

AUSTRALIAN COLLEGE OF THEOLOGY

The 25% Rule

In cases where classes across levels are provided in common (eg. Degree/MDiv or diploma/degree), a separate 25% of the total class hours must be provided those students working at the higher level.

Colleges are free to provide the separate 25% either through alternate class/tutorial time or through guided reading assignments or through other guided activity which produces distinctive work which is then assessed. The assessment must reflect the different learning outcomes at that level of study, and such work and the method in which it is to be delivered is to be approved by the unit moderator.

Below are some guidelines for moderators as to how the guided reading assignments or other activity is to be envisaged.

1. In situations where the separate 25% requirement is met wholly by extra class or tutorial time there is no expectation of extra assessable assignments arising out of the extra face-to-face time.
2. The nine hours of separate time may be provided by additional reading resulting in a book review and/or essay and/or project work, or face-to-face contact, or a mixture of these. **Under these circumstances there must be an assessment which reflects the learning outcomes stipulated for the level at which the student is enrolled.** This assessment would fall within the 5,000-6,000 words stipulated for foundational (500) level and the 6,000-7,000 stipulated for advanced (600) level.

The separate hours and the assessment should form a coherent and integrated whole where possible.

The moderator should be informed in terms of hour equivalents how the extra work (the preparation and the assessment) is weighed to meet the requirement of the extra nine hours. Students should be able to write 1,000–1,500 words per hour after completing the reading assignment.

The additional reading must be drawn from monographs and/or journal articles which are not expected to be read at undergraduate level. As a guide, 25–35 pages should be set per reading hour. The assessment should require analysis of what has been read, and could take the form of a brief essay or a reading report of say 1,500 words.

The book review should focus on a book that is not part of the required reading at undergraduate level. A book of 200–300 pages might be read in 7–8 hours followed by a 1,000 word analytical review written in the remaining time.

The project or essay work should relate to a section of the syllabus that lends itself to a more detailed analysis than might be expected from undergraduate students.

In situations in which the extra hours are delivered in any of the ways above, it is crucial that ongoing guidance be given and that lecturers are available for such guidance.

3. The site component of any field trips that might be planned can be counted in the separate 25% as face-to-face contact.
4. Language (LA) and Field Work units are not subject to the 25% requirement.
5. Degree students can be enrolled in 600 level language exegesis units on the understanding that the unit is taught and assessed at 600 level. Credit is to be transferred to the undergraduate degree at 400 level on successful completion of the unit.
6. Units offered at 400H level are not subject to the 25% requirement.

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