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STUDENT HANDBOOK

navigate

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WELCOME TO NAVIGATE

WHY ME?

- Are you passionate about experiencing Jesus and His Kingdom here and now, right where you live and breathe?
- Do you have a “whatever it takes” attitude as a disciple of Jesus?
- Want to grow deeper, absorbing God’s living word so it influences your thinking and behaviour? Want to become skilled in an area of ministry or mission? Are you keen to be a spiritual leader?
- Navigate is a leadership training program offered by Fresh Hope.

- Navigate is a full time program specifically designed for ages 18-23.
- This is an opportunity for young people to deepen their relationship with God, develop their skills, connect with other leaders, be exposed to new environments and different cultures, focus on the development of their character, ask the deep questions of life and engage in life transformation.

WHY SIGN UP FOR THIS ADVENTURE?

- It will transform the way you live the rest of your life
- Fast track spiritual disciplines that will allow you to be a person of spiritual influence
- To help you build a robust spiritual GPS system for the rest of your adult life
- Provide extraordinary opportunities to stretch your faith endurance capacity
- Potentially build life-long friendships with others who are going to be spiritual influencers in your generation
- To get spiritually fit
- Gives you a Cert IV in Christian Ministry and Theology.
- Possibility of signing up with your church or Christian agency as a trainee for a year

WHAT'S INVOLVED?

- **TREK 1:**

Live-in experience at The Tops and South Coast commence Navigating through

Focussed Living – is designed to provide encouragement, and insight into an individual's own personal development. This retreat is a discovery based training event. It is not a 'talking head' seminar. It creates an opportunity to discover God's unique calling on your life in a deeper and more personal way:

- creating your time line
- capturing God's Vision for Your Future
- implementing Your Calling: Living Intentionally;

Walk through the Bible - taking students from Genesis through to Revelation and provide an overview of the grand Biblical narrative. It enables students to become aware of different types of Biblical genres, to follow a Biblical theological progression of God working through history, and to provide them with very practical tools with which to be able to interpret the Scriptures of the Old and New Testament; and

The Life of Christ – as the pre-eminent leader, Jesus trains leaders who will ensure that the mission of God is extended beyond the regional boundaries of His ministry and ultimately to the entire world. This course explores who Jesus is and how He impacts the world.

- **TREK 2:**

North Coast Exploring and Experiencing the history, culture, mission and ministry.

Navigating the themes of the Bible and the lives of Spiritual Heroes – their influence on His-story

Spiritual Heroes and Heroines – outlines and puts into context the lives and contributions of a sample of significant missional leaders in western Christianity against the backdrop of critical times in Christian history. This will enable students to develop and apply an understanding of critical lessons the church has learned throughout its history; how to apply these lessons to missional leadership today and

The Early Church – the early church as described in ACTS was a potent organisation that laid the foundation for the growth and development of the church over two millennium. The early church is also the best example we have for making today's church the effective missional organisation it can and should be. Just like today, the early church had plenty of conflict and struggles but despite all the differences about the way things were done and what the rule were, they managed to transform an entire society and reshape the course of human history.

- **TREK 3:**

Exploring Australia's Capital and Snowy. **Navigating** contemporary issues. Developing and discipling leaders.

Becoming a Leader of Influence – is designed to be a practical tool for people who want to be more effective in their everyday lives. It outlines the keys to being an effective leader and enables the student to put into place a practical plan for the completion of their life and ministry goals.

Contemporary Issues – in this complex world that has rejected the values of the Christian community, we are confronted daily by issues that demand our attention. We need to engage with contemporary issues in a way that honours our faith and our commitment to God's Word, yet seeks to respect those with whom we disagree.

- **TREK 4:**

Exploring the Outback to Broken Hill (beyond the Black Stump).

Navigating through culture – gaining understanding and reading culture. Team building

Understanding the Voice of Culture – offers students an opportunity to identify and explore some major themes that confront us today through the influence of movies, music, sport and media and

Building Quality Teams – essential to any ministry endeavour. A leader is great because of his team and can accomplish great things because he is prepared to invest in his team. But team building is not an exact science. It requires a capacity to work with and develop people, it requires flexibility and an ability to inspire and encourage others, to cast vision and develop plans.

- **TREK 5:**

Extreme Trek: 2 weeks cross cultural experience. 16 hours culture and mission learning.

- Online learning platform e.g. weekly Blog; mentoring and coaching processed with FH Leaders.

- You may choose one ministry area in which to specialize and develop a skill set;

- Youth
- Children, community camping, team leadership etc
- Camping, hospitality & Outdoor education, team leadership
- Welfare, Aged Care

ACCREDITATION

THE COURSE

Satisfactory completion of the course fulfills the requirements of a Certificate IV in Christian Ministry & Theology. This qualification is recognised nationally under The Australian Qualifications Framework (AQTF). The Certificate IV in Christian Ministry and Theology Course No. 30772QLD consists of one year of full time study and is comprised of nine competencies.



NATIONALLY RECOGNISED
TRAINING

THE REGISTERED TRAINING ORGANISATION

Fresh Hope Training Institute is a member of the Australian College of Ministries Training Network. ACOM is an RTO and is registered in NSW.

RTO Provider #90965



GOVERNMENT ASSISTANCE

Individuals may qualify for Austudy, Abstudy or Youth Allowance depending on their circumstances through an application to CentreLink. Students should apply directly to their local CentreLink office.

F.H.T.I.'S CORE VALUES

At the Fresh Hope Training Institute, we don't believe that any training program should dictate what you should do, think or be. God has wired you uniquely for a life that only you can live.

So you need to tailor your training to equip you for your unique life and calling. You need the freedom to choose your ministry experiences, mentors, coaches and subjects that allow you to reach the full potential for which God has built you.

Navigate is designed to get you thinking. We let your ministry passion and experience count towards your course. What you need is a commitment to becoming an influencer – a shaper. We call it “becoming a Spiritual Leader”.

BIBLICAL FOUNDATION

We value the Scriptures as the Word of God and the primary guide for life and service. We value Christ-centred, servant leadership. We value openness to the Spirit of God - His work, His power, His fruit and His gifts.

MISSIONAL ORIENTATION

We aim to facilitate a reinvigoration of mission **through** the church and its leaders. We foster an outlook which is other-person-centred, cross-cultural and counter-cultural. We hope to give impetus to this as a self-sustaining paradigm **operating through the church to the world.**

INNOVATION

We actively resist the natural tendency of organisations to institutionalism, and value courage, boldness and risk-taking in order to stay on the front line, together with resilience and perseverance. We listen to current research, scholarship and experience, noting the growing chorus of argument for new approaches of ministry training to meet the needs of **the emerging** church.

NETWORKING

We foster an open and cooperative spirit rather than a competitive one, aiming to synergise the limited resources for missional leadership training in Australia. We regard others not as a threat but as an opportunity. We resist parochialism and territorialism, preferring to foster collaboration with like-minded people - whether training providers, conferences, denominations or churches, believing there is more to be gained from sharing resources than clutching them.

EFFICIENCY

We value streamlined, lean and functional systems and structures, and constantly look for ways to work smarter and be less complicated. We clarify roles and invest in IT to maximise clear communication and minimise duplication. We aim to minimise administration and to focus on our core business of producing Missional Leaders.

ACCOUNTABILITY

We are an outcome-driven organisation, valuing the accomplishment of goals over the fulfilment of superficial duties. We seek accountability to the NSW Churches of Christ Conference who sets broad FHTI policy. Internally we conduct annual performance reviews and clarify lines of accountability.

TEAMWORK

We value each others' giftedness and differences, believing we need each other to make a well-rounded team. We work hard to relate as a team, maximising our impact by working in harmony, yet complementarily. We build trust by encouraging transparent relationships, carefrontation, forgiveness and grace. We maximise IT opportunities to relate nationally in a decentralised structure.

PERSONAL FORMATION

We value growing maturity and health in people, and see this as a foundation stone for effective leadership, both within FHTI and in the Missional Leaders we equip. We value integrity and authenticity, and taking time to build intimacy with God, each other and with ourselves. We value prayerfulness, growing the characteristics of Christ, and the fruit of the Spirit such as forgiveness, gentleness, honesty, repentance and grace.

BLESSING

We value a culture of blessing, so that we are resourced to bless others. We try to be generous both personally and financially, within our financial constraints. We value delegating, trusting, empowering and releasing, and providing ample resources. We aim to be a blessing to the church in Australia, sharing our ideas and resources to help churches equip their people, and providing Missional Leaders to construct an exciting future.

CHURCH-FOCUSSED

We value the local church as the centre of Christian ministry, and avoid being a stand-alone institution. We listen to churches, aiming to come alongside, offering world class, relevant equipping processes that build the church and its mission. We are responsive to the needs of churches and their leaders.

COURSE OUTLINE

WALK THROUGH THE BIBLE

The purpose of “Walk through the Bible” is to take students from Genesis through to Revelation and provide an overview of the grand Biblical narrative. It enables students to become aware of different types of Biblical genres, to follow a Biblical theological progression of God working through history, and to provide them with very practical tools with which to be able to interpret the Scriptures of the Old and New Testaments

The unit starts with an introduction to the world of the Bible, then progressively works through the Old Testament, the inter-testamentary period, and then on through the gospels and the epistles. The unit is full of practical assessments and interesting ways of exploring how God has spoken to us throughout the Biblical story.

LIFE OF CHRIST

As the pre-eminent Leader, Jesus trains leaders who will ensure that the mission of God is extended beyond the regional boundaries of His ministry and ultimately to the entire world. This course explores who Jesus is and how he impacts the world.

The mission of God reaches its climax in the life of Jesus Christ. The Old Testament finds its fulfillment in this event and the New Testament reflects the foundational nature of this event in history. Within this relatively brief period of history, God not only enacts the most significant event of all history, but through Jesus Christ, He models what, how and to whom the mission is directed.

FOCUSED LIVING

Focused Living is designed to provide encouragement, and insight into an individual’s own personal development. This retreat is a discovery based training event. It is not a talking head seminar. It creates an opportunity to discover God’s unique calling on your life in a deeper and more personal way.

Step 1 Assessing the Past: Creating Your Time Line

You will develop your life time-line and reflect on the lessons God has taught you. You will then identify a set of life values. These values are the core assumptions and convictions which guide your behavior and decisions.

Step 2 Discovering the Future: Capturing God’s Vision for Your Future

The events and lessons of your life give direction to your future. You will develop your own life vision, a word picture that captures the future from God’s perspective.

Step 3 Implementing Your Calling: Living Intentionally

You will put what you have learned and developed into action in partnership with a mentor.

SPIRITUAL HEROES AND HEROINES

This subject sketches and puts in context the lives and contributions of a sample of significant Missional Leaders in western Christianity against the backdrop of critical times in Christian history, so that the student will develop an understanding of critical lessons the church has learned throughout its history. This will enable students to apply these lessons to missional leadership today.

In addition, you are encouraged to seek out those around you whose example qualifies them as Missional Leaders, even if they are never acknowledged in written histories or biographies. This exercise will help you to explore your own personal call and to put it in context within the contemporary environment in which you seek to live out that call.

THE EARLY CHURCH

The early church as described in ACTS was a potent organisation that laid the foundation for the growth and development of the church for over two millennium.

However the early church is also the best example we have for making today's church the effective missional organisation it can and should be. The early church had plenty of conflict and struggles just like the church of today but despite all the differences about the way things were done and what the rules were, they managed to transform an entire society and reshape the course of human history.

BECOMING A LEADER OF INFLUENCE

Becoming a Leader of Influence is designed to be a practical tool for people who want to be more effective in their everyday lives. It outlines the keys to being an effective leader and enables the student to put into place a practical plan for the completion of their life and ministry goals.

This subject covers: connecting with people, empowering people, having faith in others, building trust in relationships, learning the foundations of leadership skills, developing your own life plan, working towards your goals, dreams and visions.

IDENTIFYING AND DEVELOPING LEADERS

Developing Leaders is one of the crucial tasks of any church or organisation if it is to enjoy long term effectiveness.

Identifying and Developing Leaders is designed to help enable students to develop a leadership development plan for a particular community or organisation, and identify the resources required for its implementation.

The Identifying and Developing Leaders course helps to create the foundation for a strong and functioning leadership base that empowers churches and organisations.

It covers a number of issues including:

- The Key characteristics of a Leader
- The Key characteristics of a great team of Leaders
- How to build a Discipleship Pathway
- How to grow Leaders
- How to develop life long learners

To complete this course, students must be involved in leadership of some kind as they will be required to complete a practical ministry placement involving the development of leadership in the ministry or organisation of which they are a part.

CONTEMPORARY ISSUES

The world in which we live is complex in every way. We are confronted daily by issues that demand our attention, Australian involvement in international politics, the pervasive influence of consumerism and scientific discoveries.

We also live in a society that has rejected the values of the Christian community. We need to engage with contemporary issues in a way that honours our faith and our commitment to God's Word, yet seeks to respect those with whom we disagree. This course gives students the foundations they need to begin to engage this important task.

The course provides students with both a framework for thinking through contemporary issues from a biblical perspective, as well as engaging with a number of specific issues currently under debate within Australian society and examines what response our Christian worldview might require to those issues.

CONTEMPLATING AND HEARING THE VOICE OF CULTURE

This offers students an opportunity to identify and explore some major themes that confront us today through the influence of movies, music, sport and media.

Students will look at how issues of faith can be presented in relevant and meaningful ways to a culture that is currently saturated with creative expressions of these other themes.

This will involve engaging with the challenge of using appropriate ways and language for influencing and expressing faith in current culture.

BUILDING QUALITY TEAMS

Team Building is essential to any ministry endeavour. A Leader is great because of his team and can accomplish great things because they are prepared to invest in their team.

But team building is not an exact science. Building teams requires a capacity to work with and develop people; it requires flexibility and an ability to inspire and encourage others, to cast vision and develop plans.

Without quality teams even the greatest Leaders cannot fulfill the plans God has for them.

This subject is focused around the completion of a team project. It covers the development of a team, team dynamics, keys to leadership, and the opportunity to lead a team of people through the completion of a ministry project.

ELECTIVE SUBJECTS

A number of electives will be offered depending on the gifting of individual students.

If you have a passion for a particular area of ministry we will work as hard as we can to make sure we give you the chance to do the things you are most passionate about, either through Fresh Hope Training Institute, ACOM or any other relevant training provider.

POLICIES AND PROCEDURES

STUDENT ORIENTATION:

FHTI is committed to ensuring that all new students attend an orientation program, enabling the student to familiarise themselves with FHTI's training program, policies and procedures. An orientation day must be held at the beginning of any intake of new students for example the beginning of a new term, or a new year as appropriate.

Your student orientation program will include:

- Information about the operation of FHTI, student services, courses and any local training institute information
- Information about FHTI's Core Values
- An outline of FHTI's Access and Equity Policy, Bullying and Sexual Harassment Policy, Occupational Health and Safety Procedures, Fees and Refunds.
- An introduction to important staff and how to contact them
- Information about Recognised Prior Learning and Mutual Recognition
- An introduction to your Local Training Institute

STUDENT RECORDS

Students can access their personal records through their Local Training Institute Director or through the LocalNet Administration Staff on request.

ASSESSMENT

If a student is assessed as Not Yet Competent, the Assessor/s shall determine what has not been achieved and provide appropriate help towards competency. If after continued re-assessment by the Assessor, the participant does not satisfy the required achievement level/s, then the Assessor shall:

- Immediately lodge the assessment tools with the LocalNet Administration Staff and,
- Provide a written report to the LocalNet Director within two working days of the re-assessment.

Any student who is assessed as Not Yet Competent and wishes to dispute their assessment can do so through a written application to the LocalNet Director, according to FHTI's grievance procedure.

RECOGNITION OF QUALIFICATIONS ISSUED BY OTHER RTOS

Purpose

A procedure complying with the requirements, regulations and legislation governing:

- AQTf Standards
- A Registered Training Organisation

Scope

This procedure shall apply to all participants applying for Recognition of Prior Qualifications issued by other RTOs.

Responsibility

It shall be the responsibility of:

- The LocalNet Director to ensure the requirements of this procedure are complied with and to implement the procedure and manage its compliance.
- The Assessor, the LocalNet Administration Staff and the applying Participant- Records are to comply with the requirements of this procedure.

Definition

RQ = Recognition of Qualifications

AS = Administration Staff

Procedure

Recognition of Prior Qualifications Issued by Other RTO's

As part of the application process, participants requiring RQs issued by other RTOs, shall be issued with the appropriate unit application form.

Then:

ACTION	RESPONSIBILITY	DAYS
Participant interview	Assessor	N/A
Complete relevant sections of documents and forward to Assessor	Participant	N/A
Receive and log receipt and forward to Assessor	LA	3 to 5
Assess application	Assessor	3 to 5
Advise participant of results	Assessor	1
Return assessment to LA	Assessor	2
Record participant assessment in participant's records	LA	3
File assessment	LA	1

STUDENT WELFARE AND GUIDANCE SERVICES

FHTI recognises that students will undergo all kinds of changes when they submit themselves to a training program. As FHTI's training delivery is primarily through Local Training Institutes, based in local churches, your Local Training Institute Director will be the person you need to contact first for issues of welfare and guidance.

Alongside of your LTI Director are a number of services FHTI provides which you can access directly. The LocalNet Administration Staff are available to contact for any inquiries about your course, questions about the processes of FHTI, or for raising issues you may have of a welfare nature which require assistance. The LocalNet Administration Staff can also give you advice on the shape of your course and keep you informed about competencies you have completed and what areas of the course you still need to complete. The LocalNet Director is also available for you to contact, especially in the area of resolving difficulties with your Local Training Institute or in dealing with any areas of the training process in which you believe you have been treated unfairly.

GRIEVANCES AND DISPUTES

FHTI is committed to resolving any difficulties students have with FHTI procedures and staff. All parties involved in the grievance/dispute or complaint will be expected to maintain confidentiality with respect for all individuals who may be involved in the dispute in any way. Confrontation will be avoided and every effort will be made to reach a conciliatory and satisfactory agreement for all parties concerned.

Students and staff should make every effort to resolve any dispute initially at the level at which the incident occurs.

Any student who wishes to appeal against a decision relating to his/her studies shall consult, in the first instance, with the lecturer/facilitator concerned.

If the matter is not satisfactorily resolved, the student may consult the LocalNet Coordinator, who shall refer the matter to the FHTI Leadership Group.

If an agreement is not reached between the student and FHTI, the matter will be reviewed by an "Independent Mediator". This person will be from outside FHTI (and LocalNet) and independent of FHTI staff, Hubs and LTI's. They will have significant experience in mediating disputes within the education industry and must be acceptable to both parties.

The decision of the Independent Mediator will be communicated to both parties in writing and is final.

Purpose

A procedure complying with the requirements, regulations and legislation governing:

- AQTF Standards
- A Registered Training Organisation

Scope

The primary aim of the policy is to resolve disputes or complaints through conciliation and co-operation. The policy of FHTI is to ensure all students and staff are provided with the right to appeal where their personal well-being or training is being threatened.

Responsibility:

It shall be the responsibility of the LocalNet Director, to ensure the requirements of this procedure are complied with and to implement the procedure and manage its compliance.

Definition:

VETAB = Vocational Education and Training Accreditation Board

Grievance Procedure:

Preamble

All parties involved in the grievance/dispute or complaint will be expected to maintain confidentiality with respect for all individuals who may be involved in the dispute in any way. Confrontation will be avoided and every effort will be made to reach a conciliatory and satisfactory agreement for all parties concerned.

Initial resolution attempts

Students and staff should make every effort to resolve any dispute initially at the level at which the incident occurs.

Initial mediation

Should the initial complaint be unresolved the complainant should then seek a meeting with the Trainer in question where the issue can be discussed in an amicable manner.

Written request to LocalNet Director

In the event of the dispute remaining unresolved a request in writing should be delivered to the LocalNet Head Office for a final meeting of all parties involved in the incident. The request will be addressed within fourteen (14) days of receipt of such a request.

Final mediation

At a mutually agreeable time all parties should endeavour to solve the problem and resolve the appeal, grievance or complaint to enable all parties to feel good about themselves : a win, win situation.

Appeals & Complaints Procedure:

Any student who wishes to appeal against a decision relating to his/her studies shall consult, in the first instance, with the trainer/Assessor concerned.

If the matter is not satisfactorily resolved, the student may consult the LocalNet Director, who shall refer the matter to the FHTI Leadership Group.

If an agreement is not reached an independent mediator, agreeable to both parties, shall be appointed. Costs incurred by the mediator shall be met by FHTI. The decision of the mediator can be challenged by appeal to VETAB.

ACCESS & EQUITY

Purpose

A policy complying with the requirements, regulations and legislation governing:

- A Registered Training Organisation,
- Australian Quality Training Framework

Scope

This procedure defines how FHTI ensures its Access and Equity Policy is applied and applicants, staff, trainers and participants, and how they are made aware of the Policy, and, as appropriate trained in the application thereof.

Responsibility

It shall be the responsibility of the Registrar and LocalNet Director to ensure the requirements of this procedure are complied with.

It shall be the responsibility of the Registrar and LocalNet Director to ensure:

- The Policy is contemporary and reflects current government regulation and policy.
- Course development reflects the Policy.
- Trainers modify their delivery and assessment methods to cater for individual needs.
- The Trainer complies with the requirements of this procedure.

It shall be the responsibility of the nominated staff members and trainers to comply with the requirements of this procedure.

It shall be the responsibility of the Registrar and LocalNet Director to implement the procedure and manage its compliance.

It shall be the responsibility of all staff, trainers and participants to apply the Policy.

Definition

FHTI = Fresh Hope Training Institute (LocalNet).

RTO = Registered Training Organisation

Procedure

Rules

Policy Commitment

FHTI will ensure programs and services are relevant, accessible, fair and inclusive for all who agree with the philosophy and training levels of FHTI by:

- Promoting courses to the Christian and wider community in a manner that includes and reflects the diverse nature of Christian denominations by ensuring all prospective participants are well informed on the options available to meet their individual training needs.
- Ensuring women, people with disabilities, those from differing age groups or, from culturally and linguistically diverse backgrounds, Aboriginal and Torres Strait Islander peoples with differing language and literacy skills are able to gain access to the training

Policy

The Policy shall be defined and documented and made readily available to students and staff.

Policy Notification to Applicants

All applicants at the time of application shall be advised of the Policy through the handbook and website: Responsibility – Business Manager

Policy Distribution

Each member of staff, trainers and participants shall have access to a copy of the documentation: Responsibility – Business Manager.

Assistance

Course Delivery Period

The Registrar and/or LocalNet Director will be the resource person assisting with matters relating to access, equity, literacy and/or numeracy considerations

Course Profiling

Based on the findings of the Registrar and/or LocalNet Director he/she shall request trainers to modify their delivery and assessment methods consistent with this Policy.

Communicating Special Needs

- All appropriate Staff and trainers shall, for their application of the Policy, be notified of the Registrar's and/or LocalNet Directors findings in cases of special need

Policy Administration

Policy compliance requirements shall be monitored by the Registrar: LocalNet policy compliance will be the responsibility of the LocalNet Director.

OCCUPATIONAL, HEALTH AND SAFETY

Policy

FHTI has a responsibility to provide a safe, healthy workplace for its staff, volunteers, trainers, participants, by providing a working environment that is safe and healthy to function in. It seeks to do this by:

- Complying with the requirements of the 'Workplace Health and Safety Act 1995'.
- By adopting risk management systems designed to optimise risk assessment and minimise risk.
- Instilling a conscious attitude of safety through education and review processes.
- Reporting and reviewing accidents for changes to practices.
- Proficiently managing injury or accident situations, and therapy thereof.
- Elimination of habits that could lead to accidents and/or injury.
- By requiring each organisation (Hub or TI) in our network to establish an Occupational, Health and Safety Policy and assume responsibility for its implementation and to appoint a Safety Officer.

Purpose

A policy complying with the requirements, regulations and legislation governing:

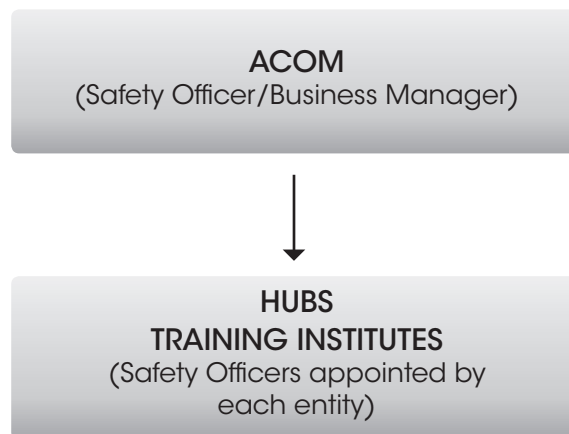
- The 'Workplace Health and Safety Act 1995'.
- AQTF Standards
- A Registered Training Organisation.

Responsibility

Occupational Health and Safety revolves around the sites where FHTI training occurs. Therefore, each Hub and TI shall appoint a Safety Officer whose responsibility it will be to ensure adherence to OH&S guidelines, and the implementation of an OH&S policy at their location.

It shall be the responsibility of all persons as defined below to abide by this Policy and any safety ruling of the Safety Officer.

H & S Structure*



*Refer to organisational structure for more information.

Abbreviations:

FHTI	=	Fresh Hope Training Institute
Persons	=	Staff, volunteers, trainers, participants, visitors, etc., those who hire or are hired, and are on-site at FHTI Training Centre premises.
Participants	=	Those whom FHTI is training.
Organisation	=	Sites within the FHTI Organisation Structure.
RTO	=	Registered Training Organisation.
O H & S	=	Occupational Health & Safety.
TI	=	Training Institute (LocalNet Provider)
Hub	=	Training Site (Higher Education Training Site).

Environment

Premises

The organisation's premises shall be zoned for the purpose for which it is used and satisfy Federal, State and local authority legislation and regulation.

Equipment

The organisation is an RTO where all staff and participants, use proprietary office equipment or stationery. No plant, or equipment requiring specialized training in a prescribed occupation, is used. When such equipment is required, professional registered commercial operators shall be contracted.

Safety Officer

Appointment

A member of staff in the organisation shall be appointed Safety Officer and be responsible for overseeing the organisation's Safety Policy and associated risk management procedure/s.

Access to Standard

The organisation shall keep and make available to the Safety Officer a contemporary copy of the appropriate legislation and Australian/New Zealand Standard governing Risk Management (AS/NZ 4360/1999).

Informing Staff and Facility Users

Information relating to the organisation's O H & S policy shall be contained in the Staff or Student Handbook. Typically the Handbook shall contain, but not be limited to, matters of:

- Risk Management policy.
- Sensible use of the facilities and equipment.
- Location of emergency equipment such as fire extinguishers and first-aid cabinet.
- Reference to the evacuation plan posted throughout the organisation.
- Contact information such as emergency services and any local arrangements with clinics, doctors and their contact details and conditions.

- That the staff, participants or those hiring/using the facilities, in an injury situation, are unencumbered to contact the Ambulance service on behalf of the injured party.
- Hiring/using facility conditions specific to Risk Management.
- That all hazardous incidences are to be reported to the Safety Officer.
- Who is the organisation's Safety Officer and his/her contact details

All users of the organisation's facilities are required to comply with the Safety Officer's decisions on matters relating to O H & S.

Detail Responsibilities under the Act:

Responsibilities of users of FHTI facilities

All users of the organisation's facilities and those on site shall act responsibly and consistently with the legislation governing O H & S.

If, in the opinion of the Safety Officer, any persons, sub-contractor, self-employed operator or visitor act in a manner inconsistent with this Policy, they shall be required to comply with the verdict of the Safety Officer.

If infringers continue their habits he/she/they shall cease all activities until they comply. As a last resort the person/s will be asked to leave the premises.

It shall be the Organisation's Responsibility, at the Workplace:

- To ensure all activities are conducted to the degree necessary to:
- Ensure workplace health and safety, and
- Carry out health and safety responsibilities as an employer and assist sub-contractors and self employed persons.
- To ensure that plant, equipment and materials, for which there is no designated responsible person, are managed safely and do not constitute a danger of disease, injury or risk to persons.
- To likewise ensure, activities and practices are safe and do not constitute a danger of disease, injury or risk to persons.
- To ensure safeguards and safety measures, as prescribed under advisory standards, are in place.

It shall be the Organisation's Responsibility as an Employer to:

- Ensure the workplace health and safety of each individual at work.
- Ensure individuals and others workplace health and safety is not jeopardized by the employer's practices.
- Have a rehabilitation program for injured person/s.

Responsibilities of Persons at the Workplace

Persons at the workplace shall:

- Comply with any instruction given by the Safety Officer on matters relating to Workplace Health and Safety.
- Utilize any personal protective equipment as supplied, required and legislated for the task be it supplied by the organisation, sub-contractor or self-employed person.
- Ensure those using protective equipment have been trained in the use thereof; (note any worker who has not been trained shall immediately inform the Safety Officer of the organisation).
- Ensure they do not jeopardize the O H & S of anyone at the workplace.
- Misuse or abuse items or processes designed to provide O H & S at the workplace.
- Not seek to use equipment for which he/she has not been trained
- Seek to avoid injury, not intentionally seek injury.

DISCRIMINATION, WORKPLACE HARASSMENT AND UNACCEPTABLE BEHAVIOUR

Purpose

A procedure complying with the requirements, regulations and legislation governing:

- AQTf Standards
- A Registered Training Organisation
- Higher Education Sector

Scope

FHTI believes that all employees and students have the right to work and study in an environment free from all forms of discrimination, and from conduct which can be considered harassing, bullying, coercive, or disruptive, including sexual harassment. The primary aim of this policy is to ensure freedom from such behaviours. All staff are required to uphold this code of practice whilst in service with FHTI. Failure to do so could end in disciplinary procedures, suspension and/or dismissal.

FHTI aims to:

- Create a working environment which is free from discrimination, workplace harassment, sexual harassment, inappropriate behaviour and where all members of staff are treated with dignity, courtesy and respect;
- Provide an effective procedure for complaints based on the principals of natural justice;
- Treat all complaints in a sensitive, fair, timely and confidential manner;
- Guarantee protection from any victimisation or reprisals;
- Encourage the reporting of behaviour which breaches the workplace policies
- Promote appropriate standards of conduct at all times.

Responsibility

It shall be the responsibility of the Business Manager to ensure that all trainers and staff are aware of this policy and FHTI's expectation that they will comply with it.

Anti-discrimination

The Queensland Anti Discrimination Act 1991 also sets out definitions of non acceptable behaviour. One of the purposes of the Act is to promote equality of opportunity for everyone by protecting them from unfair discrimination.

Discrimination is any behaviour, which unfairly regards people differently on the basis of such matters as age, race or gender. Working within FHTI's values as a Bible-based Christian training organisation, we will make all people feel welcomed and valued.

Harassment and Inappropriate Behaviour

Workplace harassment is any unwanted, unwelcome or uninvited behaviour that makes a person feel humiliated, intimidated or offended. Workplace harassment can take many different forms and may include physical contact, verbal comment, jokes, anger, or other behaviour that creates a hostile environment. Conflict, differences of opinion, misunderstandings and disappointment and the like are no excuse for aggressive or intimidating behaviour, and should be resolved with maturity, dignity and respect. A staff member may request assistance in doing this from their reporting person if so desired.

Sexual Harassment

The Commonwealth Sex Discrimination Act 1984, describes what is sexual harassment and is an act relating to discrimination on the grounds of sex, marital status, culture or religion, pregnancy, potential pregnancy or family responsibilities or involving sexual harassment.

The Meaning of Sexual Harassment

Sexual harassment is any unwanted, unwelcome or uninvited behaviour of a sexual nature that makes a person feel humiliated, intimidated or offended. Sexual harassment can take many different forms and may include physical contact, verbal comment, jokes, propositions, the display of offensive material or other behaviour that creates a sexually hostile environment.

Sexual harassment is prohibited under both Federal and State Law. An employee who subjects another person to sexual harassment:

- May be prosecuted personally;
- May be personally liable to pay compensation to the person concerned;
- Will be subjected to disciplinary action which may result in summary dismissal.

What is not sexual harassment?

It is not sexual harassment to develop friendships with other workers. Sexual harassment is not behaviour that is based on mutual attraction, friendship and respect. If the interaction is consensual, welcomed and reciprocated it is not sexual harassment.

Unacceptable behaviour

FHTI wants to encourage a safe and pleasant atmosphere. This can only happen when everyone agrees to suitable standards of conduct.

The following are acts that FHTI considers unacceptable. Any staff or student found engaging in these will be subject to disciplinary actions including reprimand, warning, suspension, or dismissal;

- Failure to be at the workplace, ready to work, at the regular starting time
- Wilfully damaging, destroying, or stealing property belonging to fellow staff, students or FHTI
- Fighting or disorderly conduct
- Bullying or any other form of personal or group victimisation
- Refusing or failing to carry out any instruction of a supervisor
- Ignoring work duties or wasting time during working hours
- Coming to work under the influence of alcohol or any drug, or bringing alcoholic beverages or drugs onto company property
- Intentionally giving false or misleading information to obtain a leave of absence
- Using threatening or abusive language toward a fellow employee or student
- Smoking contrary to established policy or violating any fire protection regulation
- Wilfully or habitually violating health and safety regulations
- Being late or taking unexcused absences from work
- Not taking proper care of, neglecting, or causing company equipment and tools
- Using company equipment in an unauthorised manner
- Possessing firearms or weapons of any kind on company property
- Breaking rules of confidentiality or security

Responding to a breach of workplace policies

If you experience a breach of workplace policies towards you or if another person does anything that you believe amounts to discrimination of you, sexual harassment or harassment in general of you, or inappropriate behaviour towards you, you should act immediately and not let the matter rest. If you do nothing the person may believe that the conduct is acceptable to you.

You may respond to the conduct in any one of the following ways:

- Arrange a meeting with, or write a letter to, the person concerned, explain that you found the conduct inappropriate and ask that he or she does not repeat it in future;

OR

- Approach the Principal of the College to
 - Share your concerns and discuss possible solutions,
 - and/or help you commence a Discipline Process (see next section),
 - and/or to help you decide whether to proceed with an informal or formal discipline process.

How can you help your colleagues?

If you believe a workmate is being discriminated against, harassed sexually or harassed with inappropriate behaviour, you should offer your support and encourage your workmate to follow the steps set out in this policy and talk to someone who can help. DO NOT try to resolve this matter yourself.

Consequences that can be imposed if the policy is breached

If a complaint of sexual harassment or inappropriate behaviour against an employee is substantiated, disciplinary action will be taken and may lead to dismissal.

LOCALNET LANGUAGE, LITERACY & NUMERACY POLICY

Purpose

A policy complying with the requirements, regulations and legislation governing:

- A Registered Training Organisation,
- Australian Quality Training Framework

Scope

The purpose of this policy is to encourage competent language, literacy and numeracy skills, within all levels and aspects of the vocational education and training.

Responsibility

It shall be the responsibility of the LocalNet Director to ensure this policy is complied with and to implement the procedure and manage its compliance.

It shall be the responsibility of all staff to comply with the requirements of the policy.

Policy

Preamble

- FHTI is committed to the encouragement and support of training staff who will develop, access and maintain a range of quality English language, literacy and numeracy skills that will ensure learner pathways, which will be ongoing throughout the training course.
- FHTI must assist students whose 'whole access' to training is limited by language, literacy and numeracy skills and adopt a range of approaches and employ processes to treat each student as an individual. Eg the student who cannot comprehend written questions to write an answer she/he may have to be assessed orally
- FHTI is aware that language, literacy and numeracy skills are part of specific training requirements and are necessary to perform workplace tasks. They are needed during training and assessment. However, the language, literacy and numeracy demands should not be greater than those required in the workplace.
- There are a number of ways FHTI identifies language, literacy and numeracy needs of the individual student. When conducting the initial interview with the student pre-enrolling in the training and if finding the educational background and the information received at the initial interview dictates specific needs are required the student is asked to complete an aptitude test. If the student requires specific needs, training will accommodate these needs through the following procedures.

Procedure for accommodating language, literacy or numeracy needs:

FHTI will use any of the following specific procedures when / if necessary;

- after the trainer has read the information explain what the reading is about
- discussing any reading orally with all students and encourage student interaction and communication – explaining specific areas in depth orally
- breaking the reading into small sections – read and discuss, read and discuss
- draw attention to key words
- include OHT's with the main points – use a pointer
- tutoring
- use videos, CD's and audio tapes for training
- whiteboard documentation for explanation
- workshops with hands on activities
- group work with peer support
- handouts with diagrams
- oral case studies and scenarios
- question and answer times to discuss main points
- feedback to the special needs student
- use pictures /posters
- use an interpreter for non-English speaking students
- excursions
- oral brainstorming

PRIVACY POLICY

Purpose

A policy to satisfy the requirements of the Privacy Act legislation governing the privacy of individuals and the information they provide for operational purposes.

Scope

This policy shall apply to the use of information provided by participants and staff of FHTI.

Responsibility

It shall be the responsibility of the Business Manager – Privacy Officer to ensure this policy is complied with and to implement the procedure and manage its compliance.

It shall be the responsibility of all staff to comply with the requirements of the policy.

Policy

Acknowledgement

FHTI acknowledges and respects the privacy of individuals.

Collection and Use of Information

Collection and use of an individual's private information shall be subject to the following guidelines:

- The individual knows of and consents to the collection.
- The information shall be used for the purposes for which it was collected, e.g.:
 - Training methodology.
 - Mailing of information relevant to the person, etc.
- No disclosure to a third-party without the individual's consent.

- No disclosure to other institutions and authorities unless required by law.
- Access by the individual to their recorded information within 14 days of receiving a written request, (an administration fee may apply).
- Information protection and usage restricted to those persons responsible for its maintenance and usage, e.g.,
 - Computer password protection.
 - Hard copies in lockable filing cabinets.
 - Access limited to authorised personnel.
- All transfers and collection of electronic data that is not for general display will be via a minimum 64-bit encryption algorithm

CERTIFICATE FOUR IN CHRISTIAN MINISTRY AND THEOLOGY

The Certificate IV in Christian Ministry (30268QLD) is part of a group of Christian Ministry qualifications developed in Queensland in 2002. The course has been developed in consultation with a number of different denominations and church representatives. It is designed to be flexible enough to encompass the varied theology and practice of all Christian churches.

The Certificate IV is the equivalent of one year's fulltime study. The Certificate comprises ten competencies, nine compulsory and one elective. It can be delivered in many different contexts and locations including overseas. The Certificate is designed to be taught using experiential learning methods and is a very practical learning tool.

RECOGNISED PRIOR LEARNING

INTRODUCTION

Recognised Prior Learning (RPL) is available for all FHTI Qualifications. RPL is a process through which students can apply to have recognised existing competency within a qualification.

APPLICATION

To apply for RPL and to receive more information on procedures and cost please contact the LocalNet Administration Staff. A table outlining the process is shown below.

ACTION	RESPONSIBILITY	DAYS
Participant Interview	Trainer	N/A
Complete relevant sections of both documents and forward to LocalNet Office	Participant	N/A
Receive and log receipt and forward to Assessor	LocalNet Administration Staff	3 to 5
Assess application	Assessor	3 to 5
Complete assessment	Participant	3 to 10
Advise participant of results	Assessor	1
Return to LA	Assessor	2
Provide LA with Assessment results	LocalNet Administration Staff	2
Record Participant assessment in Participant records	LocalNet Administration Staff	3
File Assessment	LocalNet Administration Staff	1

FEE SCHEDULE

STUDENT FEES FOR CERTIFICATE IV IN CHRISTIAN MINISTRY AND THEOLOGY

Description	Cost
Enrollment Fee	\$100
Fee per Trek	\$600
Total Fees for course completion	\$3000 plus airfare

navigate

DECLARATION:

I HAVE READ THE STUDENT HANDBOOK AND I DECLARE THAT THE INFORMATION PROVIDED IN THE APPLICATION IS TO THE BEST OF MY KNOWLEDGE ACCURATE IN ALL RESPECT.

I HEREBY AUTHORISE ACOM STAFF TO USE PERSONAL INFORMATION TO PROCESS AND EFFECT MY APPLICATION.

SIGNATURE..... DATE...../...../.....

PRIVACY:

AUSTRALIAN COLLEGE OF MINISTRIES (ACOM) REQUIRES THE INFORMATION REQUESTED OF YOU IN THIS FORM IN ORDER TO PROVIDE YOU WITH EDUCATION SERVICES AND TO CATER FOR PARTICULAR STUDENTS' NEEDS. IF YOU DO NOT PROVIDE ALL THE RELEVANT INFORMATION, THEN WE MAY NOT BE ABLE TO PROVIDE SUCH SERVICES OR ASSESS YOUR ACADEMIC PROGRESS.

PLEASE ALSO NOTE THAT ACOM MAY PROVIDE THE PERSONAL INFORMATION GIVEN ON THIS APPLICATION FORM TO THIRD PARTIES (SUCH AS UNIVERSITIES, COLLEGES, ACCREDITATION BODIES AND AUSTRALIAN GOVERNMENT BODIES EG CENTRELINK) IN ORDER TO PROVIDE YOU WITH EDUCATION SERVICES AND TO ASSESS YOUR ACADEMIC PROGRESS OR SUITABILITY.

PLEASE INDICATE, BY SIGNING YOUR NAME, WHETHER YOU UNDERSTAND AND ACCEPT THIS PRIVACY LEGISLATION.

Office Use Only
Date Rec'd ________
Accept'd/Decl_____
Receipt No. _____
Student No. _____

SIGNATURE
DATE/...../.....