KINGSLEY
|COMMUNITY|
HANDBOOK

Developing and equipping
people to shape their world

KINGSLEY

Contents

Kingsley |Community| Purpose Statement::

Through the transforming power of the Gospel of Jesus Christ, Kingsley develops and equips people to become empowered and passionate in shaping their world.

Welcome to Kingsley |Community|::

Thank you for taking the time to consider studying at Kingsley. Kingsley exists to serve the whole Christian church by providing practical accredited theological education and training.
Kingsley is committed to helping people be thoroughly prepared to fulfil the call that God is placing on their life. We believe that God calls all His people to minister in and through the local church.
Kingsley serves the church by developing and equipping people through His transforming power to carry out His mission.
Some people will be preparing for a vocation in Christian ministry in pastoral work, Chaplaincy, Christian education, mission or Christian counselling. Others will need to be equipped to live out their Christian faith and ministry in their workplace, community, family or church.
Whatever your calling, Kingsley has the programs to help you become empowered and passionate in shaping your world – wherever that may be.
Kingsley is also committed to spiritual formation. Our training is based on the spiritual development of individuals as they grow in God's grace and are transformed into the likeness of Christ. We are excited about having you become part of Kingsley |Community| and sharing in the exciting possibilities of ministry in God's kingdom.

Rev. Kevin Brown, Principal of Kingsley Australia

Kingsley |Community| Style::

Study with Kingsley |Community| involves deliberately putting yourself in the place where God can shape you. Kingsley |Community| study has a holistic approach to preparing you further for Christian ministry. Not only will you gain knowledge, but you will also be challenged to mature in your walk with Christ, develop further skills and gain confidence for leadership in Christian ministry.

Our sole focus is to provide quality training for men and women in Christian ministry. We do that by bringing study in Christian ministry and theology to you. Training centres have been established around Australia, with more centres added to the network each year. Where there are no training centres close to you as a student the options of distance study or connection to a class via video conferencing are readily available. Some subjects lend themselves to an intensive format. In that case intensives are held at strategic locations around the country to, once again, bring the opportunity to study to you. We are serious at Kingsley about providing opportunities for your further growth as a Christian and development as a leader.

While our focus is singular, our student body is varied. We have students who are sixteen years of age and completing high school, and also students in their seventies who serve their local church and retirement home. Many of our students are simply looking for further equipping for the ministry they have in their school, home group, children's ministry or work in the community. Kingsley |Community| is ideally suited to providing practical training and the opportunities for discussion and application.

Alongside these volunteers, working in a variety of Christian ministries, are men and women who have sensed God's call into a career in Christian leadership. Kingsley |Community| study provides a pathway toward ordination within the Wesleyan Methodist Church of Australia.

The Kingsley |Community| style of study places an onus upon you as a student to 'rise to the occasion' and carry out your reading, study and practical research between class times. Times with your class and trainer, or with your coach if you study by distance, are opportunities for discussion and clarification. Our Kingsley |Community| Trainers are not 'talking heads' offering a lecture style of instruction. Instead, you will be asked to share your discoveries in class in facilitated discussion. We have found that our students learn more in this style of study and are provided with greater opportunities to gain skills and confidence in leading others.

You will learn and develop as a Christian person through Kingsley |Community| study, but we are learning also. Kingsley |Community| materials and study opportunities are continually open to revision and improvement. We value the observations and feedback from you as a student and your trainer. We want to be the best we can be at what we do, so that you can be the best at what God has called you to do.

Our History::

Back in 1947 a gentleman named Kingsley Ridgway founded the Wesleyan Methodist Church of Australia, in Victoria. His vision from the very beginning was to establish a training college that would equip students for a life and theology of practical holiness. Thanks to both the vision of Kingsley Ridgway and the generosity of the Wesleyan Church of America, a property was purchased in Glenroy, Victoria to serve as national headquarters and the training college. The Wesleyan Methodist Bible College began to offer training in 1949 with a class of seven students. By 1974 the three-year Diploma of Theology had expanded to a four-year Bachelor of Theology degree. 1974 also saw a change of name applied to the college; Kingsley College proudly offered training under a name that honoured the founder.

By 2006 Kingsley College was offering a three-year Bachelor of Arts degree in Christian Ministry along with post-graduate study in Christian Ministry. Also available was a very popular, and class leading, program of study in Christian counselling at a Certificate and graduate level. 2006 also marked the birth of Kingsley Community study; Vocational training in a Certificate IV in Christian Ministry and Theology. Kingsley partnered with ACOM, Australian College of Ministries, to offer this Vocational training alongside study under 'Higher Education'. Our foundational purpose in offering Vocational Training was to take study in Christian ministry to students, and in that way better equip men and women in local churches for the calling God has placed upon them. An initial two Training Centres began in Brisbane with centres added each year since. Student numbers continue to grow, along with the opportunities for students to pursue further vocational training. In 2010 the national leaders of the Wesleyan Methodist Church approved Kingsley Community study as the avenue for ministerial training through to ordination.

Kingsley has a long history of offering quality, practical training for Christian ministry. When you enrol as a Kingsley |Community| student you benefit from Kingsley's decades of experience. This experience and a commitment to quality training is designed to equip you for ministry in this decade and for the years to come.

Areas of Study::

Vocational Education & Training

Kingsley Community is a Partner Training Institute of ACOM. ACOM's Vocational Education & Training (VET) program is offered through an innovative online blended learning model. ACOM's 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. ACOM is registered to offer training in all Australian states and territories.

Kingsley Community study offers the following Vocational Education programs:

- **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.
- **Advanced Diploma of Christian Ministry and Theology (10435NAT)**
  In the Advanced Diploma, students will develop skills to interpret and synthesise information related to a range of Christian beliefs. Students will demonstrate an ability to provide guidance and leadership in a broad range of life and ministry situations. At this level students will provide advanced knowledge related to Christian beliefs and understandings to Christian and non-Christian audiences, and fulfil formal leadership with attending responsibilities, expectations and requirements within the Christian ministry sector.

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 an application into the degree program of a Bible college. Kingsley |Community| study is a ministry of the Wesleyan Methodist Church of Australia and, therefore, has links to such colleges as; the Nazarene Theological College in Brisbane, Booth College in Sydney and ACOM's Higher Education program.

Is it possible to pursue non-accredited training?

Yes. Enrolment into non-accredited training will allow you to join a class and be part of the regular discussion, but not have to complete the assessment tasks. No credit will be earned for participation in class time, however much can be learnt through reading and discussion. The intention of offering non-accredited study is to bless the local church and community by offering affordable involvement in a class for those who do not want to receive credit for their study.

Student Learning::

Learning Environment

The majority of Kingsley Community students benefit from the learning environment provided by a Kingsley Community Training Centre. Centres have been established at strategic locations around Australia so that study is accessible to as many students as possible. However, students unable to join a Kingsley Community class have options available to them; the use of web conference or distance study. Connection into a class at a Training Centre is possible via web conference. There is no additional charge to connect in this way. In addition, study as a Distance student allows for study connected with the Kingsley Community Training Centre in Melbourne. Regular contact with distance students will be maintained from the Kingsley headquarters.

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 Communication

Kingsley Trainers and staff will communicate with students using a variety of methods during the year. It is the responsibility of the student to advise Kingsley Headquarters if their contact details change at any time during the course of study.

Email
- Students are expected to open all emails from Kingsley Community
- Check that emails from Kingsley Community are not sitting in junk or caught in the spam filter
- Advise Kingsley Headquarters of any change in email address
- Assessors will use email to communicate to students if a resubmission is required

SMS / Mobile Phone
- Kingsley Trainers and staff 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 Kingsley Headquarters
- Kingsley Community will not share your mobile with any other third party for marketing purposes

- Advise Kingsley Headquarters of any change in mobile phone number

Student Feedback

Kingsley Community is committed to continuous improvement. Students will be asked to give feedback to the College 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

Kingsley Community is committed to ensuring that all students have access to an orientation program. Students who meet with a Kingsley |Community| class or study by distance will use this handbook for their orientation. This Handbook is designed to enable all students to familiarise themselves with Kingsley's training program, policies and procedures.

This student orientation program includes:
- Information about the Learning Environment of Kingsley |Community|, available resources and courses requirements.
- Information about key dates.
- Information about student services, learning support and who to contact;
- Information about Kingsley Community core values;
- an outline of Kingsley Community 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.

Kingsley Community will periodically review and update this Handbook. When that happens the College will notify all students of the changes at Orientation and provide an updated copy of the handbook on the Kingsley Australia 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.

Student Support Services

Kingsley Community recognises that students have a variety of needs when they undertake a training program. There are a number of services that the College provides to students to support their learning journey. Kingsley Community Facilitators and the College Principal are 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 Kingsley Community,
- issues of a welfare nature which impact on study,
- questions on individual subjects and assessments.

Who to Contact

TOPIC	CONTACT DETAILS	EXAMPLES
General Queries, Enrolment, Subject details	Local Kingsley Community Facilitator College Centre- kingsley@kingsley.edu.au	Advice on course of study and individual subjects Course location Query on subject materials and assessment Queries on finances Enrolment information including withdrawal or change of subject Language and literacy support
College Administration Student records	ehall@kingsley.edu.au	Request record of results Request Centrelink letter Change of contact details
Policies and Procedures	kingsley@kingsley.edu.au	Request to view own record Complaints and Appeals Request RPL Package
VET FEE-HELP information and application Payment of Diploma or Advanced Diploma subject fees	info@acom.edu.au	VET FEE-HELP
Kingsley Australia website	www.kingsley.edu.au	Kingsley Community Handbook Kingsley Community Application for Admission Kingsley Community Subject Enrolment

2016 Important Dates::

TERM 1	CERTIFICATE IV	DIPLOMA	ADVANCED DIPLOMA	GRADUATE CERTIFICATE
Enrolments Open	4th January	4th January	4th January	4th January
Delivery period 1 commences	1st February	1st February	1st February	1st February
Enrolment Deadline	1st February	1st February	1st February	1st February
Deadline subject withdrawal without incurring cost	29th February	29th February	29th February	29th February
Census date	N/A	29th February	29th February	29th February
Assessment 1 due	13th March	13th March	13th March	13th March
Assessment 2 due	10th April	10th April	10th April	10th April
TERM 2				
Enrolments Open	21st March	21st March	21st March	21st March
Delivery period 2 commences	18th April	18th April	18th April	18th April
Enrolment Deadline	18th April	18th April	18th April	18th April
Deadline subject withdrawal without incurring cost	16th May	16th May	16th May	16th May
Census date	N/A	16th May	16th May	16th May
Assessment 1 due	29th May	29th May	29th May	29th May
Assessment 2 due	26th June	26th June	26th June	26th June
TERM 3				
Enrolments Open	13th June	13th June	13th June	13th June
Delivery period 3 commences	11th July	11th July	11th July	11th July
Enrolment Deadline	11th July	11th July	11th July	11th July
Deadline subject withdrawal without incurring cost	8th August	8th August	8th August	8th August

Census date	N/A	8th August	8th August	8th August
Assessment 1 due	21st August	21st August	21st August	21st August
Assessment 2 due	18th September	18th September	18th September	18th September
TERM 4				
Enrolments Open	29th August	29th August	29th August	29th August
Delivery period 4 commences	26th September	26th September	26th September	26th September
Enrolment Deadline	26th September	26th September	26th September	26th September
Deadline subject withdrawal without incurring cost	24th October	24th October	24th October	24th October
Census date	N/A	24th October	24th October	24th October
Assessment 1 due	6th November	6th November	6th November	6th November
Assessment 2 due	4th December	4th December	4th December	4th December

2016 Fees and Charges::

	CERTIFICATE IV	DIPLOMA	ADVANCED DIPLOMA	GRADUATE CERTIFICATE
Per unit of competency	$400	$580	$580	$1750
Re-enrolment	$290	$290 (if non-VFH)	$290 (if non-VFH)	
RPL per unit of competency	$400	$580	$580	$1750
Applications for credit transfer	$0	$0	$0	$0

Fees and Charges Policy and Procedures

Kingsley Community 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 Handbook to ensure they are working from the latest fee statement.

Course Fees

- Course fees include all class or web conference access, handbooks, subject notes and materials. All subjects have specific text book requirements. Students are to source their own texts with the maximum cost being around $60. A Text Book List details the text books for each subject and is available from the Kingsley Australia website.
- 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

- Students are required to pay their subject fees up front. This occurs at the time of enrolling in an individual subject.
- However, please contact your Training Centre facilitator if you require a payment plan to be established.
- 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.
- Students enrolled into the Diploma or Advanced Diploma may be eligible to request VET FEE-HELP assistance. The Australian College of Ministries is the VET FEE HELP Provider #7175. The ACOM Sydney office can be contacted on info@acom.edu.au (02) 8719 2623 or (02) 8719 2606.
  The Request for Fee Help assistance form will be mailed the Kingsley Australia office in Broadmeadows for submission to ACOM with the enrolment.
- The deadlines for changes are published in this handbook.
- *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 and Advanced Diploma VET FEE-HELP students are to refer to the *Student Refund and Review Procedures* on the ACOM website for further information.

Enrolment Procedures::

Step 1: The Kingsley Community Facilitator will receive the Kingsley Community Application for Admission from the Kingsley Australia office and 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. This includes applying for a **Unique Student Identifier (USI)** – see below for details.

Step 3: Diploma students are to complete the DIPLOMA ENTRY STATEMENT, **Advanced Diploma** students are to complete the ADVANCED DIPLOMA ENTRY STATEMENT, and submit with the application form.

Step 4: Diploma and Advanced Diploma students requiring VET FEE-HELP are to complete REQUEST FOR VET FEE-HELP ASSISTANCE application form.

Step 5: Students return the forms with certified identification to the Facilitator who will check that all sections are completed. The Facilitator will then forward all application forms to the Kingsley Australia office. All forms for ACOM will be forwarded to the contact email address.

Step 6: The Kingsley Community Facilitator will then discuss any specific student learning support requirements with the Kingsley College Principal.

Step 7: The Kingsley Australia staff will enter the enrolment into JobReady and the Partner Student Unit Listing.

Step 8: ACOM will invoice Kingsley Australia for the student unit fees.

Applying for a Unique Student Identifier (USI)

Each new student is to create a 'Unique Student Identifier' (USI) as part of their Application for Admission process. To create a new USI, visit www.usi.gov.au
Click on 'Create a USI' to go to the student page, then click on 'Create your own USI' to start the process. Please read the following information, then click 'Continue'. After reading the Terms & Conditions, please tick the 'I agree' box, and click 'Next'. On the next page, click the 'Create USI' button.
On the following pages fill out your personal details, provide evidence of your identity as requested, and create a password.

After you have completed this process you will be provided with an alpha-numeric code. Please send this code through to the Kingsley College office in Broadmeadows (ehall@kingsley.ed.au) or write it on your 'Application for Admission' form in the designated box.

All Students

- Certificate IV 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 and Advanced 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.
- Key dates are published in this handbook.
- Students who are inactive for the next study period and who have not notified Kingsley Community of their intentions will be withdrawn from their course of study and a statement of attainment issued.

Policies::

Access & Equity

Kingsley Community strives to ensure its programs and services are relevant, accessible, fair and inclusive for all students who support the philosophy of the College. 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. Kingsley Community Trainers liaise with the Principal who 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 described clearly in the Assessment Booklet with suggested templates to guide composition.
- Students must submit their tasks using an Assessment Cover Sheet.
- 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. 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 Principal. 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 Kingsley Community's assessment appeal procedure.

Extension of Time

- It is a requirement that all assessments be completed by the due dates set by Kingsley Community and published in this handbook.
- A Request for Extension to Assessment is submitted directly to your Trainer. All applications for extension must be made at least 1 day **before** the due date.
- 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 IV students will need to enrol in 3 units each semester. Diploma students will need to enrol in 5 units each semester. Students requiring a letter to confirm their enrolment status are to contact the Kingsley Australia Headquarters.

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

Kingsley Community 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, Kingsley Community will take appropriate action quickly. Students and/or staff should contact the Principal via kingsley@kingsley.edu.au who can offer you further information, guidance and support. Refer to the Kingsley Community complaints procedure in this handbook.

Grievance

Kingsley Community is committed to resolving any difficulties students have with college 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 by contacting the Kingsley Australia office in Broadmeadows. 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 kingsley@kingsley.edu.au.
- The Principal will manage the complaint process.
- If an agreement is not reached between the student and Kingsley Community 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 kingsley@kingsley.edu.au
- The Principal 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

Kingsley Community will ensure the health and safety of students in accordance with workplace health and safety legislation appropriate to the learning environment. Kingsley Community 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

Kingsley Community 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.) Kingsley Community 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 Kingsley Community course is not greater than those required in the workplace.

There are a number of ways Kingsley Community identifies language, literacy and numeracy needs of the individual student. These include evaluation during the enrolment discussion and identification during training. Kingsley Community staff will refer to the Australian Core Skills Framework to identify learning, reading, writing, communication and numeracy abilities and needs of each student.

Kingsley Community 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

Kingsley Community 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)

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 Kingsley Community 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 kingsley@kingsley.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 kingsley@kingsley.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.
- Students can contact ACOM for a Request for Fee Help assistance form by emailing info@acom.edu.au or by contacting the Kingsley Australia office on (03) 9357 3699 or kingsley@kingsley.edu.au

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 ACOM website.

Assessment Style Writing Guide

Gender Inclusive Language

Please ensure that all written work uses gender inclusive language. 'Humanity' rather than 'man' or 'mankind' should be used when referring to the human race. When an individual is being referred to, however, ''human', 'person', or 'human being' can sometimes sound awfully formal or clinical. For example, "God loves all persons" or "God loves every human". This can be overcome by the use of the third person plural, "God loves us all individually", or "We are all subject to the fatal consequences of sin". The rather clumsy style in repeated instances of 'he/she', 'his/her' (or 'his and her', 'he or she') etc. can also be avoided by the use of the plural. For example, "The student should know that she/he will be expected to use gender inclusive language" can be rendered "Students should know that they will be expected…etc." Note, however, that if gender exclusive language is in a quotation, it should remain in the quotation intact.

While this policy could be seen negatively by some students, as a form of 'political correctness', there are other reasons for its establishment. Gender inclusive language is now considered to be standard English usage at all academic levels from primary to tertiary. It is also accepted usage in the media, in government, in diplomacy, indeed at virtually every level of human interaction. The church (and its educational institutions) may legitimately have its own set of treasured words and concepts, which may be unfamiliar to the wider community. It cannot, however, afford to use a form of English (namely gender exclusive) not used even by its own members who, after all, live and

work in that wider community, engaged in mission. This is especially so among younger students for whom language other than gender inclusive seems strange and antiquated.

There are also explicitly theological reasons why gender inclusive language should be used. As Christian people we bear full witness to the biblical principle that in Christ "there is no longer Jew or Greek, slave or free, male or female; for all…are one in Christ Jesus (Galatians 3:28)". The Wesleyan Methodist Church is committed to the full participation of women as well as men at every level of church life, including its leadership and its ordained ministry. It has been so committed since the mid-nineteenth century, long before the current debates about the so-called 'gender wars'. It is not a question of 'rights' (neither men or women have a 'right' to be ordained), but of 'gifts, graces, and calling'. On the Day of Pentecost, God poured his Spirit out on his sons *and* his daughters and they prophesied   (Acts 2:17).

This policy is *not* intended to eliminate references to God as 'Father', or to Jesus as the 'Son' of God. Such usage is quite proper and accurately reflects the way God has chosen to reveal himself to humanity, and the language of the Old and New Testaments.   An important principle of Bible translation is that, as far as possible, the original writings should be translated as accurately as possible into the modern language of the day. For example when Paul says 'brothers' he means 'brothers and sisters'. In the first century church 'brother' (*adelphos*) was understood to mean 'any believer'. Today it is understood to mean only a 'male believer'. Therefore, to translate the word 'brothers' as 'brothers and sisters' would more accurately reflect the meaning of the original Greek and communicate to a 21st century reader more correctly. To do this is not to interfere with the Scriptures, but simply to communicate their meaning accurately.

Plagiarism

Plagiarism is the action/practice of including as one's own the thoughts/writings of another without appropriate acknowledgement of the source. It is an act of plagiarism when:

- a single sentence or a significant part of a sentence or paragraph is copied directly and not enclosed in quotation marks and appropriately acknowledged;
- direct quotations are paraphrased or summarised and the source of the material is not acknowledged;
- an idea is obtained from the electronic media, computer stored data, lecture notes, or tapes and is used without reference to source and author of that idea.

Plagiarism is an unforgiveable academic sin. The direct use of someone else's ideas, work and words and their presentation as your own, without acknowledgement is **cheating** and will result in the rejection of the essay and its failure. In all written work, students must show the author and all resources from which they have obtained their material, whether using the words or ideas of another writer, or paraphrasing the work of another.
Remember that **all** material copied, wholly or in part, must be acknowledged. It should be enclosed within quotation marks or, if more than four lines in length, indented and typed in single-space. The source must always be cited, either within the composition or in the footnotes/endnotes. For all material used, but not taken verbatim, credit must also be given.
(For more information, see sites such as http://www.indiana.edu/~wts/wts/plagiarism.html)

Guidelines for the Presentation of Work

All written work should be:

- Typed, double spaced, on A4 paper, using size 12 font.
- Margins should be 40mm on the left-hand side of the page and 25mm on the right.
- All work should be _left-hand justified only_. Pages should be numbered at bottom centre.
- Paragraphs should be indented no more than five spaces.
- All assignments should be accompanied by an **Assignment Cover Sheet**.

Basic Structure

One of the most important aspects of essay writing is its structure. The structure of your essay must be plain to your reader and be appropriate to the topic. Essay structure enables you to effectively present your argument or present your case. The structure of your essay consists of the introduction, the body of the essay and the conclusion.

The **Introduction** should not exceed more than 10% of the total word requirement and should only indicate what your essay is about in general terms. By briefly outlining the main themes of the essay you provide the reader with an idea of what to expect.
Likewise, the **Conclusion** should not exceed more than 10% of the total word requirement and should draw together what has been discussed and may include your own comments on the wider implications of the topic. However **no new material** should be presented in the conclusion.
The **body of your essay** should be carefully organised to effectively present the logical development of your findings in response to the question asked. The subject matter of your essay should be organised in such a way that the flow of your arguments is clear, shows continuity and is logical. Each paragraph should present one aspect of your argument or case clearly and concisely and should be a natural progression from its predecessor.
However, even a well-structured essay that **does not deal with the topic** will not gain good marks. Please ensure that you clearly understand the essay question that has been assigned, and, if in any doubt, ask the appropriate lecturer.
The essay should not be more than 5% under or 10% over the required length.

Style
All written work must (unless the assignment requirements specify differently) be presented in **prose** form that is clear and smooth flowing. Beware of rambling and overlong sentences. Aim to be as concise and succinct as possible. Pay attention to punctuation and spelling. The writing of pleasing prose is not easy. To evaluate the grammatical flow of your essay try having others read your work or read it aloud, with expression, as if to an audience.

Writing in **the third person** (she, he, they, them) is the accepted style. Even though the viewpoint and analysis you are presenting is your own, it should be, nonetheless, argued objectively, in the third person. An exception is in regard to assignments that specifically call for personal response. In that case, speaking in the first person is the natural style. Speak to your Trainer if you are unsure of their expectations.

Many words have acceptable alternative forms of spelling, e.g. programme, program. The form you adopt should be used consistently throughout the essay. However, when quoting the original words from a text, the words must be true to the original form, even if it means using an alternative spelling from that which you have adopted in the text.

Referencing

Please use footnotes for referencing. Footnotes are to be single spaced at the bottom of the page and separated from the main text by a double space and a line. Quotations in your assignments longer than 5 lines of text shall be set off from the main text by indentation. These quotations are not enclosed in quotation marks, are single spaced and indented 10 spaces from the left and right margins.

Footnotes

A basic footnote referencing a book will involve the following structure; the authors name with the first name first, then a comma, the title of the book in italics, then a bracket, followed by the city in which the book was published (but not the State), a colon, the publisher name, a comma, the date of publication, close the bracket, add a comma, then the page number followed by a full-stop.

The examples below will guide your referencing of books, web sites, articles, a magazine, a newspaper, an encyclopedia, or a digital source.

[30] Max Lucado, *Just Like Jesus* (Nashville: Word, 1998), 19-20.

[31] *Encyclopedia Britannica*, 13th ed., s.v. "Huygens, Christiaan."   **OR**

[31] "Huygens, Christiaan." *Encyclopedia Britannica*, 13th edition.

[32] *The Age* [Melbourne], 14 May 1985, 5, col. 3.

[33] Barbara W. Tuchman, "The Decline of Quality," *New York Times Magazine*, 2 Nov. 1980, 38-42.

[34] Writing Tutorial Services*, Plagiarism: What it is and How to Recognize and Avoid It,* Indiana University, Bloomington, on-line, available from http://www.indiana.edu/~wts/wts/plagiarism.html par.1.

[35] Thomas Aquinas, "Summa Theologica," I:23, *The Master Christian Library*, Version 5, CD-ROM, Ages Digital Library, 1997, 147.

Subsequent quotations/ references from the one author can be noted as a Footnote that includes simply the surname of the author, the use of a comma and then the page number. For example; [36] Lucado, 25.

Bibliography (List of works cited)

The Bibliography should be typed on a separate sheet (headed "Bibliography"). References should be classified according to source, and alphabetized within each separate list.

A simple bibliographical listing of a book will include the following;

The author's surname, a comma then the first name and full stop. The title of the book will be in italics followed by a full stop. The publishing detail does not need the brackets but includes the same detail as the footnote; the city, a colon, the publisher name, a comma, the year of publication and finally a full stop. Page numbers are not included in a bibliography.

Aquinas, Thomas. "Summa Theologica," I:23, *The Master Christian Library*, Version 5, CD-ROM, Ages Digital Library, 1997.

"Huygens, Christiaan." *Encyclopedia Britannica*. 13th ed.

Lucado, Max. *Just Like Jesus*. Nashville: Word, 1998.

March, James G., and Herbert A. Simon. *Organisations*. New York: John Wiley, 1958.

Sheridan, Marion C., et al. *The Motion Picture and the Teaching of English*. New York: Appleton-Century-Crofts, 1965.

The Age [Melbourne], 14 May 1985, 5, col. 3.

Tuchman, Barbara W. "The Decline of Quality." *New York Times Magazine*, 2 Nov. 1980, 38-42.

"Worth   Waiting For." *Saturday Review of Literature*, iv. (Dec. 5, 1947), 1045-1047.

Writing Tutorial Services*, Plagiarism: What it is and How to Recognize and Avoid It,* Indiana University, Bloomington, on-line, available from
        http://www.indiana.edu/~wts/wts/plagiarism.html

All material copied wholly or in part must be enclosed within quotation marks (or indented paragraphs - single spacing) and the source cited. For all material used, but not taken verbatim, credit must be given.

Vocational Education Subject Summary

CERTIFICATE IV in Christian Ministry & Theology (10433NAT)			
Competency	**Competency Description**	**Subject**	**Weighting**
Core Subjects	*(6 core competencies need to be completed)*		
CMTTHE401A (Choose one)	Discuss the nature of the Bible and present day Christian life and practice	Wesleyan Theology	100%
		Church History Survey	100%
		Biblical Interpretation	100%
CMTTHE402A	Interpret theological data	Introduction to the Old Testament	100%
CMTTHE403A	Investigate information within a theological theme or issue	Introduction to the New Testament	100%
CMTTHE404A	Gain new personal revelation	Basic Christian Beliefs	100%
CMTMIN401A (Choose one)	Explore ideas about God in relation to the way we live as Christians	Wesleyan History	100%
		Spiritual Formation	100%
CMTMIN402A (Choose one)	Communicate theological information in a clear, easy to understand form	Introduction to Preaching	100%
		Communicating Your Faith	100%
Elective Subjects	*(3 elective competencies need to be completed)*		
CHCCDE009	Support Community Leadership	Introduction to Christian Leadership	100%
CHCCOM002 & CHCGROUP403D (Choose one)	Use targeted communication skills to build relationships & Plan and conduct group activities	Worship Ministry Youth Ministry Children's Ministry	200%
DIPLOMA of Christian Ministry & Theology (10434NAT)			
Core Subjects	*(6 core competencies need to be completed)*		
CMTTHE501A (Choose one)	Analyse and interpret theological beliefs in the light of current thinking	Church History Survey Wesleyan Theology	100%
CMTTHE502A	Analyse and interpret theological data	Biblical Interpretation	100%
CMTTHE503A	Research and analyse information within a theological theme or issue	Biblical Foundations: Genesis 1-11	100%
CMTTHE504A	Identify new theological information	Church Planting and Development	100%

CMTMIN501A (Choose one)	Relate theological ideas to the Christian way of life	Spiritual Formation Wesleyan History	100%
CMTMIN502A (Choose one)	Communicate theology in a clear form	Communicating Your Faith Introduction to Preaching	100%

Elective Subjects (4 elective competencies need to be completed)

CHCADMIN403D	Undertake administrative work	Church Administration and Management a & b	100%
CHCORG624E	Provide leadership in community services delivery		100%
CHCCOM003	Develop, implement and promote effective communication techniques	Cultural Anthropology	100%
CHCCCS004	Provide services to clients with complex needs	Pastoral Care and Counseling	100%

ADVANCED DIPLOMA of Christian Ministry and Theology (10435NAT)

Core Subjects   (6 core competencies need to be completed)

CMTTHE601A	Analyse and critique religious traditions in the light of current thinking	A People of One Book	100%
CMTTHE602A	Analyse and critique theological data	Inductive Bible Study: Mark	100%
CMTTHE603A	Analyse and critique data within a theological theme or issue	Poetic Books	100%
CMTTHE604A	Critique new insight on theological information	Introduction to Christian Education	100%
CMTMIN601A	Synthesise theological ideas and the Christian way of life	Preaching Practicum, or Wesleyan History, or Human Suffering & the God of Love	100%
CMTMIN602A	Communicate theology in substantial depth	Principles of Prayer, or Wesleyan Theology	100%

Elective Subjects (4 elective competencies need to be completed)

CHCORG627B	Provide mentoring support to colleagues	Mentoring Leaders	100%
CHCPRP003	Reflect and improve upon professional practice	Field Education I	100%
CHCPOL403C	Undertake research activities	Field Education IIa & Field Education IIb	100%
CHCCDE005	Develop community resources	(Building Communities of the Kingdom)	100%

Certificate IV Outline

To achieve the Certificate IV in Christian Ministry and Theology (10433NAT) you need to complete 9 Competencies

Competencies

<u>Core</u>

There are 6 Core Competencies, each mapped to the expectation of 50 nominal hours;

1. CMTTHE401A Discuss the nature of the Bible and present day Christian life and practice
2. CMTTHE402A Interpret theological data
3. CMTTHE403A Investigate information within a theological theme or issue
4. CMTTHE404A Gain new personal revelation
5. CMTMIN401A Explore ideas about God in relation to the way we live as Christians
6. CMTMIN402A Communicate theological information in a clear, easy to understand form

<u>Electives</u>

There are 3 elective competencies that you need to complete

Core Subjects

These are broken up by competencies –

CMTTHE401A Discuss the nature of the Bible and present day Christian life and practice

Choose one subject.

<u>Wesleyan Theology</u>

During the 18th Century John Wesley drew from the Scriptures and church history to preach and write of an understanding of God that is distinctively Wesleyan. John Wesley's experience and ministry as a pastor/evangelist led him to write of his search for an authentic Christian experience. This subject is an exciting study of the distinctives that were not new with Wesley, but have since become known as a Wesleyan approach to salvation, sin, grace, love and the doctrine of the church.

Church History Survey

Moving chronologically, this survey will take students on a whirl-wind tour of the decisive moments in Christian history. Through the use of discussion questions, exercises and projects Kingsley Community students will gain a broad understanding of God's church through our two thousand year history. However, learning of the great story is not an end in itself. The expectation is to learn from our collective history as tomorrow's history is made today.

Biblical Interpretation

Moving through study of Biblical Interpretation will equip you with the ministry tools to 'feed' yourself and others with the 'meat' of the Scriptures. The Bible study tools gained will be essentials in your ministry 'tool box'. As a student, you will try out and then use your new skills in your ministry, growing in confidence and ability.

CMTTHE402A Interpret theological data
Introduction to the Old Testament
Introduction to the Old Testament takes each student back to foundations. Beginning with Genesis, a foundation to understand the world, sin, God and humanity is built. A foundation built from the building blocks of the Old Testament then becomes a firm basis upon which to build our lives. Students will gain a greater appreciation for God's work in the world and history, His patience, and His ongoing desire to see men, women and children in relationship with Him.

CMTTHE403A Investigate information within a theological theme or issue
One of the following subjects needs to be completed:

Introduction to the New Testament
Digging deep into the New Testament will be an encounter with the greatest story ever told. Through reading, discussion and study students will come to understand more of Jesus, the first church, letters of pastoral care, and finally the mighty vision of John. Moving beyond information about the New Testament, students will be challenged to apply what they learn. A study of Jesus and His first church is a call to live in a way that reflects the power and principles of the New Testament.

CMTTHE404A Gain new personal revelation
Basic Christian Beliefs
What do Christians believe? How has the church understood God, the work of Jesus, the place of the Holy Spirit, the ministry of the Church and the hope of heaven? These are the type of questions that form a basis for studying Basic Christian Beliefs. This study is a fascinating and challenging introduction to the theology that is at the heart of being a Christian. Students will be encouraged to recognise how their theology impacts the decisions they make and their attitude to the world, others and God.

CMTMIN401A Explore ideas about God in relation to the way we live as Christians
Choose one subject.

Wesleyan History

Very often the best way forward for Christians and the church is to first look back to learn from their past. The God empowered movement begun with John and Charles Wesley continues to shape the church as a whole and particularly their spiritual children. The study of Wesleyan History is an essential look in the rear view mirror to better move forward with purpose and God's power and purity.

Spiritual Formation

Spiritual Formation: Through the centuries Christian people have longed for their lives to be formed into the image of Christ. As a student you will gain an overview of several avenues for spiritual formation and ultimately be challenged in regard to your own spiritual journey and toward greater Christian maturity.

CMTMIN402A Communicate theological information in a clear, easy to understand form

One of the following subjects needs to be completed:

Introduction to Preaching

Commencing with development of Bible study skills, Introduction to Preaching will then take you to the practice of taking that study and learning how to communicate in a way that stays faithful to the biblical text. The knowledge and skills learnt can be applied to all types of sermons, but it will be the development and delivery of expository sermons that remains the focus.

Communicating Your Faith

The purpose of this subject, Communicating Your Faith, is to help students see their place as an "Insider" within their community and to then be able to communicate their faith effectively in that circle of friends, family and colleagues.

Elective Subjects

CHCCDE009 Support Community Leadership (90 nominal hours)

Introduction to Christian Leadership

The objective of this Introduction to Christian Leadership subject is to enable the students to understand and implement key leadership principles and practices that will prepare them for leadership in the local church.

CHCCOM002 Use communication to build relationships (50 nominal hours),

and CHCGROUP403D Plan and conduct group activities (55 nominal hours)

Choose one subject that allows you complete both competencies (200%).

Worship Ministry

The best practice always comes out of the best theory so before giving practical "how to" advice, this subject will first examine the foundational theology of corporate worship. This subject examines the principles of worship found in the Bible, examines how the church has worshipped in history, and seeks to develop a theology of worship, before then going on to provide practical help in the preparation and leadership of worship in the contemporary setting.

Youth Ministry

The Youth Ministry subject focuses on a relational philosophy of youth ministry. It equips the students with skills in communication and strengthening relationships with young people. The subject also provides a framework for understanding issues in adolescence and planning, developing and implementing a youth ministry program for a local church.

Children's Ministry

Children are a blessing from the Lord. With these blessings also come responsibilities. Christian parents are responsible for helping children grow physically, intellectually, emotionally and spiritually. But churches also have a responsibility to providing an environment in which children are taught at an age-appropriate level. This study will help you to teach spiritual truths of the Bible so that the children in your ministry are encouraged to develop a relationship with Jesus Christ.

Diploma Outline

To achieve the Diploma in Christian Ministry and Theology (10434NAT) you need to complete 10 Competencies

Competencies

Core

There are 6 Core Competencies each mapped to the expectation of 85 nominal hours:

1. CMTTHE501A – Analyse and interpret theological beliefs in the light of current thinking
2. CMTTHE502A – Analyse and interpret theological data
3. CMTTHE503A – Research and analyse information within a theological theme or issue
4. CMTTHE504A – Identify new theological information
5. CMTMIN501A – Relate theological ideas to the Christian way of life
6. CMTMIN502A – Communicate theology in a clear form

Electives

And there are 4 (minimum) elective competencies that you need to complete.

Core Subjects

These are broken up by competencies –

CMTTHE501A Analyse and interpret theological beliefs in the light of current thinking
Choose one subject-
Church History Survey

Moving chronologically, this survey will take students on a whirl-wind tour of the decisive moments in Christian history. Through the use of discussion questions, exercises and projects Kingsley Community students will gain a broad understanding of God's church through our two thousand year history. However, learning of the great story is not an end in itself. The expectation is to learn from our collective history as tomorrow's history is made today.

Wesleyan Theology
During the 18th Century John Wesley drew from the Scriptures and church history to preach and write of an understanding of God that is distinctively Wesleyan. John Wesley's experience and ministry as a pastor/evangelist led him to write of his search for an authentic Christian experience. This subject is an exciting study of the distinctives that were not new with Wesley, but have since become known as a Wesleyan approach to salvation, sin, grace, love and the doctrine of the church.

CMTTHE502A Analyse and interpret theological data

Biblical Interpretation

Moving through study of Biblical Interpretation will equip you with the ministry tools to 'feed' yourself and others with the 'meat' of the Scriptures. The Bible study tools gained will be essentials in your ministry 'tool box'. As a student, you will try out and then use your new skills in your ministry, growing in confidence and ability.

CMTTHE503A Research and analyse information within a theological theme or issue

Biblical Foundations: Genesis 1-11

Designed to work best as class work, but also independent study, Biblical Foundations draws you as the student into an examination of key themes within the stories of Genesis 1-11. These themes do not come much bigger than; creation, original sin, judgement, mercy and covenant. This study truly does lay a foundation for Christian life and an understanding of Scripture.

CMTTHE504A Identify new theological information

Church Planting and Development

Building on the training provided by Dynamic Church Planting International, the study of Church Planting and Development will introduce you to the knowledge and skills required of a church planter. With principles that are transferable across cultures and different types of churches, this subject will lay a foundation that will serve a church planter and team.

CMTMIN501A Relate theological ideas to the Christian way of life

One of the following subjects needs to be completed:

Spiritual Formation

Spiritual Formation: Through the centuries Christian people have longed for their lives to be formed into the image of Christ. As a student you will gain an overview of several avenues for spiritual formation and ultimately be challenged in regard to your own spiritual journey and toward greater Christian maturity.

Wesleyan History

Very often the best way forward for Christians and the church is to first look back to learn from their past. The God empowered movement begun with John and Charles Wesley continues to shape the church as a whole and particularly their spiritual children. The study of Wesleyan History is an essential look in the rear view mirror to better move forward with purpose and God's power and purity.

CMTMIN502A Communicate theology in a clear form

One of the following subjects needs to be completed:

Communicating Your Faith

The purpose of this subject, Communicating Your Faith, is to help students see their place as an "Insider" within their community and to then be able to communicate their faith effectively in that circle of friends, family and colleagues.

Introduction to Preaching

Commencing with development of Bible study skills, Introduction to Preaching will then take you to the practice of taking that study and learning how to communicate in a way that stays faithful to the biblical text. The knowledge and skills learnt can be applied to all types of sermons, but it will be the development and delivery of expository sermons that remains the focus.

Elective Subjects

CHCADMIN403D Undertake administrative work (50 nominal hours),
and CHCORG624E Provide leadership in community services delivery (120 nominal hours)

Church Administration and Management A & B(200%)

Designed as an opportunity to experience and explore the practical side of church administration and management, this subject will help you as a student gain competency in the skills required of a Christian leader and manager in today's world. Christian leaders are expected to manage money, resources, people and their time well. Study of this subject will challenge you and equip you for the administrative and management aspects of Christian ministry.

CHCCOM003 Develop workplace communication strategies (80 nominal hours)

Cultural Anthropology

The study of anthropology is the study of human life and culture and as such draws on and contributes to other disciplines such as sociolinguistics and ethnography. It impacts on whole of life experience, and shapes- not only the learner's approach to other subjects such as field methods, literacy and training across cultures, but also the attitudes and relationships within the learner's own culture and in cross cultural settings. The focus of this subject is to assist students to understand cultural values and differences and to apply those understandings to interactions in cross-cultural contexts.

CHCCCS004 Assess co-existing needs (60 nominal hours)

Pastoral Care and Counseling

As people involved in Christian ministry we will be called on to provide pastoral care and counsel to others in grief, crisis or depression. The expectation that we will be there during the tough times of life is quite certain. The onus is then upon us as Christian leaders to provide the best pastoral care possible. Pastors, chaplains and youth workers will be called upon to pastorally care and counsel, but small group and worship leaders as well as Christians who care in the work place will have opportunities to provide 'emotional first aid'. This study provides an introduction to the theory and practical skills of pastoral care and counselling useful for Christians keen to care with the compassion of Christ.

Advanced Diploma Outline

To achieve the Advanced Diploma in Christian Ministry and Theology (10435NAT) you need to complete 10 Competencies

Competencies

Core

There are 6 Core Competencies, each mapped to the expected 120 nominal hours.

1. CMTTHE601A – Analyse and critique religious traditions in the light of current thinking
2. CMTTHE602A – Analyse and critique theological data
3. CMTTHE603A – Analyse and critique data within a theological theme or issue
4. CMTTHE604A – Critique new insight on theological information
5. CMTMIN601A – Synthesise theological ideas and the Christian way of life
6. CMTMIN602A – Communicate theology in substantial depth

Electives

And there are 4 (minimum) elective competencies, offered as 4 subjects, that you need to complete.

Core Subjects

These are broken up by competencies –

CMTTHE601A Analyse and critique religious traditions in the light of current thinking

A People of One Book

The study of A People of One Book will challenge you as a student to consider the doctrine of inerrancy through Scripture, history and current debate. Applying what you are learning will allow you to consolidate your views and better defend your trust in the inerrancy of the Scriptures.

CMTTHE602A Analyse and critique theological data

Inductive Bible Study: Mark

This study uses the insights from *Grasping God's Word* to strengthen your ability to study, interpret and apply each type of writing (genre) from the Bible. Where possible, the Gospel of Mark is used as the basis for further application. Beyond study using the text book, further inductive study in Mark allows you to hone your interpretative skills and grow in confidence as a minister of the Word.

CMTTHE603A Analyse and critique data within a theological theme or issue

Poetic Books

The Biblical Poetic Books are meant to be savoured and enjoyed, but also studied and applied appropriately. The biblical books of poetry have been misused and misapplied in the past, and so a good grasp of poetic and wisdom literature is essential. This study will open your eyes as a student to the beauty and value of these biblical books. Your study will provide an opportunity to examine each book and then focus on one of the books from a devotional perspective.

CMTTHE604A Critique new insight on theological information

Introduction to Christian Education

The task of Christian education is effectively done in obedience to Jesus' commands to make disciples of all nations. In churches Christian education may be done poorly, very well or not at all. The purpose of this study is to provide you as a student with the opportunity to critically reflect upon the insights of those involved in Christian education, be that through reading or interviews. The task of thinking through and then writing your approach to Christian education will help to clarify in your mind how best to carry out this important leadership responsibility.

CMTMIN601A Synthesise theological ideas and the Christian way of life

Human Suffering & the God of Love

Of all the objections raised to reject belief in a good God the problem of evil would stand as the most frequent contender. In addition, real human suffering would arguably be seen as the most frequent reason for walking away from a belief in a good God. This study will wrestle with philosophy and theology, but in the end seek to provide those who minister with a response to the tough questions of human suffering and a God of love. Or,

Preaching Practicum

It has been said that some preachers need to put more fire into their sermon. But it has also been said that some preachers need to put some sermons into the fire…
Our hope is that this Preaching Practicum will enable you to breathe new life into the task of preaching, but also help you prepare messages that need to be heard and not burnt. Or,

Wesleyan History

Very often the best way forward for Christians and the church is to first look back to learn from their past. The God empowered movement begun with John and Charles Wesley continues to shape the church as a whole and particularly their spiritual children. The study of Wesleyan History is an essential look in the rear view mirror to better move forward with purpose and God's power and purity.

CMTMIN602A Communicate theology in substantial depth

Principles of Prayer

It has been said that prayer moves the Hand that moves the world. But also that prayer is not so much giving God directions as it is reporting for duty! This study will challenge you to develop further as a person of prayer. But the study will give you the tools to then equip others to be men and women of prayer. The subject will create opportunities to strengthen your intimacy with God, and also provide a way to wrestle with the dilemmas raised by the subject of prayer.

Wesleyan Theology

During the 18th Century John Wesley drew from the Scriptures and church history to preach and write of an understanding of God that is distinctively Wesleyan. John Wesley's experience and ministry as a pastor/evangelist led him to write of his search for an authentic Christian experience. This subject is an exciting study of the distinctives that were not new with Wesley, but have since become known as a Wesleyan approach to salvation, sin, grace, love and the doctrine of the church.

Elective Subjects

CHCORG627B Provide mentoring support to colleagues (60 nominal hours)

Mentoring Leaders

The skill to mentor others and the acceptance of the need to be mentored are both significant keys to make a lasting impact as a leader. This study, Mentoring Leaders, will enable you to be a significant leader, but also equip leaders through your influence as a mentor.

CHCPRP003 Reflect on and improve own professional practice (120 nominal hours)

Field Education 1

Learning the knowledge and skills of self-evaluation, self-development and the need for effective supervision are essential for an effective Christian leader. Field Education 1 will challenge you to reflect on your own leadership and need for further development as a person and godly leader.

CHCPOL403C Undertake research activities (50 nominal hours)

Field Education 2a

Your task will be to further develop and use the knowledge and skills required to implement research relevant to your place of ministry or community. It will be essential for you as a leader to work with others in researching, compiling and reporting so that directions can be set and a vision implemented.

CHCCDE005 Develop and support relevant community resources (90 nominal hours)

Field Education 2b

As a Christian leader you will be called upon to work with others to identify the resources available with your place of ministry or local community. But more than that you will develop greater skills in developing, acquiring and allowing access to further resources to assist the community- whatever your community might look like.

Glossary of Terms::

ACOM: an acronym standing for the Australian College of Ministries with which Kingsley |Community| has partnered to offer the Kingsley awards in Christian Ministry and Theology.

Assessment: the way to ascertain if you are competent in an area of study. You may be assessed by writing assignments, through presentations, quizzes or by demonstrating a skill you are learning.

Certificate: the initial award that you work toward. When you have completed all competencies you will be awarded the Certificate IV in Christian Ministry and Theology. Students may then choose to enrol into the Diploma and proceed to complete each successive award, but be encouraged along the way as they graduate with successive awards.

Class: Most subjects involve meeting regularly with other students and a trainer as they work together on a subject. This is your class for that subject.

Competencies: The Certificate IV, Diploma and Advanced Diploma in Christian Ministry and Theology are made up of core competencies and elective competencies. Kingsley |Community| subjects are designed so that you as a student can satisfactorily demonstrate competency by completing the assessments within the subject.

Coordinator: The title used by the person overseeing a Kingsley |Community| Training Centre. Usually the Coordinator holds a Certificate IV in Training and Assessment and not only oversees the various classes and Trainers, but also serves as Assessor for the Centre.

Facilitator: Qualified people who facilitate and assist students at the training centres are known as facilitators. Facilitators may hold a Certificate IV in Training and Assessment or be under the supervision of a Coordinator who holds that qualification. Kingsley facilitators are people with experience and expertise in the field you are studying. They are not lecturers, but will promote discussion to assist you to complete your study and gain the most from it.

Fee Help: VET Fee Help involves financial assistance for study and is provided by the government. Students are able to check if they are eligible and then make a Request for assistance using the form provided by ACOM as the VET Fee Help provider. Information is available in a VET Fee Help Information booklet available from ACOM.

Kingsley Australia: With a head quarters and facilities for Christian ministry training in Melbourne, Kingsley Australia oversees all Kingsley |Community| Training Centres including Kingsley |Community| College. For consistency, all registrations and study results are recorded at the Kingsley office in Melbourne.

Kingsley |Community|: A network of ministry training centres located around Australia to provide solid Christian ministry training for those seeking to better serve their Saviour through the local church and community.

RPL: Recognised Prior Learning involves an application for your previous study or experience to gain recognition, or in other words, to demonstrate competency in a particular subject.

RTO: An RTO is a Registered Training Organisation. In the case of Kingsley |Community| study, ACOM, our partner college, is an RTO and therefore given the responsibilities and privileges of offering vocational training.