



**Unity College Australia RTO 6330
Kingsley College Campus**

KINGSLEY COLLEGE HANDBOOK

**DEVELOPING AND EQUIPPING
PEOPLE TO SHAPE THEIR WORLD**

Kingsley College delivers training as a partner campus of Unity College Australia RTO 6330

1. Welcome to Kingsley Community:

Thank you for taking the time to consider studying with Kingsley College. Through our Kingsley Community program, we deliver accredited training as a partner campus of Unity College Australia RTO 6330. Kingsley College exists to serve the whole Christian church by providing practical accredited theological education and training. We are committed to helping people be thoroughly prepared to fulfil the call that God is placing on their life. We believe that God calls all of 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 and church. Whatever your calling, Kingsley has the programs to help you become empowered and passionate in shaping your world. We are 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 College and sharing in the exciting possibilities of ministry in God's kingdom.

Rev. Kevin Brown, Principal of Kingsley College

Kingsley Community Purpose Statement:

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

Our Vision:

Kingsley College, a partner campus of Unity College Australia RTO 6330, is committed to delivering quality vocational education and training programs from a Christian perspective aimed at equipping people to effectively contribute to contemporary society. Unity College Australia is a registered vocational tertiary college that seeks to impact lives and bring transformation through training in a Christian environment for work, interest or ministry.

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. Students from overseas are able to connect to Australian classes via web conference and in that way complete an Australian award. Some subjects lend themselves to an intensive format. In that case, intensives are held at strategic locations around the country to bring the opportunity to study to you, and even then, students can connect to the intensive class via web conference. 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 eighteen years of age and have just completed 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. 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 the Kingsley Community Vocational program of study as the avenue for ministerial training through to ordination.

From the beginning of 2017 Kingsley College partnered with Unity College Australia RTO 6330 to offer accredited Vocational training in Christian Ministry and Theology. Unity College Australia was established in Canberra in 1995 and obtained status as a Registered Training Organisation in 1999. A change of name in 2004 to Unity College Australia reflected a national focus for ministry training and provides an excellent fit as the oversight Registered Training Organisation for Kingsley College training.

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.

2. Areas of Study:

Vocational Education & Training

Kingsley College delivers the following Vocational Education programs as a partner college of Unity College Australia, RTO #6330:

- **10742NAT Certificate IV in Christian Ministry and Theology**
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.
- **10743NAT Diploma of Christian Ministry and Theology**
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.
- **10744NAT Advanced Diploma of Christian Ministry and Theology**
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.
- **10745NAT Graduate Certificate of Christian Ministry and Theology**
Graduates of this course will have gained skills such as the ability to analyse, synthesis and consolidate information into a relevant form related to a complex and diverse range of Christian beliefs. Students should be able to provide specialized guidance and leadership in a broad range of life and ministry situations based on advanced interpretations about Christian theology and contextual beliefs. In addition, graduates will be able to provide specialised knowledge related to Christian beliefs and understandings with Christian and non-Christian settings.



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 further post-graduate study in another Bible college. Kingsley College is the ministry training arm of the Wesleyan Methodist Church of Australia and, therefore, has links to such colleges as; the Nazarene Theological College in Brisbane, and Eva Burrows College in Sydney and Melbourne.

Is it possible to pursue non-accredited training?

Students can choose to study any subject without doing assessments as non-accredited training. In this case training and assessment will not be nationally recognised and no award will be issued. 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.

3. 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.

Client Relations- Client Services Charter

Unity College Australia believes a strong client service ethos provides a basis for making informed decisions about technological, people and property investments and the organisational structures it should pursue, that ensure decisions are aligned to a people-responsive focus. Research can give clarity about the needs of clients and show how and where they are changing. These processes contribute to a culture of continuous improvement in the College. Formal and informal evaluations are used for all subjects and courses to obtain feedback from students. Following analysis of issues raised, feedback is incorporated by trainer/tutors, and aids in delivery of subsequent training. Surveys of students and Industry/Christian ministry leaders help to determine appropriateness, relevance, level and style of training offered to clients, and ensures the competencies developed in the College are recognisable and meet the needs and standards of the industry. The College believes this approach will ensure quality training outcomes and meet current and emerging vocational skills needs in Australia.

Students at all Unity College Australia campuses can direct matters for consideration by the Board to the Board Secretary via their local campus Dean or Principal. The Unity College Australia office can be contacted on:

Phone: (02) 6161 0050

Street Address: Unit 10 Level 1, Belconnen Churches Centre, 54 Benjamin Way, Belconnen ACT 2617

Postal Address: PO Box 467, Belconnen ACT 2616

Email: info@unity.edu.au

Web: www.unity.edu.au

Kingsley College, as a partner campus of Unity College Australia, Client Service Charter commits us to:

- being friendly, helpful, respectful
- identifying ourselves when we talk to clients
- listening carefully to what the clients say to us
- providing efficient and prompt service
- providing accurate and consistent information in a way that is easy for clients to understand
- explaining the things clients need to know and do
- providing or referring clients to other services appropriate to their needs
- making it easier for clients to access services
- maintaining appropriate confidentiality, and
- fixing mistakes.

Code of Practice

The Unity College Australia Code of Practice can be found on the College website at <http://www.unity.edu.au/en/more-info/unity-college-policies>

4. Vocational Outcomes & Curriculum Philosophy:

Vocational Outcomes

Courses offered by Unity College Australia have been designed to train & equip students in the following situations:

- Those needing foundational knowledge and skills in order to undertake further training or education courses
- Those wishing to develop skills to gain employment in a Community Service Organisation
- Those wishing to be gainfully employed in the workplace (e.g. in pastoral ministry or chaplaincy)
- Those wishing to develop the required skills for leadership in a variety of spheres.
- Those wishing to work in a Christian ministry context (e.g. church, cross-cultural mission, creative ministries and/or chaplaincy)

Curriculum Philosophy

Unity College Australia is committed to providing training that is academically tenable and intensely practical. The College's programs are designed to draw on the skills of trained and experienced educators and meet the needs of the community at large, the aspirations of clients and the expectations of the accreditation authorities.

Agreed curriculum values underpin the College's education and training offerings. All new and existing programs are evaluated in terms of the framework outlined.

Curriculum Values

The curriculum is geared to vocational education and training outcomes for clients of the College for both industry and Christian ministry areas. Curriculum development and maintenance are driven by, and are consistent with, the College's Mission, Vision, Core Values and Statement of Beliefs.

Where appropriate, curriculum for more general vocational courses will include syllabus with a Christian worldview.

Industry Outcomes

The curriculum focuses on training outcomes that will help students gain suitable skills in order to obtain employment in the workforce.

Christian Ministry Outcomes

The underlying Christian ethos of the College's programs reflects its market distinctiveness. Subjects are concurrently academic and practical in nature, with a strong ministry application e.g. serving in the Australian community, dynamic church planting and world missions. The College curriculum is designed to address a wide variety of Christian ministry scenarios. Under the guidance of the Holy Spirit the College seeks to fulfil the following goals:

- To increase students' understanding of Christian ministry and the importance of working together under God to fulfil His purposes.
- To discover ministry gifts of students and to increase their ministry skills through training, providing opportunities, experience, mentoring opportunities for spiritual and character development.

- To increase students' understanding of how all facets of various ministries function together.
- To increase interpersonal skills and culturally sensitive communication needs to function as team members with fellow workers.

Units and Subjects

The selection of units/subjects delivered at Kingsley College covers accredited training the College is authorised to deliver as a partner campus of Unity College Australia. This ensures students have the capacity to exit their chosen program of studies with qualification/s that are nationally recognised and portable, as well as with subjects designed to prepare students for their vocational outcomes. A small number of short courses are not accredited (in terms of a formal qualification), but are taught because of the known needs of the target audience. Teaching of non-accredited subjects will, nevertheless, match the high standards of accredited subjects. The menu of units/subjects on offer reflects the college's accredited and non-accredited programs. For practical purposes:

- Timetabling is undertaken with a view to ensuring reasonable/balanced workloads available to students meet the standards required to complete programs within indicated time frames. Timetabling and scheduling are designed to meet Government standards for "full-time" students and ensure a flow from one term/semester to another during the life of the program.
- In multi-stream courses, not every subject will be delivered every year. The published program for an academic year generally indicates the range of subjects on offer during that year. Elective classes will only be run where there are adequate class sizes.
- Some courses consist of day and evening classes, according to the needs of clients and availability of staff.

Flexibility

Curriculum content is geared to the needs of internal and external clients. Decisions on content take into account feedback from students, levels of recognition of prior learning, expected class sizes, special needs of students, input from member churches and the results of industry surveys.

The principles of "flexible delivery" apply to the way material is structured and delivered within individual subjects or units, providing:

- Learning Outcomes/Units of Competency are achieved.
- Teaching materials are reviewed on an ongoing basis
- Teaching programs, styles and assessment methodologies are overseen by College representatives possessing a Certificate IV in Training and Assessment (TAE40116) or equivalent.
- Trainers are chosen on the basis of their subject knowledge and recognition as "practitioners" using their teaching and ministry gifts and/or skills in the given field of study.

5. Course Requirements:

Entry Requirements:

Minimum Age Requirement:

The minimum age entry requirement for most courses is 17 at the time of commencement of study. International students must be 18 years or older.

Prior Education Requirements:

It is anticipated that students enrolling in Certificate IV level and above programs will have satisfactorily completed Year 12. However, students who have not attained this level of formal education may be considered for enrolment, providing they meet other relevant course entry requirements and demonstrate the potential to complete the course for which they are applying.

Applicants seeking enrolment in the Diploma, Advanced Diploma or Graduate Certificate programs are expected to have completed any required pre-requisite lower level qualifications or can demonstrate equivalent competency.

Language, Literacy and Numeracy Requirements:

Specific elements of competency in language, literacy and numeracy (LLN) are required on entry to the College depending on the course being studied. In general, all participants should be able to read and understand text so as to:

- write simple statements (demonstrating an understanding of the writing process, use of basic sentence structure/ punctuation etc.)
- identify data and information
- understand the meaning of the text (explaining it in their own words using key terms to support explanation)

Students who have undergone testing showing that they don't have these skills are able to enrol in Unity College Australia's ESL programs.

Application Process Requirements:

The general college entry process involves:

- A completed application form
- A successful interview with the Principal or representative (where physically possible)

Specific Requirements:

For entry into Christian Ministry and Theology courses the following requirements apply:

- The student is a committed Christian and actively involved in a Christian community
- Students should in good conscience be able to subscribe to the Unity College Australia statement of beliefs which are found in the tenets of mainstream Christianity. Doctrinally, Unity College Australia is in the mainstream of the Christian church, with its commitment to the inspiration and authority of the Scriptures, the proclamation of the gospel and the sufficiency of Jesus Christ for all human needs. Our core beliefs are drawn from the traditional creeds of the church (Nicene and Apostles).
- Agreement with the "Expectations for Christian Students" as outlined in this handbook and answering associated questions concerning their personal life situation.

National Recognition

Where students have undertaken studies at any vocational training organisation recognised by the Australian Government (often referred to as a Registered Training Organisation or RTO), Unity College Australia has a policy of recognition of any studies completed for individual units or full courses on our scope of registration. National recognition of equivalent courses and/or competencies is at no cost to the student.

Recognition of Prior Learning

If a student's educational or vocational/work background includes some relevant studies or experience, it may be possible to apply for "Recognition of Prior Learning" towards a subject, unit or course delivered by Kingsley College- in partnership with Unity College Australia.

Students seeking Recognition of Prior Learning (RPL) for a subject/course leading to a Unity College Australia qualification may be granted a maximum of 100% of individual subjects using direct evidence. RPL is normally considered where there is an obvious relationship between external studies and Unity College Australia units of study, and their respective learning outcomes.

Applications and submissions for RPL will be considered by the Unity College Australia National office and a suitable assessor assigned. As part of the RPL process the college will:

- advise potential RPL applicants about the process;
- provide applicants with RPL Application forms and RPL Submission & Assessment Kits that include the relevant units of competency in which RPL is being sought;
- receive RPL applications and RPL submissions from students;
- compare academic content (including course loads and prescribed learning outcomes) using transcripts, course information, syllabus documentation and interview;
- assess the relationship between previous studies and work/life experience and the unit/s for which students apply for RPL;
- make decisions regarding the levels of RPL to apply. Where necessary, this is done in conjunction with the institution/s through which previous qualifications were granted;
- advise applicants of the outcomes of their applications.

What students need to do:

As part of the College's quality assurance measures, the subjects that students have previously undertaken or skills gained through previous experience will need to be assessed. New or existing students who are seeking recognition of prior study or experience towards a course of study they intend undertaking at Unity College Australia, are required to:

1. complete the application form
2. pay the RPL Application fee (where relevant)
3. participate in a preliminary interview to determine course and unit options and receive an RPL processing quote and appropriate RPL Submission Kit that includes details for the required course/units
4. accept and pay the quoted RPL processing fee
5. provide adequate supporting documentation (academic transcripts, certificates/ diplomas, certified copies of achieved units of competency, course components and assignments)

It is the student's responsibility to outline the individual skills they have acquired against the prescribed assessment criteria of the relevant unit(s).

The RPL Committee will assess applications and advise students in writing of the outcome as quickly as possible (subject to the availability of all relevant documentation).

Charges:

Application Fee: Applicants are required to pay a fee with their RPL Application which will cover an initial application assessment.

Interview Assessment Fee: Once the application has been accepted the applicant will attend an interview which will include assessment of initial evidence provided in support of the RPL application.

Further charges: will be determined in consultation with the student at the initial interview but will vary between 25% of course fees up to the full cost depending on the course selected and amount of RPL being assessed. Fee payment is required before RPL assessment is undertaken.

Appeals:

Applicants may appeal the result of the RPL assessment by applying in writing to the Principal.

Changes to Course Enrolment:

Students wishing to change the course in which they have enrolled and accepted an Offer of Place must formally advise the college in writing prior to commencing the course. Application to change a course will be considered taking into account the new course's entry requirements.

Students wishing to change courses after commencing their enrolled course must formally apply in writing to the college. Course transfer can only occur if entry requirements are met, would usually occur at the start of semester and may involve an additional fee.

A re-enrolment fee (no more than the initial application fee) will be charged for students wishing to change their course enrolment.

6. Fees & Refunds:

Academic Fees:

Course Fees:

Current fees for individual courses can be found in Course Outlines. These are available on the college website or on request from the college office. The college reserves the right to adjust course fees prior to the commencement of each calendar year.

	CERTIFICATE IV	DIPLOMA	ADVANCED DIPLOMA	GRADUATE CERTIFICATE
Subject fee per competency (award)	\$440 (\$3960)	\$620 (\$6200)	\$620 (\$6200)	\$820 (\$4100)
Subject fee: Re-enrolment per competency	\$290	\$290	\$290	\$290

Credit Card and Bank Fees:

The college is entitled to add a surcharge for payments made by credit cards. The current rate is 1.75% for onshore payments.

Textbooks:

Students will be notified of any textbooks required by the trainer of each subject. The student will be given information of where to purchase books, including if they are available at the college.

Recognition of Prior Learning (RPL):

Interview Assessment Fee: \$250

Further charges: See Section 5

Replacement Award fee:

Replacement of a lost or damaged award for:

1. an award issued within the past 10 year: \$30
2. an award issued older than 10 years: \$50

Financial Assistance:

Study Allowance: Australian students may be eligible for Youth Allowance, AUSTUDY or ABSTUDY for courses at Certificate IV level. Contact the college for information and/or a confirmation of enrolment letter.

Financial Policies:

Student Payments:

Payments are to be made directly to the Kingsley College Australia office in Broadmeadows. Initial payments may be made in person (cash, or cheque), by mail (money order or bank cheque), or by direct deposit to the college bank account. (Kingsley College (Westpac) BSB 033183 Ac. 345335)

Domestic Students:

- Students will be required to pay a deposit of up to \$1000 by the specified cut-off enrolment date.
- The balance will be charged by regular direct debit from the student's nominated bank account or through a pre-approved arrangement made with Accounts. All Students
- A payment plan must be set-up or deposit made or students will not be allowed to attend class.

Part-time and Casual Students:

- All semester fees should be paid prior to commencing study.

All Students:

If a payment is missed the college has the right to:

- charge a late payment fee as listed previously in this section under 'Additional Fees'.
- require students to stop attending classes until their fees are in order.
- dismiss the student from the college where tuition fees are overdue for two weeks or more. Outstanding fees would still be owing to the college. A payment plan must be setup and/or a deposit paid for students to attend class.

Withdrawals:

Where a student wishes to withdraw from a subject or a course, a 'Notification of Withdrawal' form must be completed and submitted to the Kingsley College office in Broadmeadows. The date of withdrawal is the date by which written notification is received by the Kingsley College office. The date of withdrawal will determine whether a course/subject fee is incurred and whether or not the student is entitled to any refund.

Refund Policy:

The refund policy takes into account the commitment the college has to make to trainers in deciding if courses/subjects have sufficient numbers of students enrolled to proceed. The Principal of Kingsley College will make the final decision about refunds.

If the college defaults in its delivery (e.g. where a course doesn't run), the total amount of course money received from the student will be refunded.

Students:

- Prior to the cut-off enrolment date for each semester (one week prior to the first Monday of semester) – full refund less 10% of relevant semester subject fees paid.
- After the cut-off enrolment date - no refund is payable. After the cut-off enrolment date, outstanding monies still owing for the current semester will remain payable.

Deferment of Enrolment:

Students wishing to defer their enrolment in a course or individual subject must apply in writing to the college Principal. Deferment will not necessarily be approved.

Deferment of Individual Subjects:

Where a student withdraws from a subject after week one, with the intention of re-enrolling at a later time no refund can be given. However, the re-enrolment fee for that subject will be as advertised at the time of re-enrolment. Enrolment fees are not transferable from subject to subject if the student withdraws after week one.

Deferment of Full Courses:

The refund policy for course deferment is as for course withdrawal. Re-enrolment fees will be based on the course and subject fees current at time of course resumption. Deferment policy applies for a period of up to 2 years from the beginning of the term/semester in which course deferral is requested and granted.

Appeals:

Any disputes to the proposed level of refund are to be taken up in writing with the Principal who will review the circumstances and advise the student of the outcome. Refunds are to be made promptly once agreement has been reached. This is not to exceed 4 weeks duration.



The Unity College Australia *Grievance Policy & Procedure* that fully details procedures for appeals or disputes of refunds is published and publicly available at <http://www.unity.edu.au/en/more-info/unity-college-policies>.

2022 Important Dates:

SEMESTER 1	CERTIFICATE IV	DIPLOMA	ADVANCED DIPLOMA	GRADUATE CERTIFICATE
Enrolments Open	1 st December 2021	1 st December 2021	1 st December 2021	1 st December 2021
Semester 1 Commences	10 th January 2022	21 st January 2022	7 th February 2022	11 th February 2022
Census Date- Deadline subject withdrawal without incurring cost	22 nd February	22 nd February	22 nd February	22 nd February
Semester 1 Concludes	24 th June	24 th June	24 th June	24 th June
SEMESTER 2				
Enrolments Open	23 rd May	23 rd May	23 rd May	23 rd May
Semester 2 commences	11 th July	11 th July	11 th July	11 th July
Census Date	9 th August	9 th August	9 th August	9 th August
Semester 2 Concludes	25 th November	25 th November	25 th November	25 th November

7. Course Listing:

10742NAT CERTIFICATE IV in Christian Ministry & Theology			
Competency	Competency Description	Subject	Weighting
6 core competencies need to be completed			
CMTTHE401 (Choose one subject)	Interpret and discuss Christian Scripture and Theology	Wesleyan Theology, or Church History Survey, or Biblical Interpretation	100%
CMTTHE402	Interpret theological data	Introduction to the Old Testament	100%
CMTTHE403	Compare and present information on a theological theme or issue	Introduction to the New Testament	100%
CMTTHE404	Compare and apply new theological insights	Basic Christian Beliefs	100%
CMTMIN401 (Choose one subject)	Explain the application of Christian ethics to contemporary life issues	Wesleyan History, or Spiritual Formation	100%
CMTMIN402 (Choose one subject)	Communicate theological information	Introduction to Preaching, or Communicating Your Faith	100%
3 elective competencies need to be completed			
CHCGRP002	Plan and conduct group activities	Worship Ministry	100%
CHCCOM002 (Choose one subject)	Use communication to build relationships	Wesleyan Leadership, or Wesleyan Leadership & the Basis of Union	100%
CHCCDE009 (Choose one subject)	Develop and support Community Leadership	Introduction to Christian Leadership, or Youth Ministry	100%
10743NAT DIPLOMA of Christian Ministry & Theology			
6 core competencies need to be completed			
CMTTHE501 (Choose one subject)	Analyse and interpret Christian Scripture and theology	Church History Survey, or Wesleyan Theology	100%
CMTTHE502	Utilise the analysis of theological data	Biblical Interpretation	100%

CMTTHE503	Research and analyse information within a theological theme or issue	Biblical Foundations: Genesis 1-11	100%
CMTTHE504	Analyse and apply new theological insights	Church Planting and Development	100%
CMTMIN501 (Choose one subject)	Facilitate personal or social change through the application of theological ideas	Spiritual Formation, or Wesleyan History	100%
CMTMIN502 (Choose one subject)	Present theological beliefs and their implications	Communicating Your Faith, or Introduction to Preaching	100%
4 elective competencies need to be completed			
CHCMGT003	Lead the work team	Church Administration and Management	100%
CHCPRP006	Lead own professional development	Spiritual Leadership	100%
CHCCOM003	Develop workplace communication strategies	Cultural Anthropology	100%
CHCCCS004	Assess co-existing needs	Pastoral Care and Counseling	100%
10744NAT ADVANCED DIPLOMA of Christian Ministry & Theology			
6 core competencies need to be completed			
CMTTHE601	Analyse and critique Christian Theology	A People of One Book, or Women in Ministry	100%
CMTTHE602	Critique the interpretation of theological data	Inductive Bible Study: Mark	100%
CMTTHE603	Apply critical analysis to a theological theme or issue	Poetic Books	100%
CMTTHE604	Critique new insights on theological information	Introduction to Christian Education	100%
CMTMIN601 (Choose one subject)	Synthesise theological ideas and apply these to specific personal or community issues	Preaching Practicum, or Wesleyan History	100%
CMTMIN602 (Choose one subject)	Communicate theology in depth	Principles of Prayer, or Wesleyan Theology	100%
4 elective competencies need to be completed			
PSPGEN035	Provide workplace mentoring	Mentoring Leaders	100%
CHCCDE005	Develop and support relevant community resources	Developing Discipleship Pathways	100%
CHCPRP003	Reflect on and improve own professional practice	Field Education I	100%
CHCCDE002	Develop and implement community programs	Field Education II (God in the Neighbourhood)	100%
10745NAT GRADUATE CERTIFICATE of Christian Ministry & Theology			

3 core competencies will be completed			
CMTTHE801	Examine and compare Scripture and theology	Doctrine of Holiness	100%
CMTTHE802	Analyze information within a theological theme or issue	Christian Apologetics	100%
CMTMIN801	Develop specialized understanding of concepts about God in relation to Christian life and leadership	Christian Ethics	100%
2 elective competencies will be completed			
CHCPRP001	Develop and maintain networks and collaborative partnerships	Global Mission	100%
BSBLDR811	Lead strategic transformation	Leading & Developing Others	100%

8. Graduation & Assessment:

Graduation Requirements:

To graduate from a course of study the student must complete the set course requirements including:

- Attendance at classes as outlined in the Attendance & Absences policy
- Completion of required assessments and graded as competent in all course competencies.
- Fulfilment of any specified co-curricular requirements (e.g. community service).
- Fulfilment of any prescribed practical assignments (e.g. student service, ministry activities, field trips, on-the-job/work placements)
- Full payment of fees
- Return of all library books and other college resources
- Maintenance of a satisfactory level of conduct during the time at College

Students who satisfy these criteria will be awarded the appropriate award together with a Statement of Results detailing the units of competency successfully achieved. Students who fail to achieve the full list of criteria to qualify for the award may apply to receive a Statement of Attainment.

Reissue of Qualifications:

Students wishing to request a reissue of a qualification (testamur) whether it be a Certificate, Statement of Results or Statement of Attainment are required to make this request to Unity College Australia in writing providing information about when they undertook their study with the college and what testamur they are requesting. A form is available on request. There will be a charge for this service as outlined in the fees policy.

Assessment Strategies:

Assessment has been developed to conform to the recommendations contained in the VET Quality Framework in line with the principles of competency-based training.

Where appropriate, more than one unit and/or element of competency will be assessed in a single assessment activity. Assessment results will indicate either achievement or non-achievement of competence.

Results will be expressed as:

Competent (C) or

Not Yet Competent (NYC)

Participants are able to negotiate the assessment methodology relating to subject competencies where they have specific learning requirements.

An outline of subject/unit content, learning outcomes and associated assessment tasks will be distributed by individual trainer/tutors (during the first 2 weeks of term/semester).

Courses include a variety of assessment methods, instruments and events which include but are not limited to:

- Written tests/assignments/presentations
- Oral questioning/presentations
- Group activities including role play
- Practical application of skills/performance under supervision
- Research tasks/projects
- Attendance and participation;
- Practical performance, rehearsal & fieldwork as applicable;
- Written assignments, exercises, tutorial/ seminar presentations, tests as applicable;
- Journal/notebook completion as applicable.
- Peer/collaborative/self-assessment
- Recognition of Prior Learning
- Recognition of national qualifications and competencies gained at other Recognised Training Organisations (RTOs).

Fieldwork or on-the-job training refers to training conducted under working conditions; that is, completed and assessed within the workplace or field. These can be carried out in a wide range of environments where the student will be under the supervision of an experienced worker or trainer.

On-the-job assessment results will be recorded by a variety of methods that may include but are not limited to:

- on-the-job log books
- training record books
- skills passports

Attendance and Absences:

All Students:

Satisfactory attendance is a requirement for achievement of competency in subjects and courses studied at Unity College Australia. An outline of expectations and procedures regarding attendance is provided to students at Orientation. Unity College Australia's Attendance and Absences Policy is available to students upon request.

9. Academic Policies:

Grading:

Formal assessment of each subject is described as Competent (C) or Not Yet Competent (NYC). A student is assessed as 'Competent' when he/she is able to demonstrate achievement of each element of any underlying competencies in a subject.

For example, a student who does very well in four of five elements of competency but doesn't achieve the fifth element of competency because they didn't submit an assessment item will be graded 'Not Yet Competent'.

Assignment Submission:

All written assignments should be submitted by the due date with a completed and signed 'Assessment Coversheet' completed within Microsoft Teams.

Submission of assessment tasks shall be made within Teams. Students are to upload a "docx" file to the Assignment tab.

Assignments should follow the specified assignment presentation guidelines. The Trainer will proceed to marking and provide feedback within the Coversheet.

Students are required to retain a copy of every assignment. While every care is taken to ensure students' work is not mislaid, in the rare case that this happens, a replacement copy provides both evidence of submission and a copy for marking.

Extensions:

If you are not able to complete an assessment task by the due date you will need to negotiate an extension with the trainer/tutor. This must be done before the due date. If you are not able to contact the trainer/tutor directly you should notify the college office. Extensions will normally be granted for a maximum of one week (longer in extenuating circumstances). It will be up to the individual trainer/tutor to decide whether or not to grant an extension and whether any evidence (e.g., medical certificate) is required.

An 'Assignment Extension Request' form is to be completed and signed by the trainer/tutor or delegate and submitted with the assignment.

Late Submission of Assignments:

Acceptance of an assignment submitted 4 weeks after the due date or after the finish date of a subject is only at the discretion of the Trainer/Principal. If not accepted the student will be awarded an NYC grade for the subject. To complete the subject the student may be given the option to re-enrol and resit the subject.

Once a student has ceased studying at the college (withdrawn from or deferred their course) the maximum time any assessment work can be submitted for marking is 6 months (1 semester) from the date of leaving or close of subject (whichever is the earlier).

This policy will be waived only at discretion of the Principal in exceptional circumstances (e.g. extended sickness accompanied by a medical certificate).

Resubmission and Re-marking:

If an assessment task is graded as 'Not Yet Competent' you have the opportunity, as negotiated with the trainer/tutor, to be re-assessed by:

- resubmitting an amended assignment or re-sitting a test;
- completing an additional assessment task (at the trainer/tutor's discretion); or

- applying for a re-mark (this is to be arranged through the Head of School or College Principal)

Applications for re-assessment should be received by the College office within one week of return of the relevant assignment/test.

Written Assignment Presentation Guidelines:

Presentation:

All assignments should include:

- Assignment Cover Sheet (available from the subject Facilitator)
- Assignment content - response to the assessment task.
- Bibliography (list of references/resources used in the preparation of the assignment) - see separate guidelines for setting out citation footnotes and bibliographies.

Layout:

- All assignments should:
- Be typed
- Be double spaced
- Be written on one side of the page only
- Have left and righthand margins of approximately 3 cm

Word Count:

Where a word count is specified, see that as a minimum.

The Bibliography, footnotes should be excluded from the word count.

Assignment Format:

The exact format of the assignment may vary depending on the type of assignment (e.g. essay, book review, fieldwork report etc.) and individual trainer/tutor's guide-lines.

Essays: the format should involve the following sections -

- Introduction - a paragraph introducing the topic and giving a brief outline of how you are going to approach it, what you will cover in your essay.
- Body/development - this section is the major part of your essay. Here you need to state your main points and develop your ideas. Thoughts need to be presented logically and clearly and should always relate to the topic of the essay.
- Conclusion - a closing paragraph or two which summarises your main points and conclusions about the topic.

Reports: the format for a report will depend on the nature of the material being reported on -

- Subheadings for different sections will probably be appropriate.
- Content may include lists of information gathered (facts, figures etc.). These may be included in an appendix but must be referred to in the content of the report. Information should still be presented logically and in a way the reader can understand its relevance to the topic.

An introduction and conclusion/summary are still required. Both must be related to the assignment topic.

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 **Assessment Cover Sheet**.

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 margin.

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.

Bibliography (List of works cited)

The Bibliography should be typed on a separate sheet (headed "Bibliography"). References should be alphabetized by author's surname.

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.

Examples

The examples below will guide your referencing of most resources that you will need to access. The examples with the little numbers are the style for a footnote (with some examples of shortened footnote style for a repeated quote from the same source). Included below each footnote style example is the style for a bibliography (which in your assessment tasks will be listed alphabetically by surname).

Book- listing footnote example, subsequent footnote, and then bibliography. Also, an example of a book with editors.

Footnote example-

¹ Max Lucado, *Just Like Jesus* (Nashville: Word, 1998), 19-20.

Subsequent footnote with additional comment example-

² Lucado, *Just Like Jesus*, 25. Lucado makes a comment here that makes a great deal of sense. His comment about the character of Jesus is beyond the extent of this task, but fits very well with what we have studied within the assessment booklet.

Bibliography-

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

Footnote example with book editors-

³ Mark W. Chavalas and K. Lawson Younger, eds., *Mesopotamia and the Bible* (Grand Rapids: Baker Academic, 2020), 311-313.

Bibliography example-

Chavalas, Mark W. and K. Lawson Younger, eds. *Mesopotamia and the Bible*. Grand Rapids: Baker Academic, 2020.

Perlego- use the "References" tab on the left of screen. Select "Chicago Manual of Style (full note)."

Below is an example of a footnote, subsequent footnote, and Bibliography style.

⁴ Alister McGrath, *Christian Theology*. 6th ed. Reprint, Wiley, 2016. <https://www.perlego.com/book/995325/christian-theology-pdf>.

⁵ McGrath, *Christian Theology*.

McGrath, Alister. *Christian Theology*. 6th ed. Reprint, Wiley, 2016. <https://www.perlego.com/book/995325/christian-theology-pdf>.

Journal Article- footnote example- with an example of additional comment, subsequent reference, and then Bibliography style.

⁶ Howard A. Snyder, "The Babylonian Captivity of Wesleyan Theology," *Wesleyan Theological Journal* 39 (2004): 1-19, 3. Snyder's use of the title, "The Babylonian Captivity of Wesleyan Theology" is a reference to the Babylonian captivity of Israel and a metaphor for his argument that Wesleyan theology has been "shackled" by forces that lie

within the theology. However, aspects of Wesleyan theology can also be used to free the theology from these binds. Snyder, "The Babylonian Captivity of Wesleyan Theology," 1.

⁷ Snyder, "The Babylonian Captivity of Wesleyan Theology," 4.

Snyder, Howard A. "The Babylonian Captivity of Wesleyan Theology." *Wesleyan Theological Journal* 39 (2004): 1-19.

Website- footnote style, subsequent reference (shortened style) and then style for bibliography.

⁸ Jennifer Calonia, "How to Avoid Plagiarism," *Grammarly Blog*, <https://www.grammarly.com/blog/5-most-effective-methods-for-avoiding-plagiarism/>

⁹ Calonia, "How to Avoid Plagiarism."

Calonia, Jennifer. "How to Avoid Plagiarism." *Grammarly Blog*. <https://www.grammarly.com/blog/5-most-effective-methods-for-avoiding-plagiarism/>

Kingsley College Reader- Footnote, subsequent footnote reference, and then bibliography.

¹⁰ Glen O'Brien, "Dark Days and Long, Hard Pulls," *Wesleyan History Reader*, Kingsley College, 68.

¹¹ O'Brien, "Dark Days and Long, Hard Pulls," 75.

O'Brien, Glen. "Dark Days and Long, Hard Pulls." *Wesleyan History Reader*, Kingsley College.

Wesleyan Methodist Church Handbook- footnote, subsequent reference, and then bibliography style.

¹² Peter Dobson, ed., *The Handbook of the Wesleyan Methodist Church of Australia 2016* (NC: The Wesleyan Methodist Church of Australia, 2016), 12, para., 112.

¹³ Dobson, *The Handbook 2016*, 14, para., 125.

Dobson, Peter. ed. *The Handbook of the Wesleyan Methodist Church of Australia 2016*. NC: The Wesleyan Methodist Church of Australia, 2016.

Chapter within a Titled Volume or Dictionary- footnote, subsequent reference, and then bibliography style.

¹⁴ Reginal E. O. White, "Sanctification," in *Evangelical Dictionary of Theology*, ed. Walter A. Elwell (Grand Rapids: Baker Books, 1984), 969.

¹⁵ White, "Sanctification," 970.

White, Reginal E. O. "Sanctification." Pages 969-971 in *Evangelical Dictionary of Theology*. Edited by Walter A. Elwell. Grand Rapids: Baker Books, 1984.

Online encyclopedia- Footnote style, shortened style, and then bibliography

¹⁶ John Herivel, "Christiaan Huygens," *Britannica*, <https://www.britannica.com/biography/Christiaan-Huygens>

¹⁷ Herivel, "Christiaan Huygens."

Herivel, John. "Christiaan Huygens." *Britannica*. <https://www.britannica.com/biography/Christiaan-Huygens>

Digital Media- footnote and then bibliography style.

¹⁸ Thomas Aquinas, "Summa Theologica," I:23, *The Master Christian Library*, Version 5, CD-ROM, Ages Digital Library, 1997, 147.

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

Newspaper and Magazine- footnote and then bibliography style.

¹⁹ *The Age* [Melbourne], 14 May 1985, 5, col. 3.

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

²⁰ Barbara W. Tuchman, "The Decline of Quality," *New York Times Magazine*, 2 Nov. 1980, 38-42.

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

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.

Academic Research:

As a Kingsley College student, you will be expected to access a wider range of resources the further you progress through your awards. Library resources are available at the Broadmeadows and South Brisbane campuses, in addition, growing collections are available at our training centres in Sydney, Perth and Townsville. A Google search will often find helpful resources, though it is a skill to develop an understanding of the sites that are reputable. In short, if an article or website is connected to a University or school that appears reputable (search up the school), then feel more comfortable about using that resource. You can narrow the focus of your search in Google by first searching "Google Scholar" and then in Google Scholar enter your topic. This simply focuses your search to articles, books and sites that Google deems scholarly.

As students progress through their Diploma and particularly the Advanced Diploma and Graduate Certificate there are greater expectations upon you to research widely and draw from a number of sources. Access in print library resources where you can, but consider using online sites and journals also. For Wesley's Works, and a wide range of helpful material on the Wesleys and Wesleyan theology you will find The Wesley Centre Online helpful <http://wesley.nnu.edu/>

Access to classic texts on the Christian faith and theology are available from the Christian Classics Ethereal Library <https://www.ccel.org/> The site is searchable and includes many helpful resources for subjects subject as Spiritual Formation, Church History, and Doctrine of Holiness.

Several Bible study sites provide access to older commentaries and concordances. Two that are helpful are Studylight.org <https://www.studylight.org/commentaries/> and Blue Letter Bible <https://www.blueletterbible.org/>

JSTOR is a Journal site that often holds helpful material. It is possible to create an individual account as an independent researcher. Go to <https://support.jstor.org/hc/en-us/articles/115004760028-MyJSTOR-How-to-Register-Get-Free-Access-to-Content> and follow the guide to creating an account. You will be able to access up to six articles every 30 days online for free. Beyond that number, many articles are available to be read online at no charge.

(Hint- JSTOR has the function of "Cite this Item." In other words, if you read an article and use it in your research you can click on Cite this Item, click "Copy" beside Chicago style and paste the bibliographical reference into your assessment task. Check the style in this Handbook (above), but note that you do not need to include the Accessed date, nor the jstor url address. You will then arrange the journal details to place first name first, if you add the detail as a footnote).

Academia is another journal site that is very helpful. Academia accepts scholarly articles that may not be peer reviewed or not published- such as a Masters or Doctoral thesis. Choose carefully, but you will find many published articles that will be helpful. It is possible to create an account that is paid for and provides greater access to resources. But the access provided at no charge will very likely be adequate. <https://www.academia.edu/>

Academic Support:

Students having difficulty completing assessment requirements for any individual subject or course are welcome to discuss their difficulties with their relevant trainer or course coordinator who can suggest appropriate strategies for dealing with issues raised. These could include one-on-one sessions, alternative assignments, resubmissions and/or academic counselling.

Academic Misconduct:

Kingsley College regards any academic misconduct as a serious matter and will take appropriate action, including:

- disqualification of the relevant assessment work
- charging of resubmission fees as per 'Section-FEES AND REFUNDS', if the student is offered the opportunity to resubmit or resit the item
- reassessment of the student's continued enrolment in the subject and/or course

Examples of academic misconduct include but are not limited to:

- Taking unauthorised materials into an examination
- Having a substitute person sit an examination in place of the candidate
- Copying another student's work during a test
- Submitting work for assessment knowing it is the work of another person
- Submitting a falsified or unauthorised medical certificate
- Plagiarism

Students are required to sign a declaration on the Assignment Cover Sheet that submitted assignments are their own work. To present someone else's work as your own is plagiarism. In effect it is stealing. Copyright laws protect the intellectual property of the creator of written work, so only limited copying is permitted, if at all, and acknowledgment must be given to the author. When using other writer's words or thoughts, it is ethical to give credit to them. You should identify others' work in your assignments by listing the sources in footnotes and Bibliographies. See above for guidelines on assignment submission, layout, word count and acknowledgement of sources. Detailed guidelines for referencing will be provided at Orientation.

- Collusion
Unless a team project or assignment is indicated, any obvious copying of another student's work will mean disqualification of both students' entire work.

Academic Appeals:

The purpose of this policy is to assist clients wishing to appeal academic decisions made by staff of a partner training centre of Unity College Australia.

Procedure:

All appeals should be made in writing to the Kingsley College principal within two weeks of return of the assessment.

Detailed procedures are outlined in Section- General Policies, under the heading Procedures for Dealing with Complaints or Grievances.

The UCA *Grievance Policy & Procedure* that includes Academic Appeals is published in full and publicly available at www.unity.edu.au/unity-college-policies

Access to Results:

Students are to have timely access to current and accurate records of their participation and progress.

The college commits to the return of marked assignments and tests within 4 weeks of the due date. This does not apply if assessments are not received by the due date.

Students will receive an unofficial subject results record after the conclusion of a course of study, after each semester for courses one year or longer, or at other times upon request.

10. General Policies:

Work Health and Safety (WHS):

Kingsley College is committed to safeguarding the health and safety of staff and students. Students should acquaint themselves with their responsibilities and the avenues available for them to safeguard their health and safety.

Overview:

The College will take all reasonable steps to ensure that students are not exposed to any risk while at or near its premises or while utilising its services. The College will strive to improve the standards and practices of work health and safety in all premises it uses. It will regard all existing community standards as the minimum standards.

To achieve its WHS objectives the College's policy will:

- provide appropriate information and training, including during induction training or orientation, on WHS to all staff and students, to enable them to perform their work and/or studies in a manner that is safe and without risk to their health or to the health of others;
- hold all levels of management responsible and accountable for health, safety and rehabilitation matters in the areas under their control
- provide staff with information on their responsibilities for WHS;
- ensure that expert advice is available on WHS matters affecting staff, students, members of the public and contractors;
- conduct regular work health and safety audits;
- place the safety and health of employees ahead of the protection of equipment and services;
- enable the provision and maintenance of safe plant, equipment and systems of work including safe storage and handling of substances;
- immediately notify staff, students, visitors and the relevant authorities of all accidents, hazardous situations, dangerous occurrences or immediate risks to health and safety; and
- where work/study environment is such that for staff or students to continue to perform their usual duties would be a danger to their health, instruct them to use suitable alternative premises until any hazard has been eliminated or controlled.

Student Responsibilities:

Students are expected to take all reasonably practicable steps to:

- ensure proper use of appropriate safeguards, safety devices and safety equipment provided by the College and follow agreed safe work practices;
- ensure that they do not take any action, or make any omission, that creates a risk, or increases an existing risk, to their health and safety, or of other persons on the College premises;
- use equipment, in accordance with any instruction given by management consistent with its safe and proper use; and
- co-operate with the College, to the extent necessary to enable it to fulfil its duties and obligations, especially in emergencies.
- Inform College administration of any potentially hazardous situations.

Duty of Care

Kingsley College will ensure that all written or oral information or advice given is accurate, timely and complete and that they are duly authorised to give out such information. The College recognises a student's right to know how and why decisions were made. In order to help understand the reason for those decisions, Kingsley College, working in partnership with Unity College Australia, will endeavour to ensure that students:

- receive clear information about the policies and instructions affecting their case (care will be taken to ensure all relevant facts are known and understood);
- have an opportunity to provide all the information about their case (even after the making of a decision, as it may be that the new information results in a different decision being made);
- are given an explanation of why, if it is not possible to give a favourable decision; and
- are aware of any rights of review.

Confidentiality of Personal Information

Unity College Australia, and Kingsley College as a partner, have certain obligations in relation to the personal information which it holds about its students.

Students are entitled to protection of their privacy, as are staff and others who might have dealings with Unity College Australia. Privacy considerations apply to all information Unity College Australia may hold about students, including factual data (address, phone numbers, age, enrolment status, etc.), academic progress (examination results, evaluation and assessment and academic standing) and personal welfare (family matters, medical matters, financial matters, etc.).

Unity College Australia and Kingsley College will seek to minimise the information held in respect of individual students.

Commitment

Data collected by the college will be limited to personal contact details and other factual data that is relevant to their activities as a student of the college. The college aims to keep personal information of individuals up to date and requires individuals to keep the College updated with respect to changes to personal factual data including contact details. Unity College Australia may require access at times to personal information about you, in your interests. To the extent that the information is private, Unity College Australia will restrict access to those staff who may need the information in order to carry out their responsibilities in your personal and/or academic interests as a student.

Unity College Australia will not disclose personal information of any students/staff to other students, or staff who have no need of access to the information, nor to people outside the college (other than in accordance with any legal or academic obligation, e.g. to government departments such as Centrelink) without a person's explicit written consent.

This means that Unity College Australia does not release any information held about students/staff, including addresses or results, even to close relatives, without explicit permission. As a general rule, details of friends, family members and others who contact Unity College Australia seeking information about students/staff (including personal contact details) will be passed on to the student/staff member, for action as they see fit.

The college gives the student the right to access their own personal information and will provide the information on formal request in most situations unless limited by the provision of Australian Privacy Principle 12. The procedure for this is listed under the heading "Access to Personal Records"

Students applying to transfer to another tertiary institution, may request Unity College to release to that institution or a tertiary admissions centre, information about their academic progress at this college. This may be done through your consent to this in your application to a new institution.

Unity College Australia commits itself to ensuring that all information about students/staff is stored securely.

Unity College Australia reserves the right to use any photographs, recordings and/or film or video taken of staff and students as part of college activities in its marketing materials. This right is acknowledged by students at the time of signing a Student Application form and by staff as part of their induction.

Access and Equity

Purpose

Unity College Australia, and Kingsley College as a partner, are firmly committed to achieving best practice in the provision of vocational education and training.

Unity College Australia and Kingsley College acknowledge that this is dependent on non-discriminatory access to services and comparable educational outcomes by all groups in society. By providing accessible and equitable vocational education and training all clients will be able to develop knowledge and skills to enhance life and work opportunities.

Unity College Australia and Kingsley College recognise that particular groups of people in society have experienced, and continue to experience, institutional disadvantage and unequal educational outcomes. Target groups include women, Aboriginal and Torres Strait Islanders, people of non-English speaking backgrounds, people with physical or intellectual disabilities, older people, young people identified as 'Youth at Risk', women, and the rurally isolated. This policy aims, therefore, to assist the College community to achieve best practice by promoting the establishment of strategies and processes which effectively redress past disadvantage and improve the position of all groups in society.

Commitment

Unity College Australia and Kingsley College commit to the principle of access and equity in vocational education and training for target groups gives practical expression to the goal of improving the knowledge, skills, and quality of life for Australians & Internationals, having regard to the particular needs of target groups.

In keeping with this commitment Unity College Australia and Kingsley College will strive to ensure that programs and services are relevant, accessible, fair and inclusive by:

- promoting programs and services to the community in a manner that includes and reflects the diverse client population, to ensure that all prospective students are well informed on the options available to meet their individual training needs;

- increasing the skills base of clients to improve their employability in line with the skills requirements of the various industries that Unity College Australia delivers training in;
- providing an effective range of vocational preparation programs to the community;
- ensuring that those groups traditionally under-represented in vocational education and training have the opportunity to participate and achieve the same outcomes as other members of the community;
- implementing fair educational program and resource allocation practices, to maximise the participation of target groups;
- facilitating access to culturally inclusive literacy and numeracy training that meets individual, community and industry needs;
- undertaking to eliminate policies, practices, structures, assumptions and behaviours which may contribute to the disadvantages suffered by under-represented groups both in employment and in education.

Legislative Obligations

Unity College Australia's Access and Equity Policy acknowledges its legal obligations under the relevant State and Territory equal opportunity laws, to ensure that our working and teaching practices are fair and equitable, and our learning environment non-discriminatory.

Roles and Responsibilities

Unity College Australia's Board and staff are change agents and foster the implementation of access and equity best practice by ensuring that:

- Unity College Australia's corporate goals clearly define its role in meeting the educational needs of all clients, including equity target groups;
- equal opportunity policies are in place and understood;
- barriers to participation are identified and strategies developed to overcome them;
- key staff have identified responsibility and expertise in equal opportunity matters;
- Unity College's policies and procedures are non-discriminatory and inclusive;
- staff are provided with information about access and equity issues;
- students are provided with information about access and equity issues;
- levels of participation and attainment by equity target groups are recorded;
- staff members are aware of progress in the participation and outcomes for equity target groups and action plans are developed and put in place to meet any deficiencies.

Staff are responsible for ensuring that they understand and implement the policy and behave in a courteous, sensitive and non-discriminatory manner when dealing with other staff, students and other clients.

Students are responsible for behaving in a courteous, sensitive and non-discriminatory manner when dealing with trainers, staff, other students and clients.

Fair treatment and equal opportunity

Unity College Australia and Kingsley College ensure fair treatment and equal opportunity to all existing and potential students through open, fair and transparent selection procedures.

All students, regardless of background, circumstance or eligibility for funding, will be assessed for entry to study through the same published entry requirements and through the same process, see www.unity.edu.au/courses for entry requirements for each specific course offered by the college.

All assessment, from entry to the end of the course of study, will be based on merit on an individual, case to case basis.

Applicants who are refused entry to a course have the right to appeal this decision to the Principal of the appropriate campus and then to the CEO, if the response is not satisfactory, they are entitled to ask for a written explanation as to the grounds for refusal of entry.

Unity College Australia actively promotes equity in, access to, and participation in, vocational education and training. It applies the principle of 'reasonable accommodation' in providing support for students from equity groups. This support is provided on an individual, case by case basis.

Student Selection

As the Christian Ministry and Theology courses are delivered in a Christian context in line with the relevant employment outcomes, additional consideration will be given to the applicant's Christian experience and life calling.

Admission documentation must therefore be endorsed by applicants' Pastors. Students are expected to behave consistently with Biblical standards and Christian character.

As part of college life, students are also expected to attend a local church/ Christian community of their choice and be actively involved in its life.

Access to Personal Records

Unity College Australia's procedure for students to access personal records is:

- Students are required to apply in writing
- The Principal or delegate will arrange a mutually satisfactory meeting time within the next one to five teaching days.
- Files may only be viewed on site, and in the presence of the delegated staff member
- Students are able to make changes to their personal information for accuracy, completeness, relevancy or currency.

Procedures for Dealing with Complaints or Grievances

Unity College Australia is committed to providing an effective, efficient, timely, fair and confidential grievance handling procedure for all students and staff related to both academic and non-academic matters.

The Unity College Australia *Grievance Policy & Procedure* that details procedures for dealing with complaints or grievances is published in full and publicly available at <http://www.unity.edu.au/en/more-info/unity-college-policies>.

Informal Grievance Procedure

Any issues or concerns related to academic and non-academic matters, which are unable to be resolved firstly with the trainer/supervisor (where relevant), may be raised with the Dean or Principal (preferably verbally in the first instance) who will endeavour to resolve them informally in a timely manner. If the issue is unable to be resolved informally, the **Formal Grievance** procedure must be followed.

This *Informal Grievance* procedure is not mandatory for non-academic grievances and complainants may access the *Formal Grievance* procedure at any time.

Academic Grievances/Appeals either informal or formal should be made within two weeks of the return of the assessment and should include:

- particulars of the assessment that is appealed against
- details of who made the assessment and the date it was returned to the client
- a copy of the Resubmission and Re-Marking application and the outcome/s (where relevant)

Formal Grievance Procedure

General principles applying to all stages of this grievance procedure which will be adhered to by Unity College Australia are:

- The complainant and respondent will have the opportunity to present their case in person at each stage of the procedure
- The complainant and the respondent have the option of being accompanied/assisted by a third person (such as a family member, friend or counsellor) if they so desire
- The complainant and the respondent will not be discriminated against or victimized.
- At all stages of the process, discussions relating to complaints, grievances and appeals will be recorded in writing. This will be a fair summary of the evidence provided and/or gathered and will show the manner in which the enquiry was conducted. Reasons and a full explanation in writing for decisions and actions taken as part of this procedure will be provided to the complainant and/or the respondent if requested
- Records of all grievances will be kept for a period of five years. These records will be kept strictly confidential and stored in the office of the Dean/ Principal/ Director
- A complainant shall have access to the UCA grievance procedure at no cost, however where they choose to access an external mediator (Stage Three) UCA has no control over costs.

Stage One

Formal grievances should be submitted in writing to the Dean.

The Dean of UCA will then assess the grievance, determine the outcome and advise the complainant in writing of their decision within ten working days.

The complainant will be advised of their right to access Stage Two of this procedure if they are not satisfied with the outcome of Stage One.

Stage Two

If the complainant is not satisfied with the outcome of Stage One they may lodge an appeal in writing with the Principal.

The complainant's appeal will be determined by a Reviewer, not previously involved in the grievance procedure, who will be appointed by the Principal. The Reviewer will be an independent and impartial senior officer of UCA.

The Reviewer will conduct all necessary consultations with the complainant and other relevant persons and make a determination of the appeal. The complainant will be advised in writing of the outcome of their appeal, including the reasons for the decision, within 10 working days of the submission of the appeal.

The complainant will be advised of their right to progress to Stage Three of the grievance procedure if they consider the matter unresolved.

Stage Three

If the complainant is not satisfied with the outcome of Stage Two they may request that the matter be referred to an external dispute resolution process by an agency independent of UCA.

UCA are members of LEADR - Association of Dispute Resolvers who can be engaged to offer the complainant referral to a suitable mediator to facilitate resolution of the dispute. Complainants should be aware that there are costs associated with the use of this service. Current indicative costs are available upon request from UCA.

Contact details:

LEADR

Level 1, 13-15 Bridge Street
Sydney, NSW 2000
Ph: 1800 651 650
www.leadr.com.au

Unity College Australia will give due consideration to any recommendations arising from the external mediator within ten working days.

Harassment

Unity College Australia and Kingsley College are committed to the prevention of harassment of any kind and recognises the right of all students and staff to study and work in an environment which is free from harassment and which is not hostile.

The College is also committed to creating an environment where all staff and students are treated with dignity and respect and in an environment where diversity is valued.

Definition

Harassment is any unwanted, unwelcome or uninvited behaviour of a verbal, non-verbal, physical or sexual nature, which makes a person feel humiliated, intimidated or offended.

Any behaviour fitting the above definition will not be tolerated by the college and may result in suspension or dismissal from duties or from a course currently being undertaken at Unity College Australia.

Please note that sexual harassment is prohibited by the Equal Opportunities Act 1995 and the Federal Sex Discrimination Act 1984.

Role and responsibility of Unity College Australia

The College undertakes to:

- Inform both the staff and student body of the policy and definition of harassment and the possible consequences of such proven behaviour.
- Appoint both male and female mentors to whom complaints may be made
- Carefully investigate all alleged incidents of harassment taking into account the statements and opinions of all involved and of witnesses, if appropriate
- Deal with complaints in a sensitive, equitable, fair, timely and confidential manner which assures that respondents are accorded natural justice through the use of procedures which are impartial, open, and fair to all parties
- Counsel all parties involved with a view to deeper understanding of the issues leading to forgiveness and reconciliation if possible
- Ensure that complainants are protected from victimisation or reprisals
- Should a complaint be upheld consequences for the respondent will depend on the seriousness of the case. Consequences for staff could include: making an apology, undertaking counselling, and a change in job responsibility up to and including dismissal. Consequences for students could include: making an apology, a reprimand, suspension or dismissal.

- Suspend or dismiss parties in the event of an action which is in breach of the criminal code or for whom no other resolution is appropriate.
- Keep all records in a secure environment

Note: Managers are accountable for the conduct of staff and students under their management. It is their responsibility to identify, prevent and redress potential problems in the College. Therefore, any manager, or staff member who observes inappropriate behaviour has a duty to raise it with the person so behaving and to take further action if the behaviour does not cease. This duty exists even in the absence of a complaint.

Information

Information and advice are available from your local Facilitator. The Kingsley College Campus contacts are;

Male: Rev Kevin Brown (Broadmeadows)

Female: Rev Susan Lee (Broadmeadows)

Male: Rev Gordon Kuss (Mackenzie)

A full outline of the college's Harassment Policy is available from the college office upon request.

11. Student Information:

Expectations Statement for Students

Introduction

Unity College Australia, and Kingsley College as a partner, place strong emphasis on providing a high-quality education and training program that is both academically sound and geared to the development of Christian character. The following outlines the College's commitments to you and our expectations of all participating students.

What You Can Expect from Us

- A college that is committed to its Christian mandate.
- An educational provider committed to and observing the principles outlined in its Client Service Charter.
- Students will be treated with respect, as adult men and women who have established their purpose and goals for studying at the College.
- A high standard of vocational education and training by trainers who are academically and experientially qualified.
- Education and training that is duly accredited (in terms of Syllabus and Registered Training Organisation status) for the qualification for which students enrol.
- Students will receive clear information about policies and instructions affecting their studies.
- The College will respond to the training needs of students and will employ the principles of flexible delivery in ensuring such needs are met, within approved curricula.
- A high standard of personal care will be provided, including student/academic counselling (subject always to the principle that staff will not provide information beyond their level of professional expertise and competence).
- Facilitators will be available for assistance with coursework.
- Facilitators will provide feedback to students in terms of their progress (and any related issues).

- The College will provide access to suitable resources to enable students to complete their coursework (including text books, library resources).
- Personal information required from students will be kept to a minimum; any information students provide to the College will be protected and will not be disclosed to other parties without the student's prior written consent.
- The College will ensure WHS standards are observed.
- The College will provide documentation required in connection with applications for Government benefits to which students believe they may be entitled.
- The College will ensure that client documents and personal information will remain confidential.
- As soon as practicable following successful completion of an approved program of studies, the College will confer the qualification earned by the student, in the approved format.

What We Expect from You

It is expected that students will:

- enrol only when they have taken time to find out about courses on offer and believe involvement with, and studies in, the College will further their vocational aims;
- become aware of college expectations, principles, policies and processes as outlined in the college handbook and orientation documents.
- act in an ethical way in one's involvement with the college that is consistent with Christian values
- attend classes on time, participating in them as appropriate;
- pay all fees promptly;
- undertake agreed course work, including assignments, tutorial preparations, rehearsals, recitals, etc.;
- hold in trust any College property (e.g. books, instruments, equipment) lent to them and return such property when required or, at the latest, when they conclude their studies at the College;
- advise the local Principal of any issues that are likely to affect their studies;
- commit to the College's WHS policy;
- advise the College of any medical issues and medication required;
- commit to the College's access and equity policy;
- provide all personal information relevant to studies, when asked to do so;
- dress in an appropriate manner, e.g. cleanliness, neatness, moderate forms of dress - speak to the local Principal if in doubt;
- participate in College functions relating to their course of study, e.g. concerts, graduation ceremonies;
- find out about their possible entitlements to Government benefits, e.g. Youth Allowance, Austudy, Abstudy;
- be considerate of trainers and other staff as well as one another, striving for unity and mutual support and encouragement;
- work within agreed protocols for complaints, grievances and suggestions.

If you have any questions about this statement please talk to your campus Principal.

Student Life

Orientation: Orientation will be held for all students at the commencement of first and second semester. Attendance at Orientation sessions is compulsory. Orientation will cover campus familiarisation, study and research techniques and other essential information.

Accommodation: Kingsley College campus in Broadmeadows operates as a non-residential campus. For students relocating for study from interstate or overseas, the college can assist with suggestions and accommodation options such as student residences or boarding with a church family etc. If you wish UCA to assist in arranging short-term accommodation, this can be done for a non-refundable fee.

Library and Facilities: Student library facilities are available at Kingsley Community training centres. Students are able to search for book via the Kingsley Australia website- Student Resources. Kingsley trainers will also provide suggestions for research online and using electronic resources.

Photography, Audio and Video rights: By attending a Kingsley Community class, students give the College the right to use any photographic reproduction of a student undertaking college activities for college purposes such as promotion, unless the student explicitly withdraws this right in writing.

Suspension and Dismissal

Kingsley College, as a partner of Unity College Australia, has the right to suspend (remove from classes and/or college premises) or dismiss students without prior notice in any of the following situations:

- any matter of a criminal nature (e.g. assault)
- use of, being under the influence of or handling of illegal drugs on the college premises
- consumption or being under the influence of alcohol while on campus
- theft or misuse of college equipment
- dishonesty
- use of obscene language
- harassment, verbal abuse or showing disrespect of a trainer, college staff member or student
- academic misconduct as defined above

In such situations the student will not be entitled to any refund of tuition and related payments for the current period of study.

In the case where the student wishes to appeal the decision, they have seven days to make an appeal to the Principal as per Stage 1 of the Formal Grievances policy listed in this handbook. They are not entitled to have any suspension in place revoked while appeals are being considered.

Student Counselling:

An academic counselling process ensures the needs of students are identified and responses developed. It aims to ensure reliability, trust, expert knowledge, responsiveness, individual service and empathy. Such support of individual students in turn enriches the College community.

UCA has procedures to address student welfare and guidance. The well-being and personal development of students is as important to the College as is the quality of our courses.

Individual interviews are held each term for students in some courses and small classes enable staff to be aware of student issues. Members of the Faculty and staff provide a support structure for students and are available to discuss their needs.

Information for Students with Special Needs or Who Experience Barriers to Education

Introduction

Kingsley College, as a partner of Unity College Australia, is committed to achieving best practice in the provision of vocational education and training services for students who wish to use its services.

Unity College Australia's Access and Equity Policy recognises that particular individuals and groups in society experience disadvantage and unequal educational outcomes; we believe we have a role to play in overcoming these barriers. Teaching staff are required to be sensitive to the special, cultural and learning needs of trainees. Copies of these documents are available from your campus administration, if you do not already have them.

Practical Assistance to Students

The Principal and Facilitator of each Training Centre will provide practical help to new or existing students who experience barriers to education and training.

Language, Literacy and Numeracy

In particular Unity College Australia and Kingsley College will assist students where their language, literacy and numeracy skills are below the level required to undertake training successfully. This will specifically help students with low levels of schooling and/or students with diverse cultural and linguistic backgrounds. Domestic students may be required to undertake English testing in order to assess and provide the appropriate level of assistance needed.

Such assistance will include either access to external services to improve these skills or advice regarding enrolment in the English language courses offered by Unity College Australia at selected campuses. Either option can occur concurrently with participation in other subjects offered by the College, provided the student is still able to undertake their study requirements.

Other matters:

Students with physical disabilities will be assisted on a case-by-case basis. Special arrangements can be made for some situations.

Students who experience hearing or visual impairments will, after consultation with the Facilitator, be offered options to assist their learning experience, including enhanced positioning in the learning environment, tapes, lecture outlines and extra tuition (if needed).

Unity College Australia and Kingsley College have, in the past, assisted students with identified intellectual disabilities, and will continue to do so. The appropriate response will be determined according to the need.

What you need to do

If you experience any difficulty that you believe will affect your ability to achieve your educational goals please advise the college staff either prior to or during your study with us. We will endeavour to assist you to overcome any barrier in order for you to make the most of your learning experience.

12. Subject Summaries:

Certificate IV Outline (To achieve the 10742NAT Certificate IV in Christian Ministry and Theology you need to complete 9 Competencies)

CMTTHE401 Interpret and discuss Christian Scripture and Theology

Choose one of the following subjects:

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.

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.

CMTTHE402 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.

CMTTHE403 Compare and present information on a theological theme or issue

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.

CMTTHE404 Compare and apply new theological insights

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.

CMTMIN401 Explain the application of Christian ethics to contemporary life issues

Choose one of the following subjects:

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.

CMTMIN402 Communicate theological information

Choose one of the following subjects:

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 learn how to help others make the next step in their journey to Christ. The study discusses the unique challenges we face in the twenty first century as we encounter a variety of religious worldviews- and how to respond.

CHCGRP002 Plan and conduct group activities

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.

CHCCOM002 Use communication to build relationships

Wesleyan Leadership, or Wesleyan Leadership and the Basis of Union

As a theologian, John Wesley is known for his balanced approach and call to holiness of heart and life. As a leader, Wesley is known as an organisational genius who introduced a very workable structure for training leaders and discipling Christians. This subject will develop your skills as a Christian leader by drawing from the principles at the heart of Wesley’s leadership. You will hone your practical skills to better lead and care for others in the place of ministry in which you serve.

CHCCDE009 Develop and support Community Leadership

Choose one of the following subjects:

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.

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.

Diploma Outline (To achieve the 10743NAT Diploma in Christian Ministry and Theology you need to complete 10 Competencies)

CMTTHE501 Analyse and interpret Christian Scripture and theology

Choose one of the following subjects:

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.

CMTTHE502 Utilise the analysis of 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.

CMTTHE503 Research and analyse information within a theological theme or issue

Biblical Foundations: Genesis 1-11

Designed to work as either class work or 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 the unfolding grand, biblical story.

CMTTHE504 Analyse and apply new theological insights

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.

CMTMIN501 Facilitate personal or social change through the application of theological ideas

Choose one of the following subjects:

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.

CMTMIN502 Present theological beliefs and their implications

Choose one of the following subjects:

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.

CHCMGT003 Lead the work team

Church Administration and Management

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

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.

CHCPRP006 Lead own professional development

Spiritual Leadership

Being a spiritual leader certainly demands that we understand the principles of leading others well, this will be part of the focus in this study. Also, a spiritual leader has learned, or is learning, to lead themselves. This too will be part of the subject. Third, study of Spiritual Leadership will highlight the 'spiritual' aspect of the subject as a challenge to lead with godliness and integrity.

CHCCS004 Assess co-existing needs

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 10744NAT Advanced Diploma in Christian Ministry and Theology you need to complete 10 Competencies)

CMTTHE601 Analyse and critique Christian Theology

Choose one of the following subjects:

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.

Women in Ministry

This is a subject for men and women. The theology of ministry and the practice of the church in regard to women in ministry have been controversial topics for the life of the church. Wesley readily recognised the gifts women and men displayed and provided opportunities for men and women to lead and preach within the Methodist Societies. This subject seeks to study the Scriptural foundation and theology of women in ministry and to point the way forward for women and men in ministry in our churches.

CMTTHE602 Critique the interpretation of 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.

CMTTHE603 Apply critical analysis to 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.

CMTTHE604 Critique new insights 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.

CMTMIN601 Synthesise theological ideas and apply these to specific personal or community issues

Choose one of the following subjects:

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 privilege of preaching God's Word, but also help you prepare messages that need to be heard and not burnt.

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.

CMTMIN602 Communicate theology in depth

Choose one of the following subjects:

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.

PSPGEN035 Provide workplace mentoring

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 to equip leaders through your influence as a mentor.

CHCCDE005 Develop and support relevant community resources

Developing Discipleship Pathways

Jesus Himself told us to make disciples. Paul in turn wrote to Timothy, "And the things you have heard me say in the presence of many witnesses entrust to reliable people who will also be qualified to teach others" (2 Tim 2:2). This subject enables students to affirm Christ's challenge to make disciples and to develop a pathway for discipleship to take place in their ministry.

CHCPRP003 Reflect on and improve own professional practice

Field Education I

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.

CHCCDE002 Unit Name: Develop and implement community programs

Field Education II

We need to be doing local community work with 'heart and soul'. With Jesus at the center, this subject will explore the nexus of Christian spirituality, creative solutions for community development, and the dynamics of personal and social transformation. It is designed to provide participants with both the frameworks and approaches needed to connect with local people while innovatively being church and doing mission.

Graduate Certificate Outline (To achieve the 10745NAT Graduate Certificate in Christian Ministry and Theology you need to complete 5 Competencies)

CMTTHE801 Examine and compare Scripture and theology

Doctrine of Holiness

The title of the main text captures a sense of the objectives for this study. All students who 'tackle' the Kingsley Community subject "Doctrine of Holiness" will be challenged to hear and respond to God's invitation to understand, declare and experience His work of holiness.

CMTTHE802 Analyse information within a theological theme or issue

Christian Apologetics

The Kingsley Community subject Christian Apologetics will give you the tools to give a defence of your faith as based upon reasonable, rational and historic truth. Because the place of the Bible and the person of Jesus regularly come under particular attack, giving an 'apology' for these key aspects of Christian faith is essential. Special attention will be given to the defence of the Bible as God's authoritative word, and of Jesus as truly God and truly man.

CMTMIN801 Develop specialized understanding of concepts about God in relation to Christian life and leadership

Christian Ethics

Study of this subject will introduce you to the major approaches taken to resolve ethical issues. Students will be challenged to consider how they are able to respond to ethical dilemmas with the guidance of scripture. Still further, many of the major ethical issues facing individuals and the church will be tackled with students asked to form an opinion.

CHCPRP001 Develop and maintain networks and collaborative partnerships

Global Mission

In a subject that moves beyond personal evangelism, *Global Mission* challenges you to consider how God has been and still is at work seeking to grow His Kingdom. Through this study you will gain a far greater appreciation of what God, through His people, is doing globally. You will gain a greater appreciation for the theological foundation to world mission, but also be challenged to examine the best strategies for carrying out that mission. Finally, you will develop skills in organising and promoting a global missions outlook among the people with whom you minister and worship.

BSBLDR811 Lead strategic transformation

Leading & Developing Others

Designed as training for existing leaders, Leading & Developing Others will give you the training and confidence to maximize your own performance as a godly leader and also learn how to bring the best from others. You will be challenged to further develop your ability to guide, manage, support and develop those whom you lead. The study and tasks will be related to your place of ministry so that assessment is practical and immediately useful to you as a Christian leader.

13. Glossary of Terms:

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

Certificate IV: the initial award that you work toward. When you have completed all competencies you will be awarded the 10742NAT 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 awards 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 oversees the Facilitators and assists to collect student enrolment details.

Kingsley College: With a headquarters and facilities for Christian ministry training in Melbourne, Kingsley College oversees all Kingsley |Community| Training Centres including the two campuses in Broadmeadows and Mackenzie. 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, we are a partner campus of Unity College Australia RTO 6330.

Trainers: Qualified people who facilitate and assist students at the training centres are known as Kingsley College Trainers. Trainers will hold a Certificate IV in Training and Assessment, and be people with experience and expertise in the field you are studying. They are not lecturers, per se, but will promote discussion to assist you to complete your study and gain the most from it.

Unity College Australia- the Registered Training Organisation with whom we are a partner campus to deliver study in Christian ministry and theology.