduate	1.6	9
	Cross-institutional - Postgraduate	1.0	6
	Certificate of Theology & ASTC	36.5	105
Grand Total		989.7	2,635 (2,571 students)

TABLE THREE: Graduates by Course 2023

		# Graduates
UNDERGRADUATE Sub-degrees (AQF 5 & 6)	Undergraduate Certificate of Ministry	12
	Undergraduate Certificate of Theology	29
	Diploma of Christian Studies	12
	Diploma of Theology	73
	Diploma of Ministry	32
	Diploma of Theology/Diploma of Ministry	1
	Advanced Diploma of Theology	9
	Advanced Diploma of Ministry	8
	Associate Degree of Theology	6
	Associate Degree of Ministry	13
	Total	195
DEGREES (AQF 7)	Bachelor of Christian Studies	4
	Bachelor of Theology	49
	Bachelor of Ministry	30
	Bachelor of Theology/ Bachelor of Ministry	8
	Bachelor of Divinity	2
	Total	93
POSTGRADUATE Bachelor Honours/ Graduate Certificate/Diploma (AQF 8)	Graduate Certificate of Divinity	72
	Graduate Certificate of Christian Mentoring	2
	Graduate Certificate of Christian Leadership	2
	Graduate Diploma of Divinity	143
	Graduate Certificate of Pastoral Care for Mental Health	13
	Graduate Certificate of Professional Pastoral Supervision	4
	Bachelor of Ministry (Honours)	2
	Bachelor of Theology (Honours)	1
	Total	239
Masters Coursework/ Extended (AQF 9)	Master of Divinity	61
	Master of Divinity/Graduate Diploma of Divinity	13
	Master of Ministry	13
	Master of Missional Leadership	2
	Master of Theological Studies	32
	Total	121
Postgraduate - Research (AQF 9 & 10)	Master of Theology	6
	Doctor of Philosophy	2
	Total	8
OTHER	ACT Certificate of Theology & ASTC	27
	Grand Total	683

TABLE FOUR: Commencing Attrition Rates year-on-year review (2021/2022)

Commencing attrition (first-year attrition rates) measures the percentage of students by headcount who start in one year and then do not complete a course in that course or another course with the provider in that year or the following year, or do not continue in any course with the provider in the following year. The 2022 commencing attrition rate therefore is made up of students that commenced an ACT course in 2022, but then did not complete any ACT course in 2022 or 2023 and did not continue in an ACT course in 2023. The most recent available internal data is for the 2022 commencing cohort. The most recent data set for Non-University Higher Education Providers and Universities available at time of publication is for the 2020 commencing cohort.

	All Students (%)	Full-time (%)	Part-time (%)
Non-University Higher Education Institutions (NUHEIs) 2020	23.2	19.4	31.6
Universities (Table A and B) 2020	17.8	13.4	30.3
Australian College of Theology 2021	20.4	4.3	24.8
Australian College of Theology 2022	21.0	5.1	24.9

- Source: <https://www.education.gov.au/higher-education-statistics/student-data/selected-higher-education-statistics-2021-student-data>

In 2022, ACT had a smaller intake of full-time candidates compared with past years. Of the 2022 commencing full-time enrolments, there was a high degree of student retention, with only 5.1% attrition, showing great student commitment and motivation amongst this cohort, and positive retention strategies by ACT and its Affiliated Colleges. ACT is encouraged by this and will continue to monitor attrition and retention rates closely.

Outcomes

STUDENTS

There has been a significant progressive decline in Equivalent Full Time Student Load (EFTSL) over the past six years. The proportion of enrolments in postgraduate courses (AQF 8-10) increased in 2021 and has remained constant over the last three years. Figures one to four below indicate the number of individual students who have undertaken any relevant AQF courses.

FIGURE ONE: Students by Course Level (EFTSL)

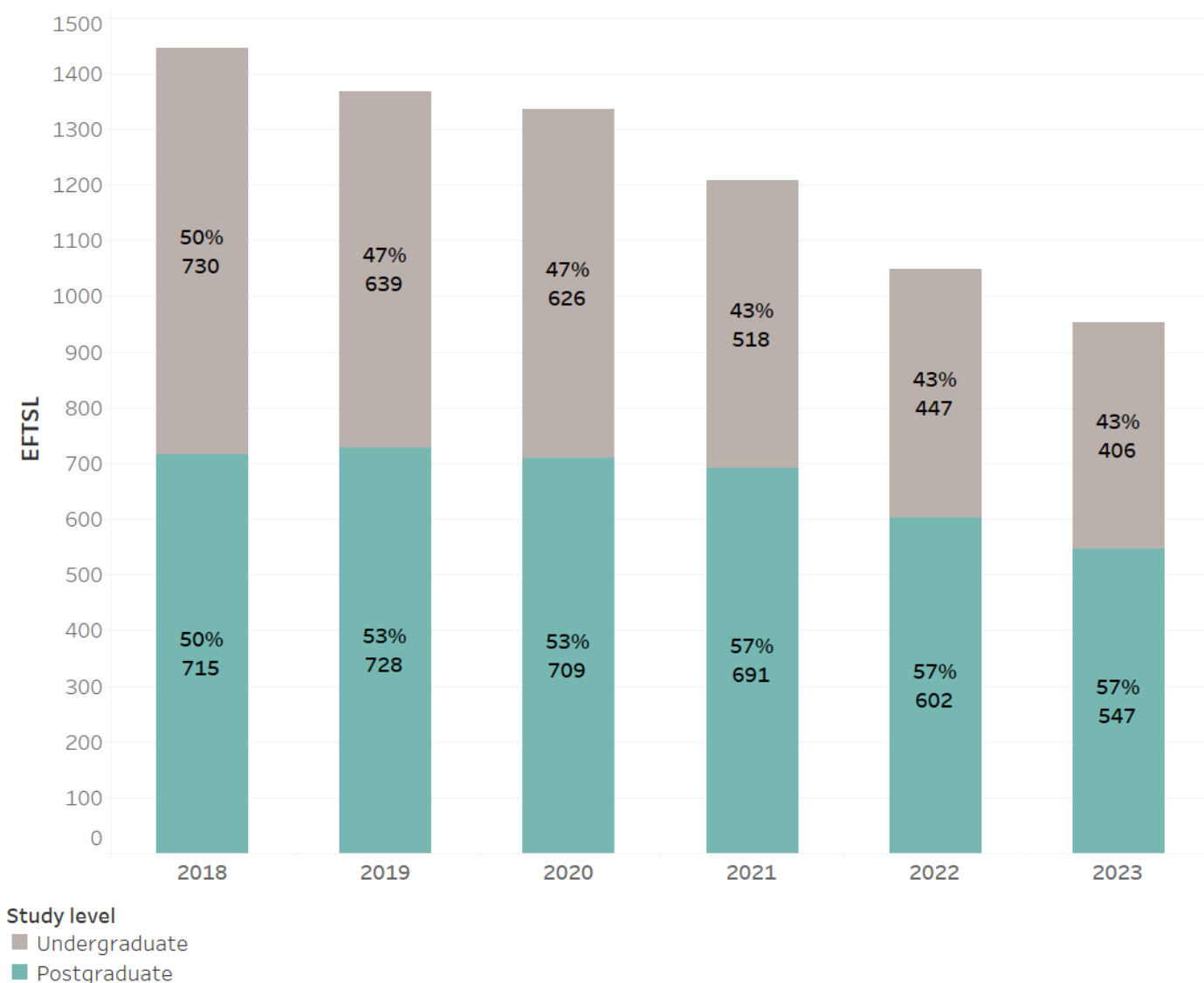
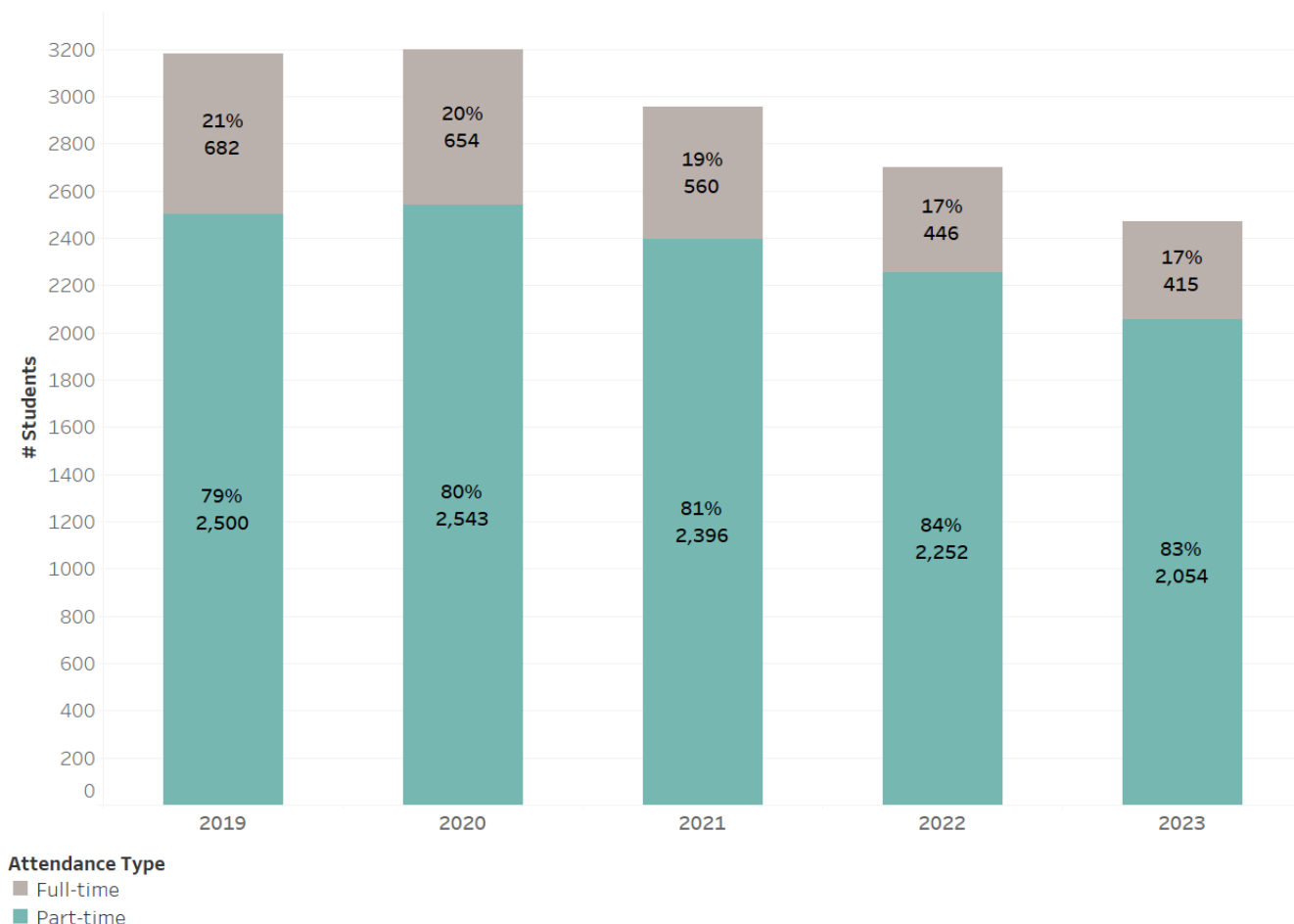


FIGURE TWO: Students Part-Time vs Full-Time

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. Since 2019 the number of full-time students as a proportion of enrolments has been in decline.



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 43% female students in 2023.

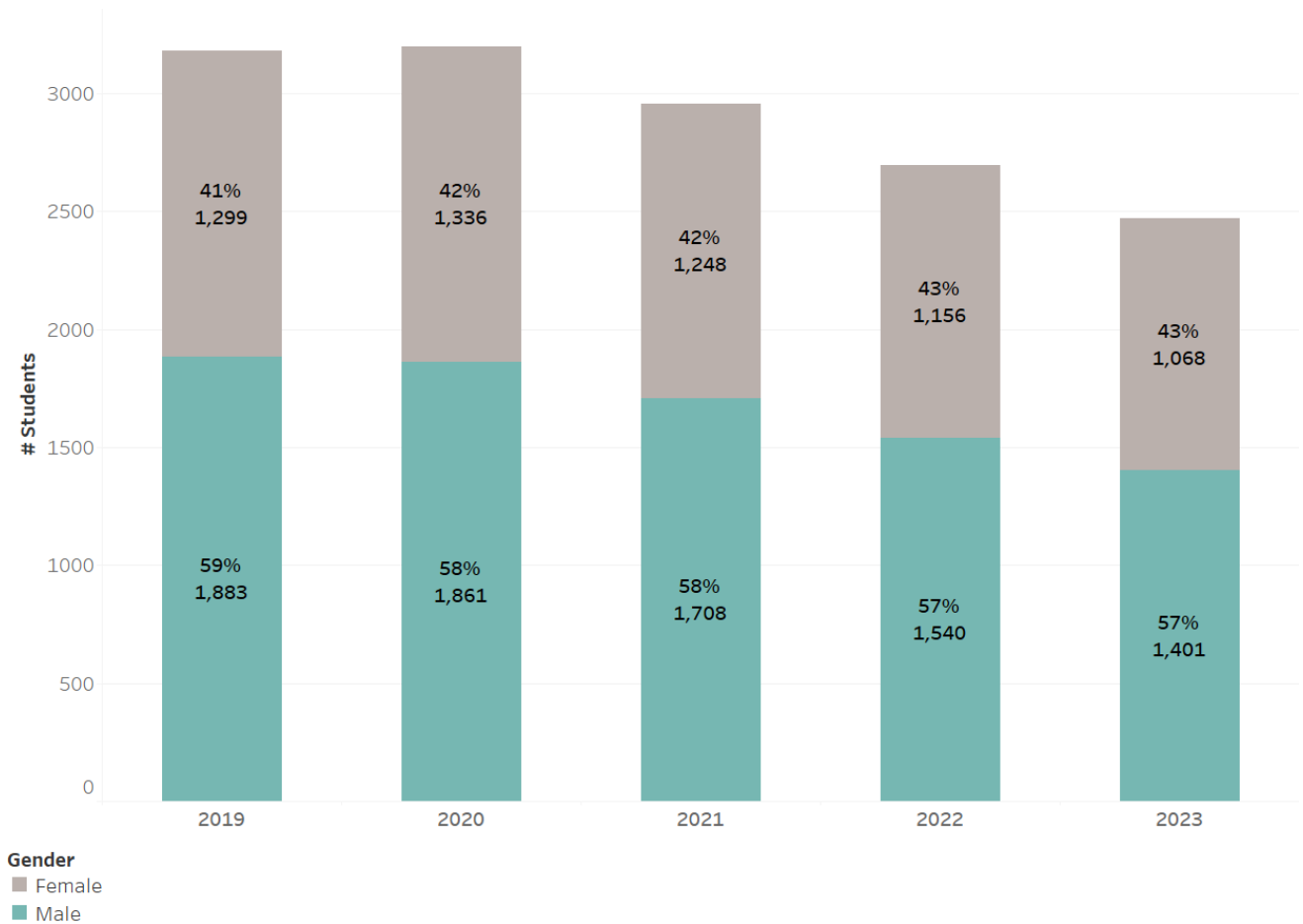


FIGURE FOUR: Students by Gender (Degree courses and above)

For students in AQF7+ courses, there has been an increase in the percentage of female students since 2019.

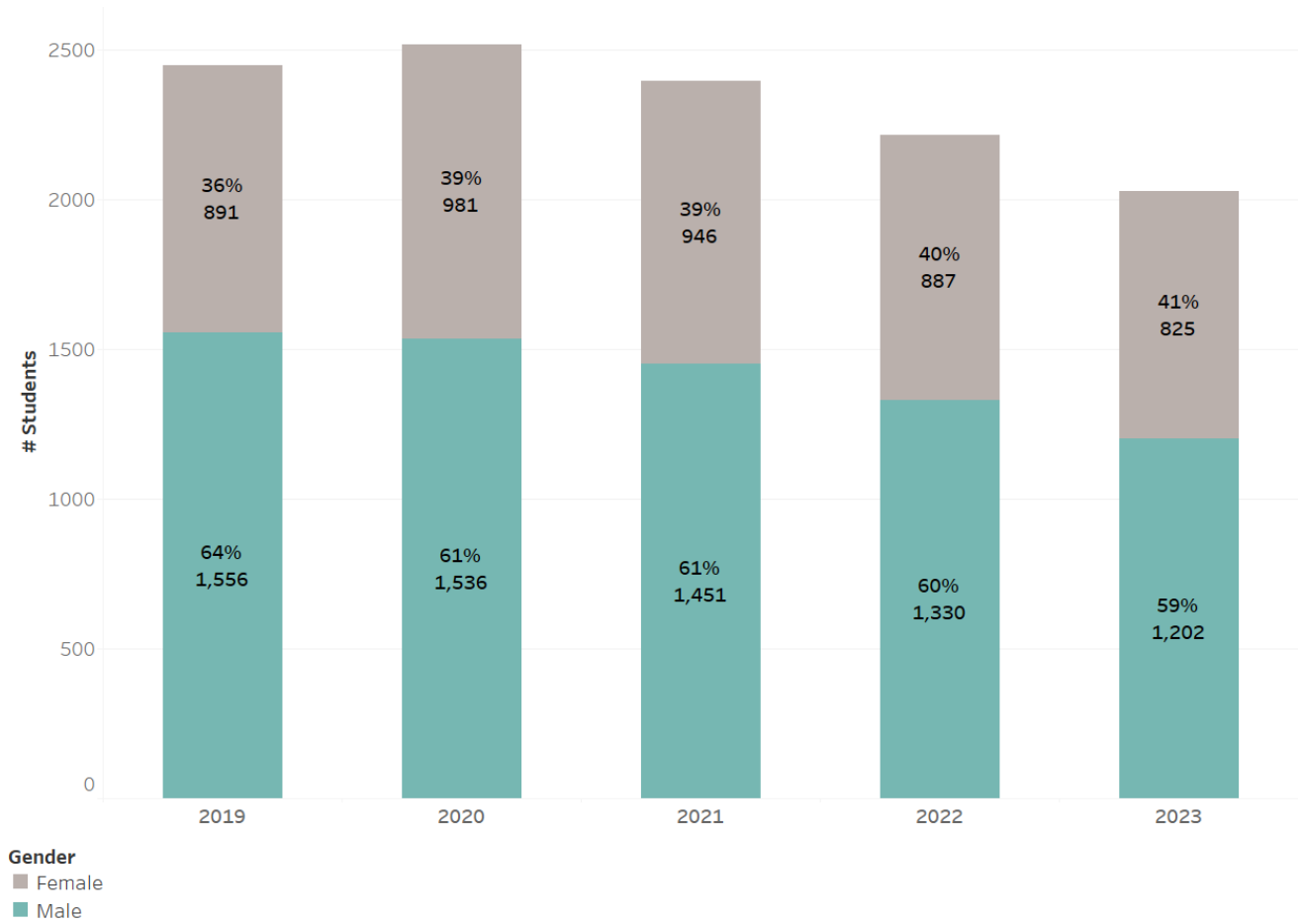


FIGURE FIVE: Permanent Faculty by Gender

Female representation in permanent faculty increased in 2021 to 19%, following an increase from 2020. In 2023 there was an overall increase in the number of permanent faculty across the ACT, and the proportion of female faculty members remained at 19% by headcount, with a modest but steady increase in female academic load each year from 2020 (11%) to 2023 (14%).

	2020		2021		2022		2023	
	Male	Female	Male	Female	Male	Female	Male	Female
Faculty (headcount)	146	29	143	34	110	26	127	30
Faculty (headcount - %)	83%	17%	81%	19%	81%	19%	81%	19%
Total academic load (FTE)	102.1	12.5	92.4	13	71.7	10.9	77.7	12.5
Total academic load (FTE - %)	89%	11%	88%	12%	87%	13%	86%	14%



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 the ACT Office 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) 2021-22

This survey of current students shows high degrees of satisfaction and, overall, it places the ACT highly within the sector. 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. NB: Comparative data for 2022-23 not yet available at the time of writing.

For the eighth year in a row the Australian College of Theology has come first for quality of entire educational experience for undergraduate students in the 2022 Student Experience Survey for institutions with over 1,000 students. The ACT’s score of 94.8 was higher than every university and exceeded the university average (74.3) by more than 20 points.

Similarly, for the sixth year in a row, the Australian College of Theology has come first for quality of entire educational experience for postgraduate students for institutions with over 1000 students. The ACT’s score of 94.5 in overall satisfaction was higher than every university and significantly exceed the university average (74) by over 20 points.

FIGURE SIX:

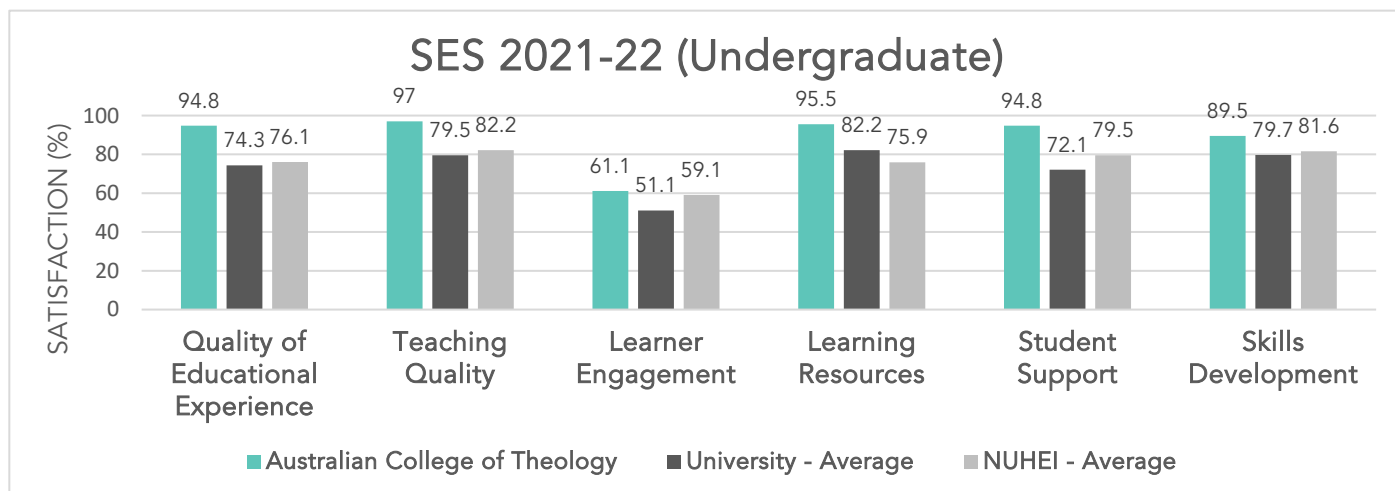
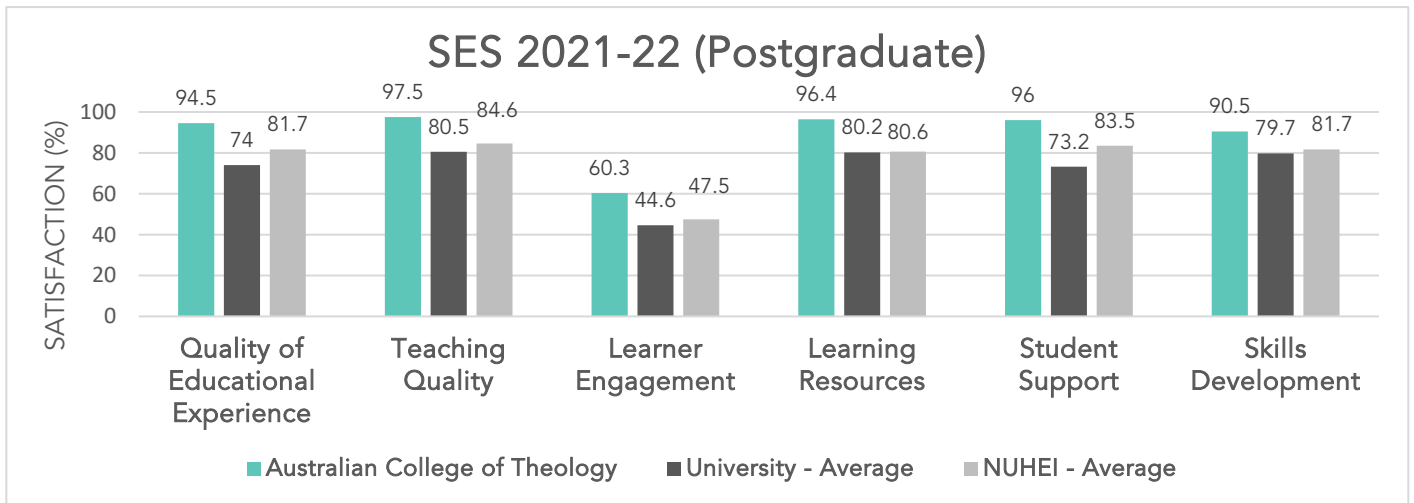


FIGURE SEVEN:



FIGURES EIGHT & NINE: Graduate Outcomes Survey (GOS) 2020-22 – (Surveys Recent Graduates)

These independent surveys show ACT graduates exceeding the averages of employment outcomes for universities and non-university higher education institutions (NUHEIs).

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, as opposed to seeking employment, compared to other higher education courses.

FIGURE EIGHT:

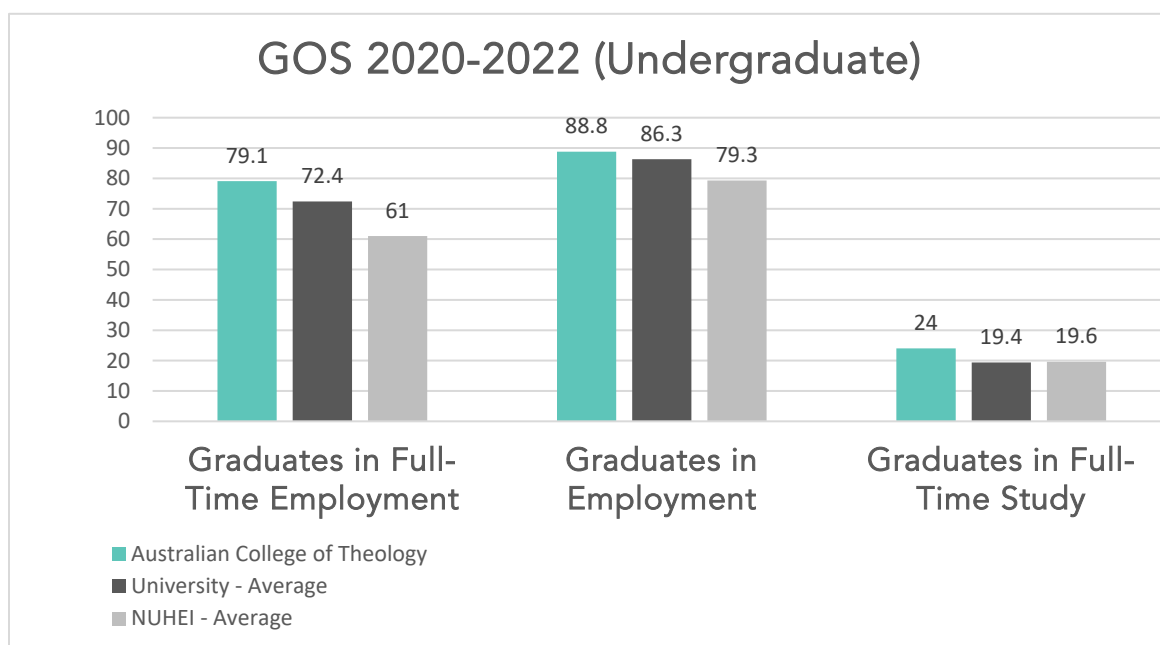


FIGURE NINE:

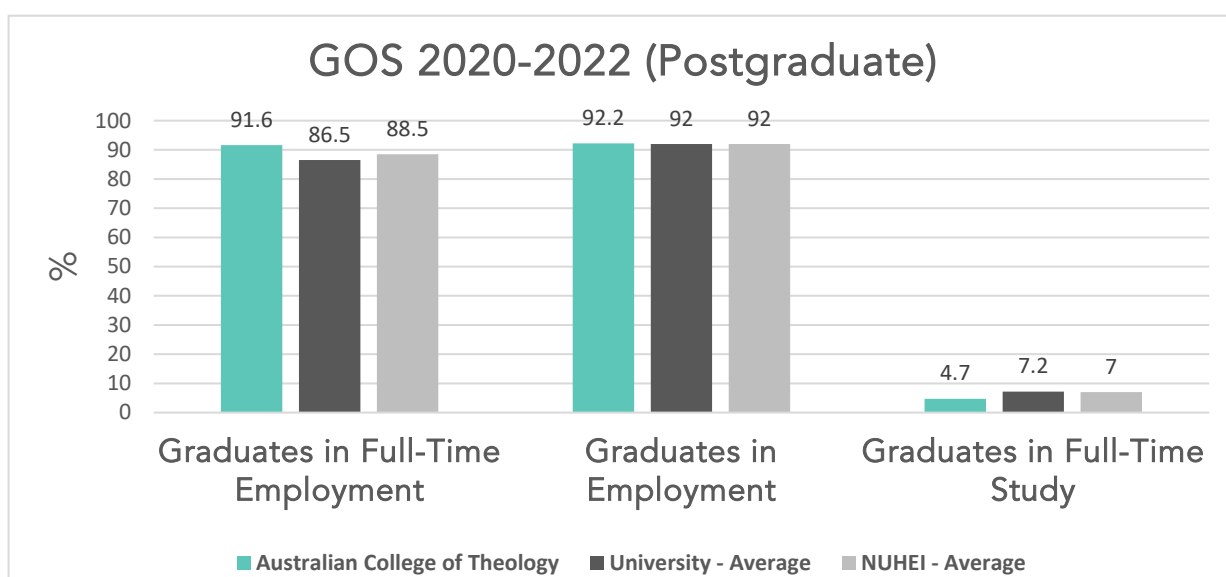


FIGURE TEN: Employer Satisfaction Survey 2022 – Surveys Employers of Recent Graduates

	Employability		Overall Satisfaction	
	%	n	%	n
Australian College of Theology	92.9	14	93.3	14
All Institutions	86.6	3,452	84.1	3,452

Employers of ACT Graduates are highly satisfied with ACT Graduates with the ACT employability and satisfaction levels above national averages.

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?'