

3 Information Pack

Contents

Contained in this pdf document:

Flowchart: Tuition Centre Documents

- 1. TC Infrastructure (minimum requirements)**
- 2. Calvary University Charter (our foundation document)**
- 3. Learning Model (why & how we teach and mentor)**
- 4. Qualification Builders (how phases form qualifications)**

Separate pdf documents:

- 5. Concise Ministry 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 signatories.



3

Student Info: The Prospectus

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



4

Additional Info: Centre Guide

Information specifically aimed at the **Chief Executive Officer** – a guide for the CEO to run the Tuition 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 the SA Educ Law.



7

List: (Yellow Pages) Tuition Centres

A list of over 200 Bible Schools who offer the same curriculum in their TC.
([separate pdf, yearly updated](#))

TC Infrastructure

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

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 the head of the academic part of the administration who will deal with the students' curriculum, course questions, their discipline due to behaviour, who makes decisions about marks together with the quality officer etc. He or she must at least have a **Diploma** in Ministry, Divinity 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 or Pastor.

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 lending of the library books.

Position of CEO

The **C**hief **E**xecutive **O**fficer 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 — within 2 to 3 years

This is a group of people chosen to act in a supervisory role and to make executive or managerial decisions for an organization. The CEO and the presiding Pastor are 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, must be put before the board by the CEO.

Library

This is the most important physical asset a Tuition Centre should have apart from the classrooms. 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 DVD data discs for storage of electronic 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 adsl/phone line and internet provider. There should be supervision as to the type of content that is downloaded and CLT recommends free anti-virus protection programmes such as Avast.

Facilities

Classrooms, a place for the library, administrative functions with at least one computer (with DropBox), filing cabinets, chairs and tables, sound system(s), overhead projector, a place to counsel students or to 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-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.

The foundation document endorsed by 500 Signatories

Background

The administrator of Calvary University, Calvary Life Tutors (CLT) offers a framework, material and method for Biblical and practical training in a contact-tutor setting providing information combined with learning instruction, resulting in achieved life skills, suitable for ministry as a worker, leader or pastor of a local congregation, which continues into the post-graduate level of learning.

This training is for local churches and is not meant to replace a seminary. Informal training, in a wide **church recognition** context, has proven to be more cost-effective, whilst outcomes are reached in an environment using accreditation standards as required by Calvary University. The CLT 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 Calvary University recognizes the first three CLT short courses of 80 credits each (240 credits) **as a basis** for several Bachelor degree qualifications. A further 160 credits in **ministry training** which leads to a **Bachelor of Ministry** is available.

Development

We received accreditation for our programmes in February, 2000, and had permission to issue degrees. We voluntarily withdrew from the SA accreditation process for a season, as requirements changed and no longer allowed franchises (Tuition Centres) to operate without being evaluated by the State. This problem has now been resolved by **Calvary University** having full accreditation status.

CLT now offers material for accredited programmes, where centres mentor students through short courses, using the **Standards for Accreditation** of **Christian Quality Assurance (CQA)** which hundreds of international Christian institutions hold to. With accredited courses students can easily get bank loans or business bursaries. However, our students do not need this kind of financial assistance since our courses are affordable. Training is intended for **ministry training**, the and the Church is positioned to do its own evaluation of suitable content for Christian ministry.

Purpose

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

Participants

Calvary Life Tutors and the **Tuition Centres** can be described as Mentoring Centres for quality contact education in the field of Christian Ministry and Church Management, using tutors who specialise 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 giving access a multitude of websites.

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 Calvary University 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 professional quality officer 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, which are recognised and endorsed by **Calvary University**.

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 as well as other regular professions.

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 is embodied in Calvary University.

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 Academics** training model set forth by Calvary University, and 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, counsellors, pastors and other professions 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 Life Tutors, Christian Colleges and Calvary University as well as the CQA standards, in order to enhance the functionality of trained members.

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 through discipleship in the individual's life in Christ.

We support Calvary Life Tutors 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 University model to encourage, establish and promote quality education.

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

We will honestly and professionally apply all credits of students in our evaluation of individuals who are called to various ministry and professional 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 University is committed to providing Bible Schools and Tuition Centres with its **Calvary Academics** curriculum, which is suitable for training Christians to gain spiritual growth and to understand the church and its ministries. It offers materials for 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 Life Tutors 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 Tuition Centre 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 dissemination of international accreditation standards of Christian institutions for higher education. They do this by providing necessary information about accreditation to all institutions which seek to improve their quality and level of accreditation values and principles. These are the standards Calvary University requires from Tuition Centres, and which we also hold to and are measured by, as we disciple students who are studying informally by means of short courses, or who have registered for a qualification at an institute of higher education (CU).

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

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 Academic Platform **CAP**, which allows for Tuition Centres to disclose records of credits attained, as well as conduct and character shown during studies in a discipling environment.

Calvary Life Tutors 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 Life Tutors 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 delivering of certificates of Calvary University, who is the accredited issuing body.

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 database 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 selected and invited signatories. Their names will be published on a page of the Calvary Website at www.clt.org.za/chartersignatories.html It will be printed and numbered in the format of a certificate to be displayed by each member in a suitable place. It will be an indication of quality learning which is endorsed by Calvary University, only to be attained by a number of quality Bible Schools, Tuition Centres and other supportive Christian organisations or 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, which is endorsed by Calvary University, and hereby recognize its true value by this public acknowledgement of this Charter. We hereby add our signature to the **Calvary University Charter**.

Calvary University Charter

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

CALVARY LIFE TUTORS – 100

Signatory Statement

We, the undersigned, in our capacities as representatives of Bible Schools, Community Colleges and church denominations or fellowships, embrace our role as vital contributors in realising the purpose of the Calvary University endorsed curriculum as set out in the published Charter, and hereby recognise its true value by this public acknowledgement. We hereby add our signature to the "Calvary University" Charter.

Dated this **Eleventh** day of **November, 2011**

Signed Paul Bunting

Signatory

Signed [Signature]

number: 02



CLT

*Tutors mentoring students by utilising
advanced e-learning technology
within a Christian context.*



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. ¹

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. ²

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. ³

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

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

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. ⁶

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. ⁷

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. ⁸

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. ⁹

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

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. ¹

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. ²

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

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

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. ⁵

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

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. ⁷

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

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. ⁹

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. ¹⁰

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. ¹

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. ²

We promote support for **Calvary Life Tutors** as an organisation, to embrace this training model as acceptable for local training, through the **CU Charter**. ³

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

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

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

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

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

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 Essays

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

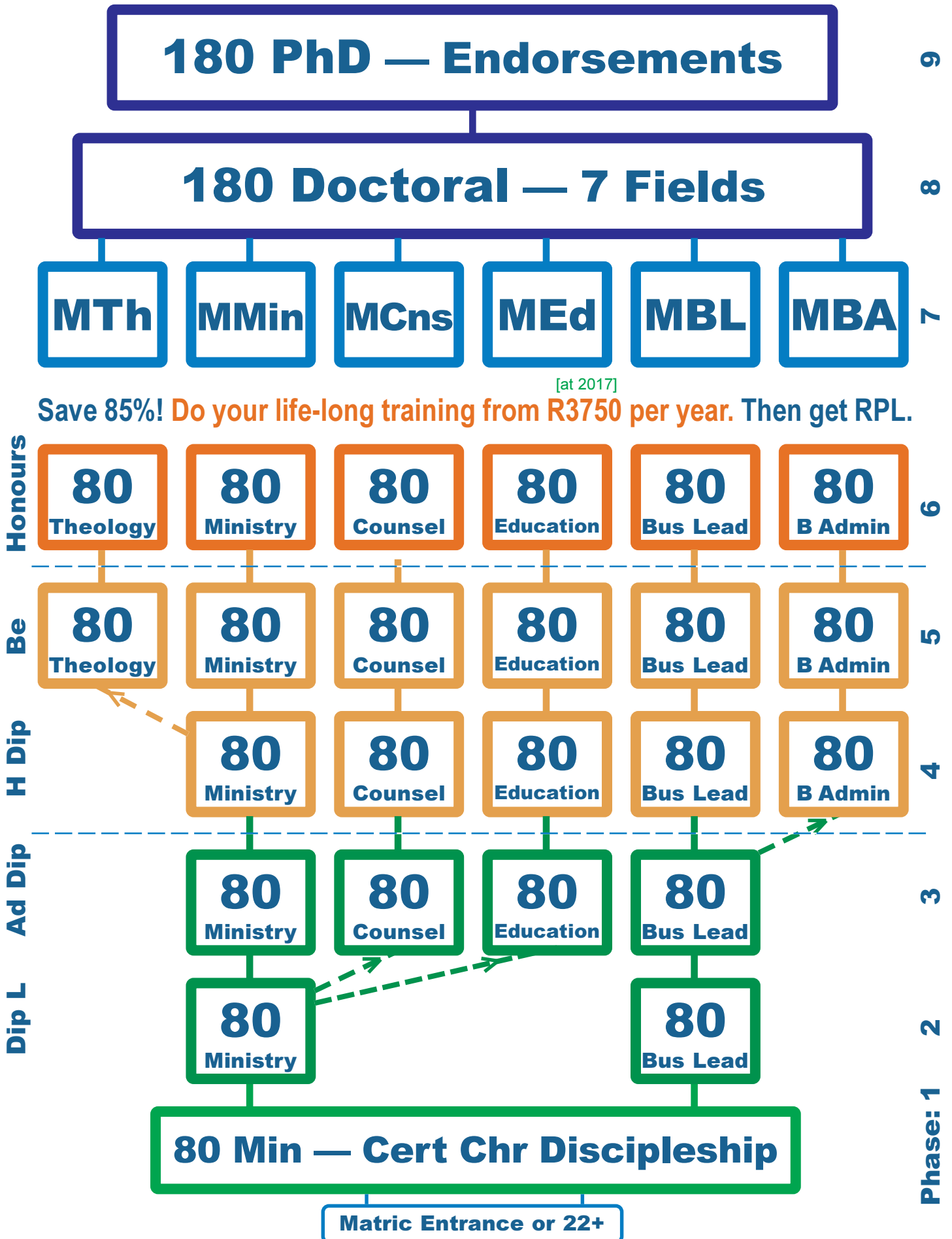
Do Task

Show skills to integrate various academic facts

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

RPL Short Courses to Qualifications

Complete an M at University, do short courses at a community college!



How Phases Form Qualifications

Certificate Diploma Adv. Diploma



Phase 1-3 Foundation



B. of Ministry or:

Other Bachelor:

- Counselling
- Education
- Bus. Leadership
- Business Admin
- Bachelor of Arts
- Science (Various)

Three foundation phases form the basis of every Bachelor degree. All students study the same material during the first three years.

Specialisation training for any of the several professions only start in the fourth year and complete the qualification in the fifth year.

Profession Bachelors:



Phase 4

Phase 5

The Bachelor of Arts follows a **general direction** with mixed subjects. The Bachelor of Science is taken in specific directions with endorsements such as:

Bachelor of Science in:

- Biology
- Biochemistry
- Mathematics
- Physics
- Chemistry
- General Science
- Computer Science

Skills Professions. Higher Diploma:

Certificate Diploma



Phase 1 & 2 Foundation

Phase 1 & 2 of Church Life is common foundation for:



- Agriculture
- Health Care Support
- Office Administration
- Operation Management
- Marketing Management
- Financial Management
- Information Technology, etc.

Skills Diploma's:



Adv. Diploma Higher Dipl.

Phase 3 & 4 for Skills Profession Higher Diploma

Accredited vocational certificates are issued at 120 credits (level 5) and 240 credits (Voc.Cert.Min. level 6)

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.**