



Australian College of
Christian Studies

TRAINING AND ASSESSMENT STRATEGY (TAS)

10742NAT Cert IV in Christian Ministry and Theology

TRAINING & ASSESSMENT STRATEGY	
Training Package	Accredited Course, licenced to ACCS through the Corporation of the Trustees of the Roman Catholic Archdiocese of Brisbane
Qualification Title	10742NAT Certificate IV in Christian Ministry & Theology
RTO Name	Australian College of Christian Studies Ltd
Delivery Mode	Blended Learning (Virtual and Online)
College Location	Level 2, 29 George Street Burwood NSW
National Code	91402
CRICOS#	03375M
Purpose of Training	<p>This course is intended to provide students with opportunities develop their Bible knowledge and build a range of practical ministry skills so that they can participate in ministries such as discipleship, Bible teaching, evangelism and world mission, children's ministry, and youth ministry as well as adult programs in local church or with in para-church ministry and build connections with others as they share life together. Other examples include.</p> <ul style="list-style-type: none"> • Personal discipleship • The discipling of other Christians • To Interpret, analyse, and apply integrated concepts related to Christian beliefs • To provide considered information and ideas related to Christian beliefs and teachings to Christian and non-Christian audiences • To provide leadership to Christians based on demonstrated understanding of Christianity.
Course Duration	<p>This program is presented as a 40 week course, with 3 trimesters each 12 week in duration. Each trimester is split by 2 weeks of term breaks, with a 1 week mid term break in each teaching term. The program requires 300 hours self-directed learning, which could include engaging in work related activities during the term, the term breaks or on weekends throughout the duration of the course.</p> <p>It may take up to 18 months to complete the qualification, depending upon the learner's current knowledge, understanding and personal motivation.</p> <p>International students are required to enrol as a fulltime student, they will complete the course in 40 weeks.</p>
Entry Requirements	<p>Students must.</p> <ol style="list-style-type: none"> 1. Be 18 years at the time of commencement of the course. 2. Be able to read, write, comprehend & speak at a minimum Year 11 English level or equivalent and for international applicants an IELTS level of 5.5. 3. Have a Christian faith. 4. Have computer literacy skills to undertake an online course. 5. Access to a computer with digital camera and microphone, 6. Have word processing and presentation programs 7. Access to the internet with the ability to stream online meetings/classes. 8. Have a current valid email account.
Course Prerequisites	None
Course Cost	<p>Face Total cost of course in \$5240. Each unit of study costs \$524. The course contains of 10 units of study. Students must pay their tuition fees prior to Census Date (see academic calendar for dates) which is at the end of week four of each trimester. Students can enter into a regular payment schedule in order to reduce the impact of study costs, and fees can be paid on a weekly or monthly basis.</p> <p>ACCS does not collect fees of more than \$1,500 in advance.</p> <p>There are no other fees associated with the course.</p>
Recognition Of Prior Learning (RPL)	<p>RPL is a process available, upon application through ACCS, to students who consider that they have the requisite skills and knowledge in church-based ministries. An application for RPL should be made at the time of application or prior to the start date of the portion of the course in which the relevant Units of Competency are being taught. Applications for RPL incur a cost due of the work involved in reviewing and assessing them. The standard cost for RPL is \$300 per unit of competency.</p>

If you wish to apply for RPL, the first step is to contact our [Student Registrar](#) or call on 02 80008705.

LIST OF COMPETENCY UNITS

Units of competency that make up this qualification.

- The Core Units listed in the Core Units Schedule
- The Elective Units listed in the Elective Units Schedule
- AQF Volume of Learning for Cert IV is 600 – 2400 hours or 0.5 - 2 years
- Core Nominal Hours are identified from the 10742NAT Christian Ministry and Theology Training Product, August 2018
- Elective Nominal Hours are identified from the November 2020 Victorian Purchasing Guide

Total Number of Units: 9

Number of Core Units 6

Number of Elective Units: 3

UNIT CODE	UNIT NAME	HRS
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CORE UNITS SCHEDULE

CMTTHE401	Interpret and discuss Christian Scripture and Theology	75
CMTTHE402	Interpret theological data	75
CMTTHE403	Compare and present information on a theological theme or issue	75
CMTTHE404	Compare and apply new theological insights	75
CMTMIN401	Explain the application of Christian ethics to contemporary life issues	75
CMTMIN402	Communicate theological information	75
Core Units Nominal Hours		450

ELECTIVE UNITS SCHEDULE

BSBLDR411	Demonstrate leadership in the workplace	50
SISXCAI006	Facilitate groups	25
BSBCMM411	Make presentations	30
Elective Units Nominal Hours		105
Total Nominal Hours		555

VOLUME OF LEARNING

The below hours give an indication to the anticipated volume of learning for the training and assessment of the anticipated profile of participants. The volume of learning identifies the notional duration of all training and assessment activities required for the achievement of the learning outcomes of the Certificate IV course on offer. The following calculations represent the anticipated profile of participants who will attend this program and has been designed to be completed with 24 weeks of instruction and assessment being delivered over a 40-week duration which includes holidays, and work experience.

Supervised Hours

Total amount of instructor-led blended training- 20 hours per week = 500 hours
Personal formal assessment- 4 hours per week = 100 hours

Unsupervised Hours

Work Experience
Church based ministry- 6 hours per week = 144 hours
Ministry experience = 90 hours
Personal non-academic subjects = 80 hours
Personal study- 6 hours per week = 144 hours

Volume of Learning

Supervised hours= 596 hours
Unsupervised hours = 462 hours

Total Volume of Learning = 1058

Rational- The following volume of learning has been identified for the 10742NAT Certificate IV in Christian Ministry and Theology. This volume of learning represents the profile of participants who attend this program. The program is adjusted for the prior qualification skills and experience of the individuals.

The Cohort- The specific cohort are mature aged students, and international students with IELTS recognition, who are motivated to study and are provided with support to enable them to engage in the learning and assessment process. They see the course as offering a service to their local churches and para-church ministries.

Blended Learning Delivery- The course uses instructor led virtual online mode of delivery, via Zoom and self-directed online learning. The student has greater access to learning where they can benefit from both trainer facilitation and their own directed study. Assessment- Some assessments are completed during training hours and outside of this time some are completed by students in unstructured learning times. Assessment times can be dependent on and adjusted for a student's personal experience, the unit's performance criteria and the mode of assessment. Associated Assessment tasks for the program are identified on pages 5 and 6 of this TAS.	
Learner Group	Learners will develop their knowledge and skills in the context of discipleship, Biblical Christian ministry.
Students with current skills and/or qualification	All students will be given the opportunity to have any current skills and/or qualifications credited to their academic report via the Recognition of Prior Learning (RPL) Policy.
Pathways Preferred pathways for candidates considering this qualification include:	Pathways into the Qualification This qualification is suitable for an Australian and International Christians seek to learn and develop their skills and knowledge in Theology and Ministry. Examples of indicative job roles for participants seeking entry based upon their vocational experience include, youth ministry and lay ministry Pathways from the Qualification This qualification is suitable for an Australian theological and or ministry pathway and can provide entry in further VET programs or into Diploma or Bachelor levels of qualifications. For example. <ul style="list-style-type: none"> • The Diploma of Christian Ministry & Theology • The Bachelor of Theology

DELIVERY AND ASSESSMENT ARRANGEMENTS	
Duration	The course is scheduled over a period of 10 months. The scheduled for attendance may be reduced by the student providing approved Recognition of Prior Learning RPL.
Weekly Training Sessions	Students who are undertaking the 10742NAT Certificate IV in Christian Ministry & Theology will be required to complete all scheduled training every week. Course information, training content, assessments and recorded training sessions are available for students on the Student Portal.
Organisation	The qualification is an accredited course with elective competency units selected from the approved schedule of the 10742NAT Certificate IV in Christian ministry and Theology. The qualification requirements for the 10742NAT Cert IV in Christian Ministry and Theology are met via the delivery of selected subjects. The Training Subjects provide a typical ministry subject reference for the learner. Full details of how the training units are mapped to the Units of Competency are given in the Assessor Guides for individual units. The course provides theoretical and practical skills in Christian ministry service, students are required to complete all designated assessments tasks as specified in each unit to meet the assessment criteria. The date and time of training and assessment is shown in the course program as a guide. The time and method of assessment can be varied to suit students with special needs.

TRAINING DELIVERY	
Delivery Mode	This program includes trainer led both virtually online and face-2-face in a classroom (blended learning), presentations, practical demonstrations of skills and knowledge in exercises and through student participation in local churches & at ministry venues. Learners are required to undertake self-directed learning, also known as non-supervised learning, it is structured and compulsory self-paced learning activities, examples include and reading through presented lesson material.
Facilities & Equipment	<ul style="list-style-type: none"> • Three lecture rooms • Student lounge area • Library with 18,000 catalogued holdings + access to 9000+ e-books and Electronic Journals • Computers and Wi-Fi Internet • Interactive Data projector • Individual study carrels
Teaching Resources	<ul style="list-style-type: none"> • All learning resources including training notes are supplied by the College • Prescribed reading articles, identified for each subject • Concordance https://www.biblestudytools.com/concordances/ • Bible Dictionary https://www.biblestudytools.com/dictionaries/bakers-evangelical-dictionary/ • Bible Commentary https://enduringword.com/bible-commentary/

Personal Resources	Students are required to supply their own stationary and personal computers
Workplace Engagement	This course does not require workplace engagement. However, learners will benefit greatly from regular church attendance, serving in a ministry in the church and through weekly bible study groups. ACCS has developed a reflective journal / logbook for students to use, the logbook is non-assessable and is intended for students' personal use only.

DELIVERY & ASSESSMENT SCHEDULE

The following is a sample of a Delivery & Assessment Schedule for participants over a 24-week training period. Sessions are conducted on Mondays to Thursday of each week. This Delivery & Assessment Schedule demonstrates how the 10742NAT Certificate IV in Christian Ministry and Theology may be delivered. Students will be Instructor-led through each unit of competency with the supplied Learner Assessment Guides and Learner workbooks and resources on the Student Portal.

All 9 units must be completed to attain the 10742NAT Certificate IV in Christian Ministry and Theology.

Delivery Order	Code	Unit Name	Delivery Method	Resources	Location	Assessment Strategy
Block 1 T1 Week 1-5	CMTTHE501 Interpret and discuss Christian Scripture and Theology	Introduction to the Old Testament	Instructor led or Online	Lesson Notes Trainer PowerPoint Moodle Library Learner Assessment Guide	Journal Presentations Essay	Block 1 T1 Week 1-5
Block 2 T1 Week 6-10	CMTTHE502 Utilise the analysis of theological data	Introduction to Theology	Instructor led or Online	Lesson Notes Trainer PowerPoint Moodle Learner Assessment Guide	Short Questions & Answers Report Research Essay	Block 2 T1 Week 6-10
Block 3 T1 Week 11-12 T2 Week 1-2	CMTTHE503 Research and analyse information within a theological theme or issue	Introduction to the New Testament	Instructor led or Online	Learner Assessment Lesson Notes Trainer PowerPoint Moodle Learner Assessment Guide	Online Quizzes Presentations Essay	Block 3 T1 Week 11-12 T2 Week 1-2
Block 4 T2 Week 3-7	CMTTHE504 Analyse and apply new theological insights	Biblical Interpretation	Instructor led or Online	Lesson Notes Trainer PowerPoint Moodle Learner Assessment Guide	Short Questions & Answers Written Assignments	Block 4 T2 Week 3-7
Block 5 T2 Week 8-12	CMTMIN501 Facilitate personal or social change through the application of theological ideas	Spiritual Formation	Instructor led or Online	Lesson Notes Trainer PowerPoint Moodle Learner Assessment Guide	Guided Reflective Journal Questions & Answers Report	Block 5 T2 Week 8-12
Block 6 T3 Week 1-4	CMTMIN502 Present theological beliefs and their implications	Evangelism	Instructor led or Online	Lesson Notes Trainer PowerPoint Moodle Learner Assessment Guide	Short Answer Questions Reports Roleplays	Block 6 T3 Week 1-4

Block 7 T3 Week 5-9	BSBMGT401 Show leadership in the workplace	Christian Leadership	Instructor led or Online	Lesson Notes Trainer PowerPoint Moodle Learner Assessment Guide	Short Answer Questions Self-evaluations Interview Report	Block 7 T3 Week 5-9
Weeks 20 -22	CHCPA001 Plan for the Provision of Pastoral and Spiritual Care	Caring for Others	Instructor led or Online	Lesson Notes Trainer PowerPoint Moodle Learner Assessment Guide	Short Essay Report Short Q&A Essay Portfolio	Written Presentation
Block 8 Weeks 10-12	BSBCMM401 Make a Presentation	Make a Presentation	Instructor led or Online	Lesson Notes Trainer PowerPoint Moodle Learner Assessment Guide	Short Q&A Presentations	Block 8 Weeks 10-12

Training and Assessment Staff

Program area	Staff	Train / Assess	Competencies of staff	
			Technical	Assess
Core (6)	Dr Len Smith	T&A	Y	Y
Electives (4)	Dr Len Smith Merilyn Smith	T&A	Y	Y

ASSESSMENT VALIDATION PROCESS

The processes used to validate student assessment activity in this qualification.

- The Corporation of the Trustees of the Roman Catholic Archdiocese of Brisbane has facilitated surveys and workshops to consult key stakeholders in the development of this qualification. The training and assessment strategies are documented in the licensed curriculum.
- Condition of License for this qualification in participation in the national validation and moderation workshop facilitated by the Corporation of the Trustees of the Roman Catholic Archdiocese of Brisbane.
- Ongoing professional development of all trainers and assessors.
- Validation by ACCS Course Advisory Committee meets at scheduled internal moderation and validation meetings each year between trainers and assessors. There will be a review of materials for each Training Subject before implementation and annually.
- Student feedback is sought through surveys of individual units and the overall training program.

Rules of evidence for validation process

ACCS carries out all validation of assessments and ensures that the rules of evidence are applied, they are:

Valid – By mapping the evidence submitted against the competency criteria.

Sufficient – Several pieces of evidence are submitted to satisfy the performance criteria.

Current – The demonstration of current skills and knowledge relevant to performance criteria and context.

Authentic – The work of the student is observed as their own and declarations are signed off against self-directed work and/or validated by third party reports.

Industry Consultation & Continuous Improvement

ACCS applies a cyclic continuous improvement program. Written policies and procedures are subject to regular review through:

- Industry consultation also takes place formally at the Industry Consultation Meeting key stakeholders, those being the RTO Australian College of Christian Studies, GLO and the Corporation of the Trustees of the Roman Catholic Archdiocese of Brisbane
- Professional Development & 10742NAT Cert IV Training & Assessment updated as required
- Corrective action is taken /applied when and where required and the change is implemented throughout the organisation, with input from consultants when and where required.
- ACCS applies a Cyclic Continuous Improvement (CI) Program.
- Written Policies and Procedures are subject to regular review followed by Professional Development as required.
- All Policies and Procedures are reviewed internally every 36 months (or when required) and externally every 7 years as per ASQA's requirements
- Corrective action is taken /applied when and where required.
- Changes are implemented throughout the organisation Document Management System

Resources Feedback & Evaluations:

Students, Trainers, and Assessors are encouraged to provide feedback about the quality of the programs and facilities.

- Students are encouraged to provide both verbal and written feedback throughout their training via Evaluation Forms that are supplied at various stages during the course and via ad hoc feedback to their trainer or assessor.
- Upon completion of courses, students are requested to complete the Learner Satisfaction Questionnaire.
- Where relevant, employers are requested to complete the Employer Satisfaction Questionnaire.
- Trainers and assessors are encouraged to provide feedback on an ad hoc basis as well as through formal feedback at the end of a course.

The Training Coordinator will collect and analyse all feedback for consideration as part of the ongoing quality improvement process. Due to the size of ACCS simple issues are processed quickly with minimum consultation. CI will occur if required prior to, during and post course delivery based upon received information.

DIMENSIONS OF COMPETENCY

Students' response to the outcomes of the entire qualification and the related aspects of the four dimensions of competency are integrated into the students' training sessions. Examples of the addressing of the competencies are listed below.

Task skills	Students are required to complete tasks, programs and projects related to simulated workplace everyday use of Christian ministry activities. In these tasks' students need to apply task skills to a range of communications skills.
Task management skills	In completing tasks and projects students will be organizing their time to complete the task in the most efficient and appropriate manner. Students are required to consider progression through a range of tasks both in and out of class during their training.
Job role environment skills	During practical training students are required to conduct themselves in an appropriate manner regarding interaction with other students and/or others involved in the training.
Contingency management skills	Students are required to complete a series of theoretical and practical simulated activities. During these activities' students are faced with planned and unplanned variations to expected outcomes, e.g., alternative communication scenarios.

ASSESSMENT PROCESS

The following describes the typical process for conducting assessments against the units of competency identified (variations may be required due to individual student requirements).

Step 1: Prepare for assessment.

The Assessor:

- establishes the context and purpose of the evidence to be collected.
- identifies and analyses the units of competency, training package and the training assessment strategy to identify the evidence requirements.
- reviews the assessment tools and confirm their currency and adequacy in meeting the rules of evidence.

Step 2: Prepare the student.

The Assessor communicates to the student:

- the context and purpose of the assessment and the assessment process.
- the units of competency to be assessed and the evidence to be collected.
- the assessment procedure and the preparation the student should undertake.
- any needs the student may have, where applicable, negotiate reasonable adjustment to the assessment.
- feedback regarding the student's understanding of the evidence requirements and assessment process.
- their readiness for assessment.

Step 3: Plan and prepare the evidence-gathering process.

The Assessor:

- establishes a plan for gathering sufficient quality evidence about the student's consistent performance to make an assessment decision.
- organises equipment or resources required to support the evidence-gathering process; and
- coordinates and briefs other personnel involved in the evidence-gathering process.

Step 4: Collect the evidence and make the assessment decision.

The Assessor:

- establishes and oversees the assessment process to ensure its validity, reliability, fairness, and flexibility.
- collects appropriate evidence and match compatibility to the unit of competency.
- incorporates adjustments to the assessment procedure without compromising the integrity of the competencies.
- evaluates the evidence in terms of validity, consistency, currency, authenticity, and sufficiency.
- consults with other staff, or technical experts involved in the assessment process.
- records details of evidence collected; and
- makes a judgement about the student's competence based on the evidence and the relevant unit(s) of competency

Step 5: Provide feedback on the assessment.

The Assessor will provide advice to the student about the outcomes of the assessment process. This includes providing the student with:

- clear and constructive feedback on the assessment decision.
- information on ways of overcoming any identified gaps in competency revealed by the assessment.
- the opportunity to discuss the assessment process and outcome; and
- information on reassessment and the appeals processes if applicable.

Step 6: Record and report the result.

The Assessor:

- records the assessment outcome according to the policies and procedures
- maintains records of the assessment, evidence collected and the outcomes according to the policies and procedures.
- maintains confidentiality of the assessment outcome; and
- reports the assessment outcome to management.

Step 7: Review the assessment process.

On completion of the assessment process, the Assessor:

- Reviews the assessment process.
- Reports on the positive and negative features of the assessment to those responsible for the assessment procedures.
- And if necessary, suggest to management ways of improving the assessment procedures through raising a Continuous Improvement Report or by providing input to the next scheduled assessment validation.

Step 8: Participate in the reassessment and appeals process.

The Assessor:

- provides feedback to the student, if required, regarding the assessment outcome or process, including guidance on further options.
- provides the student with information on the reassessment and appeals process.
- reports any assessment decision that is disputed by the student to the appropriate personnel; and
- participates in the reassessment or appeal according to the policies and procedures.

STUDENT SUPPORT

ACCS offers a range of support services to course students to assist in the provision of environments that are conducive to safe training. Where specific training resources are required, ACCS endeavors to provide access to support so to ensure learners are not disadvantaged in the learning and assessment processes. This assistance includes.

Technical, Academic & Vocational Support

Students will be able to always access all required assessment and training resources via the Student Portal. Students can also seek assistance for their training via the Student Portal. Students may receive technical, academic, or vocational support from the course presenter or other designated qualified person. The student's progress is monitored, and support provided as deemed appropriate. If necessary, the student may be referred to other qualified persons, depending on the nature of the support required.

Personal Support

Students demonstrating signs of distress or discomfort are to be offered support and confidentiality by the trainer. Support may take the form of advice or referral to other qualified persons, depending on the nature of the support required.

Well & Safe

ACCS is committed to the well-being and safety of our students, staff, and faculty. We aim for this to be reflected in the culture, relationships, physical environment, and learning. Safety and well-being are the responsibility of all involved in our community. The intent for respect for the well-being and safety of others is for application now, by those presently involved in ACCS and all associated training, however, is also for further realisation in the future endeavours of students as they implement what they have learned in their broader communities. ACCS, as far as it is able, exercises a holistic approach for the safety and well-being of all concerned. This then also includes aspects within the emotional, spiritual, and relational, realms of application. Additionally, ACCS is aware of the possibilities of change of

circumstances and variation in abilities of our students and endeavours to cater for them, as far as we are able and to relate with each as an individual, in accordance with our beliefs, policies and accepted practices.

Aboriginal & Torres Strait Islander People

This course is developed to improve educational outcomes and employment opportunities for Aboriginal peoples. ACCS endeavors to assist students to access a qualification and provide them with advice and support throughout the course. Such assistance might include:

- Advice regarding the courses available to students.
- Help with the enrolment procedure, as well as information about how to contact the Aboriginal Student Support Officer.
- Advice about applying for financial assistance and information about support services like literacy and numeracy programs.

Language, Literacy, Numeracy & Technology (LLNT) Support

Students requiring language, literacy, numeracy, or technology support (LLNT) are required to identify the need of support on application. Where only a low level of support is needed, ACCS may arrange for the student to receive extra-curricular assistance from the trainer or another team member. Where extensive support is needed, specialised LLN classes may be provided. Where an applicant's LLNT deficiency will clearly inhibit their achievement of learning outcomes and the applicant refuses LLNT support, enrolment may be declined. LLNT support sessions are timetabled weekly and can be arranged for when required through the Student Support Officer (SSO).

Resources for the Learner

Learners will be issued with learner guides (print or download is available) for each unit as well as being directed to other resources, including websites for self-directed learning. ACCS has developed its own resources as it allows ready customisation to meet the individual learner's needs and requirements. Assessment tools will be issued to learners and explained by the facilitator at each session. ACCS acknowledges the use of the digital world and embraces the use of this technology where and when appropriate. ACCS continues to develop its integration of technology into its delivery of learning and assessment.

INFRASTRUCTURE REQUIREMENTS

A tick indicates that the RTO has the following requirements.

☒ All Trainers & Assessors, including full-time and part-time involved in the delivery and assessment of this qualification have direct access to the current version of the relevant Training Package (The Corporation of the Trustees of the Roman Catholic Archdiocese of Brisbane), including the appropriate units of competency, assessment guidelines and qualification structure. ACCS uses the local server system for storage of the above-identified documentation, this material is updated regularly.

☒ All Trainer & Assessor personnel, including full-time and part-time staff involved in the delivering the training program have access to trainer, assessor, and student support materials relevant to their areas of delivery and assessment, including legislation and regulations relevant to the industry.

☒ All Assessment resources are verified through industry consultation and validation. When necessary, changes are made to improve competency performance and assessment criteria.

Resources include:

- Assessment tools for each unit of competency
- Laptop and data projector
- Workbooks
- Appropriate classroom with desks, chairs, and whiteboard
- Library
- Access to the Student Portal and internet
- Zoom software and associated technology
- Ongoing professional development

☒ ACCS have access to staff and training/assessment resources to meet the requirements of students with special needs and has an assessment process that incorporates reason ACCS adjustment procedures. Within ACCS, trainers and support team are equipped to identify and deal with students with special needs. Where students are identified as outside the ability of the trainer/assessor, ACCS personnel can provide expertise up to a level, beyond these level students will be referred to specialist personnel for assistance.

☒ ACCS has reviewed the equipment and facility requirements for each unit of competency in the qualification and guarantees that it has access to the plant and equipment that meet industry standards needed to implement the program.

- ACCS trainers and assessors are required to review equipment or/and facility prior to use.
- When required a WHS checklist and/or Risk Assessment evaluation form is used if facility is used for the first time or has not been used for over two years.

TRAINING & ASSESSMENT SCHEDULE ENDORSEMENT

Ongoing Validation and Industry Consultation

If required, ACCS validates documents, when identified by clients, trainers, or minor modifications to Training Packages. The process may involve changes to documentation and validation supported by the recommendations of validation personnel. Industry consultation took place throughout the development of this Training and Assessment Strategy. Comments made by consultants are added to affect changes to this strategy. Where practical, for an extra layer of validation external observers to the organisation validate an assessment by attending and observing an assessment in action and verifying the process.

Internal people who contributed to this TAS include:

- Dr Paul Porta – Chief Education Officer/Dean of Studies
- Dr Len Smith – Trainer and Assessor
- Merilyn Smith – Dean of Students

External Reviewers

- Stuart Thompson
- Dr Allie Ernst

Chief Education Officer	Dr Paul Porta
DATE	27 th Jan 2023