# Contents

Welcome to the Australian College of Ministries ............................................................... 3

Areas of Study .................................................................................................................. 4
  Vocational Education ........................................................................................................ 4
  Higher Education ........................................................................................................... 4
  More Information .......................................................................................................... 4

Student Life ...................................................................................................................... 5
  Student Orientation ........................................................................................................ 5
  Learning Environment ..................................................................................................... 5
  Student Services ........................................................................................................... 5
  Who to Contact ........................................................................................................... 5
  Application for Admission and Subject Enrolment ....................................................... 6

2013 Important Dates ....................................................................................................... 6

Policies ............................................................................................................................. 7
  Complaints and Appeals .............................................................................................. 7
  Recognition of Prior Learning, Credit Transfer & Mutual Recognition ......................... 7
  Access & Equity .......................................................................................................... 7
  Language, Literacy & Numeracy in Vocational Education ............................................. 8
  Discrimination, Harassment and Bullying ................................................................. 8
  Health and Safety ....................................................................................................... 8
  Privacy ......................................................................................................................... 8
  Student Records ......................................................................................................... 9
  Student Assessment ..................................................................................................... 9

2013 Fees for Vocational Education Courses ................................................................ 11
  ACOM Fees Policy ..................................................................................................... 11
  Fees: ACOM Direct Student ....................................................................................... 12
  Fees: ACOM Network Student .................................................................................. 12

Vocational Education Course Summary ........................................................................... 13

Certificate III Outline ..................................................................................................... 15
  Guidelines .................................................................................................................. 15
  Core Subjects ............................................................................................................. 15
  Elective Subjects ........................................................................................................ 15

Certificate IV Outline ..................................................................................................... 16
  Guidelines .................................................................................................................. 16
  Core Subjects ............................................................................................................. 16
  Elective Subjects ........................................................................................................ 18

Diploma Outline ............................................................................................................. 20
  Guidelines .................................................................................................................. 20
  Core Subjects ............................................................................................................. 20
  Elective Subjects ........................................................................................................ 21
Welcome to the Australian College of Ministries

The Australian College of Ministries has a rich history of providing innovative, real world training for leadership, ministry and mission. Now in its 70\textsuperscript{th} year of service, ACOM tailors your course selection to help you meet your calling in life.

Our focus is holistic: we know that it is necessary to develop the head, heart and hands to be an effective light in the world. You can stay in your home and your local church, and count your hours in ministry toward your course work. As our model of training focuses on flexible delivery there is no central campus. Your place of ministry is your campus.

Our college is committed to serving disciples of Jesus who are serious about kingdom living. We are especially equipped to help develop Christian leaders for a rapidly changing world. Our courses are tailored for God's people wherever they work, minister and live - in the church, workplace and community. Our desire is to equip you to be changed – so you can change your corner of the world.

May God bless you in all you do for Him.

The Vocational Education Team  
Australian College of Ministries
Areas of Study

Vocational Education

ACOM’s Vocational Education program is offered through an innovative, decentralised learning model and through our national training network consisting of over 30 local churches, training colleges, secondary schools and mission groups.

ACOM is a NVR Registered Training Organisation (RTO# 90965), meeting the standards determined by the Australian Skills Quality Authority (ASQA) under the National VET Regulator Act 2011. We are registered to offer training in all states and territories.

ACOM offers the following Vocational Education courses:

- Certificate III in Christian Ministry and Theology (30771QLD)
- Certificate IV in Christian Ministry and Theology (30772QLD)
- Diploma of Christian Ministry and Theology (30773QLD)

The outcome of these courses is to provide participants with a range of knowledge and skills, generic and specific competencies to enable them to serve effectively in churches, parishes, para-church organisations, missionary organisations and schools. Graduates from these courses may find employment as pastors, church workers, ministry leaders, chaplains, religious education instructors, missionary workers, church-planters and mission support workers depending on the requirements of the organisation.

Higher Education

ACOM’s undergraduate and postgraduate courses are offered through the Sydney College of Divinity, which is fully accredited through the Tertiary Education Quality and Standards Authority (TESQA).

ACOM offers the following programs in higher education:

- Diploma of Theology
- Diploma of Christian Studies
- Associate Degree of Christian Thought and Practice
- Bachelor of Theology
- Master of Arts
- Graduate Diploma of Arts
- Graduate Certificate of Arts
- Doctor of Ministry

More Information

For more information on any of our available courses please go to www.acom.edu.au.
Student Life

Student Orientation
ACOM is committed to ensuring that all new students access an orientation program. Where students are studying as ACOM Direct students or supported through ACOM Network Organizations, this handbook serves as their orientation. This handbook is designed to enable all students to familiarise themselves with ACOM’s training program, policies and procedures, expectations and responsibilities. Once a student has enrolled in a subject, they will have access to their e-learning environment (Moodle) and further orientation information is located on this site.

This student orientation program includes:
- information about the e-learning environment, resources and course requirements;
- information about student services, learning support, who to contact;
- information about ACOM’s core values;
- an outline of ACOM’s policies and procedures related to access and equity, complaints and appeals, discrimination, harassment and bullying, language, literacy and numeracy, privacy, fees and refunds;
- information about recognition of prior learning, credit transfer and mutual recognition; and
- assessment policy, procedures and guidelines.

ACOM will periodically review and update this handbook. When that happens ACOM will notify all students of the changes via email and provide a new copy of the handbook on the ACOM Website.

ACOM is committed to continuous improvement. Students will be asked to give feedback to ACOM at the completion of each subject. At the end of each year ACOM is also required to survey all of its learners and report to the commonwealth government on the outcomes of this survey. All feedback that you provide to us is confidential and will assist ACOM to improve the delivery of training to all students.

Learning Environment
Each subject will be delivered through an electronic learning environment, with students able to access course materials from their own computer via ACOM’s online learning platform Moodle. This means that every student must have regular access to a computer, the internet and an email address. The subject descriptors in this handbook will provide students with further information about any specific resources required to complete the subject. A Moodle Student Handbook will be available upon enrolment for students with information on how to navigate Moodle and how to use Moodle for accessing training material and uploading assignments.

Student Services
ACOM recognises that students might undergo all kinds of changes when they undertake a training program. There are a number of services ACOM provides to students to support their learning journey. Various Vocational Education staff are available to assist students with any queries about their course, advice on the shape of a course of study and specific subjects, questions about the processes of ACOM, issues they may have of a welfare nature which impact on their study and any other areas where a student might require assistance. The VET Learning Support Manager (LSM) is specifically available to support the learning experience of each student. Students are able to email or phone the LSM with any questions they might have about their individual subjects and assessments. Network Organization students are to initially contact their network coordinators for advice and support.

Who to Contact
General Queries, Enrolments & Finances: info@acom.edu.au
Moodle Support: moodle@acom.edu.au
ACOM Website: www.acom.edu.au
ACOM Direct Student Support: studentsupport@acom.edu.au
ACOM Network Organization Student Support: Your local network organization coordinator
Application for Admission and Subject Enrolment

ACOM Direct Students
Step 1: Go to www.acom.edu.au
Step 2: Click on Prospective Students tab, go to Enrol then Vocational Education and download Application for Admission 2013
Step 3: Complete the form, ensuring that all sections are completed, checked and signed as indicated
Step 4: Return the form with any attachments to the address on the front of the form
Step 5: A VET staff member will contact the student to discuss their course of study
Step 6: Go to www.acom.edu.au and click on Current Students tab and lodge an online subject enrolment form including payment details
Step 7: Upon ACOM receiving payment, the student will receive email notification of their login details to Moodle by the first day of the semester of study

ACOM Network Students
Step 1: The Network Organization Coordinator will go to www.acom.edu.au, click on the Prospective Students tab, go to Enrol then Vocational Education and download Application for Admission 2013 for their students to complete
Step 2: Students complete the form, ensuring that all sections are completed, checked and signed as indicated
Step 3: Students return the form with any attachments to the Network Organization Coordinator who will forward to ACOM
Step 4: The Network Organization Coordinator will then go to www.acom.edu.au and click on the Learning Centre tab. Coordinators then lodge their student subject enrolments for the term or semester
Step 5: ACOM will invoice the Network Organization for student subject fees. Network organizations will have 4 weeks from the enrolment date in which to pay all student subject fees owing in full.
Step 6: The student will receive email notification of their login details to Moodle by the first day of the semester of study

All Students
Students who have enrolled in a subject and then wish to change subjects or withdraw can do so within 4 weeks of the semester commencing without incurring a cost. After that time the full subject fees will apply. Late enrolments need to allow three working days for their enrolment to be processed and Moodle access given.

2013 Important Dates

<table>
<thead>
<tr>
<th>Event</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Semester One commences</td>
<td>25 February</td>
</tr>
<tr>
<td>Deadline for subject changes</td>
<td>22 March</td>
</tr>
<tr>
<td>Deadline for Network students Term 2 enrolments</td>
<td>29 March</td>
</tr>
<tr>
<td>Assessment Due Date 1</td>
<td>3 May</td>
</tr>
<tr>
<td>Assessment Due Date 2</td>
<td>28 June</td>
</tr>
<tr>
<td>Semester Two commences</td>
<td>15 July</td>
</tr>
<tr>
<td>Deadline for subject changes</td>
<td>9 August</td>
</tr>
<tr>
<td>Deadline for Network students Term 4 enrolments</td>
<td>16 August</td>
</tr>
<tr>
<td>Assessment Due Date 1</td>
<td>20 September</td>
</tr>
<tr>
<td>Assessment Due Date 2</td>
<td>15 November</td>
</tr>
</tbody>
</table>
Policies

Complaints and Appeals
ACOM is committed to resolving any difficulties students have with ACOM procedures, decisions and staff. All parties involved in a complaint or appeal will be expected to maintain confidentiality and respect for all individuals who may be involved in the process in any way. Confrontation should be avoided and every effort will be made to reach a conciliatory and satisfactory agreement for all parties concerned.

- Students and staff should make every effort to initially resolve any dispute at the level at which the incident occurs.
- Any student who wishes to appeal against a decision relating to his/her studies shall consult, in the first instance, with the assessor concerned.
- If the matter is not satisfactorily resolved, the student should follow the formal complaints and appeals procedure by completing a complaint or appeal form. This form can be requested through info@acom.edu.au.
- If an agreement is not reached between the student and ACOM, an independent mediator will review the matter. This person will be from outside ACOM and independent of ACOM staff and network organisations. The mediator will have experience in mediating disputes within the education and training industry and must be acceptable to both parties.
- The decision of the independent mediator will be communicated to all parties in writing and is final.

Recognition of Prior Learning, Credit Transfer & Mutual Recognition

Mutual recognition is a process for students who have a qualification or statement of attainment for vocational education and training completed at another Registered Training Organisation. Students can apply for recognition of their training as a part of their application.

Recognition of prior learning (RPL) is a process for giving students credit for skills, knowledge and experience gained prior to enrolling in the selected course. It can be gained at any stage of their lives, through formal and informal learning, in Australia or overseas, through work or other activities such as volunteering. RPL is available for all ACOM courses. The process will require the student to provide documented evidence of competence against the units for which you are asking for RPL.

Credit Transfer is when credit is granted for a unit of competency based on subjects or units completed through another institution or training organization.

For further information or to apply for recognition based on any of these areas, students can request a handbook and application form from info@acom.edu.au.

Access & Equity
ACOM strives to ensure its programs and services are relevant, accessible, fair and inclusive for all students who support the philosophy of ACOM. This is achieved by:

- promoting Christian ministry and theology courses within the Christian community and to the wider community in a manner that includes and reflects the diverse nature of Christian denominations, and by ensuring all prospective participants are well informed on the options available to meet their individual training needs;
- ensuring both men and women, people with disabilities, those from differing age groups, from culturally and linguistically diverse backgrounds including Aboriginal and Torres Strait Islander peoples and people with differing language and literacy skills are able to gain access to the training;
- creating a teaching and learning environment which promotes dignity, acknowledges the right to privacy and confidentiality, and promotes an awareness of the needs and rights of all students; and
- making reasonable adjustments to ensure that the participant is not presented with artificial barriers to demonstrating competency in the subject. The Associate Dean Vocational Education is responsible for making decisions on reasonable adjustments to the assessment of individual subjects to cater appropriately for access and equity issues that may arise with individual students. Reasonable adjustments may include the use of adaptive technology, educational support, alternative methods of assessment such as oral assessment, and individual assessment conditions such as enlarged print materials, scribes or additional time to complete a task.
Language, Literacy & Numeracy in Vocational Education

ACOM is committed to the encouragement and support of training staff who will develop, access and maintain a range of quality English language, literacy and numeracy skills and resources that will ensure learner pathways, which will be ongoing throughout the training course. ACOM will assist students whose ‘whole access’ to training is limited by language, literacy and numeracy skills and adopt a range of approaches and employ processes to treat each student as an individual eg the student who cannot comprehend written questions to write an answer may need to be assessed orally. ACOM is aware that language, literacy and numeracy skills are part of specific training requirements and are necessary to perform workplace tasks. They are therefore needed during training and assessment. However, the language, literacy and numeracy demands of the course should not be greater than those required in the workplace. There are a number of ways ACOM identifies language, literacy and numeracy needs of the individual student. These include evaluation during the enrolment interview and identification by the Learning Support Manager and Network Organization Coordinator during training. ACOM VET trainers and tutors will utilise the following strategies when/if necessary:

- clearly explaining information presented in the e-learning environment;
- using the e-learning forum to discuss any information/reading with all students and encouraging student interaction and communication, and allowing question and answer opportunities to discuss main points;
- breaking any information/reading into small sections to discuss/think about/reflect on before moving onto the next section;
- drawing attention to key words;
- using appropriate visual, audio and digital media tools;
- using PowerPoint slides with the main points, animation tools and similar;
- using visual as well as oral media for follow up explanation;
- making time for group work with peer support through the e-learning forum;
- individual tutoring;
- using case studies and scenarios to illustrate information;
- making notes available and electronically downloadable;
- providing formative feedback on assessment tasks.

Discrimination, Harassment and Bullying

ACOM is committed to ensuring a safe and healthy learning environment free from harassment, discrimination or bullying including cyber bullying for all staff and students. In the event of harassment, discrimination or bullying occurring, ACOM will take appropriate action quickly. Students and/or staff should contact the Dean of Students via info@acom.edu.au who can offer you further information, guidance and support. Refer to ACOM’s complaints procedure in this handbook.

Health and Safety

ACOM will protect any children that come in contact with our students or staff from harm as far as it is reasonably able. The safety, wellbeing and best interests of children are of primary importance. ACOM will ensure the health and safety of staff in accordance with workplace health and safety legislation. ACOM’s Child Protection Policy will be accessible to staff and students on the ACOM website.

Privacy

ACOM acknowledges and respects the privacy of individuals. Collection and use of an individual’s private information shall be subject to the following guidelines:

- the individual knows of and consents to the collection through signing a declaration on the application for admission;
- the information shall be used for the purposes for which it was collected;
- no disclosure to a third-party without the individual’s consent;
- no disclosure to other institutions and authorities unless required by law;
- information protection and usage restricted to those persons responsible for its maintenance and usage; and
- such information will have a security level appropriate to the type of storage.
Student Records

Students can get access to their personal records within 14 days of receiving a written request. Records of student competency are kept for a minimum of 30 years as per regulatory requirements. If a student requires access to their records or a certificate to be re-issued they are to contact info@acom.edu.au

Student Assessment

Assessment in vocational education and training is designed to ensure that the student has every opportunity to demonstrate competency in all the stated elements, performance criteria, essential skills and knowledge.

GUIDELINES

- Assessment is designed in accordance with the national standard of being valid, reliable, flexible, and fair.
- Assessment tasks are designed to enable the student to practically apply their learning to their ministry context and reflect on this process. This assessment work is practical in nature, seeking to demonstrate the application of skills and knowledge to the standard appropriate to the qualification level.
- A range of assessment strategies is used in order to enable our students to demonstrate that they have acquired a level of skill and underlying knowledge to perform that skill at a competent level. Assessment strategies include practical and written tasks, oral and small group presentations, observation and third party reports, digital tasks and visual presentations, projects, portfolios and case studies.
- The student will be provided with information to ensure that they clearly understand the requirements and conditions of each assessment task.
- Students must submit the VET Assessment Cover Sheet with all assessment tasks.
- Students will have access to the VET Guidelines for Assessment that outlines how various assessment techniques are to be completed and presented. In some cases templates will be provided. Assessment tasks will refer to specific guidelines when appropriate. Students must follow the guidelines and use the templates when directed to do so. The Guidelines for Assessment also cover ACOM’s policy on plagiarism, appropriate referencing format and key definitions appropriate to assessment.
- The guidelines, coversheets and templates are available for download via Moodle in the “Key Vocational Education Links” box.
- In VET, students are deemed to be either ‘competent’ or ‘not yet competent’ upon completion of all assessments tasks in the unit. Where there is more than one assessment task used to determine competency, then each task will be assessed as satisfactory / unsatisfactory. Where a student is assessed as unsatisfactory on a specific task, the assessor will identify the evidence not yet presented and provide appropriate help to assist the student towards achieving competency.
- The student will be permitted 3 attempts to provide satisfactory evidence. New due dates will be set each time. If after that time the student is still deemed unsatisfactory then the assessor will advise the Associate Dean Vocational Education and provide the assessment tools and an accompanying written report. The student will then be contacted and advised of their options.
- Any student who is assessed as Unsatisfactory or Not Yet Competent and wishes to dispute their assessment can do so through ACOM’s assessment appeal procedure.
- Students enrol in a subject on the understanding that they are able to meet their assessment deadlines. Failure to submit assessment will usually mean that a student will need to re-enrol in that unit.
- Due dates are published elsewhere in this handbook. Students are also advised of due dates on Moodle. See Extension of Time below for guidelines for extension requests.

EXTENSION OF TIME

- It is a requirement that all assessments be completed by the due dates set by ACOM and published in this handbook and on Moodle.
- All applications for extension must be made in writing with appropriate evidence at least 1 day before the due date. The Application for Extension form is on Moodle.
- The maximum extension time granted is 4 weeks. No assessment however will be carried over into the following calendar year.
- Any new due dates negotiated through the extension process or set as a result of resubmission of assessment need to be adhered to and the same penalties apply should these dates not be met.
• Failure to submit an assessment by the due date without an approved extension will result in an automatic financial penalty.
  * Assessments submitted 1-14 days after the due date = $20
  * Assessments submitted 15-28 days after the due date = $40

• An extension of an assessment due date may be granted for the following reasons:
  * medical illness (certified by a Medical Certificate);
  * extreme hardship (refers to major adverse life events that could not have reasonably been anticipated, avoided or guarded against by the student, and caused substantial disruption to the student’s capacity for effective study and/or the completion of required work);
  * compassionate or health issues (will be based on a significant pastoral concern that is not considered part of a pattern of behaviour on the part of the student).

• Circumstances that will NOT be considered as acceptable reason for an extension are:
  * demands of employment;
  * minor family problems such as domestic tension with or between parents, spouses, and other people closely involved with the student;
  * the demands of study or lack of self-discipline required to study effectively;
  * financial difficulties;
  * the demands of travel, sport, social commitments or other activities.

• If after 28 days a student has not submitted an assessment task, an automatic **Not Yet Competent** for the whole subject will be given. Students will then need to re-enrol in the subject for the next semester at the re enrolment price stated in the fee schedule.
2013 Fees for Vocational Education Courses

ACOM Fees Policy

ACOM will provide students through this handbook with full fee information prior to enrolment including course fees, additional fees and charges, refund policy and payment options. These fees are subject to change and reviewed annually. Students will be notified of changes prior to the commencement of a new year. Fee increases will only apply to new subject enrolments & changes to additional fees and charges at the start of the New Year.

COURSE FEES

- Course fees include all e-learning access, handbooks, subject notes and materials. Some subjects may require you to purchase a textbook or workbook, or may have specific resource requirements. Details can be found in the individual subject descriptions.
- Fees do not include any extra textbooks or resources, which students may decide to purchase as a part of their studies.
- Please note there is no fee for the compulsory subject Critical Knowledge B.

PAYMENT

- ACOM Direct students are required to pay their subject fees up front. This occurs at the time of enrolling in an individual subject.
- ACOM Network students pay directly to their Network Organization Coordinator who is responsible for passing on fees to ACOM.
- Students however have 4 weeks in which to change subjects or withdraw from a subject after which time there is no refund of fees paid. The deadlines for changes are published in this handbook.
- Please contact ACOM if you require a payment plan to be established.
- NOTE: Under Australian regulations the RTO may accept payment of no more than $1000 from each individual student prior to the commencement of the course. Once the course has commenced you can make payment of additional fees in advance up to $1500 for training yet to be delivered.

ADDITIONAL FEES & CHARGES

- Late Assessment:
  Assessments submitted 1-14 days after the due date = $20
  Assessments submitted 15-28 days after the due date = $40
- Re-Enrolment:
  If after 28 days a student has not submitted an assessment task an automatic Not Yet Competent for the subject will be given. Students will then need to re-enrol in the subject and pay the re enrolment fee.

TRAINING GUARANTEE

- In the unlikely event of a business interruption, the student’s training is guaranteed until the completion of the current delivery period. After that time any unused monies will be refunded. Students will be issued with a Statement of Attainment and advised of other providers through which they can complete the course.
### Fees: ACOM Direct Student

<table>
<thead>
<tr>
<th></th>
<th>CERTIFICATE III</th>
<th>CERTIFICATE IV</th>
<th>DIPLOMA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Per unit of competency</td>
<td>$ 240</td>
<td>$ 360</td>
<td>$ 480</td>
</tr>
<tr>
<td>Re enrolment</td>
<td>$ 120</td>
<td>$ 180</td>
<td>$ 240</td>
</tr>
<tr>
<td>RPL per unit of competency</td>
<td>$ 240</td>
<td>$ 360</td>
<td>$ 480</td>
</tr>
<tr>
<td>Applications for Credit Transfer</td>
<td>$ 60</td>
<td>$ 60</td>
<td>$ 60</td>
</tr>
</tbody>
</table>

### Fees: ACOM Network Student

<table>
<thead>
<tr>
<th></th>
<th>CERTIFICATE III</th>
<th>CERTIFICATE IV</th>
<th>DIPLOMA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Per unit of competency</td>
<td>$ 120</td>
<td>$ 180</td>
<td>$ 240</td>
</tr>
<tr>
<td>Re enrolment</td>
<td>$ 60</td>
<td>$ 90</td>
<td>$ 120</td>
</tr>
<tr>
<td>RPL per unit of competency</td>
<td>$ 120</td>
<td>$ 180</td>
<td>$ 240</td>
</tr>
<tr>
<td>Applications for Credit Transfer</td>
<td>$ 60</td>
<td>$ 60</td>
<td>$ 60</td>
</tr>
</tbody>
</table>
# Vocational Education Course Summary

<table>
<thead>
<tr>
<th>Unit of Competency</th>
<th>Competency Description</th>
<th>ACOM Subject</th>
</tr>
</thead>
</table>

## CERTIFICATE III in Christian Ministry & Theology (30771QLD)

### Core Subjects

- **CMT001 clustered with CMT002**
  - Identify how Christian scripture, life and practice are understood today;
  - Identifies theological data
  - The Living Story

- **CMT003 clustered with CMT004**
  - Identifies a range of information within a theological theme or issue;
  - Identifies new theological insights
  - Themes in Theology

- **CMT005 clustered with CMT006**
  - Identifies theological knowledge in relation to the Christian way of life;
  - Communicates theology in everyday language
  - # Connecting with Culture

### Elective Subjects

- **BSBWOR301B**
  - Organize personal work priorities and development
  - Personal Wellbeing

- **CHCCD307D**
  - Support community resources
  - # Adventures in Mission

*Subject not available until Semester 2, 2013*

## CERTIFICATE IV in Christian Ministry & Theology (30772QLD)

### Core Subjects (Select ONE subject per unit plus Critical Knowledge B)

- **CMT007 – CMT012**
  - Common required knowledge and critical aspects of evidence
  - Critical Knowledge B (compulsory subject)

- **CMT007**
  - Discusses the nature of the Bible and present day Christian life and practice
  - Biblical Introductions
  - History of the Christian Church

- **CMT008**
  - Interprets theological data
  - Walk through the Bible
  - Introduction to the Old Testament

- **CMT009**
  - Investigates information within a theological theme or issue
  - Jesus through the eyes of Luke
  - # Attributes of God
  - Introduction to the New Testament

- **CMT010**
  - Gains new personal revelation
  - Movers and Shakers
  - Biblical Leadership
  - # Developing a Christian World View

- **CMT011**
  - Explores ideas about God in relation to the way we live as Christians
  - Discovering my Ministry Gift
  - Introduction to Personal Formation

- **CMT012**
  - Communicates theological information in a clear, easy to understand form
  - Communicate the Word
  - Introduction to Theology

### Elective Subjects (Select THREE units)

- **BSBWOR404B**
  - Develop work priorities
  - Equipping for Leadership

- **CHCCD509C**
  - Support community leadership
  - Ministry Leadership
  - Select ONE of:
    - A. # Children & Family Ministry
    - B. Youth Ministry
<table>
<thead>
<tr>
<th>Unit of Competency</th>
<th>Competency Description</th>
<th>ACOM Subject</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHCGROUP403D</td>
<td>Plan and conduct group activities</td>
<td>C. Small Group Ministry, D. # #Evangelism</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Ministry Practice Select ONE of: A. # Children &amp; Family Ministry B. Youth Ministry C. Small Group Ministry D. # #Evangelism E. # Ministry Conference</td>
</tr>
<tr>
<td>CHCCD401E</td>
<td>Support community participation</td>
<td>Community Mission</td>
</tr>
<tr>
<td>CHCCOM403A</td>
<td>Use targeted communication skills to build relationships</td>
<td># Building Relationship Skills</td>
</tr>
<tr>
<td>CHCCS422B clustered with CHCMH301C</td>
<td>Respond holistically to client issues and refer appropriately; Work effectively in mental health</td>
<td>School Chaplaincy*</td>
</tr>
</tbody>
</table>

# Subject not available until Semester 2, 2013; ## Subject not available until Semester 1, 2014
* Read the note in the subject description in the following section

## DIPLOMA of Christian Ministry & Theology (30773QLD)

### Entry Requirement:
Completion of all core units in the Certificate IV in Christian Ministry and Theology, or equivalent.

### Core Subjects

<table>
<thead>
<tr>
<th>Code</th>
<th>Description</th>
<th>Related Subject</th>
</tr>
</thead>
<tbody>
<tr>
<td>CMT013</td>
<td>Analyses and interprets theological beliefs in the light of current thinking</td>
<td>The Study of Mission</td>
</tr>
<tr>
<td>CMT014</td>
<td>Analyses and interprets theological data</td>
<td>The Identity &amp; Nature of Jesus</td>
</tr>
<tr>
<td>CMT015</td>
<td>Researches and analyses information within a theological theme or issue</td>
<td>The Mission &amp; Purpose of the Church</td>
</tr>
<tr>
<td>CMT016</td>
<td>Identifies new theological information</td>
<td># Spiritual Formation</td>
</tr>
<tr>
<td>CMT017</td>
<td>Relates theological ideas to the Christian way of life</td>
<td># The Art of Leadership</td>
</tr>
<tr>
<td>CMT018</td>
<td>Communicates theology in a clear form</td>
<td>Communicating the Faith</td>
</tr>
</tbody>
</table>

### Elective Subjects (Select FOUR units)

<table>
<thead>
<tr>
<th>Code</th>
<th>Description</th>
<th>Related Subject</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHCOR624E</td>
<td>Provide leadership in community services delivery</td>
<td>The Practice of Leadership</td>
</tr>
<tr>
<td>CHCCSL510A</td>
<td>Work effectively with relationship issues</td>
<td>Understanding People</td>
</tr>
<tr>
<td>BSBPMG522A (supersedes BSBPMG510A)</td>
<td>Undertake project work</td>
<td># In Depth Ministry Project</td>
</tr>
<tr>
<td>CHCYTH505E</td>
<td>Support youth programs</td>
<td>Developing a Youth Ministry</td>
</tr>
<tr>
<td>CHCOR629B</td>
<td>Provide coaching and motivation</td>
<td># Coaching for Transformation</td>
</tr>
</tbody>
</table>

# Subject not available until semester 2, 2013
Certificate III Outline

Guidelines

- Certificate III is nominally a 240 hr course.
- To achieve the Certificate III in Christian Ministry and Theology (30771QLD) students need to complete 8 competencies, 6 core and 2 electives.
- The core competencies have been packaged into 3 subjects, with each subject nominally 60 hrs.
- The electives are offered as 2 subjects, with each subject nominally 30 hrs.
- The nominal hours include training and learning time, discussion, tutoring, reading, practical activities and assessment time.

Core Subjects

The Living Story
This subject will introduce students to the basic tools for interpreting the Bible and understanding God’s message as he communicates it through scripture. Students will explore the early church as described in Acts and identify the elements that made it a very effective mission focused community. The early church had plenty of conflict and struggles just like the church of today however they managed to transform an entire society and reshape the course of human history. Students will use a range of Christian materials to compare the early church to the church of today.

Themes in Theology
Students will examine a range of theological themes and Christian beliefs by studying scripture and a range of Christian material including denominational sources of authority. Themes include the images of God; the confronting nature of Jesus; sin, evil and grace. Students will identify a range of denominational teachings and apply these to their personal life and practice.

Connecting with Culture
# NOTE: This subject will not be available until semester 2, 2013
Students will explore some major ethical and moral issues that confront us today through the influence of movies, music, sport and media. Connections between biblical teaching, contemporary society and personal experience will provide a platform for personal growth and social change.

Elective Subjects

Personal Wellbeing
In the whirlwind that that life can become, this subject provides the student with skills to “survive”. The knowledge and skills covered need to be applied to a “workplace”, be it school, employment or volunteer work.

Adventures in Mission
# NOTE: This subject will not be available until semester 2, 2013
This subject unpacks the basics of mission in the context of “community”. Students will develop a mission plan that supports existing community activities. The students will then engage in a community mission activity, keeping a logbook of their activities and reflections on their journey.
Certificate IV Outline

Guidelines

- Certificate IV is nominally a 500 hr course.
- The nominal hours include training and learning time, discussion, tutoring, reading, practical activities and assessment time.
- To achieve the Certificate IV in Christian Ministry and Theology (30772QLD) students need to complete 9 different competencies, 6 core and 3 electives.
- Only ONE subject per unit of competency can be selected. Students will select a total of 9 units plus Critical Knowledge B.
- Critical Knowledge B is a compulsory subject and must be selected in the first semester of study. This subject must be successfully completed before a student can be awarded competency in any other core unit/subject. There is no cost for this subject.

Core Subjects

Critical Knowledge B
This subject covers the basic knowledge that is common to all of the core units. This includes denominational statements of faith and differences between Christian denominations; beliefs and theological language of a range of Christian and religious groups; Christian and faith traditions; knowledge of BOTH Old and New Testament scripture; theological interpretive methods and aids to scriptural research.

Biblical Introductions
This subject provides a foundation for biblical study by examining the topics of inspiration, revelation, illumination, origins, languages and authority of the Bible. The subject then explores how the canon of Scripture was formed, translations of the Bible and principles for interpreting the Word of God (hermeneutics). Students will then use these tools to systematically study Galatians, a book that has been described as the “Magna Carta of Christian liberty”.

History of the Christian Church
The early church as described in Acts was a potent organisation that laid the foundation for the growth and development of the Christian church over two millennia. This subject is an investigation of church history starting with Acts and continuing with the identification of key periods to the present day. Students will then elect to go deeper into a study of ONE of:
  a. The early church in Acts as a model for making today’s church the effective missional body it should be;
  b. An exposition of the first twelve chapters of Romans and why this has been a key book at critical times throughout the history of the Church.

Walk through the Bible
The subject starts with an introduction to the world of the Bible. Students then embark on a journey from Genesis through to Revelation, mapping the grand biblical narrative. Students explore different biblical genres and themes from a historical, literary and cultural viewpoint. Students are provided with practical tools with which to be able to interpret the scriptures and discuss this theological information from a personal faith perspective.

Introduction to the Old Testament
This subject provides a comprehensive introduction to every book of the Old Testament and their common groupings. The major themes of the Old Testament such as the origins, meaning and purpose of life; sin, suffering and God’s plan of salvation in Christ are identified and discussed. There is a strong emphasis on Christ as the central message of the Bible.

Jesus Through the Eyes of Luke
The mission of God reaches its fulfilment in the life of Jesus Christ. This course uses the writings of Luke to explore who Jesus is and how through Him, he models what, how and to whom the mission is directed.
Introduction to the New Testament
This subject provides a comprehensive introduction to every book of the New Testament. Student will then investigate both the common themes woven throughout the New Testament and the major themes in selected books.

Attributes of God
# NOTE: This subject will not be available until semester 2, 2013
Jesus said that eternal life consisted of knowing the only true God and Jesus Christ whom He sent. Such knowledge is not simply an academic knowledge but a personal awareness of who God is. “A spiritual and saving knowledge of God is the greatest need of every human creature; the foundation of all true knowledge of God must be a clear mental apprehension of His perfections as revealed in the Holy Scriptures. An unknown God can neither be trusted, served nor worshipped.” (Preface: “The Attributes of God” A.W. Pink, Barker Book House Company USA 1975) This unit aims to give students a greater appreciation of the perfection of God and to fill their hearts with awe and gratitude to Him who created us to know and love Him.

Movers and Shakers
This subject explores the theme of missional leaders in Christianity, their life and their contribution against the backdrop of critical times in the history of Christianity. The theological issues surrounding their leadership will be identified and compared. The student will then identify key questions for discussion around a personal response to missional leadership today.

Biblical Leadership
This subject studies the characteristics of a true leader and how they can influence those around them to fulfill all that God sets before them. Students will explore leadership skills such as strategizing, vision casting, communication, delegation, equipping, mentoring and empowering those whom they are called to lead. Students will then compare the leadership of Nehemiah and Paul’s ministry in Ephesus. The student will then identify key questions for discussion around a personal response to biblical leadership today.

Developing a Christian World View
# NOTE: This subject will not be available until semester 2, 2013
The subject will introduce students to the history and basic concepts of Christian worldview thinking with a classification of worldviews into Theist, Pantheist and Naturalist categories and showing how Christianity relates to the other positions with relevance to the modernist - postmodernist divide. This will be followed by a brief look at some worldviews representative of these categories (Islam, Scientism and New Age). The Christian worldview will be outlined with reference to the biblical teachings of creation, the fall and redemption. Students will get started in applying the insights gained to their own lives on specific areas of Christian living, including society, work and education. This course gives students the foundations they need to develop a Christian worldview, and a framework to communicate a personal viewpoint.

Discover my Ministry Gift
This subject introduces students to almost thirty of the ministry gifts listed in the New Testament. Students will study how other members of the body of Christ became aware of their gifts and how this shaped and influenced their ministry. The doctrinal and cultural influences that helped to shape the view of the church and their engagement with spiritual gifts is explored. A discussion of Christian morality and ethical living will lead to an identification of some of the key principles for personal growth and ministry.

Introduction to Personal Formation
REQUIREMENT: The student will need access to a small group facilitated by an experienced and mature Christian leader for this subject.
This subject is an introduction to ACOM`s personal formation process and is designed to develop student character through a personal walk with God. This course is a personal journey based on a reading assignment, small group discussion and personal reflection. Students use a provided list of readings to then read and reflect on as part of their small group. Small group discussions will also include personal stories and processing of life as a group.
Communicate the Word
The Apostle Paul instructed his young mentor Timothy to be ready to preach the word in all contexts. Paul had an amazing confidence in the power of God’s word to transform men and women irrespective of their background. Paul also knew how to contextualize his message without compromising its truth. Perhaps a key to Paul’s ministry in the gospel lay in the fact that the same gospel he preached was made flesh in him. It was his gospel. Students studying this subject will discover the keys and develop the skills necessary to proclaim the word with power and authority in various contexts and in various forms.

Introduction to Theology
This subject provides a comprehensive introduction to the major Christian doctrines, namely: theology (the doctrine of God), angelology (the doctrine of angels), anthropology (the doctrine of man), Christology (the doctrine of Christ), pneumatology (the doctrine of the Holy Spirit), soteriology (the doctrine of salvation), ecclesiology (the doctrine of the Church) and eschatology (the doctrine of the last things). Each topic is explored from both its biblical basis and its practical relevance to everyday living. The student will explore a framework to articulate these beliefs clearly to others.

Elective Subjects
Equipping for Leadership
This subject is designed to be a practical tool for people who want to be more effective leader. It provides the tools that will enable the student to put into place a practical plan for the implementation of their life and ministry goals. This subject covers topics such as connecting with people, empowering people, having faith in others, building trust in relationships, building a team, working in a team, learning the foundations of leadership skills, developing and evaluating your own life plan, working towards your goals, dreams and visions.

Ministry Leadership
This subject enables the student to develop an understanding of a specific ministry focus area and identify how they might develop leadership in this area. Students will need to select ONE area to study. (See note below.)
   a. Children & Family Ministry
   b. Youth Ministry
   c. Small Group Ministry
   d. Evangelism

Ministry Practice
This subject enables the student to develop an understanding of a specific ministry focus area and identify how they might implement a community program in this area. Students will need to select ONE area to study. (See note below.)
   a. Children & Family Ministry
   b. Youth Ministry
   c. Small Group Ministry
   d. Evangelism
   e. Ministry Conference
**NOTE:** *Ministry Leadership AND Ministry Practice* have a number of specialist areas. Each specialist area will have their own set of notes, and these notes will be common across both the leadership and practice subjects. Students interested in specialist study have 3 options. They can select both subjects and elect to specialize in the same area for both leadership and practice; they can select both subjects and choose different areas of specialization; they can select only one of the subjects. Students will need to have access to a ministry site in their chosen area of study in order to successfully complete the assessment required. Check the table for specialist availability.

**Community Mission**
This subject unpacks the basics of mission in the context of “community”. Students will study frameworks for developing a mission plan that supports existing community activities. The assessment will have a practical component and it is an expectation that students will engage in a community mission activity so that they can apply the skills and knowledge studied.

**Building Relationship Skills**
# NOTE: This subject will not be available until semester 2, 2013
In this subject, students are led to an understanding of the nature of communication in order to develop and explore relationships of mutuality. Biblical insights provide a Christian framework for a series of activities where students develop their skills. The subject covers communication theory, including the skill to listen with empathy and reflection. The subject provides a basic introduction to handling conflict and a protocol for pastoral care for someone seeking guidance in a difficult time.

**School Chaplaincy**
NOTE:
(1) This is a 200% subject incorporating 2 elective units of competency.
(2) Students who reside in Victoria will need to contact ACOM at info@acom.edu.au before selecting this subject.

REQUIREMENT: Students will require access to a school site in order to successfully complete this competency.

This subject covers the two units that are mandated for school chaplains employed under commonwealth government funding arrangements. Caring for people within school communities speaks to the core business of education. Meeting the physical, psychological and spiritual needs of school community members is important as schools aim to develop the whole person and produce resilient, competent and successful individuals. The distinct role of chaplains in providing pastoral care to the school community provides a link between the physical, psychological and spiritual wellbeing of school community members.
Diploma Outline

Guidelines

- Entry Requirement: Students must have completed all the core units in the Certificate IV in Christian Ministry and Theology, or equivalent.
- The Diploma is nominally a 550 hr course. The nominal hours include training and learning time, discussion, tutoring, reading, practical activities and assessment time.
- To achieve the Diploma of Christian Ministry and Theology (30773QLD) students need to complete 10 different competencies, 6 core and 4 electives.

Core Subjects

The Study of Mission
This subject will enable students to develop and articulate a theology of mission based on the nature of God as expressed in the scriptures and in the person of Jesus. Students explore God’s mission as the outworking of His love for people and how this is articulated in current church thinking.

The Identity and Nature of Jesus
This subject will enable students to be equipped with the tools to discover, articulate and engage the identity and nature of Jesus from the gospels. Students will learn to identify and articulate the questions around the identity and nature of Jesus, and the answers provided in scripture, developing a critical understanding of scriptural foundations. Students will then interpret this knowledge in the context of ministry.

The Mission and Purpose of the Church
The 21st century is dominated by digital culture and new ways of viewing the world. People are engaged in issues and spirituality like never before but they do not necessarily see the church as having any credible answers to life’s challenges. Students will investigate the mission, purpose and methodology of the church in the 21st century; engage in the issues and be encouraged to think creatively about how communities of God’s people can respond in mission.

Spiritual Formation
# NOTE: This subject will not be available until semester 2, 2013
REQUIREMENT: The student will need access to a personal mentor who is a mature Christian leader for this subject.
This subject is designed to enhance overall personal and spiritual development. Students will engage with topics that increase self-awareness and personal functioning for life and ministry. The subject is designed to grow persons of all ages and stages in their self-awareness, spiritual maturity, leadership capacity, vocational clarity, emotional maturity, personal integrity, relational skills.

The Art of Leadership
# NOTE: This subject will not be available until semester 2, 2013
Before you can lead others, you need to understand yourself. This subject explores the dimensions of self and how these components impact, both individually and as a collective, on a person’s ability to lead others. Students will investigate the biblical principles of leadership and analyse the practice of servant leadership.

Communicating the Faith
This subject is structured around the text The Insider (Jim Petersen & Mike Shamy). Students explore their place as an “Insider” within their community and what it means to then be able to communicate their faith effectively in that circle of friends, family and colleagues. An examination of the biblical call to personal evangelism will lead students into opportunities to consider how they can better communicate their faith.
Students will become better equipped at explaining their faith and calling others to consider the claims of Christ.

**Elective Subjects**

**The Practice of Leadership**

**REQUIREMENT:** Students will need access to a community or ministry site or a similar simulated environment in which to demonstrate their leadership skills.

This subject facilitates the application of knowledge and skills by the student in a defined community or ministry leadership role. The leadership role will include providing direction and promotion of community services, processes and outcomes; strategic planning for community outcomes; maintaining quality performance and influencing effective organizational practice.

**Understanding People**

Whatever our ministry context, it is important to understand the make-up of people, how we function and the different stages of personal development. This knowledge and skill will enhance the student’s ability to relate, communicate and personally minister to people. This subject will focus on communication and relationship development including conflict resolution and the causes of relationship dysfunction to enable you to be more effective in your interactions with others.

**In Depth Ministry Project**

# NOTE: This subject will not be available until semester 2, 2013

**REQUIREMENT:** Students will need access to a ministry site in which to demonstrate all of the required skills, knowledge and performance in a real work place based project. This subject cannot be completed in a simulated environment.

This subject will provide the knowledge and skills necessary to enable the student to manage a small ministry project or a section of a larger ministry project; from the development of a project plan, administering and monitoring the project, finalising the project and reviewing the project to identify lessons learnt for application to future projects.

**Developing a Youth Ministry**

Our primary objective in youth ministry must be authentic life-change and real spiritual growth and development in the lives of the young people and leaders we are ministering to. In youth ministry we tend to reproduce what we grew up with unless we go through a paradigm shift to help us think differently about how to best minister to each generation of young people. It stands to reason, then, that, if we don’t know what we are aiming for, if we can’t describe it, articulate it, see it, we’ll never hit it. This unit provides guidelines for discipleship, mentoring and training of young people and youth leaders, with emphasis on building student leaders. Students will need to be prepared to think outside the box in terms of ministry to young people in the 21st Century. This subject will not offer a model of ministry to be copied, but rather ideas and principles applicable to many different contexts and tools to evaluate and implement these principles.

**Coaching for Transformation**

# NOTE: This subject will not be available until semester 2, 2013

This subject will take you through the skills needed to empower people to move towards their fullest self expression, leverage their strengths and reach into their spiritual core to transform their Christian life. This subject will have a focus on the knowledge and skills necessary to provide “on the job” coaching, and will necessitate the student to “buddy up” in order meet the requirements of the subject.