



## 10743NAT Diploma of Christian Ministry and Theology

TRAINING & ASSESSMENT STRATEGY	
<b>Training Package</b>	Accredited Course, licenced to ACCS through the Corporation of the Trustees of the Roman Catholic Archdiocese of Brisbane
<b>Qualification Title</b>	10743NAT Diploma of Christian Ministry & Theology
<b>RTO Name</b>	Australian College of Christian Studies Ltd
<b>Delivery Mode</b>	Classroom or Online
<b>National Code</b>	91402
<b>CRICOS Code</b>	03375M
<b>College Location</b>	Level 2, 29 George Street Burwood NSW
<b>Course Description</b>	<p>This course is intended to provide participants with a range of knowledge and skills to perform the following functions within a Christian ministry context:</p> <ul style="list-style-type: none"> <li>• interpret, analyse and apply integrated concepts related to Christian beliefs</li> <li>• provide considered information and ideas related to Christian beliefs and teachings to Christian and non-Christian audiences</li> <li>• provide leadership to Christians based on demonstrated understanding of Christianity.</li> </ul>
<b>Course Duration</b>	<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 500 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>
<b>Entry Requirements</b>	<ol style="list-style-type: none"> <li>1. Will be 18 years at the time of commencement of the course.</li> <li>2. Be able to read and write English to at least Year 11 English level or equivalent and for international applicants an IELTS level of 5.5.</li> <li>3. Have a Christian faith.</li> <li>4. Have computer literacy skills to undertake an online course.</li> <li>5. Access to a computer with a word processing program and access to the internet.</li> <li>6. Have a current valid email account.</li> </ol>
<b>Course Prerequisites</b>	Nil.
<b>Course Cost</b>	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

	<p>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>
<b>Target Group</b>	<p>This course has been designed for participants who have a Christian faith and desire to develop their Bible knowledge, understand theological concepts and to build a range of practical ministry skills in order to participate in local church or para-church ministries.</p> <p><b>N.B:</b> This course is not suitable for Christians who are new in the faith. Course participants should have at least two years of regular church attendance experience.</p>
<b>Recognition of Prior Learning (RPL)</b>	<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.</p> <p>Applications for RPL incur a cost due of the work involved in reviewing and assessing them. The standard cost for RPL is <b>\$300 per unit of competency</b>.</p> <p>To apply for RPL, contact our <a href="#">Student Registrar</a> or call on <a href="tel:0280008705">02 8000 8705</a>.</p>

LIST OF COMPETENCY UNITS		
<p>Units of competency that make up this qualification;</p> <ul style="list-style-type: none"> <li>• Completion of all core units (6)</li> <li>• Elective units listed in the elective schedule (4)</li> <li>• Core Nominal Hours are identified from the Christian Ministry and Theology Training Product August 2018.</li> <li>• Elective Nominal Hours are identified from the Victorian Purchasing November 2019.</li> </ul>		
UNIT CODE	UNIT NAME	HRS
CORE UNITS		
CMTTHE501	Analyse and interpret Christian Scripture and Theology	85
CMTTHE502	Utilise the analysis of theological data	85
CMTTHE503	Research and analyse information within a theological theme or issue	85
CMTTHE504	Analyse and apply new theological insights	85
CMTMIN501	Facilitate personal or social change through the application of theological ideas	85
CMTMIN502	Present theological beliefs and their implications	85
<b>Core Units Nominal Hours:</b>		<b>510</b>
ELECTIVE UNITS		
BSBMGT401	Show leadership in the workplace	50
CHCPAS001	Plan for the provision of pastoral and spiritual care	30
BSBCMM401	Make a presentation	30

BSBLDR403	Lead team effectiveness	50
<b>Elective Units Nominal Hours:</b>		<b>160</b>
Nominal hours are the amount of instruction time required to teach a unit of competency.		<b>Total Nominal Hours: 670</b>
<p><b>Volume of Learning</b></p> <p>The above nominal 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 Diploma course on offer.</p> <p>This course has been designed to be completed over a 36-week fulltime or part time equivalent study of 12 weeks/trimester for three trimesters. The volume of learning also includes 500 hours of unsupervised learning. Unsupervised learning includes activities such as:</p> <ul style="list-style-type: none"> <li>• Church attendance,</li> <li>• Small group studies,</li> <li>• Youth group/Sunday school teaching,</li> <li>• Personal devotional time, or</li> <li>• Personal research and study outside of course requirements.</li> </ul> <p>International students will study 20 hours per week supervised training, of which 1/3 could be studied online.</p> <p>The following sample volume of learning is for identified for fulltime students.</p> <p><b>Supervised Training</b></p> <ul style="list-style-type: none"> <li>• Up to 6 hours per day (Mon, Tues &amp; Thurs) training = 18 hours/week</li> <li>• Total amount of course training = 648 hours</li> </ul> <p><b>Unsupervised Hours</b></p> <ul style="list-style-type: none"> <li>• Up to 500 hours</li> </ul> <p><b>Assessment</b></p> <ul style="list-style-type: none"> <li>• 4 hours per week</li> <li>• Total amount of course assessments = 144 hours</li> </ul> <p><b>Volume of Learning</b></p> <ul style="list-style-type: none"> <li>• Total amount of training = 648 hours</li> <li>• Total amount of assessment = 144 hours</li> <li>• Unsupervised learning = 500 hours</li> <li>• <b>Total Volume of Learning = 1312 hours</b></li> </ul>		
<b>Pathways</b> Preferred pathways for candidates considering this qualification include:	<p><b>Pathways into the Qualification</b></p> <p>This qualification is suitable for Australian or International Christians seeking to learn and develop their skills and knowledge in:</p> <ul style="list-style-type: none"> <li>• Theology</li> <li>• Ministry</li> <li>• Biblical Studies</li> </ul> <p>Examples of indicative job roles for participants seeking entry based upon their vocational experience include:</p> <ul style="list-style-type: none"> <li>• Youth ministry</li> <li>• Lay ministry</li> <li>• Pastors</li> </ul>	

	<ul style="list-style-type: none"> <li>• Various roles in para-church organisations</li> </ul> <p><b>Pathways from the Qualification</b></p> <p>This qualification is suitable for an Australian theological and or ministry pathway and provides direct entry into ACCS' Bachelor levels of qualifications. On satisfactory completion of the Diploma participants will receive credit for the first year of the:</p> <ul style="list-style-type: none"> <li>• The Bachelor of Ministry, or</li> <li>• The Bachelor of Theology</li> </ul>
<b>TRAINING DELIVERY</b>	
<b>Delivery Mode</b>	<p>This program includes; weekly training sessions, presentations, demonstrations of skills and knowledge through practical exercises.</p> <p>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 reading and memorising Scripture and reading through presented lesson material.</p>
<b>Facilities &amp; Equipment</b>	<ul style="list-style-type: none"> <li>• Three lecture rooms</li> <li>• Student lounge area</li> <li>• Library with 18,000 catalogued holdings + access to 9000+ e-books and Electronic Journals</li> <li>• Computers and Wi-Fi Internet</li> <li>• Interactive Data projector</li> <li>• 12 individual study carrels</li> </ul>
<b>Teaching Resources</b>	<ul style="list-style-type: none"> <li>• All learning resources including training notes are supplied by the College</li> <li>• Prescribed reading articles, identified for each subject</li> <li>• Concordance <a href="https://www.biblestudytools.com/concordances/">https://www.biblestudytools.com/concordances/</a></li> <li>• Bible Dictionary <a href="https://www.biblestudytools.com/dictionaries/bakers-evangelical-dictionary/">https://www.biblestudytools.com/dictionaries/bakers-evangelical-dictionary/</a></li> <li>• Bible Commentary <a href="https://enduringword.com/bible-commentary/">https://enduringword.com/bible-commentary/</a></li> </ul>
<b>Personal Resources</b>	<p>Laptop computer</p> <p>Current email address</p> <p>Study Bible</p>
<b>Learner Support</b>	<p>ACCS endeavours to assist learners to complete their chosen course of study and provide them with advice and support throughout the process.</p> <p>Such assistance might include:</p> <ul style="list-style-type: none"> <li>• Advice regarding the courses available to participants;</li> <li>• Help with the enrolment procedure, as well as information about how to contact the Aboriginal Student Support Officer;</li> <li>• Information about support services such as literacy and numeracy programs;</li> <li>• Financial advice;</li> <li>• Places of free legal support and,</li> <li>• Careers and employment advice.</li> </ul> <p><b>Academic or Vocational</b></p> <p>Learners may receive academic or vocational support from the course presenter or other designated qualified person. The learner's progress is monitored, and support provided as deemed appropriate. If necessary, the participant may be referred to other qualified persons, depending on the nature of the support</p>

	<p>required.</p> <p><b>Personal Support</b></p> <p>Participants demonstrating signs of distress or discomfort will be offered pastoral support by the trainer/assessor. Support may take the form of advice or referral to other qualified persons, depending on the nature of the support required. Counselling services are provided free to enrolled students.</p> <p><b>Aboriginal and Torres Strait Islander People</b></p> <p>This course is developed to improve educational outcomes and employment opportunities for Aboriginal peoples.</p> <p><b>Language, Literacy and Numeracy Support</b></p> <p>Participants requiring language, literacy or numeracy support (LLN) are required to identify the need of support on application. In the majority of instances LLN support can be provided. Where only a low level of support is needed, ACCS may arrange for participants to receive assistance from the trainer or another staff member. Where extensive support is required, specialised LLN professionals may be used to assist. Where an applicant's LLN deficiency will clearly inhibit their achievement of learning outcomes and the applicant refuses LLN support, enrolment may be declined.</p> <p><b>Well and Safe</b></p> <p>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.</p> <p>The intent for respect for the well-being and safety of others is for application now, by those presently involved in the College, however, is also for further realisation in the future endeavours of students as they implement what they have learned in their broader communities.</p> <p>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.</p> <p>The College 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.</p> <p><b>Library</b> Assistance is available from 8.30-4.30 Monday to Thursday  <a href="mailto:paul.porta@ccs.edu.au">paul.porta@ccs.edu.au</a> or 02 8000 8705</p> <p><b>IT Support</b> is available 9.00-5.00 Monday to Friday at <a href="mailto:support@ccs.edu.au">support@ccs.edu.au</a> or 02 87753129.</p> <p>Please contact out Student Support Services Office Marilyn Smith at  <a href="mailto:merilyn.smith@ccs.edu.au">merilyn.smith@ccs.edu.au</a> or 02 8000 8705</p>
<b>English Language Support Program (ELSP)</b>	<p>This program applies to both students that are speakers of English as a Second Language (ESL) and students that are from an English-Speaking Background. Students of English language support initiatives that foster an understanding of the expectations of the Australian academic environment and enable the further development of their academic practices.</p> <p>ELSP runs weekly classes and workshop events that focus on areas such as speaking, writing and reading skills.</p>

<b>Free English Classes</b>	ACCS offer free English classes to all ESL students. The ability to communicate effectively while studying is critical to the success of a student's studies.
<b>Workplace Engagement</b>	This course does not require workplace engagement. However, learners will benefit greatly from regular church attendance and weekly bible study groups. Learners may also be engaged in weekly ministry activities such youth group, mens' group etc. ACCS has developed a logbook for students to use, the logbook is non-assessable and is intended for students' personal use only.

#### ASSESSMENT ARRANGEMENTS

<b>Organisation</b>	<p>The course provides theoretical and practical skills in Christian ministry service and is delivered either in class or online. Students are required to complete all required assessment tasks as specified in each of the Learner Assessment Guides. The date and time of training and assessment is shown in the course program as a guide. Assessment due dates can be varied to suit individual learner needs.</p> <p>Assessment tasks vary according to the subject content and are identified in the following Delivery and Assessment Schedule.</p>
---------------------	---

#### DELIVERY & ASSESSMENT SCHEDULE

The following is the Delivery and Assessment Schedule for a 36-week in class training period. Lessons are conducted on Monday, Wednesday and Thursday of each week. Variations to the schedule will be accommodated to support student's experiences, knowledge and skills. Students will be Instructor-led through each unit of competency as per the following sequence of learning.

Note there are five study breaks throughout the course:

- Mid-Trimester breaks between week 6 and 7
- End of Trimester breaks of two weeks in duration.

Online learning uses a variety of learner resources such as, pre-recorded videos, lesson notes, power point presentations, Youtube videos, Learner Guides and reading articles.

All 10 units must be satisfactorily completed in order to attain the 10743NAT Diploma of Christian Ministry and Theology.

Delivery Sequence	Unit Code & Name	Subject Name	Delivery Method	Resources	Assessment Strategy
<b>Block 1</b> <b>T1</b> <b>Week 1-5</b>	<b>CMTTHE501</b> Interpret and discuss Christian Scripture and Theology	Introduction to the Old Testament	Instructor led or Online	Lesson Notes Trainer PowerPoint AV Equipment Library Learner Assessment Guide	Journal Online Quizzes Presentations Essay
<b>Block 2</b> <b>T1</b> <b>Week 6-10</b>	<b>CMTTHE502</b> Utilise the analysis of theological data	Introduction to Theology	Instructor led or Online	Lesson Notes Trainer PowerPoint AV Equipment Library Learner Assessment Guide	Short Questions & Answers Report Research Essay

## Training Assessment and Strategy

10743NAT Diploma of Christian Ministry and Theology

<b>Block 3</b> <b>T1</b> <b>Week 11-12</b>	<b>CMTTHE503</b> 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 AV Equipment Library Learner Assessment Guide	Journal Online Quizzes Presentations Essay
<b>Block 4</b> <b>T2</b> <b>Week 3-7</b>	<b>CMTTHE504</b> Analyse and apply new theological insights	Biblical Interpretation	Instructor led or Online	Lesson Notes Trainer PowerPoint AV Equipment Library Learner Assessment Guide	Short Questions & Answers Written Assignments
<b>Block 5</b> <b>T2</b> <b>Week 8-12</b>	<b>CMTMIN501</b> Facilitate personal or social change through the application of theological ideas	Spiritual Formation	Instructor led or Online	Lesson Notes Trainer PowerPoint AV Equipment Library Learner Assessment Guide	Guided Reflective Journal Questions & Answers Report
<b>Block 6</b> <b>T3</b> <b>Week 1-4</b>	<b>CMTMIN502</b> Present theological beliefs and their implications	Evangelism	Instructor led or Online	Lesson Notes Trainer PowerPoint AV Equipment Library Learner Assessment Guide	Short Answer Questions Reports Roleplays
<b>Block 7</b> <b>T3</b> <b>Week 5-9</b>	<b>BSBMGT401</b> Show leadership in the workplace	Christian Leadership	Instructor led or Online	Lesson Notes Trainer PowerPoint AV Equipment Learner Assessment Guide	Short Answer Questions Self-evaluations Interview Report
	<b>CHCPA001</b> Plan for the Provision of Pastoral and Spiritual Care	Caring for Others	Instructor led or Online	Lesson Notes Videos AV Equipment	Short Essay Report Short Q&A Essay Portfolio
<b>Block 8</b> <b>Weeks 10-12</b>	<b>BSBCMM401</b> Make a Presentation	Make a Presentation	Instructor led or Online	Learner Assessment Guide Trainer PowerPoint Websites Videos, AV Equipment	Short Q&A Presentations
	<b>BSBLDR401</b> Lead Team Effectiveness	Lead Ministry Teams	Instructor led or Online	Learner Workbooks Learner Assessment Guide Trainer PowerPoint Websites Videos, AV Equipment	Short Q&A Workbook Case Study Ministry-based Project

## Training and Assessment Staff

			<b>Competencies of staff</b>
--	--	--	------------------------------

Program area	Staff	Train /Assess	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 is 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 and CMT providers will scheduled internal moderation and validation meetings. There will be a review of materials for each Training Subject before implementation and annually.
- Student feedback is sought through College based surveys and student engagement surveys.

#### 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** – A number of pieces of evidence are submitted to satisfy the performance criteria.
- **Current** – Demonstrated work skill on the job or can demonstrate current skills and knowledge relevant to the VET sector.
- **Authentic** – The work of the student is directly observed, declarations are signed off against self-directed work and/or validated by third party reports.

#### Industry Consultation & Continuous Improvement

ACCS applies an Ongoing Continuous Improvement Program. Written Policies and Procedures are subject to regular review followed by:

- Industry consultation also takes place formally with local churches and parachurch organisations as well as other RTO's delivering the Christian Ministry and Theology Accredited courses.
- All Policies and Procedures are audited internally on a cycle 7 year, or on a need basis.
- 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.
- Changes are implemented throughout the organisation Document Management System.

#### Resources Feedback and Evaluations:

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

- 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.
- 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 Principal 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 address the competencies are listed below.

<b>Task skills</b>	Students are required to complete tasks, programs and projects related to sim workplace everyday use of Christian ministry activities. In these tasks' student apply task skills to a range of communications skills.
<b>Task management skills</b>	In completing tasks and projects students will be organizing their time to com task in the most efficient and appropriate manner. Students are required to c progression through a range of tasks both in and out of class during their train
<b>Job role environment skills</b>	During practical training students are required to conduct themselves in an appropriate manner with regard to interaction with other students and/or oth involved in the training.
<b>Contingency management skills</b>	Students are required to complete a series of theoretical and practical simulat activities. During these activities' students are faced with planned and unplan 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 ACCS' assessment strategies to identify the evidence requirements, and
- 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, and
- 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 in order to make the 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 allowable adjustments to the assessment procedure without compromising the integrity of the competencies;

- evaluates the evidence in terms of validity, consistency, currency, authenticity and sufficiency;
- may consult with other assessors 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 procedure, evidence collected and the outcome 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 further 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.

## INFRASTRUCTURE REQUIREMENTS

A tick indicates that the RTO has the following requirements:

☒ All trainers & assessors (full or part-time) involved in the delivery and assessment of this qualification have direct access to the current version of the Training Course (The Corporation of the Trustees of the Roman Catholic Archdiocese of Brisbane), including the appropriate units of competency, assessment guidelines and qualification structure.

- ACCS use in the cloud Dropbox storage of the above-identified documentation, this material is updated regularly.

☒ All trainer & assessor personnel 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.

<p><input checked="" type="checkbox"/> 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 adjustment procedures.</p> <ul style="list-style-type: none"> <li>ACCS trainers/assessor 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, beyond this level students will be referred to specialist personnel for assistance.</li> </ul>
<ul style="list-style-type: none"> <li></li> </ul>

#### TRAINING & ASSESSMENT SCHEDULE ENDORSEMENT

##### Ongoing Validation

If required, ACCS validates documents, when identified by clients, trainers, or minor modifications to its course. The process may involve changes to documentation and validation supported by the recommendations of validation personnel.


##### Industry Consultation

Industry consultation took place throughout the development of this Learning, Assessment Strategy. The original TAS was developed by the ACCS staff.

Comments made by consultants are added to affect changes to this strategy. People who contributed to the validation process include;

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

Chief Education Officer	
DATE	17 Feb 2023

## **Training Assessment and Strategy**

10743NAT Diploma of Christian Ministry and Theology