

COLLEGES OF THE UNIVERSITY OF DIVINITY

Australian Lutheran College

104 Jeffcott Street, North Adelaide SA 5006

Phone: +61 8 7120 8200 / Freecall: 1800 625 193 / alc@alc.edu.au

Catholic Theological College

278 Victoria Parade (PO Box 146), East Melbourne VIC 8002

Phone: +61 3 9412 3333 / ctc@ctc.edu.au

Eva Burrows College (Salvation Army)

100 Maidstone Street, Ringwood VIC 3134

Phone: +61 3 9847 5400 / enquiries@ebc.edu.au

Pilgrim Theological College (Uniting Church)

29 College Crescent, Parkville VIC 3052

Phone: +61 3 9340 8830 / study@pilgrim.edu.au

St Athanasius College (Coptic Orthodox)

100 Park Road, Donvale VIC 3111

285 La Trobe St, Melbourne (Eporo Tower)

Phone: +61 3 8872 8450 / info@sac.edu.au

St Barnabas College (Anglican)

18 King William Rd, North Adelaide SA 5006.

Phone: +61 8 8305 9380 / registrar@sbc.edu.au

St Francis College (Anglican)

233 Milton Road, Milton, QLD

Phone: +61 7 3514 7400 / admin@ministryeducation.org.au

Trinity College Theological School (Anglican)

100 Royal Parade, Parkville VIC 3052

Phone: +61 3 8341 0275 / tcts@trinity.edu.au

Uniting College for Leadership and Theology

312 Sir Donald Bradman Dr, Brooklyn Park SA 5032

Phone: +61 8 84168420 / info@unitingcollege.edu.au

Whitley College (Baptist)

St Paschal 90 Albion Rd, Box Hill Vic 3128

Phone: +61 3 9340 8100 / whitley@whitley.edu.au

Wollaston Theological College (Anglican)

5 Wollaston Road, Mount Claremont WA 6010

Phone: +61 8 9425 7270 / info@wtc.perth.anglican.org

Yarra Theological Union (Roman Catholic)

98 Albion Road (PO Box 79), Box Hill VIC 3128

Phone: +61 3 9890 3771 / admin@ytu.edu.au

SCHOOLS OF THE UNIVERSITY OF DIVINITY

School of Graduate Research

Phone: +61 3 9853 3177 / sgr-admissions@divinity.edu.au

School of

TRINITY COLLEGE THEOLOGICAL SCHOOL

History

The second Bishop of Melbourne, James Moorhouse (1826–1915) arrived at the beginning of

was in place for the appoi

of theological teaching, but of a larg

endowed by generous benefactors including £1,000 received from Bishop Moorhouse himself and the Trinity College Theological School founded as the central ordination-training institution for the Anglican Province of Victoria. The first theological students admitted at the beginning of 1878 were Arthur Green (later Bishop of Grafton and Armidale, and then of Ballarat), and Reginald Stephen (later Bishop of Tasmania and then Newcastle).

Teaching in the Theological School has continued up to the present, although the curriculum and

We staff 2 (e) 5 (s) 1 (o) (u) 4 (d) 5 (E) 8 (t) 4 (g) 3 (n) 6 (t) 6 (e) 3 (p) 5 (t) 4 (a) 6 (u) 4 (o) 4 (y) 13 (o) 3 (o) f t) 3

incumbency of Archbishop Lowther Clarke, who established his own training college in the early years of the twentieth century, but in 1910, after the proposal to establish Ridley College within the grounds of Trinity fell through, and following the creation of the MCD, the Theological Faculty at Trinity College was re-established. Joint teaching arrangements and partnerships with other colleges have existed since the 1920s. From 1969, Trinity was a founding partner in the consortium known as the United Faculty of Theology (UFT), a Recognised Teaching Institution of the Melbourne College of Divinity. In October 2012, two members of the staff of the School, Andrew McGowan and Dorothy Lee, were named among the first ten professors appointed at the new MCD University of Divinity. Trinity College Theological School was endorsed as a full College of the University of Divinity in May 2014, and, with the closure of the UFT at the end of that year, began teaching a full program with its own resources and an expanded Faculty in 2015.

Who we are Today

Trinity College Theological School offers a unique approach and learning environment for students

pursue ordination in the Anglican Church, develop skills for lay ministry, or explore Christian faith for personal or vocational enrichment and development. Today, almost 150 years after Bishop Moorhouse established the School, the

thrives in a mostly non-resident community committed to ecumenical endeavour and Anglican comprehensiveness.

We encourage people in their vocation, whether lay or ordained 3(est)-5(ab)-5(6 0 594.(p)-a4(r)] TJETQq0.0000

Vision

To be recognised as a leading provider of Anglican theological education in Australia
-wide Anglican Communion.

Mission

To offer high standard theological education by encouragement of theological study, communal worship, personal devotion, and pastoral and missional practice.

The Revd Professor Mark Lindsay FRHistS

BA(Hons) UWA, GradDipTheo] TJETQqQQ EMC /Span /MCID 0/Lang (en-AU) BDC0012 T203.45 0 1 102.14 762

brings a Social Identity (Tajfel & Turner, et al) framework to the consideration of the biblical text and theology. Broadly he has an interest in science informed theology and Christian identity. He is currently working on a volume examining the reception of Johannine Christology in early church debate, and a Social Identity commentary on the Book of Acts.

E: cporter@trinity.edu.au

ADJUNCT FACULTY

Dr Barbara Deutschmann, BA, DipEd, BTh, MTh, PhD
The Revd Dr Alexander Ross, BTheol MCD, MTh(Dist) Oxon, PhD Cantab
Mr Michael Shand, AM, KC, BA, LLB Melb

RESEARCH ASSOCIATES

Dr Paul Daniels, BA (Hons), BTheol, MTheol, PhD UDiv
The Revd Dr Nixon Estrella de Vera, MATS, PhD UDiv
Dr Arthur Keefer, PhD Camb
Dr Aaron Ghiloni, BA CLC, GCIslamStud CSU, MA Bethel, PhD Qld
The Very Revd Dr Andreas Loewe, BA (Hons), MPhil, MA Oxon, PhD Camb
The Revd Dr Duncan Reid, BA Monash, BTheol MCD, DTheol Tübingen, MEd Flinders
The Revd Dr Richard Wilson, PhD UDiv

UNIVERSITY SCHOLARS

The Revd Ron Browning, OAM
The Rt Revd Dr Jeffrey Driver, LTh ACT, MTh SCD, PhD CSU
Dr Muriel Porter, OAM, BA UNE, BLitt ANU, PhD Melb, MA ACU

ADMINISTRATION

Adriana Colangelo

BBus(Mktg) RMIT, MTESOL Monash
Student Manager and Registrar (Monday to Friday)

Adriana's professional background is in English as an Additional Language (EAL) education, both as a classroom teacher and program coordinator. Through this work she enjoyed connecting with students and colleagues from all parts of the world and expanded her understanding of what a classroom can be, recognising that learning happens in diverse environments, whether online, in communities, or through experiential and intercultural exchanges. At Trinity, she assists students in maintaining standing community relationships, and supports students and faculty through maintaining an inclusive educational environment that promotes academic success, collaboration and personal growth.

E: acolangelo@trinity.edu.au / Ph: 03 8341 0231

Ms Joanne Pope

BEd (Sec), BA (Hons) USyd

TCTS Administrator (RaohCID 33Kang (en-AU) >BDC q0.000008866 0 594.96 842.04 reW*ñBT#4 12 TfeW*ñBT#4 1

ADMISSIONS

Support Services & Pastoral Support

Trinity College, and the University of Divinity, are provided with the support and resources (Support for Students 1.1) Routine supports include:

- extension on assignments
- leaves of absence
- approved modifications to assessment tasks

Each of these is governed by a set of University policies that determine the conditions under which these supports can be applied.

Additionally, Trinity provides a more person-centred approach. The TCTS Student Manager provides support to students to ensure they successfully complete their units, and understand the academic expectations that Trinity and the UD have. Additionally, they assist students with developing strategies for balancing their academic commitments with other parts of their life. The Student Manager can offer students the following support:

- devise individualised support plans for students with access needs (<https://divinity.edu.au/documents/student-support-plan-schedule-a-inclusion/>)
- advising students on conditions for special considerations;
- providing guidance on academic study skills, English language skills, learning strategies and IT skills;
- and meeting with students to enable completion of coursework tasks, and to create study schedules and plans

While Trinity encourages everyone to take responsibility for their own health and welfare, the College recognises there are times and situations when students may value extra support or advice. Students need to feel healthy, secure, and well cared for as they contribute to making a better educated and more successful community. Trinity is concerned with all members of its community and takes each individual's welfare seriously. Dealing with the stresses of student life concerns over career and studies, personal problems, dispute, and health issues can sometimes be overwhelming.

Trinity students should feel free to talk in confidence to the Student Manager, the College Chaplain or to any member of the Theological School staff, if they are feeling stressed, unsure, or confused by any aspects of their community, family or personal life. Many of the lecturers and staff of the Theological School are ordained ministers and are available as a first point of call should you be anxious or just feel like talking. They can potentially then refer you to appropriate professional assistance if you would like further help.

There are several levels of the pastoral care network, depending on whether a student wishes to speak to a member of staff, or a fellow student, about what is on their mind. Students must be aware of the # Code of Conduct, which sets out expectations of behaviour and provides mechanisms for reporting or dealing with situations that may have caused you distress.

UNIT CODES EXPLAINED

The code for each unit uniquely identifies the FIELD, DISCIPLINE, LEVEL, SUBJECT, MODE and COLLEGE of the unit. This information will help you identify the particular units that you require to satisfy the degree requirements. A unit may be cross-listed to other disciplines, so might have several separate codes.

Fields and Disciplines

The University of Divinity structures its learning, teaching and research around four broad Fields of study, each Field housing a range of disciplines. Degree programs are made up of various numbers of units selected from the various fields to make up majors and minors within each field.

Field A: Humanities

AH	History	AP	Philosophy
AL	Biblical Languages	AR	Religious Studies
AL	Languages ancient and modern		

Field B: Biblical Studies

BA	Old Testament	BS	Biblical Studies
BN	New Testament		

POSTGRADUATE COURSES FOR 2025

Unless otherwise indicated, classes will take place at Trinity in Melbourne.

ASSESSMENT AND ATTENDANCE

HOW TO ACCESS YOUR UNIT ~~FOR~~ IN ARK

All units offered at TCTS will have a web page in ARK, the University of Divinity learning management system (LMS). It is important to access ARK frequently as your teacher will post lecture notes, readings and messages there. You also submit assignments through ARK.

Your username and password for ARK are the same as for Paradigm, the University's student management system, where you can check your enrolment and results.

Your username for both systems is your personal email address (must be all lower case).

Instructions

1. <https://ark.divinity.edu.au/login/index.php>
 2. Go to student log in.
 3. Enter your username and then click on [forgot password](#) .
 4. It will then send you an email to reset your password.
3. Unit content will be in ARK a few weeks before class begins. Ensure you have an up-to-date version of your web browser to use the latest features of ARK.
 4. A user guide for using the ARK learning management system will be available on the ARK Learning Management System website <http://ark.divinity.edu.au/> [ARK](#)

AMOUNT OF ASSESSMENT

Most units will have about three pieces of written work, usually one shorter piece and two longer essays. Other items of assessment might include a quiz or in-class test, a journal or reflection, or an assessable component of participation in in-class discussion or online forums. The University has specified the following general total assessment word limits for new units approved from 2017 onward (existing units will be revised progressively):

Diploma units: 3,000 to 3,500 words

Undergraduate Level 1: 3,500 to 4,000 words

Undergraduate Level 2: 4,000 to 4,500 words(1/F2 12 Tf1 0 0 1 226.85 675.34 Tm0 g0 G[()] TJETQ

GRADES AND GRADE DESCRIPTORS

The University awards grades for each piece of assessment, and also for the overall result in a unit, which is shown on transcripts. The following criteria, adopted in 2017, are used:

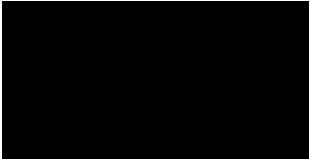
High Distinction (HD) 85% and above

Command of the Topic	Skill and Application
Outstanding attainment of the unit learning outcomes to which the task is aligned conceptual knowledge demonstrating a degree of originality and independent thought	o) the argument, analysis and/or insight -crafted communication (written or oral) = with no noted errors (where applicable)

Distinction (D) 75% to 84%

Command of the Topic	Skill and Application
= outcomes to which the task is aligned conceptual knowledge demonstrating a degree of independent thought	o) argument, analysis and/or insight -crafted communication (written or oral) # applicable)

Credit (C) 65% to 74%

Command of the Topic	Skill and Application
	

How many references do you need?

You should read widely, but there is a limit to what you can read in preparation for an essay. Sometimes the topic will define this for you, but it is not necessary to use every piece of information that has been gathered. You need to be selective – what are the most important and relevant pieces of information, what lends weight to your argument, and what alternative arguments do you need to refute?

Write as you read, making sure to note the details of every publication. This can be simple note taking, questions that are raised, pointers to other resources, or even drafting paragraphs. The final stage in the research is evaluation of what you have read. Does your research answer the topic question? Is some of the research more relevant than other parts?

REFINE YOUR ESSAY PLAN

Has what you have read changed your approach to the question? Remember that there is usually no single correct answer to an essay question. You need to make an argument that is well supported by evidence. Do not simply make assertions. Revise your essay plan to fit in with your research so that you have ample reference material to back your arguments. Use dot points or keywords to help order your argument. Work out what is your key argument thrust – and structure the essay around this.

WRITE YOUR ESSAY

An essay will nearly always consist of an introduction, the main body of the essay, and a

The introduction outlines the issues and questions that the body of the essay will contain. It is best to make this clear and concise so that your reader knows what to expect and can assess whether it focuses the topic. Usually, you will need to rewrite the introduction after the essay has been

interpreted and approached the question.

The body of the essay consists of paragraphs, each of which usually contains a single part of your argument. A single sentence does not constitute a paragraph. Paragraphs should open with a paragraph seeks to convey. The paragraph should include your own critical thought, but you do not need to limit the arguments in your essay to those that agree with your own thoughts. Give as many opinions as the word count will allow, state how these relate to the question you are answering and whether and on what grounds you agree or disagree with them.

Each paragraph should have a concluding or linking sentence. A concluding sentence might a question or provide links to the topic sentence of the next paragraph. There must be coherence throughout the essay so that the reader can clearly follow the argument you are putting forward. The quality of your language is important. This involves the choice of vocabulary, grammar, syntax

Here we have three verbs: *excommunicate*, *refuse* and *recant*

ABBREVIATION AND CONTRACTION

Abbreviations are generally followed by full stops: for instance, *Ibid.* (which will always have a capital initial letter), *p.*, etc. Abbreviations of Biblical books are an exception to this rule. The full stop may be followed by a comma, as in *Ibid.*, *p. 26*, but it may never be followed by a second full stop.

When it came to contractions which comprise the initial and final letters of a word, it was generally taught that these do not have full stops with one exception: *Dr.* (doctor). Turabian style assumes that *most* contractions will carry a full stop and provides for exceptions. Hence, while we write *ed.* for editor (edition; edited by), *chap.* for chapter and *vol.* for volume, we also write *assn.* for association, *dept.* for department, *bk.* for book and *pl.* for plural. Similarly, abbreviations and contractions of social and professional titles carry a full stop in Turabian, though these are optional in Australian English usage: *Br.*, *Fr.*, *Mr.*, *Ms.*, *Prof.*, *Rev.*, *Sr.*, *St.* (n.b. = saint and is or it has) in essays, except in quoted conversation. For this reason, you should *NEVER*

NUMBERS AND DATES

† -century

Where a number under a hundred occurs on its own, spell it (there are four, not 4, gospels);

Spell round numbers such as two hundred and a thousand

Never begin a sentence with a numeral, either spell the number or rephrase the sentence:

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QUOTATIONS

‡

stop, and your comments begin. Direct quotations must be in quotation marks:

Bibliography: # "M ... † o \ - 7 u @ *The Experience of God: A Postmodern Response*, edited by Kevin Hart and Barbara Wall, New York: Fordham University Press, 2005, 47-64.

Primary Source within an edited volume

Footnote (first): ° †@ @ # ° *The Catholic Reformation: Savonarola to Ignatius Loyola. Reform in the Church, 1495-1540*, ed. and trans. John C. Olin (New York: Harper and Row, 1969), 123.

Footnote (subsequent): ° †@ @ # ° #

Bibliography: ° †@ @ # ° @ *The Catholic Reformation: Savonarola to Ignatius Loyola. Reform in the Church, 1495-1540*, edited and translated by John C. Olin. New York: Harper and Row, 1969, 119-127.

Chapter of an edited volume originally published elsewhere (as in primary sources)

Footnote (first): u " # ° *Preaching in the Age of Chaucer: Selected Sermons in Translation*, trans. Siegfried Wenzel (Washington, D. C.: Catholic University of America Press, 2008), 247-254.

Footnote (subsequent): " # ° #

Bibliography: " u # ° @ *Preaching in the Age of Chaucer: Selected Sermons in Translation*, trans. Siegfried Wenzel (Washington, D. C.: Catholic University of America Press, 2008), 241-254. Originally published in Mary Aquinas Devlin, O.P., ed., Thomas Brinton, *Sermons*, Camden Third Series 85-86. London: Royal Hist. Soc., 1954, vol. 2, 315-321.

Preface, foreword, introduction, or similar part of a book

Footnote (first): Gerald H. Anderson, In Memoriam *David J. Bosch, 1929*

MINISTRY EDUCATION CENTRE

The Ministry Education Centre prepares students for lay or ordained ministry in the Anglican Church and assists students to discern their Christian vocation. The Centre also offers study days and programs for more general Christian education for ministry and mission. These are being developed and will be advertised in future.

2. Minor placement: in a different context

Offered alongside the Major placement, this minor placement is an intensive ministry experience which takes place in each year of the major placement. It is very important that this takes place in a context recognizably different, in social location and ministry style, from to the major placement. It usually takes place mid-year and is a shorter immersion experience.

The minor placement may be strongly focused on a pioneer or innovative ministry, in which the

we constantly connect with experience on Supervised Theological Field Education, and we seek the integration of the theological disciplines we are studying, as well as reflecting on the dynamics between prayer and theology.

4. Mission Visit

GENERAL INFORMATION FOR STUDENTS

PERSONAL BEHAVIOUR, CONDUCT AND RIGHTS

At Trinity College, we take seriously the rights and responsibilities we have towards one another. † gender, and we have developed appropriate structures for dealing with grievances. We are governed by codes of conduct from Trinity College, the Anglican Church and the University of Divinity.

Trinity College Code of Conduct

Behaviour and responsibility are # u # o # # u u # o # outline both expectation and processes for dealing with breaches and complaints, may be found on the main Trinity College website at: www.trinity.unimelb.edu.au/about/values--future-vision/code-of-conduct.html. The specific Theological School Student Code of Conduct is given in full on the following pages of this Handbook.

All students enrolled at Trinity College are expected to be familiar with the content of the Code of Conduct, and to abide by the concepts contained within it. The basis of the Code is that all students must advocate and practice respect and empathy for all people, regardless of gender, race, religion, disability, marital status, sexual orientation or any other attribute, demonstrate the highest level of personal integrity, take responsibility for themselves and for their actions, and uphold the good name and reputation of the College.

Conduct not consistent with respect for others may be the subject of investigation and may result in disciplinary action relevant to the seriousness of the behaviour. Harassment is illegal. The College works hard to uphold the *Equal Opportunity Act* (Victoria) and the *Anti-Discrimination Act* (Commonwealth). The College will not tolerate any form of harassment, including victimisation and assault. If you are the victim of any form of harassment, there are staff advisors to help you. If you do not wish to talk to a member of the Theological School staff, there are trained staff in other parts of the College, such as the Chaplains, at Foundation Studies (Pathways School) and the Residential College.

Alcohol

The responsible enjoyment of alcohol is a matter of free choice within community, but remember:
You should never compel or influence another person to drink alcohol against his or her will.
You should be aware of cultural and religious issues surrounding the use of alcohol.
Consumption of alcohol in licensed venues by persons under the age of eighteen years is prohibited by law in the State of Victoria.
Being drunk in a public place is an offence.

The Anglican Church

All people working in the Church are expected to abide by the guidelines contained in:
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circumstances. While the primary responsibility for this lies with members of staff, all students are expected to conduct themselves with integrity and propriety.

Respect and empathy for, and responsibility to others

Students are expected to show respect, empathy and consideration for

enrollment or entry into a course or subject and any other conduct by which a student seeks to gain for himself or herself, or for any other person, any academic advantage or advancement to which he or she or that other person is not entitled.

Appeal An appeal is a request for review of the outcome of a complaint.

Bullying includes repeated, unreasonable behaviour directed toward a staff member or student, or a group of staff or students by staff members or students that creates a risk to health and safety, including the physical or psychological health of staff or students. This may be obvious and direct, like physical or verbal abuse, or this may be more subtle and indirect, such

Relevant Division Head is the head of the school in which the student is enrolled or participating: the Dean of the College (for resident and non-resident students), the Dean of the Trinity College Theological School, or Dean of Pathways School.

Residential student means currently enrolled students of the University of Melbourne, or the University of Divinity, who are in residence in the College.

Serious misconduct involves sexual assault, physical violence, blackmail, victimisation, serious harassment, use or sale of illicit drugs, an abuse of a situation of power or responsibility within the College, repeated breaches of the Code of Conduct, dishonesty, fraud, the deliberate making of false allegations against another student or a staff member, serious verbal abuse or vilification.

Sexual harassment unwelcome behaviour of a sexual nature that is uninvited, unwanted, and unreciprocated by the recipient/s. Sexual harassment is not sexual interaction, flirtation, attraction or friendship that is invited, mutual, consensual or reciprocated. This is because this is not 'unwelcome' behaviour and it would not be reasonable to anticipate that this behaviour would offend, humiliate or intimidate.

Suspension means a student's enrolment at Trinity College for a specified period. A student's enrolment is reinstated unless otherwise requested by the student.

Theological students means students currently enrolled in the Trinity College Theological School, who may be either residential students or non-residential students.

Trinity College student community means currently enrolled students of Trinity College, whether resident or non-resident, and includes Foundation Studies and Theological School students.

Victimisation means any unfavourable treatment of a person because he or she has made a complaint, or allegation, about a breach of this Code of Conduct, whether the complaint is written or verbal and irrespective of whether the person asked for the complaint to be conciliated or investigated or not.

Vilification in this Code means any form of conduct not undertaken reasonably and in good faith in the course of a genuine academic, artistic or public discussion, publication or debate.

5. Processes will be undertaken and concluded as quickly as is reasonably possible. The College accepts that it has a responsibility to ensure that any investigation and determination process adopted under this Code is fair.
6. The College reserves the right to determine the nature of the process depending upon the gravity of the possible breach of the Code, issues of confidentiality, and the number of students involved. The College will seek and take account of the views of students involved in deciding what processes to adopt, but the final decision of which processes to adopt in a particular case will be made by the College.
7. The procedures in this document do not derogate from the normal disciplinary powers and responsibilities of relevant staff members, which may still be exercised as appropriate.
8. The steps in relation to possible breaches of the Code are shown below. These steps can be used where a person wishes to complain about a possible breach of the Code, but will also be available to the College when it becomes aware of a possible breach of the Code and decides

Division Heads

28. The relevant Division Head will have responsibility for responding to all matters relating to possible breaches of the Code as set out in this document. Division Head is also available to Advisors in respect to advice and support. The relevant Division Head may also appoint a member of the Senior Staff to act as her/his designee.

Advisors

29. Advisors are staff who have received particular training and are specifically available to students in respect of information about this Code, and in particular, the various options available to students in the case of a possible

Appendix D

TCTS Additional Guidelines

Any student who is enrolled in a unit or course of study through the University of Divinity is also subject to the policy on:

Conduct and Misconduct Policy (<https://divinity.edu.au/documents/conduct-and-misconduct-policy/>)

Statement on Rights, Responsibilities and Conduct
(<http://www.divinity.edu.au/documents/statement-rights-responsibilities-conduct/>)

The University has separate processes for investigation and action.

Candidates for ordained ministry are subject to the General o Faithfulness in Service
document: <https://www.melbourneanglican.org.au/wp-content/uploads/2026/8/24/h12-Tf1-0-0-1-330.79-625.4>

SCHOLARSHIPS

STUDENTSHIPS

In addition to the financial support scholarships listed below, the Theological School also has available Theological Studentships for those accepted as Candidates for ministry in the various Dioceses of the Province of Victoria. If you are studying and are a Candidate or in the Year of Discernment, please contact the Director of the Ministry Education Centre to enquire about these living-allowance Studentships. Current Studentships include:

Florinda Anderson Studentship (1926) for candidates from the Diocese of Ballarat
Albury Studentship (1991) for candidates from the Diocese of Wangaratta
Marley (1887), " s, Payne, Rupertswood, Florence Stanbridge and Kew (1878) and
Combedown (1898) studentships for candidates from the Diocese of Melbourne
Richard Grice (1879), Henty (1879), Moorhouse (1921) and Frank Woods (1977) for
candidates within any one of the several Dioceses in the Province of Victoria
Upton-Everest (1963), A.V. Green (1964), A.F. Tweedie (1964), Esmond Sutton (1980),
Daisy Searby (1983), Sydney Smith (1986), Alfred Bird (1998) and John Liversidge (2012)
studentships to assist the training of candidates for the Anglican Ministry
A.M. White Studentship (1943)
Joseph Burke Studentship (1993)
Nigel and Margery Herring Studentship (2011)

COURSEWORK SCHOLARSHIPS (UNDERGRADUATE AND POSTGRADUATE)

Barry Marshall Memorial Scholarship

Named in memory of the Revd Barry Marshall OGS (1923 - 1970), former Chaplain at Trinity College, the Barry Marshall Memorial Scholarship supports Theological School students who are discerning a call to a ministry of chaplaincy.

The Turner Fellowships

Two Fellowships, named for Sir George and Lady Rosa Turner, provide for fees and stipends to assist two already ordained members of Anglican clergy to undertake further studies. Preferably candidates are former students of the College undertaking HDR awards (usually a PhD) through Trinity College Theological School, but study at other institutions is possible.

ACADEMIC PRIZES

Bromby Prizes for Biblical Greek and Biblical Hebrew

Established in 1873 with a donation of £400 from the Revd Dr John Bromby, Headmaster of Melbourne Church of England Grammar School, and a member of the Trinity College Council. First awarded in 1880. A prize awarded in alternate years (subsequently annually) for the

Catherine Laufer Prize for Excellence in Systematic Theology

Established in 2014 by the Revd Dr Catherine Laufer, to provide a prize for a student studying at TCTS who has excelled in the subjects in Systematic Theology. The prize is awarded annually at the

Franc Carse Essay Prize

Established in 1920 by Mr John Carse in memory of his brother, Captain Franc Samuel Carse, a member of the College who was killed in the First World War at Bullecourt in 1917. The prize is awarded for an essay on a set topic of national or international importance and will be awarded for the best essay of 3,000 words. The Prize will be judged by the Dean and Head of Academic Programs at Trinity College, and is open to any resident or non-resident undergraduate student of the College, including students of the Theological School. This Essay competition may not be run every year.

Stanton Archer Prize

Established originally at the United Faculty of Theology, the prize was transferred to Trinity in 2015. It is awarded in the area of either Biblical Studies or Church History. The prize is awarded est overall results for units in the discipline.

Valentine Leeper Book of Common Prayer Prize

Established in 2002 following a bequest from the estate of the late Valentine Alexa Leeper, daughter of the first Warden. The prize is awarded for studies in the book of Common Prayer and based on submission of an essay on a set topic. The prize is open to theology students only.

STUDENT RESOURCES

LIBRARIES

All members of the University are entitled to access the University Library Hub, visiting and borrowing rights at all associated libraries, and to receive a University ID Card, which is issued by your home college. The **UD library Hub** (www.divinity.edu.au/library) provides access to an extensive range of online resources and a wealth of other library-related information. A Libraries Brochure is

CHAPEL AND CHAPLAINCY

Trinity # Anglican foundation and Christian values are encapsulated in our elegant Chapel, which we share with our neighbouring college, Janet Clarke Hall. The Chapel is a place for worship, reflection and prayer. It is a sacred space where all are welcome. Many Trinitarians return to the Chapel for special events and a number of our alumni have been married here. The building is also the home of the acclaimed Choir of Trinity College. The Chapel was designed and built between 1911 and 1917. Its construction was made possible by a gift from John Horsfall in memory of his daughter Edith Carington. The Chapel is a space that all Theological School students should feel can become a spiritual home and a centre for their formation in ministry.

Chaplaincy within the College involves not only the liturgical services in the Chapel but a range of other activities including pastoral care and discussion groups. Our Chaplain is available to students and staff across all areas of the College, to people of all faiths and none, and has an open door for whoever might drop by at any time. What does a Chaplain do?

- provides hospitality
- offers counselling
- assists in the resolution of academic and life issues as brokers or advocates
- marshals resources in times of need or crisis
- accompanies individuals and groups through various challenges
- provides theological and non-theological mentoring to students.

The Chaplain also ensures that the College Chapel is a lively space of worship by encouraging creative, respectful interaction across and within the different faith traditions represented in Trinity's diverse community. This is done in union with our student body and all students are encouraged to take their place and part in the life of the Chapel throughout the year.

Trinity College is a diverse community, and the Chapel is an inclusive space for prayer and worship. We follow the example of Jesus, who welcomed and nurtured people of all backgrounds and situations in life. Our commitment is to share God's love with everyone, regardless of their age, background, disability, economic power, ethnicity, sexuality, gender identity, immigration status, learning capability, mental health, or physical ability.

MEDICAL ASSISTANCE

Trinity does not have any on-campus medical facilities, although there is a Registered Nurse based

