

## **3** *Information Pack*

### **Contents**

#### **Contained in this pdf document:**

#### **Flowchart: Tuition Centre Documents**

- 1. TC Infrastructure** (minimum requirements)
- 2. Calvary Charter** (the TC's foundation document)
- 3. Learning Model** (why & how we teach and mentor)
- 4. Qualification Builders** (how credits add up)

#### **Separate pdf documents:**

- 5. Student Prospectus**
- 6. Centre Guide** (information for the Dean)
- 7. Yellow Pages** (TC addresses across the country)

# CEO – Tuition Centre Documents

*The most important documents to look out for in the information & guidance pack*

1

## Tuition Centre: Infrastructure

An introduction highlighting the eight most basic components of a successful Tuition Centre.



2

## Basis Document: Calvary Charter

The word **Charter** indicates a very important document which gives **credence** to the training programme. Signed by more than 500 signatures.



3

## Student Info: The Prospectus

The **Prospectus** contains a host of information which will clarify most of the student's questions – and yours. *(separate pdf)*



4

## Additional Info: Centre Guide

Information specifically aimed at the **Chief Executive Officer** – a guide for the CEO to run the Centre. *(separate pdf)*



5

## Method: Learning Model

A 28 point foundation of why we follow this model and a graphic illustration of how we impart academic knowledge and practical skills through mentoring



6

## Credit Building: Qualifications

A graphic illustration of how course credits are combined to ultimately lead to qualifications through **recognition**. **RPL** is written into SA Law.



7

## List: (Yellow Pages) Tuition Centres

A list of over 200 Bible Schools who offer the same curriculum in their TC. *(separate pdf)*

# ***TC Infrastructure***

*A checklist of the basic requirements for starting a Calvary Tuition Centre.*

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## **Minimum Requirements to launch a Tuition Centre**

Encarta describes Infrastructure as: "**basic organisation**: the most basic level of organisational structure in a complex body or system that serves as a foundation for the rest". On these two pages we give a summary of what that should be.

### **The Dean**

This is head of the academic part of the administration who will deal with the students' curricula, course questions, their discipline due to behaviour, make decisions about marks together with the quality officer etc. He or she must at least have a Diploma in Ministry or Theology.

### **Quality Officer**

A Quality Officer must be appointed, assuring that the principles of academic evaluation are correctly and fairly applied, by being involved in the process to such extent that he or she can put a signature on the **Class Results Record** declaring the marks as correct. This person must have a B.Ed. or HDE (educational qualification) and not be family of the dean.

### **Administrator**

This person is in charge of the arrangements and tasks needed to control the operation of the Tuition Centre. Initially this may also be the Dean, but if the organization becomes more complex, a separate person should be appointed to handle the registrations, the fees, student data-base, the assignments, mission trips, practicals and return of the library books.

### **Position of CEO**

The **Chief Executive Officer** has the ultimate decision-making authority in the Tuition Centre and is responsible for overall performance. Initially this is often the Dean or it may be a person experienced in management (running a business). The CEO will launch the Tuition Centre by planning a strategy for getting the right lecturing staff, advertising, facilities, library, dividing responsibilities of marking, moderation, discipline and administration.

## **Forming a Board**

This is a group of people chosen to act in a supervisory role and make executive or managerial decisions for an organization. The CEO and the presiding Pastor is usually on the board as well as such members from the community who are interested in academic training and practical ministry. The relationship of the board with the CEO should be such that the CEO is strengthened by them and may approach them for advice and protection when needed. The day to day decisions must still be made by the CEO but the appointments and remuneration scales, as well as the yearly budget and balance sheet, should be put before the board by the CEO.

## **Library**

This is the most important physical asset a Tuition Centre should have apart from the class rooms. Modern technology has provided Internet access to billions of pages at lightning speed but nothing will ever replace the printed page. It will also house a growing collection of CD-ROM data discs and DVD storage of video material. A standing plan for expanding the library (especially printed material) should be in place and may even be the focus of regular fund raising projects, or support should be requested.

## **Media & The Internet**

As mentioned above, one can hardly ignore the modern trends in information technology. The basic essentials to utilize this would be a computer and a modem connected to the internet through a phone line and internet provider. There should be supervision as to the type of content that is downloaded and Calvary provides free protection programmes on disk such as Avast.

## **Facilities**

Classrooms, a place for the library, administrative functions with at least one computer, filing cabinets, chairs and tables, sound system(s), overhead projector, a place to counsel students or prepare lectures, etc. are part of a normal Tuition Centre setup. The new Tuition Centre must start somewhere and analyse its own shortcomings. It must have a plan, the will and capability to execute such a medium to long-term plan to continuously provide better facilities for students. They will be the future workers, leaders and pastors of the church community by whom they are now trained.

Calvary Academics

A mentor centre specializing in advanced e-learning technology.

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*The foundation document endorsed by 500 Signatories*

## Background

Calvary Academics (CA) offers a framework, material and method for Biblical and practical training in a contact-mentor setting; which may include a distance element providing information combined with learning instruction, (available for mature disciples on post-graduate level); resulting in achieved life skills suitable for ministry as a worker, leader or even pastor.

This training is for local congregations and is not meant to replace a seminary. Informal training, in a wide **church recognition** context, has proven to be more cost-effective than official accreditation, whilst outcomes are reached in an environment using accreditation standards. The CA short courses build 'life skills experience' suitable for the granting of Recognition for Prior Learning [RPL].

Some students, whilst completing this training to equip themselves for local church leadership, develop a call on their life for deeper involvement in ministry training. For these students at least one e-learning university and a college recognizes the first four CA short courses of 240 credits **as a basis** for a Bachelor degree qualification. A further 120-150 credits in *ministry training* leading to a Bachelor is recommended.

## Development

We received accreditation for our programmes in February, 2000, and had permission to issue degrees. We voluntarily withdrew from the SA accreditation process, as requirements changed and no longer allowed franchises (Tuition Centres) to operate without being evaluated by the State. This expensive and taxing exercise would have eliminated most of our Bible Schools.

We therefore do not offer State-accredited programmes, but mentor students through "informal" short courses, using the Standards for Accreditation of Christian Quality Assurance (CQA) by which hundreds of international Christian institutions are accredited. Without accredited courses students cannot easily get bank loans or business bursaries. Our students do not need this kind of assistance from the secular world since our training is intended for ministry training, and the Church is better positioned to do its own evaluation of what makes suitable content for Christian ministry.

## Purpose

The purpose of this Charter is to provide **assurance of quality** and meaningful training during the years of preparation through Calvary programmes.

## Participants

**Calvary Academics** and the **Tuition Centres** can be described as Mentoring Centres for quality contact education in the field of Ministry in Church Life and Church Management, specializing in advanced e-learning technology.

**Mentoring** means that a trained, experienced professional comes alongside a student to train, counsel and advise in order to impart academic knowledge and practical skills. This is not limited to higher education, but may include any such courses which form part of a programme. The method is advanced since we use all that technology has provided for us, including the Internet through a multitude of web-sites.

**Churches** are represented by groups, fellowships or denominations and give credence to the programme through professional evaluation, and by providing their declared stamp of approval to the CA programme. It has always been our practice that every denomination can still require that a student, who has spent up to five years of training through the short courses, should also do additional modules or courses in order to understand the specific approach to doctrine of a given church group.

**Christian Quality Assurance** (CQA) provides an on-going service of training, informing, evaluating and publicizing of quality learning centres. Its stamp of approval is controlled through site visits and evaluations.

## Core Concepts

The principles of learning include: life-long learning; integrated with life skills; relevant to the Pentecostal-Renewal experience; credibility due to international acceptance; flexible learning to offer multiple pathways; easy access for all in order to progress; with portable credits and incorporating recognition of prior (informal) learning.

## Fundamental Principle

Secular curricula are based on various philosophical models such as idealism (the mind is the creator), realism (things just are), pragmatism (things are true if they work) and existentialism (there is no ultimate purpose).

A Christian curriculum, in contrast to this, is a teaching–learning process with its overall focus (purpose) on CHRIST the Master Educator’s example, and His command to make Disciples. The presence of God’s Holy Spirit in teaching makes it a divine, supernatural ministry.

Christian education is functional in that it seeks to guide individuals at all levels of growth – through contemporary teaching methods – towards knowing and experiencing God’s purpose and plan through Christ, touching every

aspect of life, and equipping them for effective ministry.

The church cannot turn to the state to have its learning model and content evaluated against those diametrically opposed ideologies with non-Christian educational principles.

In order to recommend acceptable learning principles by which the church must train its sons and daughters in both character and life in the Spirit, to secure its future, its doctrinal health and its holiness of life, the church must wake up, see the truth, take the initiative and make its own decisions.

This document will serve as a mandate to teach thousands of disciples in hundreds of churches to an acceptable standard, to secure student success, within a Christian value system.

## Components

The document consists of:

- This **Introduction**,
- a **Charter Declaration** stating the fundamental principles of belief,
- a central **Purpose** statement,
- a set of **Organizing Principles and Relationships**,
- the **Roles and Responsibilities** of the participants and
- a Charter **Signatory Statement**.

## Charter Declaration

This Charter seeks to establish, confirm and support the implementation of the Calvary training model utilized by a Christian community, hereby represented through the signatories to this document. Their agreement signifies their endeavour to give practical and effective embodiment to the training facets of the Great Commission given by the Lord Jesus Christ.

### The Foundation

**We** believe that the Great Commission gives us a mandate for training new disciples in obedience to the Lord's command.

**We** encourage these trained disciples to be further trained as workers, leaders and pastors to provide an infrastructure for congregations and Christian communities to fulfil the Great Commission.

**We** value the advantage of close contact in education between learner and teacher to maximize the development of character building and impartation of the ethos of the local expression of the church.

**We** strive towards the building and strengthening of the Kingdom of God in our co-operation with other local churches, denominations and training organisations such as Calvary Academics, Christian Colleges or an e-learning University as well as CQA in order to enhance the functionality of trained members everywhere.

**We** respect each individual Christian in his or her calling to work in the vineyard of God, and will work towards the greatest advantage through training and diligent mentoring in the individual's life in Christ.

**We** support Calvary Academics as an organisation, embracing their training model as acceptable for the local training we envisage.

**We** will employ the training principles provided through the Calvary model to encourage, establish and promote quality education.

**We** will acknowledge, respect and apply CQA Standards for Accreditation in our training and/or our acceptance of the earned credits of students.

**We** will honestly and professionally apply these credits of students in our evaluation of individuals who are called to various ministry positions.

### Purpose

To develop knowledge of the Word of God in church members using this Biblical training model; mentoring them to become functional members of the body both in a local context and in the church at large, through the application of acceptable standards of teaching, evaluation and recognition of transferable credits.

## **Organizing Principles and Relationships**

**Calvary Academics** is committed to providing its Bible Schools and Tuition Centres with a ministry curriculum suitable for training Christians to gain spiritual growth and to understand the church and its ministries. It offers training in a diversity of particular fields of calling, through which disciples and workers may be prepared for leadership through on-the-job training, which provides for objective directed learning, suitable for the local Church.

**Calvary Academics** promotes the establishment of strategically situated Bible Schools to facilitate academic support and student guidance within a Biblical mentoring model, using academically qualified and professionally trained lecturers with relevant practical experience in a field of specialization.

**Tuition Centres (TC's)** are locally governed structures set up and maintained by individual churches or other governing bodies for the purpose of offering a training service to members and other Christians who accept the authority of the TC for the purpose of their learning needs in a field of ministry and church management.

**Christian Quality Assurance (CQA)** has as its primary purpose the international accreditation of Christian institutions for higher education, by providing necessary information about accreditation to institutions which seek to improve their quality and level of accreditation. These are the standards we also hold to and are measured by, as we mentor students who are studying informally by means of short courses, or who have registered for a qualification at an institute of higher education.

**Tuition Centres** promote learning by offering classes and study group facilitation for prospective students. They obtain acceptable learning material from Calvary Academics, which they offer in a prescribed format so that the learning objectives may be turned into successful outcomes.

**Church Bodies** such as denominations and fellowship groups which carry oversight responsibilities, accept student credits as a basis on which to ordain members for the ministry, appoint marriage officers, and fill other positions through informed decisions. They have transparent requirements for academic competency and in their human resource management make use of the Calvary system, which allows for Tuition Centres to disclose records of credits attained, as well as conduct and character shown during studies.

**Calvary Academics and Tuition Centres** agree to cooperate in the development of improved methods, materials and directives for the sake of the learning success and quality of the students in a Christian context.

## **Roles and Responsibilities**

Each of the role-players has distinctive roles and responsibilities:

**Calvary Academics** will develop curricula, take responsibility for the logistics of curriculum provision, give directives for implementation of courses as well as for evaluation of progress and outcomes; will distribute quality awareness material; send reminders of its implementation; and is responsible for the issuing of attendance certificates.

**Bible Schools and Tuition Centres** provide suitable facilities, resources and faculty, in order to ensure quality delivery of the learning material according to prescribed methods. They will operate an acceptable management system incorporating an administrative data-base which is secure, accurate and kept up-to-date by competent staff. A Quality Officer with an educational qualification will ensure in-house quality control.

**Christian Quality Assurance** represented locally by evaluators, will compare Tuition Centre evaluation reports made to CQA with reality, inform Tuition Centres, train them in the Principles of Accreditation, manage its seal of quality, control the CQA listing, as well as membership of this Charter according to its findings during site visits and/or interviews.

**Church Bodies** as described will make known their level of acceptance, their requirements for students on different levels of training to do certain specified extra work to enable their acceptance for different levels of ministry to which they aspire to be ordained or installed.

## **Charter Signatory**

This is the wording on the Charter signatory page which has been initially signed by 100 selected and invited signatories. Their names will be published on a page of the Calvary Website at [www.clt.org.za/chartersignatories.html](http://www.clt.org.za/chartersignatories.html) It will be printed and numbered from 01 to 100 in the format of a certificate in duplicate, one to be stored in a central file, and one for each member suitable for display. It will be an indication of quality learning only to be attained by a small number of Bible Schools, Tuition Centres and supportive church denominations/fellowship groups.

## **Signatory Statement**

**We**, the undersigned, in our capacities as representatives of Bible Schools, Tuition Centres and church denominations or fellowships, embrace our role as vital contributors in realizing the purpose of the Calvary Academics curriculum as set out in the published Charter, and hereby recognize its true value by this public acknowledgement of this Charter. We hereby add our signature to the **Calvary Academics Charter**.

## *An explanation of the Calvary approach to quality learning*

Our training model is the result of years of development based on

- the identification of a need within the Pentecostal-charismatic and renewal church framework,
- certain Scriptural educational principles, and
- the response to God's call to provide an answer.

### **Introductory principles**

**We** believe that the Great Commission gives the local church a mandate for training new disciples in obedience to the Lord's command.<sup>1</sup>

**We** encourage these trained disciples to be further skilled and educated as workers, according to Ephesians 4:11,12 to do the work of Ministry.<sup>2</sup>

**We** understand that those that train are the gifted five-fold ministry who serve as role models in each local church to equip members for the work of ministry.<sup>3</sup>

**We** include academic, practical and spiritual components in our curriculum to ensure that inputs are firmly established on a Biblical foundation.<sup>4</sup>

**We** provide for an educational model which leaves the training initiative, with respect to its organisation and its inherent leadership, within the local church.<sup>5</sup>

**We** recognize that Jesus Christ builds His own Church, and that we are living stones being placed by a call on our life by our Master to fulfil an individual role.<sup>6</sup>

**We** make provision in the curriculum for everyone's call to be unique, and to be different in its progression throughout a life of service in our Master's calling.<sup>7</sup>

**We** heed our Master's call to allow those that have certain kinds of giftings to operate in those giftings, to serve the church, and to develop those giftings.<sup>8</sup>

**We** recognise that workers may develop in their gifting, and that some grow in a natural ability to be overseers over others in a leadership role.<sup>9</sup>

**We** further recognise that mature and experienced leaders may become pastors to provide an infrastructure for congregations and Christian communities.<sup>10</sup>

### **Educational principles**

**We** share our government's concern for quality education and subscribe to the principle that widely acceptable Standards for Accreditation will ensure quality education.<sup>1</sup>

**We** subscribe to a structured set of programmes which progresses in stages, moving from basic to advanced principles in a Biblical and practical teaching order.<sup>2</sup>

**We** encourage congregations to make provision for a local training facility which is well organised and staffed by experienced and faithful men of authority.<sup>3</sup>

**We** value the advantage of close contact in education between learner and mentor to maximize the development of Christian character building. <sup>4</sup>

**We** encourage the impartation of the ethos of the local expression of the church by including those areas of knowledge and skills that the Lord emphasises. <sup>5</sup>

**We** recruit and register willing students into our church-based training and mentoring programmes to provide controlled access to training facilities and resources. <sup>6</sup>

**We** strive towards the building and strengthening of the Kingdom of God in our co-operation with other local churches, by extending our training to them. <sup>7</sup>

**We** inform our members and students of all suitable alternative training opportunities to qualify themselves further according to the call on their lives. <sup>8</sup>

**We** are willing to mentor students who have registered for a qualification at any higher educational institution to enhance the study success rate of such students. <sup>9</sup>

**We** respect each individual Christian in his or her calling to work in the vineyard of God, and will work towards the greatest advantage through training and diligent mentoring in the individual's life in Christ. <sup>10</sup>

### **Organisational principles**

**We** were granted accreditation during 2000 to 2003 but withdrew since the new interpretation meant that we had to become a correspondence learning institution. Since we firmly believe in the opposite model of contact training, these rules excluded local church "franchises" which would all have had to be evaluated. <sup>1</sup>

**We** have become a mentor centre for quality education in Ministry and Divinity which allows us to assist students who are registered elsewhere to implement the above. <sup>2</sup>

**We** promote support for **Calvary Academics** as an organisation, to embrace this training model as acceptable for local training, through the **CA Charter**. <sup>3</sup>

**We** will employ these advocated training principles advanced through the Calvary model, to encourage, establish, and promote quality education in the church. <sup>4</sup>

**We** will acknowledge, respect and apply CQA Standards for Accreditation in our training offering and our recognition of the prior earned credits of students. <sup>5</sup>

**We** will honestly and professionally apply these credits in our appraisal of student applications of those who feel called to various ministry positions. <sup>6</sup>

**We** will continue to develop, improve and expand the existing range of educational offerings (courses, short courses and programmes) towards excellence. <sup>7</sup>

**We** appreciate input received from individuals, Tuition Centres, lecturers, students and denominations to bring the model even closer to being a Biblical model. <sup>8</sup>

# Calvary – Learning Model (Illustrated)

## Action

## Principle

## Description

**Group/Lecture**

**Listen, Ask, See**

120 lectures per yearly phase (80 credits)

**Research**

**Read, Understand**

Re-reading (studying) printed lecture notes

**Work Book**

**Search, Complete**

Filling in key answers in Work Book

**Learn for Test**

**Learn or Memorise**

Memorising corrected Workbook answ.

Assessment:

**Write Report**

**Apply concepts in writing, do research**

Two selected assignments per module: marked according to **marking schedule**

**Take Test**

**Proof of Knowledge**

Test written to complete each module

**Do Task**

**Show skills to integrate various academic facts**

One practical task allocated to each module to produce a module mark.

# Ministry or Divinity Qualification Builders

## Bachelor of Min/Div

Apos Lead	Proph Speak	Ev Prokl	Teach Equip	Past Care
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**Church Management & Shepherding Training**

## Christian Life Diploma

### Leadership Training

Leadership Principles  
Basic Systematic Theology

OT & NT Survey / Exegesis

## Christian Life Certificate

### Church Life Training

Discipleship & Foundational

Basic Christian Worker Skills

### Certificate in Discipleship

80 x 3 = 240

## Diploma

**80**

## Certificate

**80+80**

**120**

Specialisation

**30+**

Specialisation

**20+20**

840

690

510

460

390

280

## 7 Majors:

Christian Leadership  
Church Development  
Christian Education  
Biblical Counselling  
Systematic Theology  
Practical Theology  
Biblical Studies

## B.Min

**150**

**120**

**120**

## Masters: M.Min/Div

**Honours:**  
Practicum (20)  
+ courses (30)

**20 + 30**

**70** Major

**150**

**120**

**120**

## Doctorate:

**150**  
Thesis

**180**  
Dissertation

**120**

Honours:  
10 Courses

**150**

- RPL (off)

+ Bridge

Other  
Diploma

**240**

**210**  
Dissertation  
+4 Courses

+ Bridge 30

**(RPL)**

**480**

**(or**

**510)**

# ***Your Response:***

## ***Guidance Documents***

***Please send us an e-mail to get the **Guidance Pack.*****

***You will need this as soon as you are really getting into **planning, organising, and sorting out all the questions which new students may ask you.*****

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**Note:** We do not offer any qualifications but help Tuition Centres to Mentor students who are registered at a place of Higher Education. We do not issue qualifications, merely give advice regarding planning life-long learning.