PACIFIC THEOLOGICAL COLLEGE

HANDBOOK 2024

CONTACT DETAILS

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This Handbook (content and layout) was put together by the Academic Dean with the assistance of the Registrar, based on earlier PTC Handbook versions, using information provided by the Handbook Committee, members of faculty and support staff of the College.

TABLE OF CONTENTS

Every effort has been made to ensure that the information contained in this Handbook is correct at the time of going to press. The College reserves the right to make changes and corrections if such action is reasonably considered necessary.

WELCOME
Bula Vinaka!

As Principal of the Pacific Theological College (PTC), I greet you in the name of God who liberates the poor and oppressed. Welcome to the regional ecumenical institution of the Pacific! Despite the many challenges we face, God's grace overflows, healing and restoring us to become disciples.

Who studies and works at PTC?
PTC offers academic and formation education to both ordained and lay candidates from the Congregational, Methodist, Wesleyan, Presbyterian, Anglican, Uniting, Protestant, and Lutheran traditions who own the College. The College is also open to candidates from outside of these Christian traditions and outside of the Pacific region. With an internationally recognised faculty and well-equipped administration staff, PTC is able to deliver the much-needed theological education complemented by one of the best libraries in the region. PTC is also a hub for renowned visiting international scholars, church and government leaders, as well as ordinary people who visit daily. As a multi-cultural, multi-denominational, multi-ethnic, and recently a multi-faith institution in terms of its personnel, PTC is ecumenically structured and organised, offering deep, innovative, and transformative theological education to equip future leaders in their teaching and social justice ministries.

Why is PTC unique in the Pacific region?
Since its founding in 1961 and establishment in 1965, PTC has been instrumental in producing many educated church leaders, scholars, theologians, ethicists, and activists both for the Pacific churches and for the wider Pacific community. It is also the first institution in the Pacific to introduce and emphasise the importance of indigenisation and contextualisation both in theology and education, as well as assisting the churches and the countries in the region through the contributions of its

graduates in their transition towards religious and political self-autonomy. The College has also been instrumental, and still is, in shaping and guiding the theological responses of the churches in the Pacific Conference of Churches (PCC) as it addresses critically many of the political, economic and social issues in the region from the perspective of the Christian Gospel. Currently, what defines PTC is its vision "Towards excellence in theological education for Leadership for Justice". This push for justice in all areas of life is instrumental in promoting holistic wellbeing for the region. PTC is also now steadily taking a leap of faith by transitioning to university to take this vision a step further.

What kind of learning environment is at PTC?

PTC promotes a holistic learning environment that academically and spiritually nurtures the body, mind, and spirit. While ecumenism, contextual theology and missiology define the hallmark and shape the identity of the College, what sets PTC apart from local and international theological institutions is the Pacific focus and the contextual nature of these. PTC prides itself in the mainstreaming of 'pacificness' in all its programmes and in the urge to decolonise and reconstruct the Christian gospel as holistic and life-giving. PTC also promotes a kind of theology spanning boundaries in its agenda whereby theology is required to be taken outside of the institutional confines of the church in order to dialogue with other disciplines, non-theological institutions, and grassroots communities and to strengthen its capacity to critically address issues of social justice

What does PTC offer?

PTC offers a range of academic programmes from Certificate to Bachelor level which are available both residentially and through our extension mode. The postgraduate programmes up to PhD level are only available residentially. Recently PTC has enjoyed its vibrant PhD programme. Through its leadership and academic courses and programmes, PTC through its Institute of Mission and Research (IMR) is able to reach and facilitate the training of the most remote grassroots local communities on themes relating to pastoral counselling, peacebuilding, as well as social,

economic, and ecological justice. PTC also has an Extension Education department that facilitates the offering of certificates up to Bachelor of Divinity level for non-residential candidates. Equally important is the fact that PTC offers a life centred on worship and spirituality.

Where is PTC?

PTC is located in Suva, Fiji. With Fiji increasingly becoming the hub of the Pacific, PTC's geographical location makes it not only a central ecumenical institution in the region but also the bridge between the local and the international community in terms of theological education. Its learning and hiring facilities are convenient and economical to many who have visited PTC.

Can PTC be your place of study?

If you are passionate about discovering in one place contextual, ecumenical and missiological theology, biblical and doctrinal depth, the richness of Oceanic relational theologies, indigenous cultures and spirituality, and the courage to critically reflect on the colonial and postcolonial experiences of small island communities in Oceania from the theological and Oceanic perspectives, PTC is the right place for you. We can assist you achieve your purpose.

May your study and stay at PTC be fruitful!

Rev'd. Dr Upolu Lumā Vaai
PRINCIPAL

COLLEGE CALENDAR 2024

SEMESTER 1			
JANUARY	8	**Mon**	**College Opens**
	25-26	Thurs-Fri	Faculty Retreat
	27	Sat	**College Year begins**
	29	Mon	Etina Havea Kindergarten Begins
	29	Mon	Fiji New School Term Begins
FEBRUARY	04	Sun	**Welcome and Opening Service**
	04	Sun	*World Cancer Day*
	05-09	**Mon-Fri**	**Orientation and Registration Week**
	09	**Fri**	New Faculty Induction
	12	**Mon**	**SEMESTER 1 BEGINS** **Lectures begin**
	15-19	**Mon – Fri**	**Last Week of Registration/Changes**
	14	Wed	**Ash Wednesday**
	20	Tue	*World Day of Social Justice*
	21	Wed	*International Mother Language Day*
	27	Tue	*World Sustainable Energy Day*
MARCH	01	Fri	*Zero Discrimination Day*
	01	Fri	*World Day of Prayer*
	08	Fri	*International Women's Day*
	21	Thurs	*International Day of Forests*
	22	Fri	*World Water Day*
	25-28	**Mon-Thurs**	**HOLY WEEK**
	29	**Fri**	**GOOD FRIDAY *(Public Holiday)***
	30	**Sat**	**EASTER SATURDAY *(Public Holiday)***
APRIL	**01**	**Mon**	**EASTER MONDAY (*Public Holiday*)**
	01-05	**Mon-Fri**	**Mid-Semester Break**
	04	Thurs	*International Day of Mine Awareness*
	08	**Mon**	**Lectures Resume**
	16	Tues	*UTC Meeting*
	18	**Thurs**	**Executive Committee Meeting**
	19	Fri	Student Flat/Faculty House Inspection (SBA/OHS)
	22-25	Mon-Fri	**Special Council Meeting**

	22	Mon	*Earth Day*
MAY		TBA	CCCS Annual Conference week
	03	Fri	Fiji school term 1 ends
	03	Fri	Etina Havea Kindergarten school terms ends
	06-10	Mon-Fri	**Advocacy Group 1 activity** (any day of the week)
	15	Wed	*World Day of Families*
	13	**Mon**	**Girmit Day - Fiji** *(Public Holiday)*
	20	Mon	Fiji school term 2 Starts
	20	Mon	Etina Havea Kindergarten school term begins
	20-24	**Mon-Fri**	**Week of Registration for Semester 2**
	31	**Fri**	**Ratu Sir Lala Sukuna Day – Fiji** *(Public Holiday)*
	27-30	**Mon-Thurs**	**Assessment Week**
JUNE	01	Sat	*Samoa Independence Day*
	03-30	**4 Weeks**	**Semester Break**
	05	Wed	*World Environment Day*
	08	Sat	*World Oceans Day*
		Tba	*Free Wesley Tonga Annual Conference*

SEMESTER 2			
JULY	TBC		MCS Annual Conference Week
	01	**Mon**	**SEMESTER 2 BEGINS**
	08-12	**Mon-Fri**	**Last week of registration/changes**
	04	Thurs	*Tonga Independence Day*
	07	Sun	*Solomon Is Independence Day*
	12	Fri	*Kiribati Independence Day*
	TBC		PTC & PRS Ecumenical Fellowship
	19 July – 2 Aug	**July - Aug**	**Pasifika Philosophies Course**
	25	**Thurs**	**UTC meeting**
	22-26	Mon-Fri	**Advocacies Group 2 Activity** (any day of the week)
	30	Tues	*Vanuatu Independence Day*
AUGUST	*01*	*Thurs*	*MTh Students to Submit full draft of thesis to Supervisor*
	04	Sun	*Cook Is Independence Day*
	09	Fri	*International Day of the World's Indigenous People*
	12	Mon	*International Youth Day*
	16	Fri	Student Flat/Faculty House Inspection (SBA/OHS)
	22	**Thurs**	**Executive Committee Meeting**
	23	Fri	Fiji School Term 2 Ends
	23	Fri	Etina Havea Kindergarten school term ends
		TBC	Presbyterian Church Vanuatu General Assembly
	19-23 Aug	**Mon-Fri**	**Mid-Semester Break**
	25 Aug -1 Sept		Methodist Church Fiji Annual Conference Week
	26	**Mon**	**Lectures Resume**
SEPTEM-BER	*06*	*Fri*	*MTh Thesis Due: Submit Final thesis to Academic Dean's Office*
	09	Mon	*Fiji schools term 3 starts*

	09	Mon	*Etina Havea Kindergarten school term begins*
	10	Tue	*World Suicide Prevention Day*
	16	**Mon**	**Prophet Mohammed's Birthday – Fiji (Public Holiday)** *PNG Independence Day*
	21	Sat	*International Day of Peace*
OCTOBER	01	Tue	*Tuvalu Independence Day*
	02	Wed	*International Day of Non-Violence*
	10	**Thurs**	**Fiji Day (Public Holiday)** *World Mental Health Day*
	17	Thurs	*International Day for Eradication of Poverty*
	19	Sat	*Niue Independence Day*
	21	Mon	*Marshall Island Independence Day*
	24	**Thurs**	***UTC meeting***
	14-18	**Mon - Fri**	**Assessment Week**
	18	**Fri**	**Semester 2 Ends**
	29	**Tues**	**Final Year Students & Spouses Retreat**
	28 – 31st	*Mon-Thurs*	***Marking and Submitting Final Grades to Registrar's Office***
NOVEM-BER	**01**	**Fri**	**Diwali – Fiji (Public Holiday)**
	04	**Mon**	**Academic Dean/Registrar Meeting**
	08	**Fri**	**Final Faculty meeting**
	11	**Mon**	**Executive Committee Meeting**
	29	**Fri**	**Etina Havea Kindergarten Graduation**
DECEM-BER	**02-06**	**Mon-Fri**	**PASIFIKA COMMUNITIES UNIVERSITY LAUNCH**
	05	**Thurs**	**GRADUATION**
	06	Fri	Fiji Schools Term 3 Ends
	13	**Fri**	**College Closes for Christmas**
2025 JANUARY	**06**	**Mon**	**College Opens**

PART ONE: ABOUT THE COLLEGE

1.1. VISION

To develop PTC as the premier regional theological institution for Leadership for Justice.

1.2. MISSION STATEMENT

To provide for the Pacific Churches and the region integrated tertiary theological education for leadership that is prophetic and justice driven, missiological, academic, socially contextual that respects and celebrates the ecumenical and cultural diversity that is relevant to regional stability, and that is formed by life affirming Pacific values and insights in an ever-changing environment.

1.3. PURPOSE AND OBJECTIVES

A. To strengthen obedience to Christ's vision of an ecumenical household.

B. To promote theological and ecumenical education critically addressing issues of justice and how they contribute to changing the story of local, regional, global and development.

C. To provide for the Pacific churches and the region leaders who are not just priests and theologians, but also prophets and advocates for justice.

D. To provide quality research that nurtures and promotes theologies of justice and ways of knowing that are Pacific and contextual in nature.

E. To encourage the uniqueness of Pacific indigenous philosophies and spirituality in informing biblical and theological interpretation and vice versa.

F. To articulate the faith of the church for the region and to bring such faith into action in solidarity with the justice dimension of the gospel.

G. To make evident to the world the missiological task of the church towards regional stability.

H. To strengthen a wider and holistic understanding of Christian faith to include other religious faiths.

l. To work towards achieving the vision of the College while ensuring the integrity of the life and work of the College in all its programmes.

1.4. DOCTRINAL BASIS

The doctrinal basis on which the Churches co-operate in this College is the faith of the Church catholic as it is expressed in the Bible and the Apostles' and Nicene Creeds. We believe that the Holy Spirit continues to interpret this faith in the life and witness of the participating Churches.

1.5. ACCREDITATION

The Pacific Theological College is institutionally registered (accredited) by the Higher Education Commission Fiji (HECF). PTC's academic programmes, the *Doctor of Philosophy (Theology)*, *Master of Theology*, *Postgraduate Diploma in Theology, Bachelor of Divinity and Bachelor of Ecumenism*, are accredited by the South Pacific Association of Theological Schools (SPATS). The SPATS accreditation of academic programmes likewise includes those offered by the Institute for Mission and Research (IMR) and the Pacific Theological College Extension Education (PTCEE).

1.6. A BRIEF HISTORY OF PTC IN THE BEGINNING

Striking social, economic, and political changes in the Pacific region in the fifteen years following World War II stimulated the various island churches and missions to confer regarding questions facing the church about its own life and about its responsibility to the communities in which each denomination and mission found itself.

With the help of the International Missionary Council, conferences with Pacific wide participation were held in April and May of 1961. These recognised the need for a central institution which would provide theological education at a higher level than what was available within the Pacific at that time, an education which in a number of ways would better prepare leaders for the churches in the new Pacific that was coming into being.

The Dudley House consultation, which was specifically on theological education, made plans to enlist the cooperation of all church bodies involved in theological training in the Pacific for a central educational

institution, and in September 1962 a negotiating committee met in Suva and drew up specific, detailed proposals for the founding and operation of such a college. PTC thus became the first educational institution, secular or religious, within the region to offer studies at degree level and award an internationally accepted degree.

1.7. FOUNDING CHURCHES

The participating churches which gave initial formal agreement to and support for the founding of the Pacific Theological College (PTC) came from four denominational traditions: Anglican, Congregational, Methodist, and Presbyterian/Reformed (Église Évangélique). During the preliminary stages and at various times subsequently, Lutherans and churches representing unions among various traditions have also supported the College. These several traditions are represented on the governing body of the College, the College Council.   The following Churches are the owners of the Pacific Theological College:

The Anglican Diocese of Polynesia; The Anglican Church of Melanesia; The Congregational Christian Church, Samoa; The Congregational Christian Church, American Samoa; The Cook Islands Christian Church; The Ekalesia Kelisiano Tuvalu; The Ekalesia Niue; The Kiribati Uniting Church; The Nauru Congregational Church; The Evangelical Lutheran Church of Papua New Guinea; The Free Wesleyan Church of Tonga; The Methodist Church in Fiji; Samoa Methodist Church; The Presbyterian Church of Vanuatu; The Etaretia Porotetani Maohi; The Protestant Church of Kanaky, New Caledonia (L'e'glise Protestante de Kanaky, Nouvelle Caledonie); The United Church in Papua New Guinea; The United Church in the Solomon Islands; The United Church of Christ in the Marshall Islands; and The United Church of Christ in Pohnpei.

1.8. THE COUNCIL OF PTC

The Council of PTC has overall authority to determine the policies and finances of the school, and through its Executive (which is appointed by the Council) assists the Principal and staff to implement its decisions and to see to the ongoing programmes of the College.

The Principal of the College, subject to Council directives and constitutional provisions, has final control of all the internal affairs of the PTC and responsibility for its common life and the academic and religious welfare of all students. The Principal works very closely with his colleagues on the Faculty in carrying out these responsibilities, and the teaching staff share in the administration when asked. At present, 10 full-time lecturers deliver the academic programme, together with contributions from the Principal, Vice Principal and the Director of the Extension Education Programme and a few outside assistants.

These together with the Registrar, Director of the Institute for Mission and Research, Director of Centre for Gender and Social Justice (CGSJ), Manager of Finance and Administration, Human Resource Manager, office staff, support staff, and Etina Havea Kindergarten staff, comprise the thirty staff of the College. The teaching staff is assisted in maintaining standards of teaching and examination by a Board of Graduate Studies which includes international scholars.

By the authority of the Council, PTC currently awards the following degrees, diplomas, and certificates to those who have completed the set requirements:

PTC Programme Offerings in 2024
- Doctor of Philosophy (PhD)
- Master of Theology (MTh)
- Master of Philosophy (MPhil)
- Postgraduate Diploma in Biblical Studies (PgDip BS)
- Postgraduate Diploma in Theology & Ethics (PgDip TE)
- Postgraduate Diploma in History of Christianity (PgDip HC)
- Postgraduate Diploma in Practical Ministry (PgDip PM)
- Bachelor of Divinity (BD)
- Bachelor of Ecumenism (BE)

Special Programme Offerings in 2024
- *Micro-credential Course*

Certificate in Philosophical Competency (CertPC): *Pasifika 'Whole of Life' Philosophies for a New Development Consciousness*

Via Pacific Theological College Extension Education (PTCEE)
- Certificate II in Biblical Studies: Spirituality and Justice (CertIIBS)
- Certificate III in Practical Ministries: Spirituality and Justice (CertIIIPM)
- Certificate IV in Theology: Issues in Spirituality & Justice (CertIVTh)
- Diploma of Theology (DipTh)
- Bachelor of Divinity (BD)

Via Centre for Gender and Social Justice (CGSJ)
- Certificate in Community Ministries (Level 4) [CCM]
- Certificate in Practical Arts and Life Skills [CPALS]

Via Institute for Mission and Research (IMR)
- Diploma of Pastoral Counselling (DipPC)
- Professional Development in 'Mental Health' and 'Leadership in times of Crisis'
- Young Academics/Mission workers programme.

Via Regional Institute for Leadership Development (RILED)
- *"The Tautai Academy for Transformative Leadership"*
- Diploma of Pacific Leadership and Management (DipPLM)
- Certificate in Community Leadership and Resilience (CertCLR)

Via Institute for Climate Indigenous Knowledge (ICIK)
- Advanced Diploma in New Pasifika Consciousness (AdvDipNPC)

PTC/SOTE New Postgraduate Programme Offering for Prospective Students in 2025/2026
Blended Mode of Learning. Look out for programme information in 2025 PTC Handbook. For online application see link under each programme below.
- *Post Graduate Diploma in Ecumenism [PgDipE]*
  https://ptc.ac.fj/online-application-pgdip/
- *Master of Ecumenism [ME]*

https://ptc.ac.fj/online-application-master-of-ecumenism/
- *Master of Theology in Climate Justice [MTh CJ]*
  https://ptc.ac.fj/online-application-mth-climate-justice/
- *Master of Theology in Ecological Justice [MThEJ]*
  https://ptc.ac.fj/online-application-mth-ecological-justice/
- *Master of Theology in Gender Justice [MTh GJ]*
  https://ptc.ac.fj/online-application-mth-gender-justice/
- *Master of Theology in Human Rights [MTh HR]*
  https://ptc.ac.fj/online-application-mth-human-rights/
- *Master of Theology in Leadership for Justice [MTh LJ]*
  https://ptc.ac.fj/online-application-mth-leadership-for-justice/
- *Master of Theology in Whole of Life Development [MTh WLD]*
  https://ptc.ac.fj/online-application-mth-whole-of-life-development/
- *Doctor of Ecumenism [DE]*
  https://ptc.ac.fj/online-application-phd-ecumenism/

The MTh programme began in 1987 with a concentration on Pacific Church History. Programmes in other disciplines have been added since: Biblical Studies in 1989, Church Ministries in 1992 and Theology in 1993. From 1999 onward, an integrated MTh programme has been offered. Since 1993, all MTh students who complete the first year of the programme with a grade average of at least a C are awarded the Post-Graduate Diploma in the discipline being studied. In 2004, PhD studies were introduced in partnership with Charles Sturt University (Australia). The agreement was reviewed in 2007 and the College Council, having deliberated carefully on the matter decided to terminate PTC's participation. At the same meeting, the Council further decided that as from 2008, PTC would offer its own PhD programme.

It is worth pointing out that the College is assisted in maintaining postgraduate admission standards by a Board of Graduate Studies which includes international scholars. The thesis component of all postgraduate work at PTC is always examined by regional and international scholars outside of PTC in order to safeguard the College's international standing.

1.9. THE COLLEGE CHAPEL

The College Chapel was built by contributions from all the Christian churches of the Pacific, including the Roman Catholic Church. In December, 1968 it was dedicated to the memory of the hundreds of Islander missionaries who proclaimed the Gospel across the full expanse of the Pacific. As each church made its contribution, it also presented a list of as many of its own missionaries as could be remembered who went overseas to other island groups, and these names were inscribed on a scroll which is kept in the College archives.

1.10. FORMER PRINCIPALS

1966-1971: The Rev'd Dr George A. F. Knight

From the opening of the College in April 1966 under the leadership of the first Principal, the Reverend Dr Knight, PTC established an international reputation for quality theological education at degree and diploma levels, particularly in the three core areas of Biblical Studies (including biblical languages), Theology, and History of Christianity. At that time the buildings on campus (the teaching and office block, single students' dormitory, staff houses, and the first married students' flats) were completed with the help of a block grant from the Theological Educational Fund (late renamed as Ecumenical Theological Education, or ETE) of the World Council of Churches, as well as contributions from mission boards, and individual donors. During that time, funds were also raised for a fine library building which now graces the College.

1972-1976: The Rev'd Alan Quigley

The Reverend Quigley encouraged the development of the Field Work Programme, and emphasised Pastoral and Development Studies. More

attention was given to the Pacific orientation of the curriculum and College life.

1977-1981: The Rev'd Dr Sione 'Amanaki Havea
The Pacific orientation of the curriculum and the broader development of College life were brought to fuller fruition during Rev'd Dr Havea's tenure as Principal. A unique Women's Programme was developed for student wives and other women involved, besides the establishment of the Programme, the building of a child-care centre and more flats for couples and single women.

1982-1988: The Rev'd Ilaitia Sevati Tuwere
Reverend Tuwere became the fourth Principal of the College at a time when new opportunities and challenges had presented themselves - particularly a request to develop a graduate programme at Masters level. Under his leadership this programme was begun. In 1989 he left to undertake doctoral studies at the Melbourne College of Divinity. He returned to PTC in 1993 to take up a lecturing position in Theology.

1989-1991: The Rev'd Dr Sione Latukefu
During the three years of Rev. Dr. Sione Latukefu's principalship, much was accomplished including extensions to the Etina Havea Centre, the building of six student flats, two classrooms and four staff offices, the beginning of the Women's Centre, and the strengthening of the academic programme. For health reasons, Dr Latukefu was forced to cut short his stay at the College at the end of 1991.

1992-1994: The Rev'd Dr Faitala Talapusi
Rev. Dr. Talapusi facilitated the development of the new contextual curriculum.

Janunary-December 1995: The Rev'd Dr Samiuela Toa Finau
Rev. Dr. Finau was Acting Principal for a year.

1996-2001: The Rev'd Dr Jovili Iliesa Meo
At the November 1995 Council meeting, the Rev'd Dr Meo was appointed as the seventh Principal of the College. Under his leadership the development of the extension education programme and the extension of

the main building to house the extension programme saw fruition. His tenure also saw the extension of the College Chapel to cater for the increasing number of the PTC community. He also helped to establish the God's Pacific People Programme.

2002-2018: The Rev'd Prof. Dr Uili Feleterika Nokise
The Reverend Professor Nokise became the eighth Principal in January 2002, and continued to serve the College in this capacity until November 2018. He was the longest serving Principal (17 years). Under his leadership the College has celebrated its 50th anniversary in March 2015 and the 50th graduation was held on November 2017. The full magnitude of his service and commitment as Principal can be seen in the changes and development that has transformed the College. To name a few: launch of the PhD programme (2005); new levels of academic promotions for teaching faculty (2014); library extension; establishing Institute of Research & Social Analysis; establishing Institute of Mission & Research; extension of new community house (The Popo La E Fala Havea Latukepu Fale); new mission conference centre (JMMC); internal renovation of the main administration building; new faculty house; new extension for Etina Havea Kindergarten; new covered walkways linking chapel to main building; and new footpath linking students' residential flats to community fale and main building.

Current Principal
Jan. 2019 –: The Rev'd, Prof. Dr Upolu Luma Vaai
At the November 2018 Council meeting, the Reverend, Professor Vaai was appointed as the ninth Principal of the College. He officially commenced work in his capacity as Principal in January 2019.

1.11. COLLEGE PERSONNEL

ADMINISTRATION

PRINCIPAL: REV'D PROF. UPOLU LUMA VAAI

VICE PRINCIPAL: EM. PROF. DERRICK ARMSTRONG

ACADEMIC DEAN: REV'D ASSOC. PROF.
                                                         GWAYAWENG LINGWAKU KIKI

REGISTRAR /ACADEMIC EXECUTIVE ASSISTANT: DR ECI TEKURU NAISELE

FINANCE & ADMINISTRATION STAFF
FINANCE MANAGER: MR SAIASI RALOLO
SENIOR FINANCE OFFICER: MS SENIMELIA TUISABETO
RECEPTIONIST: -

HUMAN RESOURCE MANAGER: MR VIJAY KUMAR

MARKETING & PUBLISHING MANAGER: -
BOOK STORE MANAGER: MS KINISIMERE NAIRI

**INFORMATION TECHNOLOGY & LEARNING
MANAGEMENT SYSTEM ADMINISTRATOR:** MR NITESH P. RAJ
INFORMATION TECHNOLOGY TECHNICIAN: -

PERSONAL ASSISTANT TO THE PRINCIPAL: MS KINISIMERE NAIRI

CHAPLAIN: REV'D MARK MEATCHER
                                                    (INTERIM)

MAINTENANCE STAFF
PROPERTY MANAGER: REV'D MARK MEATCHER
TEAM LEADER: MR SURENDRA PRASAD
MAINTENANCE TEAM: MR MOSESE VOLAVOLA
                               MR FABIANO RACUMU
                               MR AMLESH KUMAR
                               MS FINAU MADANAWA
                               MS KASANITA R. KEPPEL
                               MR NIKO BIU
                               MR SEREKI NAITASI
                               RATU APOROSA

ETINA HAVEA KINDERGARTEN STAFF
TEACHER: MRS GRACE YOUNG
PRE-SCHOOL TEACHER: MRS JOSEPHINE SHALINI
PRE-SCHOOL HELPER: MS SERUWAIA ROKOSERE

JOVILI MEO MISSION CENTRE STAFF
ADMINISTRATOR: MRS ARIETA TIRIKULA
CLEANERS: MS UNAISI MARAMA
                               MS VINIANA TINAIBECI
                               MR JOSEVATA MASI

1.12. FACULTY

REV'D PROF. UPOLU LUMA VAAI
Principal
Professor of Theology & Ethics

PROF. DERRICK ARMSTRONG
Vice Principal

TEACHING FACULTY

REV'D ASSOC. PROF. GWAYAWENG LINGWAKU KIKI
Academic Dean
Head: Practical Ministry Discipline
Assoc. Prof.: Practical Ministry
DR. PHANTHEO ZUBENO KITHAN
Senior Lecturer: Practical Ministry
ASSOC. PROF. AFERETI UILI
Head: Biblical Studies Discipline
Assoc. Prof.: Old Testament Studies and Biblical Hebrew Language
DR SUPONGMAYANG LONGKUMER
Senior Lecturer: New Testament Studies and Biblical Greek Language
REV'D DR FAAFETAI AIAVA
Head: Theology & Ethics Discipline
Senior Lecturer: Theology & Ethics
DR BENDANGLEMLA LONGKUMER
Senior Lecturer: Theology & Ethics
DR DIANNE RAYSON
Senior Lecturer: Theology & Ethics
DR. BRIAN DUNN
Head: History of Christianity Discipline
Lecturer: History of Christianity
DR. MELANIE BARBATO
Senior Lecturer: History of Christianity
MS. ASELA TUISAWAU
Academic Skills Discipline
Lecturer: Academic Skills & English

NON-TEACHING FACULTY

DR ECI NAISELE
Acting Registrar /Academic Executive Assistant
MR AISAKE CASIMIRA
Director: Institute for Mission and Research

MS FAREEN NISHA
Acting Director: Pacific Theological College Extension Education
REV'D MELANIE SMITH
Director: Centre for Gender and Social Justice
REV'D DR TAFUE LUSAMA
Coordinator*:* Institute for Climate Indigenous Knowledge
Associate Lecturer
MRS NALINI PREMADISH
Librarian

FACULTY DEVELOPMENT CANDIDATES

REV'D NIKOTEMO SOPEPA
Faculty Development: Theology and Ethics Discipline
Coordinator: Bachelor of Ecumenism (BE) programme, Interdisciplinary thesis seminars and Koro research mentoring seminars
Assistant Lecturer/Tutor: BE programme
REV'D MARIKA BALEIDELABACI
Faculty Development: History of Christianity Discipline
Assistant Lecturer/Tutor: History of Christianity

Information on Academic Job Titles at PTC
Teaching Faculty or Academic Staff members are appointed at one of four job levels: Lecturer; Senior Lecturer; Associate Professor; and Professor. The appointment level is based on a variety of criteria (including education, professional experience, research and publications). Promotion within this system is possible. The appointment level recommendation is made by the Appointments & Staff Review Committee (ASRC) of Council, and is approved by Council or its Executive Committee.

1.13. FACULTY MEMBERS & ASSOCIATED STAFF QUALIFICATIONS

I.13.1. ADMINISTRATION

Principal and Professor in Theology & Ethics
Upolu L. Vaai, *CertTheol,* (St. John's Trinity Theological College, Aotearoa/New Zealand), *DipTheol*, *BD* (Piula Theological College, Samoa), *MTheolSt* (Brisbane College of Theology, Australia), *PhD* (Griffith University, Brisbane, Australia). Ordained Minister of the Methodist Church in Samoa. At PTC since January 2014.

Vice Principal and Professor Emeritus
Derrick J. Armstrong, *BAPhil (Hons),* University College, London*; Further & Adult Edu.Teacher's Cert.; MA (Distinction),* Lancaster University, England*; Ph.D.* (Lancaster University, England)*; GradCert.* (Australian Institute of Company Directors). At PTC since January 2022.

Academic Dean and Associate Professor in Practical Ministry
Gwayaweng L. Kiki, *CertTEd (*H.Trinity Teachers College, PNG);
DipTheol, BTheol (Martin Luther Seminary, PNG); *MA* (Wartburg Theological Seminary, Iowa. USA); *PhD* (Charles Sturt University, Australia). Minister of the Evangelical Lutheran Church of Papua New Guinea. At PTC since April 2011.

Acting Registrar/Academic Executive Assistant
Eci T. Naisele, *DipEd* (USP); *BEdTech* (USP); *M.Ed.* (UTS, Sydney, Australia); *Certificate IV in Training and Workplace Assessment* (APTC); *PhD* (Te Whare Wananga o Awanuiarangi, Maori University, Aotearoa, NZ). At PTC since July 2022.

Finance Manager
Saiasi Verevodi Ralolo, *PostgradCert-Business Administration* (USP, Fiji); BCom-Accounting & Banking (USP, Fiji); Dip-Business (FIT, Fiji). At PTC since August 2023.

Senior Finance Officer
Senimelia Tuisabeto, *BComm (Acc and Econ),* University of the South Pacific, Fiji. Member of the Christian Mission Fellowship, Fiji. At PTC since July 2021.

Human Resources Manager
Vijay Kumar, *EMBA* (Fiji National University); *PgDip in Leadership* (University of the South Pacific, Fiji); *Dip Quality Magmt*. (Australian Quality Council); *CertHRM* (institute of Manpower Research, India); *Cert in Mgnmt*. (NZ). At PTC since 2021.

Property Manager
Mark Meatcher, *BSc (Hons*), (Leicester Polytechnic, UK) *Dip Theol for Christian Ministry and Mission* (STETS, UK). Partner in Mission with the Council with the Mission from the United Reformed Church in the UK. At PTC since April 2022.

1.13.2. ACADEMIC DISCIPLINES

A. DISCIPLINE OF BIBLICAL STUDIES

Head of Discipline; Associate Professor in Biblical Studies
Afereti Uili: *BE (Electrical) Hons* (University of Liverpool, UK); *BD* (University of Otago, NZ), *PhD (*University of Otago, NZ), Minister of the Congregational Christian Church, Samoa. At PTC since July 2022.

Senior Lecturer: Biblical Studies
Supongmayang Longkumer: *BA* (Fazl Ali College, Nagaland University, India); *BD* (Eastern Theological College, Assam, Senate of Serampore College [University], India); *MTh* New Testament (Eastern Theological College, Assam, Senate of Serampore College [University], India); *DTh* New Testament (United Theological College, Bangalore, Senate of Serampore College [University], India). Member of the Baptist Church of Nagaland, India. At PTC since July 2023.

B. DISCIPLINE OF THEOLOGY & ETHICS

Head of Discipline; Senior Lecturer in Theology and Ethics
Faafetai Aiava, *BD* (Malua Theological College, Samoa), *MTh* (Dist.) (Pacific Theological College, Fiji), *PhD* (Pacific Theological College, Fiji). Minister of the Congregational Christian Church, Samoa. At PTC since January 2018.

Senior Lecturer: Theology and Ethics
Bendanglemla Longkumer, *BA* (Fazl Ali College, North Eastern Hill University, India); *BD* (Eastern Theological College, Jorhat, India); *MTh* (Federated Faculty for Research in Religion and Culture, Kerala, India); *D.Th*. (Federated Faculty for Research in Religion and Culture, Kerala, India). Member of the Baptist Church of Nagaland, India. At PTC since July 2022.

Senior Lecturer: Theology and Ethics
Dianne Rayson, *DipAppSci (Nursing)* (University of Newcastle, Australia); *BN (Community Health)* (Flinders University, Australia); *PGDip. Public Health (Dist.) and MPH* (Curtin University, Australia); *PG Cert. Th and MTh (Dist.)* (University of Newcastle, Australia); *PhD* (University of Newcastle, Australia); *Cert Phil Competency* (PTC, Fiji). Member of the Anglican Church of Australia; Lay Canon, Christ Church Cathedral, Newcastle, Australia. At PTC since July 2022.

C. DISCIPLINE OF HISTORY OF CHRISTIANITY

Head of Discipline; Lecturer in History of Christianity
Brian Dunn, *BA* (*Languages & Social Work*), (Lakehead University, Thunder Bay. ON. Canada); *Diploma Cross-Cultural Ministry* (Bethany College of Missions Bloomington, MN. USA); *Master of Studies in the Study of Religion* (Oxford University, Oxford. UK- Wycliffe Hall); *PhD,* (Oxford University, Oxford. UK- Regents Park College). At PTC since July 2023.

Senior Lecturer: History of Christianity
Melanie Barbato, *B Philosophy and Religious Studies* (*Hons)* (University of Stirling, Scotland); *M in Oriental Studies, South Asian Studies* (University of Oxford, England); *PhD* (Magna cum Laude) *in Indology and Religious Studies*

(Ludwig-Maximilians-Universität, Munich, Germany). At PTC since January 2024.

D. DISCIPLINE OF PRACTICAL MINISTRY

Head of Discipline; Associate Professor in Practical Ministry
Gwayaweng L. Kiki, *CertTEd (*H.Trinity Teachers College, PNG); *DipTheo, BTheol* (Martin Luther Seminary, PNG); *MA* (Wartburg Theological Seminary, Iowa. USA); *PhD* (Charles Sturt University, Australia). Minister of the Evangelical Lutheran Church of PNG. At PTC since April 2011.

Senior Lecturer: Practical Ministry
Phantheo Z. Kithan: *B.Th* (Clark Theological College. Mokokchung, Nagaland, India); *BD* (Aizawl Theological College. Aizawl, Mizoram, India); *MTh* (United Theological College, Bangalore. Senate of Serampore College [University], India); *D.Th* (Christian Ministry, Counselling) (United Theological College, Bangalore. Senate of Serampore College [University], India). At PTC since January 2024.

E. ACADEMIC SKILLS DISCIPLINE

Lecturer in Academic Skills and English
Asela Tuisawau, *MA* (Monash University, Australia); *BA* (USP, Fiji). Member of the Methodist Church, Fiji. At PTC since January 2020.

1.13.3. SPECIAL PROGRAMMES PERSONNEL: CENTRES AND INSTITUTES

A. PACIFIC THEOLOGICAL COLLEGE EXTENSION EDUCATION (PTCEE)

Acting Director
Fareen Nisha, *Professional Diploma in Business Management (USP), Cert Database Design and Development (USP), Cert Writing Reports & Proposals (USP), Cert Advanced Graphics Design* (FNU), *Office Technology/Computing and Accounts/Application Software and Programming, (Pitman Guilds, London)*. At PTC since June, 2016.

Learning Management Systems Administrator
Nitesh Raj, *Diploma in IS (FNU), Professional Dip Business Management (USP), Moodle Administrator & Course Creator* (Brisbane, Australia), *Database Design and Development* (USP), *Marketing with Social Media* (USP), *VMware Fundamentals, 3M Volition Certificate in Enterprise Networks Solution Copper & Fiber Optic.* At PTC since November, 2017.

B. CENTRE FOR GENDER AND SOCIAL JUSTICE (CGSJ)

Director
Rev'd Melanie Smith, *BSocSci*(Hons Distinction) International Studies with Political Science, University of Birmingham, UK; *BTh* University of Cambridge, UK. Ordained Minister and Partner in Mission with the Council for World Mission from the United Reformed Church in the UK. At PTC since April 2022.

C. INSTITUTE FOR MISSION AND RESEARCH (IMR)

Full-Time Staff

Director
Aisake Casimira, *BD (Hons)* (Pacific Regional Seminary, Suva, Fiji); *BD* (cum Laudes), (Urbaniana University, Rome, Italy); *Double Masters* (Licentiates) in Biblical Theology (cum Laudes) and Public Ethics (cum Laudes) (Gregorian University, Rome, Italy). Member of the Catholic Archdiocese of Suva, Fiji. At PTC since June 2016.

Office Administrator
Soela Matai, Bachelor's Degree in Management, Public Administration & Industrial Relation (current), (University of the South Pacific, Fiji), Member of the Catholic Archdiocese of Suva, Fiji. At PTC since January 2020.

Project Officer Programmes (under secondment to the Institute for Climate Indigenous Knowledge)
Raijieli Uluinaceva*, UgCert* (Social Analysis), *UgCert* (Leadership & Management) (PTC). B Management, Public Administration & Industrial Relation (current), (USP Fiji), Member of the Methodist Church in Fiji. At PTC since August 2008.

Programmes Manager
Rusila Nabouniu, BA (Psychology and Sociology), (UAP, Fiji). Cert Training and Assessment, (University of the South Pacific), Member of the Seventh Day Adventist Church. At PTC since June 2016.

Finance and Partnerships Manager
Lily Wainui, *BComm (Accounting and Economics)*, (USP, Fiji) Post Graduate Diploma in Professional Accounting (current) (USP, Fiji). Member of the Assemblies of God Church, Fiji. At PTC since January 2021.

Communications Coordinator
Theresa Fox, *BA (Journalism)* (USP, Fiji). *BA (Media and Communications)* (Fiji National University). Member of the Methodist Church in Fiji. At PTC since January 2019.

Course Coordinator – Diploma in Pastoral Counselling
Vosita Lenisaurua, *BA (Psychology and Sociology),* (USP, Fiji), *Cert Peacebuilding* (Eastern Mennonite University, USA), *Cert Training and Assessment* (USP, Fiji), Member of the Catholic Archdiocese of Suva, Fiji. At PTC since January 2020.

Project Officer – Community Learning
Pauliasi Tuilau, *MBA* (University of the Sunshine Coast Queensland, Australia), *PGDip Business Administration* (University of the Sunshine Coast Queensland, Australia), *ADQM* (TAFE Sydney, Australia), *Dip Agribusiness and Post-Harvest Management* (Galilee International Management Institute, Northern Galilee Valley, Israel). Member of the Seventh Day Adventist Church. At PTC since September 2021.

D. REGIONAL INSTITUTE FOR LEADERSHIP AND DEVELOPMENT (RILED)
The staffing for the Institute will be confirmed in the first quarter of 2024.

E. INSTITUTE FOR CLIMATE INDEGENEOUS KNOWLEDGE (ICIK)

Coordinator
Rev'd Dr Tafue M. Lusama, *PhD* (PTC, Fiji).

1.13.4. LIBRARY

Librarian
Nalini Premadish, *CLIS, DLIS, DECE* (USP, Fiji); *BLIS* (Fiji National University, Fiji). Member of the Sanatan Faith Community. At PTC since December 2003.

Library Assistant
Suliana Moce, *CLIS, DLIS*, *BComm* (USP, Fiji). Member of the Methodist Church in Fiji. At PTC since January 2015**.**

Library Attendant
Ana Mamatuki, *CLIS* (USP, Fiji). Member of the Catholic Church in Fiji. At PTC since January 2015.

1.13.5. INFORMATION TECHNOLOGY AND COMMUNICATION

IT/LMS Administrator
Nitesh P. Raj, *HE Diploma in Information System's (FNU), Pro Diploma in Business Management (USP), Moodle Administrator & Course Creator (Brisbane, Australia), VMWare, Fortinet Certified Fundamentals, Veeam Technical & Sales, Database Design and Development (USP), Marketing with Social Media (USP), 3M Volition Certificate in Enterprise Networks Solution Copper & Fiber Optic.* At PTC since 2017.

PART 2: CURRICULUM—PROGRAM OF STUDIES

2.1. ACADEMIC DISCIPLINES

The five academic disciplines are Biblical Studies, Theology & Ethics, History of Christianity, Practical Ministry, and Academic Skills. The addition of a new Discipline in 2024 is Ecumenism and will be fully established in 2025. The basic intent of the academic disciplines expressed below is to equip students in serving the needs of Pasifika communities and beyond in any capacity using 'whole of life' and justice-driven approaches appropriate to their contexts.

2.1.1. BIBLICAL STUDIES
AIMS

The Biblical Studies Discipline provides advanced studies in biblical languages and the literary, historical, anthropological, socio-economic and theological contexts in which the Hebrew and Greek Bible came into being. The courses designed for the Bachelor of Divinity programme (BD) and Postgraduate Diploma (PgDip) programme, including research and thesis focus areas at Masters and Doctoral level programmes help to equip the Pacific Churches and communities with biblical scholars trained as communicators of the Word of God, in both the Old and the New Testaments. Hence, who can serve in the ministry of the Church and communities in the elaboration of a biblically-grounded and culturally-aware Pacific theology.

2.1.2. THEOLOGY & ETHICS
AIMS

The Theology and Ethics Discipline provides advance studies in theology and ethics. The courses design for the Bachelor of Divinity (BD) programme and Postgraduate Diploma (PgDip) programme, including research and thesis focus areas at Masters and Doctoral level programmes help to allow and create spaces for Pacific theologians to further reflect on and articulate the Christian faith in the different cultural and historical contexts in the region. Contextualisation of theology within Oceania is a focal endeavour.

The courses are used to elicit, encourage, and enhance use of local concepts to articulate the central message of Christianity. The basic framework within which the programme operates is the doctrines of creation and incarnation as well as the current world and regional ethical issues.

2.1.3. HISTORY OF CHRISTIANITY
AIMS

The History of Christianity Discipline offer advanced level studies in the history of Christianity in the Pacific and its links with history of world Christianity. The courses design for the Bachelor of Divinity (BD) programme and Postgraduate Diploma (PgDip) programme, including research and thesis focus areas at Masters and Doctoral level programmes help to encourage the writing and re-Storying of Pasifika Church history, with special reference to: (a) the importance of wide background reading; (b) the development of self-guided research skills and critical analysis of documentary materials, both oral and textual. Provide Pasifika churches and schools with scholars of history, equipped to teach Christian History at an advanced level and to contribute to the awareness by Pasifika peoples of their own historical narratives.

2.1.4. PRACTICAL MINISTRY
AIMS

The Practical Ministry Discipline offer advanced level studies in practical theology and pastoral theology. The courses design for the Bachelor of Divinity programme and Postgraduate Diploma programme, including research and thesis focus areas at Masters and Doctoral level programmes help to assist future church leaders in developing expertise in one of the following disciplines of ministry: Christian Education, Church and Society, or Pastoral Care and Counselling. Henc, equip theological colleges and other tertiary institutions in the Pacific and beyond with teachers who are qualified to teach in the broad area of Practical Ministries, as well as in their special area of concentration.

2.1.5. ACADEMIC SKILLS
AIMS

The Academic Skills Discipline offer advanced level studies in applied research Skills and English. The courses design for the Bachelor of Divinity programme and Postgraduate Diploma programme, including research and thesis focus areas at Masters and Doctoral level programmes help equip students with essential skills for academic theological work in research, reading, writing and critical thinking at postgraduate level. Hence, help keep English language skills afresh in academic reading and writing.

2.1.6. ECUMENISM
AIMS

The new discipline of Ecumenism is about ecumenism as Pacific churches see it. Basic to this programme of study is the new ecumenical consciousness, an understanding of Pacific ecumenism as the 'Household of God in the Pacific', and the relationship of God's creations within the Pacific household. Focus will also be on the special duty of God's human creation: the duty of stewardship. The studies will be conducted through research, workshops and seminars, and other interactive learning modes, on the spirituality, theology, biblical and missiological aspects of this new ecumenical consciousness. The Ecumenism Discipline currently offers studies at Bachelor degree level. In 2025 onwards the Discipline will add studies at Postgraduate Diploma level including research and thesis focus areas at Masters and Doctoral level programmes.

2.2. POSTGRADUATE DEGREE PROGRAMMES

There are four postgraduate programmes currently offered in 2024: Doctor of Philosophy (PhD), Master of Theology (MTh), Master of Philosophy (MPhil) – 'optional', and a Postgraduate Diploma (PgDip) programme.

2.2.1. DOCTOR OF PHILOSOPHY PROGRAMME GUIDELINES

NOTE: Application forms are available on line from PTC Webpage: https://ptc.ac.fj/

▪ Apply directly online using this link: https://ptc.ac.fj/online-application-phd-philosophy/
▪Downloaded application using this link: https://ptc.ac.fj/wp/wp-content/uploads/2021/08/Application-Form-PHD.pdf

NATURE AND CHARACTER OF THE DEGREE PROGRAMME

The current Doctor of Philosophy (PhD) is a research-based degree and aligns to the Pacific Qualification Framework (PQF) at level 10 with a total of 360 credits. This is recognised by the Higher Education Commission Fiji (HECF) through South Pacific Association of Theological Schools (SPATS) accreditation Standards.

TH800 RESEARCH THESIS: PHD IN THEOLOGY

The degree of Doctor of Philosophy (PhD) is awarded on the basis of a research thesis successfully completed and approved by the Board of Examiners (BoE) and endorsed by the College Faculty. The thesis should provide evidence of the candidate's ability to do independent research and to make an original contribution to existing body of knowledge in the area of study. The quality of the research should be of a kind expected of a conscientious and diligent student to produce within the timeframe designated for the degree, to be completed under the regulations for fulltime and part-time studies. The title of the degree on the Testamur when a student graduate is *Doctor of Philosophy in Theology.*

PURPOSE

The purpose of the Doctor of Philosophy is to train future leaders of the church as pastor-scholars.

RATIONALE

The Doctor of Philosophy is a research-based degree (not course work degree) whereby PTC seeks to foster Oceanic-grown scholars of the highest level who can contribute original research and praxis to regional and international issues related to Theology. Hence it is based on original thesis in a particular discipline: Biblical Studies – OT/NT; Theology & Ethics; History of Christianity; Practical Ministry. These scholars can contribute Pacific voices to theological and social justice issues both in the region and

internationally, and can, in turn, seed theological scholarship and training in regional theological Colleges.

GRADUATE OUTCOME

On completion, a graduate of the Doctor of Philosophy in Theology will be able to:

Demonstrate through original research thesis a systematic and critical understanding in one or more specialist fields or discipline areas: Biblical Studies (OT/NT); Theology & Ethics; History of Christianity; and Practical Ministry by planning and generating a substantial and original contribution that advances scholarship or professional practice.

REGULATIONS
A. ADMISSION PROCESS

1. Admission to the PhD programme is subject to the approval of the Principal on the recommendation of the Board of Graduate Studies.

2. Applications may be made at any time.

3. Applicants must complete the prescribed form from the Registrar's Office or online. On the prescribed form a statement of intent by the applicant at the stage of application should indicate the proposed field of research: Biblical Studies, Theology & Ethics, History of Christianity, Practical Ministry; explain one's interest in this field and reasons for wishing to pursue it at doctoral level at the Pacific Theological College.

4. Every applicant must provide required academic transcripts and any other evidence of ability to undertake independent research in the area of proposed study. Such evidence shall include the following:

a) A Master of Theology degree or equivalent, with a B+ average or above in the appropriate research component from an accredited institution;

b) A successfully completed English proficiency test before or within the six months of application. English skills competency (IELTS) test score is at least 6.0.

5. The Registrar, on receiving the prescribed application form, will check to ensure that all required details are included BEFORE the application is forwarded to the Academic Dean. If the form is incomplete, it will be returned to the applicant for completion and resubmission.

6. The Academic Dean on receiving the completed application form from the Registrar shall convene a meeting of the Board of Graduate Studies (BoGS) to discuss the application through the following process:
a) The Academic Dean will process the applications to outline the most important information, and to make some recommendations to the Board of Graduate Studies for approval;
b) The Board of Graduate Studies, after full discussion of the application, will forward a recommendation to the Principal via the Academic Dean for approval.
7. The Principal or Academic Dean, through the Registrar's Office, will notify the applicant, home church and/or sponsor of the recommendation of the Board of Graduate Studies, as to whether or not the applicant is offered a place in the programme.
8. If the application is rejected, the applicant may lodge an appeal to the Board of Appeal within 20 working days of receiving the notice.
9. The Board of Appeals' decision is final.
10. Successful applicants, on receiving their 'offer letter' of a place in the programme, must notify in writing to the Registrar of his or her acceptance of the offer within 20 working days of receipt of the offer.
11. Upon receipt of the applicant's notification of accepting the offer, the Academic Dean will advise the relevant Academic Discipline for appointment of a primary supervisor according to the applicant's proposed field of research.

B. CANDIDATURE AND PROBATION
1. Confirmation of official candidature for full-time students shall occur only after **one year** of **full-time studies** [or **two years** for **part-time studies**], during which time the student remains on probation.
2. Approval of confirmation requires a **successful thesis proposal** as well as the **supervisor's report** to the Academic Dean, provided it **recommends** such approval in consultation with faculty members of the relevant academic Discipline. The Academic Dean shares the report with the 'PHD Candidature Approval Committee' (PHDCAC) for assessment and report to the faculty to endorse the recommendation. The supervisor's report should be based on the progress of the student during the probationary period which includes a **work sample** and a **thesis**

proposal. The student under probation is required to produce a work sample (at least **10,000 words**), **not** including the thesis proposal. The thesis proposal is a separate document (at least **5,000 words**) by the student. The work sample, the precise nature of which will be determined by the department concerned, may consist of draft chapters, relevant literature reviews, or similar texts written by the student during the probationary period. The work sample must demonstrate the ability of the student to work at an academic level that is appropriate for a doctoral candidate.

3. If confirmation of official candidature is **not approved for a full-time student**, **probation may be extended** by a further period of up to **one year** [or **two years** for a **part-time student**] under scholarship from church or private sponsors.

This **does not** apply to students under PTC's **'Churches Initiative for Pasifika Scholars'** (CIPS). If confirmation of official candidature is not approved for full-time student under CIPS PhD scholarship for faculty development, **probation may be extended** by a further period of **two** to **three months**. The importance for CIPS students is the PhD policy on probation and extension period to align to Sponsor's timeframe for funding.

An extension for both sponsored students and CIPS students will only be considered for reasons beyond the student's control, provided that there are reasonable grounds that the student may be expected to perform in a satisfactory manner within the period of extension. Approval of an extension will be considered by the PHDCAC, based on a written request by the student, with evidence, together with the supervisor's progress report.

If the candidature for a full-time sponsored student is still not granted after the one-year extension period [or two years for a part-time student] or after the two to three months for CIPS student, the student shall be required to withdraw from the programme.

4. Approval of confirmation of candidature will be **considered by the PHDCAC**, which will **inform the student, the supervisor, and faculty** of the **outcome**. Appeals against decisions regarding approval or extension

of candidature may be lodged with the Board of Appeal consisting of three qualified persons appointed by the Principal.

5. A student who would like to specialise in Biblical Studies should have at least a basic proficiency in one biblical language (Hebrew, Aramaic, or Greek), depending on the field of research chosen. Challenge exams in the relevant language will be offered at the beginning of a student's studies at PTC. Those who do not pass will need to take and pass relevant introductory language courses at BD level during the probationary period.

6. Throughout the student's candidature, the student shall present annually a seminar paper in the PhD 'inter-discipline' research seminar for all PhD candidates, with the approval of the supervisor, on a part of his/her research. However, for seminar paper presentation within a student's specialised academic discipline on a part of his/her research is determined by the supervisor (at least two presentations: one in semester 1 and one in semester 2) in each year of student candidature.

C. THESIS PROPOSAL

1. The PhD thesis proposal is usually a document that is at least 5,000 words in length (10 pages single spaced or 20 pages double-spaced), and should follow the PTC guidelines for research proposals. **New PhD Students must consult their supervisors and/or Academic Dean on the PTC Guidelines for Research proposal. The guidelines for proposal and structure for PhD and Masters research is usually introduced to new PgDip and Masters students in the course:** *SW400 Applied Research Skills* **by the Academic Skills Discipline in semester one of an academic year.** New PhD Students can opt to audit the course if necessary. The proposal must demonstrate that:

- the intended PhD research project is academically appropriate and achievable;
- the planned thesis is likely to make an original contribution to academic knowledge; and
- the student is capable of providing a clear and academically sound account of the intended research project at a level that is appropriate for PhD studies.

2. The proposal should be completed within the **first six months** of **full-time study** (or **twelve months** for a **part-time student**).

3. The student writes the proposal under the guidance of the supervisor, and submits the proposal to the supervisor with copy to the Head of Discipline. The supervisor completes an evaluation of the proposal together with a recommendation for or against approval, and submits this to the Academic Dean.

4. Upon receipt of the supervisor's evaluation and recommendation, the Academic Dean convenes an assessment meeting of the PHDCAC. During the meeting of the PHDCAC, the student will be asked to offer a verbal summary of the proposal if necessary and members of the PHDCAC will discuss the intended research with the student.

5. The Academic Dean informs the student, the supervisor, and the faculty of the decision of the PHDCAC.

Appeals against the decision of the PHDCAC may be taken to the Board of Appeal.

D. PHD CANDIDATURE APPROVAL COMMITTEE

The PhD Candidature Approval Committee (PHDCAC) consists of the Academic Dean (Chair), the Heads of Departments, and (if applicable) the supervisor concerned.

E. DURATION OF STUDIES

1. *Full-time Study*

Enrolment should be on a fulltime basis if the programme to be followed represents the principal activity of the candidate. Full-time study is no less than 3 years and no more than 6 years. The notional learning hours associated with each full-time year of study is 1200 (120 credits). It is to be expected that many students will need substantially more than the minimum period of 3 years to complete the programme.

2. *Part-time Study*

Enrolment should be on a part-time basis if the programme to be followed does not represent the primary activity of the candidate. Part-time study may be completed in no less than 5 years and no more than 8 years.

F. SUPERVISORS

1. The Board of Graduate Studies through the Academic Dean, on the recommendation of the relevant Head of Academic Discipline, shall appoint a supervisor for the student. The Academic Dean, in consultation with the supervisor may appoint a secondary supervisor to assist the supervisor with specific aspects of candidate's research. The Academic Dean report to the faculty of the appointment of secondary supervisor. Any such supervisors that are not members of the College's teaching faculty shall be remunerated for their work according to the Memorandum of Understanding (MOU) between the College and secondary supervisor.

2. During the first six months of the student's studies, the supervisor will work with the candidate on his/her thesis proposal. At the end of six months, this thesis proposal shall be submitted to the Academic Dean for approval.

3. In the case of a dispute between a candidate and his/her supervisor, which cannot be satisfactorily resolved by the Academic Dean, the Board of Graduate Studies shall have discretion to replace the supervisor.

4. For duties/expectations of supervisors and supervisees, see the College guideline on *Responsibilities of Supervisors and Responsibilities of Candidates*.

G. POSTGRDUATE RESEARCH SEMINARS

1. Attendance of relevant research seminars is obligatory. PhD students will actively participate in the relevant postgraduate seminars within their discipline, the inter-discipline seminar for Masters thesis, the PhD thesis seminar, and the Koro research mentoring seminar.

2. Part-time students may be partially exempted from this requirement. The supervisor, the Academic Dean, and the student will reach a consensus on this which takes individual circumstances into account.

3. PhD students will present a progress paper at least once a year in the context of the PhD seminar.

H. PROGRESS REPORTS

1. While a student is **on probation, progress reports** signed by the student's supervisor and the head of department **shall be submitted** to the Academic Dean **on a six-monthly basis**.

2. Once the candidature has been **confirmed**, **reports shall be submitted** on an **annual basis.**

3. If a progress report is unsatisfactory, the Board of Graduate Studies through the Academic Dean, may, after appropriate consultation, with supervisor, and head of relevant discipline recommend to the Principal to terminate the candidacy. The recommendation for termination is presented to the faculty for endorsement.

4. Progress report must include objectives and time frames for the student's work.

I. COMPLETION AND SUBMISSION OF THE THESIS

1. A candidate's thesis may not contain any work that has previously been submitted or examined for credit at PTC or elsewhere.

2. A thesis shall consist of about **100,000 words** of text, **inclusive of footnotes/endnotes,** but **excluding table of contents, appendices and bibliographies**. A word limit variation of up to 10% on either side is permissible.

3. The **candidate and the supervisor** are encouraged to **seek consensus on whether the thesis is ready for submission**. The supervisor then advises the Academic Dean in writing of such **intention to submit at least two months prior to submission**, with a copy to the relevant Head of Discipline. The candidate, supervisor, Head of Discipline and Academic Dean will fill in the 'PhD final thesis submission form for examination' from the Academic Dean's Office. If the candidate insists on submitting the thesis against the supervisor's advice, the candidate needs to acknowledge this to the Academic Dean in writing, with a copy to the supervisor and the relevant Head of Discipline.

4. The candidate shall submit one electronic copy (word and pdf format in flash drive or email attachment) of the thesis to the Academic Dean for examination in accordance with the regulations as set out in the section "Examination of the Thesis." If any of the examiners request a printed and bound copy for examination rather than the electronic version, the

Academic Dean will inform the candidate, who will then have to supply further copies to the Academic Dean. The printed and electronic versions of the thesis must be identical.

5. On receiving the thesis, the Academic Dean is to acknowledge through a letter to the student and the supervisor that the thesis has been submitted.

6. The Academic Dean arranges for the thesis to be released to members of the Board of Examiners.

J. EXAMINATION OF THESIS

1. The Board of Examiners

a. A student's thesis shall be examined by three appropriately qualified examiners who are appointed by the Board of Graduate Studies on the recommendation of the Academic Dean, who shall consult the Head of relevant Discipline and the supervisor.

b. At least one of the examiners will normally be from the Pacific Islands. Examiners should not normally be from a candidate's sponsor / sending Church and / or future employer and/or institution.

c. Examiners will be required to submit a report on the thesis, within eight weeks of having received it, using the Examiner's Evaluation Form, including a clear recommendation in accordance with Section K (below). If an examiner withdraws from the process of grading the thesis for any reason, a new examiner must be appointed.

d. A supervisor or an ex-supervisor cannot be appointed as an examiner, nor be involved in any stage of the examination process.

e. The Board of Graduate Studies appoints and authorises a Convener of the Board of Examiners. The convenor must not have been involved with the supervision process in any way; must have held the PhD degree him/herself for at least three years at the time of the appointment; is normally the Academic Dean, unless the Academic Dean was involved in the supervision of the candidate in some way, in which case the Board of Graduate Studies will appoint one of the Heads of academic disciplines of the College as convenor, provided that it is not the discipline of the candidate.

f.   The task of the Convenor is:
•   to convene the Board of Examiners;
•   not to examine the thesis, but to coordinate the examiners' reports and to produce a written report on behalf of the Board of Examiners which includes the recommendation of the examiners;
•   to explain and interpret the examination regulations to the three examiners;
•   to chair the Oral Defence; and
•   to communicate the results of the examination and oral defence and/or any further action to be taken to the candidate, the supervisor, the Head of Discipline, and the Principal.
g.   The Convener and the Examiners constitute the Board of Examiners.
h.   The identities of the examiners are not divulged to one another, nor to the candidate, or anyone else, until after all the examiners' reports have been submitted to the Convenor. The examination reports and the outcome remain confidential (i.e., known only to the members of the Board of Examiners) until the Board of Examiners authorises the convenor to release the decision(s) of the Board of Examiners.
i.   In the event where the convenor requires assistance with interpreting the three written reports, the Convenor will request two senior members of the teaching faculty of the College (usually, two Heads of Academic Disciplines) to assist him / her in the process of evaluating the three examiner's reports with a view to determining whether there is clarity in terms of the recommendations of the examiners (see section K below), or whether further clarification will be required of one or more of the examiners; and sharing the reports among the three examiners, once it is clear what the examiners' recommendations are.
The persons assisting the Convenor will be required to respect the strict confidentiality of the process; are not from the academic discipline of the candidate; and were not involved in the supervision of the candidate.
j.   If a face-to-face meeting of the Board of Examiners is not possible, the Convenor may use electronic means (such as email, or PhD viva, an audio or video conference) to convene the Board of Examiners.

k. The Board of Examiners' meeting is arranged once the Convenor is in receipt of clear and unambiguous reports and recommendations by the three examiners. All three examiners' reports and recommendations are tabled with the Board of Examiners in order to facilitate the discussion.

l. The Board of Examiners is requested to seek a unanimous decision in accordance with the regulations set out in Section K. If the Board of Examiners is unable to reach such a consensus, a vote will be taken. A simple majority (i.e., two against one) will suffice. Only the three examiners will have a vote on the Board of Examiners.

m. The Convenor will communicate the decision of the Board of Examiners to the candidate, the supervisor, and the Principal of the College.

2. Presentation and Oral Defence

There are two main components of the Defence process:

a.   Written Report on the Thesis (Evaluation)

•   Each examiner shall provide a written report on the thesis, within eight weeks of having received it, using the Examiner's Evaluation Form, which includes a preliminary recommendation towards a final result (in line with section K below).

b.   Oral Defence

•   An Oral Defence is required within three months of submission of the thesis.

•   Once all examiners' reports are received and the date of the Oral Defence is set, the candidate will be informed of the date, the names of the examiners, and the content of the examiners' comments on the thesis, but not the preliminary recommendation towards a final result (see section K.2.a). The candidate is not permitted to communicate with the examiners in respect of the examination process until the entire examination process is complete, apart from the necessary interaction during the Oral Defence itself.

•   The subject of the oral defence is the thesis of the candidate. The Oral Defence begins with a 20 to 30-minute presentation by the candidate,

responding to the reports of the Examiners. This will be followed by a discussion between the examiners and the candidate, which will not normally exceed one hour. The Oral Defence serves the purpose helping the student defend the argument and the examiners to reach their decision.

- The Convener of the Board of Examiners chairs the Oral Defence of the thesis.
- The Convenor may appoint a Scribe to record the process and outcome of the Oral Defence. The Scribe is not a member of the Board of Examiners.
- Preferably all three examiners, but at least two must be present in the Oral Defence, with one of them being the examiner from the Pacific Islands.
- The Oral Defence is to be held at the Pacific Theological College. Preferably both the candidate and Convenor must be present at the College for the Oral Defence, unless the candidate is off campus or offshore, but must make oneself available by means of PhD viva presentation, an audio and/or video conference, to be arranged by the College.
- The examiners do not have to be present in person, but must make themselves available by means of a PhD viva, an audio and/or video conference, to be arranged by the College.
- The candidate must successfully complete the Oral Defence and have the thesis 'accepted' (with or without conditions; see section K.2.) in order to qualify for the degree.
- At the end of the Oral Defence, the Board of Examiners' recommendations are announced publicly by the Convener of the Board of Examiners.

K. RESULTS OF THE EXAMINATION

1. The results of the defence are publicly declared by the Convener at the venue of defence.
2. The following pass conditions are to be used (see also the general academic policies of the College):

- **The thesis is accepted with a pass**.
- **The thesis is accepted with minor editorial corrections**: the corrections required are minor and can be completed within a month. The candidate is required to submit a corrected version of the thesis, together with a detailed report on the changes that have been made. The Convenor of the Board of Examiners will confirm that the changes made are in accordance with the requirements indicated by the Board of Examiners.
- **The thesis is accepted after amendments have been made to the satisfaction of the Convener of the Board of Examiners in consultation with members of the Board**. The amendments required can be completed within three months. The candidate is required to submit a corrected version of the thesis, together with a detailed report on the changes that have been made.
- **The thesis is not accepted in its present form but may be revised and resubmitted for examination.** The thesis is not of the required PhD standard and requires substantial revision, to be completed within 12 months. The candidate is required to submit a corrected version of the thesis, together with a detailed report on the changes that have been made.
- **The thesis is not accepted, and there is no right of resubmission.** The thesis is not of the required PhD standard and there is no likelihood that a revision will bring it up to that standard.

3. The period of revision is not included in the maximum allowable time for PhD studies (see section E).

L. INFORMING THE CANDIDATE OF THE RESULTS

1. Once the result of the examination is decided by the Board of Examiners, the Convener of the Board of Examiners sends a letter of notification of the results to the candidate, the supervisor, and the Principal of the College. If the thesis requires further work, the recommendations from the Board of Examiners shall accompany the convenor's letter of notification.

2. If the thesis is not accepted by the Board of Examiners, the candidate has the right to appeal the decision of the Board of Examiners to the Academic Board of Appeal. This must be done in writing, and within twenty working days.

3. The Academic Board of Appeal shall meet at the earliest opportunity to consider this appeal; its decision shall be final.

4. The Academic Board of Appeal shall consist of three qualified persons appointed by the Principal in consultation with the Convenor of the Board of Examiners. The members of the Academic Board of Appeal must not have been involved in either the supervision process or the examination process of the candidate. The role of the Academic Board of Appeal is not to re-examine the thesis, but to review whether the examination process was conducted fairly and in accordance with the regulations of the College.

M. CONFERRAL OF THE DEGREE

1. The Council (or its Executive Committee) awards the degree by endorsing the Board of Examiners' Examination recommendation.

2. The Chairperson of the Pacific Theological College Council will normally confer the Degree on the successful candidate during the annual graduation ceremony of the College.

2.2.2. MASTER OF THEOLOGY PROGRAMME GUIDELINE

NOTE: Application forms are available on line from PTC Webpage: https://ptc.ac.fj/
▪ Apply directly online using this link: https://ptc.ac.fj/online-application-mth/
▪ Downloaded application using this link: https://ptc.ac.fj/wp-content/uploads/2021/08/Application-Form-MTh.pdf
▪ Applications for fulltime study should be completed and received by October 15, especially if applicants wish to reside on campus.

ADMISSION PROCESS

1. Admission to the Master of Theology (MTh) programme is subject to the approval of the Principal on the recommendation of the Board of Graduate Studies via the Office of the Academic Dean.

2. The Registrar, on receiving the prescribed application form, will check to ensure that all required details are included BEFORE the application is forwarded to the Academic Dean.

3. The Academic Dean will process the applications to outline the most important information, and to make some recommendations to the Board of Graduate Studies for endorsement.

4. The Board of Graduate Studies, after full discussion of the application, will forward a recommendation to the Principal via the Office of the Academic Dean for approval.

5. The Principal or Academic Dean through the Registrar's Office, will notify the applicant, home church and/or sponsor of the recommendation of the Board of Graduate Studies, as to whether or not the applicant is offered a place in the programme.

REQUIREMENTS FOR GRADUATION

The MTh will be awarded to candidates who have successfully completed 120 credits of work that comprises:

1. Two postgraduate research seminar presentations (30 credits): one presentation (15 credits) in a specialised discipline thesis seminar and one presentation (15 credits) in the inter-discipline thesis seminar. Satisfactorily participated in a Koro research mentoring seminar (non-credit).

2. Passed the thesis component (90 credits).

3. Successfully participated pastorally for residential students:

•   satisfactorily participated in the spiritual and community life of the College; and

•   cleared all outstanding debts to the College.

The MTh will be awarded **with high distinction** if a candidate has, in addition to the above, earned at least a grade average of 90 or above for their thesis.

PROGRAMME

The MTh programme is intended to help the candidate do concentrate research for the purpose of attaining a certain level of specialisation in a particular theological discipline. The programme involves research, seminar presentations and a written thesis. All MTh students, regardless of specialisation, successfully take the same number of courses overall in the one-year PTC Postgraduate Diploma (PgDip) programme as a progression pathway to formally entering the MTh programme in the subsequent one-year period. The courses taken include two 'School Wide' core courses (SW400 *Applied Research Skills)* and (SW401 *Pasifika Hermeneutics: Why Context Matters).* However, specialisation is safeguarded through concentration on a specialised discipline in the thesis component.

FULL-TIME AND PART-TIME STUDIES: RESEARCH AND THESIS

Full-time students are expected to complete the programme with a written research thesis normally in one year. A full-time student, who has not completed his/her thesis during the one year of study, is expected to complete the thesis within one extra year. She/he, however, make a request in writing for the extension period needed, i.e., not more than one year, from the relevant Discipline concerned. The Supervisor and/or Head of the Discipline will consult with the Academic Dean and the Principal before a recommendation is made to the faculty for endorsement of whatever decision they have made.

The research work must be completed and the thesis must be submitted within the extension period. If by the end of the extension period these conditions have not been met, the candidate forfeits the degree.

Part-time students are expected to complete the MTh degree in not more than three (3) years. The part-time student will normally complete the research work within a period of three years, and submit a thesis within three years of entering the programme.

REMEDIAL WORK

A student in the MTh programme may be required to do remedial course work in the postgraduate diploma programme if his/her background in the area of specialisation is considered not adequate. Practical library skills training and computer literacy training are also available and may be required of individual students, over and above the general academic skills course as well as the research skills course.

PROBATION

All first year MTh students enrolled in one year of PTC Postgraduate Diploma (PgDip) programme as a progression pathway to MTh degree in the subsequent one-year period are on probation. To enter the one-year MTh programme research and thesis writing, a student must gain, at the end of one year of PgDip programme, **a B average or above** in his/her coursework in all credit-bearing courses. The student must produce a research proposal following the PTC guidelines for research proposals and approved by his/her specialised discipline. The guidelines for proposal and structure for Masters research are usually introduced to students in the College Academic Skills course. A student who does not fulfil the requirements for course average and research proposal respectively will not normally be permitted to continue in the MTh programme, but will be offered the opportunity to exit with a Postgraduate Diploma or, with the approval of the faculty, to repeat all or part of the programme if there are reasonable grounds to believe that the student may be able to achieve the required grade average on a second attempt.

RESEARCH SEMINARS

Attendance of relevant research seminars is obligatory. During the course of their postgraduate studies, MTh students will actively participate in the specialised discipline thesis seminars and the inter-discipline thesis seminars as well as the Koro research mentoring seminars. Part-time students may be partially exempted from this requirement. The supervisor, Academic Dean, and student will reach a consensus on this which takes individual circumstances into account. MTh students will present a progress paper in the inter-discipline thesis seminar, usually in semester one of their studies.

MASTER OF THEOLOGY THESIS

The thesis is a vital part of the MTh programme. Every student will undertake research on a topic approved by the Discipline concerned. For graduates of the PTC PgDip progressing to the one-year MTh programme, in addition to the student's research undertaken during his/her time at PTC, the Christmas vacation between the first and second year will be used to do field and/or library research either in Suva, in the Pacific country to which the thesis is related, and/or in some other place where relevant materials are located.

The expected length of the thesis is about **30,000 words**, which includes the abstract, introduction, text (chapters) and the conclusion.

PROCEDURE FOR SUBMISSION OF THESIS PROPOSAL AND THESIS

The following procedure applies from the beginning to the submission of a thesis:

1. In the one-year of the PTC Postgraduate Diploma programme a candidate must **submit a thesis proposal to the theological discipline of specialisation.** Upon its satisfaction with the proposal and approval, the **supervisor and/or Head of Discipline will present a recommendation to the faculty for endorsement by October 30** in the same year of PgDip programme, and the title of the proposal shall be sent to the Academic Dean.

2. The candidate must make a **successful seminar presentation** of a **chapter or a major section** of this thesis to the **inter-discipline MTh thesis seminar** in semester one during the year of research and writing. No thesis may be submitted unless its author has satisfactorily done a seminar presentation of his/her thesis.

3. **A complete draft of the whole thesis** (prior to proof-reading) must be **given to the supervisor** by the deadline set in the College academic calendar (usually **early August**). **Comments** will be **returned within a fortnight**. **A complete final draft** (after proof-reading) is **given to the supervisor** by due date set in the College academic calendar (usually the **end of August**). Only electronic document formatting issues remain at this stage.

4. The **final thesis** must be **submitted to the Academic Dean**, with the **approval of the supervisor**, by the deadline set in the College academic calendar (usually **early September**). The thesis will be **assessed by examiners within four weeks.** This is to ensure that it can be graded in time for graduation in November.

5. A student who submits his/her thesis after these due dates **cannot** be guaranteed graduation in November of that year.

6. In **extenuating circumstances**, a candidate may **request an extension** period for submitting his/her thesis. The candidate will request the extension **in writing by September 30** of the current year of study. For a **full-time candidate**, this period will be **one year**. Only six months of extension will be granted at a time.

7. A part-time student must submit the thesis within three (3) years of starting the programme.

Theses that have been examined and passed but returned with conditions must be so **revised and approved by the supervisor or acting supervisor prior to the candidate being awarded the degree.** On the same, the **student and the supervisor or acting supervisor sign the '*Copywriter Statement, Embargo and Supervisor's Approval Form for Thesis'** prior to lodging the final version of the thesis or dissertation with the library of PTC, via the Office of the Academic Dean.

A thesis that has been examined and deemed failed cannot be re-submitted.

ACADEMIC PRIZES

Only graduating students will be considered for academic prizes. The following prizes may be awarded:

- The **Faculty Prize for Distinction in Masters Thesis Work** may be awarded to students whose thesis work achieved a pass with distinction with a grade average of 80-89.
- The **PTC prize for overall academic excellence in the Masters Thesis Work** may be awarded to students who achieved a pass with high distinction with a grade average of 90-100.

MASTER OF THEOLOGY PROGRAMME STRUCTURE

The MTh programme is structured under two semesters in one year that are 15 weeks each. There are four requirements of the MTh programme comprising thesis writing, two postgraduate research seminar presentations *(at least one presentation in the specialised discipline seminar and one presentation in the inter-discipline seminar in semester one)* and participation in the Koro research mentoring seminar.

MTh One Year Structure

Semester 1	Semester 2
Postgraduate Research Seminar: BS500: Specialised Discipline TE500: Specialised Discipline HC500: Specialised Discipline PM500: Specialised Discipline (Thesis writing and presentation)	Thesis Writing Thesis Thesis Thesis Thesis
Postgraduate Research Seminar: Inter-Discipline (Thesis writing and presentation)	Postgraduate Research Seminar Continues in semester 2. Thesis Writing
Koro Research Mentoring Seminar (Research and Thesis writing)	Koro Research Mentoring Seminar (Thesis Writing)
	Thesis Completion (Submission and examination)

- **Postgraduate Research Seminar**

The postgraduate research seminar allows for presenting and discussing MTh candidates' academic work relating to current research and thesis. Thus, integrates learning achieved in students' participation in each of the **specialised Discipline thesis seminars** as well as the **Inter-Discipline thesis seminars**. The **presentation** of a **chapter or a major section** of thesis is usually required in the Inter-Discipline seminar. The specialised Disciplines may also require a presentation (e.g., a draft thesis chapter). Students will

learn and practice skills in discussing academic work, and will also learn and practise how to present their own work in an academic context (i.e., a research seminar). The seminars are not fine-graded; rather, it is based on a 'satisfactory/unsatisfactory' grading system. Participation in both the specialised discipline and inter-discipline seminars is obligatory and accounts for 30 credits. The specialised discipline seminars may be scheduled throughout the academic year (semester 1 and 2) according to the needs of each specialised discipline; registration occurs in both semesters.

- **Koro Research Mentoring Seminar**

(Platform for Community Oriented Learning)

The Koro research mentoring seminar is a platform for community-oriented learning that concentrates on developing an analytical foundation pertinent to critical reading and writing at the postgraduate level. The platform is an integral foundation for which each of the specialised disciplines can build on. It has two main features identified as KORO. The first part focuses on developing and refining the research skills of students within a collegial environment with peers and faculty. The second part aims to develop and formulate a research proposal together with communities.

PROGRAMME SUMMARY	
Programme Name	**Master of Theology**
Programme Description	The Master of Theology (MTh) degree programme provides advanced 'whole of life' and communities-based theological education in specialised disciplines of theology to enable the student to become better equipped for leadership for justice, for advanced theological teaching and academic supervision, for a particular form of ministry for societal transformation, to pursue an academic interest, or for the general enrichment of their Christian life and work. For each student, the MTh programme involves a specialised focus in one of the following disciplines: *Biblical*

	Studies-Old Testament or New Testament; *Theology and Ethics*; *History of Christianity*; and *Practical Ministry*. The degree is **predominantly research-based thesis** and is available full-time and part-time. The title of the award on the Testamur when a student graduate in a specialised focus area is '*Master of Theology in Biblical Studies;' Master of Theology in Theology and Ethics*;' '*Master of Theology in History of Christianity*,' *Master of Theology in Practical Ministry*.'
Minimum Entry Requirement	▪ should have graduated with a Bachelor's degree with honours (at level 8) not more than 10 years before applying, unless the applicant has taught in an academic institution since gaining the Bachelor degree. ▪ should have gained at least a 'B' average in the intended area of specialisation in the last two years of their Bachelor of Divinity (BD) studies. ▪ shall write an academic paper on an appropriate topic set by the relevant Discipline of the College to test their theological knowledge as well as their competence in the intended field of specialisation with a minimum of 50% pass grade of this paper. This paper shall accompany the completed application forms. ▪ must demonstrate an appropriate standard of English comprehension through an English proficiency assessment approved by the College Faculty through the Academic Skills Discipline, and gain at least a 50% pass grade, or a pass grade of 5.5 in an IELTS (Academic) test. ▪ A student who wishes to specialise in either Old Testament or New Testament Studies must demonstrate at least a basic proficiency in Biblical Hebrew or Greek respectively (applicants who fail this test will be required to take and pass introductory classes in either Biblical Hebrew or Greek)

	▪ Students with a level 7 qualification will be required to successfully complete all courses for the PgDip before formally entering the MTh programme; the grade average of all courses in this qualifying year must be a 'B' or higher.
Graduate Outcomes	▪ Demonstrate deep 'whole of life' theological knowledge in response to issues of concern to the Pasifika household of God; ▪ Demonstrate mature and independent research skills to critically analyse data and interpret it appropriately; ▪ Demonstrate decolonial skills including contextualising theology and faith expressions in cultural and regional contexts; ▪ Demonstrate creativity to make unique Oceanic contributions to theological knowledge; ▪ Demonstrate deep communities-based knowledge leading to leadership for justice and theological transformation.
Requirements for the Award of the Degree	The MTh will be awarded to candidates that have successfully completed all 120 credits comprising two postgraduate research presentations to the specialised discipline seminar and inter-discipline seminar, an Issues analysis within a community and successfully submitted a research thesis of approximately 30,000 words in a specialised area of study (Biblical Studies, Theology & Ethics, History of Christianity, Practical Ministry). The MTh will be awarded with high distinction if a candidate receives a grade average of 90 or above on his/her research thesis.
Mode of Delivery	Blended: Online + Face to Face
Duration	1-year Full Time or 3 years Part Time
Level	Equivalent to PQF/SPATS/HECF level 9

School Name	School of Theology & Ecumenism
Credit Point	120
Fees	TBC
Education Pathway	This qualification can lead into a Doctoral qualification (Level 10) or its overseas equivalent
Employment Pathway	Holders of this qualification will have the knowledge and skills to work in various roles in Christian churches or the wider society, particularly within the faith-based organisations and church affiliated sectors. ▪ Instructors in theological institutions around the region. ▪ Leadership positions in ecumenical and faith-based organisations. ▪ Leadership positions in communities. ▪ Work in organisations such as NGOs with specific focus on leadership, justice, spirituality. ▪ Consultants in areas of the intersection of theology, spirituality, and social justice issues.

CODE	MTH: POSTGRADUATE RESEARCH SEMINARS & COMMUNITIES PORTFOLIO	CREDITS
BS500 TE500 HC500 PM500	Biblical Studies Discipline Research Seminar Theology and Ethics Discipline Research Seminar History of Christianity Discipline Research Seminar Practical Ministry Discipline Research Seminar	30
	Postgraduate Research Seminars The postgraduate research seminars integrate learning achieved in students' participation in each of the specialised Discipline thesis seminars as well as the Inter-Discipline thesis seminars. The presentation of a chapter or a major section of thesis is usually required in the Inter-Discipline seminar. The specialised Disciplines may also require a presentation (e.g., a	

	draft thesis chapter). Students will learn and practice skills in discussing academic work and will also learn and practise how to present their own work in an academic context (i.e., a research seminar). Participation in the seminars is obligatory and accounts for 30 credits. The specialised discipline seminars may be scheduled throughout the academic year (semester 1 and 2) according to the needs of each specialised discipline; registration occurs in both semesters. • **Issues-Analysis with Communities Portfolio** (TBC) *(Worth noting that the current 30 credits for two research seminar presentations mentioned above is subject to change to 15 credits for both seminar presentations as first requirement. The other 15 credits will transfer to the second requirement: 'Issues Analysis with Communities Portfolio.' It would likely be a community engagement composed of written portfolio and presentation. This will be offered in 2025 by School of Theology & Ecumenism (SOTE) for the university programme.)*	
BS501 TE501 HC501 PM501	Biblical Studies Discipline Research Thesis Theology and Ethics Discipline Research Thesis History of Christianity Discipline Research Theis Practical Ministry Discipline Research Thesis **Research Thesis** The research thesis is a vital part of the MTh programme. Every student will undertake research on a topic approved by the specialised Discipline concerned. The expected length of the thesis is about 30,000 words, which includes the abstract, introduction, text (chapters) and the conclusion.	90 Credits

2.2.3. MASTER OF PHILOSOPHY PROGRAMME GUIDELINE

NOTE: Application forms are available on line from PTC Webpage: https://ptc.ac.fj/

- *Apply directly online using this link:* https://ptc.ac.fj/online-application-master-of-philosophy/
- Applications for fulltime study should be completed and received by October15**,** especially if applicants wish to reside on campus.

The Master of Philosophy (MPhil) programme may be offered in 2024 to cater for new (or current) students pursuing postgraduate studies (e.g., PhD degree) according to the programme description and minimum entry requirement described below.

PROGRAMME SUMMARY	
Programme Name	**Master of Philosophy**
Programme Description	Students interested in undertaking a smaller research topic that might not satisfy the scope of a full PhD might find it ideal to do a standalone Master of Philosophy (MPhil) instead. The full-time MPhil is a year and a half long programme (45 weeks of a 15-week semester schedule of the College) and equivalent to 3 semesters. The MPhil provides students with advanced research skills and the experience to enter the workforce or continue on to doctoral studies. Similar to the doctoral programmes, the MPhil is research-based and corresponds with the student's field of interest. The programme prepares students with the inquisitive skills to make a unique contribution to knowledge using communities-based knowledge independent thought, well-formulated research questions

	and a deep commitment to real-world issues affecting Pasifika communities. The MPhil programme also provides flexibility for PhD candidates, who cannot complete their studies and have to exit the PhD programme early. Similarly, an MPhil is awarded to a PhD candidate's thesis that does not fully produce the grade expected of a PhD. The title of the award on the Testamur when a student graduate in a specialise focus area is *Master of Philosophy.*
Minimum Entry Requirement	▪ Students with a bachelor's degree (level 7) or a Masters degree (level 8 or 9) outside the field of theology will be required to successfully complete all courses for the Postgraduate Diploma (PgDip) in Theology programme at the Pacific Theological College (PTC) before formally entering the MPhil programme. The grade average of all courses in this qualifying year must be a 'B' or higher. ▪ Students can immediately apply for MPhil after successful completion of PgDip programme, and will need to secure approval from sponsor if he/she is a sponsored student. ▪ shall write an academic paper on an appropriate topic set by the relevant department of the College to test their theological knowledge as well as their competence in the intended field of specialisation with a minimum of 50% pass

	grade of this paper. This paper shall accompany the completed application forms.
	▪ must demonstrate an appropriate standard of English comprehension through an English proficiency assessment approved by the Board of Graduate Studies, and gain at least a 50% pass grade, or a pass grade of 5.5 in an IELTS (Academic) test.
Graduate Outcomes	▪ Articulate a critical understanding of whole of life Pasifika ways of being in transdisciplinary and communities-based contexts. ▪ Build diverse characteristics and perspectives in their professional/communities practice. ▪ Engage in contextual de-colonial thinking and practices which inform local, regional, and international development strategies. ▪ Critically appraise diverse Pasifika contexts and related development strategies. ▪ Produce concrete innovations to develop whole of life responses to current and future challenges. ▪ Construct effective communications for whole of life learning. ▪ Self-reflective practitioners, evaluate and adopt innovations in collaboration with diverse communities. ▪ Shows academic excellence in communities-based approaches and navigating Pasifika issues with an obvious commitment to the whole of life.
Requirements for the	The MPhil will be awarded to candidates that successfully submit a research proposal of up

Award of the Degree	to 5,000 words and a 10,000 word literature review relevant to their chosen field of study. The required average pass is 50% or higher. A doctoral student that has reached the examination level but is/was unable to complete may also be considered.
Mode of Delivery	Blended: Online + Face to Face
Duration	1.5 years Full Time or 3 years Part Time
Level	Equivalent to PQF/SPATS/FHEC level 9
School Name	School of Theology and Ecumenism
Credit Point	180
Fees	TBC
Education Pathway	At completion of their research paper students may exit with an MPhil or opt to progress into a Doctoral qualification (Level 10) or its overseas equivalent. To be eligible for progression candidates must receive 70% or higher from an internal panel of examiners for their submitted proposal and literature review. If they do not reach the required level, they can exit with an MPhil. If the candidate does not meet the required entry level for PhD, the candidate may be required to write a bridging research essay of up to 8,000 words based on a topic given by the internal panel of examiners, demonstrating advanced knowledge and creative skills, which will be assessed for the candidate's suitability to proceed to PhD.
Employment Pathway TBC	Holders of this qualification will have the knowledge and skills to work in various roles in Christian churches or the wider society, particularly within faith-based organisations and church

| | affiliated sectors.
• Instructors in theological institutions around the region
• Leadership positions in ecumenical and faith-based organisations
• Leadership positions in communities
• Work in organisations such as NGOs with specific focus on leadership, justice, spirituality
• Consultants in areas of the intersection of theology, spirituality, and social justice issues. | |

CODE	POSTGRADUATE RESEARCH SEMINARS & COMMUNITIES PORTFOLIO	CREDITS
PH500	• **Postgraduate Research Seminars** The postgraduate research seminars integrate learning achieved in students' participation in each of the specialised Discipline thesis seminars as well as the Inter-Discipline thesis seminars. At least two presentations a year (*one presentation in the specialised discipline seminar and one presentation in the inter-discipline seminar in semester one)* and participation in the Koro research mentoring seminar. The presentation of a research proposal and literature review is usually required in specialised Disciplines postgraduate seminar. The Inter-Discipline seminar may also require a presentation (e.g., a draft thesis chapter). Additionally, students may present 1 paper in a conference/workshop/seminar outside of PTC either local or international. Student facilitation of seminars and workshops can also be counted. Students will learn and practice skills in discussing academic work, and will also learn and practise how to present their own work in an academic context (i.e., a	15 credits

	research seminar). Participation in the seminars is obligatory and accounts for 15 credits. The specialised discipline seminars may be scheduled throughout the academic year (semester 1 and 2) according to the needs of each specialised discipline; registration occurs in both semesters.	
	• **Issues-Analysis with Communities Portfolio** (TBC)	15 credits
	The communities portfolio would likely be a community engagement composed of written portfolio and presentation. The presentations in both oral and written will be assessed.	
	The assessable tasks would likely be a written research paper of communities-based analysis of not less than 10,000 words for assessment. At least 80% of this paper must go into one of the chapters of the student's thesis. The paper must be written while in the communities. Students can explore other areas of presentations such as producing a few video podcasts, TikTok, you tube, speeches, etc. With the community included.	
	• **Research Proposal: 5,000 words**	15 credits
	The research proposal forms part of a student's application for MPhil/PhD point at issue (s) that a student should talk over with his/her supervisor. The proposal should follow the PTC guidelines for research proposals. The guidelines for proposal and structure for Masters research are usually introduced to students in the academic skills course.	
	• **Literature Review: 10,000 words**	
	The literature review forms part of a students' research proposal and as well as the chapters of the student's thesis.	15 credits

PH501	• **Research Thesis: 50,000 words** The research thesis is a vital part of the MPhil programme. Every student will undertake research on a topic approved by the specialised Discipline concerned. The expected length of the thesis is about 50,000 words *(150 pages),* which includes the abstract, introduction, text (chapters) and the conclusion.	120 credits
TOTAL		180 credits

2.2.4. POSTGRADUATE DIPLOMA PROGRAMME GUIDELINES

NOTE: Application forms are available on line from PTC Webpage*: https://ptc.ac.fj/*

▪ Apply directly online using this link: *https://ptc.ac.fj/online-application-pgdip/*
▪ Downloaded application using this link:
 https://ptc.ac.fj/wp/wp-content/uploads/2021/09/Application-Form-PostGraduate-Diploma.pdf
▪ Applications for fulltime study should be completed and received by October15**,** especially if applicants wish to reside on campus.

PROGRAMME

The Postgraduate Diploma (PgDip) is a one-year programme intended to help the students do concentrate courses for the purpose of attaining a certain level of specialisation in a particular theological discipline: **Biblical Studies** (BS), **Theology and Ethics** (TE), **History of Christianity** (HC) and **Practical Ministry** (PM).

The programme also involves research thesis proposal, postgraduate seminar presentations **in a specialised Discipline**, including the Koro research mentoring seminar. All PgDip students, regardless of specialisation, successfully take the same number of courses overall in the PgDip programme as a progression pathway to formally entering the MTh programme in the subsequent one-year period. The courses taken include two 'School Wide' courses (SW400 *Applied Research Skills)* and (SW401

core *Pasifika Hermeneutics: Why Context Matters).* However, specialisation is safeguarded through concentration on a particular discipline in the thesis proposal component.

The courses enable students receive the appropriate balance of learning experience in a specialised discipline that best meet their needs for graduation and/or progression to a Masters programme. The PgDip programme curriculum with pathway courses and a thesis proposal in a specialised discipline offers a starting point for progression to the College one-year MTh programme.

PROGRAMME SUMMARY	
Programme Name	**Postgraduate Diploma in BIBLICAL STUDIES**
Programme Description	The Postgraduate Diploma (PgDip) in Biblical Studies is coursework based and consists of 120 credit hours of learning at Level 8. For students intending to progress into a Masters degree, the PgDip will be a foundation year. Full-time or part-time study is available, and admission is usually granted at the beginning of every academic year. The PgDip is an advanced programme that builds on the student's prior training in biblical, theological, ministerial and historical studies with a more issue-based focus. The intent is to equip students in serving the needs of Pasifika communities in any capacity using 'whole of life' and justice-driven approaches appropriate to their contexts. The title of the of the award on the Testamur when a student graduate is '*Postgraduate Diploma in Biblical Studies.'*
Minimum Entry Requirement	▪ should have graduated with a Bachelor's degree (3 years full-time equivalent) not more than 10 years before applying for the PgDip programme, unless the applicant has taught in

	an academic institution since gaining the Bachelor degree.
	▪ should have gained at least a 'B' average in the intended area of specialisation in the last two years of their Bachelor of Divinity (BD) studies.
	▪ shall write an academic paper on an appropriate topic set by the relevant Discipline of the College to test their theological knowledge as well as their competence in the intended field of specialisation with a minimum of 50% pass grade of this paper. This paper shall accompany the completed application forms.
	▪ must demonstrate an appropriate standard of English comprehension through an English proficiency assessment approved by the College Faculty through the Academic Skills Discipline, and gain at least a 50% pass grade, or a pass grade of 5.5 in an IELTS (Academic) test.
Graduate Outcomes	▪ Demonstrate a 'whole of life' knowledge that covers and integrates most of the main areas of the discipline and their link to other disciplines and worlds;
	▪ Demonstrate commitment to research issues of concern to Pacific churches and the region;
	▪ Demonstrate independent thinking to critically analyse data and interpret it appropriately for new Oceanic contributions to theological and ecumenical knowledge;
	▪ Demonstrate the ability to contextualise theology and faith expressions in their own cultural and communities-based contexts;

	▪ Demonstrate deep knowledge of the 'whole of life' and leadership for justice vision within the Pacific household of God framework.
Requirements for the Award of Postgraduate Diploma	Course credits: 30 credits per course at the postgraduate level. The PgDip will be awarded to candidates who have successfully completed 120 credits of work made up of two core courses (60 credits) and two specialisation courses (60 credits) from a specialised Discipline (e.g., Biblical Studies, Theology & Ethics, History of Christianity, or Practical Ministry). The core courses for the PgDip are School Wide (SW) and mandatory for all enrolled students.
Mode of Delivery	Blended: Online + Face to Face
Duration	1-year Full Time or 3 years Part Time
Level	Equivalent to PQF/SPATS/FHEC level 8
School Name	School of Theology and Ecumenism
Credit Point	120
Fees	TBC
Education Pathway	This qualification can lead to a Masters degree qualification (level 9) or its overseas equivalent. The requirement for progression to the PTC Masters programme is a successful completion of the PgDip programme with overall course average of 'B' or above and a approved thesis proposal.
Employment Pathway	Holders of this qualification will have the knowledge and skills to work in various roles in Christian churches or the wider society, particularly within faith-based organisations and church affiliated sectors. ▪ Instructors in theological institutions around the region.

	▪ Leadership positions in ecumenical and faith-based organisations. ▪ Leadership positions in communities. ▪ Work in organisations such as NGOs with specific focus on leadership, justice, spirituality. ▪ Consultants in areas of the intersection of theology, spirituality, and social justice issues ▪ First step towards ordination in some faith communities.

CODE	PGDIP - OVERVIEW OF COURSE IN BIBLICAL STUDIES	CREDITS
SW400	**Applied Research Skills** *(Core)* The first part of the course will concentrate on academic reading and writing of theological texts, and on critical thinking and is meant to create the foundation for postgraduate theological work on which individual courses in different disciplines can build. The second part of the course focuses on research skills and proposal writing.	30
SW401	**Pasifika Hermeneutics: Why Context Matters** *(Core)* The course aims to develop a deep knowledge of students on the 'art of relational interpretation' that is Pasifika and home-grown. Hermeneutics is fundamental to the Pasifika decolonial agenda, especially the decolonisation of the mindset, and the development of Pasifika home-grown research frameworks. The course focuses on allowing the productive role of the student and his/her context to creatively reconstruct new and life-affirming meaning in the reception of texts (such as the Bible), art, dance, songs and poetry, culture,	30

	traditions, rituals, bodily language, etc, based on their particular life worlds and challenges. The first half will focus on exploring, discussing, and critically analysing the hermeneutical traditions of the West as well as contemporary approaches from other parts of the world. The second half focuses on developing Pasifika 'whole of life' communities-based hermeneutics, to assist with rethinking our understanding of God, faith, culture, development, education, research, and traditions. Thus, the course is transdisciplinary. The aim is to develop decolonial foundations to inform leadership for justice and to underpin the development of sustainable and resilient frameworks, models, and paradigms of life for the Pasifika churches, society, and academia.	
BS400	**Biblical Interpretation and Hermeneutics** *(Specialised)* This course for the PGDip programme is designed to offer students who specialise in Biblical Studies, an advanced orientation to interpretation methods and their hermeneutical presuppositions and assumptions, ranging from various forms of historical criticism to text- and reader-centred approaches, advocacy readings, and various approaches taken by scholars in Oceania. The question of the relevance of all these approaches to church and society in various frameworks within the Pacific will permeate the course. Knowledge of the Biblical languages will not be required.	30
BS401	**Apocalypse and Empire** *(Specialised)* This is a joint OT/NT specialisation course, offered for students specialising in either field. It covers two connected, though distinct areas of scholarly concern: Firstly, the course will explore issues that	30

| | arise from the current scholarly focus on empire as a lived reality which pervaded the world of the Scriptures, and will do this by studying historical, literary, and theological aspects of selected Biblical texts. Secondly, the course will explore apocalyptic literature in the Scriptures and the world they come from. Inter alia, we will study the historical setting of such works (including contexts of empire); symbols, metaphors, and intertextual relationships; and the interpretation of such texts in our context(s) today. The course will work on the basis of English translations, with some reference to the Scriptures in their original languages. | |

* All courses noted above are tentative and subject to further revision from the relevant Discipline.

PROGRAMME SUMMARY	
Programme Name	**Postgraduate Diploma in THEOLOGY AND ETHICS**
Programme Description	The postgraduate diploma (PgDip) in theology and Ethics is coursework based and consists of 120 credit hours of learning at Level 8. For students intending to progress into a Masters degree, the PgDip will be a foundation year. Full-time or part-time study is available, and admission is usually granted at the beginning of every academic year. The PgDip is an advanced programme that builds on the student's prior training in biblical, theological, historical, and ministerial studies with a more issue-based focus. The intent is to equip students in serving the needs of Pasifika communities in any capacity using 'whole of life' and justice-driven approaches

	appropriate to their contexts. The title of the of the award on the Testamur when a student graduate is "*Postgraduate Diploma in Theology and Ethics.*"
Minimum Entry Requirement	▪ should have graduated with a Bachelor's degree (3 years full-time equivalent) not more than 10 years before applying for the PgDip programme, unless the applicant has taught in an academic institution since gaining the Bachelor degree. ▪ should have gained at least a 'B' average in the intended area of specialisation in the last two years of their Bachelor Divinity (BD) studies. ▪ shall write an academic paper on an appropriate topic set by the relevant discipline of the College to test their theological knowledge as well as their competence in the intended field of specialisation with a minimum of 50% pass grade of this paper. This paper shall accompany the completed application forms. ▪ Must demonstrate an appropriate standard of English comprehension through an English proficiency assessment approved by the College Faculty through the Academic Skills Discipline, and gain at least a 50% pass grade, or a pass grade of 5.5 in an IELTS (Academic) test.
Graduate Outcomes	▪ Demonstrate a 'whole of life' knowledge that covers and integrates most of the main areas of the discipline and their link to other disciplines and worlds;

	▪ Demonstrate commitment to research issues of concern to Pacific churches and the region; ▪ Demonstrate independent thinking to critically analyse data and interpret it appropriately for new Oceanic contributions to theological and ecumenical knowledge; ▪ Demonstrate the ability to contextualise theology and faith expressions in their own cultural and communities-based contexts; ▪ Demonstrate deep knowledge of the 'whole of life' and leadership for justice vision within the Pacific household of God framework.
Requirements for the Award of Postgraduate Diploma	Course credits: 30 credits per course at the postgraduate level. The PgDip will be awarded to candidates who have successfully completed 120 credits of work made up of two core courses (60 credits) and two specialisation courses (60 credits) from a specialised area of study (e.g., Biblical Studies, Theology & Ethics, History of Christianity, or Practical Ministry). The core courses for the PgDip are School Wide (SW) and mandatory for all enrolled students.
Mode of Delivery	Blended: Online + Face to Face
Duration	1-year Full Time or 3 years Part Time
Level	Equivalent to PQF/SPATS/FHEC level 8
School Name	School of Theology & Ecumenism
Credit Point	120
Fees	TBC

Education Pathway	This qualification can lead to a Masters degree qualification (Level 9) or its overseas equivalent.
Employment Pathway	Holders of this qualification will have the knowledge and skills to work in various roles in Christian churches or the wider society, particularly within the faith-based organisations and church affiliated sectors. ▪ Instructors in theological institutions around the region ▪ Leadership positions in ecumenical and faith-based organisations ▪ Leadership positions in communities ▪ Work in organisations such as NGOs with specific focus on leadership, justice, spirituality ▪ Consultants in areas of the intersection of theology, spirituality, and social justice issues ▪ First step towards ordination in some faith communities

CODE	PGDIP - OVERVIEW OF COURSE IN THEOLOGY AND ETHICS	CREDITS
SW400	**Applied Research Skills** *(Core)* The first part of the course will concentrate on academic reading and writing of theological texts, and on critical thinking and is meant to create the foundation for postgraduate theological work on which individual courses in different disciplines can build. The second part of the course focuses on research skills and proposal writing.	30
SW401	**Pasifika Hermeneutics: Why Context Matters** *(Core)*	30

	The course aims to develop a deep knowledge of students on the 'art of relational interpretation' that is Pasifika and home-grown. Hermeneutics is fundamental to the Pasifika decolonial agenda, especially the decolonisation of the mindset, and the development of Pasifika home-grown research frameworks. The course focuses on allowing the productive role of the student and his/her context to creatively reconstruct new and life-affirming meaning in the reception of texts (such as the Bible), art, dance, songs and poetry, culture, traditions, rituals, bodily language, etc, based on their particular life worlds and challenges. The first half will focus on exploring, discussing, and critically analysing the hermeneutical traditions of the West as well as contemporary approaches from other parts of the world. The second half focuses on developing Pasifika 'whole of life' communities-based hermeneutics, to assist with rethinking our understanding of God, faith, culture, development, education, research, and traditions. Thus, the course is transdisciplinary. The aim is to develop decolonial foundations to inform leadership for justice and to underpin the development of sustainable and resilient frameworks, models, and paradigms of life for the Pasifika churches, society, and academia.	
TE400	**Pasifika Theologies in Colonial Contexts** *(Specialised)* Theology is where participation in a religious faith seeks to express the content of this faith in the clearest and most coherent language available. But how has this faith been received and communicated in Colonial or Postcolonial contexts? Moreover,	30

	what is the connection between the expression of theology and the socio-economic-political contexts shaping them?' These are the central questions dealt with in this course. It surveys various theologies from both Western and non-Western contexts, paying attention to the content of these theologies and how they resonate with our own understanding of theology. Is it coherent? Or is it imposed? The aim of the course is to enable students to engage dominant expressions of theology and critique these in terms of cultural superiority, coloniality and its exclusive treatment of people and the whole of life.	
TE401	**Land and Eco Theology**: *(Specialised)* The land and sea are important motifs in biblical and systematic theology but it was not until in the late twentieth century that due attention was afforded to them. Beginning from the biblical and theological perspectives this course will explore these motifs within the particular worldviews and understandings of Pasifika contexts. More specifically, the course will explore and analyse the key theme of interconnectedness (land, sea and sky) and the 'whole of life' spiritualties that underpin the Eco-relational consciousness of past and present Pasifika communities. The overarching aim is to encourage ecological justice, sustainable livelihoods and indigenous conservation approaches in response to Climate Change and Sea Level Rise.	30
TOTAL		120

* *All courses noted above are tentative and subject to further revision from the relevant Discipline.*

PROGRAMME SUMMARY	
Programme Name	**Postgraduate Diploma in HISTORY OF CHRISTIANITY**
Programme Description	The Postgraduate Diploma (PgDip) in History of Christianity is coursework based and consists of 120 credit hours of learning at Level 8. For students intending to progress into a Masters degree, the PgDip will be a foundation year. Full-time or part-time study is available, and admission is usually granted at the beginning of every academic year. The PgDip is an advanced programme that builds on the student's prior training in biblical, theological, ministerial and historical studies with a more issue-based focus. The intent is to equip students in serving the needs of Pasifika communities in any capacity using 'whole of life' and justice-driven approaches appropriate to their contexts. The title of the of the award on the Testamur when a student graduate is "*Postgraduate Diploma in History of Christianity.*"
Minimum Entry Requirement	▪ should have graduated with a Bachelor's degree (3 years full-time equivalent) not more than 10 years before applying for the PgDip programme, unless the applicant has taught in an academic institution since gaining the Bachelor degree. ▪ should have gained at least a 'B' average in the intended area of specialisation in the last two years of their Bachelor of Divinity (BD) studies. ▪ shall write an academic paper on an appropriate topic set by the relevant Discipline of the College to test their

	theological knowledge as well as their competence in the intended field of specialisation with a minimum of 50% pass grade of this paper. This paper shall accompany the completed application forms. ▪ must demonstrate an appropriate standard of English comprehension through an English proficiency assessment approved by the College Faculty through the Discipline of Academic Skills, and gain at least a 50% pass grade, or a pass grade of 5.5 in an IELTS (Academic) test.
Graduate Outcomes	▪ Demonstrate a 'whole of life' knowledge that covers and integrates most of the main areas of the discipline and their link to other disciplines and worlds; ▪ Demonstrate commitment to research issues of concern to Pacific churches and the region; ▪ Demonstrate independent thinking to critically analyse data and interpret it appropriately for new Oceanic contributions to theological and ecumenical knowledge; ▪ Demonstrate the ability to contextualise theology and faith expressions in their own cultural and communities-based contexts; ▪ Demonstrate deep knowledge of the 'whole of life' and leadership for justice vision within the Pacific household of God framework.
Requirements for the Award of Postgraduate Diploma	Course credits: 30 credits per course at the postgraduate level. The PgDip will be awarded to candidates who have successfully completed 120 credits of work made up of two core courses (60 credits), two specialisation courses (60 credits) from a specialised area of study (e.g. Biblical

	Studies, Theology & Ethics, History of Christianity or Practical Ministry). The core courses for the PgDip are School Wide (SW) and mandatory for all enrolled students.
Mode of Delivery	Blended: Online + Face to Face
Duration	1-year Full Time or 3 years Part Time
Level	Equivalent to PQF/SPATS/FHEC level 8
School Name	School of Theology and Ecumenism
Credit Point	120
Fees	TBC
Education Pathway	This qualification can lead to a Masters degree qualification (Level 9) or its overseas equivalent
Employment Pathway	Holders of this qualification will have the knowledge and skills to work in various roles in Christian churches or the wider society, particularly within the faith-based organisations and church affiliated sectors. ▪ Instructors in theological institutions around the region. ▪ Leadership positions in ecumenical and faith-based organisations. ▪ Leadership positions in communities. ▪ Work in organisations such as NGOs with specific focus on leadership, justice, spirituality. ▪ Consultants in areas of the intersection of theology, spirituality, and social justice issues. ▪ First step towards ordination in some faith communities.

CODE	PGDIP – OVERVIEW OF COURSE IN HISTORY OF CHRISTIANITY	CREDITS
SW400	**Applied Research Skills** *(Core)*	30

	The first part of the course will concentrate on academic reading and writing of theological texts, and on critical thinking and is meant to create the foundation for postgraduate theological work on which individual courses in different disciplines can build. The second part of the course focuses on research skills and proposal writing.	
SW401	**Pasifika Hermeneutics: Why Context Matters** *(Core)* The course aims to develop a deep knowledge of students on the 'art of relational interpretation' that is Pasifika and home-grown. Hermeneutics is fundamental to the Pasifika decolonial agenda, especially the decolonisation of the mindset, and the development of Pasifika home-grown research frameworks. The course focuses on allowing the productive role of the student and his/her context to creatively reconstruct new and life-affirming meaning in the reception of texts (such as the Bible), art, dance, songs and poetry, culture, traditions, rituals, bodily language, etc, based on their particular life worlds and challenges. The first half will focus on exploring, discussing, and critically analysing the hermeneutical traditions of the West as well as contemporary approaches from other parts of the world. The second half focuses on developing Pasifika 'whole of life' communities-based hermeneutics, to assist with rethinking our understanding of God, faith, culture, development, education, research, and traditions. Thus, the course is transdisciplinary. The aim is to develop decolonial foundations to inform leadership for justice and to underpin the development of sustainable and resilient frameworks, models, and paradigms of life for the Pasifika churches, society, and academia.	30

HC400	**Orality, Textuality and History: Understanding "Key Texts" from Pasifika** *(Specialised)*	30
	Despite the heritage of a vigorous oral tradition in the Pacific, the oral literature is largely absent from the accounts of the history of Christianity in the Pacific. This course helps the students to understand the factors in colonial and postcolonial Pacific that contributed not only to the exclusion of oral forms but also the suppression of the oral in favour of the printed text. It introduces students to various efforts in different postcolonial contexts of recovering oral forms for understanding the history in general and the history of Christianity in particular. Various "key texts", both oral and printed, *from the Pacific* will be introduced not only for students to be informed of the main trends and trajectories in the history of Christian people in the Pacific, but also for them to critically engage with those texts.	
HC401	**History of the Ecumenical Movement in Pasifika and the World** *(Specialised)*	30
	This course introduces the students to the history of the "modern" ecumenical movement from the time of the 19th century until the formative years of the World Council of Churches (WCC) and into major debates and crucial conflicts in the following three decades. The course enables the students to work with original documents and to interpret them in the context of their time. In addition, the course also offers perspectives to critically investigate various theological and epistemological developments within the history of the ecumenical movement and their impacts on the churches and societies. It addresses some key theological debates in the history of ecumenism in order to understand the complexities of the logic of oneness/unity and its relevance and/or irrelevance	

	today in the 21st century. In a second part the course will examine the history of ecumenism in the Pacific from the 1920s when the idea of cooperation among the churches was first mooted to the present day. Special emphasis will be given to the vision of the indigenous ecumenical pioneers gathered at the initial conference at Malua 1961. Ecumenical concerns, problems and challenges that emerged over the years will be examined within the context of the development of regional institutions, namely the Pacific Conference of Churches and the Pacific Theological College. A critical evaluation of the relationship between Pacific ecumenism and the ecumenical movement worldwide and of the most recent developments in Pacific ecumenical understanding will conclude the course.	
TOTAL		120

* All courses noted above are tentative and subject to further revision from the relevant Discipline.

PROGRAMME SUMMARY	
Programme Name	**Postgraduate Diploma in PRACTICAL MINISTRY**
Programme Description	The Postgraduate Diploma (PgDip) in Practical Ministry is coursework based and consists of 120 credit hours of learning at Level 8. For students intending to progress into a Masters degree, the PgDip will be a foundation year. Full-time or part-time study is available, and admission is usually granted at the beginning of every academic year. The PgDip is an advanced programme that builds on the student's prior training in biblical, theological, historical ministerial studies and with a more issue-based focus. The intent is to equip students in serving the needs of Pasifika

	communities in any capacity using 'whole of life' and justice-driven approaches appropriate to their contexts. The title of the award on the Testamur when a student graduate is "*Postgraduate Diploma in Practical Ministry.*"
Minimum Entry Requirement	▪ should have graduated with a Bachelor's degree (3 years full-time equivalent) not more than 10 years before applying for the PgDip, unless the applicant has taught in an academic institution since gaining the Bachelor degree. ▪ should have gained at least a 'B' average in the intended area of specialisation in the last two years of their Bachelor of Divinity (BD) studies. ▪ shall write an academic paper on an appropriate topic set by the relevant Discipline of the College to test their theological knowledge as well as their competence in the intended field of specialisation with a minimum of 50% pass grade of this paper. This paper shall accompany the completed application forms. ▪ must demonstrate an appropriate standard of English comprehension through an English proficiency assessment approved by the College Faculty through the Academic Skills Discipline and gain at least a 50% pass grade, or a pass grade of 5.5 in an IELTS (Academic) test.
Graduate Outcomes	▪ Demonstrate a 'whole of life' knowledge that covers and integrates most of the main areas of the discipline and their link to other disciplines and worlds; ▪ Demonstrate commitment to research issues of concern to Pacific churches and the region; ▪ Demonstrate independent thinking to critically analyse data and interpret it appropriately for

	new Oceanic contributions to theological and ecumenical knowledge; ▪ Demonstrate the ability to contextualise theology and faith expressions in their own cultural and communities-based contexts; ▪ Demonstrate deep knowledge of the 'whole of life' and leadership for justice vision within the Pacific household of God framework.
Requirements for the Award of Postgraduate Diploma	Course credits: 30 credits per course at the postgraduate level. The PgDip will be awarded to candidates who have successfully completed 120 credits of work made up of two core courses (60 credits) and two specialisation courses (60 credits) from a specialised area of study (e.g., Biblical Studies, Theology & Ethics, History of Christianity or Practical Ministry). The core courses for the PgDip are School Wide (SW) and mandatory for all enrolled students.
Mode of Delivery	Blended: Online + Face to Face
Duration	1-year Full Time or 3 years Part Time
Level	Equivalent to PQF/SPATS/HECF level 8
School Name	School of Theology & Ecumenism
Credit Point	120
Fees	TBC
Education Pathway	This qualification can lead to a Masters degree qualification (Level 9) or its overseas equivalent
Employment Pathway	Holders of this qualification will have the knowledge and skills to work in various roles in Christian churches or the wider society, particularly within the faith-based organisations and church affiliated sectors. ▪ Instructors in theological institutions around the region.

	▪ Leadership positions in ecumenical and faith-based organisations.
	▪ Leadership positions in communities.
	▪ Work in organisations such as NGOs with specific focus on leadership, justice, spirituality.
	▪ Consultants in areas of the intersection of theology, spirituality, and social justice issues.
	▪ First step towards ordination in some faith communities.

CODE	PGDIP – OVERVIEW OF COURSE IN PRACTICAL MINISTRY	CREDITS
SW400	**Applied Research Skills** *(Core)* The first part of the course will concentrate on academic reading and writing of theological texts, and on critical thinking and is meant to create the foundation for postgraduate theological work on which individual courses in different disciplines can build. The second part of the course focuses on research skills and proposal writing.	30
SW401	**Pasifika Hermeneutics: Why Context Matters** *(Core)* The course aims to develop a deep knowledge of students on the 'art of relational interpretation' that is Pasifika and home-grown. Hermeneutics is fundamental to the Pasifika decolonial agenda, especially the decolonisation of the mindset, and the development of Pasifika home-grown research frameworks. The course focuses on allowing the productive role of the student and his/her context to creatively reconstruct new and life-affirming meaning in the reception of texts (such as the Bible), art, dance, songs and poetry, culture, traditions, rituals, bodily language, etc, based on	30

| | | their particular life worlds and challenges. The first half will focus on exploring, discussing, and critically analysing the hermeneutical traditions of the West as well as contemporary approaches from other parts of the world. The second half focuses on developing Pasifika 'whole of life' communities-based hermeneutics, to assist with rethinking our understanding of God, faith, culture, development, education, research, and traditions. Thus, the course is transdisciplinary. The aim is to develop decolonial foundations to inform leadership for justice and to underpin the development of sustainable and resilient frameworks, models, and paradigms of life for the Pasifika churches, society, and academia. | |
| PM400 | **Ministry in a Social Context: Pasifika and Beyond** *(Specialised)* At the outset of this study, students will critically review their call to experience and serve transformation. In turn, they will identify current social issues in their contexts, analyse the root causes and discover inter-connectedness in the light of structures, social values and personal biases. Concurrently, students will design and practice various tools, methods and phases in doing social analysis. They will build up their capacity and competency in leading people, utilizing the 'Pastoral Spiral' and its various phases of Social Analysis, Faith Reflection and Taking Responsive and Strategic Action. They will acquaint with the issues on people's agenda, experience of empowerment and approaches in devising strategies to promoting human rights and creating constructive changes in their communities. They | 30 |

	will explore and examine the efforts of community organizing in their own contexts, done by social movements including local churches and other organisations of collective life in the Pacific such as voluntary organisations, trade unions etc., towards liberation and transformation. Students will critically evaluate various models of social change and development aiming at transformation and sustainability. At the zenith of their study, students will seek possible partnership and network among those organisations in the Pacific, striving for holistic and sustainable development of people.	
PM401	**Theologies of Mission and Counselling** *(Specialised)* This course is devoted mostly to an exploration of the theology of mission and counselling with a focus on the biblical foundations for mission and context of cross-cultural ministry. The course examines biblical and theological presuppositions for Christian mission and integrate theological themes in and around the idea of mission and counselling. Through readings and discussions, students will look at the question of how theology of mission touches real life cross-cultural context and implications on Christian counselling today. Students will begin to gain competence in approaches to ministerial concerns, practices and form own theology of mission as a framework which will inform their emerging approach to Christian cross-cultural counselling as mission in the local Pasifika communities.	30
TOTAL		120

* All courses noted above are tentative and subject to further revision from the relevant Discipline.

ONE YEAR POSTGRADUATE DIPLOMA PROGRAMME STRUCTURE

Semester 1	Semester 2
SW400 (Core course - 30 credits)	Writing Thesis Proposal
SW401 (Core course - 30 credits)	Writing Thesis Proposal
BS400 (Specialised course - 30 credits)	BS401 (Specialised course - 30 credits)
TE400 (Specialised course - 30 credits)	TE401 (Specialised course - 30 credits)
HC400 (Specialised course - 30 credits)	HC401 (Specialised course - 30 credits)
PM400 (Specialised course -30 credits)	PM401 (Specialised course - 30 credits)
ASE (English - Non-credit course)	Writing Thesis Proposal
Postgraduate Research Seminar BS500: Specialised Discipline TE500: Specialised Discipline HC500: Specialised Discipline PM500: Specialised Discipline	**Postgraduate Research Seminar** BS500: Specialised Discipline TE500: Specialised Discipline HC500: Specialised Discipline PM500: Specialised Discipline
Postgraduate Research Seminar Inter-Discipline Seminar	Writing Thesis Proposal
KORO Research Mentoring Seminar	KORO Research Mentoring Seminar (Writing Thesis Proposal)
Research and Developing Thesis Proposal	**October 24**: Submit Thesis Proposal (final draft) to Supervisor for Approval by

OVERVIEW OF POSTGRADUATE DIPLOMA PROGRAMME STRUCTURE

Semester 1 Courses:
▪ SW400: Applied Research Skills *(Core)*
▪ SW401: Pasifika Hermeneutics: Why Context Matters *(Core)*
▪ BS400: Biblical Interpretation and Hermeneutics *(BS Specialised)*
▪ TE400: Pasifika Theologies in Colonial Contexts (*TE Specialised)*
▪ HC400: Orality, Textuality and History: Understanding "Key Texts" from Pasifika *(HC Specialised)*
▪ PM400: Ministry in a Social Context: Pasifika and Beyond *(PM Specialised)*
▪ ASE400: English (Non-credit course for new BD, BE, PgDip, MTh and PhD students)

Semester 1 Postgraduate Research Seminars:
▪ BS500: Specialised Discipline Seminar
▪ TE500: Specialised Discipline Seminar
▪ HC500: Specialised Discipline Seminar
▪ PM500: Specialised Discipline
▪ Inter-Discipline Seminar

▪ KORO Research Mentoring Seminar
▪ Research & Developing Thesis Proposal

Semester 2 Courses:
▪ BS401: Apocalypse and Empire *(BS Specialised)*
▪ TE401: Land and Eco theology *(TE Specialised)*
▪ HC401: History of the Ecumenical Movement from Pasifika and the World *(HC Specialised)*
▪ PM401: Theologies of Mission and Counselling *(PM Specialised)*

Semester 2 Postgraduate Research Seminars:

- BS500: Specialised Discipline Seminar
- TE500: Specialised Discipline Seminar
- HC500: Specialised Discipline Seminar
- PM500: Specialised Discipline
- Inter-Discipline Seminar

- KORO Research Mentoring Seminar
- Writing Thesis Proposal and Submitting for Approval.

Descriptions:

- **English Course**

The course in foundational English is non-credit-bearing but obligatory course for new BD, BE, PgDip and Masters students which will examine basic grammatical concepts in English, leading into sentence construction with a focus ultimately on putting paragraphs together. The course concentrates on academic reading of theological texts in particular and of critical thinking. The new PhD students can audit the course if necessary.

- **Postgraduate Research Seminar**

The postgraduate research seminar for **specialised Discipline** is non-credit bearing but obligatory for presenting and discussing academic work (e.g., **thesis proposals)** of PgDip students. Participation in the specialised Discipline seminar is not fine-graded; rather, it is based on a 'satisfactory/ unsatisfactory' grading system. The Inter-Discipline postgraduate research seminar require a presentation (e.g., a draft thesis chapter) by final year MTh candidates. However, PgDip students will also participate in the inter-Discipline seminar, learn and practice skills in discussing academic work, and will also learn and practise how to present their own work in an academic context (i.e., a specialised Discipline research seminar). The postgraduate research seminar for specialised Discipline can prepare PgDip students for further studies at a Masters degree qualification (level 9) or its overseas equivalent. The specialised Discipline seminars run throughout the academic year. Registration will take place in semesters 1 & 2 of an academic year.

- **Koro Research Mentoring Seminar**

(Platform for Community Oriented Learning)

The Koro research mentoring seminar is a platform for community-oriented learning that concentrates on developing an analytical foundation pertinent to critical reading and writing at the postgraduate level. This research mentoring platform is for PgDip, MTh, PhD students (may also include BD and BE students).

The platform is an integral foundation for which each of the specialised disciplines can build on. It has two main features identified as KORO. The first part focuses on developing and refining the research skills of students within a collegial environment with peers and faculty. The second part aims to develop and formulate a research proposal together with communities.

2.3. UNDERGRADUATE DEGREE PROGRAMMES

There are two undergraduate degree programmes currently offered in 2024: Bachelor of Divinity and Bachelor of Ecumenism.

2.3.1. BACHELOR OF DIVINITY PROGRAMME GUIDELINE

NOTE: Application forms are available on line from PTC Webpage*: https://ptc.ac.fj/*
▪ Apply directly online using this link: *https://ptc.ac.fj/online-application-bd/*
▪ Downloaded application using this link: *https://ptc.ac.fj/wp/wp-content/uploads/2022/09/Bachelor-of-Divinity.pdf*
▪ Applications for fulltime study should be completed and received by October 15*,* especially if applicants wish to reside on campus.

The new Bachelor of Divinity (BD) is a 3-year degree programme which began in 2023. The courses may be changed due to the overall programme review and College transition to the University in 2025/26.

The BD programme may be offered through a blended learning mode (face-to-face and online).

PROGRAMME SUMMARY	
Programme Name	**BACHELOR OF DIVINITY**
Programme Description	The Bachelor of Divinity (BD) programme prepares students for responsible positions within the churches and societies of Oceania. It encourages students to develop Pasifika ways of doing theology and living faith in communities, while building on and deepening their own theological knowledge and social justice capacities. Whether preparing for the ministry, further academic pursuits, or advocacy and social justice engagements, students are equipped with rigorous and integrated approach to biblical, theological, historical, ministerial and academic skills studies aimed to advance their critical thinking and problem-solving skills. The studies feature the importance of whole of life justice-driven approach and contextualisation in any interpretation and formulation of the Christian faith and its implications on churches, societies and communities in the Pasifika context. The title of the degree on the Testamur when a student graduate is *Bachelor of Divinity.*
Minimum Entry Requirement	Should have passed a Pacific Qualifications Framework (PQF) Council recognised diploma level 6 qualification or equivalent: ▪ A University Diploma, Degree, or ▪ A Diploma in Theology from SPATS accredited institution, or an equivalent qualification, or

	▪ Met the mature age student admission criteria: (23 years plus, evidence of community or voluntary engagement; or formal, non-formal, informal, household, or subsistence employment).
Graduate Outcomes	▪ Articulate a critical understanding of whole of life Pasifika ways of being in transdisciplinary approach to ministry in different Missio Dei communities-based contexts. ▪ Build diverse characteristics and perspectives in their professional/ communities practice through openness and respect for other Christian and religious views and positions; and appreciate their own tradition's contribution to the Christian life and mission. ▪ Engage in contextual de-colonial thinking and practices which inform local, regional, and international development strategies through differing views on Scriptures and theological issues, and arrive at a balanced understanding of alternative views. ▪ Critically appraise diverse Pasifika contexts and related development strategies by distinguishing and applying different methodologies employed in theological scholarship. ▪ Produce concrete innovations to develop whole of life responses to current and future challenges and demonstrate appreciation of the principles of biblical, theological, and historical interpretation relevant to their ministry within the church, societies and communities.

	▪ Construct effective communications for whole of life learning as responsible advocates for prophetic justice driven leadership in communities. ▪ Engage with new ideas as self-reflective practitioners of ministry, evaluate and adopt innovations in collaboration with diverse communities.
Requirements for the Award of the Degree	Course credits: 15 credits per course at the Undergraduate level. Single Major: For single major, students need to complete 8 Major courses (120 credits), 4 Communities Learning (CL) and Engagement courses (60 credits), 4 University Wide (UW) courses (60 credits), and 4 electives (60 credits). The other 4 left (60 credits) can be taken from the Recognition of Prior Learning (RPL) or extra electives if the RPL does meet the 60 credits requirement. Double Major: For double major, students need to complete 8 Major courses from the Bachelor Divinity (BD) (120 credits), 8 Major courses from the Bachelor of Ecumenism (BE) (120 credits), 4 University Wide courses (60 credits), and 4 Communities Learning (CL) and Engagement courses (60 credits).
Mode of Delivery	Blended: Face to Face + Online
Duration	3 years Full Time or 5 years Part Time
Programme Type	Undergraduate Degree
Level	Equivalent to PQF/SPATS/HECF level 7
School Name	School of Theology & Ecumenism (SOTE)
Credit Point	360
Fee	Pasifika Students:

	FJD$18,000.00 full programme(3-years) International students: FJD$35,067.00 full programme(3-years)
Education Pathway	This qualification can lead to post-graduate qualification (Level 8) or its overseas equivalent
Employment Pathway	Holders of this qualification will have the skills and knowledge to work in various roles in Christian churches or the wider society, particularly within the faith-based organisations and church affiliated sectors. • Instructors in theological institutions around the region. • Leadership positions in ecumenical and faith-based organisations. • Leadership positions in communities. • Work in organisations such as NGOs with specific focus on leadership, justice, spirituality. • Consultants in areas of the intersection of theology, spirituality, and social justice issues. • First step towards ordination in some faith communities.

BACHELOR OF DIVINITY PROGRAMME STRUCTURE

	Semester 1				Semester 2				
Year 1	UW 100	UW 101	UW 102		BS Major 1	TE Major 1	HC Major 1	PM Major 1	
Year 2	BS Major 2	TE Major 2	HC Major 2	PM Major 2	ELECTIVES				
					BS 204	TE 205	HC 206	P M 207	BS 208 / 209
Year 3	CL 300	CL 301	CL 302	CL 303	UW 300	Remaining Electives (Yr 2)			

Students can take their 4 elective courses in year 2 or year 3 either from SOTE or from the other two PTC/university transition schools: SERD and SPPES.
*UW: University Wide
*CL: Communities Learning and Engagement

OVERVIEW OF BACHELOR OF DIVINITY PROGRAMME STRUCTURE

SEMESTER 1	SEMESTER 2
YEAR 1	
▪ UW100 Introduction to Academic Skills ▪ UW101 Pasifika Consciousness in Communicating Change	▪ BS Major 1: BS100 Introduction to Biblical Criticism ▪ TE Major 1: TE101 Introduction to Theology & Ethics ▪ HC Major 1: HC102 Introduction to History and Historiography of Global Christianity ▪ PM Major 1: PM103 Introduction to Practical Theology

YEAR 2	
▪ BS Major 2: BS200 Reading the Bible in Oceania ▪ TE Major 2: TE201 Pasifika Theologies and Ethics ▪ HC Major 2: CH202 Histories of Pasifika Christianity ▪ PM Major 2: PM203 Social Analysis and Ministry in Pasifika Context	**Electives** ▪ BS204 Reading Amos and the Pastoral Epistles from Pasifika Perspectives ▪ TE205 Decolonising Christian Theologies ▪ HC206 ReStorying Histories of Global Christianity ▪ PM207 Leadership for Justice Ministry ▪ BS208 Biblical Hebrew ▪ BS209 New Testament Greek
YEAR 3	
▪ CL300 Ministerial Formation and Worship in Context ▪ CL301 Christian Education in Context ▪ CL302 Faith and Issues in Context ▪ CL303 Leadership and Management in Context	▪ UW300 Graduate Portfolio Profile ▪ Remaining Electives in Year 2

Church-sponsored applicants require endorsement by the head of a recognised denomination and must have guaranteed financial support. Private-funded students may be admitted provided they fulfil the appropriate entrance criteria.

All Applicants will be required to pass a competency test in English.

REQUIREMENTS FOR GRADUATION
The degree *Bachelor of Divinity* will be conferred on candidates who have:

• Achieved 360 credits in single major courses or double major courses including all the required courses, with an overall average grade not lower than 55/C.

The overall grade average will be calculated on the basis of all 360 credits counted for the degree.

Non-credit-bearing courses, and credits from courses that do not use fine-grading (i.e., a number grade) are not counted. Any credits accounted for by means of credit transfer from institutions other than PTC will be individually assessed by the Admission Committee in respect of the comparative grade value.

Pastorally, for residential students:

- satisfactorily participated in the spiritual and community life of the College; *and*

- cleared all outstanding debts at the College.

Hours: Each credit-bearing course requires 100 notional learning hours. Learning hours are the total number of hours the student is expected to work for a course, including contact time (lectures), reading, assignments, examinations, etc.

CROSS CREDIT

The cross credit is for 'Recognition of Prior Learning' (RPL). Students can be cross-credited for 60 credit points in their first year of studies, typically on the basis of level 5 or higher from PTC or a recognised tertiary educational institution. The College will also consider work experience and key contributions to communities. Normally, only credits achieved during a period of 10 years prior to application to this degree programme will be taken into consideration. The Admission Committee will investigate and decide on a case-by-case basis whether and to what extent credits achieved by means of a pre-PQF Diploma qualify for credit transfer. This also applies to candidates with credits from institutions beyond the region, where a different credit and level system may be in use.

SINGLE AND DOUBLE MAJOR

The three-year BD programme is a single major degree focus on theology as specialization area of study. Thus, comprising a maximum of 360 credits with 8 major courses at 120 credit points.

A double major can be offered in two areas of specialization programme: Bachelor of Divinity (BD) and Bachelor of Ecumenism (BE). This would allow

a BD student to complete a double major study in two separate areas of study under the BD award. Therefore, a BD student may take a double major comprising a maximum of 120 credit points (08 courses) in the BD programme and 120 credits points (08 courses) in the BE. programme. Each major (120 credit points; 08 courses) in a double major shall normally consist of two courses (30 credit points) in first year, three courses (45 credit points) in second year and three courses (45 credit points) in third year.

FULL-TIME STUDY
Students taking four or more courses per semester are classified as full-time. The fulltime load for the BD programme shall be 60 credit points (4 courses) in each semester 1 and 2 of the three-year cycle.

PART-TIME STUDY
Part-time study is open to any person who is genuinely interested and has sufficient educational background to master the course-work at degree level. For admission, see the requirements for this degree. A part-time student is one who takes not more than four credit-bearing courses per semester. The part-time load would be a maximum of 30 credit points which is 50% of the full-time load per semester. A student will not be allowed to take an overload. Part-time students may choose from the regularly scheduled classes or extension courses set out in the Handbook. They are normally required to take *Introduction to Academic Skills* which concentrates on *Academic Reading and Writing* in their first semester of study, unless granted an exemption. Course choices should be discussed with the Registrar or Academic Dean before registration. Thereafter, they should consult their appointed academic adviser prior to any course registration.

COURSES NOT FOR DEGREE PURPOSES
Persons wishing to take **individual courses** for their personal interest—for credit, but not towards a degree—may register for any BD course, provided that they have met the admission requirements, have enrolled, and paid the necessary course fee.
Classes may also be **audited**. It is not necessary to enrol in the BD programme in order to audit a course, but course registration is required.

'Auditing' means that students do not complete assessment tasks and will not gain any credit.

ACADEMIC PRIZES

Please note that prize (including their name), conditions for their award, etc. is currently under review, and may change by November 2024.

Only graduating students will be considered for an academic prize. No prize will be awarded unless the cumulative grade average over the relevant courses is 80/A- or above.

The **PTC Prize for Overall Academic Excellence in the Bachelor of Divinity programme** may be awarded to a student who has completed 08 courses (Single Major) with a combined average of 80/A- or above. When Bachelor of Divinity students wishing to take a Double Major (16 courses) with the Bachelor of Ecumenism programme may be awarded a PTC prize for overall excellence (Double Major) in the Bachelor of Divinity programme.

COURSE OFFERING: YEAR 1 (2023/2024)

Note: The offering of courses for year one began in 2023 and remain the same for year one in 2024. The courses below are indicative and titles and contents may change. In 2025/26 PTC – transition to university – the blended modes (online and face to face Community Learning and Engagement [CL]) course schedules will be designed by the student in consultation with their supervisor and the relevant Disciplines.

COURSE DESCRIPTIONS:

UW100 Introduction to Academic Skills
This course will introduce students to essential skills for academic theological work. It is designed to tie in with the concurrently taught non-credit-bearing course in *English*. This course concentrates on academic reading & writing of theological texts in particular, and on critical thinking (permeation feature). It is meant to create the foundation for degree theological work on which individual courses in different disciplines can build, and also for the course in research skills offered at the Post graduate level.

UW101 Pasifika Consciousness in Communicating Change
This course encourages undergraduate students to think seriously about how we think, learn, know, and make sense of our world. It highlights the relational foundations that not only make interpretation meaningful to a person, but also helps students relate to the whole of life through a Pasifika consciousness. The first half of the course focuses on enabling students to critically and creatively reconstruct meanings of various texts (i.e., the bible, policies, art, dance, culture, traditions, rituals and so forth) with an emphasis on the uniqueness of our Pasifika thought-patterns and practices. The second half will explore effective communication with the aim of transforming communities.

BS100 Introduction to Biblical Criticism (BSM1)
This course looks at what biblical criticism is and introduces students to the theory and practice of biblical criticism. The course will include, on the one hand, historically and socially based approaches in biblical criticism and, on the other, literary based approaches to critical study of the bible. Students are trained in the critical practice of biblical interpretation and learn to identify methods being used by biblical scholars and/or theologians in their readings of biblical texts, and for what purposes these methods are employed. Thus, students will be introduced to doctrinal, liberationist, feminist, ecological, postcolonial, oceanic, etc., interests and commitments of past and present biblical readers. This course is pre-requisite to the course, *Reading the Bible in Oceania* in the second year of the programme.

TE101 Introduction to Theology & Ethics (TEM1)
This course familiarises students with the dynamic interaction between theology, ethics and the whole of life. It will look at what theology is, its purpose, where it is done, and ultimately how all of these factors influence ethics. Students will be trained to identify the important sources of theology and ethics in an effort to place various theological and ethical developments in their socio-historical contexts. This course is foundational for students progressing to Pasifika Theologies in Year 2.

HC102: Introduction to History and Historiography of Global Christianity (HCM1)

This course introduces the students to the major historiographical shifts and challenges in the study of Christianity worldwide and in the Pasifika region. Looking at the dominant narratives of Christianities, and the ways such narratives contributed to the colonial projects, the course will enable the students to identify the Eurocentric captivity of the study of Christianities, including in Pasifika. A special focus on understanding and applying postcolonial methodologies into the study of history will assist the students to deconstruct the histories of Christianities.

PM103 Introduction to Practical Theology (PMM1)

This course explores the nature of practical theology and theological praxis within communities-based practical ministry. The types or models, forms and methods of practical theology will be examined through various readings and their implication on postcolonial theory in ministry and practical theology. Through seminar discussions, students will examine the relevance of practical theology and theological praxis for empowering practical ministry in the communities. They will discuss and distinguish the ongoing interaction between practical application and theology in the Pasifika context. Through various reading, reflecting, and writing assignments, they will be enabled to integrate their own experiences and perspectives with those of the authors of assigned texts and of one another. Students will begin to gain competence in a variety of ministerial concerns, practices and form own practical pastoral theology of ministry as a framework which will inform their emerging praxis in the local communities.

COURSE OFFERING: YEAR 2 (2024/2025)

Note: The courses scheduled for 2024 are drafted and students who entered the programme in 2023 will take the courses in their second year of study. Likewise, students who entered the programme in 2024 will take the courses in their second year of study in 2025. Please note that the title and content of courses may change according to this standard three-year delivery programme.

COURSE DESCRIPTIONS:

BS200 Reading the Bible in Oceania (BSM2)

The general aim of this course is to make the Bible more familiar and applicable from the grassroots to the leadership communities of Oceania. While the Bible has been around in Oceania for more than a hundred years, it remains a foreign and largely obscure book, and it is a study left to church ministers and the scholarly elite. This course aims to address this problem by recourse to Oceanian cultural and indigenous ways of knowing and learning as a way of reading the Bible and thus making it more familiar and relatable. The course begins with a brief look at the Oceania setting and the role the Bible plays in the lives of Pasifika people. Students will then be introduced to colonialism and its dominant agents which have impacted the Pasifika context. Indigenous spiritualities, gender concerns, and ecological perspectives can shed light on the then and now realities; considering critical studies to bring out features for transformed communities and the environment around is of interest. The written text and oral text of the indigenous communities are considered to revitalise and revive features that are sidelined and diminishing. It also seeks alternative readings of the Bible from Oceania. Emphasis will be placed on the use of Oceanian cultural, knowledge, and indigenous ways and practices (e.g., *talanoa*) as lenses and reading biblical texts to realise a whole of life experience. Moreover, the household of God and justice driven interpretations are considered.

TE201 Pasifika Theologies and Ethics (TEM2)

To what degree has the Christian faith been received and communicated in Pasifika contexts? Moreover, what is the connection between the expression of theology and the socio-economic-political contexts shaping them?' These are the central questions dealt with in this course. Building on from the introductory course, this course advances the importance of context exploring the commonalities and differences between traditional Western perspectives of the Gospel and that of Pasifika contexts. The aim is to encourage students to "do theology" using their Pasifika cultures and spiritualities amid the existing challenges faced by the local, regional or global church.

CH202 Histories of Pasifika Christianity (HCM2)

This course facilitates the students to understand the colonial entanglements of Christianity in Pasifika and the post-colonial challenges and prospectus of it in the region. It will provide the learning communities the methodological tools to critically interrogate the colonial and orientalist framework of the historiography of Pasifika Christianity. The course will assist the students to demonstrate the ability to revisit the dominant narratives of Christian past in the region from an indigenous and postcolonial standpoint and thus restory Pasifika histories of Christianities by reclaiming the 'whole of life' approach to the past and present that is rooted in the Pasifika wisdom and epistemologies.

PM203 Social Analysis and Ministry in Pasifika Context (PMM2)

This course introduces social analysis as a practical tool for students to link faith with justice, peace and development issues in the diverse contexts of ministry in Pasifika. Students will explore, from the biblical, historical and decolonise points of view, why and how the church must be concerned about social problems and work for social justice. Students will familiarise with "Pastoral Cycle" and methods of social analysis. Examining case studies from daily life-situations, students will reflect critically on specific economic, political, religious and cultural contexts of Pasifika ministry; in turn, they will design strategies for responsive pastoral social action. As the crown of this study, students will look into possible decolonising of ministry practice through the incorporation of indigenous knowledge, skills and values which are needed for effective (strategic) Christian responses they can make (in terms of transformation) in an age of globalization.

ELECTIVES:
▪ BS204 Reading Amos and the Pastoral Epistles from Pasifika Perspectives
▪ TE205 Decolonising Christian Theologies
▪ HC206 ReStorying Histories of Global Christianity
▪ PM207 Leadership for Justice Ministry
▪ BS208 Biblical Hebrew
▪ BS209 New Testament Greek

BS204: Reading Amos and the Pastoral Epistles from Pasifika Perspectives *(BS Elective)*

The Book of Amos and the Pastoral Epistles are selected to orient their perspectives from Pasifika contexts. Two sections are considered for their critical studies. First, the prophet Amos is perhaps best known for his social, political, and religious critique of eighth-century Israel. This course is exploratory and will attempt to read the text critically and thematically from Pasifika perspectives. The 'theologies' of this book as per the traditional western readings will be considered in the early readings. Then students will be encouraged to engage with the text from their native socio-cultural perspectives. The goal of this exploratory exercise is to make the text of the book of Amos more familiar and more open to Pasifika peoples' understanding, by way of a 'cultural exchange' through *talanoa* methodological practices or through what Raymundo Panikkar calls the "imparative method". Second, the Pastoral Epistles will expose the learners to the context of the text that provoked the author to instruct the Christian ministers. Locating and interpreting theological and practical themes creatively will provide avenues to shed light on the communities. After all, challenging contemporary reality issues with prophetic and pastoral approaches to see relevance in the Pasifika context is significant.

TE205 Decolonising Christian Theologies *(TE Elective)*

This course generally introduces key traditional doctrines of the church and their association with colonial imperial thinking and paradigms. This relationship is important because of its impact on Pasifika theologies and its deeper implications on our perception of ethics and development within the region. The course assists students to critically engage and ask key theological and ethical questions on the confessional faith of their churches or the global church for the sake of repurposing and renewing Christian teachings.

HC206 ReStorying Histories of Global Christianity *(HC Elective)*

This course retells the stories of Christianities from the beginning to the present from the perspectives of the marginalised people and communities around the world. Paying closer attention to major themes such as empire, multitude, colonization, mission, ecumenism and indigenous expressions of

faiths, the course not only helps the students to understand and critically interrogate the marginalization of people and their alternative voices in the histories of Christianities, but also strive for alternative histories.

PM207 Leadership for Justice Ministry *(PM Elective)*
This course explores themes on leadership preparation and training in terms of social justice and its significance for both leadership and practice in the Pasifika communities. The course begins with a review on the meaning, experience and biblical models and practice of leadership. Students will explore the characteristics and effects of various styles of leadership practice today. Subsequently, students will equant with situational leadership and its effect on Pasifika communities on a local and national level. In particular, students focus on leadership preparation programmes that help communities and their leaders wrestle with social justice issues. Importantly, students will review the sociocultural and organisational challenges and strategies for connecting social justice practices and leadership within the Pasifika region.

BS208 Biblical Hebrew *(BS Elective)*
This course is divided into two parts spanning seven weeks each. The first part will introduce students to fundamental aspects of Biblical Hebrew grammar (especially morphology and syntax) and vocabulary to lay the foundations for the reading of the Hebrew Bible in Hebrew. The second part will continue to introduce students to fundamental aspects of Biblical Hebrew grammar and vocabulary. The aim is to enable students to read the Hebrew Bible with the aid of a dictionary.

BS209 New Testament *Greek (BS Elective)*
This course is divided into two parts spanning 7 weeks each. The first part will introduce students to fundamental aspects of Hellenistic Greek grammar (especially morphology and syntax) and vocabulary to lay the foundations for the reading of the New Testament in Greek. The second part will continue to introduce students to fundamental aspects of Hellenistic Greek grammar and vocabulary. The aim is to enable students to read at least the simpler parts of the Greek New Testament (e.g., John) with the aid of a dictionary.

COURSES PLANNED FOR 2025/2026 (YEAR 3)

Note: See the table above for course overview. The courses planned for 2025 will be drafted and students who entered the programme in 2023 will take the courses in their third year of study. Likewise, students who entered the programme in 2024 will take the courses in their third year of study in 2026. Please note that the titles and content of courses may change according to this standard three-year delivery programme. The programme course offerings below are indicative.

COURSE DESCRIPTIONS:
CL300 Ministerial Formation and Worship in Context *TBC
CL301 Christian Education in Context *TBC
CL302 Faith and Issues in Context *TBC
CL303 Leadership and Management in Context   *TBC
UW300 Graduate Portfolio Profile *TBC
Remaining Electives in Year 2 *TBC

2.3.2. BACHELOR OF ECUMENISM PROGRAMME GUIDELINE

NOTE: Application forms are available on line from PTC Webpage:
https://ptc.ac.fj/
▪ Apply directly online using this link*: https://ptc.ac.fj/application-form-be/*
▪ Downloaded application using this link: *https://ptc.ac.fj/wp-content/uploads/2022/09/Bachelor-of-Ecumenism.pdf*
▪ Applications for fulltime study should be completed and received by October 15*,* especially if applicants wish to reside on campus.

The new Bachelor of Ecumenism (BE) is a three-year degree programme. The programme is offered by PTC—university transition School of Theology and Ecumenism (SOTE). The courses already been drafted in, but may be changed due to the overall programme review and College transition to the University in 2025/2026. This programme is about ecumenism as Pacific churches see it. Basic to this programme of study is the new ecumenical consciousness, an understanding of Pacific ecumenism as the 'Household of God in the Pacific', and the relationship of God's creations within the

Pacific household. Focus will also be on the special duty of God's human creation: the duty of stewardship.

The BE Programme may be offered through a blended learning mode (face to face and online).

PROGRAMME SUMMARY	
Programme Name	**BACHELOR OF ECUMENISM**
Programme Description	This programme will take the students through the history of the Pacific ecumenical movement and its historical links to the global movement. It will examine the political, religious and development contextual issues that gave rise to the movement globally and in the Pacific in the 19th and 20th centuries. It will critique these contextual reasons in light of the Pacific churches' experiences of the movement since the early 1960s. The students will also be immersed into debating and discussing the new ecumenical consciousness by contributing to their own learning through research, active participation in workshops and seminars, and other interactive learning modes, on the spirituality, theology, biblical and missiological aspects of this new ecumenical consciousness. This perspective to learning about Pasifika ecumenism is critical to the Pacific church leaders' pragmatic new vision of ecumenism as God's household: ecumenism has much to do with the life and issues of the Pasifika household. Students will explore in greater detail the implications of this new ecumenical consciousness on the key areas in Pacific life: indigenous worldviews and spirituality, stewardship, ecology, politics, gender and

	development. By the end of their programme study, the students will have gained a better understanding of the new ecumenical consciousness, and its pivotal role in addressing household issues around the region. The title of the degree on the Testamur when a student graduate is "*Bachelor of Ecumenism.*"
Minimum Entry Requirement	Should have passed a Pacific Qualifications Framework (PQF) Council recognised diploma level 6 qualification or equivalent: ▪ A University Diploma, Degree, or ▪ A Diploma in Theology from SPATS accredited institution, or an equivalent qualification, or ▪ Met the mature age student admission criteria: (23 years plus, evidence of community or voluntary engagement; or formal, non-formal, informal, household, or subsistence employment).
Graduate Outcome	1. Demonstrate deep knowledge of the Pasifika household of God vision; 2. Demonstrate openness and respect for other Christian and religious views and positions; and appreciate their own tradition's contribution to the ecumenical movement; 3. Demonstrate sound knowledge of the underpinning theories, concepts and principles of ecumenism both from the Pasifika communities and international ecumenical forums; 4. Demonstrate independence and critical thinking of integrating ecumenism and social justice issues from a communities-based 'whole of life' perspective;

	5. Demonstrate innovation in developing a range of alternative communities-based ecumenical paradigms and to display how these can transform national, regional, and global ecumenism.
Requirements for the award of the Degree	Course credits: 15 credits per course at the Undergraduate level. <u>Single Major</u>: For single major, students need to complete 8 major courses (120 credits), 4 Communities Learning and Engagement (CLE) courses (60 credits), 4 University Wide courses (60 credits), and 4 electives (60 credits). The other 4 left (60 credits) can be taken from the RPL. Or extra electives if the RPL cannot meet the 60 credits requirement. <u>Double Major</u>: For double major, students need to complete 8 major courses from the BD (120 credits), 8 major courses from the BE (120 credits), 4 University Wide courses (60 credits), and 4 Communities oriented courses (60 credits).
Mode of Delivery	Blended: Online + Face to Face COL
Duration	3 years Full Time or 6 years Part Time
Programme Type	Undergraduate Degree
Level	Equivalent to Pacific Qualification Framework (PQF)/South Pacific Association of Theological Schools (SPATS)/Higher Education Commission Fiji (HECF) level 7
School Name	School of Theology & Ecumenism (SOTE)
Credit Point	360
Fee	Pasifika Students: FJD$18,000.00 full programme(3-years) International students:

	FJD$35,067.00 full programme(3-years)
Education Pathway	This qualification can lead to post-graduate qualification (Level 8) or its overseas equivalent.
	Employment Pathway

BACHELOR OF ECUMENISM PROGRAMME STRUCTURE

	Semester 1				Semester 2			
Year 1	UW 100	UW 101	UW 102		Major 1 BE100	Major 1 BE101	Major 1 BE102	Major 1 BE103
Year 2	Maj. 2 BE200	Maj. 2 BE201	Maj. 2 BE202	Maj. 2 BE203	ELECTIVES			
					BE204	BE205	BE206	BE207
Year 3	CL 300	CL 301	CL 302	CL 303	UW300		Remaining Electives (Yr.2)	

*Students can take their 4 elective courses in year 2 or year 3 either from SOTE BE and BD programme or BA programme from one of the two PTC – university transition schools – SERD and SPPES.
UW: University Wide / BE: Bachelor of Ecumenism / CL: Communities Learning and Engagement

OVERVIEW OF THE BACHELOR OF ECUMENISM PROGRAMME STRUCTURE

SEMESTER 1	SEMESTER 2
YEAR 1	
▪ UW100 Introduction to Academic Skills ▪ UW101 Pasifika Consciousness in Communicating Change	Major 1: BE100 Introduction to History of Ecumenism ▪ Major 1: BE101 Introduction to Ecumenism and the Bible ▪ Major 1: BE102 Introduction to Ecumenism and Theology ▪ Major 1: BE103 Introduction to

	Ecumenism and Mission
YEAR 2	
▪ Major 2: BE200 Pasifika Ecumenism: A New Ecumenical Consciousness ▪ Major 2: BE201 ReStorying Ecumenism through Indigenous Spirituality ▪ Major 2: BE202 Ecumenism for Ecological Engagement ▪ Major 2: BE203 Ecumenism within the Island of Hope	Electives ▪ BE204 Oikos and Human Rights ▪ BE205 Ecumenical ReStorying of Regional Development ▪ BE206 Pasifika Ecumenical Approaches to Leadership ▪ BE207 Ecumenism and Interfaith Engagement
YEAR 3	
▪ CL300 Pasifika Ecumenical Approaches to Gender ▪ CL301 Ecumenical ReStorying of Climate Change ▪ CL302 Ecumenical Advocacy ▪ CL303 Renewing National Ecumenism	▪ UW300 Graduate Portfolio Profile ▪ Remaining Electives in Year 2

REQUIREMENTS FOR GRADUATION

The degree *Bachelor of Ecumenism* will be conferred on candidates who have:

• Achieved 360 credits in single major courses or double major courses including all the required courses, with an overall average grade not lower than 55/C.

• The overall grade average will be calculated on the basis of all 360 credits counted for the degree. Non-credit-bearing courses, and credits from courses that do not use fine-grading (i.e., a number-grade) are not counted. Any credits accounted for by means of credit transfer from institutions other than PTC will be individually assessed by the Admission Committee in respect of their comparative grade value.

• Pastorally, for residential students:

• satisfactorily participated in the spiritual and community life of the College; *and*

- Cleared all outstanding debts at the College.

Learning Hours: Each credit-bearing course requires 100 notional learning hours. Learning hours are the total number of hours the student is expected to work for a course, including contact time (lectures), reading, assignments, examinations, etc.

CROSS CREDIT

The cross credit is for 'Recognition of Prior Learning' (RPL). Students can be cross-credited for 60 credit points in their first year of studies, typically on the basis of level 5 or higher from PTC or a recognised tertiary educational institution. The College will also consider work experience and key contributions to communities. Normally, only credits achieved during a period of 10 years prior to application to this degree programme will be taken into consideration. The Admission Committee will investigate and decide on a case-by-case basis whether and to what extent credits achieved by means of a pre-PQF Diploma qualify for credit transfer. This also applies to candidates with credits from institutions beyond the region, where a different credit and level system may be in use.

SINGLE AND DOUBLE MAJOR

The three-year BE Programme offered under the PTC - university transition school – School of Theology and Ecumenism (SOTE) is a single major degree on a specialization area of study. It focuses on ecumenism as Pacific churches see it – new ecumenical consciousness – an understanding of Pacific ecumenism as the 'Household of God in the Pacific.' The programme comprising a maximum of 360 credits with 8 major courses at 120 credit points.

A double major can be offered in two areas of specialization programme Bachelor of Ecumenism (BE) and Bachelor of Divinity (BD). This would allow a BE student to complete a double major study in two separate areas of study under the BE award. Therefore, a BE student may take a double major comprising a maximum of 120 credit points (8 courses) in the BE programme and 120 credit points (08 courses) in the BD programme. Each major (120 credit points; 08 courses) in a double major shall normally

consist of two courses (30 credit points) in first year, three courses (45 credit points) in second year and three courses (45 credit points) in third year.

FULL-TIME STUDY

Students taking four or more courses per semester are classified as full-time. The fulltime load for the BE programme shall be 60 credit points (4 courses) in each semester 1 and 2 of the three-year cycle.

PART-TIME STUDY

Part-time study is open to any person who is genuinely interested and has sufficient educational background to master the course-work at degree level. For admission, see the requirements for this degree. The part-time load would be a maximum of 30 credit points which is 50% of the full-time load per semester. A student will not be allowed to take an overload. Part-time students may choose from the regularly scheduled class courses set out in the Handbook. They are normally required to take *Introduction to Academic Skills* which concentrates on *Academic Reading and Writing* in their first semester of study, unless granted an exemption. Course choices should be discussed with the Registrar or Academic Dean before registration. Thereafter, they should consult their appointed academic adviser prior to any course registration.

COURSES NOT FOR DEGREE PURPOSES

Persons wishing to take *individual courses* for their personal interest—for credit, but not towards a degree—may register for any BE course, provided that they have met the admission requirements, have enrolled, and paid the necessary course fee. Classes may also be *audited.* It is not necessary to enrol in the BE programme in order to audit a course, but course registration is required. 'Auditing' means that students do not complete assessment tasks and will not gain any credit.

ACADEMIC PRIZES

Please note that prize (including their name), conditions for their award, etc. is currently under review, and may change by November 2024.

Only graduating students will be considered for an academic prize. No prize will be awarded unless the cumulative grade average over the relevant courses is 80/A- or above.

The **PTC Prize for Overall Academic Excellence in the Bachelor of Ecumenism programme** may be awarded to a student who has completed 08 courses (Single Major) with a combined average of 80/A- or above. When Bachelor of Ecumenism students wishing to take a Double Major (16 courses) with the Bachelor of Divinity programme may be awarded a PTC prize for overall excellence (Double Major) in the Bachelor of Ecumenism programme.

COURSES OFFERING: YEAR 1 (2024)

Note: The offering of courses for year one begins in 2024. The courses below are indicative and titles and contents may change. In 2025/26 PTC – transition to university – the blended modes (online and face to face Community Learning and Engagement [CLE]) course schedules will be designed by the student in consultation with their advisor/supervisor and the relevant Disciplines.

COURSE DESCRIPTIONS:

UW100 Introduction to Academic Skills
This course will introduce students to essential skills for academic theological work. It is designed to tie in with the concurrently taught non-credit-bearing course in *English*. This course concentrates on academic reading & writing of theological texts in particular, and on critical thinking (permeation feature). It is meant to create the foundation for degree theological work on which individual courses in different disciplines can build, and also for the course in research skills offered at the Post graduate level.

UW101 Pasifika Consciousness in Communicating Change
This course encourages undergraduate students to think seriously about how we think, learn, know, and make sense of our world. It highlights the relational foundations that not only make interpretation meaningful to a person, but also helps students relate to the whole of life through a Pasifika consciousness. The first half of the course focuses on enabling students to

critically and creatively reconstruct meanings of various texts (i.e., the bible, policies, art, dance, culture, traditions, rituals and so forth) with an emphasis on the uniqueness of our Pasifika thought-patterns and practices. The second half will explore effective communication with the aim of transforming communities.

BE100 Introduction to the History of Ecumenism (BEM1)

This course introduces the history of global ecumenical movements, traditions, assemblies, activities, advocacies, concepts, ecumenical theories and principles. While familiarizing with the concept and definitions of Ecumenism in their historical contexts, the course provides students with overviews of the trajectories of the modern ecumenical movement. It also enables them to engage critically with the historical as well as contemporary manifestations of ecumenical movement and their colonial and neo colonial entanglements.

BE101 Introduction to Ecumenism and the Bible (BEM1)

This course introduces students to the biblical orientation and trends in the ecumenical movement, directing them to engage in critical analysis and deconstruction of some of the key biblical texts used by the ecumenical movement over time. The students will be able to survey critically the Biblical roots of ecumenism and their implications in the contemporary contexts of diversities and differences.

BE102 Introduction to Ecumenism and Theology (BEM1)

This course introduces students to the theological orientation, trends, and concepts in the ecumenical movement, such as Oikos, the ecumenical theology of hope, the Greed Line, common home, to name a few, it steadily directs students to engage in critically analysing and deconstructing some of these key theological and ecumenical concepts and texts used by the ecumenical movement over time.

BE103 Introduction to Ecumenism and Mission (BEM1)

This course introduces students to the ways how modern ecumenical movement envisioned and accomplished its mission from the origin until today. Students will be provided with tools to critically examine the idea of Christian mission from a distinctively ecumenical point of view. The course

will enable students to understand and analyse the key mission strategies and trends of the global and regional ecumenical movement. Students will be able to apply Pasifika ecumenical perspective to interrogate the significance of the mission-mandates and mission-strategies of the ecumenical movement and thereby to envision relevant ecumenical missions for the 21st century.

COURSES PLANNED FOR 2025 (YEAR 2)

Note: See the table or programme structure above for an overview. The programme course offerings below are indicative and course titles and contents may change.

BE200 Pasifika Ecumenism: A New Ecumenical Consciousness (BEM2)
This course facilitates students to envision and engage with a Pasifika communities-based approach to ecumenism. Students will be provided with methodological tools that are distinctively Pasifika-centred to rethink ecumenism. An immersed learning of the vision of Pasifika Household of God will enable students to revisit the historical, theological and missional trajectories of the modern ecumenical movement afresh. The course will assist the students to revisit and reclaim the Pasifika narratives of ecumenism by adopting the 'whole of life' approach to the past and present that is rooted in the Pasifika wisdom and epistemologies. Students will be familiarised with the ground-breaking initiatives that the Pasifika has been venturing into in reshaping global and local ecumenical narratives, particularly Reweaving the Ecological Mat (REM), Pacific Ecumenical Council (PEC), Pasifika Ecumenical Engagements in addressing issues such as mining and nuclear disarmament, emphasis on relationality, and so on. All these will enable students to cultivate a new ecumenical consciousness informed by and rooted in the Pasifika community-based ecumenical reimaginations.

BE201 ReStorying Ecumenism through Indigenous Spirituality (BEM2)
Engaging with the Pasifika indigenous spiritualities (PIS), this course will enable students to revisit the stories of ecumenism through the indigenous spiritual wisdoms and practices. The course also introduces to the students the importance of indigenous spiritualities from around the world and equips them to restory ecumenical narratives both in their local and global contexts.

BE202 Ecumenism for Ecological Engagement (BEM2)

This course enables students to critically engage with ecological theologies that are discussed, disputed, and developed within regional and global ecumenical meetings and assemblies. It will equip the students to focus particularly on ecumenical debates around ethics of creation, environmental ethics, integral ecology, and climate-justice centred theological deliberations. This course also introduces to students the key regional development strategies and geopolitical movements and agendas that may have impact on ecological stewardship, for example, deep sea mining.

BE203 Ecumenism within the Island of Hope (BEM2)

The students will be introduced to the theme of hope in the Pasifika household along with the Island of Hope publication by WCC/PCC and other key documents. This is to enable the student to critically contemplate on the future of ecumenism both in the Pacific and beyond. This course equips students not only to reflect on the question 'where to now?' but also provides them with potential theological tools to respond creatively to that question. Central to this stage is for students to start initiating and developing lifelong ecumenical models of economies and ecologies that are communities-based and whole of life focused.

ELECTIVES

BE204 Oikos and Human Rights

This course enables students to engage critically with different components and levels of human rights language and concepts and how this has impacted the Pasifika household and oikonomias of our time. Students will be able to critically examine the dominance of Eurocentric language and frameworks that dictate the modern ecumenical forums and assemblies. The course equips students not only to articulate the role of human rights in the regional and global contexts, but also to learn from the communities understanding of rights, and how that can be translated to inform international human rights conventions impacting ecumenical movements.

BE205 Ecumenical ReStorying of Regional Development *TBC

BE206 Pasifika Ecumenical Approaches to Leadership *TBC

Ecumenism and Interfaith Engagement
Students, through this course, will be equipped to understand the notion of 'wider ecumenism' which dares to move beyond Christian faith traditions and include other living faith traditions and their contributions and engagements in ecumenical work. The course enables students to develop a critical perspective towards the exclusivist frameworks of ecumenical movement identifying historical examples of exclusion and othering. Students will also be informed and upskilled to understand the ways and means to understand their own faith traditions better in conversation with other living faith traditions.

COURSES PLANNED FOR 2026 (YEAR 3)
Note: See the table or programme structure above for an overview. The programme course offerings below for Communities Learning and Engagement (CLE) are indicative and course titles and contents may change.

CLE300 Pasifika Ecumenical Approaches to Gender *TBC

CLE301 Ecumenical ReStorying of Climate Change *TBC

CLE302 Ecumenical Advocacy *TBC

CLE303 Renewing National Ecumenism *TBC

UW300 Graduate Portfolio Profile *TBC

Remaining Electives in Year 2 *TBC

PART 3: ACADEMIC POLICIES

3.1. ASSESSMENT: SYSTEM OF GRADING

A. Course Work

The following system is used to grade students' coursework. It should be noted that the grading criteria for each course, as well as the relation between assignments, exercises, tests, and examinations are set by the lecturer concerned, within the overall College framework.

Grade Category	Grade Number	Grade Points	Grade Classification
A+	90-100	10	Outstanding
A	85-89	9	Excellent
A–	80-84	8	Very Good
B+	75-79	7	Good
B	70-74	6	With Merit
B–	65-69	5	Fair
C+	60-64	4	Adequate
C	55-59	3	Pass
C–	50-54	2	Marginal pass
D	45-49	0	Marginal Fail
F	Below 45	0	Fail
I		0	Incomplete
Other grade categories and classifications:			
S			Satisfactory
U			Unsatisfactory
Aud			Audit
W			Withdrawal

▪ *Grade category*: Courses which assess students' work based on a fine-grading system indicate the course grade by means of the grade category in the first instance.

▪ *Grade number:* Courses which assess students' work based on a fine-grading system use the grade number so as to more precisely show how the relevant work has been assessed. For example: "B+ / 78".

▪ *Grade classification*: this is offered as a descriptive label for each category, but it is not usually spelled out in individual course grades.

▪ *Grade points:* this system is being phased out; it is only used for grade average calculations where grade numbers are not available.

▪ Courses which do not use fine-grading usually indicate performance by means of the classification *'satisfactory'* or *'unsatisfactory'*.

▪ 'Successful completion' of any individual course means a grade category above 'D', or an 'S'.

B. Thesis Work

▪ *Masters Thesis*

The following system is used to grade students' thesis work. It should be noted that the grading criteria is for the current Master of Theology (MTh) programme as required for thesis examination. The criteria may also apply to other Masters programme in the School of Theology & Ecumenism (SOTE) as required for thesis examination.

Grade Classification	Grade Number
Pass with High Distinction	90 – 100
Pass with Distinction	80 – 89
Pass with Merit	70 – 79
Pass	50 – 69
Fail	Below 50

▪ *Doctoral Thesis*

It should be noted that the grading system for the current Doctor of Philosophy (PhD) thesis is indicated in the PhD programme regulations as required for thesis examination.

3.2. ACADEMIC REGULATIONS

The following academic regulations are used to guide students' course work in semesters one and two during the academic year. It should be noted that the regulations apply to the current coursework programme offerings: Bachelor of Divinity (BD), Bachelor of Ecumenism (BE) and Postgraduate Diploma (PgDip). The regulations may apply also to special programmes such as Centre for Gender and Social Justice (CGSJ) and Institute for Mission and Research (IMR) undergraduate offering of coursework certificates and diplomas.

1. **Academic Probation**: Students whose cumulative grade average is below grade number 50 at the end of the first year of studies (full-time or equivalent) or at the end of semester one or semester two will be placed on academic probation. This status may be removed only by raising the average to grade number 50 or above by obtaining higher grades in subsequent courses.

2. **Incomplete**: Students are not permitted to take a full load of courses when carrying more than one **I** (**Incomplete**) grade from the previous term. Students who carry more than one **I** grade will lessen their normal course load by one course for each **I** grade they carry; e.g., a student carrying two **I** grades will only be able to take one course. Such a situation can be avoided by the student completing the incomplete courses before the end of week two (course change deadline) of the new semester.

3. **'I' (Incomplete) grade:** An "I" grade not made-up by the week preceding the next registration week will be changed automatically to an **F** (**Fail**) by the Registrar at the beginning of that registration week. Students who receive one or more **I** grade in a semester will undergo a review by the Dean, who will assess their ability to continue in the programme in which they are enrolled.

4. **'F' (Fail) grade:** An "**F**" grade in a course means that the student has not passed the course and must repeat the course or a faculty approved alternative. Whether or not the student has to attend classes for a repeated course will be determined by the lecturer concerned.

5. '**D' grade:** A "**D**" grade for a course means that the student must raise the   overall course grade by re-sitting examinations and/or by submitting equivalent assignments as assigned by the lecturer concerned.

a) The **procedure for requesting an upgrade** of an overall/final grade for a course is as follows:

(i) The student must make the request to the lecturer concerned within one week of the release of the grades by the Registrar. For the **second semester**, the upgrade of a final grade for a course will be possible until the first week of the following academic year.

(ii) The lecturer must inform the Academic Dean within one week of the request. The Academic Dean will approve/disapprove based on the student's previous and present performance.

(iii) The lecturer will assign the student an exam or equivalent level of work, which will have to be completed as per above.

(iv) Normally, the overall/final course grade may only be raised by one level, e.g., from a D to a C-.

(v) An upgrade of more than one level may only be granted in exceptional circumstances, and must be formally requested in a letter from the student to the Academic Dean.

b) **Aegrotat Pass**: A student who, for some legitimate health reasons, is unable to complete a course, may be assessed on their course performance and may be given an "aegrotat" pass at the discretion of the lecturer responsible, in consultation with the Academic Dean. In highly exceptional circumstances beyond the student's control, such as the withdrawal of a student by a sponsoring church during or after week 12 of a semester, a lecturer may also grant a "compassionate" pass, following consultation with the Academic Dean, and with explicit approval of the faculty in each case. Compassionate or aegrotat passes are not classified or final-graded; they count as successful completion of a course, but are not taken into account for the calculation of the total grade average for the degree.

6. **Assignments Due Dates**: Assignments will not be accepted after the due date unless the lecturer concerned has been approached beforehand and has given his/her agreement for an appropriate extension of grace period.

7. **Assessment Pattern**: The assessment pattern for a 30 credit (300 learning hour) course is 3,000-word equivalence summative assessment (under-graduate degree-level) and 4,000 words equivalence summative assessment (postgraduate level). The word counts do not include the references.

8. Language courses are not normally for audit since daily preparation of the course work is essential to these classes.

9**. Class attendance:** Class attendance in courses taught in a residential/face-to-face setting or through virtual learning platforms (e.g., Zoom online classes) is obligatory.

Note the following.

- Excessive lateness may be counted as absence.
- A student must inform the lecturer ahead of time (if possible) if she/he is unable to attend class.
- If a student is absent for more than 15% of classes, he/she must bring a medical doctor's certificate to the Registrar.
- Any further absence will usually have an adverse effect on the student's final grade for the course,

   ▪   i.e., if a student is absent for more than 15% of the classes without a valid excuse, the lecturer may deduct 2 grade points per hour missed beyond the 15% limit.

   ▪   A lecturer may decide to be more lenient in the case of students who are absent for documented medical reasons.

- If a student is absent for 40% or more of class time the lecturer may decide to issue a 'Fail' grade, regardless of the student's performance in assessed work submitted up until that point. This also applies to students who are absent from class for documented medical reasons.

3.3. GENERAL POLICIES AND INFORMATION

This section focuses on general policies and information relating to academic practice and include course registration, assess work and thesis processes.

3.3.1. REGISTRATION

A. PROCEDURES

- The student must **consult their adviser** on academic planning before registration.

- The student must **register for every course** they intend to follow either for credit or audit. If the student is not registered in any course, they cannot be given a grade for it.

- Registration must be **completed by the end of the registration period** as scheduled on the College Calendar.

- There will be an **additional fee** of $72.00 for **late registration**.

- **Changes** to **course registration** must be completed by the **second week of lectures each semester**, as scheduled in the College Calendar.

B. **WITHDRAWAL FROM STUDIES**

From time to time, students might need to withdraw from a PTC undergraduate or postgraduate degree programme due to unforeseeable circumstances. For whatever reason, you must collect a Withdrawal Form from the Office of the Registrar at least one week prior to the planned withdrawal date and submit the form to the same office. To fill this form correctly the student is required to: (i) provide verifiable reasons for the withdrawal (ii) acquire the signed endorsement from the Principal, the Academic Dean, and the Supervisor; and (iii) attach any additional documents requested by the signatories.

This documentation is then presented by the Registrar to the PTC faculty, where a decision to approve or deny the request for withdrawal will be made. A decision from the faculty will be communicated to the student by the Office of the Registrar within 5-7 days of receiving the student's request. For privately-funded students the refund policy above applies. For sponsored students, the College will liaise with the student's church/donors regarding withdrawal. The Department of Immigration and Inland Revenue Fiji will also be notified in the case of foreign students in relation to the student's amended status at the College.

- If a student **withdraws from a course after the second week of lectures**, a "**W**" will appear on their transcript for the course. Withdrawal is only

possible **before** the deadline for the last piece of assessed work for the course concerned has passed. A part-time student who withdraws from a course **before** the fifth week of lectures will be refunded half of the course fee. No refund will be given for any later withdrawal.

C. **AUDITING COURSES**

Students wishing to audit courses may do so if they have the approval of both the lecturer concerned and their adviser. Auditing a course carries no credit though the course will appear in the transcript with the appropriate symbol (AU). Textbooks for the course will not normally be issued to those who audit unless spare copies are available.

3.3.2. ASSESSMENTS

The assessment tasks are required for courses scheduled in each semester.

i.   All **expectations** and **assessments** for students are **articulated** at the **start of semester** and in the **course outline**.
ii.   **Assessments** in the course outline **have a description, marking rubric,** and **points** allocated as a percentage of the overall mark.
iii. **Assessments submitted** are to be **marked** and **returned with feedback** to the student within a reasonable timeframe, usually **2 weeks from submission date.**
iv.   **Assessments** throughout the semester are **marked and returned** prior to the **next submission date**.

3.3.3. PROCESSING OF STUDENT'S GRADES

Lecturers are usually required to **submit grades** for each semester to the Registrar during the **first week** of the following semester. **Grades for second semester** must be submitted to the Registrar on the Wednesday following the **end of the semester** for **graduating students** and by the **following orientation week** for **continuing students**.

Specialised study Disciplines are required to **discuss all course grades within the relevant discipline prior to handing** them in to the Registrar. **Grades** should be **submitted** both in **grade number** and in **grade category**.

The **Registrar processes** the **grade information** before **submitting** it to the Faculty Meeting for **approval**. **All grades** given by lecturers are **provisional until** they are **approved** by the faculty meeting.

The **Registrar sends** to each **students** their **approved grades** for courses completed at the end of each semester.

3.3.4. ACADEMIC MISCONDUCT POLICY

In Pacific cultural contexts, as elsewhere, the acknowledgement of ownership of property is an expected custom. In the academic setting, failure to abide by the above virtue is recognised as plagiarism, cheating and collusion. It is clear that plagiarism, cheating and collusion are morally wrong, and academically unacceptable practices. Students, therefore, need to see them as ethical and cultural offences as well as academic misconduct.

Policy Purpose

To provide students and faculty with a clear definition of Academic Misconduct, its various forms as well as offer distinct guidelines on how to address this behaviour.

Policy Statement

This policy ensures that Academic Misconduct (Plagiarism, Cheating and Collusion) is enforced consistently across the College and is compliant with applicable national higher education regulations. Policies as the Higher Education Commission Fiji (HECF) laws, and South Pacific Association of Theological Schools (SPATS) policies.

A. DEFINITIONS

▪ **Academic Misconduct**

Academic misconduct refers to dishonest practices and behaviours used to gain an unfair advantage. The various forms of academic misconduct consist of **plagiarism, cheating** and **collusion** where dishonest means were evidently used to carry out assessed work (**assignments, thesis writing or examinations**). Minor academic offences are dealt with by the Academic Disciplines. Serious cases are referred to the Academic Advisory Committee, which reports to Faculty.

▪ **Plagiarism**

1. Plagiarism is defined at PTC as using someone else's (human or AI generated) words or ideas without giving clear acknowledgement of the source of those words or ideas. This includes direct copying of single words or groups of words from printed or published sources such as books, journals, manuscripts, or any other media including websites, electronic texts, multimedia, ChatGPT and other AI language models, without acknowledgement. It also includes using ideas that have been read or heard, even when they are presented in different words from those in the original, without acknowledging the source. Plagiarism is a deliberate, intentional act; poor academic practice is unintentional. Neither is acceptable. Student work digitally submitted for assessment is subject to testing for plagiarism by Turnitin.

2. **Global Plagiarism**: Copying of entire published or unpublished works of another writer without acknowledging the source or using acceptable reference citation methods.

3. **Verbatim Plagiarism**: Lifting or cutting and pasting words or ideas from other material, without quotation marks and appropriate acknowledgement of sources.

4. **Paraphrasing plagiarism**: The use of paraphrased content and ideas without proper acknowledgement of the source.

5. **Copyright infringement**: The use of images, diagrams, photographs and material from any source, including blogs and social networks, without acknowledgement.

6. **Patchwork plagiarism**: Copying part or all of one's own or another student's assignment to be resubmitted for a course at PTC or any other university. This also includes stitching different unacknowledged sources together with the intent to mislead.

▪ **Cheating**

Cheating involves acting in any way that directly contradicts the explicit rules and guiding principles of any form of assessment. It applies in any form of examination including short tests, quizzes and final examinations. This includes:

1. Doing anything to **gain an unfair or illicit academic advantage** in any assessment or examination;

2. **Possessing**, referring to or having access to any material (including internet or AI-generated resources) containing information directly or indirectly related to the subject matter under examination, other than what is explicitly approved for examination purposes;

3. **Copying** from another student in a test or examination, enabling another student to cheat in a test or examination. It includes using a mobile phone to communicate with any other student or person inside or outside the examination venue;

4. **Soliciting** a person to sit a test or final examination in place of the student enrolled, or sitting a test or final examination in the place of another student;

5. **Manipulation** of scores in tests or examination or in any other form of assessment;

6. **Enabling** another student in any of the above.

▪ **Collusion**

Collusion means working with someone else to deceive or mislead to gain an unfair academic advantage. It is every student's responsibility to ensure that their work is stored securely and that no other student has access to their notes, assignments, or any other form of academic work. If two students submit substantially similar work, it shall be treated as collusion by both parties, regardless of which student may be the original author. Collusion also includes:

1. Submitting work generated by AI software for assessment.

2. Submission of a paper that has been fully or partially written by an author other than the author credited for the work.

3. The use of paid services of a student, or any other person who has been solicited for that purpose.

4. Facilitating or enabling another student to plagiarise or cheat in any way.

B. PROCEDURES FOR ACADEMIC MISCONDUCT

Faculty are encouraged to have all students submit assessed work through 'Turnitin' or a plagiarism checking software before it can be assessed. The results of the plagiarism scan are to be submitted to the lecturer together

with the assignment. Student work digitally submitted for assessment is subject to testing for plagiarism by Turnitin.

1. Where a member of academic staff has reasonable grounds to believe that a student is guilty of *plagiarism* in any assignment or work produced as part of the student's programme of studies, the lecturer gives the student one chance to redo the paper. If it happens again, the student receives an 'F' for the course. The re-submitted paper will not be graded above the grade category 'B.' If it happens again in another time or another course an 'F' grade is given for that course.

2. Lecturers will inform the Academic Dean of every instance of student *plagiarism* encountered. The Academic Dean will maintain a list of students who have produced work deemed to constitute plagiarism (human or AI generated). The list is distributed to teaching faculty whenever it is updated.

3. If a lecturer discovers *collusion* in any assignment or examination, the lecturer gives the student or students involved one chance to redo the assessment. If it happens again, the student (s) involved will receive an 'F' for the course.

4. If a faculty member determines a student has *cheated*, he or she will first discuss the matter with the student concerned before bringing the matter before the Dean and faculty. In the case of examination, the student may be allowed to re-sit the examination with a "B" grade being the highest possible grade.

5. If a student believes that he/she has been wrongly charged with any form of academic misconduct, an appeal can be made through the student's adviser to the Principal who will begin an appeal process, involving the Academic Advisory Committee (AAC). This committee will make a recommendation to the faculty where a final decision is made.

3.3.5. PLAGIARISM, POOR ACADEMIC PRACTICE AND DOCTORAL THESIS EXAMINATION

This section focuses on cases of plagiarism and poor academic practice relating to the **examination** of a **Doctoral** or **PhD thesis** or **dissertation** produced by a student at PTC.

It should be pointed out that in some countries, plagiarism and poor academic practice may have legal consequences, depending on local

copyright law, and this affects the way some tertiary institutions deal with plagiarism in theses and dissertations. The current Academic Policies of PTC define plagiarism and poor academic practice as ethical, cultural, and academic misconduct.

A. DEFINITIONS/CLARIFICATIONS

Plagiarism (henceforth**: P**) as defined above refers to a deliberate, intentional act to mislead the reader of a text with regard to the origins of the text produced. **Poor academic practice** (henceforth: **PAP**) is unintentional in the sense that it occurs due to a lack of basic academic writing competence. There are borderline cases where it is difficult to decide whether a particular instance constitutes P or PAP: intent is sometimes hard to prove. In such cases, the student should be given the benefit of the doubt (i.e., assume that it is PAP and not P). In general terms, however, if it is found that a student has actively taken steps to hide the fact that their work was taken from a source (without appropriate referencing), this should be taken as pointing to P rather than PAP.

▪ Nevertheless: neither P nor PAP is acceptable.

Neither PAP nor P can be tolerated in academic work, and especially not in thesis work. However, since P is by definition intentional (that is, the intention is deliberately to mislead the reader), the consequences may be more serious.

▪ For example, pervasive plagiarism in a thesis at examination stage may lead to the thesis being failed (without a chance of resubmission). Persistent poor academic practice, on the other hand, may lead to the thesis being rejected, with the option of resubmission.

▪ Examiners who notice P or PAP must fully document the case, so that other persons involved in the process can easily identify the text portions affected, as well as the source.

B. RESPONSIBILITIES AND PREVENTATIVE MEASURES

• It is the student's responsibility to produce thesis work that is academically acceptable.

• The College provides clear documentation on appropriate referencing, as well as individual and/or group support to explain appropriate writing and referencing techniques.

- The role of the supervisor is to advise the student, which includes spot checks on student thesis work throughout the writing stage. All supervisors at PTC will participate in annual in-house training designed to spot P and PAP in students' work.

- Computer-based, automated anti-plagiarism services may be used (if available), but should never be relied upon exclusively.

C. DRAFT STAGE PROCEDURES

- Anyone who notices P or PAP in a student's thesis or dissertation drafts prior to the submission of the work for examination should contact the supervisor. The supervisor will discuss the issue with the student in line with general P & PAP procedures at PTC.

- If a thesis-writing student repeatedly fails to heed the advice of the supervisor with regard to P & PAP, the case may be taken to Faculty via the Academic Dean, who, in severe cases, may decide to terminate the candidacy of the student concerned.

D. EXAMINATION STAGE PROCEDURES

- If an examiner notices P or PAP in a candidate's thesis or dissertation once it has been submitted for examination, he/she should immediately contact the Academic Dean of the College. This should take place before the oral defence stage in the case of a Doctoral and/or PhD thesis.

- If there are only two or three isolated examples of P or PAP in the entire thesis or dissertation, the examination process can continue (the candidate will be informed about these isolated examples, and will be required to change them in the final version).

- If the evidence points to pervasive use of P or PAP, the PhD Board of Examiners has the following options:

1. The thesis or dissertation may be rejected without the possibility of resubmission, if there is considerable evidence of substantial plagiarism in several parts of the thesis.

2. The thesis or dissertation may be returned to the candidate, together with the evidence for P and/or PAP, and the candidate will be asked to rewrite and resubmit the thesis within a specified period of time.

Content-related suggestions or criticism should not be included at this stage. This option is advisable if the evidence points to poor academic practice in the main, rather than plagiarism. The rewritten and resubmitted thesis/dissertation will be re-examined, and the examination process continues as before. If the resubmitted dissertation still shows substantial evidence of either P or PAP, the PhD Board of Examiners should consider rejecting the thesis.

It is the candidates' responsibility to rewrite the thesis in such a way that no further instances of P or PAP appear. The supervisor (s) and the Academic Dean (or any other appropriate person appointed by the Academic Dean) will provide advice to the student.

Examiners do not need to work through the entire thesis to highlight each and every point where P and/or PAP has occurred: a selection of at least six passages will suffice.

E. POST-EXAMINATION STAGE PROCEDURES

Anyone who notices P or PAP in a PhD thesis or dissertation that has been passed by the Board of Examiners before or after the degree has been formally awarded, should contact the Academic Dean and the Principal of the College. If there is substantial evidence, the following steps must be considered:

1. If the degree has not yet been formally awarded, the PhD Board of Examiners will be asked to reconvene to assess the evidence, and to take appropriate action. Any formal award plans (e.g., graduation) will be put on hold until the case has been resolved.

2. If the degree has already been formally awarded, the Board of Graduate Studies (BOGS) will assess the evidence and decide on appropriate action, which may include withdrawing the degree award. The BOGS may ask suitably qualified person (s) to provide an expert report on the case to help the BOGS in this process. If the PhD Board of Examiners or the Board of Graduate Studies concludes that the degree should be withdrawn, such a recommendation must be presented to the Council of the College (or its Executive Committee) for approval.

F. APPEAL PROCEDURES

The candidate may appeal decisions with regard to plagiarism and poor academic practice. Any such appeal should be directed to the Board of Appeal no later than 30 days after the candidate has been informed.

3.3.6. MASTERS THESIS PROCESS

It is the student's responsibility to approach their adviser, the appropriate department, or, if in doubt, the Academic Dean, at least two months before the Master of Theology (MTh), Master of Philosophy (MPhil) and other Master's thesis writing stage begins, so that a suitable supervisor is allocated from within the teaching faculty.

The thesis work required as part of the Masters programmes is characterised by tight deadlines, which are designed to ensure that students can graduate at the end of a given academic year. A student who **misses one** or **more deadlines** for final thesis submission in the process **cannot** be guaranteed graduation at the end of a given year even if the thesis is awarded a pass-grade. It is the responsibility of each student to submit work at the appropriate time (s). The specific deadlines for a given academic year will be published separately in the College Calendar for each academic year.

A. MASTER'S THESIS EXAMINATION PROCESS

All Master's thesis examination information is highly confidential**. Names** and **reports** of examiners (and nothing else) will usually be released to the student concerned **after** the faculty meeting that **approves** the **grade**, though the name will be released only if the examiner concerned has explicitly agreed to the release of their name. Therefore, information about the examiners will not be released to the student (let alone anyone else) until and unless the faculty meeting has explicitly authorised someone to do so, and only once the thesis grade has been approved by a faculty meeting. In addition, **only** the **final grade** agreed upon by faculty will be released, but **not** the individual grades allocated by the different examiners. Reports that are shared with students must therefore be **edited** in order to **delete grade** information.

In **June/July**[1] each year, all specialised Disciplines will **contact** potential **external examiners**. For all these theses, we will require **three** suitably qualified persons: **two examiners** and **one** potential **moderator** (see below). Once the required information (see below) has been obtained, and the examiners have agreed, the relevant Discipline forwards that information to the Academic Dean.

1. We will take the following criteria into consideration when it comes to the selection of the thesis examiners:

• Past experience of using this particular examiner (e.g., has the examiner been late before, or failed to provide an academically sound report?).

• Is the examiner suitably qualified for a given thesis? Please note that this is not simply a matter of what degrees this person holds. However, in general terms, the minimum academic qualification for a Master's thesis examiner is a PhD degree (in exceptional cases, a Master's degree). Examiners should have teaching experience at the level of the thesis examined.

• At least one of the examiners should be a Pacific Islander, if possible.

• The examiner should not work at the College where the student may be working in future, or be a high official in the student's church.

• All examiners should be **external** to PTC (i.e., not someone who is currently employed at PTC).

• No person who has been involved in the supervision process or who has given advice to the student on their written thesis work should be asked to examine the thesis.

For every examiner, the Academic Dean needs to be supplied with the following information for record purposes, bearing in mind that PTC needs to account for its decisions when it comes to accreditation (SPATS/HECF):

▪ Full name (s) and formal address (titles), such as 'Rev'd., Dr'.

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[1] Occasionally, a student who has been granted an extension might submit the thesis considerably earlier (i.e., out of turn with the normal date of submission). In such a case, the examination process might start earlier.

▪ Email and postal address (in case we need the latter for the courier service). ▪ Information as to whether the examiner requires a printed thesis (normally we only send the electronic copy: WORD and PDF files).

▪ Reasons why the examiner is thought to be appropriate for this particular thesis, especially if the person does not have an obvious background in the particular discipline.

2. The thesis is sent to the **two examiners** within two days after the submission deadline stipulated in the Handbook (currently: 1 September 2024). Examiners are requested to complete a report and to allocate a grade number within **four weeks**. The moderator will be asked to be ready at short notice to moderate that examiners' grades, if necessary (see below).

3. The Academic Dean informs the examiners and the moderator about the thesis examination process (e.g., the grade number and category system used at PTC), and requests personal details for the payment of the honorarium.

4. If the difference between the grade numbers given by the two examiners is 14 or less (e.g., 55 and 69, or 80 and 88), a simple arithmetic mean (average) calculation determines the final grade. If the average results in a fractional component (e.g., 82.1, or 55.8), the result is rounded up or down (rounded down if it is .4 or less, and rounded up if it is .5 or more).

5. **Thesis Moderator**: The moderator is used only

▪ if the difference in grade numbers between the first and second examiner is equal to or greater than 20 points, or

▪ if one of the examiners awards a grade number below 50.

The moderator will be asked by the Academic Dean to determine a final grade together with a brief report that explains the rationale for the decision. The final grade must be within the grade number range of the first and second examiner; i.e., if the first examiner gives a grade of 55, and the second a grade of 80, the moderator must allocate a grade number of at least 55, and no more than 80. The moderator should provide a rationale for that decision (i.e., the decision should not be based

on a simple arithmetic mean). The moderator will be sent the thesis as well as the reports and grades given by the two examiners.

6. In order to allow this process to take place, examiners will be asked to complete the examination within four weeks, and the moderator will be asked to be prepared to perform the moderation exercise within three weeks, at short notice.

7. To avoid time-consuming courier delivery, we request all examiners to work with the PDF file of the thesis.

8. Once reports from the examiners are received, the Academic Dean forwards the reports to the supervisor/department concerned. The **supervisor produces** an **edited version** of the **report for the student** which **focuses on changes the student is required to make before the thesis is submitted to the library, and prior to graduation**. This edited version must be approved by the Academic Dean before it is given to the student. The full reports of the examiners (in which grade details are deleted, as well as the name of the examiner, if she/he wishes to remain anonymous) is released to students after the final faculty meeting which determines the grades.

9. MTh, MPhil and other Master's thesis examiners will be given the explicit option of rejecting the thesis with the option of resubmission. This may be considered if the thesis cannot pass as it stands, provided the examiners are of the opinion that a substantially rewritten thesis might pass. Substantial rewriting implies a revision that takes at least six weeks.

3.3.7. PTC THESIS SUPERVISOR AND STUDENT RESPONSIBLITY

This section focuses on the responsibilities of Masters and Doctoral thesis supervisors and students.

The agreement Form: Supervisors sign the "agreement form" with their assigned students at the beginning of the supervision process.

A. RESPONSIBILITY OF THESIS SUPERVISORS

Supervisors play a key role in the welfare, well-being and success of research students. It is the Supervisor's responsibility:

1. to be **familiar** with all PTC policies and regulations;

2. to **clarify** expectations and basic information on degree programmes in conversation with the student, especially those pertaining to the writing of

a thesis or dissertation;

3. to **monitor** facilities and circumstance of the student;

4. to **maintain a professional relationship** with the student, free from harassment and abuse;

5. to **set up regular meetings** with the student for discussion of progress;

6. to **interact professionally** with the student and establish agreement on the type and level of guidance, the level of support and encouragement required, and the type of feedback and constructive criticism considered most beneficial;

7. to **give the student guidance** regarding:

- the expected performance to be achieved, and the standards of achievement that will result in a successful thesis or dissertation;
- focus and refinement of the topic;
- the presentation of the thesis or dissertation;
- the most appropriate research methods to be used;
- the research timetable, including submission dates for progressive stages of work;
- time management techniques; and
- information retrieval and sources that will assist the research process;

8. to **advise** the student of **any significant periods of absence** during the supervision period, and if appropriate, ensure the provision of a co-supervisor so that work on the research and thesis is not delayed;

9. to provide **constructive feedback or criticism** on all work submitted by a student (normally within two weeks of receipt by the supervisor), including the drafts of the major sections of the thesis or dissertation as they are prepared and the final version of the thesis or dissertation before submission;

10.to **inform** the student when, in the opinion of the supervisor, **there is inadequate progress** in the work or when there is an unacceptable level of performance in the project or presentation of the findings; the supervisor is to arrange a time to meet with the student to discuss the problems and to work out a programme to correct the problem;

11.to **make suggestions** to the relevant discipline (s) and the Academic Dean **regarding possible examiners** of the student's thesis or dissertation, bearing in mind that names or possible examiners are not to be disclosed

to the student;

12.to **write student's progress reports** on thesis work every six months to the Academic Dean;

13.to **advise** the student on the **submission of the thesis** or dissertation **for examination and** assessment to the Academic Dean.

B. RESPONSIBILITY OF THESIS STUDENTS

It is the student's responsibility:

1. to **participate** in specialised Discipline/Inter-Discipline **postgraduate thesis seminars** for Masters and Doctoral programmes and/or the Koro research mentoring seminars:

- by regular attendance and preparation, reading all papers;
- by participation in discussion;
- by distributing papers to be presented at least two days prior to the seminar;
- by presenting research for discussion and critique;
- by being open to critique and comments of peers and supervisor(s);

2. to ensure that **a professional relationship** free from harassment, abuse, and bribery, **is maintained** at all times with the supervisor;

3. to ensure they are **familiar with the regulations and time frames** regarding the programme in which they are enrolled;

4. to discuss and **mutually agree to regular meeting times** with the supervisor in order to report on the progress of the thesis or dissertation research and writing, and to receive support, encouragement and constructive criticism and advice;

5. to **follow** the **advice of** the **supervisor** as well as to **seek advice** from the supervisor when encountering difficulties with the writing of the thesis or dissertation;

6. to **maintain progress** in their work in **accordance with the research timetable** agreed to with the supervisor;

7. to **advise** the **supervisor of** any **extra-curricular activities, leave of absence,** or **travel obligations** that may significantly affect their progress;

8. to **seek prior approval** from their supervisor **regarding any workshop/ conference** that he or she wishes **to attend or facilitate with reasons** supporting why the workshop / conference relates to their studies;

9. to **submit work** in a form that is **readily understood** by the supervisor; students who have difficulties with written English should seek advice from the Academic Dean about possible support they can receive;

10. to **submit for assessment original work**, according to the thesis / dissertation conventions of the college, and **without plagiarism cheating, collusion**, and/or **poor academic practice** as defined in the PTC Handbook;

11. to **complete** the **thesis or dissertation** by the **required deadline** to **allow adequate time** for **assessment** of the thesis or dissertation **prior to graduation**;

12. to **meet any conditions required** by the thesis or dissertation examiners/assessors **in a timely manner**.

C. PTC THESIS SUPERVISOR AND STUDENT AGREEMENT

I have read my responsibilities as stipulated above and agree to adhere to the terms to best of my ability:

Student _____

Signature_____ Date _____

Supervisor_____

Signature_____Date _____

3.3.8. GENERAL THESIS AND DISSERTATION REGULATIONS

A. LANGUAGE

Theses written at PTC, whether at Masters or Doctoral level, are examined by qualified, independent examiners (i.e., not PTC faculty members) from the region and beyond. Therefore, any thesis produced at PTC is to be written in the English language, and must be written in a formal, academic style acceptable in an international context. Any words, phrases, or text excerpts from another language (such as Greek, Hebrew, Fijian, Bislama, French, etc.) must be additionally translated into English.

The use of proof-readers is encouraged. Special permission to write the entire thesis (or substantial parts thereof) in a language other than English

without a translation into English may be requested in cases where the topic demands. Such permission must be obtained, in writing (via the supervisor and the Academic Dean), from Faculty. Copies of the document confirming such permission must be included in an appendix to the thesis. It should be noted that the entire thesis may be written in a Pasifika language once a language policy is drafted and approved by the appropriate authority.

B. THESIS DECLARATION

Every thesis written as part of the requirements for a particular degree programme at PTC must include the following thesis statement (signed by the student):

```
I, the undersigned, hereby declare that this thesis,
which is ..... words in length (excluding the
references and front matter), has been written by me,
that it is the result of work carried out by me, and
that it has not been submitted, either in whole or in
part, in any previous written work for an academic award
at this or any other academic institution.
I also declare that this thesis has not used any
material, heard or read, without academically
appropriate acknowledgment of the source.


Name: _____
Signed: _____
Date: _____
```

C. COPYRIGHT STATEMENT, EMBARGO AND SUPERVISOR'S APPROVAL FORM FOR THESIS

Email: library@ptc.ac.fj

I, the undersigned, hereby grant limited copyright in respect of my Thesis:

(Tick *appropriate box*)

☐ Master of Theology   ☐ Master of Philosophy

☐ Doctor of Philosophy

to the Pacific Theological College. The College is entitled to

● make printed copies available for fair academic use in the library of the College and, if the College so chooses, to make printed copies available, in part or as a whole, to individual researchers or institutions;
● make electronic copies available for fair academic use, either online (by the College itself or via another institution) or in other electronic formats.

Furthermore, I choose to place an embargo on the above for the period of:

☐ 3 years   ☐ 2 years   ☐ 1 year   ☐ No Embargo

I understand that, notwithstanding the above, the College will not publish my work for commercial purposes that I have copyright of my work and am therefore at liberty to publish my work independently, with or without revision, in part or as a whole.

Name: _____
Signed: _____
Date: _____

I, the supervisor of this student's thesis or dissertation, have sighted the final copy of the thesis and confirm that the student has made the changes required by the examiners.

Name: _____
Signed: _____

Date: _____

This document is to be submitted to the Academic Dean, prior to graduation. It will be kept in the library.

In this context, an embargo is a period of time during which the College will not make the thesis available to others. Occasionally, students who plan to publish their thesis might wish to put an embargo on their thesis in order to make publication more attractive to the publisher.

3.3.9. AWARDING OF DEGREES

Requirements are set as criteria for a successful completion of any of the degrees. These requirements have to be satisfied fully prior to the awarding of the degree in question. Neither the certificate for the academic award nor the academic transcripts will be issued to students who have not settled their debts in full.

3.3.10. POSTGRADUATE RESEARCH SEMINARS

Postgraduate students (i.e., PgDip, MTh, MPhil, other Masters, PhD) participate in relevant postgraduate research seminars:

- the *Specialised Discipline thesis Seminar* (all postgraduate students associated with that specialised Discipline);
- the *Inter-Discipline Thesis Seminar* (all postgraduate students);
- the *PhD Thesis Seminar* (all PhD students); and
- the *Koro Mentoring Seminar* (all postgraduate students).

Further details are found in the individual academic degree programme regulations. Part-time students who are not resident on campus may be exempted from some of these obligations.

The PTC research seminars are of immense value and benefit students and faculty alike. Please commit to them for these important reasons:

- we gain confidence by presenting our own work clearly and helpfully to others;
- we learn from a variety of responses to our own work and therefore improve it;

- we listen to and learn from the work of others, offering critique and encouragement;
- we enhance our theological knowledge base and academic presentation skills;
- we model Pacific inter-relatedness through mutuality in theology and scholarship.

3.3.11. SPATS AND HECF REGULATIONS

A. ACCREDITATION STANDARDS & GUIDELINES

For academic programme accreditation, the College complies with the frameworks and quality standards and guidelines set out by the South Pacific Association of Theological Schools (SPATS) and the Qualifications Framework of the Higher Education Commission Fiji (HECF).

3.3.12. CREDIT POINT SYSTEM: LEARNING LEVELS, NOTIONAL LEARNING HOURS AND CREDITS

Credit Point	A credit point is the equivalent of 10 student-learning hours.
Micro-qualification	All micro–qualification courses have a credit point value of 5 credit points or multiples thereof.
Pre-degree programmes	All pre-degree programmes at levels 1 to 4 have a credit point value of 5 credit points or multiples thereof and at levels 5 and 6 have a credit point value of 15 credit points.
Bachelor degree Courses	All bachelor degree courses have a credit point value of 15 credit points.
Bachelor degree Community Learning courses	All bachelor degree Community Learning courses have a credit point value of 15 credits points or multiples thereof.
Postgraduate courses	All postgraduate courses have a credit point value of 30 credit points or multiples thereof.

All Pacific Theological College (PTC) and/or University transition School of Theology and Ecumenism (SOTE) programmes are classified by *learning levels*, *notional learning hours* and *credits*. This will allow us to indicate:

Learning Level (LL)	The learning level at which programme and course learning outcomes are set – Levels 5-10 for Higher Education.
Notional Learning Hours (NLH)	The notional learning hours indicate the average time spend by the student to achieve the desired learning outcome for a given course or academic programme (certificate, diploma, bachelor, postgraduate diploma, masters, doctoral). Credit rating: 1 credit equals 10 notional hours of student learning.
Credits (C)	The credits reflect the total number of NLH for an academic programme and a course therein. For example, a 15-credit course = 150 notional hours of learning, and 120 credit hours (1200 NHL) indicates a fulltime year of study.

3.3.13. COURSE CODE SYSTEM, 2024.

▪ *Note: The new course code system below is indicative and is subject to change in 2025.*

A. COURSE CODES

Undergraduate courses offered at certificate/diploma level programmes have a three-letter + three-number code. In these codes, the first number represents the programme level.
For example:

Level of Study Programme	Course Code	Course Title
Certificate II in Biblical Studies: Issues in Spirituality & Justice	CBS200	Introduction to the Study of the Bible: Part 1

| Certificate in Community Ministries (level 4) | CCM400 | Understanding Communities *(Core)* |
| Diploma of Pastoral Counseling | DPC500 | Introduction to Pastoral Counselling 1 |

Undergraduate courses and **postgraduate courses** offered at degree level programmes have a two-letter + three-number code.
For example,

Degree Programme	Area of Study	Course Code	Course Title
Bachelor of Divinity	Biblical Studies	BS100	Introduction to Biblical Criticism *(Major 1)*
		BS204	Reading Amos and the Pastoral Epistles From Pasifika Perspectives *(Elective)*
Postgraduate Diploma	Biblical Studies	BS400	Biblical Interpretation and Hermeneutics *(Specialised)*
	Academic Skills	SW400	Applied Research Skills *(Core)*

B. COURSE CODE LETTERS

All College courses are identified by a two-letter (undergraduate/ postgraduate degree programmes) and three-letter (undergraduate certificate/diploma programmes) prefix. These code letters represent a focused area of study (such as BS for *Biblical studies*, TE for *Theology & Ethics studies*, or CBS for Certificate II in Biblical Studies, CCM for Certificate IV in Community Ministries studies and DPC for Diploma of Pastoral Counseling. For example, a list of the study area prefixes and the section of the Specialised Discipline or Centers and Institutes that teaches them appears below.

Course Code Letters		
Prefix	Area of Study	Academic Unit/Discipline
BS	Biblical Studies	Biblical Studies Discipline
TE	Theology and Ethics	Theology and Ethics Discipline
HC	History of Christianity	History of Christianity Discipline
PM	Practical Ministry	Practical Ministry Discipline
CBS	Certificate II in Biblical Studies	Pacific Theological College Extension Education
CCM	Certificate in Community Ministries Studies (level 4)	Centre for Gender and Social Justice
DPC	Diploma of Pastoral Counselling	Institute for Mission and Research

C. COURSE CODE NUMBERS
Pre-degree certificate, diploma course codes contain a two-digit number, while other course codes contain a three-digit number.

The undergraduate and postgraduate degree: the first of the three digits reflects the 'level' of the course.
- First year courses of a BD and BE degree programme open with a '1' and are referred to as 100-level courses.
- Second year courses have a '2' and are known as 200-level courses, and
- Third year courses have a '3,' called 300-level courses.
- Taught courses for a Postgraduate Certificate or Postgraduate Diploma or a Master's degree are 400-level courses.
- At the postgraduate level, a supervised research project has a 600 code.
- A master's thesis has a 700 code.
- A PhD thesis has an 800 code.

3.3.14. MODES OF DELIVERY
The following new codes provide the official modes of course delivery.

F	Courses offered in the face-to-face mode
P	Courses offered in the print mode
B	Courses offered in the blended mode
O	Courses offered in the online mode

Explanation:

Face-to-face (F)	Face-to-face courses are those offered with up to two hours of lectures per week.
Print (P)	Courses offered in the print mode do not offer weekly lectures during the semester of offer. Print courses are those offered through Centre for Flexible Learning (CFL). *Currently print courses are offered through the Pacific Theological College Extension Education (PTCEE) programme.*
Blended (B)	A blended course is one that blends online and face-to-face delivery. Sometimes blended courses are referred to as hybrid courses. Furthermore, a blended course is one where a substantial proportion of the content, that is, 30-79%, is delivered online, typically uses online discussions, and typically has some face-to-face interaction between student and lecturer or tutor. Blended courses may also have a (print) course guide or Study guide and can be offered to both Face-to-face and Flexible Learning students. *(Use of Learning Management System [LMS] platforms such as Moodle or video conferencing platforms such as Zoom to conduct classes online or video sharing flatform such as YouTube or social media platforms such as Facebook, Twitter, LinkedIn, TikTok are examples of online tools for delivery that blends with F2F).*
Online (O)	An online course is one where most or all of the content is delivered online and typically has no face-to-face meetings, that is, 80+% is offered in the online mode. All multimedia components of the course will

	be included in the Learning Management System (LMS) used by the course provider.

3.3.15. DEFINITIONS

A. COURSE LEVEL CODES

Level codes are double-digit numbers that reflect award credit levels according to the SPATS / HECF Qualifications Frameworks.

01	Level 1
02	Level 2
…	etc., up to …
10	Level 10

B. COURSE DISCIPLINE, CENTRES AND INSTITUTES

NOTE: The current names PTCEE and IMR are indicative and will change with new names of centres and institutes established under the PTC/University transition programme by 2025/2026.

BS	Biblical Studies (including Biblical languages – OT Hebrew & NT Greek)
TE	Theology & Ethics
HC	History of **C**hristianity
PM	Practical Ministry
AS	Academic Skills (including, Research Skills, English language skills, Computer Skills, etc.)
PTCEE	Pacific Theological College Extension Education
CGSJ	Centre for Gender and Social Justice
IMR	Institute for Mission and Research
RILED	Regional Institute for Leadership and Development
ICIK	Institute for Climate Indigenous Knowledge

C. COURSE REQUIREMENT

For the various Certificates and Diplomas at levels 1 to 6.

R	Required course

For the Bachelor degree at level 7.

M	Major course (required for the BD and BE programmes).
E	Elective course (for BD and BE programme).
SW	School wide course (required for the BD and BE programmes).
UW	University wide course (required for the BD and BE programme).
CL	Community Learning course (for BD and BE programme).
NCB	None credit-bearing course (English Skills & computer skills for BD and BE programmes).

For postgraduate courses at levels 8,9, and 10.

SC	Specialised course (required for PgDip programme).
SW	School wide course (required for PgDip programme).
UW	University wide course (required for PgDip programme).
CL	Community Learning course (required for PgDip programme).
PGRS	Postgraduate Research Seminar (required for Masters and PhD programmes: thesis seminar/Koro mentoring seminar).

3.4. OTHER INFORMATION

3.4.1. COMPUTER LITERACY

Computer courses are offered for all first-year students who are not sufficiently computer literate. Students must satisfactorily complete the course assigned to them.

3.4.2. COMMUNITY PRIZES

The award of the following community prizes may be considered:

The **John Tidex Prize for Community Work**, to be awarded to a male student or community member's outstanding contribution to the PTC community.

The **Fiona McAdam Prize for Community Work**, to be awarded to a female student or community member's outstanding contribution to the PTC community.

The **Jean Bell Prize for Leadership and Example**, to be awarded to female community member who has demonstrated outstanding qualities in leadership.

3.4.3. CHURCH-SPONSORED, PRIVATELY SPONSORED

Church-sponsored student: one who has been endorsed, sent and sponsored by a church. *Privately-funded student*: one whose fees are not paid by the church. *Residential student*: one who lives on the PTC campus. *Distance learning student*: one who lives off PTC campus. *Part-time student*: one who takes no more than four courses per semester. *Online-learning*: learning delivered electronically through Zoom session and Moodle or other suitable learning platforms.

Church-sponsored applicants require endorsement by the head of a recognised denomination and must have guaranteed financial support. Private-funded students may be admitted provided they fulfil the appropriate entrance criteria.

All Applicants will be required to pass a competency test in English.

3.4.4. HONORARY AWARDS

The Pacific Theological College has two honorary awards: the Honorary Doctorate, and the Honorary Fellowship.

A. HONORARY DOCTORATE

This award was created in 2008, and has since been granted to the following persons:

- Most Rev. Sir Ellison Pogo (2008) Anglican Church of Melanesia, Solomon Islands
- Rev. Elder Leatulagi Faalevao (2015) Congregational Christian Church, American Samoa

- Rev. Tevita Banivanua (2015) Methodist Church in Fiji, Fiji
- Rev. Dr. Traugott Farnbacher (2015) Evangelical Lutheran Church in Bavaria, Germany
- Ms Tessa Mackenzie (2015) Anglican Church, Diocese of Polynesia, Fiji

B. HONORARY FELLOWSHIP

The Council of PTC may award the Honorary Fellowship of PTC to faculty members who have served at the College for at least eight years, and who have left or are about to leave in good standing.

This award was created in November 2013, and has since been granted to the following persons:

- Ms. Deidre Madden (2013) Anglican Church, Australia.
- Rev. Rosalyn Coventry Nokise (2015) Anglican Church, Aotearoa, New Zealand and Polynesia.
- Prof. Dr. Manfred Ernst (2016) Lutheran Church, Germany.

PART 4: SPECIAL STUDY PROGRAMS
CENTRES AND INSTITUTES

4.1. CERTIFICATE IN PHILOSOPHICAL COMPETENCY

NOTE: Application forms are available online from PTC Webpage:
https://ptc.ac.fj/
▪ Apply directly online using this link: https://ptc.ac.fj/application form-pasifika-philosophies-course/
  ▪ Applications for study should be completed and received by Friday 05 July 2024 especially if applicants wish to reside on campus.
  ▪ Further information and course flyer can be obtain using this link:
https://ptc.ac.fj/pasifika-philosophies-course/

COURSE TITLE: PASIFIKA WHOLE OF LIFE PHILOSOPHIES FOR A NEW DEVELOPMENT CONSCIOUSNESS

This is a two-week intensive Certificate of Philosophical Competency course in Pacific 'Whole of Life' Philosophies, Research, and Development. Pacific

philosophy, which is slightly different from Western philosophy, centres on the practice/theory of relationships and how this reality informs the vision of life and wellbeing. PTC in partnership with SPREP and SPC offers a deep dive into the mysteries and ambiguities of our Pacific relational philosophies and how these would contribute to the shaping of a new development consciousness and research culture for the Pacific region.

PROGRAMME SUMMARY	
Programme Name	**CERTIFICATE IN PHILOSOPHICAL COMPETENCY**
Programme Description	Recently there has been a growing interest for a 'cultural turn' to assist in the reframing of a new development story that is holistic, life-affirming, and communities-oriented. This has urged Pasifika communities to search for development models that are alternative yet grounded in the life of communities. What has been lacking in such a shift is the ability to create foundations of the new development story grounded in the philosophies and the spiritualities of Pasifika communities. If a new transformative development story is to be realised, then we cannot just change the narrative based on changing policies and frameworks. We need a new philosophical foundation that includes values and spiritualities of the people.
Aim	▪ To understand the Pasifika relational philosophical mind and how this has shaped the development in the Pasifika communities for centuries and to use that as a decolonial tool to critically analyse the conventional development narrative. ▪ To develop a strategy of codifying and translating these philosophies to build resilience and to critically inform development policy spaces in development, diplomacy, security, climate change, and economic wellbeing.

	▪ To experience with communities the philosophies that shape knowledge and conducting research in Pasifika communities, in particular in relation to protocols, ethics, and values of learning and dynamics of relationships. ▪ To create a new development consciousness based on the 'whole of life' philosophical foundations of relationships that have kept the Pasifika communities sustained and resilient throughout centuries to assist in creating new development models or frameworks.
Admission Eligibility	Policy Makers, Masters and PhD Students, Early Career, PhD Researchers, University Lecturers.
Learning Outcome	On successful completion of this short course, students should be able to: ▪ Understand the Pasifika philosophical mindset. ▪ Critically analyse the conventional development model and policies from a relational 'whole of life' philosophical perspective. ▪ Demonstrate skills of codifying and translating Pasifika philosophies to build resilience and inform review or creation of new development policies and/or models. ▪ Demonstrate skills of research to develop a new 'whole of life' development consciousness that is transformative and communities-based.
Requirements for the award of the Certificate	All micro-qualification courses have a credit point value of 5 credit points or multiples thereof. To be eligible for the award of a micro-qualification (Levels 1 to 8), a student must complete a minimum of 15 credit points.
Mode of Delivery	Face-to-face (with lecturers, regional development partners, indigenous institutes and centres, village communities).
Duration	Two weeks Intensive (19 July – 22 August 2024)

Programme Type	Micro-qualification Certificate
Level	Equivalent to Pacific Qualification Frame work (PQF) /South Pacific Association of Theological Schools (SPATS)/Higher Education Commission Fiji (HECF) level 8
Credit Point	15
Accreditation	SPC/EQAP
School Name/ Venue	Pacific Theological College
Course Fee	FJD$3, 900.00

METHODOLOGY

E lele le toloa ae maau ile vai – 'the Toloa takes off but returns to the waters.' This is a Samoan dictum that captures the toloa (goose) bird as a metaphor for a migratory quest of those seeking fresh waters to renew their political, economic, religious, familial, or knowledge endeavours. While the Toloa will normally fly away to encounter life, there is always a craving to return to the initial waters for recuperation.

In the metaphor, the Toloa represent the participants. The waters represent the different areas and focus of the course that will be explored and investigated. The methodology for the two weeks course is developed around the Toloa migratory cycle of *return, search, dive, renew*, and *fly*. This never-ending cycle represents the constant desire of the Toloa to probe, inquire, transition, and rejuvenate. They are critical analytical phases that are normally intertwined. They are also exploratory and reclaiming phases for Pasifika philosophies and their relevance to developing a new development consciousness.

The training is launched with the arrival of Toloa or participants from around the world, followed by a welcome ceremony. This initial phase sets the scene for the 'return of the Toloa' to re-establish connection with the different waters such as the waters of Pasifika philosophies. This is followed by a deep inquiry dive to unlock the Pasifika philosophical mind to begin the search into Pasifika philosophies. Throughout the first week, Toloa will

explore the different waters of the Pasifika philosophical traditions in the mornings. In the afternoons, they will critically engage with 'return to the waters' in groups as a way of re-engaging with the presentations by returning to their cultures and experience. Group discussion is guided by the four learning outcomes.

After the first week, the Toloa will spend time to explore the waters of philosophies of the village communities, to experience how these communities live and breathe their philosophies daily and how these have contributed to their development consciousness. Upon returning from the village communities, the Toloa during the second week will share their experience and from there engage with regional policy makers and national indigenous centres and institutes to analyse policies and development models.

The renewal phase is where the Toloa gathers the skills to reconstruct a new development story based on the philosophies learned. The hope is that by the end of the training, the Toloa flies away with renewed development consciousness and a story of hope, leaving the space open for another possible return.

GRADUATE OUTCOMES
The graduate outcomes are as follows:

Deep Understanding of Whole of Life perspective	Students are able to demonstrate maturity and deep understanding of whole of life Pasifika ways of being and knowing to inform knowledge and understanding of their subject area, intellectual curiosity, engagement with diverse communities, engagement with different traditions of thought, and weaving knowledge and practice in transdisciplinary and communities-based contexts.
Embrace of whole of life theologies, spiritualities, and ecumenism	Students will demonstrate: spiritual and emotional awareness and intelligence and demonstrate how this is applied in their professional/communities practice; self-

	confidence in whole of life theologies and spiritualities; engage and develop communities-based ecumenical strategies and practices; creatively weaving faith and indigenous wisdom and spiritualities; respect and embrace of all faith traditions; ability to develop resilient strategies based on whole of life faith and indigenous theologies and spiritualities.
Contextually and ethically Competent	Students will demonstrate: critical understanding of the Pasifika diverse contexts and related development strategies, deep engagement in contextual decolonial thinking and practices, become responsible and compassionate citizens, competent with resilient and whole of life communities-based ethics, cultural and intercultural ethical competency, and competence in translating communities-based ethics to critically inform local, regional, and international development strategies.
Whole of life Pasifika cultural competency	Students are able to demonstrate: understanding of, respect for, and working in just ways with diverse values, cultures and knowledge; competence in capturing communities-based resilient and whole of life philosophies, sciences, and ways of learning; understanding of communities cultural and language understanding /sensitivity; the use of indigenous and ecological wisdom to develop and augment understanding of the subject area; developing a new Pasifika consciousness rooted in cultural and household relationships.
Innovative and critical thinking and problem solving	Students will demonstrate: themselves as effective problems-solvers from a whole of life perspective; critical and decolonial thinkers; creative and evidence-based learners; use

	critical thinking, analysis, and research skills to solve theoretical and real communities-based problems; create whole of life solutions for communities; produce concrete innovations to develop whole of life responses to current and future challenges.
Justice-driven leadership and communications skills	Students will demonstrate: being responsible and prophetic justice-driven leaders; positive and collaborative in achieving common and justice-driven goals; maturity in compassion to communicate relationally and transdisciplinary; work collaboratively to negotiate and resolve conflict from a whole of life perspective; use communities-based skills to plan and manage workload; articulate how they have dealt with specific challenges in building and supporting team working; effective communications through deep understanding of communities-based protocols, values, cultures; convey ideas and information effectively for whole of life learning; advocacy for leadership for justice.
Communities-based Lifelong learners	Students are able to demonstrate: self-reflection to identify their own limitations; updating and adapting their knowledge and skills for continual professional and communities-based development; self-awareness and self-critical with communities; adapt to complexity, ambiguity and change by being flexible; keen to engage with new ideas and develop new vision from a whole of life perspective; evaluate and adopt new technology in collaboration with diverse communities.

COURSE CO-ORDINATOR: Rev. Professor Upolu Luma Vaai

COURSE MENTORS

Name: Dr. Manulani Meyer Institution: University of Hawaii Email*:* manulani@hawaii.edu	Name: Professor Unaisi Nabobo-Baba Institution: Fiji National University Email*:* unaisi.baba@fnu.ac.fj
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EMERGENCY CONTACT
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4.2. PACIFIC THEOLOGICAL COLLEGE EXTENSION EDUCATION (PTCEE)

PTCEE What is it?
PTCEE is a non-residential, distance flexible learning programme administered by PTC that has served the region since 1996. Meanwhile, around 1000 ecumenical learners have chosen to study with PTCEE. We help students around the region to learn at home, in their own environment, and at their own speed by offering courses that are accessible, achievable, and recognised. Our whole print-based Certificate,

Diploma, and Bachelor of Divinity programme is now available online. Please go to http://ptcee.ptc.ac.fj/ for further information.

PTCEE Why do we need it?

PTCEE is for you if you wish to broaden your knowledge and wisdom about God, the Church, and the World and can commit to regular, dedicated study. God summons all the faithful, not only the ordained, to mission and ministry. Theological education is vital and useful whether we are in the rural or the city; at work or at home; listening to our politicians or preachers; on the sports pitch, or at choir practise. PTCEE studies assist us in considering Christian answers to important realities confronting the Church and society in Oceania, including as climate justice, religious diversity, land and relocation difficulties, poverty and wealth, migration, and globalisation. Theological education enables us to study the holy scriptures, evaluate the various traditions from which we originate, apply our God-given reason wisely, and reflect on real-life events through the lens of faith.

PTCEE Who can study?

Certificate classes are open to everyone who can read, write, understand, and express themselves in English reasonably effectively. Students at PTCEE range in age and have varying degrees of formal education and life experience. Everyone is welcome to enrol in the Certificate programme and test the waters. So why not? Many people graduate from the Certificate level to the Diploma level, and possibly to the Bachelor Degree level. Of course, the criteria gradually rise in difficulty. Nonetheless, PTCEE strives to be a 'open door' rather than a 'closed shop' for theological education. Contact us and you can be assured of a warm welcome and a listening ear while we discuss your requirements.

Picture: PTCEE Cert IV graduate Mrs Seru Naitasi (left) and Certificate II in Biblical Studies graduate Radini Rosali Hinge (right)

PTCEE What can I study?

1. MICRO CREDENTIALS COURSES

Short courses are available to students who do not intend to complete a Certificate, Diploma, or Degree. The gained micro-credential credit is still valued, properly assessed, and a course completion certificate with the grade obtained is provided.

2. CERTIFICATE II, III, & IV: ISSUES IN SPIRITUALITY & JUSTICE

Students must finish core courses as well as an elective for a total of 40 credits for Level II, 60 credits for Level III and 90 credits for Level IV. Students must read, study, think, and write for approximately 150 'learning hours' to complete each course to a high standard.

CERTIFICATE II IN BIBLICAL STUDIES

Code	Certificate II in Biblical Studies: Issues in Spirituality & Justice	Credits
CBS200	Introduction to the Study of the Bible: Part 1	15
CBS201	Introduction to the Study of the Bible: Part 2	15
CBS202	Bible Study Methods	15
	TOTAL	45

CERTIFICATE III IN PRACTICAL MINISTRY

Code	Certificate III in Practical Ministries: Issues in Spirituality & Justice	Credits
CPM300	Introduction to Ministry	15
CPM301	Introduction to Christian Worship	15
CPM302	Introduction to Christian Education	15
CPM303	Ministry in a Social Context	15
	TOTAL	**60**

CERTIFICATE IV IN THEOLOGY

Code	Certificate IV in Theology: Issues in Spirituality & Justice	Credits
CTH400	Church History: up to the Reformation	15
CTH401	Church History: Reformation to the Present	15
CTH402	Foundations of Theology	15
CTH403	Foundations of Ethics	15
CTH404	Introduction to Preaching	15
CTH405	Women and Theology	15
	TOTAL	**90**

3. DIPLOMA IN THEOLOGY

Students must complete courses including electives, totalling 120 credits (60 from the Certificate and 60 from the Diploma courses). The PTCEE Certificate III (worth 60 credits) can be seen as a half-way stage towards the Diploma. It offers further theological education at a more advanced level and is especially useful for equipping lay people who have leadership roles in their congregations and communities. Again, to complete each course to a high standard, students need to read, study,

think and write in a disciplined and careful way for about 150 'learning hours.'

Code	Diploma in Theology	Credits
DTH500	Introduction to the New Testament	15
DTH501	Introduction to the Old Testament	15
DTH502	History of Pacific Christianity: 19th century	15
DTH503	History of Pacific Christianity: 20th century	15
DTH504	Themes in Theology	15
DTH505	Making Ethical Decisions	15
DTH506	Introduction to Pastoral Care	15
DTH507	Ministry with Children & Youth	15
	TOTAL	120

4. Brief Course Descriptions: Certificate and Diploma

CBS200 & CBS 201: Introduction to the Study of the Bible: parts 1 and 2
Developing skills in reading the Bible and understanding the world of the Old and New Testaments, this course helps you to study the Bible with insight and in greater depth, on your own or with others.

DTH500: Introduction to the New Testament
Understanding what the New Testament writings are about and how we can best use them, this course explains what material is found there, the main themes, and where, why and for whom the books were written. You will learn how to ask questions to help you discover the main concerns of a Bible passage: what it meant in its own time and for today.

DTH501: Introduction to the Old Testament
Enabling us to see the importance of reading the Old Testament for our journey of faith, you will learn about the sorts of writings that make up the Old Testament, the historical situations that gave rise to them, and the

experiences that they reflect. You will learn in ways that respect what it meant in its own time and can mean for us today.

CTH400: Church History: to the Reformation
Tracing the growth of Christianity from the community of disciples until the time of the Reformation (16th century), this course discusses the formation of Church teachings and the changing relationship between them and our society as it has developed. We are encouraged to learn from the mistakes and successes of the past.

CTH401: Church History: Reformation to the Present
Following on from C30RD02, this course discusses important events in the life of the Church, from the Reformation to the present day. It describes how Christianity in Europe grew into a rich and powerful organisation which some people felt had drifted away from its initial calling and how the church divided into the denominations we know today.

DTH502: History of Pacific Christianity: 19th century
Telling the story of the beginnings of Christianity in the Pacific Islands, this course traces the history of the Christian gospel here through the 19th century. The two perspectives of 'translation' and 'discipling' are important in the course. You will read extensively and do some serious historical analysis.

DTH503: History of Pacific Christianity: 20th century
Continuing the study of the Christian Church in the Pacific, this course discusses the 20th century, when most Pacific Islanders had adopted Christianity. It covers the emergence of Island Churches, the development of local ministries; theological education; the ecumenical movement; and issues and concerns since World War II. You will develop intellectual and technical skills, valuable not only in later history studies but also in other academic and vocational contexts.

CPM300: Introduction to Ministry
Exploring different areas and types of church ministry, this course tries to attract your interest towards one or more particular ministries. It encourages you to use your knowledge and skills to help develop those

ministries in your local church and community. It challenges you to a prophetic role among the people with whom you have contact.

DTH506: Introduction to Pastoral Care

Deepening our understanding of pastoral care and the role of healing, guiding, sustaining and reconciling in pastoral care ministry, this course will help you to identify the needs of your own community and develop pastoral responses. You will identify the strengths of the traditional pastoral care offered by your island community and gain insight into your own gifts and limitations. You will practise and develop the basic skills used in pastoral care and counselling.

CPM302: Introduction to Christian Education

Explaining how we learn, the difference between surface and depth learning, and what is meant by faith development and spiritual development, this course surveys various developmental theories which can help us in learning and teaching and various approaches to evaluating learning. It describes Jesus' approaches to teaching and shows how various symbols in the Bible can help us learn about God and Jesus. You will find out how to help small groups to learn well.

CPM301: Introduction to Christian Worship

Investigating and exploring what is meant by Christian worship and how time and space can be used in worship, you will think about the significance of words and actions in worship and the importance of Christian rituals and sacraments

CBS202: Bible Study Methods

Enabling you to teach basic biblical foundations of our Christian faith with confidence, this course offers a variety of creative ways to do that in your school, village and church community contexts. You are encouraged in this to write some sessions, lead some sessions, experiment and think critically about the results.

CTH404: Introduction to Preaching

Helping us to become better preachers and to listen to the preaching of others with knowledge and wisdom, the course explains the reason for preaching and what preaching is all about. Different types of sermons and

different ways of presenting the gospel message will be discussed. You will learn how to prepare and preach sermons that communicate effectively.

CPM303: Ministry in a Social Context

Introducing social analysis as a practical tool for linking issues of faith, justice, peace and development, the course explores the basis and history of Christian social teaching. You will learn how the ministry model called the 'Pastoral Cycle' helps you analyse social problems and develop appropriate ministry responses to them. The course focuses on designing strategies for pastoral action in Pacific Island social contexts.

DTH507: Ministry with Children and Youth

Enabling us to minister effectively to young people of various ages, the course suggests ways of encouraging children and youth to participate in worship and prayer. It will help you
prepare appropriate lessons for children and youth and develop skills in storytelling, singing, drama, memory work and activities. It will encourage you to think about yourself as a leader and the quality of your relationships with children and the rest of the church.

CTH402: Foundations of Theology

Thinking about what is most real and important in your personal faith journey, this course covers the major subject areas of theology: God, Jesus Christ, the Holy Spirit and the Church. It helps you understand how church tradition, reason and experience affect your own theological thinking. You will become more aware of how your own personal history, cultural values and traditions affect your understanding of God, Jesus Christ, the Holy Spirit and the church. It aims to provide new resources to help you live out your faith in your daily life.

CTH403: Foundations of Ethics

Exploring ways of thinking about how to live a 'good life', this course aims to increase our understanding of what God wants us to be and do. It will introduce you to ways of approaching Christian ethics and to the elements of Christian ethics. You will learn ways to make ethical decisions and strengthen moral character.

DTH504: Themes in Theology

Offering a framework of ideas to connect biblical teachings and a way to develop skills in thinking critically, this course offers guidance in expressing theological understanding both orally and in writing. You will be encouraged to apply what you have learned to your own situation. The course emphasises the importance of culture for theology, and encourages a new appreciation of Oceanic myths, biblical creation stories and the relationship between science and theology.

DTH505: Making Ethical Decisions

Leading us to a deeper understanding of what is involved in the important decisions we make in life, this is a course about 'doing' and 'living' ethics, offering a broader awareness of how Christians can be disciples of Christ in a complex and rapidly changing world. It focuses on the responsible choices Christians have to make before God as they deal with issues facing the Pacific today.

CTH405: Women and Theology

Pacific Christians of the 21st century are a long way from the world of ancient Pacific Islanders, the first Christians and the writers of the scriptures. In the journey from then to now something important has been lost. This course explores the forgotten female dimension of the Christian experience of God and faith. In this course, women of faith who have written about their own journeys help us to return to our Christian origins to recover inclusive visions of God, the Church and Christian ministry.

5. Accreditation of Previous Experience and Learning   (APEL)

PTCEE is respectful of previous learning and experience. Cross-crediting of courses already completed through PTC or another learning provider may be possible but should not be assumed. It the PTCEE student's responsibility to supply previous academic transcripts with evidence of courses taken and grades achieved, plus full details of the learning provider who issued the award. Prior work must be of equivalent quality and conform to SPATS Accreditation Standards and Guidelines within the Pacific Qualifications Framework.

6. Enrolment

If you are interested in enrolling for the Certificate & Diploma, complete the relevant application form available from the PTCEE office or downloadable from the website http://ptcee.ptc.ac.fj/

7. PTCEE Course Pathways & Fee

The Extension Education Programme currently offers 3 levels of Certificate Programmes and a Diploma Programme. The Certificate and Diploma in Spirituality and Justice are offered via Online and Print Mode at 15 credit points each. These courses are open for registration throughout the year and is not based on semesters. You can study at your own comfort and pace. Each unit is designed at a minimal of 150 learning hours with 100% course work and NO EXAMS. Each course is designed for 10 weeks completion time for flexible learners.

Course Pathways

CERTIFICATE IN SPIRITUALITY & JUSTICE
Level 2 (3) – 45 credits
Level 3 (4) – 60 credits
Level 4 (6) – 90 credits

PTCEE Theology for all for Life

DIPLOMA SPIRITUALITY & JUSTICE
Level 5 (8) – 120 credits

Certificate in Spirituality & Justice			
Programme	Registration Fee	Credit Points	Tuition Fee
Level II	$50	45 credits	$2,600
Level III	$50	60 credits	$3,400
Level IV	$50	90 credits	$5,200
Diploma in Spirituality & Justice			
Level V	$50	120 credits	$7,000

▪ *Tuition does not include the cost of textbooks and the $50 registration fee.*

- *Students have the flexibility to customise certain courses to suit their needs.*
- *Fee varies for regional and international students. Course materials are only issued on receipt of payment.*

8. Recognition and encouragement

When a student has successfully completed 3 courses at Certificate level they earn one 'free' course. This can be claimed at any time: it does not

Regional & International Students

- PNG
- Fiji
- Samoa
- Tonga
- Niue
- Nauru
- Cook Islands
- Vanuatu
- Solomons
- Kanaky
- Marshall Islands
- Texas
- UK
- Sudan
- Australia
- New Zealand
- Tahiti
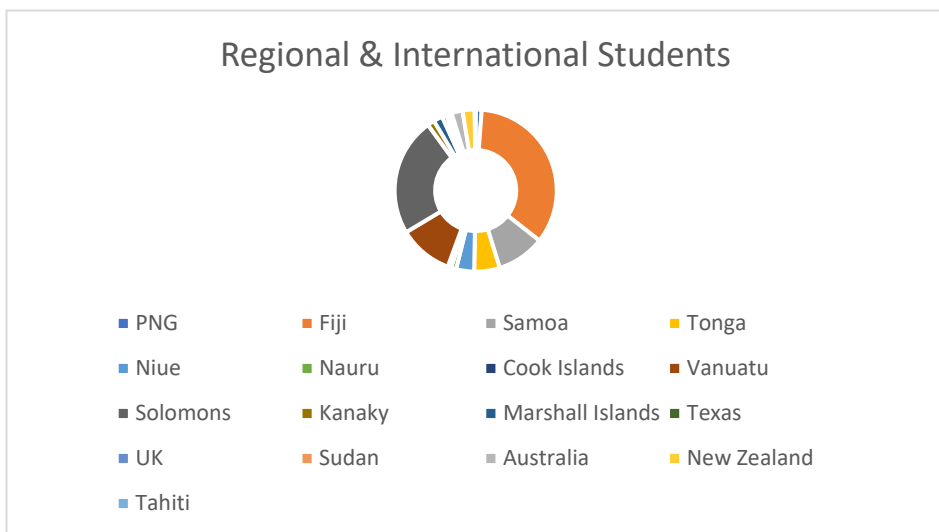
have to be the fourth course. This also applies after successful completion of 3 Diploma courses. PTCEE offers this recognition and encouragement across the board, without discrimination. However, we encourage students whose financial circumstances are stronger to offer their 'free' course to others rather than claiming it for themselves. The PTCEE office receives requests for subsidies and financial support and this is one way we can help to meet them.

9. **Contact us!** We look forward to hearing from you.

PTC Extension Education (PTCEE)
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Landline: + 679 330 7989
Mobile/WhatsApp/Viber:
+ 679 295 4010 - Nisha
E-mail: director.**ptcee@ptc.ac.fj**
Nitesh: admin@ptceeonline.com
Website: **http://ptcee.ptc.ac.fj/**
Facebook: Ptcee Suva
Twitter: @PTCEdbyEx

4.3. CENTRE FOR GENDER AND SOCIAL JUSTICE (CGSJ)

The PTC Council is committed to the theological education of women and as such everyone, including those who come to the College to support a family member in their studies, is encouraged to participate fully in the life of the College. This includes making use of all the educational opportunities available through the College including studies through the Centre for Gender and Social Justice.

At the Special Council Meeting in November 2022, the PTC Council re-affirmed its commitment to the theological education of women, as it agreed to transform the Women's Fellowship Development Programme into the Centre for Gender and Social Justice, and existing certificate courses into a Certificate in Communities Ministries.

The aim of the **Certificate in Communities Ministries (level 4)** is to equip women and men for the social responsibilities they will encounter as leaders for Whole of Life justice in their churches and communities. The 'Whole of Life' model of learning encompasses a communities-based model of development, climate change and indigenous knowledge, reclaiming indigenous philosophies, and the leadership for justice vision.

Students will be trained in leadership skills and advocacy as well as capacity building and confronting contemporary social, climate, and ecological

issues affecting Pasifika churches and communities. Additionally, it provides an initial learning pathway for spouses of church sponsored students at PTC, providing them with essential skills in support of their church ministry.

The Certificate is an integrated programme with a direct pathway into other PTC Diploma level programmes for those willing to advance. Holders of this qualification will have the skills and knowledge to work in a variety of community-based roles in the Christian churches or the wider society in particular within faith-based organizations and church affiliated sectors.

To be admitted to the Certificate in Communities Ministries, a person shall have:
  i.   Completed 10 years of school and 2 to 3 years of relevant experience; or
  ii.   Recognised prior learning as per PTC policy; or
  iii. Successfully passed a programme entrance test.

Individual units are available as stand-alone and open to the wider community. For advice and details on the Programme, including cross-crediting with other courses offered at PTC, detailed Programme regulations, course outlines and course descriptions for 2025, please contact the Director, Centre for Gender and Social Justice.

A non-accredited '**Certificate in Practical Arts and Life Skills'** will still be offered based on the Practical Arts courses.

The College provides a nursery and preschool at the Etina Havea Kindergarten to allow both parents to take up studies. Classes are usually offered on weekday mornings.

CERTIFICATE IV IN COMMUNITIES MINISTRIES (CCM)
LEVEL 4 CERTIFICATE PROGRAMME
Please note that the Programme course offerings below are indicative. Titles offered and content of courses may change.

Year 1 (2024): Core courses are shown in **bold** type.

Semester	Code	Course Title	Hours	Credits
1	**CCM400**	**Understanding Communities**	50	5
1	**CCM402**	**Leadership for Social Justice in Scripture and Beyond**	50	5
1	CCM406	Study Skills and Learning Portfolio	50	5
1	CCM409	Practical Arts 1	50	5
1	CCM414	Creation Care	50	5
2	**CCM403**	**Leadership for Social Justice in Communities**	50	5
2	CCM408	Gender Equality Theology	50	5
2	CCM410	Practical Arts 2	50	5
2	CCM411	Growing as a Child and as a Parent	50	5

Year 2 (2025): Core courses are shown in **bold** type.

Semester	Code	Course Title	Hours	Credit Points
1	**CCM404**	**Practical Pastoral Care 1**	50	5
1	CCM406	Study Skills and Learning Portfolio	50	5
1	CCM409	Practical Arts 1	50	5
1	CCM490	Special Topic 1	50	5
1	CCM412	Kana Vinaka: Nutrition for Health	50	5
2	**CCM401**	**Ministry of the Word in Communities**	50	5
2	CCM405	Practical Pastoral Care 2	50	5
2	CCM410	Practical Arts 2	50	5
2	CCM413	Community Orientated Learning	50	5

Requirements for the CCM award: nine CCM courses, equivalent to 45 credits, usually taken over two years. There are five core (compulsory) courses and students can choose the equivalent of four other elective courses.

Students taking this award may cross credit one course from a PTCEE courses to be agreed on an individual basis. A PTCEE Course will normally be credited as three CCM courses.

COURSE DESCRIPTIONS FOR 2024

CCM400 Understanding Communities (Core Course) 5 Credit Points
This course seeks to deepen our understanding of being Pasifika people shaped by God's mission acting for justice in God's name. We will be looking at the communities you belong to, talking about why and how Christians can get involved in building communities, discussing different ways to engage with communities and identifying ways to find out more about communities.

CCM402 Leadership for Social Justice in Scripture and Beyond (Core Course) 5 Credit Points
The different styles of leadership in the Bible and of other significant leaders for social justice are explored, allowing the student to understand the roles and characters of a good (or bad!) leader and how it impacts society. The course will encourage students to adopt the best leadership styles to enhance their role of being a leader in the family, church, and society.

CCM403 Leadership for Social Justice in Communities (Core Course) 5 Credit Points
Building on Leadership for Social Justice in Scripture and Beyond, this course provides the basics for a practical ministry of the heart, head and hands. It will help the student to analyse social justice issues that affect communities, equipping them with basic skills to work with others to identify resources and implement solutions. It aims to make the person a better Whole of Life leader for justice in their homes and in Pasifika communities.

CCM406 Study Skills and Learning Portfolio 5 Credit Points

This is a recommended course for those taking the Certificate in Community Ministries, especially for residential students. It runs through the duration of the Certificate in Community Ministries, with focused work divided between a student's first and last semester.

In the first semester of studies, it introduces students to essential skills for certificate IV level study, including library skills, basic research, and associated computing skills. It enables students to build up a portfolio of their learning journey, representing their learning and interests and how it ties together the different strands of the Certificate in Community Ministries.

In the last semester of studies, it will offer a series of group tutorials to allow students to develop their own learning portfolio, leading up to the presenting of a portfolio of the learning journey.

CCM408 Gender Equality Theology 5 Credit Points

Equality between men and women begins from the very being and heart of God. This truth is seen and expressed through traditional Christian theologies. For much of two millennia Christian theology and most biblical interpretations were aligned with the philosophical underpinnings which look down on women. Cultures and cultural traditions, cultural beliefs and practices have also been used to justify the ill-treatment of women and girls and their subordination to men in all places and walks of life.

This course explores the biblical and theological foundations for equality of women and men and will help to select strategies to implement Gender Equality Theology in your communities and churches.

CCM409/CCM410 Practical Arts 1/Practical Arts 2 5 Credit Points

Practical Arts 1 and 2 will introduce a variety of practical arts skills and to ensure the revival and maintenance of traditional indigenous art forms of Pasifika. Sewing, cooking, carving, printing, weaving, or recycling are options for this course depending on the student's choice and prior knowledge, and tutor availability. Either Practical Arts 1 or Practical Arts 2 will be offered each semester. Students can take both Practical Arts I and 2 as elective courses.

CCM411 Growing as a Child and as a Parent 5 Credit Points
Early childhood care, education, and family relationships. God and families are at the heart of resilient and flourishing Pacific communities. Pasifika values of good relationships between children, parents, and the natural environment is key indigenous knowledge, which can be drowned out by electronic gadgets and the demands of modern life. This course is designed to help participants understand how parents form their early connections with their children, inspiring lifelong bonds as well as increasing awareness of inclusion and diversity issues.

Prizes
One academic prize is awarded to a final year student or students of the Centre for Gender and Social Justice who has shown excellent effort, skills and determination throughout the two years. The award is Jean Bell Prize for Significant Achievement.

Applications
Applications and enrolment are via the Registrar's Office.

Course Fees
For private or outside students, fees must be paid to the Finance office on the first day of class.
▪ Annual Course Fee FJ$1,240 (Fee based on 9 units taken over 2 years).
▪ Additional units may be taken at $275 each.
▪ SBA, Library, and IT Fees may be payable

Contact Details
director.cgsj@ptc.ac.fj
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4.4. INSTITUTE FOR MISSION AND RESEARCH (IMR)

BRIEF HISTORY
The mandate for a programme on capacity building for the mission was made at the Pacific Conference of Churches (PCC) General Assembly in

Maohi Nui in 1997. In 1999, the God's Pacific People (GPP) was established as the capacity building for mission programme by the Pacific church leaders and was mandated to PTC to administer and manage. In 2008, the Pacific Theological College (PTC) Council approved the establishment of the Institute for Research and Social Analysis (IRSA), the research and social analysis programme for the College. With the endorsement of the PCC and PTC Executive Committees in 2016, the two programmes (capacity building for mission and research and social analysis) were consolidated into one mission and research programme under the new institutional framework, Institute for Mission and Research (IMR), in 2017. The capacity building for mission trainings started in 2001 as professional development (PD) courses with the first training on 'business and finance management'. Building on more than ten years of experience, these PD courses were developed into certificate and diploma courses in 2015. These are delivered in-country through intensive training workshops of four weeks for the certificate courses and two weeks for PD.

PURPOSE

The primary purpose of the capacity building for mission and research is to serve the mission and research needs of the member Churches of the PCC and PTC. In a rapidly changing mission context in the region, the churches must be equipped with the information, knowledge and competencies, skills, and expertise to discern, analyse and address emerging issues that are affecting their people. While there are courses and trainings offered by secular institutions and civil society organisations, the uniqueness of the PTC's capacity building for mission courses is their theological and biblical basis and complemented by relevant secular insights, methodologies and tools in the delivery of the courses. The future projection is to develop PTC's capacity to offer a quality PTC academic programme on ecology and sustainable development, with the college as the regional research network centre and the regional ecumenical focal point on research and publications.

STRATEGIC FOCUS

The strategic focus of IMR, and which guides its work (courses and research) is 'Changing the Story' (CTS) of Development in the Pacific. This CTS focus is to intentionally focus the design and delivery of the PTC courses and the research activities on 'changing the narratives' of the issues being addressed. This will enable contextual and relevant approaches and strategies to be designed and actioned.

For 2024, only the Diploma in Pastoral Counselling will be offered. The details are as follows.

DIPLOMA OF PASTORAL COUNSELLING

The diploma programme consists of three courses:

Overview of the Diploma Programme

Course Code	Course title	Hours	Credits	Level
I40RF05	Pastoral/Spiritual Counselling 1	400	40	5
I40RF06	Pastoral/ Spiritual Counselling 2	400	40	5
I40RF07	Pastoral/Spiritual Counselling Practicum	400	40	5

Admission Criteria:

To be admitted into the Diploma of Pastoral Counselling, a person must have the following**:**

a) A University Entrance Certificate, or

b) A pass in Form 6/Grade 12 equivalent with English and two years of proven relevant work experience, or

c) Be a mature age student (23 years +) with extensive (five years), relevant and proven work experience.

Requirements for the Award of the Diploma:

Completion of 120 credit points consisting of three (3) required courses: Pastoral Counselling 1 (40 credit points), Pastoral Counselling 2 (40 credit

points), and Pastoral Counselling Practicum (40 credit points).

Detailed Requirements

A. Compulsory Set			
Course Code and Title: I40RF05 Pastoral/Spiritual Counselling 1			
Units	Hours	Level	Credits
Unit 1 Introduction to Pastoral Counselling 1	100	5	10
Unit 2 Introduction to Pastoral Counselling 2	100	5	10
Unit 3 Micro Skills in Counselling	100	5	10
Unit 4 Human Life Span Development	100	5	10
Course Code and Title: U60RF06 Pastoral/Spiritual Counselling 2			
Unit 1 Narrative, Family and Just Therapies; Theological /Spiritual Perspectives on Pastoral Counselling	100	5	10
Unit 2 Indigenous Approaches to Health and Wellbeing in a Cross-cultural Context	100	5	10
Unit 3 Theological perspectives and observational pastoral/spiritual field visits	100	5	10
Unit 4 Practicum – face-to-face pastoral care and counselling, including- in 10 hours of mentoring	100	5	10
Course Code and Title: U60RF07 Pastoral/Spiritual Counselling Practicum			
Unit 1 Integrating Narrative Therapy in an Indigenous Framework	100	5	10

Unit 2 Ethics (Resilience, Self-Care) and the Law	100	5	10
Unit 3 Practicum – observational pastoral/spiritual field placement	100	5	10
Unit 4 Practicum – face-to-face pastoral, spiritual care, including 10 hours mentoring	100	5	10

4.5. REGIONAL INSTITUTE FOR LEADERSHIP DEVELOPMENT (RILED)

Tautai Academy for Transformative Leadership

A Brief Background

The Regional Institute for Leadership Development (RILED) is part of the transition of the college to university status by December 2024. It was approved to be established at Pacific Theological College's Special Executive meeting on 6 November 2023. The new Institute was then launched at the 12th Pacific Conference of Churches (PCC) General Assembly held in Kanaky New Caledonia on 20 November 2023.

Foundational to the establishment of this new Institute are the following three related bases. *First,* the "whole of life" vision of education for the new university. It provides for a kind of leadership development that is holistic, and which resonates well with the leadership and the governance philosophies of Pacific communities. *Second,* leadership is about the matters of the "Pasifika Household of God" (the new definition of ecumenism by the Pacific Church leaders) and is concerned about the ecological wellbeing of the 'household'. *Third,* it is community-oriented with a focus on transformative leadership for self-determination. These three foundations are central to the conceptualization and establishment of the new Institute, and its strategic programme planning.

The Institute is organised around the concepts of reading, redressing and restoring. The Samoan word for the fisher person is Tautai, the same word

for the person who mends and redress the net. He or she is the one who reads the sea. *Tau* is to 'read' (from *faitau*, which means reading), and *tai* is 'sea' or 'tide' or 'coast'. Tautai is the one with the wisdom to read the sea, the one who redresses.[2] This metaphor is used as a framework for the regional net and its tears, and the kind of leadership needed today. It encapsulates well the intent of the leadership envisaged to be pursued by the new institute and the PCU. The leader is the one who reads the context (sea) with wisdom and acts to move the people forward. The new university's primary aim in establishing this new institute is to be the centre for regional leadership training, focusing on *transformative and value-based leadership*. This form of leadership is based on 6-principles: *(a)* **leadership begins with taking responsibility;** *(b)* leaders are open minded to lead with and for the communities; *(c)* leaders build and envision the future by reading their contexts and signs of the times; (*d*) leaders learn through mending, redressing, and restoring the tears in their communities; *(e)* leadership means believing in the people they lead; and *(f)* leadership involves a sense of timing and pace. All these principles are captured in the organising framework of Tautai. They describe well the essence of transformative leadership.

It has one programmatic area: the Tautai Academy for Transformative Leadership. The academy will focus primarily on the leadership development of young people, through community praxis and experience, academic learning, cultural immersion, mentoring and philosophy competencies. It will also focus on national and regional policy influence for transformative leadership. The focus of the academy is the quality of leadership in Pasifika, particularly in church, community, and political leadership. It aims to influence present leaders with the six leadership principles above, and prepare future leaders who are imbued with the 'whole of life' vision, and their indigenous and faith values.

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[2] Upolu Vaai, May, 2023

For 2024, the new Institute will offer the following diploma and certificate.

DIPLOMA OF PACIFIC LEADERSHIP AND MANAGEMENT
This is a new diploma (L6, 4 courses, 120 cps, 640hrs, 1 compulsory and 1 elective)

DIPLOMA OF PACIFIC LEADERSHIP AND RESILIENCE (L6, 4 programmes, 120 cps, 640hrs, 1 compulsory and 1 optional)			
Course titles	**Hours/ course**	**Credits**	**# courses**
Compulsory course: Pacific Leadership & Management for Resilience	320	60	4
Optional Courses (students can select any of the following elective courses)			
Social Justice in the Pacific	320	60	4
Pacific Conflict Transformation	320	60	4
Project Management	320	60	4

For 2024 the elective course offered will be **Project Management**. A student who successfully completes the compulsory course and the elective course on **Project Management** for 2024, qualifies to the award of *Diploma in Leadership and Resilience.*

This is the pathway to the Bachelor of Arts (BA) in Sustainability and Resilience that will be offered in 2025.

CERTIFICATE IN COMMUNITY LEADERSHIP AND RESILIENCE

CERTIFICATE IN COMMUNITY LEADERSHIP AND RESILIENCE (4 programmes, L5, 40 cps)			
Course codes and titles	**Hours/ course**	**Credit points**	**#course**
Introduction to Pacific Leadership and Mission for Resilience	160	40	4
Pacific Arts for Social Change	160	40	4

Pacific Youth Leadership for Change	160	40	4
Reframing Pacific Development for Social Change	160	40	4

A student who successfully completes any of the above courses qualifies to the award of "Certificate in Community Leadership and Resilience". **This certificate is the pathway to the Diploma in Leadership and Resilience.**

For 2024, the course "Reframing Pacific Development for Social Change" will be offered.

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4.6. INSTITUTE FOR CLIMATE INDIGENOUS KNOWLEDGE (ICIK)

Introduction
Institute for Climate Indigenous Knowledge is a communities-based institute that aims at recovering, learning, and strengthening our Pasifika indigenous climate knowledge in our fight against the negative impacts of climate change. The aim is to have these indigenous climate knowledges formalised through publications and to influence national, regional, and global climate policies and to be part of the recognised global climate narrative.

Vision
To develop 'Whole of Life' communities-based climate knowledge that is indigenous and faith-oriented to assist the Pasifika peoples in dealing with the climate crisis in order to influence climate policies.

Mission

To provide for the Pacific Churches and the region integrated climate change approaches based on Pasifika indigenous knowledge that is meaningful to the people, that is relevant to regional stability, and that is informed by life-affirming Pasifika values and insights in an ever-changing environment.

Objectives

An Institute

1. That focuses on the development of a new 'Whole of Life' Pasifika climate consciousness;

2. That develops 'Whole of Life' research on climate indigenous knowledge and resilience of the Pasifika communities;

3. That is influential in translating the living indigenous and spiritual climate traditions of the Pasifika communities to transform climate policies;

4. That develops educational trainings, publications, and conferences shaped by life-affirming faith and indigenous knowledge;

5. That empowers young indigenous climate activists to develop climate justice approaches that are communities based;

6. That engages in meaningful and mutual partnerships and relationship building with national, regional and international climate partners.

Programmes

There are three main core programmes/activities of ICIK, which includes firstly, the Research, Facilitation, and Publication. This includes the research into the indigenous philosophies and sciences behind the climate indigenous knowledge that our communities have. The research component will cover most if not all Pacific Island countries with the intention of engaging local researches as consultants. Secondly, is the Learning component which includes exchange programmes with communities, and the academic side of learning, offering certificate and a diploma course on the 'Whole of life' consciousness. Thirdly, is the translating and codifying of that knowledge for publication and policy formulation/writing. The aim of this activity is to influence policy makers nationally, regionally, and internationally. It also aims at influencing the global climate narrative in a way that will include the critical indigenous

climate knowledge in the narrative, and the recognition of those knowledges as key to finding climate solutions.

Beneficiaries
ICIK is community oriented, its aim is to help communities help themselves by utilizing what they already have to build their climate resilient capacities, and minimise dependence of foreign concepts and frameworks. The research into the indigenous climate knowledge of each country in the Pacific employs local experts to carry out the research, and the communities will be compensated. This will culminate in a regional seminar where reports from the expert researchers will be presented, after which will be compiled into a book that every community in the Pacific will access and could use in their efforts to build their resilient capacities.

The short courses and the diploma course are also aimed at assisting community members widen their knowledge in the importance of indigenous knowledge when it comes to climate change.

Each community will be consulted on an equal platform, using customary protocols, giving them ownership of the project, avoiding an imposed mentality from ICIK, but a facilitation role in the process.

Underpinning Philosophy and Framework
The institute (ICIK) will be using the Pacific philosophy of relationality as its foundation. It is within this relationality frame of understanding that this institute will be founded. Relationality is that which determines how we relate, engage and dialogue. Relationality is understood as a principle that embraces the interconnectedness and interrelatedness of life. Relationality is critical as a decolonizing tool which deconstructs and reconstructs the theological perception of life as well as the analysis of climate change. As a decolonizing tool, it takes into account the core aspects of relationality mentioned above, and employs these to frame a critique of the theology and life of society, and the church in relation to the issue of climate change, as well as how society responds to this global challenge.

Aligning to the academic side of learning are offering of short course programmes on the 'Whole of life' consciousness.

4.6.1. PACIFIC THEOLOGICAL COLLEGE SHORT COURSE PROGRAMME

PROGRAMME: ADVANCED DIPLOMA IN NEW PASIFIKA CONSCIOUSNESS

Programme Background

Since its founding more than 50 years ago, PTC has been instrumental in producing many educated church leaders, scholars, theologians, ethicists, and activists both for the Pacific churches and for the wider Pacific community. It is also the first institution in the Pacific to introduce and emphasise the importance of indigenisation and contextualisation both in theology and education, as well as assisting the churches and the countries in the region through the contributions of its graduates in their transition towards religious and political self-autonomy. The College has also been instrumental, and still is, in shaping and guiding the theological responses of the churches in the Pacific Conference of Churches (PCC) as it addresses critically many of the political, economic and social issues in the region from the perspective of the Christian Gospel. Currently, what defines PTC is its vision "to develop PTC as the premier regional theological institution for Leadership for Justice". This push for justice in all areas of life is instrumental in promoting holistic wellbeing for the region.

PTC promotes a holistic learning environment that academically and spiritually nurtures the body, mind, and spirit. While ecumenism, contextual theology and missiology define the hallmark and shape the identity of the College, what sets PTC apart from local and international theological institutions is the Pacific focus and the contextual nature of these. PTC prides itself in the mainstreaming of 'pacificness' in all its programmes and in the urge to decolonise and reconstruct the Christian gospel as holistic and life-giving. PTC also promotes a kind of theology spanning boundaries in its agenda whereby theology is required to be taken outside of the institutional confines of the church in order to dialogue with other disciplines, non-theological institutions and grassroots communities and to strengthen its capacity to critically address issues of social justice.

The 'Whole of Life' Vision

The 'whole of life' vision of PTC aims to create transformative programmes that are communities-based and communities-informed, grounded on the ecological knowledge, faith, and spiritualities of grassroots communities. One that assists in framing home-grown sustainable Pasifika ways of knowing and being informed by life-affirming philosophies, values, and best practices that put the "whole of life" at the heart of theology, education, development, and church mission. It is a vision that aims to provide an alternative to counter a colonial and destructive ideological promise that has shaped development in the Pasifika communities for centuries. While the current focus of Pasifika renewed development strategies is to put "cultures and peoples" at the heart of development, this is not enough until we put communities and their knowledge systems at the heart. This shift aims to assist churches, governments, and the wider Pacific communities to nurture transformative change through revisiting and reconstructing existing ideological and philosophical foundations of life and development that have contributed to the destruction of the Pasifika household of God and its 'whole of life' structure. This reconstruction includes charting a new consciousness and transformative and liberative course that establishes practical, affordable, and sustainable methods and approaches to assist Pasifika people to be better stewards and custodians to safeguard and protect our shared Pasifika heritage.

Programme Summary

Programme Title	**Advanced Diploma in New Pasifika Consciousness**
Programme Description	This programme focuses on developing a new Pasifika consciousness within the areas of leadership, climate change, development, and reconfiguring mindsets. It uses the decolonial methodology as an analytical frame for these areas. It also incorporates the communities-based wisdom and knowledge around these areas. The purpose is to develop new leaders and advocates for justice who passionate in protecting and preserving our cultural and spiritual heritages and who are able to push

	for changing the story of development and transforming societies.
Courses	1. Pasifika 'Whole of Life' Consciousness and Leadership 2. Climate Change and Indigenous Knowledge 3. Resilience and Ecological Wellbeing Each course has three Modules.
Minimum Entry Requirement	Level 5 (diploma) from PTC or a recognised tertiary educational institution. Level 4 (certificate) can also be considered if the candidate has completed any professional training on leadership, resilience, social analysis, climate change, disaster risk reduction, adult education, indigenous knowledge.
Exit	A student can exit with a *Certificate of Competence* if a course is not completed.
Graduate Outcomes	1. Students will be able to articulate and demonstrate a whole of life perspective to develop a new Pasifika consciousness 2. Students will demonstrate how the use of critical thinking and decolonization has enabled them to produce concrete innovations for transforming Pasifika societies 3. Students will be able to articulate what is meant by spiritual and emotional awareness and intelligence and demonstrate how this is applied in their professional/community practice
Awarding of the Qualification	Candidates must complete all three courses to qualify for the award of the qualification.
Mode of Delivery	Online
Duration	2 years fulltime or 4 years parttime
Programme Type	Undergraduate
Level	Equivalent to PQF/HECF level 6
School Name	Pacific Theological College

Credit Points	135
Fees	TBC
Education Pathway	This qualification can lead to a Bachelor qualification (Level 7) or its overseas equivalent.
Employment Pathway	▪ Holders of this qualification will have the skills and knowledge to work in a variety of roles in civil societies, sectors, faith-based organizations, or the wider society. ▪ Work in organizations such as NGOs, faith-based, and sectors with specific focus on leadership, climate change, development, ecological justice, education for change. ▪ Consultants in areas of the intersection of theology, spirituality, and social justice issues. ▪ Leadership positions in communities.

Programme Structure and Course Writers

Pasifika 'Whole of Life' Consciousness and Leadership			
Course Writer: Professor Ann Armstrong			
	Modules	**Hours**	**Credits**
Module 1	**Decolonizing Pasifika Mindsets and Leadership** This module focuses on decolonizing mindsets by attending to certain dominant concepts in both leadership and learning that have shaped our mindsets, yet are ineffective, destructive, colonial and have contributed to a neocolonial Pasifika.	150	15 credits
Module 2	**Pasifika 'Whole of life' Consciousness** This module follows module 1, focusing on Pasifika indigenous philosophies, spiritualities, and theologies that promote the "whole of life" values and direction to develop a new/alternative Pasifika consciousness relevant to addressing the issues of time and transforming societies.	150	15 credits

Module 3	**New 'Whole of life' Regional Leadership Architect** This module follows module 2, focusing on reframing Leadership around the "whole of life" consciousness as well as developing a new regional architect for leaders passionate about justice and safeguarding Pasifika cultures, land, oceans, and identity.	150	15 credits
		450	45 credits

Pasifika Indigenous Climate Knowledge			
Course Writer: Dr Volker Boege			
	Modules	**Hours**	**Credits**
Module 1	**Decolonizing Climate Change** This module identifies and names the climate issues affecting the Pasifika region. It also focuses on decolonizing the dominant colonial climate change narrative from a "whole of life" perspective, embedded in strategies, policies, frameworks, etc., that are ineffective, destructive, colonial and normally sideline Pasifika indigenous climate knowledge/wisdom and spiritualities.	150	15 credits
Module 2	**Pasifika Indigenous Climate Knowledge** This module follows module 1, focusing on Pasifika indigenous "whole of life" climate knowledge, birthed from relational life-affirming philosophies and spiritualities that are communities-based and have the ability to promote a sustainable and resilient direction for a new/alternative climate consciousness and vision.	150	15 credits

Module 3	**New Climate Consciousness: Strategies, and Policies** This module focuses on reframing the climate narrative by using the communities-based "whole of life" climate consciousness learned in Module 2. Specific focus is put in developing climate strategy informed by Pasifika cultural identity and knowledge.	150	15 credits
		450	45 credits

Pasifika Resilience and Ecological Wellbeing			
Course Writer: TBC			
	Modules	**Hours**	**Credits**
Module 1	**Decolonising Pasifika Development and Ecology** The aim is decolonising both the dominant ecological narrative and development strategies, policies, and models that are ineffective, destructive, colonial, and that which normally sidelines Pasifika indigenous ecological wisdom that informs the wellbeing of the communities. This decolonial approach is structured around the reframing methodology.	150	15 credits
Module 2	**Pasifika Ecological Wellbeing** The aim is to start building the philosophical and theological foundation of thinking and practice on how to develop wellbeing strategies that are ecologically rooted, healthy and holistic.	150	15 credits
Module 3	**A New Pasifika Resilience Development Strategy**	150	15 credits

	This module follows module 2, focusing on reframing development from an ecological wellbeing perspective. Special focus is put on developing a new Pasifika consciousness, rooted in what was learned in module 2, to initiate and create development strategies that are resilient, communities-based, and promotes the ecological wellbeing of the communities.		
		450	45 credits
TOTAL		**1350**	**135 credits**

Contact:
Email: icik@ptc.ac.fj

PART 5: GENERAL INFORMATION

5.1. FOR STUDENTS AND SPONSORS

5.1.1. APPLICATION FOR ADMISSION

Churches which intend to send students to PTC as full-time residential students must plan to do so well in advance of the time, they wish the students to enter the College. The first priority at PTC is to serve the needs of all the participating churches. However, qualified persons who apply with sponsorship from non-participating churches may be admitted. Application forms for the academic programmes: Bachelor of Divinity, Bachelor of Ecumenism, Postgraduate Diploma, Masters and Doctorates are available on online from the PTC webpage: https://ptc.ac.fj/ to apply online or download. For general inquiry use this link: https://ptc.ac.fj/enquire-now/

5.1.2 Closing Date for Applications: The completed forms, including the necessary supporting documents, should be sent to the College Registrar early enough to arrive in Suva before 15 October of the year prior to the year of intended admission. The College will inform the applicant (s) and sponsoring churches, sponsors from non-participating churches, or private sponsors about the acceptance or non-acceptance of applicants before the end of November.

5.1.3. Transcripts/Class Records: A record of all the previous course work beyond the secondary or high school level and/or at the denominational College together with a key to its interpretation must be submitted at the time of application. The transcripts should indicate the classes taken, grades given, and the dates of study. In addition to helping determine entry, transcripts help the adviser in planning the student's programme. When students will be sitting examinations in November, results should be communicated to the P.T.C. so that the transcripts sent to the College can be suitably updated.

5.1.4. REPORTS

The College will send an annual report on each student to the sending church authorities.

5.1.5. COLLEGE FEES

The College Council has implemented some of the Financial Resolutions and the sending Church (or the funding body which has accepted financial responsibility for the student) is requested to fulfil the following conditions:

• Students' fees must be paid in advance at least 50% on January 31and the balance by June 30. Students whose fees are outstanding by the end of February and the end of July shall be suspended from classes. Suspension will cease once the amount due is paid. If the outstanding fees are not paid by March 31 and August 31, the student's studies will be terminated, and they will be asked to leave the College. That a student shall not be accepted for the following year of his or her studies unless all the arrears in fees and other expenditures are fully paid. Also, the academic transcript will not be released. Or in the case of a final year student, he or she will not graduate and academic transcript will not be released unless the arrears in fees and other expenditures are fully paid.

5.1.6. IMMIGRATION

Application forms for permits from the Government of Fiji allowing the students' spouses and families to enter and reside here in Fiji will be sent together with the 'acceptance letter'. Students themselves will be allowed to enter Fiji when they show immigration officers their acceptance letters from PTC. These applications, with proper supporting documentation, **two** [2] passport size photographs of each person in the family, police report for student and spouse, marriage certificate, medical certificates for each person in the family **(3 months' validity at the time of lodgement),** birth certificates (**for each child**). All these supporting documents should be returned to the College Registrar's office as soon as possible so the submission to the Fiji Immigration office to be done early as possible. **School records** and **Transfer letters** for each child for whom a place is needed in a nearby primary or secondary school also be sent to the Registrar's office.

For travel to Fiji, students and members of their family **must** have:
- A passport valid for three years.
- A letter from PTC granting admission to the College.
- Fiji Residential permits.

The Immigration authorities in Suva require that the College sign a bond guaranteeing the return fare. The College therefore requires each student and members of their family to come with **return tickets**.

5.1.7. TRAVEL

- The Church is requested to arrange and pay for the passage of students to and from Suva. Travel itineraries should be sent to the Registrar's office three weeks before the exact date of travelling.
- At the end of a student's final year the College will arrange for passages for the student and his family (using the return-tickets referred to above). The supporting Church is responsible for freight charges.

5.1.8. SUMMER VACATION

The fees which students pay cover only the 42 weeks of the academic year. The Church or sponsoring body therefore has two options:
- To pay the air fares for the student and family to return home; or

- To provide living expenses for the student and family to remain at the College. The College will provide a detailed account of the expenses that must be met, including accommodation fees and food allowance. These will be set at the same rate as is charged during the 41 weeks of the academic year.

At the end of the second year, Masters students are expected to return home for the long vacation to undertake field research for their final-year projects. Similarly, Doctorate students are expected to return home at the end of their first year in order to work on their theses. The Church or sponsoring body can choose whether to provide air fares for the whole family to return home, or to provide one air fare for the student and living expenses for the family members remaining at PTC.

5.1.9. PERSONAL BELONGINGS
- Sheets, blankets, pillow cases, mosquito nets, window curtains, towels are to be provided by the student.
- One set of sheets and pillow cases will be supplied by the College.
- Bedding (mattress & beds) and cooking stove will be supplied by the College.

5.1.10. RELATIONSHIP OF STUDENT WITH HOME CHURCH AND SPONSORS
The General Secretary of the home church or sponsor is urged to keep in touch by correspondence with students sent from the church, so that students may feel that their association with the home church or sponsor continues throughout their college life.

5.1.11. MEDICAL EXPENSES AND SUPERVISION
Students should consult their local doctors and follow their advice. (Everyone should be vaccinated against tetanus.) The College cannot be held responsible for sickness contracted while students and their families are resident in Suva. The College undertakes to care for minor medical needs of the students equivalent to the Medical Fees paid. However, where there is any major expenditure involved, the sending Church will be responsible and will be so advised.

5.1.12. ARRIVAL

Some weeks before arriving in Fiji, students should write and give their flight number and expected time of arrival at Nadi or Nausori airport. A College representative makes every effort to meet **new students arriving for the first time.** (However, it is always possible to hire a taxi in order to reach the College "at the corner of Vuya Road and Queen Elizabeth Drive, Veiuto, Suva.") Notification of last-minute changes should be given by telephone or e-mail to the College Principal or Registrar. (See inside cover page for e-mail address and telephone number.) If possible, students should purchase some Fijian currency before arriving.

5.2. COMMUNITY GUIDELINES

5.2.1. INTRODUCTION

Living in a community such as ours can be enriching but also very demanding. We come from so great a variety of backgrounds that living side by side can be difficult. Self-discipline, cooperation, and maturity are expected from all members of the community. These rules provide some essential guidelines to point in the direction we wish to go and to safeguard the Christian character of the community. But the rules are a minimum statement. We need to go beyond them avoiding behaviour which is hurtful or offensive to others, and striving to build a truly Christian community.

5.2.2. COMMUNITY LIFE

• Noise should be controlled. Radios, musical devices and television sets should **not** be played loudly. Be careful **not** to disturb your neighbours at night or early in the morning. Fireworks are not permitted at any time.

• Self-control and moderation are to be exercised in all things. Drunkenness and all other forms of excess and violence to the person are unacceptable.

• Parents should make sure their children are **not** causing damage or being a nuisance.

• Students who wish to bring additional member of their family **must** inform the Principal and then the Registrar for immigration purposes.

• All students will be expected to behave with moral integrity.

5.2.3. COLLEGE PROPERTY

• Children and adults **must not** damage College property, e.g., motor cars, mosquito screens, paint-work, buildings, furniture, etc.

• Any deliberate damage will have to be paid for by those responsible for it.

• Furniture **must not** be moved from rooms, flats or houses without permission.

• No book, periodical, or other material should be removed from the library until it has been properly issued at the library desk.

• Washing and video machines may be used in student flats if the student is prepared to pay an additional charge as a contribution towards the extra electricity consumed. (A suitable arrangement **should** be made with the Finance Manager).

• No animals/pets are allowed.

• Household rubbish **should not** be placed beside the road except on Tuesday, Thursday, and Saturday mornings, and **only in the rubbish bins** provided. Care should be taken in the disposal of casual rubbish such as plastic bags, ice-cream containers, drink bottles/cans and cigarette packets, in order to keep the campus beautiful, reduce mosquito-breeding, and avoid blocking the drains.

5.2.4. STUDENT HOUSING POLICY

All students **must** be housed on the PTC Campus, as resolved by the College Council, with certain exceptions at the discretion of the Principal.

• Married students [families] are permitted to bring only three children with them, as resolved by the College Council, except in consultation with the Principal.

• Students who occupy a two-bedroom flat, **must** occupy the same flat throughout their studies at PTC.

• Any vacant flat or room will remain as the property of the College and shall **not** be used by students.

• College guests may occupy any vacant married flat or single room at the discretion of the Student Housing Committee and the Principal.

• For the renting out of vacant married flats or single rooms, the Principal will decide on suitable tenants to safeguard the welfare of the PTC Community.

- If a student flat or room is rented to outside tenants, the rental must be at the same rate as the PTC students' accommodation fees. Any exception to this clause **must** be approved by the Principal.
- Outside tenants who are renting PTC single rooms or flats are encouraged to participate in the community life of the College.
- Students must leave the flat/house as they found it when they first occupied it.

5.2.5. VISITORS

Visitors to the College are welcomed, and:

- Permission **must** be granted by the Principal if student families or single students wish to have guests stay with them. Such visits should be no longer than a week. This **rule** is necessary to protect students and to prevent extra expense to the College.
- All visitors must leave the College campus by 12.00 midnight.

5.2.6. LOST PROPERTY

Any lost property found on the campus should either be handed back to its rightful owner/owners or else handed in without delay to the office. Property found in this way should be notified on the notice board.

5.2.7. INFORMATION ON LEAVING THE CAMPUS (LEAVE OF ABSENCE)

The Principal is responsible for the welfare of all those living, studying and working on campus throughout the academic year. For any reason that 'any PTC residential member' wishes to travel overseas for a short or extended period of time, you are expected to inform the Principal. For students, you are required to write a letter at least a week before your planned absence with the subject line: Request for Leave of Absence. The letter is to be addressed to the Principal or Vice Principal and should be signed by you, the Academic Dean or the Supervisor/Advisor before approval by Principal or Acting Principal. For residential faculty, volunteers, and staff, you are required to email directly to the Principal or Vice Principal.

5.3. COLLEGE LIBRARY

The George Knight Library was officially opened in 1966 and is named after the first Principal of the College, the Rev'd Dr George A. F. Knight. It is the biggest Library in the Pacific excluding Australian and New Zealand theological libraries with collections in various disciplines consisting of print and a growing collection of e-books. The library holds over 30,000 print books which include resources in General, Reference, Pacific Research Materials, Theses and Periodicals Collections. A greater part of the collection is available for loan. The library uses the Liberty5 system for cataloguing which is integrated with ATLASerials PLUS, Religion Collection to perform a federated search. The Collection uses the Dewey Decimal

Students in a special 2nd year Masters room

Classification system. Refer to the Pacific Theological College website homepage for the URL address for accessing the Library Catalogue. The library's present facilities include accommodation for approximately 35 readers in the main Library area.

A special room in the library has been set up for the 2nd year masters students with a study carrel creating an environment conductive for theses writing.

5.3.1. LIBRARY MISSION STATEMENT

To provide and manage information resources to support the Pacific Theological College in its work of theological education, professional ministry training, and public theological discourse.
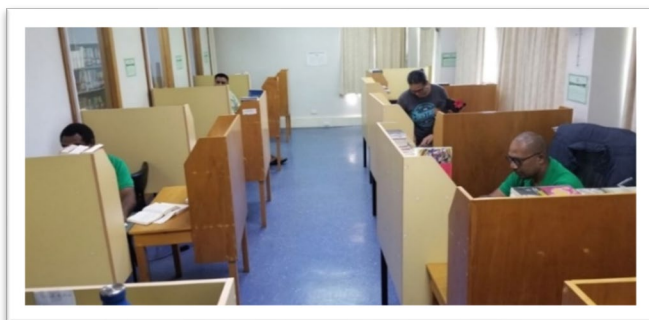
5.3.2. ADMISSION

Use of the Library and registration are conditional, based on the policies and procedures of the library. PTC registered students are eligible to borrow books, other users may become external borrowers of the library to borrow books: a membership fee is incurred for borrowing of books. The admission form can be obtained from the Issue desk or downloaded from the library homepage under "Forms." The
library however, is open to any users/researchers to do their research on the areas of Pacific Theological Education.

5.3.3. BORROWING REGULATIONS

• Loan period is for a month with one renewal.
• Reservations may be placed on resources on loan. Borrowers will be notified when the material is returned to the library.
• Materials on loan can be recalled by the Librarian for which the item is expected to be in the library within 2 days from the date of recall.
• Reference, Closed Reserves, Periodicals, and Strong Room collections are to be used in the library only and not to be loaned.
• Borrowers are responsible for cost for damaged or loss of books loaned to them.
• All items loaned are to be either returned or renewed before the due date to avoid overdue fines.
• PTC students are expected to return all the books loaned to them before leaving the College. Holiday loans are subject to the librarian's approval.
• Books obtained on interlibrary loan are subject to the conditions and loan periods of the owning library.

5.3.4. LIBRARY FACILITIES

• Photocopying services: students are given a code to use the photocopier and the sum is deducted from their book allowance accordingly. Non-registered users are requested to ask the library staff for this service which incurs a small fee calculated against the number of pages used for photocopying.
• Scanning: this service is provided free of charge. Users are requested to liaise with the library staff first before performing this service.

• Interlibrary loan (ILL) services are available. Please proceed at the issue desk or liaise with the Librarian for this service.

5.3.5. LIBRARY OPENING HOURS

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Opening Hours

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Semesters	
Monday – Thursday:	8:45am - 6:00pm, and
	7:30pm - 10:00pm
Friday:	8:45am - 4:00pm
Weekends and public holidays:	Closed
Breaks	
Monday – Thursday:	8:30am - 4:30pm
Friday:	8:30am - 4:00pm
Weekends and public holidays:	Closed

5.4. ETINA HAVEA KINDERGARTEN

Welcome to the Pacific Theological College's space dedicated to the care, nurture, and development of young children. We are recognised as a Kindergarten School for the care of children aged 3-5. We are open to the children of PTC students, staff, and the wider community. The kindergarten is well-equipped and can accommodate up to 36 children, supported by a team of three experienced staff, plus the Kindergarten Manager.

5.4.1. OPENING HOURS
Monday to Friday 8.00am - 4.00pm. We are open 15 minutes earlier in the morning for those who need to leave their children before 8.00am. Children are either with us for a full day or from 8.00am - 12.00pm.

5.4.2. POLICIES

We have a comprehensive set of policies and procedures to ensure the well-being of children in our care, as their safety and wholistic development are our primary concerns. These are available as a download on request.

Parents and guardians are encouraged to become part of the Parent Teacher Association, and one parent or guardian represents the PTA on the School Management Group. You will be informed of the meeting dates, usually once a term. We very much welcome your ideas, feedback, and involvement with the school including support with fundraising, help around the site, and policy consultation.

5.4.3. ENROLMENT AND FEES

Enrolment for 2024 is now open and forms are available from the kindergarten directly or by emailing kindergarten@ptc.ac.fj. Enrolment must be completed in person, and visits to the kindergarten prior to enrolment are encouraged. Fees are payable on enrolment and as per the schedule on the enrolment form. Information on fees for 2024 is available in the fees section of this Handbook.

CONTACT
Phone: 331 1100
Email: kindergarten@ptc.ac.fj

5.5. JOVILI MEO MISSION CENTRE

Thinking of hosting a conference, conducting a workshop or holding a meeting?

Trying to find an affordable conference venue, accommodation and catered meals?

Look no further!

The Pacific Theological College has answer for you.

Our very own Jovili Meo Mission Centre is available for hiring for all these purposes, and more, with affordable rates.

We have two spacious conference rooms seating 30 people each which can be combined to seat 60 plus.

We have accommodation available in 14 double rooms (shared bathroom facilities) a VIP room and 12 Deluxe rooms (fully air-conditioned rooms with own bathroom facilities).

For personal functions such as birthday parties or wedding receptions we have a spacious lounge and dining area that can be hired.

There is a Quiet Room available for small group meetings as well.

Tasty and healthy meals are provided at the Centre by our caterers and you can make your choices from our menu list when organising your

meeting. Alternatively, you can hire our kitchen to provide for whatever your refreshment requirements might be.

For accommodation bed linen and towels are provided by the Centre as well as laundry and internet services.
Equipment such as Multimedia Projector and Sound System are available for hire alongside photocopying services, all at affordable charges.

For leisure, a tennis court, volleyball court and a soccer field adjacent to the Centre can be booked for use through the Administration office at the Pacific Theological College.

If you need some space to be spiritually refreshed at the same time, the Pacific Theological College Chapel is nearby and our Library and bookshop are all in the same vicinity within our Administration building.
Interested?
Don't delay.
Pick up the phone and talk to us:
(679) 331 1100 Ext 114 or 9723811 / 7287983

Email us at jmmc@ptc.ac.fj
Or just fill in our booking form and send it to Arieta Tirikula

Listed below are the Centre's rates in Fiji dollars

Accommodation

Double Room (14 rooms)	$100.00 per night
	$60.00 for Single per night
VIP Room (1 room)	$119.00 per night
Deluxe Room (12 rooms)	$120. 00 per night

Meals

Breakfast	$11.00 per head
Morning Tea	$9.00 per head
Lunch	$13.00 per head
Afternoon Tea	$9.00 per head
Dinner	$15. 00 per head
Buffet	$18.00 per head

Conference Room Only (Inclusive of dining room and restrooms)

1day (*for Talanoa I & Talanoa II*)	$450.00
Half Day (*for Talanoa I & Talanoa II*)	$225.00
1day (*for Talanoa I Only*)	$300.00
Half Day (*for Talanoa I*)	$150.00

Quiet Room (for small group meetings only)

1 day	$90.00

Lounge Hiring for Birthdays/Weddings etc.

Half Day	$300.00 (lounge, tables & chairs)
1 Day	$500.00 (lounge, tables & chairs)

Kitchen Hire

1 Day	$200.00

Equipment

Multimedia Projector	$120.00 per day
Sound System – cable mics)	$75.00 per day
Sound System – (conference mics)	$15.00 per mic
Photocopying	.15c per page

Internet/Email	$10.00 per individual per day
	$20.00 per non residence group per day
	$25.00 per residence group per day

Personal Laundry
| 1 Load (Washing) | $10.00 |
| 1 Load (Drying) | $10.00 |

*** (Reduction negotiable depending on bookings)*

Terms and Conditions

Upon signing the Booking Form confirms that you are taking full responsibility of the full amount payment.

A deposit of 50% must be paid in advance and bookings are only confirmed after PTC has received the deposit. This deposit will be balanced with the total charges.

Cancellations given on a 30 days' notice before the booking date is free of charge otherwise:

- a 21 - 29 days' notice will be charged 20% of the rental fee;
- a 14 - 20 days' notice will be charged 40% of the rental fee;
- a 7 - 13 days' notice will be charged 60% of the rental fee; and
- a 1 - 6 days' notice will be charged 80% of the rental fee.

5.6. COLLEGE FEES SCHEDULE: 2024

Every effort has been made to ensure that the information contained in this Handbook is correct at the time of going to press. However, <u>the College reserves the right to make corrections at any point</u>. Therefore, the fees are subject to change.

The following tables list <u>tuition and associated fees</u> for students in different programmes.

<u>A separate table at the end lists fees and allowance relating to living costs</u>, which are always the same, regardless of the student's academic programme.

Please note that living allowances, and related costs are calculated on the basis of <u>flat occupation for 42 weeks per year.</u>

Abbreviations:

- **(p/c)**: per standard 100 learning hour course;
- **(p/a):** per annum/year;
- **(p/m):** per month;
- **(p/h):** per hour;
- **(n. a.):** not applicable.
- **SBA:** Student Body Association

 Fee schedules appear on following pages.

PHD STUDENT FEES 2024 (FIJI $)			
Fee Item	Full-time, Residential Student (p/a)[3]	Part-time Students, usually Non-Residential[4]	
Tuition fee	19,250.00	11,556.00	p/a
Library fee	935.00	495.00	p/a
Computer fee	655.00	352.00	p/a
Book allowance	1,540.00	optional	p/a
Research and Travel Fund-Year1	4,400.00	optional	p/a
Research and Travel Fund-Year 2	4,400.00	optional	p/a
Medical fee	2,500.00	optional	p/a
SBA fee	45.00	22.00	p/a
Accommodation fee: 1 bdrm flat: 650.00 (p/m); 2 bdrm flat: 1,000.00 (p/m) (depending on	7,800.00 12,000.00	n/a	p/a

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[3] The minimum duration of full-time studies for the PhD degree is three years. *However, many PhD students will need four, five, or even six years to complete the programme.*

[4] The minimum study period for a part-time PhD student is five years, but it may take up to 8 years. The tuition fee for part-time PhD students is calculated on the basis of 3x/5=y, where y is the annual part-time tuition fee, and x is the annual full-time tuition fee.

family size)			
Food allowance	4,287.00	n/a	p/a
Expense allowance	1,328.00	n/a	p/a
Settle-in allowance	1,100.00	optional	Year 1 only
Immigration fee: application and issue (not for citizens of Fiji)	374.00	374.00	If required
Immigration fee: police clearance (not for citizens of Fiji)	171.00	171.00	If required
Registration fee (once)	110.00	110.00	Year 1 only
Thesis preparation fee: printing, binding, etc. (final year only)	1,100.00	1,100.00	Final Year only
Printing of presentations/drafts	220.00	220.00	p/a
PhD examination fee[5]	11,000.00	11,000.00	Final Year only

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[5] The PhD examination fee covers airfares, housing, meals and other expenses of the examiners and the College. If the full amount is not used, the remainder will be returned to the sponsor.

The total amount charged will depend on whether the student is accompanied by the spouse or not, as well as the number of children at either pre-school age or school age. Fees, allowances, etc. for spouses & children are listed further below.

MTH STUDENT FEES 2024 (FIJI $)			
Fee Item	**Full-time, Residential Student (p/a)[6]**	**Part-time students attending some courses on campus**	
Tuition Fees	15,417.00	1,029.00	p/c
Library Fees	655.00	354.00	p/a
Computer Fees	655.00	354.00	p/a
Text Books	1,320.00	optional	
Research and Travel Fund	1,100.00	optional	
Medical fees	2,500.00	optional	
SBA Fees	45.00	22.00	p/a
Accommodation fee: 1 Bdrm flat: 650.00 (p/m); 2 bdrm flat: 1,000.00 (p/m) (depending on family size)	7,800.00 12,000.00	n/a	
Food allowance	4,287.00	n/a	
Expense allowance	1,328.00	n/a	
Settle-in allowance	1,100.00	n/a	Year 1 only

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[6] The minimum duration of full-time studies for the MTh degree is two years.

Immigration fee: Application and issue (not for citizens of Fiji)	374.00	If required	
Immigration fee: Police clearance (not for citizens of Fiji)	171.00	If required	
Registration fee (once)	110.00	110.00	
Thesis preparation fee: printing, binding, etc. (final year only)	825.00	825.00	Final year
Printing of presentations/ Drafts	440.00	440.00	Final year

The total amount charged will depend on whether the student is accompanied by the spouse or not, as well as the number of children at either pre-school age or school age. Fees, allowances, etc. for spouses and children are listed further below:

PGDIP STUDENT FEES 2024 (FIJI $)			
Fee Item	Full-time, Residential Student (p/a)[7]	Part-time students attending some courses on campus	
Tuition Fees	15,417.00	1,029.00	p/c
Library Fees	655.00	354.00	p/a
Computer Fees	655.00	354.00	p/a

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[7] The minimum duration of full-time studies for the PgDip is one year.

Text Books	1,320.00	optional	
Research and Travel Fund	1,100.00	Optional	
Medical fees	2,500.00	Optional	
SBA Fees	45.00	22.00	p/a
Accommodation fee: 1 bdrm flat: 650.00 (p/m); 2 bdrm flat: 1,000.00 (p/m) (depending on family size)	7,800.00 / 12,000.00	n/a	
Food allowance	4,287.00	n/a	
Expense allowance	1,328.00	n/a	
Settle-in allowance (Year 1 only)	1,100.00	n/a	Year 1 only
Immigration Fee: Application and issue (not for citizens of Fiji)	374.00	If required	
Immigration fee: police clearance (not for citizens of Fiji)	171.00	If required	
Registration fee (once)	110.00	110.00	
Printing of presentations/ drafts	440.00	440.00	

The total amount charged will depend on whether the student is accompanied by the spouse or not, as well as the number of children

at either pre-school age or school age. Fees, allowances, etc. for spouses and children are listed further below.

BACHELOR OF DIVINITY AND BACHELOR OF ECUMENISM TUITION FEES FOR 2024

At a very affordable cost the new tuition fees for both the Bachelor of Divinity (BD) and Bachelor of Ecumenism (BE) programmes are mentioned below. Both the BD and BE are three-year programmes.

For students following either degree programmes fess are as follows.

Pasifika Students:
- **FJD$6,000.00** per annum (Year 1, 2, 3)
- **FJD$18,000.00** full programme (3-years)

International students:
- **FJD$11,689.00** per annum (Year 1, 2, 3)
- **FJD$35,067.00** full programme (3-years)

The details of the breakdown of fees according to the *fee items* and *student status of Full-time / residential Student (p/a)* or *Part-time students attending some courses on campus or Extension Students (study only by extension: PTCEE)* will be provided by the Finance Office.

*Please consult the finance office for the breakdown of your fees according to the fee items shown in the table below.

BD AND BE STUDENT FEES, 2024 (FIJI $)			
Fee Item	**Full-time / residential Student (p/a)**	**Part-time students attending some courses on campus**	**Extension Students (study only by extension: PTCEE)**

Tuition Fees			
Library Fees			
Computer Fees			
Text Books			
Medical Fees			
SBA Fees			
Accommodation fee: 1bdrm flat: 650.00 (p/m); 2 bdrm flat: 1,000.00 (p/m) (depending on family size)			
Food allowance			
Expense allowance			
Settle-in allowance (Year 1 only)			
Immigration Fee: application and issue *(not for citizens of Fiji)*			
Immigration fee: police clearance *(not for citizens of Fiji)*			
Registration fee (once)			

The total amount charged will depend on whether the student is accompanied by the spouse or not, as well as the number of children at either pre-school

age or school age. Fees, allowances, etc. for spouses & children are listed further below.

FEES AND ALLOWANCES (2024): STUDENTS' SPOUSES & CHILDREN (FIJI $)			
Spouse			
Annual Course and Associated Fees (Certificate in Women's Ministry Studies 2022 enrolment)	1,360.00		
Annual Course and Associated Fees (Certificate in Community Ministries 2023/24 enrolment)	1,795.00		
Food allowance*	4,287.00		
Expense allowance*	1,328.00		
Immigration Fee: application *(not for citizens of Fiji)*	374.00		If required
Immigration fee: police Clearance *(not for citizens of Fiji)*	171.00		If required
School Child (secondary school age, c. 14-20 years)			
Food allowance*	2,607.00		
Expense allowance*	990.00		

Immigration Fee: application & issue *(not for citizens of Fiji)*	374.00		If required
Immigration Fee: police clearance (if 18yrs and older)	171.00		If required
School Child (primary school age, c. 6-13 years)			
Food allowance*	2,607.00		
Expenses allowance*	990.00		
Immigration fee: application & issue *(not for citizens of Fiji)*	374.00		If required
Pre-school Child (c. 0-6 years)			
Food allowance	2,170.00		
Expense allowance	990.00		
Kindergarten Enrolment fee	65.00		
Kindergarten fees: Half day fee for a full year	1,200.00		
Kindergarten fees: Full day fee for a full year	2,100.00		
Immigration Fee: application *(not for citizens of Fiji)*	220.00		If required

*Expense Allowances - 10 Months - February to November

*Food Allowances - 10 Months - February to November - 21 Fortnights. *The total amount charged will depend on whether the student is accompanied by the spouse or not, as well as the number of children at either pre-school age or school age.*

Every effort has been made to ensure that the information contained in this Handbook is correct at the time of going to press. However, <u>the College reserves the right to make</u> <u>corrections at any point</u>.

Please note: All sponsors for students are requested to deal directly with students for Living and Food allowances. The figures indicated in our schedule are indicative/tentative and can be used as a guide. The determination of the actual allowance to be remitted is at the discretion of the sponsors. This was endorsed by the Executive meeting in November 2012.

> **OTHER FEES**

SPECIFIC ADMISSION FEES:
● For Students from non-supporting Pacific Churches: FJD 1,245.00
● For Students from outside the Pacific Region: FJD 6,958.00
(These fees are in addition to the usual tuition fees and can be pro-rated for students who study less than full year)

● Late Registration Fees: FJD 72.00

 Additional Curriculum Fees (compulsory for identified students):
● Remedial English Course: FJD 127.00 (per half semester)
 Audit Courses:
● Auditing any BD courses: FJD 253.00 (per audit course)
Thesis Supervision (applied to PhD students only):
● Part-time supervisory session fee for PhD Thesis: FJD 55.00 (per hour) (as per above break-down)
Thesis Supervision (applied to MTh students only):

• Part-time supervisory session fee for MTh Thesis: FJD 50.00 (per hour)

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FEE POLICY

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• The Church (or other funding body which has accepted responsibility for student fees) is requested to forward to PTC that total amount due by the beginning of each academic year (end of January or beginning of February).

• However, in case, any of the responsible Church or overseas funding body is unable to meet the beginning of the year deadline (due to unavoidable circumstances), then, they must make a payment in advance **at least 50% before the end of January and the balance (the other 50%) by June 30th** of the same academic year. The College Council resolution in relation to College Fees, which has been effective and enforced since 2011 is as follows: **"*Students' fees must be paid in advance, at least 50% by 31st January and the balance by June 30th. Students whose fees are outstanding by the end of February and the end of July shall be suspended from classes. Suspension will cease once the amount due is paid. If the outstanding fees are not paid by March 31st and August 31st, the student's studies will be terminated, and will be asked to leave the College".*

• A student must not be accepted the following year of their studies, unless all arrears (fees and other expenditures) from previous year are fully paid.

• Students who start part-way through an academic year will be charged a proportion of the relevant annual fees.

• The charges listed above cover only the 42 weeks of the academic year. A charge based on one forty-second (1/42) of the yearly accommodation fee will be levied for each adult for each week of the summer vacation that he or she wishes to remain at PTC. The normal food allowance for each family must also be paid by the funding body for the vacation period. The Finance Manager will submit a statement regarding vacation expenses for each family to the church concerned.

STUDENT LIST 2024

DOCTORAL PROGRAMME

❖ YEAR 1 DOCTOR OF PHILOSOPHY

NO	NAME	STATUS	CHURCH DENOM.	COUNTRY
DISCIPLINE AREA: HISTORY OF CHRISTIANITY				
1	Waiena Tatiree Aribeta	Full-time	KUC	Kiribati

❖ CONTINUING DOCTOR OF PHILOSOPHY

NO	*NAME*	STATUS	CHURCH DENOM.	COUNTRY
DISCIPLINE AREA: BIBLICAL STUDIES				
1	Geraldine V. Wiliame	Part-time	MCF	Fiji
2	Isoa Vatanitawake	Full-time	MCF	Fiji
3	Apineru Tavita	Full-time	MCS	Samoa
4	John S. Hinge	Full-time	ACOM	Vanuatu

NO	NAME	STATUS	CHURCH DENOM.	COUNTRY
DISCIPLINE AREA: THEOLOGY AND ETHICS				
5	Nikotemo Sopepa	Full-time	EKT	Fiji
6	Taniela Ratawa	Full-time	MCF	Fiji
7	Leinamau Seru	Full-time	PCV	Vanuatu
8	Ioelu Onesemo	Full-time	CCCAS	American Samoa

NO	NAME	STATUS	CHURCH DENOM.	COUNTRY
DISCIPLINE AREA: HISTORY OF CHRISTIANITY				
9	Marika Baleidelabaci	Full-time	MCF	Fiji

NO	NAME	STATUS	CHURCH DENOM.	COUNTRY
DISCIPLINE AREA: PRACTICAL MINISTRY				
10	Halamalu T. Ma'asi	Full-time	FWCT	Tonga

MASTERS PROGRAMME

❖ **MASTER OF THEOLOGY**

SECOND YEAR, 2024

NO	NAME	STATUS	CHURCH DENOM.	COUNTRY
DISCIPLINE AREA: BIBLICAL STUDIES				
1	Christopher H. Fihu	Full-time (NT)	ACOM	Solomon Islands
2	Asinate Mataitoga	Full-time (OT)	MCF	Fiji
3	Tevita Okusi	Full -time (NT)	FWCT	Tonga
4	Amalaini Rokodolo	Full-time (OT)	MCF	Fiji
5	Tau Thompson	Full-time (NT)	CCCAS	American Samoa
6	Toobora Tamatone	Full-time (NT)	KUC	Kiribati
7	Fe'ofa'aki'A-Kakau Veamatahau	Full-time (NT)	FWCT	Tonga
DISCIPLINE AREA:		**THEOLOGY AND ETHICS**		
8	Travel Makara	Full-time	CICC	Cook Islands
9	Nenase Kavafolu	Full-time	FWCT	Tonga
DISCIPLINE AREA:		**PRACTICAL MINISTRY**		
10	Sikeli Cawanikawai	Full-time	MCNZ	New Zealand
11	George T. Pukukesa	Full-time	ACOM	Solomon Islands

12	Tito Tito	Full-time	CCCAS	American Samoa
13	Markson Waruhaimae	Full-time	ACOM	Solomon Islands
DISCIPLINE AREA:		**HISTORY OF CHRISTIANITY – N/A**		

❖ **MASTER OF THEOLOGY**

FIRST YEAR, 2024

First year students with a level 7 qualification admission to the Master of Theology (MTh) programme will be required to successfully complete all courses for the one-year Postgraduate Diploma (PgDip) in a Discipline area: Biblical Studies, Theology & Ethics, History of Christianity, and Practical Ministry. The PgDip programme is a progression pathway to formally entering the MTh programme in the second and final year of study. The grade average of all courses completed in the PgDip qualifying year must be a 'B' or higher.

The table below shows names of first year students for the PgDip programme in 2024.

❖ **POSTGRADUATE DIPLOMA, 2024**

NO	NAME	STATUS	CHURCH DENOM.	COUNTRY
DISCIPLINE AREA:		**BIBLICAL STUDIES**		
1	Sauituamaalii Ifopo	Full-time	CCCAS	American Samoa
2	Aribeta Tebakaro	Full-time	KUC	Kiribati
DISCIPLINE AREA:		**THEOLOGY AND ETHICS**		
3	Brian Bird	Full-time	UCSI	Solomon Islands
4	Taniela Latu	Full-time	FWCT	Tonga
5	Selwyn Narau	Full-time	ACOM	Solomon Islands
6	Walter Samani	Full-time	ACOM	Solomon Islands
7	Ulufale Vaitusi	Full-time	CCCT (EKT)	Tuvalu
DISCIPLINE AREA:		**HISTORY OF CHRISTIANITY – N/A**		

DISCIPLINE AREA:	PRACTICAL MINISTRY – N/A

❖ **CONTINUING POSTGRADUATE DIPLOMA STUDENTS, 2024**

PART-TME

NO	NAME	STATUS	CHURCH DENOM.	COUNTRY
DISCIPLINE AREA:		THEOLOGY & ETHICS		
1	Terikata Teaoti	Part-time	MCF	Fiji
2	Josese Vuki	Part-time	MCF	Fiji

BACHELORS PROGRAMMES

❖ **BACHELOR OF DIVINITY**

YEAR TWO

NO	NAME	STATUS	CHURCH DENOM.	COUNTRY
1	Tupou A. Lino	Full-time	ADOP	Tonga
2	Arobati Tetoa	Full Time	KPC	Kiribati
3	Roeri M Tetoa	Full Time	KPC	Kiribati
4	Elza M. Toromon	Full Time	KPC	Kiribati
5	Teweka Toromon	Full Time	KPC	Kiribati
6	Asenaca Vakamino	Full Time	BPC	USA (Fiji)

❖ **BACHELOR OF DIVINITY**

YEAR ONE

NO	NAME	STATUS	CHURCH DENOM.	COUNTRY
1	Agilo Marago	Full-time	UCPNG	Papua New Guinea
2	Janet Palu	Full-time	FWCT	Tonga
3	Sailuegeje P. Sailuegeje	Full-time	PCKNC	New Caledonia
4	Houmbouy Marie-J. Simone	Full-time	PCKNC	New Caledonia
5	Iwa T. Talo	Full-time	PCKNC	New Caledonia
6	Pita Unavalu	Full-time	ADOP	Fiji
7	Netani Rika	Full time *(Off campus)*	ADS	Fiji
8	Koninio Duikoro	Full time *(Off campus)*	MCF	Fiji

❖ **BACHELOR OF ECUMENISM 2024**

YEAR 1

NO	NAME	STATUS	CHURCH DENOM.	COUNTRY
1	Sepiuta C. Hala'api'Api	Part-time	ADOP	Fiji/Tonga
2	Patemosi Buekilagi	Part-time	ADOP	Fiji

❖ **BACHELOR OF DIVINITY BY PTC EXTENSION EDUCATION**

PTCEE

NO	NAME	CHURCH DENOM.	COUNTRY
1	Sagaga Safega	EKT	Tuvalu
2	Tupou Numela	EKT	Tuvalu

3	KilioniTuitubou	MCF	Fiji
4	Ben Tosiro	ACOM	Vanuatu
5	IlikenaTomasi	MCF	Fiji
6	Fane Lino	EDOH	Hawaii
7	Jone Saraqia	MCF	Fiji
8	Iliesa Draunidalo	MCF	Fiji
9	Anthony K Maelasi	ACOM	Solomon Islands
10	Peni Tawake	MCF	Fiji
11	Esala Nacuva	MCF	Fiji
12	Teari Karibarenga	KUC	Kiribati
13	Logologo Asotasi	SWC	Samoa

ABBREVIATIONS

ACOM	Anglican Church of Melanesia
ADOP	Anglican Diocese of Polynesia
BPC	Burlpres Presbyterian Church, CA, USA (Fiji)
CCCAS	Congregational Christian Church, American Samoa
CCCS	Congregational Christian Church, Samoa
CICC	Cook Islands Christian Church
CCCT	Congregational Christian Church of Tuvalu (EKT: Ekalesia Kelisiano Tuvalu)
KUC	Kiribati Uniting Church
KPC	Kiribati Protestant Church
MCFR	Methodist Church in Fiji
MCS	Methodist Church, Samoa
PCKNC	Protestant Church of Kanaky, New Caledonia (L'e'glise Protestante de Kanaki, Nouvelle Caledonie)
UCPNG	Uniting Church, Papua New Guinea