COURSE OUTLINE

LifestyleTraining School

Certificate IV in Christian Ministry and Theology (30268 QLD)

COURSE TITLE - LEADERSHIP & FACILITATION

1.   Aims

The Certificate IV in Christian Ministry and Theology (30268 QLD) course is designed to provide skills and knowledge in communicating the Gospel and serving the community either in the secular workplace or in Christian ministry work. This course will train leaders and potential leaders in a range of areas relevant to participating in and leading ministry activities in the local church or the work force.

2.   Ministry/Employment Outcomes

This course will provide training in the background knowledge and practical skills required for both paid and voluntary workers employed in professional and Para-professional work that involves leadership or pastoral ministry within Christian organisations.

More specifically these courses will give students:

• A practical understanding of the Bible
• A foundation to think biblically and make ethical decisions
• Competence in communication (especially in communicating biblical concepts), conflict-resolution and people management skills
• Pastoral care, ministry and leadership skills with a heart for God and people

3.   Overview

Qualification is fully competency based and while knowledge and some aspects of competency are assessed within the realms of each subject, completion of a ministry or leadership project demonstrating all areas of competency will need to be completed to graduate.

The student will obtain practical experience by undertaking field placements at their local church or business, with a Christian ministry, community service organisation or employer. This practical experience is to be gained in an area that complements the assessment project and the immediate goals of the student.

A full-time student would normally undertake a study load of 2 subjects at any one time. Individual subjects may be delivered on a week by week basis or by intensives.

4.   Duration

The Certificate IV course can be completed in a minimum of one year when studied Part-time.

5.   Costs 2010

Application Fee

For students wishing to study at credit level there is a one off non-refundable enrolment application fee.

Australian students $50

Academic Fees

Annual fees for full-time students of this course are:

Tuition $3500.00

Above fees only apply if paid in advance term by term, otherwise individual subject fees will apply.

Note: The College reserves the right to alter fees prior to the start of each academic year.

6.   Entry Requirements

For entry into this course it is expected that the student is a committed Christian and actively involved in a local church, Christian community or have a leadership position within their own workforce.

General requirements for entry are:
*   A completed student application form & payment of the application fee.
*   A reference from local church pastor or business leader.
*   A successful interview with the Principal or representative (where physically possible).
*   Students should have basic computing skills including the ability to use a word processing package at an elementary level and be able to access the internet.
*   Satisfactory English language skills. International students are required to have English language skills to at least the level of IELTS 5.5. If students do not have satisfactory English language skills Unity College Australia has English language courses available to enable the student to reach the required entry level.

Students should in good conscience be able to subscribe to the Lifestyle Training School statement of beliefs that are found in the tenets of mainstream Christianity.

7.   Training Process

The course entails an average of 16 hours per week of class contact and private study time for each subject. College obligations, which include college community participation, are additional.

Lifestyle Training School uses a wide variety of training methods. Training may be conducted through:

*   lectures, presentations and demonstrations
*   interactive discussions
*   group participation
*   individual tutorials
*   practical skills exercises
*   individual projects
*   research into literature and other resources
*   audio/visual presentations
*   participation in conferences and seminars
*   visits to local Christian ministry centres
*   use of guest speakers
*   role plays and simulations

Actual delivery modes and training and assessment materials are adapted as needed in order to meet the needs of a diverse range of students. This will be done on a subject by subject basis in consultation with the trainer.

Lifestyle Training School adopts adult-learning principles, and all students are treated as adult learners. Participants in this program are therefore expected to take charge of their own learning process. It is expected that each selected participant will be committed to meeting the requirements of the relevant Certificate IV course and will attend relevant classes and activities and complete all work required for assessment.

It is expected that all program participants will have access to a computer. This is mandatory for successful course completion.

8. Course Competencies

Australia has a system of national standardisation of training for many industry areas. This system is implemented through the use of training packages (groups of courses) and individual units of competency within a course. This system enables students to get automatic recognition across all accredited government and private training organisations for relevant studies undertaken at any one of them. All elective competencies fall into this category.

NATIONALLY RECOGNISED TRAINING

There are no nationally recognised competencies developed for Christian ministry and Theology at this point in time. This course however is common to more Christian Colleges than any other accredited course in Australia and as such relevant units would have automatic recognition. The 6 core units of competency fall into this category.

The following core competencies are achieved through completion of the core units from the Certificate IV in Christian Ministry and Theology.

National Code	Competency
CMT007	Discusses the nature of the bible and present day Christian life and practice
CMT008	Interprets theological data
CMT009	Investigates information within a theological theme or issue
CMT010	Gains new personal revelation
CMT011	Explores ideas about God in relation to the way we live as Christians
CMT012	Communicates theological information in a clear, easy to understand form

In addition a selection of the following nationally recognised competencies are achieved on completion of this course. These competencies are from national training packages.

National Code	Competency
BSBWOR404A	Develop work priorities
CHCCD9B	Support community leadership
CHCCOM3C	Utilise specialist communication skills to build strong relationships
CHCORG3B	Plan and conduct group activities

9. Course Structure

Total course requirements for the Certificate IV in Christian Ministry and Theology course is the equivalent of 16 term subjects.

The following breakdown of these subjects will apply.

Subject code	Name	Subject Length	Core / Elective	Competency Code
IV4-1	Small Group Facilitation	1 Term	Elective	CHCORG3B
IV4-2	Christian Leadership and Teams	1 Term	Core Elective	CMT011 CHCCD9B
IV4-3	Introduction to Theology	½ Term	Core	CMT007, CMT008, CMT009, CMT012
IV4-4	Public Speaking Development	½ Term	Elective	CHCCOM3C
IV4-5	Developing the Leaders Around You	½ Term	Elective	BSBCMN402A
IV4-6	Developing the Leader within You	½ Term	Core	CMT010

10. Assessment overview

Assessment in each subject involves:

- attendance and participation
- practical fieldwork as applicable
- written assignments, exercises, tutorial/seminar presentations, tests as applicable
- journal/process diary completion as applicable

Competency-based assessment criteria apply to grading. The final Academic transcript will show the following results for each subject.

C Competent

NYC Not Yet Competent

Students who successfully complete the following requirements will be recommended for graduation:

- Satisfactory completion of all relevant academic requirements
- Payment of all outstanding fees owing to Lifestyle Training School
- Return of all college resources including library books
- Maintained a satisfactory level of Christian conduct during his/her time at College
- Completion of co-curricular requirements including student/community participation

11. RPL & Recognition of Past Studies

Students may apply for Recognition of Prior Learning (RPL) on the strength of formal or informal learning and experience. The student must:

- complete an 'RPL Request' form
- pay the request fee
- attend a preliminary interview to receive the appropriate 'Proof of Evidence' forms and an RPL processing quote
- accept and pay the quoted RPL processing fee
- provide adequate supporting documentation (academic transcripts, certificates/diplomas, copies of achieved learning outcomes, course components and assignments)

It is the student's responsibility to outline the individual learning outcomes or skills they have acquired against the prescribed assessment criteria of the relevant subject(s). An RPL Information Kit is available from the campus office.

Relevant qualifications or units of competency studied at other Registered Training Organisations will be automatically recognised at no cost to the student.

12. Refund Policy

If you have already paid your tuition fees, Lifestyle Training School will refund all or part of your fees on the following basis.

Firstly where a student wishes to withdraw from a subject of study or a course, a 'Notification of Withdrawal' form must be completed and submitted to the Lifestyle Training School office linked to your study. The date of withdrawal is the date in which written notification is received by the Lifestyle Training School office.

Once initial payment has been made the amount of 50% of first semester's fees is non refundable. This is to take account of the commitment the college has to make to trainers in deciding if subjects have sufficient numbers of students enrolled to proceed.

Students can start a subject/course a maximum of two weeks after the commencement date. There is no refund for late commencements. No refunds will be provided in relation to application fees, retreat fees, mission trip and/or international supplements.

Otherwise refunds will be made less the following withdrawal costs:
- prior to the cut off enrolment date for each term (Thursday before first week of term) – 10% of subject fees if payment has already been made.

- up to the first teaching week of term – 25% of the subject fee except where you have already been notified that a class for an optional subject will be running. In this case the full term fee is payable.

- after the first teaching week – no refund is payable.

The Principal of the local campus of Lifestyle Training School will make the final decision about refunds. Refunds will normally be made in Australian dollars even if the initial payment was made in another currency. The student is responsible for any currency conversion costs.

Full refunds of all relevant fees will be paid where the college defaults in its delivery (eg where a course doesn't run) in line with the provisions of the ESOS Act 2000 and the ESOS regulations 2001.

13. Other Courses

Lifestyle Training School offers a wide range of other courses including areas such as Music, Creative Ministries, English as a Second Language, Information Technology and Training and Assessment.

(BSBCMN402A) Develop work priorities – 40 hours

Description

This unit covers the skills and knowledge required to plan own work schedules, monitor and obtain feedback on work performance and development.

Elements of Competency and Performance Criteria

National Code   **Element Name**

BSBCMN402A/01 Plan and complete own work schedule

- *Workgroup* plans are prepared to reflect consideration of resources, client needs and workgroup targets
- *Work objectives* and priorities are analysed and incorporated into personal schedules and responsibilities
- *Factors* affecting the achievement of work objectives are identified and contingencies established and incorporated into work plans
- *Business technology* is used efficiently and effectively to manage and monitor planning completion and scheduling of tasks

BSBCMN402A/02 Monitor own work performance

- Personal performance standards are identified and analysed through self assessment and feedback from others on the achievement of work objectives
- *Feedback on performance* is actively sought from colleagues and clients and evaluated in context of individual and group requirements
- Variations in the quality of service and products are routinely identified and reported in accordance with *organisational requirements*

BSBCMN402A/03 Coordinate professional development

- Personal knowledge and skills are assessed against *competency standards* performance descriptions to determine development needs and priorities
- Opportunities for improvement and sources of learning are researched and planned in liaison with colleagues
- *Feedback* is used to identify and develop ways to improve competence within available opportunities
- New skills are identified and *professional development activities* are accessed and completed to facilitate continuous learning and career development
- Records and documents relating to achievements and assessments are stored and maintained in accordance with organisational requirements

Key Competencies

- How can information be collected, analysed and organised?
- How are ideas and information communicated within this competency?
- How are activities planned and organised?
- How are problem solving skills applied?
- How are mathematical ideas and techniques used?
- How is the use of technology applied?
- How is team work used within this competency?

Work objectives include:

- Sales targets
- reporting deadlines
- production targets
- budgetary targets
- team participation
- team and individual learning goals

Factors affecting the achievement of work objectives include:

- competing work demands
- technology/equipment breakdowns
- unforeseen incidents
- personnel
- environmental factors such as time, weather, etc
- resource and materials availability
- budget constraints

Feedback on performance will be attained by:

- formal/informal performance appraisals
- obtaining comments from supervisors and colleagues
- obtaining comments from clients
- personal, reflective behaviour strategies
- routine organisational methods for monitoring service delivery

Organisational requirements can be included in:

- quality assurances and/or procedures manuals
- goals, objectives, plans, systems and processes
- legal and organisational policy/guidelines and requirements
- business and performance plans
- access and equity principles and practice
- ethical standards
- Occupational Health and Safety policies, procedures and programs
- quality and continuous improvement processes and standards
- defined resource parameters

Competency standards are standards which measure all those personal and technical knowledge, skills and attitudinal aspects (competencies) required to effectively and efficiently undertake the day to day tasks and duties of the practitioner's work function.

Professional development activities will include:

- coaching, mentoring and/or supervision
- formal/informal learning programs
- internal/external training provision
- work experience/exchange/opportunities
- personal study
- career planning/development
- performance appraisals
- workplace skills assessment

Evidence Guide

The Evidence Guide identifies the critical aspects, underpinning knowledge and skills to be demonstrated to confirm competence for this unit. This is an integral part of the assessment of providing competence.

Critical Aspects of Competence Evidence
- Preparing and communicating work plans
- Scheduling work objectives and tasks to support the achievement of goals
- Seeking and acting on feedback from clients and colleagues
- Reviewing own work performance against achievements through self assessment
- Accessing learning opportunities to extend own personal work competencies
- Using business technology to monitor self development

Underpinning Knowledge

At this level the learner must demonstrate understanding of a broad knowledge base incorporating some theoretical concepts.

- The relevant legislation from all levels of government that affects business operation, especially in regard to Occupational Health and Safety and environmental issues, equal opportunity, industrial relations and anti-discrimination
- Understanding the organisation's policies, plans and procedures
- Understanding of methods to elicit, analyse and interpret feedback
- Knowledge of techniques to prepare personal plans and establish priorities
- Knowledge of quality standards for products and services
- Knowledge of relevant business technology applications
- Understanding of methods to evaluate own performance
- Processes to interpret competency standards and apply them to self
- Methods to identify and prioritise personal learning needs
- Understanding range of professional development activities and criteria to apply in choosing between them

Underpinning Skills
- Literacy skills to understand the organisation's policies and procedures; interpret competency standards; use a variety of strategies for planning and reviewing own work
- Problem solving skills to develop contingency plans
- Evaluation skills for assessing outcomes
- Communication skills including giving and receiving constructive feedback on development needs
- Technology skills including the ability to select and use technology appropriate to a task
- Time management skills to complete tasks within agreed timeframes
- Observation skills for identifying opportunities for learning and development
- Participation skills for integrating as a member of a work team
- Ability to relate to people from a range of social, cultural and ethnic backgrounds and physical and mental abilities

(CHCCD9B) Support community leadership – 64 Hours

Description

Designing, providing and promoting a supporting structure and environment to enable effective and viable leadership to be provided within the community.

Elements of Competency and Performance Criteria

National Code	Element Name
CHCCD9B/01	Develop and maintain support mechanisms

1.1 A range of support mechanisms are designed to enable the identification of the role, responsibilities, context and accountability of community leadership.

1.2 Factors which might have an impact on the effectiveness of community leadership are identified and addressed.

1.3 Resources required to support community leadership development are included in resource allocations.

CHCCD9B/02	Promote community leadership

2.1 Opportunities to routinely promote the importance of community leadership are created and responded to.

2.2 The defined role and importance of community leadership is reflected in the development of structures, processes and practice.

CHCCD9B/03	Develop leadership skills

3.1 Learning programs designed to develop leadership skills are designed and provided.

3.2 A range of activities is implemented to assist the development of community leadership.

3.3 Individuals are provided with structured and supported opportunities to experience leadership.

3.4 The expertise, skills and contributions of the community to leadership are identified and acknowledged.

Range Statement

Community leadership may include:
- Individuals acting in a formal representative role
- Elected management committees
- Formally constituted groups/steering committees/reference groups
- Key people with recognised influence

Support mechanisms will include:
- Resources
- Information/training development
- Recruitment and selection of leaders and managers
- Networks
- Groups
- Practice frameworks
- Individual and ongoing support
- Procedures for identifying potential community leaders

Organisational structures will include:
- Management
- Consultations
- Accountability
- Decision-making
- Advisory systems
- Policy, guidelines, objectives and principles

Critical aspects of assessment:
- Identification and development of opportunities for leadership within the community
- Providing support for leadership structures and the development of individuals

Essential knowledge gained:
- Community development principles and strategies
- Concepts of effective leadership
- Structure and nature of the community
- Significant cultural awareness, practices and protocol
- Availability of skills development training
- Support mechanisms and structures in the range of relevant communities and cultural contexts

Essential skills learnt:
- Negotiation, liaison, networking
- Facilitation

Resource implications:
You will be given access to a workplace or community or to an effectively simulated environment.

Context of assessment:
This unit will be best assessed in the workplace or in an environment that simulates the normal range of workplace conditions.

(CHCCOM3C) Utilise specialist communication skills to build strong relationships

DESCRIPTION

This unit relates to the application of specialist workplace communication techniques to build and maintain strong relationships with colleagues and clients, based on respect and trust.

Elements of Competency and Performance Criteria

National Code	Element Name
CHCCOM3C/05	Apply specific communication techniques to assist in resolving conflict
	5.1 Strategies are put in place to develop a trusting relationship that will enable facilitation of conflict resolution.
	5.2 Specific mediation processes are applied that enable individual issues to be identified and stories heard, and exploration and validation of the history of the conflict.
	5.3 Agreement is sought on processes to be followed to resolve conflict within scope of own abilities, skills and work role.
	5.4 Referral to conflict resolution and mediation is made as appropriate.
	5.5 Verbal communication skills are utilised to assist in resolving any conflict.

CHCCOM3C/06	Implement mechanisms that facilitate group discussions
	6.1 Opportunities are provided to fully explore all relevant issues.
	6.2 Strategies which encourage all group members to participate equally are used routinely including seeking and acknowledging contributions from all members.
	6.3 Objectives and agendas for meetings and discussions are routinely set and followed.
	6.4 Relevant information is provided to groups as appropriate to facilitate outcomes.
	6.5 Evaluation of group communication strategies is undertaken to promote ongoing participation of all parties.
	6.6 Strategies are implemented to ensure the specific communication needs of individuals within the group are identified and addressed.

Range Statement

Exercising effective communication skills includes:
- Identifying and evaluating what is occurring within an interaction in a non judgemental way
- Making decisions about appropriate words, behaviour, posture
- Using active listening
- Using clarifying, summarising questions
- Putting together a response that is culturally appropriate
- Expressing an individual perspective
- Expressing own philosophy, ideology and background and exploring the impact of this on the communication
- Exploring and unpacking problems
- Using reflective listening
- Providing sufficient time to enable stories to be told
- Providing summarising and reflective responses in conflict situations

Non verbal communication includes:
- Gestures
- Posture
- Facial expression

Basic counselling skills include:
- Counselling context, process and goals
- Establishing a trusting relationship
- Information gathering
- Reflective listening
- Basic knowledge of theories supporting counselling process
- Human life stage development

Types of interviews include:
- Related to staffing issues
- Routine information collection
- Confidential
- Evidential
- Non disclosure
- Disclosure

Quality of presentations will be assessed according to:
- Clarity
- Appropriate sequencing
- Delivery within a predetermined time
- Utilising appropriate media to enhance the presentation
- Addressing audience needs

Opportunities will include:
- Allowing sufficient time to hear individual stories
- Encouraging a full exploration of issues
- Encouraging validation of individual issues

Evidence Guide for Competency

Critical aspects of evidence include:

- Providing evidence that all communication with clients and colleagues is appropriate to individual needs and the situation and promotes achievement of organisational objectives
- Using effective communication skills with clients accessing service, and with work colleagues
- Using strategies to meet particular client communication need/difficulties
- Conflict resolution is addressed in a timely way and in a manner which is inclusive of individual issues, and does not compromise the standing of the organisation or the integrity of the individual
- Knowing when to provide referrals to conflict resolution and mediation

Essential knowledge:

- Cross cultural communication protocols
- Family system models
- Grief and loss issues
- Sexuality and human relations issues
- Crisis intervention theories and models
- Dynamics of conflict resolution
- Recognition of communication styles of individuals
- Dynamics of groups and different styles of group leadership
- Different communication skills relevant to client group eg signing
- Oral communication skills required to fulfil job roles as specified by the organisation/service. Assessors should look for skills in asking questions, providing clear information, listening to and understanding workplace instructions, and clarifying workplace instructions when necessary. Service/organisation may require competence in English or community language, depending on client group
- Literacy skills to enable reporting and recording of client interaction within the scope of the job role

Essential skills learnt:

Full range of communication techniques including:

- Reflective listening, respectful responding, development of empathy and rapport and other basic counselling skills
- Facilitating conflict resolution through application of a range of strategies
- Techniques to seek agreement between parties
- Active listening if culturally appropriate, recognition of non verbal triggers
- Feedback
- Interpretation
- Role boundaries setting
- Negotiation
- Establishing empathy
- Skills in working with clients in crisis

Consistency in performance will be demonstrated by:

- Having access to appropriate workplace where assessment can take place or
- Simulation of realistic workplace setting for assessment
- Assessment may include observations, questioning or evidence gathered from a workplace setting
- Assessments will be varied and they have to be assessed in more than one occasion and must include the range of clients who access the service

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(CHCGROUP3C) Plan and conduct group activities

Description

Participating in, establishing and leading a range of informal and formal groups in a variety of settings.

Elements of Competency and Performance Criteria

National Code	Element Name
CHCGROUP3C/01	Address resourcing issues for group activities
	1.1 Planning of group activities includes consideration of: • the purposes, defined according to the identified needs of the client group • the human, financial and physical resources required. 1.2 Where required resources are not immediately and readily available appropriate submissions are made to potential sources of assistance and resources. 1.3 Where formal submissions are made they meet the requirements of the funding guidelines and the organisations principles and practice.

CHCGROUP3C/02	Co-ordinate a group planning process
	2.1 Opportunities for collaborative planning of group activities with clients are actively sought and promoted and information about the needs and expectations of the group is solicited, analysed and prioritised. 2.2 The purpose of group activities is negotiated with the group in a manner which gives sufficient time and space for individuals to articulate their ideas and wishes and create opportunity for input to ownership of group processes. 2.3 The purpose of the proposed group activity is translated into a set of aims and objectives. 2.4 The potential impact on group operation of the values and beliefs of both the worker and the client is analysed and clarified with those involved in planning and implementing group activities. 2.5 Contributions and suggestions to group planning processes are dealt with in a way to promote continued participation 2.6 Planned group strategies are designed that promote effective group operation and take into account the specific characteristics of the clients who will participate in the activity or program.

CHCGROUP3C/03	Manage group processes including responding to conflict
	3.1 Opportunities are promoted for open dialogue and active listening between group members. 3.2 Sensitivity to participants, regardless of their gender, culture, ethnicity, subculture, sexuality and ability, is encouraged and modelled. 3.3 When conflict threatens or arises: • strategies to prevent it are implemented within the role, power and capacity of the leader • the outcomes of positive conflict are identified and reinforced • relevant principles and practices of conflict resolution are clarified and confirmed and agreement sought to implement them • acknowledgment of respective rights and responsibilities and perceptions of all participants within the conflict situation is encouraged. 3.4 Opportunity is offered to all participants for debriefing, support, mediation, consultation and facilitation throughout conflict resolution processes.

CHCGROUP3C/04	Evaluate group activities
	4.1 Aims and objectives of the group activity provide the basis for evaluation and feedback. 4.2 Feedback from all group participants is sought on leadership style, group process, achievement of objectives, other achievements and areas for development. 4.3 Evaluation data is documented according to organisational procedures and distributed to relevant people.

Group activities may include:
- Formal or informal
- Structured
- Semi structured
- Unstructured

Group activities may relate to:
- Discussions about relevant issues
- Sporting and recreation activities
- Music and performing arts
- Research, planning and management
- Informal education
- Community action
- Special interest causes

Communication with young people may include:
- Oral, written or visual means
- Use of third party translation/interpretation
- Different languages

Evidence Guide

Critical aspects of assessment:
- Support group activities for formal and informal groups
- Participate in for a variety of the group activity types identified in the Range Statement
- Provide support for an appropriate target group, defined by factors as listed in the range statement

Essential knowledge:
- Dynamics of groups
- Different styles of group leadership and decision
- Effective communication strategies
- Organisation's policies, principles and procedures
- Organisation's and community resources
- Relevant models such as stages of group development and stages of change

Essential skills learnt:
- Conflict management
- Developing and maintaining positive relationships
- Effective group management

Resource implications:
- Access to appropriate workplace or community setting where assessment can take place, or
- Simulation of realistic workplace setting for assessment

Consistency in performance:
- Assessment may include observations, questioning or evidence gathered from the workplace, e.g. testimonials from group members, portfolios
- It is recommended that assessment may take place on one occasion to enable assessment in a variety of settings with a range of both formal and informal groups

National course code / Aus study Course number
Cert IV Christian Ministry   CM30268 QLD
Cert III Christian Ministry   CM30771 QLD

RTO   6330