Vocational Education Handbook 2014
Contents

Welcome to the Australian College of Ministries ................................................. 3
An Introduction to Vocational Education ............................................................. 4
  Vocational Education & Training .................................................................. 4
  Pathways ....................................................................................................... 4
  More Information .......................................................................................... 4
Student Learning ............................................................................................... 5
  Learning Environment .................................................................................. 5
  Student Categories ....................................................................................... 5
  Student Communication .............................................................................. 5
  Student Feedback ........................................................................................ 6
  Student Orientation ....................................................................................... 6
  Student Study Status .................................................................................... 6
  Student Support Services ............................................................................ 6
Who to Contact ................................................................................................ 7
2014 Vocational Education Key Dates ............................................................... 8
2014 Vocational Education Fees and Charges ................................................... 9
Enrolment Procedures ...................................................................................... 10
Policies ............................................................................................................. 12
  Access & Equity .......................................................................................... 12
  Assessment .................................................................................................. 12
  CENTRELINK Administered Payments ......................................................... 14
  Certification ................................................................................................. 14
  Discrimination, Harassment and Bullying .................................................... 14
  Grievance .................................................................................................... 14
  Health and Safety ....................................................................................... 15
  Language, Literacy & Numeracy in Vocational Education ......................... 15
  Mutual Recognition ..................................................................................... 15
  Privacy .......................................................................................................... 15
  Recognition of Prior Learning ..................................................................... 16
  Student Records .......................................................................................... 16
  VET FEE-HELP .......................................................................................... 16
  Training Guarantee ...................................................................................... 16
2014 Course Summary: Certificate III ............................................................... 17
  Overview ...................................................................................................... 17
  Subject Outlines: Core Subjects .................................................................. 17
  Subject Outlines: Elective Subjects ............................................................... 18
2014 Course Summary: Certificate IV ............................................................... 19
  Overview ...................................................................................................... 20
  Subject Outlines: Core Subjects .................................................................. 20
  Subject Outlines: Elective Subjects ............................................................... 23
2014 Course Summary: Diploma ...................................................................... 26
  Overview ...................................................................................................... 27
  Subject Outlines: Core Subjects .................................................................. 27
  Subject Outlines: Elective Subjects ............................................................... 29
Welcome to the Australian College of Ministries

The Australian College of Ministries has a rich history of providing innovative, real world training for Christian leadership, ministry and mission.

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. At ACOM we can customize your course selection to help you meet your calling in life.

You can be at school or sitting at home with your computer and use your local church and community as your training ground. Our model of training is based on flexible, online delivery and real time learning. Our courses are tailored for God's people wherever they work, minister and live - in the church, workplace and community. 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 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
An Introduction to Vocational Education

Vocational Education & Training

ACOM's Vocational Education & Training (VET) program is offered through an innovative online blended learning model. Our national training network consists of over 30 local churches, bible colleges, secondary schools and mission groups.

ACOM is a NVR Registered Training Organisation (#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 Australian states and territories.

ACOM offers the following Vocational Education courses:

- **Certificate III in Christian Ministry and Theology (10432NAT)**
  In Certificate III, students will encounter the basics of Christian beliefs and practice. At this level students are starting out on their journey of personal and spiritual discovery.

- **Certificate IV in Christian Ministry and Theology (10433NAT)**
  In Certificate IV, students will engage with the Bible and theological themes and explore the implications for Christian life and practice. Students will continue their journey of personal discovery and spiritual formation.

- **Diploma of Christian Ministry and Theology (10434NAT)**
  In the Diploma, students will be empowered to analyse and interpret the Bible, beliefs and current theological thinking. Students relate these ideas to their Christian life and continue their spiritual formation journey. At this level, students will be enabled to apply their learning to Christian leadership and ministry.

Pathways

The outcome of each vocational course is to provide participants with a range of knowledge, skills and competencies that will 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.

Students are able to further their study through ACOM's undergraduate and postgraduate courses 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 the higher education sector:

- Diploma of Christian Studies
- Bachelor of Theology
- Post Graduate Qualifications

More Information

For more information on any of our available courses please go to [www.acom.edu.au](http://www.acom.edu.au).
Student Learning

Learning Environment
Each subject will be delivered through an online learning environment. Students will be able to access course materials from their own computer via ACOM’s online learning platform Moodle. This means that every student must have regular and reliable access to a computer, the internet and an individual (not shared) email address. Students must have some proficiency in using a computer so that they can appropriately complete the assessment tasks. The subject descriptors in this handbook will provide students with further information about any specific resources required to complete the subject such as access to a ministry site and a ministry supervisor. A Moodle Student Handbook will be available upon enrolment. This will provide students with information on how to navigate Moodle and how to use Moodle for accessing training material and uploading completed assessment.

Recommended computer tools:
- Internet browser such as Safari, Internet Explorer, Chrome, Firefox
- Word processor software to handle .DOCX files such as Microsoft Word, Google docs, Open Office Write
- Presentation software to handle .PPTX files such as Microsoft Powerpoint, Open Office Present

Student Categories

Direct Students
Direct students are classified as students who enrol directly with ACOM and study on their own off campus or in a distance education mode. These students are supported by ACOM through a VET Learning Support Manager (VLSM).

Network Students
A network is a Christian ministry, school, church and/or Christian based organisation that for the purposes of training signs a student support agreement with ACOM and enrols students to study ACOM subjects. Network students undertake their study as part of a network organization’s program usually in a small group who meet regularly. Students receive support at that organization’s site through either the training coordinator or a learning coach. The training coordinator is the person responsible for the management of the requirements of the support agreement. A learning coach is a person who works with students and assists them in their learning and in working through their training materials and assessment requirements. There may be a different learning coach for each subject.

Student Communication
ACOM will communicate to students using a variety of methods during the year. It is the responsibility of the student to advise ACOM if their contact details change at any time during the course of study.

Email
- The primary method of communication will be by email
- Orientation information will be sent by email
- Students are expected to open all emails from ACOM
- Check that emails from ACOM are not sitting in junk or caught in the spam filter
- Advise ACOM of any change in email address
- Assessors will use email to communicate to students if a resubmission is required

SMS / Mobile Phone
- ACOM will also utilise SMS notifications sent to your mobile phone for important reminders
and updates during your studies

- You may opt-out or unsubscribe from the SMS updates at any time by contacting ACOM
- ACOM will not share your mobile with any other third party for marketing purposes
- Advise ACOM of any change in mobile phone number

Student Feedback
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 the student provides to ACOM is confidential and will assist in improving the delivery of training to all students.

Student Orientation
ACOM is committed to ensuring that all students have access to an orientation program. Whether students are studying as ACOM direct students or supported through a network organization, the Vocational Education Handbook serves as the orientation program. 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 that site.

This student orientation program includes:
- information about the e-learning environment, available resources and course requirements;
- information about key dates;
- information about student services, learning support and 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 an updated copy of the handbook on the ACOM Website.

Student Study Status
Students who receive Centrelink administered payments (Austudy, Abstudy, Youth Allowance, Pensioner Education Supplement) are classified as full time students if they complete at least 15 hrs of training per week. Students enrolled in the certificate IV or diploma courses will need to complete the course in one year to be classified as full time. Certificate III is not a full time course for these purposes.

Student Support Services
ACOM recognises that students have a variety of needs when they undertake a training program. There are a number of services that ACOM provides to students to support their learning journey. The VET Learning Support Manager (VLSM) is specifically available to support the learning experience of each student. This includes:
- advice on the shape and sequence of a course of study and individual subjects or units,
- questions about the processes of ACOM,
- issues of a welfare nature which impact on study,
questions on individual subjects and assessments.

Network students are to initially contact their network coordinators or learning coaches for advice and support.

**Who to Contact**

<table>
<thead>
<tr>
<th>TOPIC</th>
<th>CONTACT DETAILS</th>
<th>EXAMPLES</th>
</tr>
</thead>
</table>
| General Queries, Enrolments & Finances          | info@acom.edu.au                     | • Queries on finances, certificates or statements, request record of results  
|                                                 |                                      | • Enrolment information including withdrawal or change of subject  
|                                                 |                                      | • Request to view own record  
|                                                 |                                      | • Complaints and Appeals  
|                                                 |                                      | • Request Centrelink letter  
|                                                 |                                      | • VET FEE-HELP  
|                                                 |                                      | • Request RPL Package  
|                                                 |                                      | • Change of contact details  
| Moodle Technical Support                        | moodle@acom.edu.au                   | • Use this email when the Moodle technology doesn’t work  
|                                                 |                                      | • Login doesn’t work or is forgotten  
|                                                 |                                      | • Assessment doesn’t upload  
|                                                 |                                      | • The links don’t work  
| ACOM Direct Student Support                     | studentsupport@acom.edu.au           | • Advice on course of study and individual subjects  
|                                                 |                                      | • Query on subject materials and assessment  
|                                                 |                                      | • Language and literacy support  
| ACOM Network Organization Student Support       | Local Network Organization Coordinator or Learning Coach | • Vocational Education Handbook  
|                                                 |                                      | • Vocational Education Application Form  
|                                                 |                                      | • Online Subject Enrolment Form  
|                                                 |                                      | • Online Assessment Extension Request Form  
|                                                 |                                      | • VET FEE-HELP information and application  
|                                                 |                                      | • Contact Us  
| ACOM Website                                    | www.acom.edu.au                      | •  


<table>
<thead>
<tr>
<th></th>
<th>Certificate III</th>
<th>Certificate IV</th>
<th>Diploma</th>
</tr>
</thead>
<tbody>
<tr>
<td>Delivery period 1 commences</td>
<td>03/02/14</td>
<td>03/02/14</td>
<td>03/02/14</td>
</tr>
<tr>
<td>Deadline late enrolments</td>
<td>21/02/14</td>
<td>21/02/14</td>
<td>21/02/14</td>
</tr>
<tr>
<td>Deadline subject withdrawal without incurring cost</td>
<td>03/03/14</td>
<td>03/03/14</td>
<td>03/03/14</td>
</tr>
<tr>
<td>Census date</td>
<td>NA</td>
<td>NA</td>
<td>03/03/14</td>
</tr>
<tr>
<td>Assessment 1 due</td>
<td>02/05/14</td>
<td>21/03/14</td>
<td>02/05/14</td>
</tr>
<tr>
<td>Assessment 2 due</td>
<td>20/06/14</td>
<td>18/04/14</td>
<td>20/06/14</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Certificate III</th>
<th>Certificate IV</th>
<th>Diploma</th>
</tr>
</thead>
<tbody>
<tr>
<td>Delivery period 2 commences</td>
<td>07/07/14</td>
<td>19/05/14</td>
<td>07/07/14</td>
</tr>
<tr>
<td>Deadline late enrolments</td>
<td>25/07/14</td>
<td>06/06/14</td>
<td>25/07/14</td>
</tr>
<tr>
<td>Deadline subject withdrawal without incurring cost</td>
<td>04/08/14</td>
<td>16/06/14</td>
<td>04/08/14</td>
</tr>
<tr>
<td>Census date</td>
<td>NA</td>
<td>NA</td>
<td>04/08/14</td>
</tr>
<tr>
<td>Assessment 1 due</td>
<td>13/10/14</td>
<td>04/07/14</td>
<td>13/10/14</td>
</tr>
<tr>
<td>Assessment 2 due</td>
<td>21/11/14</td>
<td>01/08/14</td>
<td>21/11/14</td>
</tr>
</tbody>
</table>

<p>| | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Delivery period 3 commences</td>
<td></td>
<td>01/09/14</td>
<td></td>
</tr>
<tr>
<td>Deadline late enrolments</td>
<td></td>
<td>19/09/14</td>
<td></td>
</tr>
<tr>
<td>Deadline subject withdrawal without incurring cost</td>
<td>29/09/14</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Census date</td>
<td>NA</td>
<td>NA</td>
<td></td>
</tr>
<tr>
<td>Assessment 1 due</td>
<td>17/10/14</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assessment 2 due</td>
<td>14/11/14</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
2014 Vocational Education Fees and Charges

<table>
<thead>
<tr>
<th>CERTIFICATE III</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Per unit of competency</td>
<td>$ 240</td>
</tr>
<tr>
<td>Applications for RPL per unit of competency</td>
<td>$ 240</td>
</tr>
<tr>
<td>Applications for Credit Transfer</td>
<td>$ 0</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>CERTIFICATE IV</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Per unit of competency</td>
<td>$ 400</td>
</tr>
<tr>
<td>Applications for RPL per unit of competency</td>
<td>$ 400</td>
</tr>
<tr>
<td>Applications for Credit Transfer</td>
<td>$ 0</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>DIPLOMA</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Per unit of competency</td>
<td>$ 520</td>
</tr>
<tr>
<td>Applications for RPL per unit of competency</td>
<td>$ 520</td>
</tr>
<tr>
<td>Applications for Credit Transfer</td>
<td>$ 0</td>
</tr>
</tbody>
</table>

Fees and Charges Policy and Procedures

ACOM will provide students through this handbook with full fee information prior to enrolment including course fees, 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. Students are advised to check the online version of the Vocational Education Handbook to ensure they are working from the latest fee statement.

Course Fees

- Course fees include all e-learning access, handbooks, subject notes and materials. Some subjects may have specific resource requirements. Details can be found in the individual subject descriptions.
- Fees do not include any extra textbooks or resources that students may decide to purchase as a part of their studies for personal or professional development.

Payment & Refunds

- 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 the network student fee component to ACOM.
- Students who have enrolled in a subject and then wish to withdraw must do so by the published withdrawal date. Withdrawal within 4 weeks of the published delivery period commencing does not incur a cost. Students who have already paid may request a refund. After that time the full subject fees will apply.
- 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.
- Diploma VET FEE-HELP students are to refer to the Student Refund and Review Procedures on the website for further information.
Enrolment Procedures

There are two parts to the enrolment process.

- Part 1: Complete the Application for Admission form and associated documentation.
- Part 2: Enrol and pay for individual subjects before each study period commences.

ACOM Direct Students

Step 1: Go to www.acom.edu.au/enrol-vocational-education
Step 2: Download the Vocational Education Application for Admission 2014.
Step 3: Complete the form ensuring that all sections are completed. Check and sign as indicated.
Step 4: Diploma students are to complete the DIPLOMA ENTRY STATEMENT and submit with the application form.
Step 5: Diploma students requiring VET FEE-HELP are to complete REQUEST FOR VET FEE-HELP ASSISTANCE application form.
Step 6: Return all forms with attachments as required to the email address on the front of the form.
Step 7: A VET staff member will contact the student to discuss their course of study and any learning support requirements.
Step 8: Students will then be directed to www.acom.edu.au/vocational-education-online-subject-enrolment-form to complete and lodge an online subject enrolment form including payment details.
Step 9: Upon ACOM receiving payment, a Moodle login will be allocated. The student will receive email notification of their login details to Moodle by the first day of the study period.

ACOM Network Students

Step 1: The Network Organization Coordinator will go to www.acom.edu.au/enrol-vocational-education and download the Vocational Education Application for Admission 2014 to send to each of their students to complete.
Step 2: Students complete the form, ensuring that all sections are completed, checked and signed as indicated.
Step 3: Diploma students are to complete the DIPLOMA ENTRY STATEMENT and submit with the application form.
Step 4: Diploma students requiring VET FEE-HELP are to complete REQUEST FOR VET FEE-HELP ASSISTANCE application form.
Step 5: Students return the forms with attachments as required to the Network Organization Coordinator who will check that all sections are completed. The Coordinator will then forward all application forms to the ACOM email address on the front of the form.
Step 6: The Coordinator will then discuss any specific student learning support requirements with the VET Learning Support Manager.
Step 7: The Network Organization Coordinator will then go to www.acom.edu.au/network-organizations-registration-form and click on the Learning Centre tab. Coordinators then lodge their student subject enrolments for the delivery period.
Step 8: ACOM will invoice the Network Organization for the student subject fees. The Network Organization will collect the student subject fees and then pay the ACOM invoice. Network organizations will have 4 weeks from the commencement of the published delivery date in which to pay the invoiced amount.
Step 9: The student will receive email notification of their login details to Moodle by the first day of the study period.
All Students

- Students who have enrolled in a subject and then wish to withdraw must do so by the published withdrawal date. Withdrawal within 4 weeks of the published delivery period commencing does not incur a cost. For Diploma students the withdrawal date is the same as the VET FEE-HELP census date. After that time the full subject fees will apply.
- Applications and enrolments received after the delivery period has commenced will need to allow THREE working days for their enrolment to be processed and Moodle access given.
- Key dates are published elsewhere in this handbook.
- Students who are inactive for the next study period and who have not notified ACOM of their intentions will be withdrawn from their course of study and a statement of attainment issued.
Policies

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 groups, 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 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, alternative methods of assessment such as oral instead of written assessment, and individual assessment support such as enlarged print materials.

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 are 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, oral and written tasks, third party reports, 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.
- All assessment is structured in a Response Folio format and students must complete the assessment in the provided format and using any templates provided.
- Students must submit a completed 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. The Guidelines for Assessment also cover ACOM’s policy on plagiarism, appropriate referencing format and key definitions appropriate to assessment.
- All assessment support resources are available in Moodle in the “Key Vocational Education Links” box.
- 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 if they still wish to achieve competency.

- 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.

### Assessment Results

- 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 either satisfactory or unsatisfactory. Where a student is assessed as unsatisfactory on a specific task, the assessor will identify the evidence not yet presented, what is required for resubmission and provide appropriate help to assist the student towards achieving competency.
- The student will be permitted 2 attempts per task to provide satisfactory evidence. A new due date will be set for any resubmission required. If after that time the student is still deemed unsatisfactory or not yet competent then the assessor will advise the Associate Dean Vocational Education. 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.

### 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.
- A VET Request for Extension to Assessment is submitted through the ACOM website. All applications for extension must be made at least 1 day before the due date. The VET Learning Support Manager will decide all extension requests.
- The maximum extension time granted is 4 weeks from the scheduled due date.
- Students who have not started any assessment and who have paid their subject fees may negotiate to complete their subject in the next delivery block and work to those assessment due dates.
- Under no circumstances will assessment be carried over into the following calendar year.
- 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.
- 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).
- Any new due dates negotiated through the extension process or as a result of resubmission of assessment need to be adhered to.

**PLEASE NOTE:**

If a student has not submitted an assessment task within 28 days of the due date, the student will be deemed Not Yet Competent for the whole subject. Students will then need to re-enrol in the subject at the published unit cost and complete ALL assessment requirements.
CENTRELINK Administered Payments

Students who receive Centrelink administered payments (Austudy, Abstudy, Youth Allowance, Pensioner Education Supplement) are classified as full time students if they complete at least 15 hrs of training per week. Students will need to complete the course in one year to be classified as full time. Certificate III is currently not a full time course for these purposes. Certificate IV students will need to enrol in 3 units each trimester. Diploma students will need to enrol in 5 units each semester. Students requiring a letter to confirm their enrolment status are to contact info@acom.edu.au

Certification

Upon successful completion of the course requirements, students are eligible to receive a nationally recognised certificate with a qualification testamur and a transcript of competencies achieved. Students who withdraw before they complete the course are entitled to a Statement of Attainment.

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.

Grievance

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. A more detailed grievance policy is available from the ACOM website. Below is a summary of the process. Costs will only be incurred by the student should they request the services of an external organization outside of the formal process.

Complaints

- If a complaint matter is not satisfactorily resolved, the student should follow the formal complaints procedure by completing a complaint form. This form can be requested through info@acom.edu.au.
- The Dean of Students will manage the complaint process.
- If an agreement is not reached between the student and ACOM, an independent mediator will hear the matter. The independent organization selected by ACOM is Ignite Network.
- The decision of the independent mediator will be communicated to all parties in writing and is final.

Appeals

- 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 appeals procedure by completing an appeal form. This form can be requested through info@acom.edu.au.
- The Associate Dean Vocational Education will manage the appeals process and make arrangements for two assessors to reassess the work.
- If the student does not accept the reassessment decision then the student can submit a formal complaint as per the process outlined in the complaints policy.
Health and Safety
ACOM will ensure the health and safety of students in accordance with workplace health and safety legislation appropriate to the online learning environment. ACOM staff who have contact with students under 18 will meet the child protection requirements appropriate for the state from which they work.

Language, Literacy & Numeracy in Vocational Education
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 and 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. The language, literacy and numeracy demands of each ACOM course is not 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 discussion and identification during training. ACOM staff will refer to the Australian Core Skills Framework to identify learning, reading, writing, communication and numeracy abilities and needs of each student.

ACOM staff including network personnel will utilise the following strategies where available and when/if necessary:
- clearly explaining information when presented in the e-learning environment;
- using an e-learning forum to discuss topics, encouraging student interaction and communication, and allowing question and answer opportunities;
- breaking information into small sections to discuss or reflect on before moving onto the next section;
- drawing attention to key words;
- using appropriate visual, audio and digital media tools;
- making time for group work with peer support as well as individual tutoring;
- using case studies and scenarios to illustrate information;
- making notes available electronically;
- providing formative feedback on drafts of assessment tasks.

Mutual Recognition
Credit transfer is a process of recognition for students who have completed vocational education and training at another nationally accredited Registered Training Organisation. ACOM recognises such training. Students can apply for credit for a unit in the Christian Ministry & Theology course if they have competently completed that unit and have the relevant Statement of Attainment. This evidence must be certified and submitted with the Application Form.

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 will be made to a third-party without the individual’s consent;
- no disclosure will be made to other institutions and authorities unless required by law;
- information usage is restricted to those persons responsible for its maintenance and usage and such information will have a security level appropriate to the type of storage.
Recognition of Prior Learning

RPL is a process of assessment based on skills, knowledge and experience gained prior to enrolling in the selected course. These skills can be gained through formal and informal learning, in Australia or overseas, through work or other activities such as volunteering, and at any age. RPL is available for all ACOM courses and units and should be requested during the application process or before enrolling in any units. The process will require the student to provide documented evidence against the units for which they are requesting RPL. For further information or to apply for recognition students can request a RPL package from info@acom.edu.au

Student Records

Records of student competency are kept for a minimum of 30 years as per regulatory requirements. Students may access to their personal records including a written record of studies completed to date and the re-issue of a certificate by submitting a request in writing to info@acom.edu.au

VET FEE-HELP

- VET FEE-HELP is an Australian Government loan scheme that helps eligible students pay their tuition fees for VET courses at diploma level and above. ACOM is an approved VET FEE-HELP provider #7175.
- A separate information package is available on the ACOM website via the Resources Vocational Education tab http://www.acom.edu.au/vocational-education-resources
- Students interested in VET FEE-HELP can visit www.studyassist.gov.au for general information and to check if they are eligible.

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. VET FEE-HELP students are to refer to the statement on VET Tuition Assistance on the website.
2014 Course Summary: Certificate III

CERTIFICATE III in Christian Ministry & Theology (10432NAT)

<table>
<thead>
<tr>
<th>ACOM SUBJECT</th>
<th>VET UNIT</th>
<th>VET UNIT DESCRIPTOR</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Core Subjects</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The Living Story [TLS]</td>
<td>CMTTHE301A</td>
<td>Identify how Christian scripture, life and practice are understood today;</td>
</tr>
<tr>
<td></td>
<td>clustered with</td>
<td>Identify theological data</td>
</tr>
<tr>
<td></td>
<td>CMTTHE302A</td>
<td></td>
</tr>
<tr>
<td>Themes in Theology [TTH]</td>
<td>CMTTHE303A</td>
<td>Identify a range of information within a theological theme or issue;</td>
</tr>
<tr>
<td></td>
<td>clustered with</td>
<td>Identify new theological insights</td>
</tr>
<tr>
<td></td>
<td>CMTTHE304A</td>
<td></td>
</tr>
<tr>
<td>Connecting with Culture [CWC]</td>
<td>CMTMIN301A</td>
<td>Identify theological knowledge in relation to the Christian way of life;</td>
</tr>
<tr>
<td></td>
<td>clustered with</td>
<td>Communicate theology in everyday language</td>
</tr>
<tr>
<td></td>
<td>CMTMIN302A</td>
<td></td>
</tr>
<tr>
<td><strong>Elective Subjects</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Personal Wellbeing [PWB]</td>
<td>BSBWOR301B</td>
<td>Organize personal work priorities and development</td>
</tr>
<tr>
<td>Adventures in Mission [AIM]</td>
<td>CHCCD307D</td>
<td>Support community resources</td>
</tr>
</tbody>
</table>

**Overview**

- To achieve the Certificate III students need to complete 8 competencies, 6 core and 2 electives.
- The core competencies have been packaged into 3 subjects, based on 120 hrs of training including structured assessment preparation time for each subject. Core subjects consist of two multipart assessment tasks.
- The electives are offered as 2 separate subjects, with each subject based on 30 hrs of training and structured assessment preparation time and delivered through 4 sessions. Each elective has one multipart assessment task.

**Subject Outlines: 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. Students will use a range of Christian materials to compare the early Church to the Church of today.

**Session topics:**

1. The Research Story: Introducing tools for theological research
2. The God Story: A summary of the books of the Bible
4. The Paul Story: An overview of the apostle Paul
5. The Living Letters: An overview of the Pauline letters
6. The Church Story: From the early church to denominations
7. The Living Church: Exploring what is church
8. My Role in the Story

Themes in Theology
Students will examine a range of theological themes and Christian beliefs by studying scripture and a range of Christian material. Students will identify a range of Christian teachings and apply these to their personal life and practice.

Session topics:
1. Back to the Basics
2. The Life of Christ
3. The Potter and the Clay
4. Theology of Prayer
5. Jesus and Prayer
6. Power of Prayer
7. Being a Christian
8. Personal Testimony

Connecting with Culture
Students will explore a variety of major ethical and moral issues confronting them today. Connections between biblical teaching, contemporary society and personal experience will provide a platform for personal growth and social change.

Session topics:
1. Understanding Disciple Making
2. Understanding Culture
3. Connecting With People of Other Beliefs
4. A Guide to Ethical Principles
5. Exploring Ethical Practices
6. Motivation for Evangelism
7. Connecting Through Relationships
8. Connection Practice

Subject Outlines: Elective Subjects

Personal Wellbeing
Everyday life can be hectic and very quickly become unbalanced. This subject endeavours to provide the student with techniques to “survive” and build in “God time”. The knowledge and skills covered in this subject need to be applied to a “workplace”, be it school, employment or volunteer work. Each session begins with a study of Proverbs related to the topic and then applies the topic to both personal and work life.

Session topics:
1. Head Sense (Proverbs 4:7)
2. Busy Hands (Proverbs 6:6)
3. Heart Time (Proverbs 4:23)
4. Healthy Space (Proverbs 17:17)

Adventures in Mission
This subject unpacks the concept of mission in the context of “community”. Students will look at the mission and ministry of Jesus and explore the question “Who is my neighbour?” A wide variety of mission stories are presented and provide an understanding of the scope of mission. The assessment will have a practical component and students will need to engage in a mission activity so that they can apply the skills and knowledge studied.

Session topics:
1. Understanding Mission
2014 Course Summary: Certificate IV

CERTIFICATE IV in Christian Ministry & Theology (10433NAT)

<table>
<thead>
<tr>
<th>ACOM SUBJECT</th>
<th>VET UNIT</th>
<th>UNIT DESCRIPTOR</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Core Subjects (Select ONE subject per unit)</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Unity in Diversity [UDV]</td>
<td>CMTTHE401A</td>
<td>Discuss the nature of the Bible and present day Christian life and practice</td>
</tr>
<tr>
<td>Belief in Motion [BIM]</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Journey Through the Bible [JTB]</td>
<td>CMTTHE402A</td>
<td>Interpret theological data</td>
</tr>
<tr>
<td>Unpacking the Old Testament [UOT]</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Jesus Through the Eyes of Luke [JEL]</td>
<td>CMTTHE403A</td>
<td>Investigate information within a theological theme or issue</td>
</tr>
<tr>
<td>The God Files [TGF]</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Unpacking the New Testament [UNT]</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Spiritual Formation A [SFA]</td>
<td>CMTTHE404A</td>
<td>Gain new personal revelation</td>
</tr>
<tr>
<td>Christian Vantage Point [CVP]</td>
<td>CMTMIN401A</td>
<td>Explore ideas about God in relation to the way we live as Christians</td>
</tr>
<tr>
<td>Leading For Impact [LFI]</td>
<td></td>
<td></td>
</tr>
<tr>
<td>World Changers [WCH]</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Communicate the Word [CTW]</td>
<td>CMTMIN402A</td>
<td>Communicate theological information in a clear, easy to understand form</td>
</tr>
</tbody>
</table>

**Elective Subjects (Select THREE units)**

<table>
<thead>
<tr>
<th>ACOM SUBJECT</th>
<th>VET UNIT</th>
<th>UNIT DESCRIPTOR</th>
</tr>
</thead>
<tbody>
<tr>
<td>Equipping for Leadership [EQL]</td>
<td>BSBWOR404B</td>
<td>Develop work priorities</td>
</tr>
<tr>
<td><strong>ONE OF:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Introduction to Youth Ministry [IYM]</td>
<td>CHCGROUP403D</td>
<td>Plan and conduct group activities</td>
</tr>
<tr>
<td>• Introduction to Small Group Ministry [ISG]</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Introduction to Children &amp; Family Ministry [ICF]</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Community Mission [CMS]</td>
<td>CHCCD401E</td>
<td>Support community participation</td>
</tr>
<tr>
<td>Building Relationship Skills [BRS]</td>
<td>CHCCOM403A</td>
<td>Use targeted communication skills to build relationships</td>
</tr>
<tr>
<td>School Chaplaincy [SCH]</td>
<td>CHCCS422B clustered with CHCMH301C</td>
<td>Respond holistically to client issues and refer appropriately; Work effectively in mental health</td>
</tr>
</tbody>
</table>
Overview

- To achieve the Certificate IV students need to complete 9 different competencies consisting of 6 core and 3 electives. Only ONE subject per unit of competency can be selected.
- Students are strongly advised to study the core units in the sequence
- Each subject is based on 50 hrs of training including structured assessment preparation time unless otherwise indicated.
- All subjects are structured into 8 sessions and consist of two multipart assessments.

Subject Outlines: Core Subjects

Unity in Diversity
This subject provides a foundation for theological study and introduces students to sources of theological opinion. Students will explore core Christian beliefs through an exposition of the book of Romans. Through this study, students will also identify the beliefs of various Christian groups and the doctrinal sources that present these views.

Session topics:
1. Introduction to Study Tools and Church History
2. Introduction to Theology
3. The Bad News and the Good News (Romans 1-4)
4. Grace Reigns (Romans 5,6)
5. More than Conquerors (Romans 7,8)
6. Responding to God (Romans 9-12)
7. The Living Church (Romans 13-16)
8. The Church Today

Belief in Motion
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 studies core Christian beliefs through an exposition of Acts and compares the missional church of Acts to the church of today.

Session topics:
1. Introduction to Study Tools and Church History
2. Introduction to Theology
3. The Coming of the Holy Spirit (Acts 1-4)
4. The Gospel Spills Out (Acts 5-9)
5. Breakthrough! (Acts 10-12)
8. The Church Today

Journey through the Bible
The subject provides a foundation for biblical study by examining the topics of inspiration, revelation, illumination, origins, languages and authority of the Bible. Students study the principles for interpreting the Word of God and the tools used for theological research. Students are introduced to the world of the Bible, embarking on a journey from Genesis through to Revelation. Students interpret their journey through the scriptures from a contextual and cultural viewpoint, and discuss information on particular topics from a personal faith perspective.

Session topics:
1. Reading and Interpreting the Bible
2. The Pentateuch
3. Historical Writings
4. The Prophets
5. Poetry and Wisdom
6. The Gospels
7. Acts and the Epistles
8. Revelation

**Unpacking the Old Testament**

This subject provides a comprehensive introduction to every book of the Old Testament through 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. Students study the principles for interpreting the Word of God and the tools used for theological research.

**Session topics:**

1. The World of the Old Testament
2. The Pentateuch
3. The Historical Books
4. Poetry and Wisdom Books
5. Major Prophets
6. Minor Prophets
7. Reading and Interpreting the Old Testament
8. The Land In Between: From the Old Testament to the New Testament

**Jesus Through the Eyes of Luke**

The mission of God reaches its fulfilment in the life of Jesus Christ. This subject is based on the writings of Luke and explores the theme of who Jesus is. Students will examine how through Jesus, God modelled what, how and to whom his mission is directed.

**Session topics:**

1. Outlining the Life of Christ
2. Introducing Luke
3. The Beginning
4. The Ministry of Jesus
5. Making Disciples
6. The Road to Jerusalem
7. Jerusalem
8. The Last Days

**Unpacking the New Testament**

This subject provides a comprehensive introduction to every book of the New Testament. Students investigate both the common themes woven throughout the New Testament and the major themes in selected books.

**Session topics:**

1. New Testament Political Background
2. New Testament Religious Background
3. Introducing the Gospels
4. Introducing the Book of Acts
5. Introducing the Pauline Epistles
6. Introducing the General Epistles
7. Introducing the Book of Revelation
8. New Testament Themes and Patterns

**The God Files**

Jesus said that eternal life consisted of knowing the only true God and His son, Jesus Christ, whom He sent into the world. This is not simply an academic knowledge but a personal
awareness of who God is. The major theme of this subject is an appreciation of the perfection of God.

**Session topics:**
1. The Omnipresent God
2. The Omnipotent God
3. The Omniscient God
4. The Immutable God
5. The Holy God
6. The Merciful God
7. The Just God
8. The Gracious God

**Spiritual Formation A**

*REQUIREMENT: It is highly recommended that the student have access to a personal mentor who is a mature Christian.*

This subject is an introduction to ACOM’s personal formation process and is designed to explore student character through a personal walk with God. This course is a personal journey based on a readings, discussion and personal reflection.

**Session Topics**
1. Created for Purpose
2. The Heart of the Matter
3. The Ruin, The Remedy and Spiritual Gifts
4. Moving Forward
5. Developing Purpose
6. Being Pulled in Every Direction
7. The Next Step
8. Claiming the Prize

**World Changers**

This subject explores the theme of Christian leaders who are considered agents of change, their life and their contribution against the backdrop of critical times in society. The theological, ethical and social issues surrounding their leadership will be identified and compared. The student will explore how their learning on leadership might enable personal growth and social change.

**Session topics:**
1. Who is a world changer?
2. Radical Discipleship
3. Reformers of Church and Society
4. Pioneers and Breakaways
5. Evangelists
6. Missionaries
7. The 21st Century
8. Are you a world changer?

**Leading For Impact**

This subject explores biblical leaders who demonstrated skills such as strategizing, vision casting, communication, delegation, equipping, mentoring and empowering those whom they are called to lead. The theological, ethical and social issues surrounding their leadership will be identified and compared. The student will then explore how their understanding of biblical leadership might enable personal growth and social change.

**Session topics:**
1. The character of a leader
2. Vision and implementation
3. Equipping leaders
4. Resolving differences  
5. Leadership in the Church  
6. Transformational leadership  
7. Transforming a community  
8. Succession planning

**Christian Vantage Point**

This subject will introduce students to the basic concepts of a Christian worldview by showing how Christianity relates to other belief systems. Students will develop a Christian vantage point with reference to the biblical teachings of creation, the fall and redemption. Students will explore the theological, ethical and social issues that are part of the everyday life of a Christian in contemporary society and against which they can apply a Christian perspective.

**Session topics:**
1. What is a Christian Vantage Point  
2. Worldview and Epistemology  
3. Naturalism and the Fall  
4. Pantheism, New Age and God’s Grace  
5. Dualism and a Christian View  
6. The Modern Era  
7. Engaging with the World  
8. Discussing a Christian Perspective

**Communicate the Word**

The apostle Paul instructed his young mentor Timothy to communicate the Gospel: “... proclaim the message with intensity; keep on your watch. Challenge, warn, and urge your people. Don’t ever quit. Just keep it simple.” (2 Tim 4:1-2) 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. Students studying this subject will discover ways to develop the skills necessary to proclaim the word with power and authority in various contexts and in various forms.

**Session topics:**
1. The Power of God’s Word  
2. Understanding the Gospel  
3. Contextualizing the Message  
4. Preparation of the Messenger  
5. Preparation of the Message  
6. Systematic Communication  
7. Transformational Communication  
8. Personal Communication

**Subject Outlines: Elective Subjects**

**Equipping for Leadership**

This subject is designed to be a practical toolkit for people who want to be more effective leaders. It provides a range of resources that will enable the student to put into place a practical plan for the implementation of their life and ministry goals.

**Session topics:**
1. Introduction to leadership principles  
2. Integrity and faith  
3. Nurture  
4. Building and implementing a personal plan  
5. Developing skills for the long term
6. Inspiring and building a team
7. Managing teams
8. Utilising your resources

Introduction to Youth Ministry

REQUIREMENT: Students will need access to a group at a community or ministry site for the purposes of planning and conducting group activities.

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 learn to plan and resource group activities; coordinate the group planning process; manage group processes including responding to conflict and evaluate group activities in the context of youth and young adult ministry.

Session topics:
1. Biblical Basis For Youth Ministry
2. Defining Youth Ministry
3. Clarifying a Call to Ministry
4. Philosophy of Youth Ministry
5. Models of Youth Ministry
6. Strategic Programming
7. The Principles of Programming
8. Communicating Effectively in Youth Ministry

Introduction to Small Group Ministry

REQUIREMENT: Students will need access to a group at a community or ministry site for the purposes of planning and conducting group activities.

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 learn to plan and resource group activities; coordinate the group planning process; manage group processes including responding to conflict and evaluate group activities in the context of a small group ministry.

Session topics:
1. Congregation and Cell
2. Caring For God’s People in Small Groups
3. Elements of a Successful Small Group Ministry
4. Teaching in Small Groups
5. Interpersonal Ministry in Small Groups
6. Training in Small Groups
7. Establishing an Identity For Your Small Group
8. Conflict in Small Groups

Introduction to Children & Family Ministry

REQUIREMENT: Students will need access to a group at a community or ministry site for the purposes of planning and conducting group activities.

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 learn to plan and resource group activities; coordinate the group planning process; manage group processes including responding to conflict and evaluate group activities in the context of children and family ministry.

Session topics:
1. Why Children And Family Ministry
2. Understanding Your Community
3. Current Models A
4. Current Models B
5. Reaching a Post Modern Generation
6. People And Relationships
7. Establishing And Developing Your Team
8. Moving Forward

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 be able to identify a community group or issue and engage in a mission activity so that they can apply the skills and knowledge studied.

Session topics:
1. Introduction to Community
2. Community Development
3. The Church and Community Development
4. The Strategies of Community Development
5. Building Bridges to People
6. Building Bridges on Relationships
7. Building bridges Through Groups
8. Building Bridges for Cooperation

Building Relationship Skills
REQUIREMENT: Assessment for this unit requires the student to work with or access a range of people in a workplace environment. Students will need access to a ministry or work site in which to demonstrate their communication skills.

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 best practice for “initial contact” pastoral care.

Session topics:
1. God’s Communication
2. Communication Models and Strategy
3. Communication and Relationships
4. Building Relationships: Listening and Feedback
5. Building Relationships: Respect and Trust
6. Effective Engagement in Communication
7. Overcoming Communication Barriers
8. Facilitating Group Discussion

School Chaplaincy
NOTE:
(1) This is a 200% subject incorporating 2 elective units of competency. Nominal hours for this subject are 125 hrs.
(2) Students who reside in Victoria and who are NOT part of the ACCESS Ministries study program will need to contact ACOM studentsupport@acom.edu.au BEFORE selecting this subject.

REQUIREMENT: Students will require access to a school site in order to successfully complete this competency.
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 a chaplain in providing pastoral care to the school community provides a link between the physical, psychological and spiritual wellbeing of school community members. The subject School Chaplaincy covers the two mandated units required by school workers employed under the National School Chaplaincy and Student Welfare Program (July 2012 Guidelines). The units have been specifically contextualized to apply to the work of chaplains and similar student wellbeing workers employed in schools in Victoria.

Session topics:
1. Holistic care in the school context
2. Understanding mental illness
3. Understanding students
4. At risk issue: substance abuse
5. At risk issue: bullying
6. Child protection and duty of care
7. Understanding policy
8. Best practice

2014 Course Summary: Diploma

### Diploma of Christian Ministry & Theology (10434NAT)

<table>
<thead>
<tr>
<th>ACOM SUBJECT</th>
<th>VET UNIT</th>
<th>UNIT DESCRIPTOR</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Core Subjects</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>God's Church, Your Mission [GCM]</td>
<td>CMTTHE501A</td>
<td>Analyse and interpret theological beliefs in the light of current thinking</td>
</tr>
<tr>
<td>Deeper into Jesus [DIJ]</td>
<td>CMTTHE502A</td>
<td>Analyse and interpret theological data</td>
</tr>
<tr>
<td>Read Between the Lines [RBL]</td>
<td>CMTTHE503A</td>
<td>Research and analyse information within a theological theme or issue</td>
</tr>
<tr>
<td>Spiritual Formation B [SFB]</td>
<td>CMTTHE504A</td>
<td>Identify new theological information</td>
</tr>
<tr>
<td>The Art of Leadership [ALP]</td>
<td>CMTMIN501A</td>
<td>Relate theological ideas to the Christian way of life</td>
</tr>
<tr>
<td>Communicating the Faith [CTF]</td>
<td>CMTMIN502A</td>
<td>Communicate theology in a clear form</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Elective Subjects (Select FOUR units)</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>The Practice of Leadership [PRL]</td>
<td>CHCORG624E</td>
<td>Provide leadership in community services delivery</td>
</tr>
<tr>
<td>Understanding People [UNP]</td>
<td>CHCCSL510A</td>
<td>Work effectively with relationship issues</td>
</tr>
<tr>
<td>In Depth Ministry Project [IMP]</td>
<td>BSBPMG522A</td>
<td>Undertake project work</td>
</tr>
<tr>
<td>Developing a Youth Ministry [DYM]</td>
<td>CHCYTH009</td>
<td>Support youth programs</td>
</tr>
<tr>
<td>Coaching for Transformation [CFT]</td>
<td>CHCORG529B</td>
<td>Provide coaching and motivation</td>
</tr>
<tr>
<td>Voices for Change [VFC]</td>
<td>CHCCOM504B</td>
<td>Develop, implement and promote effective workplace communication</td>
</tr>
</tbody>
</table>
Overview

- To achieve the Diploma students need to complete 10 different competencies, 6 core and 4 electives.
- Each core subject is based on 85 hrs of training including structured assessment preparation time.
- Elective subjects will vary in hours as indicated.
- All subjects are structured into 8 sessions and generally consist of two multipart assessments. Subjects that require a sustained workplace project may integrate all assessment components into one final multipart assessment.

Subject Outlines: Core Subjects

God’s Church, Your 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. 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. Students will explore mission as the outworking of God’s love for His people and how this is articulated in current church thinking.

Session topics:
1. The Birth Of The Church
2. Church Makes Disciples
3. Church Teaches Scripture
4. Church Reforms Lives
5. Mission Established
6. Expressions of Mission
7. Expressions Of Church
8. Future Trends

Deeper into 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.

Session topics:
1. Introduction to Christ
2. Christ and History
3. The Names of Jesus
4. Christ: Over Us and With Us
5. Defining Christ
6. Defending Christ
7. Expressing Christ
8. Christ Revealed

Read Between the Lines
This subject will introduce students to hermeneutics by using the book of Romans to deepen their skills in studying Scripture. Students will unpack biblical themes, ideas and concepts and connect these ideas with real world scenarios that might enable them to make an impact on
others for God. Students will also deepen their knowledge of theological research methods by sourcing and evaluating a range of Christian writers and thinkers, both past and present.

**Session topics:**
1. An introduction
2. Setting the Scene
3. Rightly Dividing the Word
4. Themes and Patterns
5. Finding Agreement
6. Handling Disagreement
7. Impact on Church
8. Impact on Culture

**Spiritual Formation B**

*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.

**Session topics:**
1. Introduction to Spiritual Formation
2. Understanding Sanctification
3. Your Story
4. Formation Practice: Scripture Reading
5. Formation Practice: Prayer
6. Formation Practice: Retreat and Rest
7. Formation in Community
8. Ministry Application

**The Art of Leadership**

*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.*

**Session topics:**
1. Introduction to Leadership
2. God’s Mission And Christian Leadership
3. God’s Shaping And Our Response
4. Vision: How To Gain It And Share It
5. Values: What Really Matters
7. Emotional Health And Leadership
8. Influencing And Leading This Generation

**Communicating the Faith**

*This subject is structured around the book The Insider (Jim Petersen & Mike Shamy). Students firstly 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. Students will then reflect on their own faith in Jesus and the faith of Muslims from a variety of perspectives, including the perspective of Dr Daniel Shayesteh, a gifted thinker, communicator, scholar and now evangelist for Jesus Christ. An examination of the biblical call to personal evangelism will lead students into opportunities to consider how they can better communicate*
their faith. This course will help equip you to begin the task of searching for truth together with people of other faiths. Students will be given access to an electronic copy of any required reading as part of their session materials.

**Session topics:**

1. The Insider: The Call and Vision
2. Life Patterns
3. Conversing the Faith
4. The Transforming Power of Stories
5. God’s Story and Humanity’s Story
6. Muhammad and Jesus
7. Communicating the Gospel in a Pluralist World
8. Partnering

**Subject Outlines: 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.*

*NOMINAL TIME ALLOCATION: 120 hrs*

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.

**Session topics:**

1. Communicating And Connecting
2. Vision And Purpose
3. Inspiring And Empowering
4. Integrity And Structure
5. Action And Innovation
6. Resolve, Boundaries And Endurance
7. Learning And Growing
8. The Big Picture

**Understanding People**

*REQUIREMENT:* *Assessment for this unit requires the student to work with or access a range of people in a workplace environment. Students will need access to a ministry or work site in which to demonstrate their relationship skills.*

*NOMINAL TIME ALLOCATION: 50 hrs*

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 the student to be more effective in their interactions with others.

**Session topics:**

1. Understanding Self
2. Communication and Conflict
3. Stress and Resilience
4. Misunderstanding People
5. Identifying Crisis
6. Families in Crisis
In Depth Ministry Project

**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.

**NOMINAL TIME ALLOCATION:** 60 hrs

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. The session materials are presented as a single session and reflect this process.

Developing a Youth Ministry

**REQUIREMENT:** Students will need access to a ministry site in which to demonstrate the ability to complete actual program tasks. Skills must be demonstrated in the workplace and this subject cannot be completed in a simulated environment.

**NOMINAL TIME ALLOCATION:** 150 hrs

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. Assessment will require the student to be able to prepare a youth program and implement that program in a variety of contexts, evaluating and adapting the program to the changing needs of the participants.

**Session topics:**
1. Foundation For Making Disciples
2. Unleashing Potential In Youth
3. Small Groups Follow Up And Nurture
4. Equipping For Youth Ministry: Foundations And Techniques
5. Equipping Youth For Mission, Evangelism And Leadership
6. Mentoring Youth To Spiritual Maturity
7. Program Development and Implementation
8. Program Evaluation

Coaching for Transformation

**REQUIREMENT:** The student will need access to a ministry or work site in which the student can demonstrate their ability to coach a colleague. The student will also need access to a supervisor or mentor who can observe the coaching process.

**NOMINAL TIME ALLOCATION:** 70 hrs

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.

Session topics:
1. Introduction to Coaching
2. The GROW Model of Coaching
3. Communication in Coaching
4. Training Principles in Coaching
5. Coaching in Action 1
6. Coaching in Action 2
7. Coaching in Action 3
8. Coaching for Transformation

Voices for Change
REQUIREMENT: Assessment for this unit requires the student to work with or be part of a range of communication situations. Students will need access to a ministry or work site in which to demonstrate their communication skills.

NOMINAL TIME ALLOCATION: 80 hrs

This subject will offer the student strategies for delivering captivating and practical messages. The subject will unpack key concepts for communication designed to challenge minds and change lives. By practicing and using these concepts, the student will gain the knowledge and skills to focus their approach in their communication to groups and transform sermons, lessons and presentations into life-changing experiences for the listener.

Session topics:
1. Who will speak for me
2. Crafting a message
3. Packaging a message
4. Communicating a message
5. Handling feedback
6. Adjusting a message
7. Learning and growing
8. Here I am Lord, send me