



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

DISTANCE EDUCATION- STUDENT MANUAL 2020

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**The Catholic Institute
of Aotearoa New Zealand**
Te Pūtahi Katorika ki Aotearoa

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Tutors and Courses

Click on the link <http://www.tci.ac.nz/timetables> to see the timetable of courses offered in a particular diocese, online and distance including tutors teaching the courses.

Timetable 2020

SEMESTER 1		SEMESTER 2	
17 February	Semester 1 begins	13 July	Semester 2 begins
03 March	No late enrolments after this date	24 July	No late enrolments after this date
07 March	First journal submission due	31 July	First journal submission due
17 March	Last date for withdrawal from a course	08 August	Last date for withdrawal from a course
28 March	Second journal submission due	21 August	Second journal submission due
17 April	Third journal submission due	11 September	Third journal submission due
16 May	Assessment tasks due	9 October	Assessment tasks due
23 May	Course evaluation due	15 October	Course evaluation due
06 June	Semester Ends	30 October	Semester Ends

Assessment task due dates

16 May 2020 for students in the first semester
9 October 2020 for students in the second semester

General information

It is important that you read this *Distance Education Student Manual* in conjunction with the *Student Manual* for policies, procedures, forms, etc. Both manuals are available at <http://www.tci.ac.nz/studentmanual>.

Entry requirements

The 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) and *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:

- a proven ability to cope with tertiary education and motivation to learn at this level
- be at least 17 years old and have left school
- an interest in understanding the Catholic faith tradition more deeply

The student entry requirements for the *New Zealand Diploma in Christian Studies* (level 6) with strands in *Christian Leadership*, *Pastoral Ministry*, *Religious Education*,

- *New Zealand Certificate in Christian Studies* (Level 5) with strands in *Christian Ministry* and *Religious Education*

Or

- Evidence of equivalent work experience and study in a registered qualification to at least level 5 in Theology or Religious Education

Assessment requirements

You need to demonstrate competence in each course by completing and submitting assessment tasks. Each course receives one of the following grades:

Grades (%):	A+90-100	A 85 – 89	A–80– 84	B+75– 79	B 70 – 74	B– 65– 69
	C+ 60 – 64	C 55 – 59	C– 50– 54	D+45 – 49	D 40 – 44	E 0- 39

A total pass mark of at least 50% is required for course completion.

Course withdrawals

It is important that you communicate with your tutor. If you have not submitted any journals or have not been in contact with your tutor with an explanation, we would assume that you are no longer pursuing the course. So please make your presence felt and if you are no longer joining the course, make sure to inform your tutor about it BEFORE the withdrawal deadline.

Students who withdraw will have to pay the administration fees. (See [Student Manual](#))

Provision for assessment in Te Reo Māori and Tikanga Māori

You may submit your assessment tasks in Te Reo Māori. Please inform your tutor at the beginning of the course so that the necessary arrangements may be made.

Policies and procedures

TCI has many policies and procedures. You may request these at any time from the Head of Student and Business Support. Some are included in the Disclosure of Information to Students and all are in the *Student Manual* on our [website](#).

Reassessment / extensions/ moderation

Please ask your tutor. All relevant policies are on our website under [Admission-Enrolment](#).

Interest students

TCI encourages students to complete qualifications. However, if you want to enrol in a course for personal development, completing the assessment tasks is optional. The course will not be credited towards any qualification. Students who are not studying for a qualification are not eligible for the Common Good Scholarship.

Evaluation

Please complete the evaluation form by the timetabled date. You will be sent a link close to the time. If you do not have internet access, you will be mailed a form for completion. Please post it to TCI Evaluations, PO Box 12243, Wellington 6144. Evaluation is crucial to our on-going improvement. TCI also needs to report to various government agencies, including the Tertiary Education Commission and the New Zealand Qualifications Authority. Your tutor will not see any evaluations until all marked assessment tasks have been returned.

Study concerns

From time to time you may feel concerned about your progress. If you have any questions or issues about the course, please contact your tutor or the Distance Coordinator.

Student Guidance

If you need some guidance on your study options and progress, please get in touch with your tutor or Distance Coordinator. If necessary, you can contact or meet with the Acting Academic Dean, [Susan Wilson](#). (See [Student Manual](#) for Student Concerns and Student Guidance).

Māori and Pasifika Support

We have a Pasifika Engagement Officer, m.luka-lui@tci.ac.nz, 04-819 8380

Students with English as a Second Language

Help is available to students with ESOL and learning disabilities. This may include individual tutorials and study skills. Please discuss with your lecturer for required assistance.

Counselling Support

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

Assessment in Te Reo and Tikanga Māori

TCI offers the use of Te Reo Māori and Tikanga Māori in assessments 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.

Scholarships

An amount of money is available to offset 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.

Please see our website www.tci.ac.nz/fees for more information on scholarships and for an application form.

When you receive a scholarship, this comes with the expectation that you will finish the course along with the Assessments. If you do not pass the Assessments, the scholarship will be discontinued.

Students with Disabilities

Students with disabilities need to indicate 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 always be respected.

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

Tutorials

The Head of Student & Business Support will offer information about resources available at TCI for students who may require extra tuition or reading/writing assistance. Individual tuition is available on request.

Records

Your academic record is held by TCI. You may view your own academic record on request. You will receive a transcript of your record at graduation or at the completion of the qualification. You may also request one at any time from the registrar.

Privacy information

TCI may not give out information about you without your permission. Information about the disclosure of information to government bodies can be found in the enrolment package. Policies and procedures on privacy principles are available on the website www.tci.ac.nz.

Who to contact

I have changed my name or address	Registrar
I need to change the courses I'm enrolled in	Registrar
I don't think I can do the next course I'm enrolled in	Registrar
I want to know if my journal/assessment task was received	Tutor
I think I have missed a deadline	Tutor
I don't understand the assessment tasks	Tutor
I think my grade is incorrect	Tutor
I think I should withdraw	Tutor
I am going to withdraw	Tutor & Distance Education Coordinator
I am having trouble keeping up with the work	Tutor
I want to know the entry requirements and course information for another programme of study I am interested in	This is available on page 5 of this manual or contact the Registrar
Due to unforeseen circumstances, I cannot complete part of the assessment tasks	Tutor
I want to make a complaint	Tutor first, then Acting Academic Dean if not resolved. See the complaints policy
I want a copy of a policy	See Head of Student and Business Support
I want to know if my TCI diploma can be credited to a theology degree	Registrar
I want to know if TCI will award me credit for relevant prior learning/current competency	Registrar
I'm a teacher in a Catholic school and want to know about credit hours and Catholic Schools' certification	Diocesan RE Consultants
I want a copy of my transcript	Registrar
I want to apply for a scholarship	Registrar <u>and</u> www.tci.ac.nz/fees
I've failed my assessment task and I want to resubmit my work	Tutor
I want to know about fees	Registrar and www.tci.ac.nz/fees
I can't see the tutor's comments on my work	Tutor
I want to know about privacy issues/my records	Registrar
I want to see all my records	Registrar
I want to do more than one course per semester	Registrar
I'm confused about how long my answers to the journal questions should be	Tutor
My tutor hasn't acknowledged receiving my work	Tutor first, then the Distance Education Coordinator

My tutor hasn't returned my journal within the suggested timeframe	Distance Education Coordinator
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Studying by distance

How to begin

Begin by reading the course description at the front of your *Module Book* to see what the course is about. Also, look at the assessment task(s) and the marking schedule to get a general idea of the end of the journey. You will see that your *Module Book* consists of six modules, each divided into about five to eight sections.

Course reader and module book

Run your eye over the index page of your *Course Reader* to get a sense of the material you will be reading throughout the course. Note that it, too, is divided into modules. At the end of each section of each module in your *Module Book*, you are asked to read various articles found in the *Course Reader* before moving on to the next section.

Journal

At the end of each module, there are some questions to answer (usually four). **THESE ANSWERS ARE A COMPULSORY PART OF THE COURSE.** Generally, one or two well-thought-out paragraphs are enough to answer each question. For the first two modules (three for Level 6 courses), type your answers to the questions in a WORD document. Save your work using this particular file name: **CourseCodeSurnameJournalNumber** (Example: **TH501SmithJ1**). This will help your tutors to easily identify and sort your submissions from the other students and from the other emails that your tutors may receive. Then email your Journal as an attachment to your tutor. (You may handwrite and post your work if necessary). Your tutor will try to acknowledge emailed work within 24 hours. If you do not hear from your tutor and are worried that your work has been lost, contact your tutor first and, if necessary, the Distance Coordinator. Please make sure your name is on your work as sometimes email addresses differ greatly from actual names.

Timetable

Look at the timetable on page five to see when your journal is due. You may find it helpful to copy these dates into your own electronic calendar. Generally, you will have three weeks to complete each journal. Contact your tutor if you need more time.

In most cases, your tutor will use TRACK CHANGES or TRACKING to comment on your work and send it back to you within a couple of days. To read the comments, open the attachment. Then make sure your TRACK CHANGES or TRACKING facility is turned on.

Repeat the journal process to work through the next set of modules and submit Journal Two. Journal Three consists of the answers to questions at the end of the last two (three) modules.

Your tutor does **not** grade your Journal but its completion is a course requirement. It is the equivalent of being physically present in a classroom. Its purpose is to help you achieve the learning outcomes through formative assessment and tutor feedback.

Keeping track

You may find it helpful to set up a distance education folder in your email Inbox. That way you can keep track of the various messages about your study.

Coping with deadlines

As someone who perhaps has a fulltime job, family responsibilities and many other commitments, you may find that you are really behind with your study and want to give up. Don't panic! Instead, break your work up into small, manageable steps and send it to your tutor as you complete each question. This will help you feel as if you are making progress and achieving something.

Copyright

You are, basically, the creator and owner of the resources you develop within the course. This refers to your essays, reports, PowerPoint presentations, etc. Within your work, you must have drawn from the wisdom of other authors, in which case you must acknowledge them, as underpinned by the section on Academic Misconduct and Plagiarism.

Similarly, the Course Materials used in your class(es) belong to TCI. They have been developed by the tutors and staff of TCI for the purpose of teaching. These Course Materials are owned by TCI, thus, if you aim to use them outside the course for your work or ministry, you need to ask the permission of TCI through your tutors and acknowledge TCI in your presentation.

Read more about Copyright policies in New Zealand

<https://www.iponz.govt.nz/about-ip/copyright/#copyright-users>

<https://www.copyright.co.nz/understanding-copyright/elearning>

Successful Distance Learning

Some people think distance learning does not take too much time because you can learn at your own pace. Although you have more control over your time, it takes discipline to progress through your learning. To be successful with distance learning there are four habits you need:

- Time management- You need to set aside at least 10 hours a week to read the module and the corresponding readings (from the Book of Readings) and to answer the Journal Questions. It is best to break down those 10 hours into bite sizes of 2 hours per day. If you keep to a regular schedule, it will become easier as it turns into a habit. Here are some best strategies shared by Distance Learners:
 - Skim the ENTIRE Module Reader to scope the topic. Begin by reading the Course Title—what does it say? Some of them are posed as a statement to capture the essence of the course (e.g. TH501 What Catholics Believe). The entire learning journey is woven around answering that question. By skimming you try to get an overview of how the course answers the questions through the topics and reading suggestions.

- Make a note of the dates for Journal submissions. Each Journal will consist of 2 Modules. The deadlines are around 3-4 weeks apart, which gives you around 1.5 weeks to do a module.
- As you read and take notes on the Modules and the Readings, try to build on your answers to the Journal Questions.
- Make a draft of your answers, then give it some “brewing time” before you finalise it. Reflect on the questions and your answers. This is not an examination of your intelligence. Remember, these questions are about your faith journey, even if the questions are, for example, about the history of the Church, these are not distant and objectified facts. Everything you learn in your courses is personal to your identity and mission as a Catholic and Christian. An **A** is good, but our learning occurs when we are transformed by what we learn.
- Submit your Journals (and Assessments) on the due date, by email if possible, to your tutor.
- Meet deadlines- Particularly with the submission of Assessments, if you have a problem, get in touch with your tutor at least 5 days before the due date. Please keep in mind that an extension is additional work for your tutor, who will have other work commitments. So try to submit your journals and assessments on time.
- Communicate - If you don't know or are not sure of something--**ASK**. If you have any concerns--**ASK**. Feel free to ask your lecturer or the Distance Coordinator.

Writing Guidelines

NB: Authenticity of assignments is of the utmost importance. Students must ensure that all assignments are their own. There must be no copying. Plagiarism is illegal.

Read through the following guidelines before beginning to write:

1. Read the Assessment Task and make sure you understand the instructions. If not, ask your tutor. The earlier you clarify this, the better.
2. Watch the word-limit; you can only go 10% over the limit. The limit is a good way to focus your writing on what the question is really asking.
3. Look at the marking criteria to see what is expected of you and how much weight is given to each aspect of your answer.
4. Your introduction sentence will be an overview of your answer, it will show you understand the assessment task and set the tone for your arguments/discussions.
5. Write simply; avoid jargon or overlong sentences. Focus on answering the question.
6. Make sure you have a conclusion that wraps up your ideas. This could be a brief summary of the major points of your essay. You can also include some recommendations.
7. Always acknowledge the sources you have used. If you cannot cite the source then you must not use it.

Referencing guidelines

Students at TCI can use either footnote (e.g. Chicago or Turabian) or in-text referencing (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.

The University of Waikato gives some useful guidelines in applying APA referencing (see <https://www.waikato.ac.nz/library/study/referencing/styles/apa>).

Basically, there are two types of acknowledgment: **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 <https://www.catholic.org.nz/about-us/bishops-statements/gender-inclusive-language/>