



THE CATHOLIC INSTITUTE
OF AOTEAROA NEW ZEALAND
Te Pūtahi Katorika ki Aotearoa

**STUDENT
MANUAL
2019**

Contents

SECTION A: GENERAL INFORMATION, STUDENT GUIDANCE AND SUPPORT	1
.....	1
STAFF.....	1
WHO TO CONTACT FOR SPECIFIC REASONS.....	3
TEACHING SITES.....	3
DISTANCE WITH TUTORIALS.....	3
FACE TO FACE COURSES.....	3
DISTANCE EDUCATION.....	3
ONLINE COURSES.....	4
ENTRY REQUIREMENTS.....	4
COURSE LENGTH AND STRUCTURE.....	4
MINIMUM/MAXIMUM NUMBERS FOR COURSES.....	4
RECOGNITION OF PRIOR LEARNING AND CREDIT TRANSFER.....	4
PROGRESSION WITHIN A PROGRAMME OF STUDIES.....	4
SAFETY REGULATIONS AT TEACHING SITES.....	5
APPEALS AND COMPLAINTS.....	5
STUDY CONCERNS.....	5
STUDENT GUIDANCE.....	5
SCHOLARSHIPS.....	5
STUDENTS WITH DISABILITIES.....	5
STUDENTS WITH ENGLISH AS A SECOND LANGUAGE.....	5
COUNSELLING SERVICES.....	6
TUTORIALS.....	6
WRITING GUIDELINES AND REFERENCING.....	6
ATTENDANCE AT LECTURES.....	6
ASSESSMENT.....	6
ASSESSMENT IN Te REO AND TIKANGA MĀORI.....	6
ASSESSMENT INFORMATION AND PRINCIPLES.....	6
REASSESSMENT AND RESUBMISSIONS.....	6
EXTENSIONS.....	6
MODERATION.....	7
LIBRARY RESOURCES.....	7
RECORDS.....	7
PRIVACY INFORMATION.....	7
TEXTBOOKS AND COURSE MATERIAL.....	7
WITHDRAWAL FROM COURSES.....	7
STUDENT EVALUATION.....	7
SECTION B: POLICIES AND PROCEDURES	8
CURRICULUM POLICY.....	8
STUDENT ENTRY POLICY.....	9
ASSESSMENT: EXTENSIONS AND ATTENDANCE OF COURSES - PROCEDURES.....	10
ASSESSMENT - REASSESSMENT PROCEDURES.....	11
TREATY COVENANT AND BICULTURAL RELATIONSHIPS POLICY.....	15
POLICY ON EQUAL EDUCATION OPPORTUNITIES AND ACHIEVEMENT OF EQUITABLE LEARNING OUTCOMES.....	16
RECOGNITION OF PRIOR LEARNING AND CURRENT COMPETENCY POLICY.....	17
AWARDING OF CREDITS BY RECOGNISING PRIOR LEARNING AND CURRENT COMPETENCY – PROCEDURES.....	17
HEALTH AND SAFETY POLICY.....	19
SAFETY PROCEDURES.....	19
STUDENT FEEDBACK POLICY.....	20
COMPLAINTS, GRIEVANCES AND APPEALS PROCEDURES FOR STUDENTS.....	20
STUDENT BEHAVIOUR AND PERSONAL CONDUCT POLICY.....	23
SEXUAL HARASSMENT COMPLAINTS PROCEDURES FOR TCI.....	24
SECTION C: FORMS	25
ASSIGNMENT COVER SHEET.....	26
APPLICATION FOR WITHDRAWAL FROM STUDY.....	27
APPLICATION FOR CREDIT FOR PREVIOUS STUDIES AND/OR RECOGNISED PRIOR AND CURRENT LEARNING.....	28
APPLICATION FOR COMMON GOOD SCHOLARSHIP.....	29

STUDENT COURSE EVALUATION: FACE-TO-FACE.....	31
STUDENT COURSE EVALUATION: BLENDED/ONLINE	32
SECTION D: STUDY GUIDELINES	33
WEBSITES	33
STUDY TECHNIQUES	34
WRITING GUIDELINES.....	34
REFERENCING GUIDELINES.....	35



OUR VISION

The Catholic Institute of Aotearoa New Zealand is a centre for Catholic education and enquiry within the culture of Aotearoa New Zealand and its Catholic heritage. TCI is committed to the education of people in the Catholic faith through the provision of quality courses relevant to their formation as members of the People of God and their roles in the mission of the Church.

It aims to:

- Meet the needs of the contemporary Church
- Be widely accessible
- Provide qualifications that are portable throughout New Zealand
- Have sound pedagogy, research and scholarship
- Operate in accordance with Catholic teaching
- Be attractive to and meet the aspirations of people of all ages

Welcome to Students of



THE CATHOLIC INSTITUTE
OF AOTEAROA NEW ZEALAND
Te Pūtahi Katorika ki Aotearoa

2019

On behalf of the staff at the Catholic Institute of Aotearoa New Zealand (TCI), I would like to extend a warm welcome to all students to the 2019 academic year. I especially welcome our new students.

The Student Manual is in four major sections. The first section gives general information about staff members, dates, student support, guidance and resources. The second section covers relevant policies and procedures. The third section contains application forms for your use when you require them. The fourth section deals with help in studying and writing, giving a reference system and other study guidelines.

You can find additional referencing material in the appendix.

I hope that you find this manual helpful and you are welcome to provide any comments and suggestions for its improvement.

All the best.

A handwritten signature in blue ink, appearing to read 'Susan Wilson', is written over a faint, light-colored rectangular stamp.

Susan Wilson
Head of Student and Business Support

SECTION A: GENERAL INFORMATION, STUDENT GUIDANCE AND SUPPORT

STAFF – 2019

Management			
Director of TCI	Gerald Scanlan	04 650 2979	g.scanlan@tci.ac.nz
Academic Dean	Dr Zachariah Duke	04 650 2977	z.duke@tci.ac.nz
Dean of Theology / Consultant	Prof Anne Tuohy	04 819 8383	a.tuohy@tci.ac.nz
Head of Student & Business Support	Susan Wilson	04 819 8382	s.wilson@tci.ac.nz
Director NCRS, Head of Partnerships	Colin MacLeod	04 819 8386	c.macleod@tci.ac.nz
Director Nathaniel Centre	Dr John Kleinsman	04 499 2251	jkleinsman@nathaniel.org.nz

Administration, Enrolments and Fees			
Registrar	Ann King	04 819 8381	a.king@tci.ac.nz
Bursar/Office Manager	Marina Schmits	04 819 8356	m.schmits@tci.ac.nz
Pasifika Engagement and Support	Melania Luka-Lui	04 819 8380	office@tci.ac.nz

Regional Site Coordinators			
Auckland	Veronica Kirisome	09 307 3846	auckland@tci.ac.nz
Hamilton	Cynthia Piper	07 856 6989	hamilton@tci.ac.nz
Palmerston North	Rosalie Connors	06 354 1780	pnorth@tci.ac.nz
Wellington	Dr Christopher Longhurst	04 650 2970	wgtn@tci.ac.nz
Christchurch	Wendy Clark	03 353 0757	WClark@chch.catholic.org.nz
Dunedin	Ann King interim	04 819 8380	office@tci.ac.nz
Distance Education	Dr Maya Bernardo	04 819 8387	m.bernardo@tci.ac.nz

Teaching 2019	
Auckland	
Lyn Smith	Church History, Religious Education, Theology
Carolynn Phillips	Religious Education
Margaret Fitzpatrick	Religious Education
Dr Zachariah Duke	Theology
Dr John Kleinsman	Ethics
Catherine Gibbs	Catholic Social Teaching
Hamilton	
Cynthia Piper	Theology, Church History, Religious Education, Pastoral Ministry
Tracy Robinson	Religious Education

Dianne Porter	Religious Education
Paul Shannon	Religious Education
Palmerston North	
Rosalie Connors	Scripture, Religious Education, Theology
Nick Wilson	Spirituality
Jane Dravitzki	Religious Education
Wellington	
Dr Christopher Longhurst	Scripture, Theology
Dr Chris Duthie-Jung	Theology
David Sullivan	Catechetical Studies, Religious Education
Christchurch	
Cushla O'Connor	Religious Education, Theology
Rory Paterson	Religious Education, Theology
Dunedin	
Richard Kerr-Bell	Maori Spirituality
Jo Bell	Religious Education
Dr Laurel Lanner	Scripture

Distance Education	
Prof Anne Tuohy	Theology
Dr Zachariah Duke	Pastoral Ministry, Ethics
Dr Maya Bernardo	Leadership
Dr Christopher Longhurst	Scripture, Theology
Jeanette Atabelo	Religious Education
Kilian de Lacy	Pastoral Ministry
Kathleen Field	Youth Ministry
Gary Finlay	Theology, Church History
Catherine Gibbs	Catholic Social Teaching
Colin MacLeod	Religious Education
Cynthia Piper	Maori Spirituality
Paul Shannon	Religious Education
Michelle Jones	Spirituality
Sarah Cook	Scripture

Graduate Certificate in Leadership and Catholic Culture (Australian Catholic University)	
Professor Anne Tuohy	Theology and Social Justice
Associate Professor Jamie Calder SJ	Leadership; Pastoral Ministry

Contact your lecturers or your teaching site coordinator if you have any issues or queries related to classes.

Who to Contact for Specific Reasons

Reason	Contact
I have changed my name or address	Ann King Phone: 04 819 8381 Email: a.king@tci.ac.nz
I need to change the courses (papers) for which I have enrolled	Ann King Phone: 04 819 8381 Email: a.king@tci.ac.nz The only way you can change your course of study is to notify the registrar.
I don't think I can make the next course in which I am enrolled	Ann King Phone: 04 819 8381 Email: a.king@tci.ac.nz If you need to cancel a course this will mean a change to your enrolment. The only way you can change your enrolment is to notify the registrar.
I need to know if my assignment was received	Phone or email your course lecturer.
I think I have missed an assignment deadline	Phone or email your course lecturer.
I am not sure who to speak to about the course	Phone or email the course lecturer, site coordinator and if required the Head of Student & Business Support.
I don't understand the assessment tasks	Phone or email the course lecturer.
I think my grade is incorrect	Phone or email the course lecturer. There are procedures to follow if this first contact is not satisfactory. These procedures are in the Policies and Procedures section.
I think I should withdraw	Phone or email the course lecturer and if required the site coordinator.
I am going to withdraw	You must complete the withdrawal form at the end of this manual and forward it to TCI. The only way you can withdraw is to notify the registrar.
I am having trouble keeping up with the work	Phone or email the course lecturer and if required the site coordinator.
I want to find the entry requirements and course information for another programme of study I am interested in	Look on the website http://www.tci.ac.nz/programmes and choose the qualification you wish to enrol in. Phone the site coordinator if you want to discuss matters further.
Due to unforeseen circumstances I cannot complete part of the assessment tasks.	There is provision for extensions and aegrotat. Look at the relevant sections, policies and procedures in this Manual.

Teaching Sites

Site coordinators offer guidance and help with academic matters. Students are encouraged to contact the Head of Student & Business Support at the national office if they require further information.

Distance with Tutorials

Distance courses with tutorials are offered at some of TCI's regional sites. For these courses students receive the Distance material and complete the journals. Students also meet with a tutor as a group two or three times during the semester to discuss the work they are doing. Refer to www.tci.ac.nz/timetable for timetables.

Face to Face Courses

Face to face taught courses are available at TCI's regional teaching sites. Refer to the www.tci.ac.nz/timetable for timetables.

Distance Education

TCI offers courses through distance education. Semester timetables are also found at www.tci.ac.nz/timetable. TCI encourages students studying through distance education, to maintain regular contact by email, phone, newsletter, feedback on journal submissions, etc. The distance education co-ordinator or a tutor assigned to the student will be the main point of contact.

There is a Distance Education Manual for those studying through this mode of delivery. Students are encouraged to use this distance education manual in conjunction with this one.

Online Courses

TCI is moving distance courses from paper-based courses to online courses. Many of the level 5 courses are now online.

Entry Requirements

Details of entry requirements for each qualification are found in Section B: pages 9-10 of this manual.

Course Length and Structure

Taught course/papers, involve 18 hours teaching time (although some *DipPL* and *NZDCS-CL* contain courses/papers that involve 27 hours teaching time). The course length includes the teaching component, any tutorials required, and the preparation for the assessment component of the course.

Courses offered through distance education/online and courses towards the *Graduate Certificate in Leadership and Catholic Culture* are a semester long. Refer to the timetable www.tci.ac.nz/timetable

Details of course structures, core requirements, electives, and course descriptors are found on the website <http://www.tci.ac.nz/programmes>

Students are given a course descriptor with purpose, learning outcomes, topics, required readings, assessment tasks, marking criteria, moderation, and other relevant information pertaining to each course during the first lecture of each course, in the Module Book if studying through distance education, or on the Canvas page if studying online.

Minimum/Maximum Numbers for Courses

Courses with fewer than six students are cancelled.

If courses towards certificates and diplomas are cancelled, students are given the opportunity to continue their studies for a particular course through distance education where this mode of delivery is also available. Students are encouraged to contact the course coordinator or the Head of Student & Business Support for guidance.

If the number of students in a course is too large for effective teaching and learning, that is, above 50, additional tutors will be assigned to the course, or the group is divided into smaller groups.

Recognition of Prior Learning and Credit Transfer

TCI recognises prior learning, current competency and transfer of credits. Refer to the Policy and

Procedures section of this manual. Students should complete a form with the required information. The Head of Student & Business Support will inform students of the success of their application for recognition of prior learning. An administration fee may apply.

There is a system of credits and transfers that enables students to staircase their qualifications to higher ones offered at TCI. Refer to the policies on Recognition of Prior Learning/Current Competency and Credit Transfer and Awarding of Credits by Recognising Prior Learning and Current Competency: Procedures in Section B of this Manual.

There is a system of credits and transfers that enables students to staircase their qualifications with other institutions.

The **New Zealand Certificate in Christian Studies (Level 5)** – with streams in **Religious Education** and **Christian Ministry**; and the **New Zealand Diploma in Christian Studies (Level 6)** – with streams in **Christian Leadership, Pastoral Ministry, Religious Education and Theological Studies** are eligible for consideration for RPL into the Bachelor of Theology at Otago University; Good Shepherd College; and at the Catholic Institute of Sydney.

Progression within a Programme of Studies

Most students at TCI study part-time. The Tertiary Education Commission allocated maximum time to complete a NZCCS or NZDCS is 4 years.

Face to face students are expected to attend all classes. Distance students are expected to submit journal entries for each module. Online students are expected to complete all activities in the course. All students need to satisfactorily complete all assessments to pass the course. When all courses towards a qualification are successfully completed, students are eligible for the award.

When a student cannot meet the attendance requirement due to unforeseen circumstances, please see lecturer. There is also provision for extensions, reassessment and aegrotat. Refer to the relevant policies in Section B.

When a student does not complete the course requirements due to an incomplete assessment component of the course, and when all other avenues of extension or re-submission have been followed, the student is expected to re-enrol for the course. In cases when the student has attended the course, or in the case of distance education has submitted journal requirements, and when both student and teacher show evidence that learning has occurred from the attendance of courses, and

the course is offered again within a year, the student may be exempt from attending some or all the lectures of the course.

Safety Regulations at Teaching Sites

Students are to report any hazard or accident to the lecturer immediately. Accident and Hazards forms are kept at each TCI regional office, and administration offices in temporary teaching sites.

Fire and emergency exits are clearly marked in each of the teaching sites. Lecturers will point these out to students at the first class.

Any teaching site with a lift has clearly marked directions to enable students to evacuate the building in the event of an emergency. Lifts are not to be used in the event of a fire or an earthquake.

Parking, including disability parking, is available at the teaching sites.

Contact the regional teaching site coordinator for additional information.

Appeals and Complaints

There is a formal set of procedures in the event of an appeal and/or complaint. Refer to Complaints, Grievances and Appeals Procedures in the Policy and Procedures section of this manual. In the case where students are not satisfied with the internal and external procedures at TCI and would like a resolution service they are advised to contact the Quality Commission, of which TCI is a member. Information can be found at www.qualitycommission.co.nz

Contacts are: commissioner@qualitycommission.co.nz

Free phone: 0508 266 647. or: 04 387 4093.

In the case where students are not satisfied with the internal and external procedures at TCI, they are advised to contact the New Zealand Qualifications Authority. The address is:

125 The Terrace, WELLINGTON

Tel: 04 802 3000

Study Concerns

From time to time students may feel concerned about their study progress. It is important that any concerns are raised and solved as quickly as possible. If you have any questions or issues about your course, please contact your lecturer or site coordinator.

Student Guidance

Teaching Site Coordinators are available in each diocese to provide advice on the course of study for students. If you require further assistance please contact the Head of Student & Business Support. Students are encouraged to discuss course options

with staff at the beginning of the academic year, but staff will also be available throughout the year to assist students with their academic progress and needs.

Student support and guidance is the responsibility of the coordinators at the teaching sites in consultation with the Head of Student & Business Support at the national office. Where there is a practical and/or off-site component, the Head of Student & Business Support will be the liaison person for guidance and support for students.

Scholarships

An amount of money is available to assist with some of the study fees. Students who are experiencing hardship may apply for scholarships to assist with fees if studying toward a qualification.

TCI is committed to increasing participation of Māori and Pacific Island students. To help facilitate this there are eight scholarships designated for Māori students and six for Pacific Island students.

Students should complete the application form in Section C. The Head of Student & Business Support will inform students of the success of their application.

Students with Disabilities

Students with disabilities need to note their disabilities in the enrolment form. This enables TCI to prepare for student needs. Students are also encouraged to discuss this with their lecturers. Confidentiality will be respected at all times.

There are designated parking spaces for people with disabilities at all the teaching sites. Most sites also have facilities for people with disabilities. If students require specific information, they are to contact the site coordinator.

Students with English as a Second Language

Help will be offered to students with ESOL and learning disabilities. This will take the form of individual tutorial, and any other form of help as discussed by the student and the lecturer, and which is within the limits of TCI's resources. Students are to discuss their needs with their lecturers.

Counselling Services

Counselling is generally available to students through Catholic Social Services. This is usually a free service, but a donation is appreciated. Contact your site coordinator for more information.

Tutorials

If you require extra tutorial support, please contact the Head of Student & Business Support to find out what resources are available at TCI for students who require extra tuition or reading/writing assistance.

Writing Guidelines and Referencing

A guide to writing essays can be found in section D of this manual, along with a study guide showing the accepted way to use references. Students are encouraged to ask their lecturers if they need more help.

Attendance at Lectures

Students are encouraged to attend all lectures and are required to attend at least 15 hours of an 18-hour face to face course. Please inform the lecturer if you are to be away from class, it may be possible to make up the course-work that you have missed.

Assessment

Students are required to complete assessment tasks by the set date. In special circumstances, and at the discretion of the lecturer, extensions may be granted. Procedures on assessment and extensions are in the Policies and Procedures section of this manual.

A guide to all assessment tasks and criteria is available at the beginning of each course.

It is advisable that students make two copies of all assessment tasks. Students must retain a copy until the lecturer returns marked work. Copies of students' moderated work are kept on record for evaluation purposes.

Assessment in Te Reo and Tikanga Māori

TCI offers the use of te reo Māori and tikanga Māori in assessment for those students who request it. Students are to inform the Head of Student & Business Support of such requests with their application and enrolment before the commencement of the course.

Assessment Information and Principles

Students' work will be assessed using marking criteria that are achievement based or criterion referenced. Lecturers will give students the assignments and the marking criteria at the beginning of each course. Each assignment is given a percentage mark which is also converted to a grade.

A mark of 50 percent is a pass mark, this mark being deemed as demonstrating competency in the learning outcomes.

Courses may have one, two or three assessment tasks. There are alternative assessment tasks for those students who prefer to be assessed orally rather than by a written assignment. A student requiring an alternative form of assessment should discuss this with the lecturer as soon as the course starts.

The assessment is closely related to the learning outcomes of the course, which are pre-set. Assessment is an integral and ongoing part of the teaching and learning process. The major aim of assessment is to enhance student learning. It helps students to reflect, learn and demonstrate that they have learned what they were supposed to learn. It also helps lecturers to reflect on the learning of students as well as on their own teaching. Sound assessment should be valid, reliable, appropriate and fair.

Through the assessment tasks, students provide evidence that they are competent in the learning outcomes and have met them.

Assessment is suited to the context in which learning takes place and is appropriate to culture, gender and class. It must meet the technical standards and requirements of TCI and NZQA and be able to be evaluated by the students.

Authenticity of assignments is of the utmost importance. Students must ensure that all assignments are their own. There **must** not be any copying, and plagiarism is not allowed. See TCI's **Academic Honesty Policy and Procedures:** <http://www.tci.ac.nz/admissions-enrolment/policies> Students will sign a cover sheet/authenticity form when they hand in their assignments – refer to the page 17.

TCI encourages students to be self-directed in their learning and develop technical and practical skills in the subject area they are studying. Students will also develop a command of critical knowledge and will demonstrate this ability in their assessment.

Reassessment and Resubmissions

Students may apply for reassessment. They are to follow the required procedures which are found in section B of this manual.

Extensions

There is provision for an extension beyond the due date for assignments. Students should follow the procedures in section B of this manual.

Moderation

Student assessments are moderated internally and externally on a regular cycle. Moderation increases validity, reliability and fairness of marking. Copies of students' work are kept on file for audit purposes.

Library Resources

There are library facilities and/or access to libraries at the regional teaching sites. The Victoria University of Wellington College of Education Library contains a selection of books provided by TCI. These are available to students at the College. For information on library resources at your site, contact the site coordinator.

Records

The Head of Student & Business Support retains student records. Students may view their own academic record on request. A transcript of the student's academic record is given at graduation or at the completion of the qualification. An end-of-year student academic transcript is given on request.

Privacy Information

No information regarding students is given out without the student's prior permission. Information regarding the disclosure of information to government bodies and or Catholic Diocesan offices can be found in the enrolment package. There are policies and procedures on privacy principles. Ask the lecturers or the Head of Student & Business Support for more information.

Textbooks and Course Material

For most courses, students are supplied with a selection of readings, a book of readings and/or a book of activities. Some courses recommend texts. These may be borrowed from TCI.

Withdrawal from Courses

Students must complete a withdrawal form if withdrawing from a course. Students are entitled to a refund (minus administration costs) if they withdraw before the specified date of withdrawal. Policies on course fees, withdrawal and refunds are sent to students with their enrolment package. If students require clarification or assistance, they are to contact the Head of Student & Business Support or the Registrar.

Student Evaluation

Students are asked to complete an evaluation form at the end of a course. Student evaluations are essential as they allow TCI to reflect, evaluate, improve teaching and learning, and enable it to continue to meet student needs.

Students attending face to face courses will be given the evaluation at the end of the course.

Distance Education and Online students will be sent a link for an online evaluation.

SECTION B: POLICIES AND PROCEDURES

TCI has policies and procedures which are held by the Head of Student & Business Support and may be requested at any time.

Relevant policies and procedures are included in this section of the student manual. These are the most updated at the time of printing.

Note that policies and procedures are reviewed regularly. These reviews happen during the year and any changes to policies and procedures are then included in any subsequent reprints of the manual.

CURRICULUM POLICY

Rationale

To provide an adult education that reflects and is responsive to the needs of our learners.

Purposes

To provide for the needs of adult individual students

To provide an education in Theology, Scripture, Religious Education, Pastoral Ministry and Leadership.

To provide an education that is non-discriminatory.

To assist in the spiritual development of students.

To provide help for those with special needs.

To reflect and honour the principles of the Treaty of Waitangi.

Guidelines

The curriculum will fulfil the aims of the Mission Statement and will reflect the Christian value of respecting the dignity of each individual.

Religious Education, Theology, Scripture and Catholic Leadership will be a core part of the curriculum at all levels.

The curriculum will cater for the diversity of students: gender, ethnicity, religious affiliation and Tertiary Students with Disabilities, including ESOL.

The curriculum will provide opportunities for activities that assist the moral, social and spiritual development of learners.

The curriculum will provide for special needs students. Within financial and staffing allowances, options include: tutorials, individual help, study skills programmes, and reader/writer facilities.

The curriculum will reflect the Principles of the Treaty of Waitangi in its content and in its delivery, including assessment, where it is applicable.

Conclusion

We recognise and respect the diversity and richness of individuals, and their rights and needs to be given a balanced curriculum which will further enhance their learning and development.

STUDENT ENTRY POLICY

RATIONALE

The provision of course requirements ensures that there is a system for establishing and clearly publicising student entry requirements that are clear and includes no unreasonable barriers.

PURPOSE OF POLICY

1. To ensure that entry requirements for courses are reasonable, clear and well publicised.
2. To ensure that adequate recognition is given to prior learning.
3. To ensure that students who move from one accredited provider to TCI will not be expected to undertake any course for which credit has already been gained.
4. To provide a mechanism by which pre-requisites can be waived in special circumstances.
5. To ensure the portability of courses taught at TCI to other educational institutions.

GUIDELINES – PRE-REQUISITES

1. TCI will follow all programme pre-requisites established by relevant bodies or any other qualifications/programme provider with which TCI is linked.
2. All pre-requisites and TCI-based entry requirements will be published annually on the website.
3. Where no qualification/programme/course pre-requisite exists, TCI's own entry requirements will apply. These requirements will be fair, consistently applied and published in advance.
4. A student may in certain circumstances apply to the Academic Dean to have pre-requisites waived (e.g. prior learning, academically able student, equivalent overseas assessments/certification, etc). The decision will be made by the Academic Dean in consultation with the programme Co-ordinator.
5. There will be a formal procedure for application for recognition of prior learning. (See Application for Credit for Previous Studies and/or Recognised Prior and Current Learning).
6. Programme co-ordinators will be responsible for monitoring students' choice of course and ensure that students have completed the appropriate pre-requisite where required.
7. Students will be provided with access to appropriate and timely guidance and support in order to make informed decisions regarding choice of courses.

PROSPECTUS

- 1) TCI produce a Prospectus each year which provides links to our website where entry requirements for each programme are outlined.
- 2) Where a Programme co-ordinator or teaching staff member wishes to establish a pre-requisite or co-requisite for a particular course/s, e.g. in light of
 - i) the specific content and learning outcomes of a course
 - ii) moderation information
 - iii) through tracking of student achievement etc.application must be made to the Academic Dean who, after appropriate consultation, will decide whether a pre/co-requisite will apply.

CONCLUSION

Students are fully informed about course requirements when choosing their programmes of study.

Details of Entry Requirements

Student entry requirements for the **New Zealand Certificate in Christian Studies** (Level 5) strand **Christian Ministry** (with sub-majors in *Pastoral Ministry*, *Catholic Youth Ministry*, *Prison Ministry* and *Hospital Ministry*) are:

- a proven ability to cope with tertiary education and motivation to learn at this level
- be over the age of 17 and have left school
- an interest in understanding the Catholic faith tradition more fully
- applications will be considered irrespective of religious affiliation

Student entry requirements for the **New Zealand Certificate in Christian Studies** (Level 5) strand **Religious Education** (options: in-service for teachers; pre-service for teacher trainees; others involved in Catholic education) are:

In-service

- Students will be teachers in a Catholic Integrated Primary or Secondary school or qualified teachers who wish to gain a qualification to teach in a Catholic education setting, including Catholic schools, early childhood facilities, CCD, RCIC, etc.

Pre-service

- Students will be enrolled at a University College of Education
- Students have an interest in teaching in Catholic Integrated Primary or Secondary schools

For those involved in Catholic education but not a teacher

- A willingness to explore and examine their role within Catholic education

Student entry requirement for the **New Zealand Diploma in Christian Studies** (Level 6) with strands in **Religious Education, Christian Leadership, Pastoral Ministry, and Theological Studies** is *one* of the following pre-requisites:

- **New Zealand Certificate in Christian Studies** (Level 5) with strands in **Christian Ministry and Religious Education OR**
- Other Level 5 qualification (NZQA registered or overseas registered) in Theology or Religious Education **OR**
- Evidence of equivalent work experience *and* learning.

ASSESSMENT: EXTENSIONS AND ATTENDANCE OF COURSES - PROCEDURES

For course completion it is deemed necessary for students to fulfil these requirements:

- a.) The successful completion of the assessment component of each paper, and;
- b.) Attendance at lectures or, in the case of distance education, the completion of journal entries.

The following are TCI's procedures regarding the cut off dates for extensions for the assessment component, see (a) above.

1. Students may be given an extension over and above the deadline for assignments at the discretion of the lecturer.
2. This extension must not exceed such a length of time that the assessment becomes invalid or unreliable or disadvantages the student and/or the rest of the class.
3. This extension must be within the calendar year that the student has attended the course. An exemption is made for the last course of the year, in which case the extension can go beyond the actual year of course attendance but must finish before the next year's courses commence.
4. This extension must not be more than one extra month beyond the deadline given for the assignment.
5. If a student cannot meet the assessment deadlines due to reasons beyond the student's control, and where an extension is deemed inappropriate, the student may apply formally for an aegrotat result if at least 50% of the course's assessment tasks have been completed.
6. Reasons beyond the student's control include illness, death of a close relative, funeral of a close relative, illness of a close relative requiring the student's time over a period.
7. The student must formally apply for an aegrotat pass and must include a medical certificate or an equivalent record that demonstrates the student's inability to progress with the requirements of the course.

The following are TCI's procedures regarding (b) above:

1. All students are encouraged to attend all lectures in every course of study.
2. Where a student is absent from more than three hours in a particular course:

- a. If the absence is beyond the student's control, such as in the case of illness, death, funeral, etc., there is provision for the student, in consultation with, and at the discretion of, the lecturer, to make up the time missed by:
 - I. attending any tutorials and/or sessions if the lecturer deems this fit, and/or undertaking to complete any required reading and:
 - II. Ensuring that work and any assignment given on the day the lecture was missed is done.
3. If a student misses more than two lectures out of a six-lecture course, and more than three in an eight-lecture course, the student will be deemed as not completing the course. The student must enrol for the whole course the following year.
4. Students are encouraged to keep to starting and finishing times of a lecture. A student who is regularly late for a lecture, that is by 10 minutes or more, or regularly leaves class earlier, that is by 10 minutes or more, will incur the penalty of non-completion of the course. The student must enrol for the whole course the following year.

ASSESSMENT - REASSESSMENT PROCEDURES

When students have been notified of failure to meet the assessment criteria thereby obtaining a lower mark than is deemed a pass, they have the option of applying for reassessment, in the form of resubmission of the assessment task/s, without further tuition within a week of the notification.

Reassessment will occur in those instances when the student is close to the pass mark.

The lecturer will be responsible for scheduling at least one opportunity, but not more than two, within three weeks of the student's notification for reassessment has been made.

Students requiring further tuition will have the option of organising tutoring for themselves or re-enrolling for the course.

In the event of a resubmission, teachers are to hold records of the marking procedures and of the students' script. If students fail to resubmit, the original mark obtained will be entered in the students' result statement.

Dates for resubmission must not exceed a time when it becomes far removed from the time of learning. A two week extension is deemed appropriate.

In the case of courses that occur late in the academic year, students must resubmit within the year. In exceptional cases, an extension may be given to a student that carries over into the next academic year, but must be remarked prior to the start of new academic year's courses.

ACADEMIC HONESTY POLICY (abridged)

PURPOSE

For this policy, academic dishonesty is defined as student behaviour which does, and intends to, provide a misleading or deceptive basis for admission, assessment, academic progression and/or any other activity used to gain academic advantage or advancement to which the student is not entitled. It also includes any conduct that constitutes a breach of the Assessment Policy.

1. FORMS OF ACADEMIC DISHONESTY

Academic dishonesty may take many forms. These include but are not limited to:

- i. plagiarism
- ii. collusion
- iii. recycling
- iv. cheating
- v. impersonating another student
- vi. claiming credit for group work when the student has not actively contributed to such work
- vii. use of forged, false, falsified, inaccurate or incomplete documentation or data or

i. Plagiarism

Plagiarism occurs when a student presents as his/her own work the thoughts, ideas, findings or work which he/she knows to be the work of another person, persons, or entity, without acknowledgement, of the kind commonly required in academic practice, of the author or the source. Plagiarism fundamentally breaches the principle of academic honesty. It may take many forms and it is unacceptable in academic work.

Materials plagiarised may include any printed, electronic or audio-visual material, including computer-based material, drawings, designs, experimental results or conclusions, statistical data, computer programs or other creative work.

Examples of plagiarism, whether by individuals or in group work, include the following:

- a. 1.3.1 copying ideas, concepts, research data, images, sound or text significantly or entirely from another source such as a published article, text, computer program, internet source, another student's work or draft work, and presenting it as the student's own work;
- b. 1.3.2 presenting an assessment task that is constructed of segments drawn from one or a number of sources without attribution of the source, linked by comments produced by the student;
- c. 1.3.3 summarising another person's work without acknowledgement of the source; failing to acknowledge use of books, articles and other sources such as the internet; failure to use appropriate footnotes or referencing when using a direct quote quotation from another work; failure to acknowledge an idea or an argument which is heavily dependent on the work of another person;
- d. 1.3.4 citing texts or other sources which the student has not read, without acknowledging the 'secondary' source from which knowledge of them has been obtained; submitting substantially the same final version of any material as another student in an assessment task even where there was legitimate cooperation and collaborative preparatory work;
- e. 1.3.5 in group work, where the group utilises work from another group or source; a student claims credit for the work of the group but has not actively participated in or contributed to such work; a piece of work is acquired or commissioned and representing it as if it were the student's and/or groups own work.²

ii. Collusion

Collusion occurs where a student undertakes unauthorised collaboration with others and presents, as his/her own, work which is in full or in part the work of one or more of those other persons. It differs from group assessment tasks where the learning activity specifically designates that it be undertaken as group work.

If individually assessable work is required to be submitted, any legitimate co-operation and collaboration should be acknowledged and the formulation of ideas and conclusions in the paper must be the independent work of each student. Any other circumstances in which a student allows another student to copy his/her work for the purposes of assessment, or where students work together to submit identical work or work with large components of commonality, amounts to collusion.

Encouraging or assisting another person to commit plagiarism is a form of collusion and may attract the same penalties which apply to plagiarism.

Collusion does not apply to assessment tasks submitted in accordance with group work guidelines provided by the Lecturer.

iii. Recycling

A student may not, without the prior written approval of the Lecturer of the course, submit for assessment work which is the same or substantially the same as work being submitted, or which has previously been counted towards the completion of another course undertaken for credit towards any qualification, whether at this Institute or elsewhere. Where the Lecturer of the course approves the resubmitting of work, the source of the work must be acknowledged. The same principles and procedures apply to recycling as apply to plagiarism.

iv. Cheating

A student must not:

- a. cheat or attempt to cheat in any examination or other assessment task;
- b. directly or indirectly assist any other student to cheat in any examination or other assessment task;
- c. read and/or copy another student's work or other materials or assist/enable another student to read and/or copy work or other materials during an examination or assessment task;
- d. use any electronic device to receive data from, or send data to, or to communicate in any way with, any other person or electronic device during the examination;
- e. improperly obtain prior knowledge of an examination paper or other assessment task and use that knowledge in an examination or other relevant assessment task;
- f. impersonate another person in connection with any examination/assessment task
- g. Online assessment tasks and tests are subject to the principles above regarding the unauthorised use of any assistance apply: no person may undertake an online assessment or examination on behalf of the student.

v. Impersonation

A student must personally undertake all work and assessment and other requirements for a course. A student must not allow or procure impersonation of them self in relation to any assessment task, or course requirement, including in the online environment.

vi. Use of forged, false, falsified or incomplete documents

A student must not create or use documentation or data which the student knows to be inaccurate or incomplete. A student must not fail to disclose any information or matter where there is a duty to disclose such information or matter.

RIGHTS AND RESPONSIBILITIES OF STUDENTS

Rights

Students have a right to:

- a. access to TCI's policies, procedures and relevant resources relating to academic integrity;
- b. be provided with the style referencing guide required for assessment tasks;
- c. be provided with clear information on assessment requirements in each Course Outline
- d. be provided with clear guidelines relating to all aspects of group work, monitoring and assessment;
- e. be provided with clear guidelines on the level of co-operation and collaboration permitted within each assessment;
- f. expect consistent application of the academic framework, policies, procedures and practices at National and site levels;
- g. receive early notification or fair warning in any case in which a member of staff believes a student or group of students may be at risk of breaching TCI's standards of academic integrity; and
- h. participate in appropriate learning experiences which are offered to improve their academic literacy and competence in academic writing and study skills, understanding of the requirements of group work, and development of personal attributes, in particular, ethical behaviour.

2.4 Responsibilities of Students

Students have a responsibility to:

- a. become familiar with TCI's regulations, course rules and to conduct themselves in a manner which is consistent with those documents;
- b. understand and act in accordance with the Institute's principles of academic integrity in the preparation and submission of assessment tasks;
- c. seek clarification, if necessary, to ensure they clearly understand assessment conditions and requirements, and appropriate writing, referencing and assessment practice in their course(s);
- d. submit only work which is their own, or which properly acknowledges the thoughts, ideas, findings and/or work of others; for example:
 - i. state clearly where they found any material using appropriate referencing system;
 - ii. acknowledge the people whose thoughts, ideas or creative work they have developed or summarised,

- e. ensure academic integrity is maintained when sharing work with others for any reason;
- f. retain materials which would demonstrate evidence of their authorship of assessable work (e.g. record of library borrowings, addresses of internet sites accessed, notes compiled, drafts of an assessment task); and
- g. complete assessment cover sheets or online declarations for all non-examination assessment tasks.

TREATY COVENANT AND BICULTURAL RELATIONSHIPS POLICY

RATIONALE

This policy refers to TCI's commitment to support the intent of Te Tiriti o Waitangi. TCI recognises that Aotearoa New Zealand has a dual cultural heritage and that faith is lived and expressed within a cultural context. Our responsibility is to ensure that the principles of the Te Tiriti o Waitangi are upheld through the three strands of:

Mana tangata – we belong to one human family

Mana whenua - we listen to the voice of God through our encounters

Mana atua – we are called to work towards the reign of God

The intent of Te Tiriti o Waitangi is to be the foundation for a developing social contract which enables Maori to retain their cultural identity within contemporary society.

GUIDELINES:

1. Te Tiriti o Waitangi be recognised and honoured as the founding document of Aotearoa New Zealand.
2. The principles of Participation, Protection and Preservation implicit in Te Tiriti o Waitangi be respected. Links will be made with the principles of Catholic Social Teaching where appropriate - Participation; Common Good; Subsidiarity; Human Dignity; Protection of the poor and vulnerable; Stewardship; Solidarity .
3. The status of Māori as tāngata whenua of Aotearoa New Zealand be acknowledged.
4. The curriculum is inclusive of Māori traditional spiritual beliefs and practices.
5. Resources and facilities of TCI incorporate partnerships with Māori educators and relevant professional development for staff is integrated into staff training opportunities..
6. Staff acknowledge that the Māori world view is a valid and vital dimension of Aotearoa New Zealand's contemporary society.
7. An ethic is created in which a true bicultural partnership can take root and flourish.
8. TCI's library has material that includes the Māori world view.
9. Te Ao Māori is a dimension permeating the life of TCI in artefacts, language and teaching practices, and relationships.
10. Recognise the expression of Maori values of tapu, mana, tika, aroha, hohourongo, manaakitanga in all our professional relationships and include in relevant TCI courses.
11. Induction for all new staff will include opportunities to learn Maori etiquette and protocols.
12. Support in prayer and action any initiatives of Te Tangata Whenua to seek just solutions to the inequalities that exist and in particular where well-being-hauora affects full participation in the the qualifications offered through TCI.

POLICY ON EQUAL EDUCATION OPPORTUNITIES AND ACHIEVEMENT OF EQUITABLE LEARNING OUTCOMES

Rationale

The Catholic Institute of Aotearoa New Zealand is committed to the identification and elimination of barriers that cause or perpetuate inequalities of equal opportunities. It will implement strategies to ensure equal opportunities and to achieve equitable outcomes for all students. It is recognised that sometimes students will be unsuccessful due to internal and external factors beyond the control of TCI.

Purpose

1. To identify barriers to student access and to learning. Where possible, provide open entry to its programmes of study, offer flexible modes of delivery, and provide resources that will enable students to achieve at a level commensurate with their ability.
2. To ensure that procedures are non discriminatory and reflect a commitment to the Treaty of Waitangi.
3. To identify and address discriminatory practices and barriers to learning.
4. To provide opportunities that enhances the value and career opportunities of students.
5. To provide a non-discriminatory, safe and culturally sensitive working environment for all students.

Guidelines

1. All programmes will have open entry, except in the case of programmes requiring person suitability criteria, academic criteria, or such other criteria that are integral to the integrity of the programme.
2. Where possible, TCI will offer teaching sites, flexible time tabling and different modes of delivery to ensure that students have equal opportunity to access.
3. All programmes in their documentation (for their management and their delivery) will specify measures to be taken in order to meet the requirements of this policy.
4. Each programme will contain guidelines as to the expected outcomes for each course, in order to measure student achievement.
5. Regular monitoring of student progress and attainment will be carried out by the lecturer.
6. There will be provision for assessment in Te Reo Māori or Tikanga Māori.
7. Where a student is identified as not attaining their full potential, the programme co-ordinator and the Head of Student & Business Support will be informed.
8. Reasons for under achievement will be identified by the relevant teaching staff, and where found to be within the control of TCI, steps will be taken to remedy the situation.
9. Each lecturer will in their course review report to the Head of Student & Business Support, identify what is helping students to achieve, what is hindering student achievement, and what is being done to ensure that these barriers to learning are being addressed.

Equity of Access

All students are to have equal access to both learning programmes and physical resources, subject to meeting course requisites.

Conclusion

Every attempt is made to ensure that all students achieve equitable outcomes from the programmes offered at TCI.

RECOGNITION OF PRIOR LEARNING AND CURRENT COMPETENCY POLICY

Rational

The Catholic Institute of Aotearoa New Zealand recognises prior learning, current competency and transfer of credit as being of value in contributing to the ongoing education of students.

Purpose

1. To provide an education that recognises the students' prior learning.
2. To recognise that repeated learning of skills and knowledge is not conducive to the ongoing educational progress of students.
3. To acknowledge prior learning and current competency by accepting equivalent qualifications from reputable learning institutions.
4. To provide a system that is fair to all students.

Guidelines

1. To provide credit in the case of students who have completed equivalent formal study courses and/or programmes with similar skills and knowledge.
2. To provide credit for current competency that does not compromise the integrity of any courses of study at TCI.
3. To continue to work with other tertiary institutions for recognition of TCI's courses and qualifications whereby these are recognised for credit transfer at these institutions.
4. To provide opportunities that cater for, and are of, educational benefit to students.

Conclusion

Students have a right to a balanced programme of study that does not hinder their learning by unnecessary repetition of skills and knowledge and that their studies at TCI are recognised as equivalent and are worth credit at other tertiary institutions.

AWARDING OF CREDITS BY RECOGNISING PRIOR LEARNING AND CURRENT COMPETENCY – PROCEDURES

To be eligible for credits:

1. students are to supply evidence of recognised qualifications obtained from other learning institutions which are at an equal or higher NQF level than the papers that make up the qualifications awarded by The Catholic Institute of Aotearoa New Zealand (TCI)
2. credits evidence is required to show that previous study is in the same subject area as the qualification awarded by TCI
3. the prior qualification must have been completed not longer than 10 years prior to enrolling for a qualification at TCI
4. for previous experience students must submit evidence. Prior experience in related fields is taken into consideration and recognised as current competency. Credits may be awarded in such a case.

Further:

5. a maximum of 40% (or its equivalent) of a qualification can be credited. For TCI to award a qualification, the student must complete at least 60% (or its equivalent) of the qualification.
6. In the case where a student demonstrated that prior qualifications and current competency in related fields of study is of such a level that certain papers would be of no educational value to the student, alternative papers must be studied in order to achieve the 60% requirement for the qualification awarded by TCI.
7. All cases will be considered on an individual basis and special conditions may apply for particular qualifications.

The following sets out the credit allocation for each qualification:

New Zealand Certificate in Christian Studies [Level 5; 60 credits] strand **Christian Ministry** (NZCCS-CM): with TCI sub-majors in *Pastoral Ministry, Catholic Youth Ministry, Prison Ministry* and *Hospital Ministry*

- i. Up to 20 credits at level 5 or higher (2 x 10 credit papers) may be awarded for the New Zealand Certificate in Christian Studies strand Christian Ministry.
- ii. Prior experience and current competency shall be considered, and TCI reserves the right to accord equivalent credit. In certain cases, an assessment at the appropriate level may be required.
- iii. It is expected students who have gained a NZCCS-PM and wish to continue with study will enrol in a New Zealand Diploma in Christian Studies (Level 6). If, on the rare occasion, a student decides to study for an additional NZCCS in a different strand, they may cross-credit up to 20 credits (2 x10 credit papers) from papers common to both qualifications.
- iii. Students who have completed the prescribed papers prior to enrolling in a second certificate and have been awarded the maximum cross-credits will need to study alternative papers to the prescribed papers completed in the first certificate.

New Zealand Certificate in Christian Studies [Level 5; 80 credits] strand **Religious Education** (NZCCS-RE)

- i. Up to 32 credits at level 5 or higher (3 x 10 credit papers) may be awarded for the New Zealand Certificate in Christian Studies strand Religious Education.
- ii. Prior experience and current competency shall be considered, and TCI reserves the right to accord equivalent credit. In certain cases, an assessment at the appropriate level may be required.
- iv. It is expected students who have gained a NZCCS-RE and wish to continue with study will enrol in a New Zealand Diploma in Christian Studies (Level 6). If, on the rare occasion, a student decides to study for an additional NZCCS in a different strand, they may cross-credit up to 20 credits (2 x10 credit papers) from papers common to both qualifications.
- iv. Students who have completed the prescribed papers prior to enrolling in a second certificate and have gained the maximum cross-credits will need to study alternative papers to the prescribed papers completed in the first certificate.

New Zealand Diploma in Christian Studies – NZDCS - [Level 6; 120 credits] with strands in **Christian Leadership, Pastoral Ministry, Religious Education, and Theological Studies**

- i. Up to 48 credits at level 6 or higher (3 x 15 credit papers) may be awarded for this qualification.
- ii. If a student completes a NZDCS in one strand and wishes to continue with study, it is expected they will enrol in a BTheol with Good Shepherd College (or other Tertiary institute). TCI does not encourage students to gain multiple Diplomas; we do encourage students to move to a higher level of study. If, on the rare occasions, a student needs to study for NZDCS in a different strand, up to 48 credits at level 6 (3x 15 credit papers) can be cross credited to the second diploma.
- iii. Prior experience and current competency shall be considered and TCI reserves the right to accord equivalent credit. In certain cases an assessment at the appropriate level may be required.
- iv. **Note:** The New Zealand Certificate in Christian Studies (Level 5; 60-80 credits) – strands in Christian Ministry and Religious Education, is a pre-requisite for the New Zealand Diploma in Christian Studies (Level 6; 120 credits). No papers from the NZCCS will be cross-credited to the NZDCS.

Approving Authority and Appeal Process

Decisions on credit transfer are made by the Academic Dean. Any student dissatisfied with the decision on credit transfer may apply to have the decision reviewed by the Academic Committee.

NOTE:

There is a fee accompanying the RPL Process.

HEALTH AND SAFETY POLICY

RATIONALE

The Catholic institute is committed to providing and maintaining a safe and healthy workplace for all staff, students, volunteers, contractors and visitors. TCI will provide staff with the information, resources, training and supervision needed to achieve this.

SCOPE

This policy applies to all TCI employees on all sites and is intended to:

- To promote the safety and security of every staff member and student of TCI
- To promote attitudes of respect for both people and property
- To ensure a personally safe environment with conditions which are conducive to high quality work, teaching, learning and recreation.

SAFETY PROCEDURES

1. TCI national office and permanent teaching sites have their own safety and health procedures and TCI staff members are to follow these practices.
2. There are safety/evacuation drills annually and the buildings operate on established guidelines that ensure compliance with safety regulations and protocols and are conducive to work practices, teaching and learning.
3. TCI has accident and hazard registers at its teaching sites and national office. These are to be kept at the administration offices or with the Teaching Site Coordinators.
4. Staff members are to:
 - Inform students to report any accident and any hazard or potential hazard.
 - Report any accident and/or any hazard in the register as soon as possible.
 - Follow the safety regulations and accepted practices of the teaching site buildings. Any staff members who are not familiar with these practices are to notify the site coordinator.
 - Report accident and hazards and their resolution to the Head of Student & Business Support as soon as possible.
 - Remind students of accepted practices.
 - Ensure that staff members are working in a safe environment.
 - Ensure that students are learning in a safe environment.

STUDENT FEEDBACK POLICY

Rationale

Staff recognise the importance of regular formal and informal feedback from students

Purposes

1. To receive feedback from students regarding the teaching programme.
2. To evaluate teaching and learning, specifically related to the delivery and to the paper/course content.
3. To review courses taking student formal and informal feedback into account.

Guidelines

1. Written feedback will be sought from students at least once for every course (or more often if necessary) to evaluate the effectiveness of the teaching programme and the teaching.
2. Each lecturer/tutor will use TCI's standard questionnaire to achieve the intentions of Guideline No.1.
3. Issues raised through student feedback will be discussed with the Head of Student & Business Support and action taken as required
4. The Head of Student & Business Support will discuss student feedback with staff and the Academic Board, or its equivalent, as required.
5. Where similar issues are raised by a number of students, possible course modification to address those issues, are to be implemented.
6. Lecturers/tutors will address student formal and informal feedback in their own course review as a means of evaluation.
7. Lecturers/tutors will use TCI's standard Lecturer Course review to achieve the intentions of Guideline No 6.

COMPLAINTS, GRIEVANCES AND APPEALS PROCEDURES for STUDENTS

Academic Issues

These procedures relate to complaints and grievances arising from issues concerning classes.

1. For cases, where it is applicable, to approach the lecturer concerned in the first instance:
 - a. The student shall write to the lecturer within seven days of the cause of complaint or grievance stating fully the matter for concern.
 - b. The lecturer shall reply formally in a written reply within seven days of the receipt of letter, with the decision.
2. For cases where complainant is not satisfied with the above:
 - a. The student shall write within seven days of the receipt of written reply from lecturer, to the Head of Student & Business Support enclosing both the original letter of complaint to the lecturer and the latter's response.
 - b. The Head of Student & Business Support shall consult appropriately. Both parties shall be informed of the decision in writing within seven days.
3. Right of Appeal
For cases where the student is not satisfied with the above two procedures:
 - a. The student shall write to the Appeal Board within seven days of receipt of the Head of Student & Business Support' written decision, enclosing all correspondence.
 - b. The Appeal Board shall consult appropriately and the decision reached shall be final.
 - c. The Appeal board shall be appointed by Director, TCI and shall comprise a member of the TCI Council, or an equivalent, an independent member, and Director, TCI.
4. For cases where the complainant does not think it is appropriate to contact the lecturer in the first instance:
 - a. Steps 2b, 3a and 3b shall be followed.
 - b. The Appeal Board shall consult appropriately and the decision shall be final.

Assessment Issues

These procedures relate to complaints and grievances relating to matters regarding assessment.

1. For cases where it is applicable to firstly approach the lecturer concerned:
 - a. The student shall write to the lecturer within seven days of receiving the marked assessment stating fully the matter of concern.
 - b. The lecturer shall write formally within seven days of receipt of letter from student with the decision, explaining criteria for marking and according marks.
2. For cases where the complainant is not satisfied with the above procedures:
 - a. The student shall write to the Academic Dean within seven days of the receipt of written reply from lecturer, stating complaint.
 - b. An internal moderator shall mark assessment task. The Academic Dean shall inform student of decision.
3. For cases where the complainant is not satisfied with the above procedures:
 - a. The student again writes to the Academic Dean stating reasons for dissatisfaction.
 - b. An external moderator shall mark assessment task. The Academic Dean shall inform student of decision.
4. Right of Appeal
For cases where student is not satisfied with the above, there shall be a right of appeal. Students can take recourse with the New Zealand Qualifications Authority.
5. For cases where it is not applicable for the complainant to contact the lecturer concerned in the first instance:
The complainant shall follow steps 2a and b, 3a and b, 4, of the above procedure.

Administrative Issues

These procedures relate to complaints and grievances arising from office matters or any other administrative related issues.

1. For cases where it is applicable to firstly approach the staff member concerned:
 - a. The student shall write to the member of staff, within seven days of the cause of the grievance, stating the matter.
 - b. The member of staff shall write to the complainant within seven days receipt of the letter, stating decision.
2. For cases where complainant is not satisfied with the above:
 - a. The student shall write to the Head of Student and Business Support within seven days of receipt of letter from the member of staff, enclosing both original statements.
 - b. The Head of Student and Business Support shall consult appropriately and inform the complainant of decision, within seven days of receipt of letter from complainant.
3. Right of Appeal
For cases where the above is not to the satisfaction of the complainant:
 - a. The student shall write to Director, TCI within seven days of days of receipt of the Head of Student and Business Support' written decision, enclosing all correspondence.
 - b. Director, TCI shall consult appropriately and in instances where policy matters are in question, will reserve the right to take the issue to the Academic Board, or its equivalent, from which the Head of Student and Business Support shall be excluded, for consultation. Director, TCI shall inform the complainant of the decision within four weeks of the receipt of the letter.
4. For cases where it is not appropriate for the complainant to contact the staff member concerned in the first instance:
The complainant shall follow steps 2a, 2b, 3a, and 3b of the above procedure.
5. In cases of complaints and grievances against the Head of Student and Business Support:
 - a. The student shall write to Director, TCI stating clearly the reason for the complaint within seven days.
 - b. Director, TCI shall consult appropriately, and in the instance where policy matters are in question, shall reserve the right to raise the issue with the Academic Board or its equivalent, from which the Head of Student and Business Support shall be excluded, for consideration. Director, TCI shall write to the complainant within 30 days of receipt of letter.

Withdrawal and Refunds Issues

These procedures relate to complaints and grievances arising from withdrawal and refunds issues.

1. For cases where it is applicable to firstly approach the Head of Student and Business Support:
 - a. The student shall write to the Head of Student and Business Support within seven days of the cause of the grievance, stating the matter.
 - b. The Head of Student and Business Support shall write to the complainant within seven days of receipt of the letter, stating the decision.
2. Right of Appeal
For cases where the above is not to the satisfaction of the complainant:
 - c. The student shall write to Director, TCI within seven days of receipt of the Head of Student and Business Support' written decision, enclosing all correspondence.
 - d. Director, TCI shall consult appropriately and in instances where policy matters are in question, will reserve the right to take the issue to the Academic Board, or its equivalent, , from which the Head of Student and Business Support shall be excluded, for consultation. Director, TCI shall inform the complainant of the decision within four weeks of the receipt of the letter.
3. For cases where it is not appropriate for the complainant to contact the Head of Student and Business Support in the first instance:
The complainant shall follow steps 2a and 2b of the above procedure.

Conduct and Person Suitability Issues

These procedures relate to complaints and grievances arising from decisions taken in relation to personal conduct.

1. For cases where it is applicable to firstly approach the lecturer:
 - a. The student shall write to the lecturer within seven days of the cause of complaint or grievance, stating the matter.
 - b. The lecturer shall reply formally within seven days of receipt of the letter, explaining criteria used to arrive at the decision.
2. For cases where the complainant is not satisfied with the above procedures:
 - a. The student shall write to the Head of Student and Business Support within seven days of the receipt of the written reply from the lecturer enclosing both the original letter of complaint to the lecturer and the latter's response.
 - b. The Head of Student and Business Support shall consult appropriately. Both parties shall be informed of the decision in writing within seven days.
3. Right of Appeal
For cases where the student is not satisfied with the above two procedures:
 - a. The student shall write to the Appeal Board within seven days of receipt of the Head of Student and Business Support' written decision, enclosing all correspondence.
 - b. The Appeal Board shall consult appropriately and the decision reached shall be final.
 - c. The Appeal Board shall be appointed by Director, TCI and shall comprise a member of the TCI Council, an independent member, and Director, TCI.
4. For cases where the complainant does not think it appropriate to contact the lecturer in the first instance:
Steps 2a, 2b, 3a and 3b shall be followed.

In the case where students are not satisfied with the internal and external procedures at TCI, and would like a resolution service they are advised to contact the New Zealand Association of Private Education Providers Quality Commission, of which TCI is a member. Information can be found at www.qualitycommission.co.nz
Contacts are: commissioner@qualitycommission.co.nz Free phone: 0508 266 647

In the case where students are not satisfied with the internal and external procedures at TCI, they are advised to contact the New Zealand Qualifications Authority (NZQA).

The NZQA address is:
125 The Terrace, WELLINGTON Tel: (04) 802 3000

STUDENT BEHAVIOUR AND PERSONAL CONDUCT POLICY RULES AND REGULATIONS AND APPEALS PROCEDURES

1. Students are expected to conduct themselves in a manner that is compatible with the ethos of The Catholic Institute of Aotearoa New Zealand and its vision statement.
2. Students are expected to respect themselves, each other, and other members of TCI's community, keeping in mind the essential dignity of the human person, and the subsequent rights of freedom, justice and charity.
3. Students are encouraged to healthy debate and to free and healthy discussion on any matter, keeping in mind that they are not to inhibit or oppress or restrict the freedom of others or cause hurt to others by their discussions or in any way adversely affect the learning of others.
4. Students are expected to respect the cultures, traditions and customs of other students and members of TCI's community.
5. TCI is essentially a Catholic institution and students are not to use language or exhibit behaviour that is contrary to the teachings of the Catholic Church.
6. Students are not to use derogatory language or exhibit behaviour that is construed as gross misbehaviour and which is detrimental to others, especially regarding gender, race, faith traditions, disabilities, and age.
7. Students are to respect the physical environment and resources of TCI while studying on the premises
8. The use of alcohol is prohibited during class times. Students are not to attend classes when under the influence of alcohol.
9. TCI is a smoke-free institution and smoking is prohibited inside buildings, including any temporary teaching site.
10. The use of illegal substances is prohibited.
11. Students are not permitted to bring objects or weapons to the classroom that may endanger them or others, or use any objects in a manner that may endanger them or others.
12. TCI reserves the right to inform public authorities in those instances where it is required to do so, in compliance with the laws of the country.
13. A student may bring a complaint against another student. In this instance, the lecturer must be informed.
14. A student may bring a complaint against a lecturer, or another member of TCI's community. In this instance, the Academic Dean must be informed.
15. In the instance where the complaint is against the Head of Student & Business Support, Director, TCI must be informed.
16. In the instance where the complaint is against Director, TCI, the Head of Student & Business Support must be informed and will bring the matter to the attention of the Academic Board, or its equivalent, within two weeks of the complaint occurring.
17. When 14 and 15 occur, either the Head of Student & Business Support or Director, TCI, or both, will be excused from the Academic Board decision. An outside body will always be consulted in such instances.
18. The above rules and regulations apply to all students studying at TCI.
19. Note: Students must read I), ii), iii) and iv) in conjunction with TCI's **Complaints, Grievances and Appeals Procedures for Students**.
20. Students not conforming to the above rules and regulations will be asked to leave the premises by their lecturers, especially in those instances where others' personal safety is in jeopardy. The Head of Student & Business Support will be informed within one week of the incident/s. The Head of Student & Business Support will conduct investigations and will inform the student of the decision within two weeks of the incident/s being reported. The Head of Student & Business Support will formally notify the student of the outcome.
21. The student has the right to appeal the decision made by the Head of Student & Business Support by writing to Director, TCI within two weeks of the Head of Student & Business Support' decision.
22. Once the Academic Board, or its equivalent, is informed of the appeal, it will consult with an independent body if necessary, and a decision will be made. This decision is final. A student may be

asked to withdraw temporarily, or from all courses at TCI. In such an instance, **Withdrawal and Refunds Policy** will apply.

23. At any time when an incident is reported and procedures followed, in the first instance counselling and/or individual help that are within the resources of TCI will be made available to the student.
24. The instances where a student may be asked to withdraw from all courses at TCI are those where after appropriate measures have been taken, the student continues to be in breach of those rules and regulations that constitute gross misbehaviour and behaviour that is detrimental to the personal and emotional safety of the students and TCI's community.
25. In the instance where a complaint is against a lecturer who is a member of the Academic Board, or its equivalent, the lecturer will be excused from the decision made by the Committee.
26. In the case where students are not satisfied with the internal and external procedures of TCI, they are advised to contact the New Zealand Qualifications Authority (NZQA).

The NZQA address is:

125 The Terrace, Wellington

Telephone: 04 802 3000

Fax: 04 802 3115

Explanatory Notes:

TCI's Community: All members who are officially employed by TCI in their capacity to teach, administer, and manage courses, and including personnel who look after the physical resources of TCI.

Gross Misbehaviour: Sexual harassment, abusive language, language directed at another that is considered unacceptable by usual norms, including swear words, threatening and intimidating gestures and/or behaviours, verbal and/or physical threats, and behaviour and language while under the influence of alcohol or other illegal substances.

SEXUAL HARASSMENT COMPLAINTS PROCEDURES FOR TCI

1. These procedures shall be made available to all persons on the premises of The Catholic Institute of Aotearoa New Zealand (TCI) and at its teaching delivery sites. It is expected that all persons who are part of TCI and its teaching programmes, ranging from employees to students shall abide by the requirements of these procedures in the case of a complaint of sexual harassment.
2. The person making the complaint shall choose one of the listed contact people available at TCI and outside TCI.

NOMINATED CONTACT PERSON WITHIN TCI IS:

John Kleinsman Phone 04 499 2251 Mobile 027 634 4336

CONTACT PERSON OUTSIDE TCI IS:

Catholic Social Services Phone 04 385 8642

3. Contact people shall advise students of the procedure through which to pursue a complaint of sexual harassment:
For all courses run by TCI:
 - a. In the case of a complaint against a lecturer or other TCI employee, the complaint should be pursued through the TCI's procedures, that is, the procedures of the employee's employer institution.
For the course Certificate of Catechetical studies at university Colleges of Education:
 - b. In the case of a student against another student, where the students are formally enrolled at University Colleges of Education, the complainant may choose to pursue the complaint through the procedures of that university.
4. These guidelines are in place in case a complaint is pursued beyond these procedures through legal channels.
5. The sexual harassment policy is available from the Head of Student & Business Support and from the Teaching Site Coordinators.

SECTION C: FORMS



THE CATHOLIC INSTITUTE
OF AOTEAROA NEW ZEALAND
Te Pūtahi Katorika ki Aotearoa

ASSIGNMENT COVER SHEET

IMPORTANT

- Assignments must be A4 size with pages secured together with a paper-clip or emailed as an attachment to lecturer.
- The coversheet must be completed and signed by you and attached to your assignment. If emailing assignment please attach the coversheet to the email.
- You must hand in assignments by the due date or apply for an extension to avoid late penalties.
- Assignments are to be submitted to your lecturer (by email or post) or delivered to the campus the course

Student name:	
Course Code and Title:	
Assignment Topic:	
Assignment No:	
Due Date:	Date Submitted:
Lecturer:	
Campus/Site:	
Lecturer's comments:	

DECLARATION OF ORIGINALITY

In accordance with the Academic Regulations and the Academic Honesty Policy, I declare this submission is my own work and to the best of my knowledge and belief no part of this assignment has been copied from any other source without acknowledgement of the source; written by any other person, except to the extent of collaboration and/or group work approved by the Lecturer; been recycled, using work substantially the same as work I have completed previously which has been counted towards satisfactory completion of another course credited towards another qualification.

I have made and retained a copy of this original assignment.

SIGNATURE: _____

APPLICATION FOR WITHDRAWAL FROM STUDY

SECTION A – STUDENT INFORMATION
Surname _____
Given Name(s) _____
Course _____
Site/Campus _____

SECTION B – DETAILS OF APPLICATION		
<p>I wish to withdraw from studies in the above course/programme of study. Main reason for withdrawal: (Note: Please tick the box beside the answer that best describes your main reason for withdrawing from this course/programme of study. Tick one box only.)</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%; vertical-align: top; padding: 5px;"> <input type="checkbox"/> Not interested in this course <input type="checkbox"/> Poor organisation of course <input type="checkbox"/> Taken up a higher preference course <input type="checkbox"/> Personal reasons <input type="checkbox"/> Illness/injury <input type="checkbox"/> Failed assessment </td> <td style="width: 50%; vertical-align: top; padding: 5px;"> <input type="checkbox"/> Interested in a different course <input type="checkbox"/> Course workload too heavy <input type="checkbox"/> Enrolled at another institution <input type="checkbox"/> Work commitments <input type="checkbox"/> Financial difficulty <input type="checkbox"/> Other Please state </td> </tr> </table>	<input type="checkbox"/> Not interested in this course <input type="checkbox"/> Poor organisation of course <input type="checkbox"/> Taken up a higher preference course <input type="checkbox"/> Personal reasons <input type="checkbox"/> Illness/injury <input type="checkbox"/> Failed assessment	<input type="checkbox"/> Interested in a different course <input type="checkbox"/> Course workload too heavy <input type="checkbox"/> Enrolled at another institution <input type="checkbox"/> Work commitments <input type="checkbox"/> Financial difficulty <input type="checkbox"/> Other Please state
<input type="checkbox"/> Not interested in this course <input type="checkbox"/> Poor organisation of course <input type="checkbox"/> Taken up a higher preference course <input type="checkbox"/> Personal reasons <input type="checkbox"/> Illness/injury <input type="checkbox"/> Failed assessment	<input type="checkbox"/> Interested in a different course <input type="checkbox"/> Course workload too heavy <input type="checkbox"/> Enrolled at another institution <input type="checkbox"/> Work commitments <input type="checkbox"/> Financial difficulty <input type="checkbox"/> Other Please state	

STUDENT'S SIGNATURE -----

Note: Students withdrawing from a course must reapply for admission if they wish to resume studies at a later date.

If withdrawal is before the withdrawal dates/times specified for the course, students are entitled to a full fees refund minus any administrative expenses incurred.

OFFICE USE ONLY	
Withdrawal prior to withdrawal date/times	<input type="checkbox"/> Withdrawal after withdrawal date/time <input type="checkbox"/>

Registrar: _____

Signature: _____



THE CATHOLIC INSTITUTE
OF AOTEAROA NEW ZEALAND
Te Pūtahi Katorika ki Aotearoa

APPLICATION FOR CREDIT FOR PREVIOUS STUDIES AND/OR RECOGNISED PRIOR AND CURRENT LEARNING

For students studying intramurally, please send the completed form and documentation to the regional site coordinator. For students studying extramurally please send the completed form to the National Office.

Surname _____ Given Names _____

Address: _____

Signature _____ Date _____

Please complete both sections A and B

SECTION A – QUALIFICATION FOR WHICH YOU ARE APPLYING FOR CREDIT:

Note: It is important that you state clearly the qualification you are currently enrolled in/will be enrolled in for which you are applying for credit.

Previous Studies

Attach certified copies of results and unit/course outlines – (or Handbook excerpts) including unit and course credit points).

Course Code	Course Name	Institution	Year Course Completed	Course Credit Points	Programme Credit Points

SECTION B – Recognised Prior Learning (RPL) and Current Learning Competency (CLC)

Provide a brief statement of the nature, duration and year(s) of claimed RPL and CLC

OFFICE USE ONLY

Actioned: Head of Student & Business Support _____ Date _____
 Student Notified: Administrator _____ Date _____
 Credit Type: S = (Specified credit); U = (Unspecified credit); B = (Block Credit) Payment received:



THE CATHOLIC INSTITUTE
 OF AOTEAROA NEW ZEALAND
 Te Pūtahi Katorika ki Aotearoa

Application for Common Good Scholarship

Section 1: School Group Application

School Group: Groups of teachers from the same school enrolling at the same time, where the group represents more than 25 percent of the teaching staff are eligible for this Scholarship

School's name [Click here to enter school's name](#)

School contact person [Click to enter name](#)

Please provide details of your school:

total number of teaching staff [Click here to enter number](#)

Number of staff intending to study at TCI as a group [Click here to enter text.](#)

Please list the names of the teachers in your group: [Click here to enter text.](#)

What course are your teachers enrolling in: [Click or tap here to enter text.](#)

Thank you – you have completed all details required for a school group.

Section 2: Individual Applicants

Please complete the form:

Your details

Full Name: [Click to enter name](#)

Date of Birth: [Click to enter a date.](#)

Phone: [Click to enter phone.](#)

Address: [Click to enter address](#)

Gender: select gender

Email: [Click to enter email.](#)

Ethnicity: Please tick below

- | | | |
|---|---|--|
| <input type="checkbox"/> NZ European/Pakeha | <input type="checkbox"/> Niuean | <input type="checkbox"/> Indian |
| <input type="checkbox"/> New Zealand Maori | <input type="checkbox"/> Tokelauan | <input type="checkbox"/> Filipino |
| <input type="checkbox"/> Samoan | <input type="checkbox"/> Fijian | <input type="checkbox"/> Other Asian |
| <input type="checkbox"/> Cook Island Maori | <input type="checkbox"/> Other Pacific Islander | <input type="checkbox"/> African |
| <input type="checkbox"/> Tongan | <input type="checkbox"/> Chinese | <input type="checkbox"/> Other: Please specify |

Citizenship

New Zealand Citizen

Australian Citizen

New Zealand Permanent Resident

Other: Please specify

What are you studying?

Please indicate what qualification you wish to study. It is **important** to tick the appropriate box and indicate the stream. E.g. for teachers in Catholic Schools you will need to tick New Zealand Certificate in Christian Studies and then Religious Education.

- | | |
|--|---|
| <input type="checkbox"/> New Zealand Certificate in Christian Studies
(Level 5) stream | <input type="checkbox"/> New Zealand Diploma in Christian Studies (Level 6) stream |
| <input type="checkbox"/> Christian Ministry | <input type="checkbox"/> Christian Leadership |
| <input type="checkbox"/> Religious Education | <input type="checkbox"/> Pastoral Ministry |
| | <input type="checkbox"/> Religious Education |
| | <input type="checkbox"/> Theological Studies |

I am studying a different TCI qualification. Please select the correct qualification from the drop-down menu: select one

Scholarship Eligibility - Individual

TCI fees are below the cost of comparable courses. Our national qualifications are also eligible for interest free student loans. However, we recognize cost can be a barrier to access and thus have a limited number of scholarships available. There are three eligibility categories for the Common Good Scholarship:

- a. **Diversity:** People from under-represented groups, especially potential Māori and Pasifika students.
- b. **Hardship:** Students experiencing financial hardship.

Which type of Scholarship are you applying for: select from the drop-down list

Reason for applying

If applying under *Diversity*, please give a brief description as to your eligibility [Click here to enter text.](#)

If applying under *Hardship*, please give a brief description of your circumstance: [Click here to enter text.](#)

Any questions please email office@tci.ac.nz
Please email the completed form to office@tci.ac.nz

Mercy Centre
15 Guildford Terrace
PO Box 12243
Wellington 6144

Privacy Statement: Personal information supplied will be used for administrative and educational purposes and will not be shared with others.



THE CATHOLIC INSTITUTE
OF AOTEAROA NEW ZEALAND
Te Pūtahi Katorika ki Aotearoa

STUDENT COURSE EVALUATION: FACE-TO-FACE

Course Code/Title :

Start Date:

Lecturer:

Site:

Please mark the box/space that best describes your response to each statement below:

5= Strongly Agree; 4= Agree; 3= Unsure; 2= Disagree; 1= Strongly Disagree

STRUCTURE	5	4	3	2	1
1. The learning outcomes of the course were clearly stated					
2. The development of topics was coherent					
3. The assessment tasks were clear outlined and well constructed					
4. The assessment tasks were aligned to the learning outcomes					

STYLE & PRESENTATION	5	4	3	2	1
5. The key ideas and concepts of the course were clearly identified and effectively communicated					
6. The teaching stimulated my interest in the subject					
7. The lecturer(s) were approachable and willing to assist					

CONTENT & RESOURCES	5	4	3	2	1
8. The course content was relevant and well integrated					
9. The course content challenged me to develop new insights					
10. The resources were accessible and appropriate to course topics					
11. The level/range of resources was helpful in my learning					

STUDENT LEARNING	5	4	3	2	1
12. The assessment tasks allowed me to demonstrate what I had learned in this course					
13. I participated actively and contributed to the learning of the class					
14. The skills I gained in this course have helped me make connections in my work/role					
15. My experiences in this course have made me more confident in this subject area.					

Additional comments



THE CATHOLIC INSTITUTE
OF AOTEAROA NEW ZEALAND
Te Pūtahi Katorika ki Aotearoa

STUDENT COURSE EVALUATION: BLENDED/ONLINE

Course Code/Title :
Lecturer:

Start Date:
Site:

Please mark the box/space that best describes your response to each statement below:

5= Strongly Agree; 4= Agree; 3= Unsure; 2= Disagree; 1= Strongly Disagree

STRUCTURE	5	4	3	2	1
1. The learning outcomes of the course were clearly stated					
2. The development of topics was coherent					
3. The assessment tasks were clear outlined and well constructed					
4. The assessment tasks were aligned to the learning outcomes					

STYLE & PRESENTATION	5	4	3	2	1
5. The key ideas and concepts of the course were clearly identified and effectively communicated					
6. The teaching stimulated my interest in the subject					
7. The lecturer(s) were approachable and willing to assist					
8. The online environment was stimulating and easy to use					

CONTENT & RESOURCES	5	4	3	2	1
9. The course content was relevant and well integrated					
10. The course content challenged me to develop new insights					
11. The resources were accessible and appropriate to course topics					
12. The level/range of resources was helpful in my learning					

STUDENT LEARNING	5	4	3	2	1
13. The assessment tasks allowed me to demonstrate what I had learned in this course					
14. I participated actively and contributed to the learning of the class					
15. The skills I gained in this course have helped me make connections in my work/role					
16. My experiences in this course have made me more confident in this subject area.					

Additional comments

SECTION D: STUDY GUIDELINES

Websites

The following are excellent web sites. They cover the fields of theology, scripture, spirituality, religious education, church history, liturgy, world religions, Mary, church, sacraments, justice, morality, and social teaching

<http://catholic-resources.org/index.html>

<http://www.shc.edu/theolibrary/>

<http://www.religion-online.org/>

<http://www.torreys.org/bible/>

<http://www.historicjesus.com/maps/index.html>

<http://www.jcrelations.net/index.htm>

<http://www.creighton.edu/CollaborativeMinistry/online.html>

<http://www.ntgateway.com>

<http://www.united.edu>

<http://www.pbs.org/wgbh/pages/frontline/shows/religion/>

<http://www.jesuit.org>

<http://w2.vatican.va/content/vatican/en.html>

<http://www.gratefulness.org/>

<http://www.udayton.edu/mary/main.html>

<http://www.easterbrooks.com/personal/calendar/search.html>

Preaching

<http://www.domcentral.org/>

<http://www.textweek.com/>

New Zealand

<http://www.catholic.org.nz/>

<http://plone.learningmedia.co.nz/ngata/>

<http://www.maori.org.nz/>

<http://www.nzhistory.net.nz>

<http://www.natlib.govt.nz/index.html>

<http://www.stats.govt.nz/>

<http://www.tepapa.govt.nz/>

<http://www.dnzb.govt.nz/dnzb/>

Study techniques

Adapted from the Study Guide published by the University of Otago, Department of Theology and Religious Studies.

How to Read

When it comes to textbooks, there is a technique involved in coming to grips with a lot of new material in a relatively short time. The reading formula is: SIRE

S	Skim the chapter
I	Inquire
R	Read
E	Estimate

Skim the chapter. Turn first to the final page of the chapter, or journal article. It is here that the author often offers a summary of the chapter, or in the final paragraph he or she reviews the argument. Now look through the opening paragraph. How is the author going to tackle the subject? Next, quickly skim or scan the rest of the chapter, look out for sub-headings, illustrations or diagrams. What you are looking for is the main idea that will unlock the essential points of the article or chapter. Do this initial step as quickly as you can (3-4 minutes).

Inquire. Skimming should give you a general idea of what the chapter is about. Turn this main idea into a question. Write down this question so that you can keep it in mind as you begin the next step. This helps you to maintain focus.

Read. Push yourself as you begin to read through the chapter in detail, i.e., read faster than what is initially comfortable. You may want to underline or highlight the significant details. However, you must not mark any library/textbooks belonging to TCI. Just note the page number in a notebook with a detail beside it as to why it is important. If you don't do this, by the end of the chapter you may have forgotten where to find these points.

Estimate. Once you have read the chapter and noted the main idea and significant details, consider what you have learned. Did it answer the question you posed? Did it elaborate on the main idea and offer alternative viewpoints? This is the time when you can argue with the author and do comparisons and contrasts with other authors on the subject. It often helps at the end of estimate to skim read the chapter again and make sure you haven't omitted any important points.

Writing guidelines

NB Authenticity of assignments is of the utmost importance. Students must ensure that all assignments are their own. There must no copying and plagiarism is not allowed. Students will be asked to sign a cover sheet/authenticity form when they hand in their assignments

Read through the following guidelines before beginning to write. (See also <http://owll.massey.ac.nz/main/academic-writing.php>)

- Ensure that you **understand** what the assessment task requires. Ask your tutor for help if necessary.
- Keep to the **length** specified. Only 10% more or less than this length is acceptable.
- Look at the **marking criteria** to see how marks are allocated and use this information to plan how you will research and set out your assessment task.
- Attach the **cover sheet** which will be emailed to you, to the front of your work.
- Your **introduction** is crucial. In it you should indicate your understanding of the topic and the general way you propose to treat it. This means that you need to give a general statement about what you will be writing and where your arguments will take you. In other words, the marker should know what to expect in the body of your work.
- Use **paragraphs** in the body. Usually each paragraph should have one main point, idea or argument. These points/ideas, etc., need to be in logical order, each one representing a stage in the development of your work.
- **Link** paragraphs to ensure continuity and coherence. For example, you may finish one paragraph by writing: 'The next part of the essay will discuss McFadyen's (1990) explanation about what it means to

be Catholic.' Or, at the beginning of a new paragraph, you can say: 'After McFadyyn's (1990) explanation of what it means to be Catholic, I will now explore how I can apply this understanding to my everyday life.'

- **Write simply.** Do not use jargon. Avoid overlong sentences and repetition of words and ideas. Your **conclusion** should give a brief summary of the major points in your essay and should not include new information. You may want to give some recommendations, or suggest some new ways of looking at an issue.
- It is important that you read **published authors** to find out information required for your essay. You should not copy from a book or an article as if the ideas were your own. This is called **plagiarism**.
- Always acknowledge the sources you have used. This is called **referencing**. If you cannot cite the source then you must not use it.

Referencing guidelines

A method of referencing students may choose to use is the American Psychological Association (APA) system of citing and referencing the various sources you have used in your assessment tasks, i.e., books, articles, electronic resources, etc. You will find very helpful guidelines at <http://owl.massey.ac.nz/main/referencing.php>.

Basically there are two types of acknowledgement: **in text** and in the **reference list** at the end of your work.

In text citations

These identify the author, publication date and page of the ideas you have used in your work. For example, you may have read something in an article by Francis Brown on the use of silence within the liturgy and want to paraphrase it. You would write it like this:

According to Brown (2008, p. 9) there are four main reasons for silence during the normal Sunday liturgy...

Here is an example of what to do if you want to use the exact words of an author:

Unfortunately some liturgy committees seem to fear silence. Silence is an essential aspect of liturgical prayer. However, it is poorly understood. It is not a time for those present to engage in private devotion un-distracted by the liturgical action. Rather silence enables the gathered community to be brought more completely into the mystery of Christ's presence. (Brown, 1998, p. 89)

Note that, because it is a long quote (more than three lines), it is indented, does not have quotation marks and ends with a full stop followed by the bracketed details.

For a short quote, you use quotation marks around the actual quote and include it as you would a paraphrase. For example: Brown (2008) argues that 'silence is essential for full engagement in any liturgy' (p. 35).

Note that you put the page number at the end of the quote in brackets and that the full stop comes after the bracketed number.

Reference list

This is a list (titled References) of all sources cited in your assessment task. The list must be on a separate page at the end of your work. It is in alphabetical order and contains the complete publication details of all of the sources.

The bibliography at the end of your *Module Book* has examples of full publication details. For example:

- Bowe, B. E. (2003). *Biblical foundations of spirituality: Touching a finger to the flame*. Lanham, Maryland: Rowman & Littlefield Publishers Inc.
- Bryant, K. (2002). Called to holiness in baptism. In *All for love: A discernment journal* (pp. 40-44). Little River, South Carolina: NCDVD.
- Cody, P. (2004). *Seeds of the word: Nga kakano o te kupu*. Wellington: Steele Roberts.
- Conn, J. W. (1987). Spirituality. In J. Komanchak, M. Collins & D. Lane (Eds.), *The new dictionary of theology* (pp. 972-981). Dublin: Gill & Macmillan.

New Zealand Bishop's Conference. (1997). A guide to gender inclusive language in the Catholic Church. Retrieved from <http://www.catholic.org.nz/news/ix-view-article.cfm?ctype=BSART&loadref=51&id=113>

You can use other referencing systems if you prefer such as Chicago or Harvard. Both these methods use footnotes rather than in text citation. If you are interested in using this method (which is the more common method of referencing in theological studies) see:

http://www.chicagomanualofstyle.org/tools_citationguide.html

Please ensure you apply the system you use consistently.