

# 2018

# Student Manual

## **RIDLEY COLLEGE**

170 The Avenue, Parkville Vic 3052

*cricos provider code: 02650E*

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f: +61 3 9387 5099  
e: registrar@ridley.edu.au  
w: www.ridley.edu.au

**f** [facebook.com/ridley.melbourne](https://www.facebook.com/ridley.melbourne)  
**t** [twitter.com/ridleymelbourne](https://twitter.com/ridleymelbourne)  
**v** [vimeo.com/ridleymelbourne](https://vimeo.com/ridleymelbourne)

*current as of 23 March 2018*

Ridley College is an affiliated college of the Australian College of Theology  
(TEQSA Provider: PRV12010)



## mission statement

Equipping and forming men and women for **God's mission** in a rapidly changing and increasingly complex world.

## vision statement

To be a leading centre of mission and ministry training delivered in supportive communities through flexible study modes.

## theological framework

Ridley College is committed to academically rigorous theological training in the Anglican, Reformed Evangelical tradition that engages seriously with contemporary culture.

# welcome to ridley



W elcome to Ridley College for 2018.

Whether you are a new or returning student, studying on campus, online or in context, I want to extend to you a warm welcome, personally and on behalf of the college faculty and staff.

The College continues to be an exciting place of change and growth, and it is our prayer that you would change and grow this year as God prepares you for his service.

Studying theology is a challenging endeavor because theology is a melting pot of many disciplines, drawing on everything from ancient history to modern psychology, the study of texts to the study of cultures.

But most importantly studying theology is challenging because it has profound implications for all of life. No one studies theology aright without being changed by it. Our hope is that studying at Ridley will do four things for you:

Firstly, that you'll be stretched academically and learn a great deal about God, the Bible, church history, mission, practical theology and so on.

Secondly, that you will connect with and get to know other students and your teachers and learn in community together. Meeting people from different backgrounds and churches is a wonderful experience, and thinking and working together is a great privilege.

Thirdly, that having your mind renewed by your studies will lead to the transformation of your character. Our hope is that you will become more like Jesus Christ, more prayerful to God the Father and more dependent on the Holy Spirit.

And finally, that as a result of your studies you'll become more effective in God's service and in promoting the gospel of Jesus Christ.

We look forward to a great year ahead of growing in Christ together.

A handwritten signature in black ink, appearing to be 'B. Le'.

Principal  
Ridley College

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# ridley dates 2018

(these dates are correct at time of printing, to check for updates please visit [www.ridley.edu.au/current-students/year-planner/](http://www.ridley.edu.au/current-students/year-planner/))

<b>semester one:</b>	<b>26 February – 15 June</b>
5 - 23 February	Greek and Hebrew Intensives
23 -24 February	LAUNCH 24 hour Camp
26 February	Normal lecture timetable commences
5 March	Anglican Institute Lecture
9 March	FEE-HELP administration date for semester one applications
9 March	Final date for Variation of Unit Enrolment without incurring fee
12 – 15 March	Mission in Australia Week
16 March	ACT Confirmation of Enrolment forms due to the Registrar's Office
31 March	Final date for payment of semester one fees
31 March	FEE-HELP census date
30 Mar – 6 April	Easter and reading period (no lectures)
14 April	Graduation and Commissioning Service
23 – 27 April	Reading week & Anzac Day (no lectures)
23 May	Open evening
24 May	Open day
4 – 8 June	SwotVac
7 - 13 June	online examinations
12 – 15 June	oncampus examinations
21 June	Board of Studies (marks meeting)

## **semester two enrolment due: 22 June**

<b>semester two:</b>	<b>16 July – 2 November</b>
16 July	Normal lecture timetable commences
20 – 22 July	Ordination candidates & families weekend camp
27 - 28 July	Evangelical Women in Academia Lecture
27 July	Final date for Variation of Unit Enrolment without incurring fee
27 July	FEE-HELP administration date for semester two applications
3 August	ACT Confirmation of Enrolment forms due
13 – 16 August	Global Mission week
18 -26 August	Missional Leadership Learning Community Mission
20 – 24 August	Reading week (no lectures)
21 – 22 August	Annual Preaching Conference
31 August	Final date for payment of semester two fees
31 August	FEE-HELP census date
24 – 28 September	Reading week (no lectures)
10 October	Open evening
11 October	Open day
18 October	Valedictory
22 – 26 October	SwotVac (no lectures)
25 - 31 October	online examinations
29 October – 1 November	on campus examinations
8 November	Board of Studies (marks meeting)

# ridley dates 2018-2019

**semester three enrolments due:** 19 October

**semester three:**

**12 November 2018 – 15 February 2019**

12 November	Semester three commences (Ridley Online only)
23 November	Final date for Variation of Unit Enrolment without incurring fee
23 November	FEE-HELP administration date for semester three applications
30 November	ACT Confirmation of Enrolment forms due
7 December	Final date for payment of semester three fees
7 December	FEE-HELP census date semester three
Nov/Dec	Israel Study Tour
21 Dec 2018 – 2 Jan 2019	Christmas and New Years break (no online lectures)
26 Jan 2019	Australia Day
11 – 15 Feb 2019	online exam week



# ridley contacts

## ACCOUNTS

Finance Officer: Paul Game  
 9.00am–5.00pm, Mon, Tue, Thu  
 p: 03 9207 4900 | f: 03 9387 5099  
 e: [accounts@ridley.edu.au](mailto:accounts@ridley.edu.au)

## AUSTRALIAN COLLEGE OF THEOLOGY

Monday–Friday, 8.30am–4.00pm  
 Level 10, 257 Clarence Street,  
 SYDNEY NSW 2000  
 p: 02 9262 7890 | f: 02 9262 7290  
 e: [info@actheology.edu.au](mailto:info@actheology.edu.au)  
 w: [www.actheology.edu.au/](http://www.actheology.edu.au/)

## LIBRARY

Librarian: Ruth Millard  
 Assistant Librarian: Alison Foster  
 Monday–Saturday, check the website or phone for opening hours  
 p: 03 9207 4905 | f: 03 9387 5099  
 e: [library@ridley.edu.au](mailto:library@ridley.edu.au)  
 w: [www.ridley.edu.au/studying-at-ridley/library/](http://www.ridley.edu.au/studying-at-ridley/library/)

## MAIN OFFICE

Receptionist: Kathryn Shedden  
 Monday–Friday, 8.30am–5.00pm  
 p: 03 9207 4800 | f: 03 9387 5099  
 e: [info@ridley.edu.au](mailto:info@ridley.edu.au)  
 w: [www.ridley.edu.au](http://www.ridley.edu.au)

## REGISTRAR'S OFFICE

Registrar: Katrine Bramley  
 Assistant Registrars: Alison Flynn, Natalie Brough  
 Moodle and Logos Administrator: Nadia Dehbozorgi  
 Monday–Tuesday, Thursday - Friday, 9.00am–5.00pm  
 Wednesday, 9.00am–6.00pm (during semester)  
 p: 03 9207 4800 option 3 | f: 03 9387 5099  
 e: [registrar@ridley.edu.au](mailto:registrar@ridley.edu.au)  
 Admissions Officer: Katherine Urwin  
 Monday–Tuesday, Thursday - Friday, 9.00am–5.00pm  
 p: 03 9207 4800 option 2 | f: 03 9387 5099  
 e: [admissions@ridley.edu.au](mailto:admissions@ridley.edu.au)

## ACADEMIC COUNSELLOR

Jared Catchpoole  
 Monday 10am–3pm, Tues & Thursday 10am–5.30pm, Wednesday 10am–6pm  
 Friday 9.30am–2pm  
 p: 03 9207 4800 option 3 | f: 03 9387 5099  
 e: [studentsupport@ridley.edu.au](mailto:studentsupport@ridley.edu.au)



# welcome to ridley

## privacy protection

Ridley College will maintain the confidentiality of your personal information at all times, except to the extent necessary to discuss relevant matters with your referees, the Australian College of Theology, and other organisations in relation to the provision of student activities and services.

## faculty

To contact all Ridley phone numbers, dial 03 9207 4800 and then either select the appropriate menu option or dial the faculty/staff member's phone extension as listed below:

<b>Rev Dr Brian Rosner</b> _____ PRINCIPAL teaching areas: New Testament, Ethics	available: Monday-Thursday ext 901 e: b.rosner@ridley.edu.au
<b>Rev Dr Tim Foster</b> _____ VICE PRINCIPAL teaching area: Ministry Skills	available: Monday-Thursday ext 917 e: t.foster@ridley.edu.au
<b>Rev Dr Lindsay Wilson</b> _____ ACADEMIC DEAN teaching areas: Old Testament, Ethics	available: Monday-Thursday ext 910 e: l.wilson@ridley.edu.au
<b>Rev Canon Dr Rhys Bezzant</b> _____ DEAN, MISSIONAL LEADERSHIP teaching areas: Church History, Theology, Worship	available: Monday-Thursday ext 921 e: r.bezzant@ridley.edu.au <i>18-S1 Study Leave</i>
<b>Rev Dr Michael Bird</b> _____ COORDINATOR, POSTGRADUATE RESEARCH teaching areas: Theology, New Testament	available: Monday-Thursday ext 920 e: m.bird@ridley.edu.au <i>18-S1 Study Leave</i>
<b>Rev Canon Dr Jill Firth</b> _____ LECTURER teaching areas: Biblical Hebrew, Old Testament	available: Tuesday ext 998: j.firth@ridley.edu.au
<b>Ven Len Firth</b> _____ LECTURER teaching areas: Bible and Theology (NESB)	available: Tuesday-Friday ext 922 e: l.firth@ridley.edu.au
<b>Rev Dr Scott Harrower</b> _____ LECTURER teaching area: Christian Thought	available: Monday-Thursday ext 907 e: s.harrower@ridley.edu.au
<b>Rev Andrew Judd</b> _____ LECTURER teaching area: Associate Lecturer in Old Testament	available: Wednesday & Thursday ext 930 e: a.judd@ridley.edu.au
<b>Mr Andrew Laird</b> _____ DEAN, MARKETPLACE INSTITUTE teaching area: Marketplace Ministry	available: Wednesday ext 998 e: a.laird@ridley.edu.au

**Dr Andrew Malone** \_\_\_\_\_ available: Tuesday–Thursday  
 DEAN, RIDLEY ONLINE ext 906 e: a.malone@ridley.edu.au  
 teaching areas: Greek, New Testament, Old Testament

**Rev Anthea McCall** \_\_\_\_\_ available: Monday–Thursday  
 DEAN OF STUDENTS ext 909 e: a.mccall@ridley.edu.au  
 teaching areas: Greek, New Testament

**Rev Dr Graham Stanton** \_\_\_\_\_ available: Mon, Tues, Thurs & Fri  
 CO-ORDINATOR, IN-CONTEXT LEARNING & ext 919 e: g.stanton@ridley.edu.au  
 CENTRE FOR CHILDREN’S AND YOUTH MINISTRY  
 teaching areas: Spiritual Formation, Field Education, Youth Ministry

**Rev Dr Canon Richard Trist** \_\_\_\_\_ available: Monday–Thursday  
 DEAN, ANGLICAN INSTITUTE ext 924 e: r.trist@ridley.edu.au  
 teaching areas: Field Education, Ministry Skills

## staff

**Karl Birchley**  
 PRODUCTION ASSISTANT  
 ext 933 e: k.birchley@ridley.edu.au

**Katrine Bramley**  
 REGISTRAR  
 ext 915 e: k.bramley@ridley.edu.au

**Natalie Brough**  
 ASSISTANT REGISTRAR  
 ext 914 e: n.brough@ridley.edu.au

**Jared Catchpoole**  
 ACADEMIC COUNSELLOR  
 ext 913 e: studentsupport@ridley.edu.au

**Wayne Chan**  
 VIDEO PRODUCER  
 ext 933 e: w.chan@ridley.edu.au

**Kathryn Shedden**  
 RECEPTIONIST  
 ext 800 e: info@ridley.edu.au

**Andrew Morley** (parental leave replacement)  
 PA TO THE PRINCIPAL & EXECUTIVE OFFICER  
 ext 904 e: a.morley@ridley.edu.au

**Jane Daw**  
 MARKETING & COMMUNICATIONS OFFICER  
 ext 937 e: j.daw@ridley.edu.au

**Nadia Dehbozorgi**  
 MOODLE ADMINISTRATOR  
 ext 916 e: moodleadmin@ridley.edu.au

**Alison Flynn**  
 ASSISTANT REGISTRAR  
 ext 914 e: a.flynn@ridley.edu.au

**Alison Foster**  
 ASSISTANT LIBRARIAN  
 ext 905 e: library@ridley.edu.au

**Lloyd Franklin**  
 FACILITIES MANAGER  
 ext 911 e: l.franklin@ridley.edu.au

**Paul Game**  
 FINANCE OFFICER  
 ext 900 e: accounts@ridley.edu.au

**Ms Roxan Fabiano**  
 EXECUTIVE OFFICER  
 ext 912 e: b.harris@ridley.edu.au

**Diane Hockridge**  
 EDUCATIONAL DESIGNER  
 email: d.hockridge@ridley.edu.au

**Ruth Millard**  
 LIBRARIAN  
 ext 905 e: library@ridley.edu.au

**Katherine Urwin**  
 ADMISSIONS OFFICER  
 ext 929 e: admissions@ridley.edu.au

**Shirley Zhou**  
 MANAGEMENT ACCOUNTANT  
 ext 932 e: s.zhou@ridley.edu.au

# ridley student committee

The Ridley Student Committee (RSC) is a group of students who wish to serve the students and faculty in many aspects of Ridley's community life. There are ten student positions for the RSC. In 2018, six students are serving, and the chapel coordinators are also able to be part of the committee if they so choose:

Chair: \_\_\_\_\_ Jess Naylor-Tatterson

Vice Chair: \_\_\_\_\_ Albert Young

Treasurer: \_\_\_\_\_ Luke Pederson

Secretary: \_\_\_\_\_ Donovan Jasper

Library Rep: \_\_\_\_\_ Debbie Lesleighter

General members:

Steph McDonald, Hayley Rumble and Flyck Clift

Chapel Coordinator \_\_\_\_\_ Michael Phillips

Chapel Music Coordinator \_\_\_\_\_ Donovan Jasper

The RSC organises many aspects of student life at Ridley, and the team serves under a number of portfolios:

Prayer and Mission

Social Events

Seminars and Debates

Communications (including the Ridley Log Newspaper)

Facilities

If you would like to help in any of these ways, please inform any member of the committee or contact the RSC on [rsc@ridley.edu.au](mailto:rsc@ridley.edu.au)

The RSC also manages the student lounge and the outdoor table tennis. The lounge is always stocked with tea, coffee and milk for whenever you need it during semester, and table tennis equipment is stored in the student lounge.

If you have any suggestions for the RSC, or simply want to contact them for questions or clarifications, please contact them in person or via email on [rsc@ridley.edu.au](mailto:rsc@ridley.edu.au), and they will get back to you shortly.

## governing body

Ridley College is governed by a Board consisting of Anglican clergy, the Principal, business and academic advisers, faculty and student observers. The Board is responsible for overall policy and the appointment of staff.

The present members of the College Board are:

### President

The Most Revd Dr Philip Freier, BAppSc, DipEd, MEdSt, PhD, BD

### Chair

Prof Greg Baxter, BSc (Hons) PhD

### Principal

Revd Dr Brian Rosner, BA (Hons), ThM, PhD

### Deputy Chair

Revd Sandy Jones, Cert IV (BusMgmt), BTh, DipMin, SRN, RCC, FAIM

### Members

Mr Geoff Buchanan, LLB, BCom, FAICD, FGIA, FCIS

Mr Andrew Canobi, BA, CFA

Revd Mark Chew, BComm(Hons), GDipAppFin, GDBM, MDiv

Mrs Tanya Costello, BA, LLB

Prof Ian Harper, BEcon(Hons), MEc, PhD, FASSA, FAICD

Revd Dr Wei Han Kuan, BA, LLB(Hons), MDiv, ThD

Mrs Moana Overton, BMs(Hons), CA

Revd Canon David Williams, MBBS, BTh, MA, MSc

### Secretary of the Board

Ms Roxan Fabiano (Executive Officer)

# ridley administration

## act enrolment

Students should pay special attention to their enrolment details when they enrol at the start of the year/semester. Incorrect enrolment with the Australian College of Theology (ACT) may cause a delay in the receipt of results, a failure in the unit or may delay graduation.

It is each student's responsibility during the year to ensure that they are enrolled in the correct unit/s.

As a final check each student will receive a Confirmation of Enrolment in ACT Units form during week 3 of each semester or on day 2 of units run in extensive/intensive mode. These forms need to be returned with any changes to the Registrar's Office before the census date for the unit/s.

Students who are unsure of their enrolment details or need to vary their enrolment should immediately contact the Registrar's Office so that their unit/course/contact details can be adjusted. In order to vary or withdraw from units, students **MUST** complete a Variation of Enrolment form and submit it to the Academic Counsellor in the first instance, or Registrar's Office, as soon as possible. The forms are kept in the brochure rack in the Academic Counsellor's Office or can be downloaded from the Virtual Registrar's Office <http://online.ridley.edu.au/mod/course/view.php?id=95>

A copy of the 2018 Variation of Enrolment policy is given to each student as part of their

enrolment pack. This policy outlines the dates and any penalties involved in varying enrolment details throughout the year. This policy can also be found at <http://online.ridley.edu.au/mod/course/view.php?id=95> or in the brochure rack in the Academic Counsellor's Office.

**please note:** even if no payment has been made, students may still be liable for the fees incurred.

## marks

The following marking system applies to all assessments:

percentage	level (as used by the ACT)
95+	HIGH DISTINCTION
90-94	
85-89	
80-84	DISTINCTION
75-79	
70-74	CREDIT
65-69	
60-64	
55-59	PASS
50-54	
40-49	FAIL
0-39	

Please note that any student is entitled to request a review of an assessment if they believe they have grounds to query the mark awarded; the first step in this process should be to speak informally with the lecturer. Such requests must be made within 25 days of return of the marked assessment, and a response will be given to the student within 15 days of their request. If there are still concerns after this initial response, the student is then entitled to take the matter either informally or formally to the Academic Dean. Ridley's policy in this area is governed by the ACT Grievance Resolution Policy; the full policy is available on the ACT website at <http://www.actheology.edu.au/documents/> click on *Students*

Students also need to be aware that all marks are submitted to ACT-appointed moderators for approval each semester, and may be adjusted under external moderation.

## results

At the conclusion of each semester, students' results and academic progress are discussed at the Board of Studies meeting. At the conclusion of this meeting, results and sample assessments from each unit are submitted by the Registrar's Office to the ACT-appointed moderator for each field of study. Upon completion of the moderation process, the ACT releases student results electronically. Students should ensure that they have settled any outstanding fees, library fines (and for new students, completed their application process) before this date to ensure that they receive their results without delay. Students can access their results online via TAMS (Theological Academic Management System) at:

[http://tams.act.edu.net.au/php/student\\_summary.php](http://tams.act.edu.net.au/php/student_summary.php)

*username:* ACT student number in full

*password:* date of birth and student number in the following format (include the slash for birth date; no spaces): dd/mm followed by the last three digits of student number  
e.g dd/mm###

Students should be able to access their results by:

semester one: early July

semester two and full-year units: early December

semester three: to be confirmed > late March/early April

Please note that a hard copy transcript of results will only be posted to students by the ACT following completion of their degree or diploma, or if they have undertaken unit/s of study as external cross-institutional students. Certified copies of transcripts may be requested directly from the ACT at any time for a small administrative fee.

## special consideration

Students who are adversely affected by medical or compassionate circumstances when examinations are approaching should evaluate beforehand their capacity to complete the examination, and should not undertake it if they believe their performance will be affected. In these circumstances an application for a deferred examination should be submitted in advance of the examination to the Registrar's Office with a medical certificate or other supporting documentation. If a student makes the decision to sit the examination, they will be marked on the basis of the work submitted and their circumstances cannot be taken into account. The only exception to this will be when a student is incapacitated in some way immediately prior to or during the examination, in which case a deferred assessment may be granted. In these circumstances the student should present a medical certificate or other supporting documentation as soon as possible after the incident. The Registrar's Office will re-schedule the examination at an appropriate time following such instances.

## examinations

On-campus examinations are generally held on the same day/time as the lecture unless otherwise stated on the exam timetable. The exam timetable is displayed on College noticeboards and the website at least four weeks prior to the scheduled exam week. It is each student's responsibility to check the exam timetable for dates and times.

Ridley Online examinations may be online assessments which students can complete during a specified 'exam window', may be traditional pen-and-paper examinations undertaken individually under the supervision of an appropriate supervisor known to the student, or, for students living in proximity to the College, may be undertaken with the on-campus class. Ridley Online students are notified of procedures for organising their exams each semester via the online learning platform.

## attendance requirements

Ridley College expects all on-campus students to attend at least 80% of the classes in which they are enrolled. It is expected that students will also meet the assessment criteria for these units. Students who fail to meet the attendance requirements of a unit will be at risk of failing the unit. Students should contact the Registrar's office if they are unable to attend a class/es. Please note that individual classes may have additional attendance requirements. For Ridley Online students, 80% participation in online forums is an expectation of enrolment and a component of assessment.

## cancellation of units

Ridley reserves the right to vary, re-schedule or cancel timetabled units when necessary and we endeavour to keep students informed of changes or cancellations to units. Students who need to change their enrolment due to a unit cancellation or variation in the timetable will not attract financial or academic penalties.

# change of details

If you change your name, address, become an ordination candidate etc, during the course of your studies, it is vital that these details are updated with the Registrar's office. This will ensure that you receive important information at the correct address and are included on the appropriate mailing lists, which will avert oversights, delays and frustrations.

# class sizes

Ridley aims to keep classes at a size that best suits the type of student interaction required for the unit. Units may be varied or re-scheduled if insufficient or greater than expected enrolments are received.

# communication

It is important that students endeavour to keep themselves fully informed of all matters pertaining to their studies. To facilitate this, students should regularly check Ridley Online, and on-campus students should also read the noticeboards located at the entrance to college, student lounge, and library. From time to time important messages will be emailed. Please let the Registrar's Office know of any changes in contact details. The Marketing & Communications Officer also sends out a weekly email detailing events for the coming week, prayer points etc during the semester.

# fees

Course fees are invoiced at the beginning of each semester (semester one: February, semester two: July, semester three: November) and are due and payable by 31 March (semester one) 31 August (semester two) and 8 December (semester three). Various methods of account payment are available, which are detailed on the invoices.

For information regarding our refund policy please refer to the Ridley College Variation of Enrolment Policy at <http://online.ridley.edu.au/course/view.php?id=95#section-3> or available from the Registrar's Office.

Fees for units which continue for the whole year are payable in semester two. Fees for units run in intensive/extensive mode may be invoiced separately, and details of payment will be listed on the invoice.

Ridley may use the services of its accredited mercantile agency for collection of any overdue fees; however, in particular cases, the Principal may exercise discretion for the fee collection to be handled internally. To discuss the possibility of payment of fees by instalment plan, please contact our Accounts department.



## 2018 tuition fees

### AUSTRALIAN STUDENTS

Diploma: ( <i>DipMin [pathway one]</i> ) . . . . .	\$1,760 per 4cp unit
Undergraduate . . . . . ( <i>DipTh, DipMin, AdvDipTh, AdvDipMin [pathway two]; AssocDegTh, BChrStud, BMin or BTh</i> )	\$2,200 per 4cp unit
Graduate ( <i>GCDiv, GDDiv, MMin or MDiv</i> ): . . . . .	\$2,200 per 4cp unit
Postgraduate coursework ( <i>MA[Theol] or MA[Min]</i> ): . . . . .	\$2,200 per(4cp)/ \$3,300 per (6cp)
Postgraduate research part time ( <i>MTh, DMin, PhD, ThD</i> ): . . . .	\$3,840 part-time mode per semester
Postgraduate research full time ( <i>MTh, DMin, PhD, ThD</i> ): . . . .	\$7,680 full-time mode per semester
Study Tour (all students):. . . . .	\$7,000

### OVERSEAS STUDENTS

Diploma: ( <i>DipMin [pathway one]</i> ) . . . . .	\$1,920 per 4cp unit
Undergraduate: . . . . . ( <i>DipTh, DipMin [pathway two], AdvDipTh, AdvDipMin, AssocDegTh, BChrStud, BMin or BTh</i> )	\$2,400 per 4cp unit
Graduate ( <i>GDDiv, MMin or MDiv</i> ): . . . . .	\$2,400 per 4cp unit
Postgraduate coursework ( <i>MA[Theol] or MA[Min]</i> ): . . . . .	\$2,400 per(4cp)/ \$3,600 per(6cp)
Postgraduate research part time ( <i>MTh, DMin, PhD, ThD</i> ): . . . .	\$4,400 part-time mode per semester
Postgraduate research full time ( <i>MTh, DMin, PhD, ThD</i> ): . . . .	\$8,800 full-time mode per semester

## other fees

### RIDLEY ONLINE STUDENTS

Ridley Online students are responsible for their own internet connection, and for return postage of any books borrowed from the library. The library pays for postage to students.

### AUDIT STUDENTS

Students auditing a unit/s (participating in learning but not submitting assessment or receiving academic credit) pay 80% of the tuition fee. This mode of study is available for both on-campus and online students. Please note that FEE-HELP is not available to auditing students.

### ANGLICAN INSTITUTE TRAINING FEE

Candidates for ordination for dioceses other than those in the Diocese of Melbourne will pay an annual ordination training fee of \$1,600 (\$800 per semester).

### VARIATION OF UNIT ENROLMENT FEES

Students making alterations to their unit enrolment may be charged administration fees if these alterations occur after the administrative deadlines throughout the semester - these fees are set annually by the ACT and may include a \$130 fee for adding/substituting units. For full details, please see the applicable Variation of Enrolment policy, which is provided to students each semester with your invoice and is available from the Registrar's Office and online.

## fee-help

Ridley students are eligible to access financial help from the Commonwealth Government to help pay their tuition fees.

FEE-HELP provides most students with a loan of up to \$100,879 (indexed each year) over their lifetime towards their tuition fees. The fees are paid by the Government to the ACT (the Higher Education Provider). Student may pay back the debt at any time, but must do so when their taxable income reaches \$55,874 (2017-18 figure, indexed each year in line with the CPI).

To be eligible for FEE-HELP a student must:

- be an Australian citizen (permanent residents, including New Zealand citizens are not eligible) or the holder of a permanent humanitarian visa or the holder of a permanent visa who is undertaking bridging study for overseas-trained professionals. If you fall into the last two categories you must also be resident in Australia for the duration of the unit
- have completed Ridley's application and enrolment procedures by the appropriate deadlines
- have lodged their separate FEE-HELP Application Form (ECAAF) online before the appropriate census date

There is a 25% loan fee each time a loan is taken out for undergraduate units of study, such as the undergraduate degrees BTh and BMin. There is no loan fee on assistance for units of study in the graduate and postgraduate courses, such as the Graduate Diploma, Master of Divinity, the Master of Arts (Christian Studies/Ministry/Theology) and research degrees.

FEE-HELP may be taken even if a student has a HECS debt.

## 2018 FEE-HELP administration dates

semester one: 9 March

semester two: 27 July

semester three: 23 November

Please note that extensives and intensives may have special FEE-HELP Administration dates.

No FEE-HELP applications can be accepted after these dates.

For further information on FEE-HELP:

- contact the Registrar if you have any questions.
- government website: <http://studyassist.gov.au/sites/studyassist/helpayingmyfees/fee-help/pages/fee-help->
- or visit the ACT website : <http://www.actheology.edu.au/>

## scholarships and bursaries

Scholarships and Bursaries are either awarded for a full year or by semester and may be received as full or partial remission of fees or a living allowance. If taken as a living allowance this will be included in your taxable income.

In 2018 Scholarship and bursary applications close on:

16 February for semester one/full-year consideration

6 July for semester two consideration.

2 November for semester three consideration.

All scholarships and bursaries are means tested, and both current and prospective students are welcome to apply. The scholarships and bursaries available in 2018 are:

**Hunter Scott Scholarships**

Available for training of ordinands or ordained ministers.

**Ellen Margaret Taylor Bursary**

Available to women from the country who wish to study theology at degree or postgraduate level. The bursary is awarded on the basis of excellence, to a student for whom study would not be possible without financial assistance.

**Ridley College Scholarship for Indigenous Students**

Available for students of Aboriginal and Torres Strait Islander descent who are eligible for (but not necessarily claiming) Centrelink's Abstudy allowance.

**Frederick Roper Scholarship and Sarah Pendlebury Bursary**

Available in situations of financial hardship or financial difficulties or insufficient means.

## international student information

Ridley warmly welcomes students from overseas and is registered through the Australian College of Theology with the Commonwealth Register of Institutions and Courses for Overseas Students (CRICOS provider code: 02650E). Overseas students studying at Ridley must provide supporting documentation that they have attained the required IELTS (International English Language Testing System) score applicable to their chosen course of study. Details of language requirements may be obtained from the Registrar's office.

The following Student Visa conditions apply:

"Students must maintain full-time enrolment in a course listed on CRICOS, and must also satisfy other course requirements, all of which can only be demonstrated by reference to information from the provider (Ridley College). If a student fails to satisfy course requirements, Ridley must report this to the Department of Immigration and Border Protection. This is a legal requirement, and no exceptions can be made. Students must also inform Ridley College of any change to their contact details."

A copy of the ACT Overseas Student Handbook will be forwarded to international students as part of their enrolment information, and can also be downloaded from the Australian College of Theology website: <http://www.actheology.edu.au/documents/> click on *Handbooks*

Overseas students are strongly encouraged to visit the Department of Immigration and Border Protection website: <http://www.border.gov.au/> to make sure they comply with student visa regulations. Once an overseas student's application has been approved, a Confirmation of Enrolment document will be issued by the Australian College of Theology to enable the student to apply for a student visa.

# interested in ordination?

Students considering ordination should speak to one of the faculty ordination advisers (Rev Richard Trist and Rev Anthea McCall) as early as possible in their studies. Various dioceses have quite significant lead times and processes, and our experience has been that the sooner students can settle on vocational goals, the greater the benefit from their course and co-curricular learning. Those considering ordination are reminded that the Diocese of Melbourne, for instance, requires a four year, full-time equivalent programme. A fourth year of study to fulfil diocesan requirements must be undertaken in addition to the three-year BMin/BTh/MDiv/MMin programs.

## ordination candidates

A number of dioceses in the Anglican Church of Australia and the Australian Defence Force entrust their ordination candidates to Ridley College for their training and ministry formation. This is a significant responsibility which Ridley takes very seriously. Dioceses receive annual reports from Ridley on each ordination candidate. In addition to required academic courses, ordination candidates have the opportunity to participate in a wide range of co-curricular activities to assist in their formation both in terms of their character and their skills. Students are encouraged to take responsibility for optimising their learning during their training period. Mondays have been set aside for the formation of ordination candidates with a short chapel service, lunch, Life and Ministry Groups and units of particular relevance to ordination candidates. All students are assigned a Faculty Ordination Advisor who will assist students as they grow and develop in character, knowledge and skills in preparation for ordained ministry.

The Diocese of Melbourne requires its candidates to complete certain academic and formational requirements which are outlined in full in their Handbook. These requirements are used as a standard for all ordination candidates and are taken over four years of full-time study or equivalent undertaken as a combined BMin /BTh, or for graduate students a combined Master of Divinity/Graduate Diploma of Divinity or Master of Ministry/Graduate Diploma of Divinity.

Requirements include:

- Studies in Language, Bible, Church History, and Theology, as well as courses in Pastoral Care, Preaching, Christian Worship, Evangelism, Ethics, Management and Leadership, Anglican Identity, Children's and Youth Ministry, Cross Cultural Ministry, and Clinical Pastoral Education (CPE).
- Participation in the Diocese of Melbourne's Supervised Theological Field Education (STFE) program. STFE requirements are arranged in consultation with the Director of STFE (Rev Richard Trist) and students need to speak to him in October of the preceding year. The general pattern is that students will complete a minor placement in their first year of acceptance as a candidate, then two major placements in the two ensuing years, and a minor placement in their final year. Late entry students are required to complete at least two major placements away from their home church. Students may gain credit for two units of STFE by enrolling in PC442/642 Congregational Field Education and PC443/643 Pastoral Care Field Education.
- Involvement in the Monday Anglican Institute program including chapel, lunch and Life and Ministry Groups as well as the annual ordination candidates and families weekend (mid-July).
- Participation in, and leadership of chapel teams together with preaching at Ridley.
- compulsory completion of the Diocesan Professional Standards Training seminars organised by the Diocese of Melbourne, and Christian Religious Education accreditation organised by Access Ministries according to their schedule.

- In order to integrate the various aspects of formation for ministry, candidates should meet with their ordination advisor at the beginning of each year and at the end of each semester.

An ordinands' surcharge applies in order to cover some of the costs incurred in the ordinands' programme. The Diocese of Melbourne pays this surcharge for its candidates. Other dioceses may pay this surcharge, but candidates will need to negotiate this, and other fees, with their own diocese.

## research projects and capstones

A research project or capstone experience is a compulsory component of the Master of Divinity and Master of Ministry awards, usually undertaken towards the end of a student's course of study. It is also possible, though not required, for Bachelor-level students to undertake an undergraduate-level project. Research projects may be worth 4cps (approximately 6,000 words) or 8cps (approximately 8,000 words).

Where a research project entails low risk human subject research, Ridley has a formal policy which must be adhered to - please see the Policies section later in this manual.

## student and library cards

All students receive a student card, which also incorporates their library card. All enrolled students will receive their student card in their enrolment pack by post in the week prior to the start of semester.

## unit descriptions and reading lists

Units of study are categorised within three major areas of study:

- Bible and Biblical Languages (units coded BB, LA, NT, OT, )
- Christian Thought (CH, TH, PE)
- Ministry and Practice (DM, EM, PC).

Unit descriptions and recommended text books can be found on the Ridley website at <https://www.ridley.edu.au/subjects/> under the appropriate areas of study.

Lecturers will distribute unit outlines at the beginning of each semester which will include a reading list. Copies of previous unit outlines and exams can be found in the Library.

Copies of the recommended texts are available in the Library.

## variation of enrolment

Students can vary their enrolled units by completing and submitting a Variation of Enrolment form to the Registrar's office. These forms can be located in the brochure rack in the Academic Counsellor's Office or from the virtual Registrar's Office <http://online.ridley.edu.au/mod/course/view.php?id=95>. **Please see the Variation of Enrolment policy** for dates, fees and penalties which apply throughout each semester (financial and academic). A brief summary of associated fees can also be found on page 16.

Confirmation of Enrolment (CoE) forms are distributed to students during week 3 of each semester, and day 2 of intensive or extensive units. If students are not in class during that week, their form will be emailed. Online students will receive their CoE forms by email. Students must verify and sign the CoE as a final check that their unit enrolment/s and other details are correct. These documents are retained by the College as a record of ACT enrolment. Delays in returning the forms impede detection of any errors which may result in unwanted unit fees. We request student compliance with returning these forms promptly.

# policies

As an affiliated College of the Australian College of Theology (ACT), Ridley College adheres to the policies set out by the ACT. These policies are available online at <http://www.actheology.edu.au/documents/> click on *Students* or from the Registrar's Office.

## student workload

Ridley College is a higher education provider preparing adults for gospel ministry. Students must ensure that their responsibilities outside college, including family, church and work commitments are managed such that they can devote sufficient time to their studies and the communal life of the College. Also underlying this principle is our aim to help train students in love for their classmates and staff, and concern for equity.

### expectations

We advise that students must allow one day for each unit that they undertake. This usually requires one hour of reading or work outside of class for each hour of class (most classes require an extra three hours of work). Assessments and exam preparation will require additional time

Students need to balance their ministry and/or employment alongside their study and the choice and number of units taken. Students must plan ahead and manage their College workload and other commitments (including ministry commitments) to ensure that they can attend classes and that assessments are submitted on time. Some assessment details are available in advance on the subjects page of the website. Unit outlines distributed in Week One of semester detail due dates.

Each semester includes 'Reading Weeks'. These are not holidays, but non-lecture weeks that are provided to ease the burden of study and allow for assessment preparation, reading, and study.

### course counselling and enrolment

For straightforward unit enrolments Ridley has developed a self-guided process to streamline enrolment each year. However all new students must attend a faculty interview. Continuing students can access course counselling by appointment with the Academic Counsellor. These are designed to assist students in planning their course progression, unit selection and advice on workload.

### lateness and absence from class

Attendance and willingness to participate in class are vital to learning, and students are expected to attend every class. Excessive absence or lateness is disruptive to others and undermines class dynamics and learning. Students are required to attend class from the designated starting time and lecturers monitor class attendance each week. Ridley Online students are required to participate in the weekly online forums in the same way that on campus students attend classes.

Where a student is unable to attend they are required to notify the Registrar's Office with an explanation, preferably before class. Excessive lateness or absence from class is sufficient reason for the lecturer to recommend the student's withdrawal from the unit, and the appropriate financial and academic penalties will apply.



# extensions and late penalties

The following policy was developed by the ACT in 2015 and is applicable to all ACT affiliated Colleges. This policy has been developed to ensure consistent application of penalties for the late submission of assessments in cases where no extension has been granted, and to provide consortium-wide guidelines in granting extensions to students with special circumstances.

## late penalties

Unless an extension has been applied for and granted in accordance with this policy, where a student submits an assessment past its due date the assessment marks will be reduced at the rate of 3% of the total possible marks for the assessment item per calendar day, up to 14 days late.

***For example: for an assignment worth 50%, a student receives a mark of 40/50. However the student has handed in their assignment 10 days late, incurring a 30% penalty, reducing their mark by 15/50 to 25/50.***

Students must complete all assessments in order to pass a unit. If a student has not submitted an assessment by the final date of the examination period of the semester in which the unit has been delivered for semester-length units and has not applied for an extension, the assessment will be deemed as a non-attempt, and consequently the student will receive a failing grade for the unit.

## extensions

The granting of an extension for an assessment item should only be granted in the case of special circumstances, and in proportion with the period of time and the impact that the special circumstances have had. The Academic Counsellor at Ridley handles all extension requests and may grant an extension if satisfied that special circumstances apply to the student that are:

- beyond the student's control; and
- make it impracticable for the student to complete the assessment/s during the period in which the student was to undertake the assessment/s.

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

Special circumstances that would make it impracticable for the student to complete the assessment instrument/s could include issues beyond the student's control in relation to:

1. medical circumstances; or
2. family circumstances; or
3. personal circumstances; or
4. employment related circumstances; or
5. course of study related circumstances.

All applications for assessment extensions at Ridley should be made via the Registrar's Virtual Office at [www.online.ridley.edu.au](http://www.online.ridley.edu.au) and should be submitted before the due date of the assessment item for which the extension is being requested. The Academic Counsellor may waive the time limit for making the extension request only if they are satisfied that it was not possible for the student to apply within the time limit.

Assessment extensions may only be granted if the assessment has not yet been attempted and submitted.



Each extension request will be examined and determined on its merits. The Registrar's Office will consider a student's claims, together with independent supporting documentary evidence that substantiates these claims. All extension requests made on medical grounds will normally require a doctor's certificate that covers the period in question.

Applications, together with all supporting documentation, should be held in the student's file. From time to time the ACT may conduct an audit of the application of this policy.

Assessments for which extensions have been granted must be completed within the period of extension granted by the Registrar's Office, which may be no later than the final date of the examination period of the semester in which the unit has been delivered for semester-length units. If further time is required, the student must apply for a Deferred Assessment, for which the deadline must be set by Ridley in accordance with the circumstances affecting the student. Reasonable alternate dates may be set by Ridley for units taught in intensive or extensive mode.

Heavy employment or study workload, church involvement and poor time management are not normally grounds for granting an extension.

## FEE-HELP recrediting

Students who withdraw from their enrolled units after the applicable census date may be eligible for re-crediting of their FEE-HELP accumulation for these units if the reasons which caused their withdrawal are unforeseen medical or compassionate circumstances, beyond their control and which have arisen since the census date passed. These applications must be made directly to the ACT FEE-HELP Recrediting Officer using the appropriate form available from the ACT website or from the Registrar's office. For full details of this ACT policy, please see the ACT website <http://www.actheology.edu.au/documents/> click on *Students*

## low risk human subject research

The following information sets out a common policy on minor cases of human subject research in our undergraduate and graduate degrees and diplomas. It also applies to higher degrees by research.

It is designed to cover surveys, formal interviews, focus groups, and any placements for the purpose of observing others (ie. some form of research). It does not cover placements in which a student is simply gaining experience in ministry (eg. as part of an ordination, missional leadership or chaplaincy stream). The latter will need to outline their principles and expectations to students separately.

The internal ethics sub-committee consists of Lindsay Wilson (chair), Tim Foster and Richard Trist. However, if you fit within the guidelines of our agreed principles, there is no need to make any application to our internal committee.

The National Statement on Ethical Conduct in Research Involving Humans (the statement can be found at [www.nhmrc.gov.au](http://www.nhmrc.gov.au)) issued by the Australian Government (last updated March, 2014) sets out 4 key guidelines:

- Research merit and integrity
- Justice
- Beneficence
- Respect

We seek to apply these principles as follows:

1. People must give informed consent. This would usually involve the lecturer preparing a form or letter setting out how this fits within a student's studies, asking for their written

permission (it can be done orally where appropriate, but this provides less protection for all involved). Subjects should normally sign a form indicating their consent, but it can be indicated in another way (eg. the return of a survey form).

2. Research on minors, Aborigines or Torres Strait islanders is explicitly excluded.
3. People should be given information (normally on Ridley letterhead) including the following:
  - contact information of the lecturer in charge of the unit (in case of feedback, further information wanted, or a complaint made).
  - that a person is free to withdraw from this research at any stage until the study is submitted for assessment.
  - how the information is going to be used confidentially and in a non-identifiable/de-identified way (ie. protecting their privacy).
  - what time and other expectations are involved. This must be very clear.
  - what feedback, if any, will be given. You would normally provide feedback, if requested, and you need to explicitly say so if you do not intend to do this.

Students should not administer any surveys, tests or questionnaires which have not been approved by the lecturer in the unit. They should remember that these are learning exercises as part of their initial studies and that they are not expert analysts. This requires humility and carefulness in reflections given to the subjects of the study. Their main task is to observe and learn, not teach and give advice.

## complaints and grievances

If you have a serious complaint, then it is better that you take some action. This is better for you, and better for the College. Students may make complaints in the following ways:

### complaints about academic matters

If you have a complaint about an academic matter, for example the quality of teaching, lack of clarity about expectations for assessment/s, or about your mark/s, then the first step is to talk to the lecturer involved. If you are not satisfied with the outcome of the initial discussion, you should submit a written (not emailed) complaint to the Registrar's office; you will receive a response within 30 days of receipt of the complaint.

If this does not resolve the complaint, then you should refer to the Australian College of Theology's Academic Grievance Policy available from the Registrar's Office, Library and online at <http://www.actheology.edu.au/documents/> click on *Students*

It is now policy at Ridley that students may appeal formally against the awarding of an assessment grade only when:

- the lecturer did not provide a unit outline as required; or
- the assessment requirements as specified in the unit outline were varied in an unreasonable way; or
- the student alleges the markers' judgement was not objectively applied because of prejudice against the individual candidate; or
- a student is of the view that a clerical error has occurred in the computation of the grade; or
- the student is of the view that due regard has not been paid to the evidence of illness or misadventure if submitted by the specified date; or
- the student is of the view that they have been disadvantaged in some way due to the conduct of their final examination.

In the event that a student passes an assessment but is dissatisfied with their grade, an appeal may only be permitted if the Academic Dean is satisfied that one or more of the above principles pertain to the appeal.

## complaints about non-academic matters

If someone has offended you, or you have some complaint, then the first step is to talk to the person concerned. If you are not satisfied with the outcome, you should submit a written (not emailed) complaint to the Vice Principal, who will respond within 30 days of receipt of the complaint. If you have a complaint about some aspect of College life, or about how you have been treated then please do let us know via the Registrar's office.

If you have forwarded a written complaint to the Vice Principal, and are not satisfied with the outcome, then you may make a formal complaint with the Ridley College Grievance Committee. Complaints forwarded to the Grievance Committee are dealt with according to the Australian College of Theology policy available from the Registrar's office and online at <http://www.actheology.edu.au/documents/> click on *Students*

## discrimination and harassment

Ridley College is committed to providing an environment that is free from discrimination and harassment of all kinds. All staff and students of the College are expected to comply with the College's policy.

### what is harassment?

Harassment is any offensive, belittling or threatening behaviour directed at an individual or group. Harassment is often focussed on the gender or sexual orientation, cultural or racial background, or disability, of an individual or group.

Harassment is behaviour that is unwelcome, unsolicited, usually unreciprocated and often (but not always) repeated. It makes the College, or association with it, unpleasant, humiliating or intimidating for the individual or group targeted by this behaviour. It can make it difficult for effective work or study to be done.

For harassment to occur, there does not need to be an intention to offend or harass. Moreover, harassment may be of a minor nature. Individual incidents may seem too trivial to warrant attention, or the person subject to harassment may seem unaffected. However, when the behaviour continues over a period of time and is not addressed, such behaviour can undermine the standard of behaviour generally in College.

Examples of harassing behaviour include:

- offensive physical contact, derogatory language or intimidating actions
- insulting or threatening gestures or language (overt or implied) or continual and unwarranted shouting
- unjustified and unnecessary comments about a person's capacities or attributes
- openly displayed pictures, posters, graffiti or written materials which might be offensive
- phone calls or messages on electronic mail or computer networks which are threatening, abusive or offensive
- persistent following or stalking within College, to and from College or elsewhere

Harassment is illegal. The Victorian Equal Opportunity Act and Racial and Religious Tolerant Act, and the Commonwealth Sex Discrimination Act, Disability Discrimination Act and Racial Discrimination Act covers various areas of unlawful discrimination and harassment. In addition serious racial or religious vilification is an offence in Victoria. Harassment in the College community is not acceptable and will attract disciplinary action.

### what can we do to prevent harassment in college?

- everyone in College has an obligation to ensure that their own behaviour cannot be seen as harassment. So be aware of your own behaviour and its potential impact on others. Without realising it, you may be putting someone under pressure. If you are not sure if you are making someone uncomfortable – ask.

- do not stay silent if you see one College member harassing another
- discourage jokes that degrade others
- if some aspect of College life seems to involve harassment, talk it over with the Registrar or a member of faculty

## how should you deal with harassment?

If you are harassed, deal with it as quickly as possible.

Talk to:

- the person who is harassing you
- a College contact person or adviser

Any complaints of harassment will be treated as serious and dealt with promptly by the College. The College's Grievance procedure outlines the procedure to be followed in all cases of Harassment except Sexual Harassment which are dealt with according to the Anti Sexual Harassment Policy and Procedures.

## sexual harassment

Sexual harassment is a particular form of harassment. The following definition has been published by the Human Rights and Equal Opportunity Commission:

'Sexual harassment is an unwelcome sexual advance, unwelcome request for sexual favours or other unwelcome conduct of a sexual nature which makes a person feel offended, humiliated or intimidated, and where that reaction is reasonable in the circumstances.'

Ridley College has adopted the following definition:

Sexual harassment covers a range of unwelcome, unsolicited and non-reciprocated behaviour which constitutes intentional or unintentional communication (verbal or otherwise) or physical contact of a sexual nature. It includes such unwelcome actions as:

- unwanted physical contact or gestures
- intrusive questions or insinuations about a person's private life
- comments, jokes or insinuations of a sexual nature
- sex-based insults or taunts
- persistent unwanted invitations of a personal nature
- implicit or explicit demands for sexual activities
- offensive communication of a sexual nature by means of a note, letter, telephone, computer, electronic-mail or any other means.

Sexual harassment that is also an offence under criminal law may be referred to the police.

Sometimes, someone may harass a person without realising that his/her actions or words constitute harassment. It is unlawful to harass someone, regardless of whether the harassment is intentional or unintentional.

Ridley is committed to:

- fostering an environment in which sexual harassment does not occur, and
- when it does occur, providing appropriate solutions

Different personnel work at each stage of this procedure. It is advisable in situations where a person who believes they have been harassed and the alleged harasser both seek sexual harassment advice, that they meet with different Sexual Harassment Advisers.

For details of the College's Sexual Harassment Advisers for 2015, please contact the Registrar's Office.

Students could also approach the Anglican Diocese of Melbourne and ask to speak to the Director of Professional Standards:

Ridley has adopted a **three-stage model of responding to complaints of sexual harassment:**

**stage one** – Advising (clarifying and informing)

A Sexual Harassment Adviser will:

- ✧ invite you to talk about the concerning incident/s
- ✧ help clarify whether or not the behaviour as described by you, constitutes sexual harassment, and if so: (a) discuss options and strategies with you, (b) offer to inform the alleged harasser of your concerns via a statement written by you.

**stage two** – Conciliation

A Conciliator will:

- ✧ contact the alleged harasser to invite him/her to participate in the process of conciliation
- ✧ invite the alleged harasser to write a short statement of response to the concern
- ✧ with the consent of both parties, begin the process of conciliation by meeting with both parties separately and/or together
- ✧ work towards establishing a mutually acceptable agreement.

**stage three** – Investigation and Determination

A Formal Investigation involves:

- ✧ making a formal complaint of sexual harassment
- ✧ convening an investigation panel to investigate the complaint and determine whether it can be substantiated
- ✧ imposing outcomes as a result of the findings.

## women in ministry & in ministry training

The position of the College in relation to gender and ministry training is that:

- a. We rejoice that men and women are equally made in God's image, given authority by God in his world, and called to imitate the Lord Jesus Christ and to be conformed to his likeness.
- b. We warmly welcome women and men as students, faculty, staff, and Board members.
- c. We are committed to the equal provision of identical training for women and men, training both women and men for any and every ministry and leadership role or ministry to which they may be appointed in the church or in the world.
- d. The question of the roles of men and women in ministry and leadership is one on which we accept a variety of views within the College. Similarly we accept a variety of views on such questions as who should be baptised, how churches should be governed, issues of Christian discipleship, the use of charismatic gifts, and details of the future hope. We accept that a range of views can be held on such questions without the integrity of a person as a biblically faithful evangelical Christian being called into question.
- e. This policy reflects the practice of the Anglican Church of Australia, and the Diocese of Melbourne.
- f. This policy also expresses the ancient advice: 'In matters that are essential, unity: in matters that are debatable, liberty: in all matters, love.'

In the light of this position the College:

1. Requires all faculty, teaching staff and students to affirm that men and women are equally created in God's image, and have the same human dignity, while allowing a variety of opinions on how gender impacts the ordering of marriage, family, church life, and society.
2. Encourages discussion and open debate on the structural relationships between men and women in lectures, informal discussion, conferences, the internet and other forums.

3. Requires all faculty, teaching staff and students to address this issue with particular sensitivity, and to respect the decisions that students and graduates have made about the ministry roles they aspire to or have accepted.
4. Expects a high level of academic rigour and encourages a high standard of scholarship on this issue. People are encouraged to read widely, question arguments, challenge exegesis and consider alternatives.
5. Will take appropriate action should it become aware of a breach of this policy.

The College will appoint board members and employ faculty, visiting lecturers and tutors who are able to affirm this policy and serve within these parameters.

Any student who feels aggrieved by the behaviour of any faculty, visiting lecturer, other student, member of staff, preacher, service leader, Board member, visitor to the College, supervisor appointed by the College, or contractor or employee of a contractor, with respect to this policy should follow the non-academic grievance procedure set out in the Student Manual.

# college community

## chapel and chapel teams

Corporate worship services are held in the chapel, on Mondays for the Anglican Institute, and on Tuesday–Thursday mornings for the whole College community. It is expected that all students on campus at the time will attend Chapel and take part in a chapel or music team. The services are planned and led by a team of students. All students and ordination candidates attending morning classes are expected to serve on chapel teams. Completing a Community Involvement form is part of the enrolment process completed via email at the start of semester, and hard copy forms are available throughout the year from the Registrar's office so that you can indicate how you would like to be involved in Chapel.

**contact person:** Rhys Bezzant p: 03 9207 4800 ext 921 or e: r.bezzant@ridley.edu.au

## community meals

Community meals are held in the dining room for lunch on Tuesdays and Thursdays and dinner on Wednesdays. Students are required to make a contribution payment of \$72.00 towards the cost of these meals for each day/evening chosen.

You can do this by indicating your payment method and meal/s through a secure Trybooking link provided to all students at the start of each semester. To ensure the provision of meals students must complete this step by the due date.

You may bring your own lunch and eat it in the dining room if you prefer.

Morning tea will continue to be provided Monday to Thursday at no cost to students.

Lunches on Monday and Wednesday are strictly for those in the relevant learning communities. There will be no contribution required for these meals.

At present our caterers, Hot Dish, can only cater for gluten free and or vegetarian. Please be aware that all food served at Ridley may have been processed, manufactured and or prepared alongside ingredients that are hazardous to those with food allergies, esp. those that are "highly allergic".

Therefore Ridley and Hot Dish cannot guarantee that food served at the college does not have elements of such ingredients. Given this risk we ask those with highly allergic food allergies not to eat food supplied at Ridley, they are however, welcome to bring their own food.



# computer access and email accounts

Several computers are located on the mezzanine level of the library for student use. To obtain a computer account, please fill in the Computing Declaration Form available from the Library staff.

**contact person:** the library staff on p: 03 9207 4800 ext 905 e: library@ridley.edu.au

## critical incidents

### medical concerns

Please notify the Main Office of any accidents that have occurred on campus, injuries sustained or students that were transported to hospital, as early as possible. If it is impractical for the affected student to pass on this information, then it is the responsibility of any accompanying student to make contact with the Main Office. This is important not only to ensure that appropriate action has been taken, but also for staff to have adequate and accurate information in situations where information needs to be communicated to emergency contacts.

### emergencies

We need to be prepared for emergency situations and critical incidents. Such instances are:

- serious contagious illnesses
- fire or explosion
- road traffic accident
- burglary/theft
- behaviour endangering life
- assault
- serious injury

In cases of fire alarm/fire, fire procedures must be followed according to the procedures below. In other emergency situations, contact must be made immediately with the Main Office. Students should then await instructions from staff/faculty. In an emergency situation when immediate assistance is required (eg. the police or an ambulance), an individual may first make contact with emergency services prior to informing the Main Office. Contact numbers in cases of emergency can be found on the cover of this Student Manual.

### fire

All students are required to familiarise themselves with the standard fire orders. Emergency procedures for fire are set out on a card in each lecture room.

#### **standard fire orders**

Upon discovery of a fire the following steps should be taken:

1. Rescue any person in immediate danger if it is safe to do so and close all doors as you exit.
2. If the alarm has not sounded call the fire brigade immediately by breaking the fire alarm glass and pressing the button. This is located on the wall outside the Cole Room.
3. Ring the fire brigade immediately on 11441 or 000 giving address and details of fire.
4. Contact the Main Office (ext 800).
5. Approach fire with the appropriate extinguisher only if safe to do so.

Upon sounding of the alarm all students shall:

6. Evacuate to assembly point: Lawn outside Dining Room
7. Indicate your presence when your lecturer conducts a roll call to ensure everybody is accounted for.
8. Remain at the assembly point until advised by the fire brigade to return.



# student personal integrity & behaviour

approved 2 October 2017

Unlike universities, Ridley is not just an academic community but also a confessional community. As a confessional community, we share a set

of core beliefs that are grounded in the Bible and centred on Christ. These beliefs determine certain standards of integrity and behaviour which

are expected of our students.

Many of these standards are expressed in a code of conduct document produced by the Anglican Church of Australia called "Faithfulness in

Service". This booklet provides a range of standards expected of those in ministry which are set within a theological context and contain helpful

guidelines that promote integrity and holiness.

The full document can be found here: [https://www.anglican.org.au/data/Faithfulness\\_in\\_Service\\_Consolidated\\_-\\_November\\_2016.pdf](https://www.anglican.org.au/data/Faithfulness_in_Service_Consolidated_-_November_2016.pdf)

## EXPECTATIONS

In addition Ridley expects its students to:

- Profess Christian faith.
- Follow a lifestyle that expresses Christian and biblical values and standards.
- Be active members of a Christian church.
- Adhere to the standards of "Faithfulness in Service" and the churches (and other agencies) in which they worship and with whom they may serve in the future (please see below).
- Be willing to be challenged in their Christian commitment, and to be trained for good ministry.
- Disclose any criminal record.
- Respect the rights of others, including students, Ridley staff, faculty, equipment and property.
- Agree to pay for any damage or loss caused to Ridley property or resources.
- Use social media responsibly and with consideration for Ridley faculty and staff, other students and the college's reputation.
- Comply with all applicable federal, state and local laws and regulations.
- Not engage in any kind of harassment, bullying or abuse of other students or their families (including in online learning spaces).
- Adhere to the Ridley communication guidelines for using online learning spaces provided by Ridley.
- Always ask permission before recording (audio or video) any college activities or events, including recording during classes.
- Maintain a satisfactory standard of diligence and academic progress.
- Attend at least 80% of classes, or online equivalent, in each unit, and meet assessment requirements.
- Respect intellectual property and avoid plagiarism.
- Pay all fees and other costs on time.
- Respond promptly to requests from the College administration

### The following additional expectations apply to students studying on campus:

- Agree to take part in community life at Ridley.
- Agree not to consume alcohol in public spaces except when served as part of an approved function.
- Participate in chapel: it is expected that all students undertaking morning classes on campus attend Ridley chapel daily and take part in a chapel team or music team.
- Participate in life and ministry groups during your first year: students should normally recognise their local church as their primary centre of care and support. It is expected that students attending on campus with a 75% of full-time load or more join a life and ministry group. Students with a half-time load are eligible to participate in a group if there is a vacancy.

**Ridley College reserves the right to vary these expectations in individual cases.**

Some of the key points of the “Faithfulness in Service” referred to above are:

- You are not to abuse your spouse, your children or other members of your family.
- You are to be responsible in your use of alcohol and other mind-altering or addictive substances.
- You are not to use any prohibited substance.
- You are not to take property belonging to others, including intellectual property.
- You are not knowingly to make statements that are false, misleading or deceptive.
- You are not knowingly to use offensive language.
- You are to be chaste and not engage in sex outside of marriage (where marriage is defined as between a male and a female) and you are not to engage in disgraceful conduct of a sexual nature.
- You are not to view, possess, produce or distribute restricted material containing sex or nudity without a legitimate purpose.

**CONSEQUENCES**

All students must agree to abide by these personal integrity and behaviour standards and expectations. Ridley understands that Christians may struggle with aspects of integrity and behaviour from time to time. Students are encouraged to seek help from the Dean of Students, pastors of their own church, their Life and Ministry Group (LMG) faculty leader, or Learning Community Dean, or Dean of Ridley Online.

Should you find yourself in breach of these expectations our desire is to support you. Students who are found to be in breach of these standards and expectations will be provided with support and referred to appropriate counselling. However, the college reserves the right to suspend a student or to require they leave the college where the misbehaviour is deemed by the Principal to be serious. learning communities Ridley offers a number of learning communities which tailor teaching, formation and learning to the needs of different students in conjunction with our Common Core.

# learning communities

Ridley offers a number of learning communities which tailor teaching, formation and learning to the needs of different students in conjunction with our Common Core.

## common core

Everybody who trains at Ridley studies a common core. These key units provide the knowledge and skills which we believe are essential for formation and training in ministry. The Common Core includes biblical studies, hermeneutics, Christian thought, cross-cultural training and evangelism.

## anglican institute

**Dean:** Rev Canon Richard Trist p: 03 9207 4800 ext 924 e: r.trist@ridley.edu.au

The Anglican Institute trains men and women for ordination in the Anglican Church of Australia, especially the Diocese of Melbourne. All ordinands must participate in the Anglican Institute throughout their time at Ridley, and those who are considering ordination or participating in the Year of Discernment are welcome to join as Associate Members.

Application forms to join the Anglican Institute are available from the Registrar's Office or from the website [www.ridley.edu.au/current-students/forms/](http://www.ridley.edu.au/current-students/forms/) Completed forms should be submitted to the Registrar's Office.

## missional leadership

**Dean:** Rev Dr Rhys Bezzant p: 03 9207 4800 ext 921 e: r.bezzant@ridley.edu.au

The Missional Leadership learning community is for those preparing for non-ordained ministries. It includes training for evangelists, church planters, youth and children's ministry, educational and other chaplaincy ministries, AFES/IFES workers, pastoral workers, those ministering in indigenous, ethnic and rural settings, seniors' ministry, and pastors from other denominations. Application forms to join the Missional Leadership learning community are available from the Registrar's Office or from the website [www.ridley.edu.au/current-students/forms/](http://www.ridley.edu.au/current-students/forms/) Completed forms should be submitted to the Registrar's Office.

## online learning

**Dean:** Dr Andrew Malone p: 03 9207 4800 ext 906 e: a.malone@ridley.edu.au

Ridley offers an online learning community which delivers content, reading and interactive group learning designed to connect with your ministry context. It is possible to complete one to three year undergraduate or graduate degrees via online learning, and to undertake studies over three semesters per year.

## global mission

**Contact:** Claire Livingstone p: 03 9207 4800 e: c.livingstone@ridley.edu.au

The Global Mission learning community is for those training to serve in gospel ministry overseas; it offers advanced cross-cultural mission studies that takes the basic core training to a 'vocational level', prepares people for admission to missionary candidature and provides a research base for missiological enquiry.

## marketplace ministry

**Dean:** Mr Andrew Laird e: a.laird@ridley.edu.au

The Marketplace Institute is a centre of teaching, conversation, research and resources, dedicated to bridging the Sunday / Monday divide.

# life and ministry groups

Life and Ministry Groups are organised by the College to provide pastoral support for students. Ordination candidates are required to attend these groups. Students who are full-time or have a 75% load are automatically allocated to a group led by a faculty member. Students with a 50% load or more may, if they wish, elect to join a life and ministry group. This should be done via the Community Involvement step in the enrolment email received at the start of semester. or by conversation with Anthea McCall throughout the semester.

Students are encouraged to attend the life and ministry group meetings to which they have been allocated. These groups meet at 1.10pm on Wednesdays with specific groups on Mondays for the Anglican Institute and Wednesdays for Missional Leadership and Global Mission students. Ridley recognises a student's church as their primary centre of care and support.

**contact person:** Anthea McCall on p: 03 9207 4800 ext 909 or e: a.mccall@ridley.edu.au

## ridley logos resources

Semester one 2018 students are currently provided with Logos Bible Software resources which provides students with access to many of their textbooks, as well as Bibles, commentaries, original-language texts and tools, theological dictionaries, and Bible encyclopaedias.

If you have queries about about Logos, please email Nadia for assistance at [logos@ridley.edu.au](mailto:logos@ridley.edu.au)

## student lounge

The student lounge located on the ground floor of Baker, is available for all students. Please feel free to use it for making coffee/tea, reading the paper, heating lunch etc. It is the responsibility of students to maintain the tidiness of these facilities.

## parking

Please note that there is no parking available for students on campus unless disabled access is required. Parking within the grounds is reserved for staff and visitors only. For further details about travel to College, please see the website [www.ridley.edu.au/about-ridley/location-and-parking/](http://www.ridley.edu.au/about-ridley/location-and-parking/)

## occupational health and safety

### footwear in the dining room and kitchen

Health regulations require students to always wear footwear when in the dining room or kitchen.

### smoking

Smoking is not permitted in any college buildings, including on verandas and under the eaves.

### ball games, skateboards and rollerblades

To maintain safety and limit damage to College property, the use of skateboards and rollerblades is prohibited anywhere in College. Ball games are not permitted, but can be played in the park diagonally opposite the roundabout near Walker Street.



# guidelines for essays and projects

The following guidelines regarding the presentation of essays and projects at Ridley are adapted from those supplied in the ACT Student Handbooks. Even greater detail can be found in *The SBL Handbook of Style*, available through the library in print and as an eBook. These notes represent the preferred style at Ridley as well as the guidelines to be followed in submission of essays and projects. This format applies to all written work at Ridley.

**Note that these expectations were substantially updated in 2015.**

## 1 lodging assessment

### 1.1 electronic submission

All assessment is submitted electronically. Every unit has an online assessment space (through our Ridley Online platform); your enrolment details should automatically grant you access to every unit in which you are enrolled. Each unit will have an 'assessment section' at the bottom of the page. There should be an obvious link to each assessment item such as 'SUBMIT ESSAY'.

Documents should be uploaded as PDFs. The internal formatting of your document is set out in the following pages. The file name should always follow this format:

**student number\_unit code\_assessment type\_topic**  
(e.g. 201512345\_OT302\_essay\_wisdom)

Where there are more than one of the same kind of assessment, specify this in assessment type (e.g. 201512345\_TH601\_essay2\_christology).

Assessment deadlines are automatically time-stamped. Most units will allow resubmission of documents, in case you make a mistake, but late (re)submissions will be flagged as such and penalised accordingly. Assessments that require resubmission, e.g. because of poor formatting, are also subject to late penalties. Be aware that the due time of assignments may vary from class to class, though most are likely to have an 11:55pm deadline (Melbourne local time).

Assessments are not usually accepted by email or fax, and will only be allowed by prior arrangement with the Registrar's Office. Difficulties with electronic submission (preferably before 11:55pm on the due date!) should be addressed to the Registrar's Office.

### 1.2 penalties for late work

If an assessment is uploaded late (ie. without an extension, after any extension has expired, or for revision), then the following adjustments will apply. *These penalties are mandated by the Australian College of Theology.*

- Assessments are penalised at the rate of 3% for every day late – 3 marks will be deducted from every 100 for each 24-hour period past the deadline.
- There is no safety policy that prevents failing. It is a bad idea to submit four days late an assessment worthy of 60% ( $60\% - 4 \times 3\% = 48\%$ ).
- An assessment may be submitted more than two weeks beyond its due date (or extended date), although a mark of zero is automatically recorded.
- Because all assessment items must be attempted, failure to submit an assessment will normally constitute an automatic fail for the whole unit.

Where a submitted assessment is not of acceptable length or format (see below), the assessment will be returned to you. You must revise and resubmit your assessment and it will incur any applicable late penalty.

## 1.3 extensions

Extensions are granted only in certain circumstances. Application is made to the Academic Counsellor rather than to your lecturer and is best done as early as possible. Extensions are requested using the online form in the virtual Registrar's Office page of Ridley Online. The Australian College of Theology has released strict guidelines about the timing and circumstances of extensions which are detailed in their *Late Penalties Policy* available at [www.actheology.edu.au/documents/](http://www.actheology.edu.au/documents/) click on *Students* Hardcopies of this policy are also available from the Registrar's Office.

# 2 presentation summary

Although your primary task is to think and write clearly, the presentation of your writing also impacts your reader/s. Writing that is clearly and consistently presented and referenced allows your marker to focus on your argument. The remainder of these guidelines (§§3–6) contain helpful details on formatting your essays and projects. The salient points are summarised here in §2.

## 2.1 assessment elements

Every essay should include a title page, an abstract, the body of the essay, and a bibliography. A title page template can be downloaded from the Registrar's virtual office at <http://online.ridley.edu.au/mod/resource/view.php?id=4646>

Watch especially the length of your assessment. The body of the essay should be within  $\pm 10\%$  of the stipulated word count. For example, a 2,000-word essay should be between 1,800 and 2,200 words. Section 3.2 of this guide specifies other constraints on how many words may be verbatim quotations and how many are permitted in footnotes.

## 2.2 intellectual property

Virtually every essay should engage with primary and secondary sources. You need to reference these sources – whether from the Bible, other primary documents, or later writings – in an appropriate fashion.

Where you use someone else's words, you must identify your quotation and acknowledge your source. You should mostly digest others' ideas rather than quote them directly, but even then you must acknowledge where the ideas have come from.

Sources are indicated in footnotes. Footnote markers should ideally be reserved until the end of a sentence. You may include several references within a single footnote, separated by semicolons.



## 2.3 referencing summary

There are many kinds of works to reference, but four are the most common. You may need up to three different formats for each individual work you use.

### 2.3.1 books written by an author (*not edited collections or dictionaries*)

FIRST FOOTNOTE:	<sup>3</sup> Christopher J. H. Wright, <i>The Mission of God: Unlocking the Bible's Grand Narrative</i> (Nottingham: Inter-Varsity Press, 2006), 199–201.
LATER FOOTNOTE:	<sup>7</sup> Wright, <i>Mission of God</i> , 200.
BIBLIOGRAPHY:	Wright, Christopher J. H. <i>The Mission of God: Unlocking the Bible's Grand Narrative</i> . Nottingham: Inter-Varsity Press, 2006.

### 2.3.2 essays in an edited book

FIRST FOOTNOTE:	<sup>12</sup> Larry W. Hurtado, 'Following Jesus in the Gospel of Mark—And Beyond', in <i>Patterns of Discipleship in the New Testament</i> , ed. Richard N. Longenecker (Grand Rapids: Eerdmans, 1996), 15–17.
LATER FOOTNOTE:	<sup>16</sup> Hurtado, 'Following Jesus', 19–21.
BIBLIOGRAPHY:	Hurtado, Larry W. 'Following Jesus in the Gospel of Mark—And Beyond'. Pages 9–29 in <i>Patterns of Discipleship in the New Testament</i> . Edited by Richard N. Longenecker. Grand Rapids: Eerdmans, 1996.

### 2.3.3 journal articles

FIRST FOOTNOTE:	<sup>14</sup> James M. Hamilton Jr, 'Rushing Wind and Organ Music: Toward Luke's Theology of the Spirit in Acts', <i>RTR</i> 65 (2006): 29–32.
LATER FOOTNOTE:	<sup>21</sup> Hamilton, 'Rushing Wind', 17.
BIBLIOGRAPHY:	Hamilton, James M., Jr. 'Rushing Wind and Organ Music: Toward Luke's Theology of the Spirit in Acts'. <i>Reformed Theological Review</i> 65 (2006): 15–33.

The *SBL Handbook of Style* lists the standard abbreviations for common journals. You are not at liberty to compose your own abbreviations. (The latest edition of the *SBL Handbook* allows you to abbreviate journals also in the bibliography.)

### 2.3.4 dictionary or lexicon articles

FIRST FOOTNOTE:	<sup>34</sup> Michael F. Bird, 'Christ', <i>DJG</i> 116–118.
LATER FOOTNOTE:	<sup>39</sup> Bird, 'Christ', 123.
BIBLIOGRAPHY:	Bird, Michael F. 'Christ'. Pages 116–125 in <i>Dictionary of Jesus and the Gospels</i> . Edited by Joel B. Green, Jeannine K. Brown and Nicholas Perrin. 2nd ed. Downers Grove: IVP Academic, 2013.

The *SBL Handbook* lists the standard abbreviations for major dictionaries. You are not at liberty to compose your own abbreviations. It also permits you to provide just the abbreviation in the bibliography as well, but providing full details is good practice for other resources.

The many variations on these four kinds of works are detailed in the coming sections, including any electronic resources. Teaching staff are also happy to give advice.

Remember that Bible references are included within your sentences, like this (John 3:16) and are not placed in footnotes (unless you have a really long or complex list). You don't need to list the Bible in your bibliography.

## 3 presentation details

### 3.1 introduction

Your essay is marked primarily on content. However, presentation is important and the format and presentation should reveal clear thinking and careful organisation. Using a standard format such as the one outlined here will assist both you and your marker/s. In addition to what follows, careful attention should also be given to spelling, grammar and punctuation.

### 3.2 word limits

Your assessment should keep to the set length, within 10% variation. This count includes everything from the introduction through to the conclusion, including quotations and in-text references and any headings. (Included quotations must not exceed 10% of your essay.) The count does not include title page, abstract, footnotes or bibliography. Footnotes may not exceed 25% of the prescribed essay length. Failure to keep within the requirements for length will result in return of the essay for revision and resubmission, and late penalties will apply.

*worked example:*

- a 2,000-word essay must be between 1,800 and 2,200 words in total
- no more than 200 words should be verbatim quotations (and are counted in your word count)
- no more than 500 words should appear in footnotes (which are not counted)

Special word limits apply for MDiv and MA projects and for research theses; these limits are specified in the Guidelines for Projects documents available from the Registrar's Office.

Be aware of how your word processor calculates your word count. For example, Microsoft Word defaults to counting the whole document and including footnotes. You may need to select only the body of your essay and ensure that 'include footnotes' is disabled.

### 3.3 basic formatting

Please observe the following practices when formatting your essay:

- Use standard fonts such as Helvetica, Calibri or Times New Roman in 12-point size
- Double space the body of your essay
- Provide generous margins (2–3cm)
- Block quotations should be indented from both margins. They don't need quotation marks
- Footnotes and block quotations can be single spaced
- Number each page

Your filename should not include your name, and should always follow this format:

**student number\_unit code\_assessment type\_topic**  
(e.g. 201512345\_OT302\_essay\_wisdom)

Where there are more than one of the same kind of assessment, specify this in assessment type (e.g. 201512345\_TH601\_essay2\_christology).

## 3.4 general components

An essay should consist of the following essential components, each to begin on a fresh page.

### 3.4.1 title page

The title page should contain your ACT number, your course and unit, the full title or topic of the essay, the due date, the prescribed number of words and the actual word count in the body of the essay, calculated as described (§3.2 above).

Student Number:	201512345
Course:	MDiv
Unit:	OT501
Title:	What are the main themes of the Joseph story?
Date due:	17/9/2015
Prescribed word count:	2,000
Actual word count:	2,071

Please note that *your name should not appear anywhere within your document* (e.g. in headers/footers, in filename, in document information).

### 3.4.2 abstract

The second page of your submission should contain an abstract. An abstract is a piece of continuous prose, not numbered or bulleted points, and should be about 150 words in length. It is not an introduction but is designed to give a synopsis/summary of the argument of the essay (i.e. a bird's-eye view of the whole).

### 3.4.3 the essay proper

The essay proper should consist of the following three elements:

- **A clear introduction:** This introduction should identify how you understand the question, the issues that will be discussed, and the method of approach that will be used. It is appropriate to disclose, in advance, the conclusion towards which you are arguing.
- **The body of the essay:** This should set out in a clear and concise way the subject under discussion and follow the outline already foreshadowed in the introduction.
- **A conclusion:** This summarises what you have said, restating major findings.

While you are developing your essay-writing skills, it can be particularly helpful to include 3–6 headings throughout your essay.

The essay should be in your own words. Avoid lengthy quotations of primary or secondary sources. Where a quotation contributes to your argument then the author's words should be quoted exactly, in (single) quotation marks. Where an author's argument is expressed in your own words or alluded to, acknowledgment must also be made.

In terms of the art of essay writing, there are many useful resources, for example:

Elms, John. *Essay Tactics: A Guide to Essay Writing*. Melbourne: Macmillan, 1985.

### 3.4.4 bibliography

After your essay proper, you should include a bibliography. A bibliography includes all works you have used (not just those you have cited), though the Bible is presumed and does not need to be listed. Detailed instructions on the content and format of your bibliography are provided below (§3.9).

## 3.5 spelling

The best advice on spelling is consistency. Choose an appropriate dictionary and stay with it. The recommendation of the *Style Manual for Authors, Editors and Printers* is the latest *Macquarie Dictionary*.

## 3.6 quotations and quotation marks

In accord with the recommendations of the Australian Government *Style Manual*, single quotation marks are preferred for quotations. Double quotation marks – which you will often see in American publications – should be reserved for a quotation within a quotation.

Punctuation should occur outside quotation marks unless it is part of the quotation itself.

All quotations should be accurately reproduced, including original spelling, punctuation and abbreviations. Where there is a misspelling, it should be indicated by adding '[sic]' immediately after the error.

Wherever possible, footnote indicators should be placed at the end of a sentence. They should come after – not before – any punctuation, like this.<sup>27</sup> Remember that you can refer to several items within a single footnote. You should avoid piling up several adjacent footnote indicators, like this.<sup>28 29 30</sup>

A longer quotation may be presented as a block quotation. This is a separate paragraph with space both above and below, and also indented at both left and right margins. If you present a quotation as a block quotation you do not then also have quotation marks.

If some words are omitted from the original source, the omission should be indicated by three stops '...' known as an ellipsis.

References to biblical quotations should be placed within parentheses within the text of the essay (Rev 21:4) rather than being placed in footnotes.

Quotation marks can be used to refer to meanings or definitions of terms or to highlight words which are being used in an unusual way. Italics should be reserved for titles of books and periodicals, for foreign words or phrases not common in English and, sparingly, for emphasis.

## 3.7 notes and bibliographies

There is a growing trend to employ bibliographic software like EndNote or Zotero or the built-in features of some word processors. *Such software does not work miracles and is only as accurate as the data fed into it.* In particular, data from library catalogues conforms to different conventions and is guaranteed to *breach* expectations.

You remain responsible for the accuracy of what is produced. If you use software, ensure that its input data and output styles match Ridley expectations. It may be wise to complete your first few assessments manually so that you are familiar with what is required.

### 3.7.1 purpose & plagiarism

Footnotes are used for a number of purposes:

- To specify the sources from which you have derived facts, opinions or quotations.

- To add comments, explanations, examples and allusions to differing views of other authors – though these often belong in the body of the essay.
- To supply evidence of facts stated in the text and other material which is relevant to the argument but which would interrupt its flow if included in the main text.

You include a bibliography to indicate the scope and parameters of your research. It informs your reader about the relevant sources you have cited or consulted. Again, it is not necessary to refer to the Bible in the bibliography.

*Failure to acknowledge your sources is a serious breach of academic standards and may be considered plagiarism.* You should ensure that all direct quotations and indirect allusions to the work of others are acknowledged.

Plagiarism is when you take someone else's words or ideas and present them as your own. Plagiarism may be deliberate or inadvertent but it is always regarded seriously. Common examples of plagiarism include:

- You quote an author's exact words without showing (with quotation marks and a footnote source) that this is what you are doing.
- You follow another person's ideas or views or structure without acknowledgment (with a footnote source). You can plagiarise another scholar's ideas even if you summarise them in your own words.
- You plagiarise another student's work, presenting it as your own. In this event both students may be penalised.
- You submit work written by someone else.

Plagiarism may result in minor or major penalties applied to your grade. Repeat offences are recorded and published through TAMS (Theological Academic Management System) across the Australian College of Theology and may impact your candidature at Ridley and other ACT colleges.

### 3.7.2 presentation

The information included in a footnote and subsequently in the bibliography contains the same information. Note in the examples above and below that the *presentation* of that information varies between the two. You ought not simply copy between one entry and the other.

The convention outlined below is the one preferred at Ridley and should be used in all assessments. It is especially important to be *consistent* in your presentation.

### 3.7.3 abbreviations

You should only abbreviate biblical books when they occur in parentheses or footnotes; if describing Leviticus 18:5 in a full sentence, retain the full title of the book. Further, you only abbreviate the book if it is followed by both chapter and verse (Lev 18:5; not Lev or Lev 18). Conventions differ as to whether or not the abbreviated book is followed by a stop (1 Cor. 13:3); the trend is to omit such punctuation (i.e. 1 Cor 13:3).

Abbreviations for biblical books and journals and commentary series are not random. Although some publishers invoke their own conventions, the current authorised list is provided in *The SBL Handbook of Style*, available in the library and as an eBook.

### 3.7.4 greek and hebrew

If it is relevant to include Greek or Hebrew terms, these should be given in full, foreign font. (They should only be transliterated if you're citing a transliteration from another author.) Hebrew does not need to be pointed unless the pointing is exegetically significant. Greek should include all breathings and relevant accents.

Students are responsible to ensure when submitting any assessment in digital form that any foreign-language font used in their submission is capable of being opened by

the marker without confusion or transliteration of the foreign-language font. This can be achieved by using common fonts (please ask) or embedding the font in the PDF.

## 3.8 format for referencing and bibliographic citation

Ridley's preferred style is sourced primarily from *The SBL Handbook of Style*, along with *The Style Manual for Authors, Editors, and Printers* as recommended by the ACT. The *SBL Handbook* has been devised with theological disciplines in mind and contains many more details than those summarised here. The primary difference is that Australian presentation usually uses single quotation marks rather than double.

The *SBL Handbook* and the ACT allow students to use the Author-Date system rather than the Note system. This places references within the body of your essay (so Bird 2013, 122–123). This system is discouraged by Ridley – and it consumes your precious word count. If you wish to use it, details are given in the *SBL Handbook* (§6.5).

## 3.9 standards and conventions for notes and bibliographies

Full details and examples are given in the *SBL Handbook*. What follows here are some specific details to assist you to achieve consistency. Please note that your bibliography should be ordered alphabetically.

### 3.9.1 included information

Remember that the following conventions are almost always *not* followed in library catalogues. Whether compiling your references manually or through automated software, it is your responsibility to 'translate' between the differing conventions. Do not merely copy-paste from some other source!

- **Authors' and editors' names:** Full names are preferable to initials. If you use initials, include a space between them.

*best:* John R. W. Stott

*acceptable:* J. R. W. Stott

*avoid:* J.R.W. Stott

- **Title:** Despite how it is presented in the source, a colon should precede every subtitle and all words should be capitalised except articles, conjunctions and prepositions. (The *SBL Handbook* offers other conventions if you cite a title in a foreign language.)
- **Publishers:** Names should be abbreviated to the simplest word or two. Mentions of 'Press' or 'Publishing Company' and the like should be omitted – except in the case of University Presses. Despite some conventions, the trend is away from listing (American) states; you certainly do not mention country of publication.

*incorrect:*

Grand Rapids, MI: Wm B. Eerdmans Pub Co.

London, U.K.: Cambridge

*correct:*

Grand Rapids: Eerdmans

London: Cambridge University Press

If you're unsure, the *SBL Handbook* now carries a long list of examples (§6.1.4.1).

- **Volume and page numbers:** All numerals should be Arabic, not Roman. Volume and page numbers are separated by a colon (e.g. 1:96–97). Give a full range of pages; don't use p. or pp. or f. or ff.

Most Latin terms once used in referencing (e.g. 'ibid.', 'loc. cit.', 'op. cit.') have lost favour. The following examples show how you should treat repeated references to an earlier source.



### 3.9.2 examples

The *SBL Handbook* offers twenty pages of worked examples (§§6.2–6.4)! Most Ridley assessments will use only the four basic kinds of resources already summarised (§2.3 above).

Additional information or variation is collated here for convenience, but special variations may need to be explored in that *Handbook*.

- **Multiple authors (and editors):** If there is more than one author, only the first has their surname reversed and only in the bibliography.

Boda, Mark J., and J. Gordon McConville, eds. *Dictionary of the Old Testament: Prophets*. Downers Grove: IVP Academic, 2012.

Hill, Andrew E., and John H. Walton. *A Survey of the Old Testament*. 3rd ed. Grand Rapids: Zondervan, 2009.

- **Commentary/book series:** If the book belongs to a recognised series, you should include the authorised abbreviation. If there is a volume number, include that too.

Beasley-Murray, George R. *John*. 2nd ed. WBC 36. Dallas: Word, 1999.

Walton, John H. *Job*. NIVAC. Grand Rapids: Zondervan, 2012.

Wilson, Gerald H. 'King, Messiah, and the Reign of God: Revisiting the Royal Psalms and the Shape of the Psalter'. Pages 391–406 in *The Book of Psalms: Composition and Reception*. Edited by Peter W. Flint and Patrick D. Miller Jr. VTSup 99. Leiden: Brill, 2005.

It is sometimes important to distinguish between the book title and series title. The middle example might sometimes (unhelpfully) be listed as *The NIV Application Commentary: Job*.

Series editors are typically ignored for such commentary and book series.

- **Multiple publishers:** Where a work has been simultaneously produced by two publishers, you may choose to list only one of these. If you list both, it should be in the following format (which automated software typically handles badly!).

Ciampa, Roy E., and Brian S. Rosner. *The First Letter to the Corinthians*. PNTC. Grand Rapids: Eerdmans; Nottingham: Apollos, 2010.

- **Journal issues:** Most journals have consecutive pagination, so you need only cite the volume number and not any specific issue. If you need or choose to include a specific issue, use a stop.

Ferdinando, Keith. 'Mission: A Problem of Definition'. *Themelios* 33.1 (2008): 46–59.

- **Ancient documents:** You will usually need to cite both the ancient document and its modern source. Standard collections and abbreviations can be specified.

<sup>44</sup> Augustine, *Letters of St. Augustin* 28.3.5 (N.P.N.F<sup>1</sup> 1:252).

Augustine. *The Letters of St. Augustin*. Pages 209–593 in vol. 1 of *The Nicene and Post-Nicene Fathers, Series 1*. Edited by Philip Schaff. 1886–1889. 14 vols. Repr., Peabody: Hendrickson, 1994.

<sup>59</sup> John Calvin, *Inst.* 1.14.5, trans. Ford Lewis Battles, ed. John T. McNeill, 2 vols., LCC 20–21 (Philadelphia: Westminster, 1960), 1:165.

Calvin, John. *The Institutes of the Christian Religion*. Translated by Ford Lewis Battles. Edited by John T. McNeill. 2 vols. LCC 20–21. Philadelphia: Westminster, 1960.

<sup>63</sup> Theodore of Mopsuestia, *Comm.* John 12:38–41, cited in Joel C. Elowsky, ed., *John 11–21*, ACCS 4B (Downers Grove: InterVarsity Press, 2007), 72.

Elowsky, Joel C., ed. *John 11–21*. ACCS 4B. Downers Grove: InterVarsity Press, 2007.



### 3.9.3 electronic sources

If you have access to both the print copy and an electronic copy, it is good to cite the print version. If you only have an electronic version, that may be cited as set out in the following paragraph.

Where an electronic resource is unable to provide a real page number, specify that you are using an electronic edition and provide the most useful navigation information:

<sup>23</sup> Craig L. Blomberg, *Jesus and the Gospels: An Introduction and Survey*, 2nd ed. (Nashville: B&H Academic), Kindle edition, ch. 14, 'Parables: Interpretive Method'.

<sup>31</sup> Blomberg, *Jesus and the Gospels*, ch. 14, 'Miracles: Historicity'.

Be aware that page numbers in some eBooks differ from their counterparts. General websites should be used cautiously. Where you deem such material relevant, include the title and URL of your source. If there is a production date (e.g. for a blog post) include that, but there is no longer any need to include an access date.

<sup>5</sup> Rhys Bezzant, 'Jonathan Edwards on Mentoring', Euangelion, 17 November 2014, <http://www.patheos.com/blogs/euangelion/2014/11/jonathan-edwards-on-mentoring>

## 4 non-discriminatory language policy

The ACT requires students (and teachers) to avoid discriminatory language. Avoid language that discriminates or vilifies individuals on the basis of their gender, colour, ethnicity, age, disability, race or religion.

Detailed explanations are available from the ACT's website (hardcopies available from the Registrar's Office, and from <http://www.actheology.edu.au/documents/>) click on *Students*. The most common example is the now old-fashioned use of 'man' to mean 'humanity'. Students are encouraged to consider more inclusive language. (Although some progressive contexts seek to remove gendered language for God also, both the ACT and Ridley recognise the suitability of referring to God, Father, Son and Holy Spirit as 'he'. We do not capitalise these divine pronouns.)

## 5 resources

Further guidelines for the formatting of essays and projects can be found in the following resources.

The current Australian College of Theology *Handbooks*.

*Style Manual for Authors, Editors and Printers*. 6th edition. Milton: John Wiley, 2002.

*The SBL Handbook of Style: For Biblical Studies and Related Disciplines*. 2nd ed. Atlanta: SBL, 2014.

McIntosh, Lawrence D. *A Style Manual for the Presentation of Papers and Theses in Religion and Theology*. Wagga Wagga: Centre for Information Studies, 1995.