**Veta Morphus**

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# 2024 PEER GROUP SUPERVISOR MANUAL

**Certificate III in Christian Ministry and Theology (11236NAT)**

# 1 WELCOME

Welcome to the Peer Group Supervisor's Manual. Thank you for being an integral part of the Veta Morphus course. You play a vital role in nurturing young people in their Christian life.

This Manual contains some of the information of the Student's Manual, plus expanded information on the finer details of the course and a few pointers to support your leadership.

Veta Morphus is a Vocational Education Training course for Senior Secondary Students that offers academic credit towards a student's Certificate of Education. On successful completion, students receive the nationally accredited 11236NAT - Certificate III in Christian Ministry and Theology. This qualification is provided through Evolation Learning Pty Ltd - RTO #45219.

Veta Youth courses are not merely about learning facts, or passing a course, but are an experience that engages students in a process of action and reflection, where the truths of the Bible are lived in everyday experience and then formed into their character through reflection and Godly relationships. Veta Youth courses seek to deepen a student's relationship with Christ whilst they get to know their peers in an open, safe, and inviting way. For many students Veta Morphus is a powerful and life-changing experience.

Veta Morphus operates across Australia in local Secondary Schools and Churches with the help of teachers, youth workers, pastors, and chaplains.

I am excited that you have taken the plunge into such an exciting adventure, whether it is your first year of involvement or you've journeyed with us a while. Veta Youth courses are transforming students' lives across Australia, and I thank you for the investment you are making. We hope this Manual will assist you in leading the discipleship journey of your students and the smooth operational running of Veta Morphus.

Once you have read this Manual, and prior to your first Peer Group Session, please go to https://veta.org.au/form/ and complete the online Peer Group Supervisor Information Form. A new form will need to be completed each year.

Welcome to the Veta Youth family!


Rohan Waters
Veta Youth Founder and Director

# 2 PEER GROUP SUPERVISOR (PGS) ROLE DESCRIPTION

*Purpose:*
- To promote the Christian growth of students
- To guide students through the course requirements
- To supervise Peer Group meetings
- To manage start up and ongoing actions
- You are not a deliverer, trainer, or assessor for this course (11236NAT – Certificate III in Christian Ministry and Theology). These responsibilities lie with Evolation Learning Pty Ltd - RTO #45219
- To be responsible for being a facilitator of the course for the students.

*Specific Tasks:*
**Promote the Christian growth of students:**
- Pray for students
- Be attentive to the spiritual health of students and respond appropriately.

**To guide students through the course requirements**
- Familiarise yourself with the Student Manual and other materials provided
- Ensure that the students are familiar with the Student Manual and other materials provided
- Work with students to develop strategies to complete tasks
- Check progress of students at regular intervals (through online learning management system)
- Respond to student requests for guidance
- Ensure student has established a Mentor and Ministry Placement Supervisor.

**To supervise Peer Group meetings:**
- Organise a suitable meeting time/place
- Communicate expectations of attendance and participation to students
- Prepare for each session in advance
- Supervise Peer Group meetings
- Follow up any absences/difficulties.

**Attend Retreats:**
- Attend each Retreat for the entire time. This is of the utmost importance for the following reasons:
  - To share experience and mutual encouragement beyond your local setting
  - Build community and relationships with your Peer Group. Students have expressed disappointment when their PGS was absent, even for a short period, during the Retreat
  - Share community with other Peer Group Supervisors
  - Ensure that the Leader to Student supervision ratio is met. Veta Youth require a Leader to Student Ratio of one (1) PGS or leader per eight (8) students. If local state legislation requires a higher level of supervision, Veta Youth will recommend the higher level be met.
- Refer to 2024 Yearly Plans for Retreat dates. It is your responsibility to make these dates a priority for you to attend all Retreats, including rearrangement of work and other commitments
- Be available to supervise students for the entire Retreat time including sleeping at Retreat premises
- If, for some reason, you are unable to attend the Retreat for the entire time, including overnight stay, it is your responsibility to arrange a suitable person to take your place. The suitable person must complete the Retreat Leader Form https://veta.org.au/form/ and provide a copy of the state required "Working with Children" (WWCC), and child safety training documents to Veta Youth at least **two** weeks prior to the Retreat.

**To manage start up and ongoing actions:**
- Attend PGS training and orientation
- Distribute manuals and other materials to students as required
- Assist students to set up a password and log in to Canvas to access their workbooks online
- Pass on to Veta Youth, as soon as possible, any grievances, withdrawals, extension requests or appeals given to them by students.

**Minimum Expectations:**
- Mature Christian Faith
- Operating under the authority of the Peer Group Provider organisation
- An active member of a recognised Christian Community
- Recognised within that community for a significantly mature Christian faith
- Working with Children Check or equivalent documents applicable to state requirements. You will need to provide copies of this along with any state required "Working with Children" documents to Veta Youth by two weeks prior to the first Retreat
- Current Active Engagement in Ministry
- Minimum three years' experience in youth ministry/related field
- Competent in relating to 16-18 year old students
- Competent in basic administration
- Engaged in ongoing professional development
- Compliance with Veta Youth Child Safety Policy and Code of Conduct.

**Qualifications:**
Minimum Certificate III in Christian Ministry or equivalent. You are welcome to take the course while leading a Peer Group. Further information is provided later in this Manual.

**Accountability:**
- To Veta Youth and Peer Group Provider
- Agreement (provided at https://veta.org.au/form/) to be completed, and required documents forwarded to Veta Youth prior to start of the year or two weeks prior to the Retreat
- Provide copies of any Child Protection training undertaken in the past three years or as required by your state's legislation.

**Review:**
- PGS feedback and reflection process.

# 3 ADVICE FOR YOUR ROLE AS A PGS

Many of you, who find yourselves as a PGS, will have significant ministry or teaching experience, some in churches, some in schools and some in completely different settings. This experience will hold you in good stead in your role as a PGS, but it may also lead you astray. Being a PGS is a unique role, and so be aware that your role is a little different to what you may have experienced in the past.

- You are not a Teacher, Trainer, or Assessor, but you are there to help students learn
- You are their friend, but you also need to make sure students get their work done
- You will study the Bible, but you are not there to interpret it for your students
- You will discuss things happening in your student's lives, but you are not their Mentor
- You will discuss your student's ministry, but you are not their Ministry Placement Supervisor
- You will help your student's grow in their spiritual life, but you are not the Holy Spirit.

Although it is helpful to have goals in mind for your students (and imperative you are praying for them), it is important to remember that students will not always grow, learn, behave, or think in the way you had in mind for them.

- The student sitting quietly, not contributing, may just need to feel loved and supported, and to be in a safe space
- The loud, brash, seemingly confident student may be masking their lack of self-esteem, and they are the one who needs the most care
- The student who is quiet during discussions may be the one who takes the most in
- The student who seems most confident in their theology, may actually know the least, and could just be 'parroting' what their parents/friends/church has told them.

# 3.1 Previous Student's Comments

**Previously, we asked all the students 'What is one piece of advice would you give to the future Peer Group Supervisors to make sure their students get the most out of their Veta experience?'**

Here are some of their answers:

- Don't be too worried if the discussion gets a little off track. When it does, it often goes somewhere it needs to go
- Get all the bookwork done during the time set
- Make sure it's lots of fun and that you're open to ideas from the students
- Push them to keep journaling and not fall behind
- Be firm; make consequences for not doing set tasks
- MAKE SURE THEY FILL IN THEIR REFLECTIONS STRAIGHT AWAY!
- Don't ask questions that can be answered by giving a 'yes' and 'no' answer. Pose harder questions that have 'why' and 'how' and 'what' in them to engage deeper thinking
- Maybe go on the school oval and sit in a circle for the first 15 minutes, or, one week everyone brings a plate of food etc. We would sometimes go into the staff room and get a hot chocolate and talk about the workbook which I always loved. Because it was something different and made me enjoy the course
- I really loved how our leader did things not necessarily in the course, like meditation and different ways of prayer etc.
- A piece of advice I would give would be to keep the course in perspective. Don't get too workbook focussed that you miss the chance for relationships with the Peer Group, but also realise the value of the workbooks and so don't neglect them
- Check students' work regularly to make sure that they're up to date
- Just have a lot of fun with it
- Treat your Peer Group with love and respect
- Spend time getting to know the students through praying with each other and asking how each individual is coping with life!
- Really try to be there for them, and get into the lessons, because it makes it more fun and enjoyable for us when our leaders are motivated, it encourages us to be motivated too! And encourage them, they will need it.

# 4 YEARLY PLANS 2024

The Yearly Plan and Dates to Remember over the next pages will assist you to keep up to date with requirements of your course.

The Yearly Plan includes the information for all states in the one plan and the general order of workshops and events. You may find it helpful to write in the weekly dates that apply to your Peer Group.

The Yearly Plan is subject to change, and we will ensure that you are kept up to date with the latest version at all times during your course.

## 4.1 All States Yearly Plan

| TERM | WEEK | WEEK COMMENCING | WORKSHOPS | WORKBOOK RECORD | WHAT'S ON! |
|---|---|---|---|---|---|
| 1 | 1 | | **Workshop 1:** Induction Week 1 | 1 | Identify Ministry Placements, find Ministry Supervisors and Mentor |
| 1 | 2 | | **Workshop 2:** Induction Week 2 | A | |
| 1 | 3 | | **Workshop 3:** Planning a Ministry Placement | A | Initial Mentor Meeting |
| 1 | 4 | | **Workshop 4:** Exploring the Old Testament | 1 | **\*Retreat 1 – 23-25 Feb (SA Tribe A, VIC, QLD)** |
| 1 | 5 | | **Presentation 1 Development:** Biblical Issue | 1 | **\*Retreat 1 – 3 Mar (SA Tribe B, NSW)** |
| 1 | 6 | | **Workshop 5:** Discovering the Gospels | 1 | Major Ministry Placement should have started. |
| 1 | 7 | | **Presentation 1 Delivery:** Biblical Issue | 1 | **\*Retreat 15 – 17 Mar (TAS)** Mentor II |
| 1 | 8 | | **Presentation 1 Delivery:** Biblical Issue | 1 | Review Journal Process and ensure up to date so far |
| 1 | 9 | | **Workshop 6:** Exegesis | A | Mentor III Hours Tracker |
| | 10 | | **Spiritual Practice 1:** Peer Group Choice | | |
| | 11 - 13 | | HOLIDAYS or Make up Week | | |
| 2 | 14 | | **Workshop 7:** Communication Skills in Ministry | A | |
| 2 | 15 | | **Workshop 8:** Denominations | 2 | Submit completed Workbook 1 Mentor IV |
| 2 | 16 | | **Workshop 9:** | A | **\*Retreat 2 – 17-19 May (SA Tribe A)** |
| 2 | 17 | | **Workshop 10:** | 2 | **\*Retreat 2 – 24-26 May (SA Tribe B, VIC, QLD)** Mentor V |
| 2 | 18 | | **Presentation 2 Development:** Cultural Issue | 2 | Review Journal Process and ensure up to date so far |
| 2 | 19 | | **Spiritual Practice 1:** Peer Group Choice | A | **\*Retreat 2 – 31 May-2 Jun (NSW)** |
| 2 | 20 | | **Presentation 2 Delivery:** Cultural Issue | 2 | Mentor VI |
| 2 | 21 | | **Presentation 2 Delivery:** Cultural Issue | 2 | |
| 2 | 22 | | **Workshop 11:** | 2 | |
| 2 | 23 | | **Workshop 12:** | 2 | Mentor VII |
| | 24 - 26 | | HOLIDAYS or Make up Week | | |
| 3 | 27 | | **Workshop 13:** | 3 | Submit completed Workbook 2 Mentor VIII |
| 3 | 28 | | **Presentation 3 Development:** Personal Issue | 3 | Major Ministry Mid Year Review |
| 3 | 29 | | **Spiritual Practice 2:** Peer Group Choice | A | **\*Retreat 3 – 9-10 Aug (SA)** |
| 3 | 30 | | **Presentation 3 Develop/Delivery:** Personal Issue | 3 | **\*Retreat 3 – 16-18 Aug (QLD)** |
| 3 | 31 | | **Presentation 3 Delivery:** Personal Issue | 3 | Mentor IX |
| 3 | 32 | | **Workshop 14:** | 3 | **\*Retreat 3 – 23-25 Aug (VIC, NSW)** |
| 3 | 33 | | **Workshop 15:** | 3 | Review Journals and ensure up to date so far |
| 3 | 34 | | **Workshop 16:** | A | Christian Community Reflections |
| 3 | 35 | | **Spiritual Practice 3:** Celebratory Meal | A | |
| 3 | 36 | | Make up Week | | Retreat Reflections Hours Tracker Mentor X |
| | 37 - 39 | | HOLIDAYS or Make up Week | | |
| 4 | 40 | | **Workshop 17:** Evaluating Course | A | Submit completed Workbooks 3 and A |
| | | | COURSE COMPLETE | | |

V2 - 11/1/2024

# 5 2024 DATES TO REMEMBER

## 5.1 New South Wales Dates to Remember

| Term | Date | Task |
|------|------|------|
| 1 | 16 February | Mentoring should have started |
| 1 | 23 February | Major Ministry Placement should have started |
| 1 | 3-5 March (TBC) | **Retreat 1** |
| 1 | 3 May | Workbook 1 (including Journals) completed and submitted for assessment in Canvas. |
| 2 | June (TBA) | **Retreat 2** |
| 2 | 21 June | Major Ministry Mid Year Review should have been completed |
| 3 | 12 July | Workbook 2 (including Journals) completed and submitted for assessment in Canvas |
| 3 | August (TBA) | **Retreat 3** |
| 4 | 4 October | Year 11 and 12 - (including Journals) Workbook 3 and Workbook A completed and submitted in Canvas. PGS to check student submissions. |
| 4 | 11 October* | Year 11 and 12 – (including Journals) Workbook 3 and Workbook A check assessments and complete resubmissions. |
| 4 | 1st December | COURSE COMPLETE |
| **\*We will provide a reminder to you as the date is nearing, however, any submissions received after 16th October 2024 may not be meet NESA deadlines which may have an impact on your results being counted in the current year.** | | |

## 5.2 Queensland Dates to Remember

| Term | Date | Task |
|---|---|---|
| 1 | 9 February | Mentoring should have started |
| 1 | 23 February | Major Ministry Placement should have started |
| 1 | 23-25 February | **Retreat 1** |
| 2 | 12 April | Workbook 1 (including Journals) completed and submitted for assessment in Canvas |
| 2 | 24-26 May (TBC) | **Retreat 2** |
| 2 | 21 June | Major Ministry Mid Year Review should be completed |
| 3 | 5 July | Workbook 2 (including Journals) completed and submitted for assessment in Canvas |
| 3 | 16-18 August (TBC) | **Retreat 3** |
| 4 | 14 October | Workbook 3 (including Journals) and Workbook A completed and submitted in Canvas. PGS to check student submissions |
| 4 | 28 October* | Workbook 3 (including Journals) and Workbook A check assessments and complete resubmissions |
| 4 | 1st December | COURSE COMPLETE |

**\*We will provide a reminder to you as the date is nearing, however, any submissions received after 28th October 2024 may not be meet QCAA deadlines which may have an impact on your results being counted in the current year. Year 12 students especially take note!**

**Please note final submission date of student results are subject to change as dates not yet finalised by Queensland Education Department at time of 'Key dates' publication. Due for confirmation in mid-term 1, 2024.**

## 5.3 South Australian Dates to Remember

| Term | Date | Task |
|---|---|---|
| 1 | 16 February | Mentoring should have started |
| 1 | 22 February | Major Ministry should have started |
| 1 | 23-25 February | **Retreat 1 – Tribe A** |
| 1 | 1-3 March | **Retreat 1 – Tribe B** |
| 2 | 19 April | Workbook 1 (including Journals) completed and submitted for assessment. PGS to check student submissions. |
| 2 | 17-19 May | **Retreat 2 - Tribe A** |
| 2 | 24-26 May | **Retreat 2 - Tribe B** |
| 2 | 5 July | Major Ministry Mid Year Review should be completed |
| 3 | 12 July | Workbook 2 (including Journals) completed and submitted for assessment. PGS to check student submissions. |
| 3 | August 9-10th | **Retreat 3 Tribe A and Tribe B together** |
| 4 | 23 October | Workbook 3 (including Journals) and Workbook A completed and submitted for assessment. PGS to check student submissions. |
| 4 | 30 October* | Workbook 3 (including Journals) and Workbook A check assessments and complete resubmissions. |
| 4 | November (TBA) | SA Veta Youth Graduation |
| 4 | 1 December | COURSE COMPLETE |

**\*We will provide a reminder to you as the date is nearing, however, any submissions received after 30th October 2024 may not be meet SACE deadlines which may have an impact on your results being counted in the current year. Year 12 students especially take note!**

## 5.4 Tasmanian Dates to Remember

| Term | Date | Task |
|---|---|---|
| 1 | 23 February | Mentoring should have started |
| 1 | 1 March | Major Ministry Placement should have started |
| 1 | 15-17 March (TBC) | **Retreat 1** |
| 1 | 19 April | Workbook 1 (including Journals) completed and submitted for assessment in Canvas. |
| 2 | TBA | **Retreat 2** |
| 2 | 12 July | Workbook 2 (including Journals) completed and submitted for assessment in Canvas |
| 3 | 19 July | Major Ministry Mid Year Review should have been completed |
| 3 | TBA | **Retreat 3** |
| 4 | 9 October | Year 11 and 12 - Workbook 3 (including Journals) and Workbook A completed and submitted in Canvas. PGS to check student submissions. |
| 4 | 30 October* | Year 11 and 12 - Workbook 3 (including Journals) and Workbook A check assessments and complete resubmissions. |
| 4 | 1 December | COURSE COMPLETE |
| **\*We will provide a reminder to you as the date is nearing, however, any submissions received after 30th October 2024 may not be meet TASC deadlines which may have an impact on your results being counted in the current year. Year 12 students especially take note!** | | |

## 5.5 Victorian Dates to Remember

| Term | Date | Task |
|------|------|------|
| 1 | 16 February | Mentoring should have started |
| 1 | 22 February | Major Ministry Placement should have started |
| 1 | 23-25 February | **Retreat 1** |
| 2 | 5 April | Workbook 1 (including Journals) completed and submitted for assessment in Canvas. PGS to check student submissions. |
| 2 | 24-26 May | **Retreat 2** |
| 2 | 5 July | Major Ministry Mid Year Review should be completed |
| 3 | 12 July | Workbook 2 (including Journals) completed and submitted for assessment in Canvas. PGS to check student submissions. |
| 3 | 23-25 August (TBC) | **Retreat 3** |
| 4 | 9 October | Year 11 and 12 - (including Journals) Workbook 3 and Workbook A completed and submitted in Canvas.<br>PGS to check student submissions. |
| 4 | 14 October* | Year 11 and 12 - (including Journals) Workbook 3 and Workbook A check assessments and complete resubmissions. |
| 4 | 1 December | COURSE COMPLETE |

**\*We will provide a reminder to you as the date is nearing, however, any submissions received after 14th October 2024 may not be meet VASS deadlines which may have an impact on your results being counted in the current year. Year 12 students especially take note!**

## 5.6  Western Australian Dates to Remember

| Term | Date | Task |
|---|---|---|
| 1 | 16 February | Mentoring should have started |
| 1 | 22 February | Major Ministry Placement should have started |
| 1 | TBA | **Retreat 1** |
| 1 | 5 April | Workbook 1 (including Journals) completed and submitted for assessment in Canvas. |
| 2 | TBA | **Retreat 2** |
| 2 | 5 July | Major Ministry Mid Year Review should be completed |
| 2 | 12 July | Workbook 2 (including Journals) completed and submitted for assessment in Canvas |
| 3 | TBA | **Retreat 3** |
| 4 | 6 October | Year 12 - Workbook 3 (including Journals) and Workbook A completed and submitted in Canvas. PGS to check student submissions. |
| 4 | 13 October* | Year 12 - Workbook 3 (including Journals) and Workbook A check assessments and complete resubmissions<br>Year 11 - Workbook 3 (including Journals) and Workbook A completed and submitted in Canvas. PGS to check student submissions. |
| 4 | 5 November | Year 11 - (including Journals) Workbook 3 and Workbook A check assessments and complete resubmissions. |
| 4 | 1 December | COURSE COMPLETE |

**\*We will provide a reminder to you as the date is nearing, however, any submissions received after 13th October 2024 may not be meet SCSA deadlines which may have an impact on your results being counted in the current year. Year 12 students especially take note!**

**NB: Peer Groups with Year 12 students – PGS please discuss with Veta Youth, as there may need to be a slight adjustment to this timetable and the yearly plan to enable resulting before SCSA due dates. Dates are subject to change with the Board of Studies.**

# 6 BIBLE ENGAGEMENT PLAN

On the next page is the Veta Morphus Bible reading plan for 2024. The term weeks may vary from state to state and school to school.

This Bible Engagement Plan will take the student on a journey! This journey is from Genesis to Revelation, from the beginning to eternity, of God's plan for the world. The plan will take them through three major themes: the covenant, the Messiah and the new heaven and new earth. We pray that they come to love Jesus more and see God's wonderful plan unfold.

As the student begins Veta Morphus they will receive a NIV Study Bible to enable their Bible Engagement and other Bible study and research.

At Veta Youth we believe that one of the ways we get to know God is through reading and reflecting on the Bible. This is why Bible Engagement is such an important part of Veta Morphus, and the Christian life. Bible Engagement is not just a task to 'get done' but an opportunity to get to know God more.

As the student begins Veta Morphus, starting in Workbook 1, we would like them to read the three (3) weekly Bible readings listed in the Bible Reading Plan. In Workbook 1 they are required to complete one (1) journal per week.

They can **choose** which Scripture passage they will focus on for their journal each week.

In the first five (5) weeks, the priority will be on developing a good practice of journaling using the SOAP method.

In Workbook 2 and 3, they will be required to read the three (3) weekly readings and complete two (2) journals of their choice each week.

| Week | Law & History | Wisdom & Prophets | New Testament | Complete |
|---|---|---|---|---|
| 1 | Genesis 1-3 | Psalm 2 | Matthew 1 | |
| 2 | Genesis 9 | Psalm 8 | Matthew 4 | |
| 3 | Genesis 15; 17; 18:1-15 | Psalm 16 | Matthew 5-7 | |
| 4 | Genesis 22:1-19 | Psalm 22 | Matthew 8 | |
| 5 | Genesis 25:19-26:6 | Psalm 41 | Matthew 13 | |
| 6 | Genesis 28:10-22 | Psalm 68 | Matthew 18-20:16 | |
| 7 | Exodus 6:1-11 | Psalm 69 | Matthew 21:28-22:14 | |
| 8 | Exodus 11-14 | Psalm 89 | Matthew 25 | |
| 9 | Exodus 16 | Psalm 109 | Matthew 26:17-30 | |
| | | **Make up weeks and holidays** | | |
| 1 | Exodus 19-20 | Psalm 110 | **Mark^** | |
| 2 | Exodus 24 | Psalm 118 | Luke 2; 24 | |
| 3 | Exodus 33-34 | Isaiah 6-7; 9:1-7 | John 1:1-18; 3 | |
| 4 | Numbers 20:1-13 | Isaiah 11 | John 4-5 | |
| 5 | Numbers 32:1-13 | Isaiah 40-42 | John 6:25-71 | |
| 6 | Deuteronomy 18:14-22 | Isaiah 52-53 | John 7:25-52; 12:37-50 | |
| 7 | Deuteronomy 28-29 | Isaiah 54-56:8 | Acts 14-15 | |
| 8 | Deuteronomy 32:48-52 | Isaiah 65 | Acts 17 | |
| 9 | Joshua 1; 24 | Jeremiah 31; 33 | Acts 28 | |
| | | **Make up weeks and holidays** | | |
| 1 | Judges 2:6-3:6 | Ezekiel 2-3:15 | Romans 7-8 | |
| 2 | 1 Samuel 1; 3 | Ezekiel 36 | Romans 9; 11; 15 | |
| 3 | 1 Samuel 7:15-8:22 | Hosea 1-2; 11 | 1 Corinthians 15 | |
| 4 | 1 Samuel 15-16:1-13 | Hosea 6; 8 | 2 Corinthians 3 | |
| 5 | 2 Samuel 2:1-7; 5:1-5; 7:1-17 | Joel 2 | Galatians 3 | |
| 6 | 1 Kings 6:1; 8:1-21 | Micah 4-5 | Ephesians 3 | |
| 7 | 1 Kings 8:22-9:9 | Jonah 1-4 | Hebrews 8-9 | |
| 8 | 1 Kings 12 | Nahum 1 | Hebrews 11-12 | |
| 9 | 2 Kings 17:7-23 | Zechariah 8; 9:9-13; 10 | 2 Peter 3 | |
| 10 | 2 Kings 24-25 | Malachi 1-4 | Revelation 11:15-19; 21-22 | |

^*For this week, you will need to complete your journal entry on Mark. We encourage you to read the book of Mark in one sitting from beginning to end. Choose a time that will allow you to read all 16 chapters. If you listen to the audio Bible, it will take you 1 hour and 29 minutes. The YouTube Video (Link following) is for your use if you would like a dramatised audio version of Mark's Gospel. (https://www.youtube.com/watch?v=WThbVlxYf1c)*

# 7 VETA YOUTH COURSE KEY EXPERIENCES

## 7.1 Veta Morphus Key Experiences Outline

Veta Morphus is a structured course that promotes the Christian growth of Senior Secondary Students (years 11-12). Veta Morphus is made up of nine Units of Competency with a total nominal hour value of 540 hours, however, the hours are allocated as per table below:

| Course Component | Work Outline | Prescribed Hours | Self-Paced | Nominal Hours |
|---|---|---|---|---|
| **Christian Community** | 30 weeks x 1 hour + Reflections (Self-Paced Personal Application) | 30 | 42 | 72 |
| **Retreats** | 3 Retreats x 25 hours + 3 x 2-hour Reflections | 81 | 5 | 86 |
| **Ministry Placement** | Major Ministry Placement<br>Short Term Ministry Placement<br>(Self-Paced Planning, researching, and establishing the Ministry Placement) | 40<br>16 | 62 | 118 |
| **Bible Engagement** | 30 weeks x 90 minutes (Self-Paced Research and Personal Application) | 45 | 47 | 92 |
| **Mentoring** | 7 x Sessions + Reflections (Self-Paced Personal Application) | 10 | 12 | 22 |
| **Peer Group** | 30 weeks x 90 minute sessions facilitated by<br>Peer Group Supervisor (PGS)<br>+ Presentation Preparation (3 x 5 hours)<br>(Self-Paced Peer Group Preparation and completion of Workshops) | 45<br><br>15 | 45<br><br>45 | <br><br><br>150 |
| **TOTAL** | | 282 | 258 | 540 |

# 7.2 Retreats

*"... encourage one another and build each other up ..."*
*1 Thessalonians 5:11a*

### Definition
Successful completion of the course requires students to participate in three (3) weekend Retreats or equivalent training approved by Veta Youth, and competently complete any associated work. These are community experiences where students gather together for worship, input, group activities, discussion, reflectons and workshops ... plus downtime to spend with friends!

### PGS Responsibility
- Attend each Retreat for the entire time. This is of the utmost importance for the following reasons:
  - To share experience and mutual encouragement beyond your local setting
  - Build community and relationships with your Peer Group. Students have expressed disappointment when their PGS was absent, even for a short period, during the Retreat
  - Share community with other Peer Group Supervisors
  - Ensure that appropriate Leader to Student supervision ratio is adhered to in accordance with state legislation.
- Refer to 2024 Yearly Plans for Retreat dates. It is your responsibility to make these dates a priority for you to attend all Retreats, including rearrangement of work and other commitments
- Be available to supervise students for the entire Retreat time including sleeping at Retreat premises
- If, for some reason, you are unable to attend the Retreat for the entire time, including overnight stay, it is your responsibility to provide a suitable person to take your place. The suitable person must complete the Retreat Volunteer Form at https://veta.org.au/form/ and forward their state required "Working with Children Check" (WWCC) or approved equivalent check and child safety training documents to Veta Youth or admin@veta.org.au at least **two (2)** weeks prior to the Retreat*
- Where there are more than eight (8) students in a Peer Group, the Peer Group Provider is asked to send an extra leader to assist with supervision at Retreats. This additional Retreat attendance cost is covered by Veta Youth
- Veta Youth will prepare and provide a Retreat Risk Assessment Plan two (2) weeks prior to Retreat. PGSs are required to complete their PGS Agreement Form online at https://veta.org.au/form/ and forward their state required "Working with Children Check" (WWCC), or approved equivalent, and child safety training documents to Veta Youth or admin@veta.org.au at least **two (2)** weeks prior to the Retreat. In addition to this, if a replacement or extra Leader is attending Retreat, they must complete and return the Volunteer Retreat Form prior to the Risk Assessment Plan preparation
- Compliance with the Veta Youth Child Safety Policy and Code of Conduct.

*\*Please note that your school or church (the Local Provider) may be charged to pay for a suitable leader to attend Retreat if you are unable to find a replacement. For details see the Veta License Agreement.*

## 7.3 Christian Community

*"... you are the body of Christ ..." 1 Corinthians 12:27a*

### Definition
Successful completion of the course requires students to participate in the life of a Christian Community. Christian Community is a group of people who gather together in the spirit of Christ to worship, to grow in experience and understanding of the way of Jesus, to care for one another, and to participate in mission for their community.

### Responsibility
The PGS is required to check student participation in their Christian Community on a regular basis.

## 7.4 Bible Engagement

*"Fix these words of mine in your hearts and minds;" Deuteronomy 11:18a*

### Definition
Successful completion of the course requires students to read the allotted Bible readings throughout the program and journal on their experience. There are Old Testament readings, New Testament readings and Psalms included in your Bible engagement plan in order to give you a good overview of the Bible during the course of the year.

### Responsibility
The PGS is required to monitor student progress in their journaling and provide support to students who may be finding their journaling difficult. Journaling is often experienced as one of the most rewarding aspects of Veta Morphus, but also one of the most challenging, as it does require discipline to keep in front. So please help students keep up to date and ensure your group progresses at the same pace.

## 7.5 Peer Group

*"And let us consider how we may spur one another on toward love and good deeds, not giving up meeting together, as some are in the habit of doing, but encouraging one another—and all the more as you see the Day approaching." Hebrews 10:24-25*

### Definition

A Peer Group is a small group (normally 4-8 people) who meet together as part of the Veta Morphus experience. The Peer Group is guided by a Peer Group Supervisor (PGS).

Successful completion of the course requires students to meet with a Peer Group and their PGS to engage in discussion around ministry, faith, and biblical reflection.

(Students, in exceptional circumstances, may complete the course individually with a PGS. In these situations, approval must be granted by Veta Youth for suggestions on how best to facilitate the program.)

A goal of the Veta Morphus is that students apply and continue to research what they have discovered. To achieve this goal we have included, in the Workshops, a component for you to work on outside of your Peer Group time.

### Responsibility

- The PGS is required to maintain records of attendance, check that students are completing their Workshops, participating in Christian Community, Mentoring sessions and Ministry Placement
- Supervise and lead the group through the various Workshops, Presentations and Spiritual Practices as described in the Workbooks online and Student Manual
- Monitor for Peer Group attendance, Workbook activity, Bible reading and journaling, Hours Trackers and Reflections as students complete
- Ensure students have completed ALL response boxes in online Workbooks
- Check the progress for each of the student's online Workbooks to ensure they are completing their work in order to meet their due dates
- Ensure students submit completed Workbooks to Veta Youth by due dates
- Complete Presentation reviews and ensure a peer of each student also completes a Presentation Review
- For Peer Groups with eight or more students, separate the students into two groups, assigning an extra leader to listen to and complete the Presentation reviews for the second group
- The PGS is not required to train or assess the students. This will be conducted by Veta Youth staff under the auspice agreement with the delivery organisation Evolation Training Pty Ltd., RTO #45219.

### What Happens in a Peer Group Meeting?

A Peer Group comprises 3-8 peers who meet, with the support of a mature Christian person (the PGS), to encourage each other.

Usually, a Peer Group will meet for 1-2 hours per week during school terms.

The Peer Group Workbooks are set up to follow E4 pattern.

The four 'e's stand for Engage, Explore, Express, Extend.

Peer Group meetings are divided into four sections, with each word describing the focus for that section of the meeting.

The times indicated below are suggestions only and may be altered as required.

Here, the focus is on connecting with each other and sharing your faith journey together.

In the 'Engage' section of your Peer Group, right at the start of your meeting, the students will discuss with their peers what's been happening in their life, and what they've been thinking and feeling about it.
The following tools are recommended to help stimulate these conversations:

- **PMI** – Students share what is happening in their life under the three headings of 'Plus, Minus and Interesting' (PMI).

- **'Get to know you' or 'sharing' activities** – Have the students answer interesting questions, play a short game, or do a special activity together. These are especially valuable when your Peer Group is forming or coming to the end of a season together. Lots of books and internet resources are available to help with ideas.
  As the group matures, the main content of the 'Engage' time in your peer group will be the students sharing their reflections on their faith journey. They may draw from their Bible Engagement/Journaling, spiritual practices, Christian community experience, ministry practice, study … or any other way in which they have understood, encountered, experienced, or questioned God in the previous week.

- **Spend a few moments connecting with each other and sharing your faith journey together, focussing on the following key areas***
  - **Participating in the Story of God**
    - What has stood out to them most in their Bible readings this week?
    - What is one thing they think God might be saying to them through his Word?
  - **Seeking the Truth**
    - In the past week, what has happened in their life that has challenged them or caused them to think about or see things differently?
  - **Centred on God**
    - What have they noticed happening in their life or in the lives of those around them that would make them believe God is at work?
  - **Real Life Application**
    - How are they going with living out the Christian faith at school/work/with friends?
    - What is one area that they are growing in? What is one area that they are struggling in?
  - **The Body of Christ**
    - What has been one positive and/or one negative of their experience of Christian community this week?

## Explore (10 – 30 min)

Here the focus is on expanding the student's experience and understanding of the Christian life.

In the 'Explore' section of your meeting, you will address a topic or participate in an activity that is related to the Christian life, to challenge and stretch the students to grow in new ways.
This will normally include:
- An introduction to the experience or topic through discussion, video, activity, or written or spoken input
- Time to play with the concepts, ideas, skills or practices through discussion, practise, participation, or activity.

The topic or experience could be anything from exploring a Bible story, trying out a Spiritual Practice, understanding a theological concept, addressing a topical issue, dealing with a real-life situation, preparing for a mission … anything.
It's important to remember though, that this is about developing as a Christian person. It is not about general knowledge or being a random support group.
Your approach to the discussion or activity should, therefore, always be informed by the following principles* of:
- Centring your life on God
- Seeking the Truth
- Participating in the Story of God
- Playing your part in the Body of Christ
- Real Life Application.

*These are discussed at length in the introduction to the 'Introduction to the Veta Discipleship Model', available separately.

## Express (10 – 40 min)

Here the focus is on expressing or responding to the topics or activities that the students have been exploring.

This involves activity to enrich their experience and understanding and may include the completion of assessable tasks and/or the development of student projects.

The important thing is that they are involved in doing things, and may include anything from:
- Writing a personal response
- Creating a play, artwork, song, poem etc.
- Completing a workshop
- Planning an activity
- Doing a speech
- Making a video
- Making something useful
- Writing an essay
- Organising an event
- Serving someone in need
- Playing a game
- Other ideas you may have.

*Extend (5 – 15 min)*
Here the focus is on sending each other out to live fully as Christian people in the world.

In the 'Extend' section of your meeting, the students will reflect on their learning and encourage one another, pray for each another, and prepare for their week ahead.

1.  *Reflecting on their Peer Group experience*

● Identify any insights, understandings, revelations, or points of interest
● Express any thoughts, reflections, anxieties or hopes
● Highlight ongoing questions and challenges.

2.  *Pray for and encourage each other*

Encourage students to offer to God any points of celebration or concern that may or may not have come up in their Peer Group meeting. Be open to using different forms of prayer and/or written prayer.
The acronym 'ACTS' can also be helpful:
● *Adoration:* What do they want to give God praise for?
● *Confession:* What would they like to offer to God for healing, renewal, or restoration?
● *Thanksgiving:* What blessings in their life do they want to thank God for?
● *Seeking:* What needs and desires do they want to lay before God?

Support the students to encourage one another and build each other up. Help them be specific – I noticed … (Describe something specific that someone did e.g. I noticed that you put a lot of effort into your talk), I appreciate … (Explain why what they did is valuable e.g. That helped us to understand your message), I think … (explain what this says about their character e.g. You are a hard-working person)

3.  *Prepare for the week ahead*
Confirm the next Peer Group meeting date

# 7.6 Ministry Placements (Work Placement)

*"… I will show you my faith by my deeds." James 2:18b*

**Definition**
Successful completion of the course requires students to undertake practical application of ministry skills and work in an environment that serves for reflection. This is sometimes referred to as 'Work Placement' or 'On-the-Job Training'.

*Responsibility*
- Assist students with planning their Ministry Placements. When planning their Major and Short Term Ministry Placements, students need to ensure that they:
  o Engage with other people in this ministry
  o Take the next step in their growth in this particular ministry, i.e., not something they have been doing for years
  o Step out of their comfort zone and rely on God
  o Meet the criteria listed in the Major and Short Term Ministry reviews.
- Assist students in recruiting a Short Term Ministry Placement Supervisor *and* a Major Ministry Placement Supervisor. These roles are explained in the Ministry Placement Supervisor's Manual. All ministries must be conducted under the authority of a suitable organisation, as described in the Ministry Supervisor's Manual. The Peer Group Supervisor is to offer further explanation if required
- Ensure that the Students' Ministry Placements involve a group of at least three (3) people
- Oversee student Ministry Placement – ensure that students are placed in appropriate ministry setting, Ministry Placement Supervisors are informed of requirements and that records are kept
- Ensure the Student's Ministry Placement Start Up Workshop is completed. The students will need to complete, collect, or take part in the following as part of this workshop
  o Take part in a Ministry Placement Induction with their Ministry Placement Supervisor and complete the Ministry Start Up form's workshop induction questions
  o Collect and upload the Ministry Placement Induction Declaration
  o Collect and upload the Part A. Ministry Supervisor Application
  o Collect and upload a copy of Ministry Supervisor's Working with Children Check, or equivalent, which in most states is a requirement of law. Failure to comply with this can attract severe penalty for the Supervisor, their Organisation, and Veta Youth
  o Collect and upload the Part B. Organisation Approval.
- Ensure students understand that their **MINISTRY PLACEMENT CANNOT BEGIN, AND WILL NOT BE RECOGNISED, UNTIL THE MAJOR MINISTRY START UP WORKSHOP for Major Ministry, or SHORT TERM MINISTRY START UP WORKSHOP for Short Term Ministry, HAS BEEN COMPETENTLY COMPLETED AND THE STUDENT HAS RECEIVED 'PERMISSION TO PROCEED'. This is a legal requirement for their protection.** 'Permission to Proceed' will be recorded in the comments section of the required Ministry Start Up Forms Workshop.
- Ensure that the student completes their Hours Tracker once their Ministry Placement is approved by Veta Youth and begins. The links to the Online Ministry Placement Supervisor and Organisation Approval forms are:
  o Ministry Supervisor Application form
    https://veta.org.au/min-super-apn-2024/
  o Ministry Placement Organisation Approval form
    https://veta.org.au/minsuper-org-approval-2024/

# 7.7 Mentoring

*"As iron sharpens iron, so one person sharpens another." Proverbs 27:17*

**Definition**
Successful completion of Veta Morphus requires students to meet monthly with a Mentor.

**Purpose**
- To promote Christian growth in the student
- To provide a role model for the student.

**Responsibility**
- The student needs to find someone to be their Mentor. This role is explained in the Mentor's Manual. The Peer Group Supervisor is to offer further explanation if required
- Ensure the Mentor Start Up Workshop is completed. The students will need to complete and collect the following as part of this workshop:
  - Collect and upload the Part A. Mentor Application
  - Collect and upload a copy of Mentor's Working with Children Check or equivalent which, in most states, is a requirement of law. Failure to comply with this can attract severe penalty for the Mentor and Veta Youth
  - Collect and upload the Part B. Mentor Approval signed by the student's Parent/Guardian/Carer.
- Ensure that students understand **MENTORING SESSIONS CANNOT BEGIN, AND WILL NOT BE RECOGNISED, UNTIL THE MENTORING START UP WORKSHOP HAS BEEN COMPETENTLY COMPLETED AND THE STUDENT HAS RECEIVED 'PERMISSION TO PROCEED'. This is a legal requirement for their protection.** 'Permission to Proceed' will be recorded in the comments section of the required Mentoring Start Up Forms Workshop.
- Ensure that the student completes their Hours Tracker once their Mentor is approved by Veta Youth and begins. The links to the Mentor's Application and the Parent's approval of the Mentor are below:
  - Mentor Application form
    https://veta.org.au/mentor_approval_2024/
  - Mentor Approval form
    https://veta.org.au/mentoring-declaration-2024/

# 8 ONLINE LEARNING

## 8.1 Learning Management System

The Learning Management System we use is Canvas by Instructure. Both you and your students will be enrolled in the Online workbooks at the beginning of the year, from 20th January 2024 with the official course start date of 22nd January 2024

We recommend that you make every effort to attend a planned Peer Group Supervisor Orientation session at the beginning of the year. Please contact Veta Youth for details and availability.

Please note: Due to new Canvas processing procedures by Veta Youth, you will receive new login details by the 20th January 2024, even if you have previously been a PGS.

## 8.2 Help and Suggestions

There are several resources available for assisting you to get the most out of Canvas. You can find these by clicking on the 'Help?' button on the left of your Canvas Dashboard. Amongst the list of assistance types available, there is also an option titled Veta Workshop Feedback. This is to help you provide feedback for edits that you think might be helpful in the following year as we review the Workshops. Please feel free to complete any suggestions as you go along. The form is designed so that you can immediately comment on something as you think of it.

## 8.3 Canvas FAQs

### 8.3.1 Canvas pages not opening properly or work not saving

Here are some basic steps that all users can do to try and fix a problem on their computer.

1.  Check that they are using a laptop or desktop computer, keeping in mind that some devices look like a laptop because they have a keyboard attached. Canvas and Veta **do not support** the use of the following:
    a.  A device such as iPad or tablet
    b.  Smart phone
2.  Ask the user to follow these steps
    a.  Properly restart your computer. If it is a laptop, you will need to click the restart button, not just close the lid
    b.  Next clear the Browsing Data. Sometimes Google Chrome gets stuck on how a page should look instead of allowing a fresh copy of the page to be downloaded.
        i.  In Google Chrome, click on the three dots (or orange circle with exclamation) in the top right of the screen
        ii.  Select "More Tools"
        iii.  Select "Clear Browsing Data"
        iv.  Click "Clear Data"
        v.  Close Google Chrome
        vi.  Restart the computer again
        vii.  Has this fixed the problem?
    c.  If the student has several tabs of Canvas open at once, the ones they are not using might time out and so they will be completing the quiz in a page that is no longer connected to Canvas
    d.  If this has still not fixed the problem, try using a different computer or internet in a different location.
    e.  If there is still a problem, you will need to seek assistance from your school IT department.

### 8.3.1 How do I change my password?

Once you have logged in, change your password:
- Please go to "Account" on the left side
- Click on settings
- Click on "Edit settings" on the left side
- Click the "Change the Password" box
- Change your password to something of your choice.

### 8.3.2 I can't see all/any of my Workbooks on my Dashboard

- Go to "Courses"
- Click "All Courses"
- Click the star next to the course you want to see on your Dashboard. The star should become yellow or orange to make the course a favourite and it should now appear on the Dashboard.

### 8.3.3 A student has a problem such as uploading files or submitting a workshop

- **Do not** use the "Report a Problem" in the help section unless instructed by Veta staff to do so
- The PGS will attempt to assist the student first
- Ensure the device and browser are correct – see the Student Manual
- If it is not able to be solved at the PGS level, contact Veta Youth to assist further
- The problem will be referred on to the Veta Business Systems Administrator if needed
- **Only complete the "Report a Problem" when instructed by Veta staff to do so**.

## 8.3.4 How will I know if a student has fully and competently completed a Workbook?

There are two ways you can see if your students have fully and competently completed a Workbook using the "Marks" section.

**Click on each Student**

Go to "Marks" and click on each student in both the Veta Morphus Workbook and Veta Morphus Journals courses:
- Tick the box "calculate based on graded assignments"
- **If they have full marks for every workshop 100%**, only then will they have competently completed their workbooks and will not have to complete any further work in it
- If any of these symbols appear in the "Marks" section for a student, then the Workbook is either not complete or not yet fully assessed. These are what the symbols mean:
  - Dash = not submitted (reinforce to the students to check after every submission)
  - Rocket = submitted awaiting assessment
  - Small document symbol = submitted awaiting assessment
  - If the grade for a workshop is less than full marks, e.g., 8/10 (<100%) = resubmit required of the incorrectly answered questions.
- Just because a student submits all work, doesn't mean they are totally finished - there will be comments which they will receive by email explaining what Questions need to be resubmitted
- You will be able to read the comments the assessor has provided to the student by clicking on the comments bubble to the left of each workshop
- At the bottom of the "Marks" page for each student, you will be able to clearly see if they have 100% or not for each Workbook.

**Scroll across your list of students**

You can quickly scroll across your list of students to see how they are all going. The symbols are the same as explained previously.

You can filter this list by Module. One module represents one Workbook.

### 8.3.5 How will a student know if they have fully and competently completed a Workbook?

Workbooks are contained in one course but divided into modules. Because of this, there are two ways for a student to see if they have fully and competently completed a Workbook.

**Using the Modules section**
In the top line, towards the right-hand side of each Workbook module, is a symbol:
- Tick = fully and competently completed
- Red Circle with a dash in it = not yet competently complete – ask the student to look, check each workshop below, or their marks page, for further details

To the right of each workshop:
- Tick = fully and competently completed, no further work required
- Open black circle = not yet submitted
- No symbol = submitted but not yet assessed
- Red circle with dash in middle = submitted and assessed but further work required
- Ignore the rocket symbols on the right of each workshop.

**Using the Marks section**
Go to "Marks" and click on each student in both the Veta Morphus Workbook and Veta Morphus Journals courses:
- Tick the box "calculate based on graded workshops"
- **If they have full marks for every workshop 100%**, only then will they have competently completed their workbooks and will not have to complete any further work in it
- If any of these symbols appear in the "Marks" section for a student, then the Workbook is either not complete or not yet fully assessed. These are what the symbols mean:
  - Dash = not submitted (reinforce to the students to check after every submission)
  - Rocket = submitted awaiting assessment
  - Small document symbol = submitted awaiting assessment
  - If the grade for a workshop is less than full marks, e.g., 8/10 (<100%) = resubmit required of the incorrectly answered questions.
- Just because a student submits all work, doesn't mean they are totally finished – students will receive notification comments explaining what Questions need to be resubmitted
- You will be able to read the comments the assessor has provided to the student by clicking on the comments bubble to the left of each workshop
- At the bottom of the "Marks" page, for each student, you will be able to clearly see if they have 100% or not for each Workbook.


## 8.3.6 Can I print out the Workshop?

Yes, you can print the workshop if that helps you in your role in facilitating the Peer Group.
But **students must complete the workshops** online. Paper submissions will not be accepted.
To print the workshop, go into the workshop ready to view or complete it, then click on the browser's print button and follow the instructions e.g., if you are using Google Chrome, click on the three dots on the top right corner of your screen, then choose "Print" from the menu list.

A printed Forms Book will be provided for each student to make it easier to find the forms they need and where to upload them. **The Forms Book cannot be handed to Veta Youth** as a submission.

# 9 PEER GROUP SUPERVISOR FEES

For those Peer Group Supervisors who are engaged directly by Veta Youth, you will be able to invoice Veta Youth for $350 per student for the year. Please contact admin@veta.org.au.

If you are employed by a school or church that has signed a Licence agreement with Veta Youth, your school or church will provide remuneration as per the arrangement you have with them.

Please ask your Principal for a copy of the Licence agreement that your church or school has signed with Veta Youth Ltd. so that you are aware of the details of this agreement.

## 9.1 Invoice Directions for PGSs Directly Engaged by Veta Youth

1. Students pay their fees
2. PGS can invoice Veta Youth Ltd. at the end of each term, or after multiple terms, or at the end of year. The invoice is to include the following:
   a. Your name or your Organisation's name
   b. Address
   c. Phone number
   d. School terms being invoiced for
   e. Name of Peer Group(s)
   f. Amount being invoiced and how much GST is included (if any)
   g. Bank account you wish the funds to be credited to:
      i. Account name
      ii. BSB
      iii. Account number
      iv. Bank Name.
   h. * Either of the following:
      i. Statement by a Supplier form (Available from finance@veta.org.au or the ATO website) or
      v. ABN.
3. Forward to Veta Youth Ltd. in either of the following ways:
   a. Email to admin@veta.org.au or
   b. Post to: Veta Youth Ltd., PO Box 1175, Pasadena 5042.
4. Please contact Colleen on 0407 330 770 if you have any questions.

*If you are not eligible to complete the Statement by a Supplier form, you will need to provide us with an ABN. The Australian Tax Office, or your tax consultant, will be able to provide you with further information and advice.

The **invoice for the PGS fees** must be received by Veta Youth Ltd. administration **by 10th December 2024** or the fees will be regarded as a donation to Veta Youth Ltd.

# 10 EXTRA IMPORTANT INFORMATION

## 10.1  11236NAT - Certificate III in Christian Ministry and Theology for PGSs

VETA Youth can support you in gaining your 11236NAT - Certificate III in Christian Ministry and Theology, delivered through Evolation Learning Pty Ltd - RTO #45219.

If you have not already attained this qualification (or a theological qualification of equivalent or higher level), then you may complete the qualification in parallel with your students.

All you need to do is complete all the work requirements of students and, for a much-reduced fee, you may receive the qualification along with your students.

These are some of the things you will need to be aware of as you complete the Assessment work:
- The Peer Group counts the same as the students for Peer Group sessions, so can't be counted as your Ministry Placement as well
- The Retreats count the same as the students
- You will need another adult from your school or church to sit in on your presentations
- You will need a Mentor
- All other Workbook and Journaling completion will be the same as the students.

As you're doing most of the work anyway, this is a great way to attain a qualification at a fraction of the normal cost, and as part of your normal ministry work. Contact our office for further details and cost. The course can also be completed via Recognised Prior Learning.

## 10.2 Student Withdrawals

If a student advises you that they are withdrawing from the course, you must advise Veta Youth as soon as possible. This is especially important if the school or the student would like to apply for a partial refund as any refund applicable is based on the date **Veta Youth receives notification of the withdrawal.**

The student withdrawal form can be found in the Student Manual. Where possible, request the student to complete the form and return it to us. Where this is not possible, we ask that the PGS or school representative complete the form on their behalf.

## 10.3 Refund Policy

For students participating in VET programs, fees will be collected as outlined or advertised.

Refund of any fees collected by Veta Youth Ltd. will be at the discretion of Veta Youth Ltd., depending on how much of the course the student has completed. After the 28th February or once the student has attended Retreat 1 (whichever occurs first), the non-refundable amount will be a minimum of $900.00, but may be more depending on the materials supplied and time of the year that the withdrawal has taken place e.g., students should not expect to receive half of their fees back if they withdraw halfway through the year. The amount will be calculated on a case-by-case basis. Full details can be found in the Student Manual.

Please note: In order to be considered for a refund, the student, or a provider representative, must complete the Withdrawal Form found in the Student Manual and email it to admin@veta.org.au.

If the course fees were paid to Veta Youth by the student's school, church or other party, the request for a refund will need to come from them in the form of an email.

## 10.4 Missed Course Work

Satisfactory completion of Veta Morphus requires 100% participation in all course activities.

Students who miss any activities are required to:
- Advise their Peer Group Supervisor as early as possible of their absence
- Provide sufficient reason for their non-participation
- Complete an absentee form
- Provide a medical certificate where applicable
- Complete appropriate activities to make up for any activity missed.

Where sufficient reason is *not* given, or where more than the maximum sessions are missed, the PGS will, in consultation with Veta Youth, determine a plan of action.

This may include make up sessions, alternative assessment tasks or withdrawal of the student from the course. Where make up sessions or alternative assessments are applied, charges of $50 per missed session will be incurred.

Veta Youth will determine a suitable alternative to make up for missed material.

If more than six Peer Group sessions or one Retreat are missed, students will be required to meet with their Peer Group Supervisor, in consultation with Veta Youth, to assess their commitment to the course and determine whether, or not, they should continue. If the number of sessions missed is deemed too great to catch up on, the student may be withdrawn from the course.

In some cases, students may be charged additional fees if assessment items need to be re-assessed, or missed activities rescheduled.