



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

QUALITY MANAGEMENT SYSTEM

2014

NZQA is Highly Confident in the Educational Performance and is Confident in the Capability in Self-assessment of TCI (External Evaluation and Review, 2010) placing TCI in NZQA's top category, Category 1.



Catholic Institute of Aotearoa New Zealand

Te Pūtahi Katorika ki Aotearoa

Vision

The Catholic Institute of Aotearoa New Zealand is a centre for Catholic tertiary education and enquiry within the culture of Aotearoa New Zealand and its Catholic heritage, which assists in the education and formation 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 will:

- 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

The Catholic Institute of Aotearoa New Zealand is registered as a Private Training Establishment
by the New Zealand Qualifications Authority under the provisions of the Education Act 1989
and its subsequent amendments.

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SECTION A

ESTABLISHMENT DETAILS

1. Establishment Name

The establishment's name is appropriate

Catholic Institute of Aotearoa New Zealand Te Pūtahi Katorika ki Aotearoa.

2. Delivery Sites

NATIONAL OFFICE

Mercy Centre
Level 1, 15 Guildford Terrace
PO Box 12243
Thorndon
WELLINGTON 6144

Tel: 04 819 8380
e-mail: office@tci.ac.nz
web: www.tci.ac.nz

TEACHING SITES

WELLINGTON ARCHDIOCESE

Catholic Centre
22-30 Hill Street
PO Box 1937
Hill Street
Thorndon
WELLINGTON 6140

Teaching Site for Catechetical Studies

Victoria University of Wellington College of Education
P O Box 17 310
Donald Street
Karori
WELLINGTON 6012

St Peter Chanel Church Centre
1 Shanly Street
UPPER HUTT 5018

Temporary Sites

Connolly Hall
40 Hill Street
WELLINGTON 6011

AUCKLAND DIOCESE

St Columba Centre

Private Bag 47914
40 Vermont St
Ponsonby
AUCKLAND 1144

Pompallier Centre
30 New Street
PONSONBY 1011

Temporary Teaching Sites

St Anne's School Manurewa
124 Russell Road
PO Box 97241
South Auckland Mail Centre
MANUKAU 2240

Pompallier College, Whangarei
PO Box 10042
Te Mai
WHANGAREI 0143

McAuley High School
29 High Street
Otahuhu
AUCKLAND 1062

Monte Cecilia Catholic School
72 Hillsborough Road
Mt Roskill
AUCKLAND 1004

St. Francis Catholic Primary School
2 Montrose Street
Pt Chevalier
Auckland 1022

HAMILTON DIOCESE

Chanel Centre
PO Box 4353
51 Grey Street
HAMILTON EAST 3247

St John's College
PO Box 11086
85 Hillcrest Road
Hillcrest
HAMILTON 3251

Temporary Teaching Sites

St Mary, Star of the Sea Parish Centre
Cnr Campion and Gladstone Roads
PO Box 1151
GISBORNE 4040

Campion College
41 Campion Road

GISBORNE 4040

John Paul College
Whitworth Rd
PO Box 5040
Rotorua West
ROTORUA 3044

Aquinas College
183 Pyes Pa Road
TAURANGA 3173

PALMERSTON NORTH DIOCESE

Palmerston North Diocesan Centre
Private Bag 11012
33 Amesbury Street
PALMERSTON NORTH 4442

Teaching Site for Catechetical Studies

Massey University College of Education
Hokowhitu Campus
Private Bag 11 222
PALMERSTON NORTH 4442

CHRISTCHURCH DIOCESE

Christchurch Catholic Education Office
Catholic Cathedral College site
62 Ferry Road
PO Box 4544
CHRISTCHURCH 8140

John Paul II High School
10 Alexander Street
PO Box 160
GREYMOUTH 7840

Roncalli College
Wellington Street
PO Box 138
TIMARU 7940

Teaching Site for Catechetical Studies

Canterbury University College of Education
20-28 Dovedale Avenue
Ilam
Private Bag 4800
CHRISTCHURCH 8140

Temporary Teaching Sites

St Thomas' Centre
12 Mountain View Road
Glenwood
TIMARU 8145

St Joseph's School
Wilkin Street
Temuka 7920

DUNEDIN DIOCESE

Holy Cross College Formation Centre
89 Church Street
MOSGIEL 9024

St Margaret's College
333 Leith Street
Dunedin 9016

The national administrative office of the Catholic Institute of Aotearoa New Zealand (TCI) is situated on the first floor of the Mercy Centre complex on Guildford Terrace.

The delivery of courses for the various programmes offered by TCI is held in New Zealand Qualifications (NZQA) registered teaching sites across the country.

Some of the courses for the delivery of the **Certificate in Catechetical Studies** are held at Victoria University College of Education, Canterbury University College of Education, Massey University College of Education, and Waikato University College of Education. Learners studying towards this qualification also have the option to attend face to face taught courses at the teaching sites in their region, and/or study the academic courses through distance education.

A limited number of courses towards certificate and diploma programmes can also be offered at temporary teaching sites to provide access to learners who do not live in major centres.

TCI's national office is well appointed. Facilities include a networked computer system, photocopiers, printers, etc. There are a notebook and iPad for office use. The Executive team have adequate library resources in their offices.

Full time teaching staff members across the country have their own computers, access to shared drives, including the Student Management System, and their own library resources. This facility is extended to contracted teachers in Palmerston North, Christchurch and Dunedin.

The Staff at TCI have strong links with the national Catholic agencies, including the New Zealand Catholic Education Office, Caritas, the Office of the Vicars of Education, the Catholic Schools Boards, chaplaincies, social services, etc.

Staff members at TCI are committed, motivated and innovative, and are prepared to explore alternative ways of achieving TCI's goals and delivering the curriculum to enhance students' learning outcomes. They are supportive of, and committed to, Catholic values, and there are clear expectations of the programmes and the liturgical life of TCI.

All teaching sites are well appointed and have the necessary equipment for teaching purposes, including data projectors and use of Moodle. The Wellington site has Mimio which is an interactive whiteboard.

3. Legal Status of Applicant

The establishment or the governing body of the establishment is a body corporate.

Catholic Institute of Aotearoa New Zealand is a Charitable Trust. The trustees comprise the six Catholic Bishops of New Zealand. The Trust was formed in 2011.

Up to 2011 TCI was part of a body corporate, one of a number of entities operating as divisions of the Catholic Archdiocese of Wellington, the head of which is the Archbishop, (currently) John Dew. The Archbishop has the capacity to act as a corporation sole by virtue of a series of Acts of Parliament, the ***Roman Catholic Bishops' Empowering Bill***, dating back to 1886. Legislation has consolidated this in the ***Roman Catholic Bishops' Empowering Act***, 1997.

Memoranda of Understanding with all the Catholic Bishops enabled TCI to offer its provision across the country since it was registered as a Private Training Establishment (PTE) in 1998.

The first stage of the transition of ownership to the Trust was the change of name from Wellington Catholic Education Centre (WCEC) to Catholic Institute of Aotearoa New Zealand in late 2010. The second stage was to transit to the new entity.

2011 was the transition year and above all else, consistency was maintained with no change to the delivery of our programmes, to Learning and Teaching, and with no impact to the learners. The Catholic Institute has continued the tradition of quality theological and education provision which have been the hallmarks of the PTE, priding itself on the high standards and quality learning that our students have come to expect. TCI has managed the impact of the changes easily since the new entity made formal, to a great extent, what was already in place.

The trustees have no arrangements with any other body, or any overseas interests, that will conflict with the Catholic Institute's educational focus or that are incompatible with its education and training, purposes and goals. (Conflict of Interest Statutory declarations have been submitted to NZQA prior to the 29 February 2012 and no change advised by the due date in 2013).

The Catholic Institute continues to meet requirements of registration, accreditation and approval.

During the transition period, there was no change to the permanent staff and all contracted teachers were also retained. The Catholic Institute is blessed with an inordinately highly qualified staff and this remains one of the best resources of the organisation.

In addition, the new ownership has the advantage of bringing to the Catholic Institute the full resources of the Catholic Bishops of New Zealand.

These resources include the incorporation of two national Catholic agencies, these being the National Centre for Religious Studies (NCRS), and the Nathaniel Centre, New Zealand's Catholic Bioethics centre of the Catholic Church. The two offices have historically been resources for the compulsory Catholic Integrated schools in New Zealand and the research arm of the Church respectively. The work of these agencies is closely aligned to the provision of the PTE and its learner base, and the synergy that these agencies bring will be significant resources as we consolidate our programmes of learning and develop other areas of study and research that meet the needs of the Catholic Church.

The governing body of Catholic Institute of Aotearoa New Zealand are the Roman Catholic Bishops of New Zealand. As a governing body, they normally exercise their authority through the TCI Council.

The following pages demonstrate the relationship of TCI to its governing body, which is documented in the:

- a. the vision statement
- b. the Trust Deed of the Catholic Institute of Aotearoa New Zealand Te Pūtahi Katorika ki Aotearoa. The trustees comprise the six Catholic Bishops of New Zealand.
- c. The Constitution of the Council.
- d. Strategic Plan

These documents are available and are held with Director, TCI, and the Head of Student and Business Support.

Vision Statement

The Catholic Institute of Aotearoa New Zealand is a centre for Catholic tertiary education and enquiry within the culture of Aotearoa New Zealand and its Catholic heritage, which assists in the education and formation 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 will:

- 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

4. Ownership and Organisational Structure

The ownership and governance of the establishment is clearly identified.

Responsibilities, authorities and lines of reporting and accountability are clearly defined and understood by those concerned.

Some of the information required is supplied in the Constitution. The following pages demonstrate:

- ❑ the governing body, that is the Trustees and their delegates, the TCI Council
- ❑ the body, through which the Trustees exercise their authority, that is management personnel and their respective duties
- ❑ teaching staff
- ❑ nature and extent of other activities of the governing body.

Governing Body

The Trustees – the six Catholic Bishops of New Zealand
TCI Council

Information on the governing body is held with the Head of Student and Business Support

Management – 2014-15

Director, TCI; Head of Learning and Teaching
Professor Anne Tuohy

Head of Partnerships; Director NCRS
Dr Chris Duthie-Jung
Associate Director NCRS, Curriculum
Anne Kennedy

Head of Research and Advocacy; Director Nathaniel Centre
John Kleinsman

Head of Student and Business Support
Aruna Lata

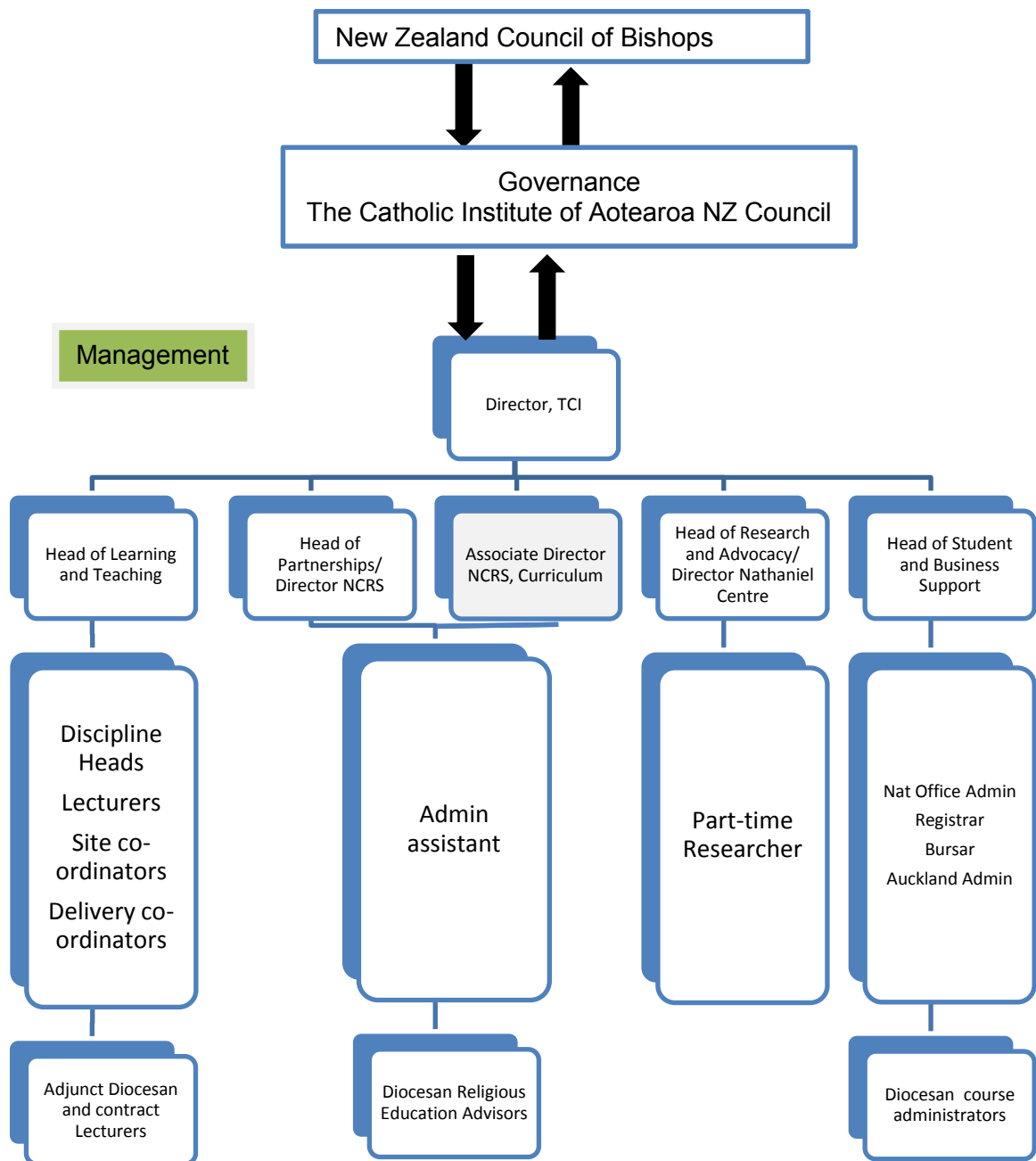
Note: Further details of regional site coordinators and teaching staff across all sites refer to Section C. Details are also held elsewhere in relevant documents.

Responsibilities, authorities and lines of reporting and accountability

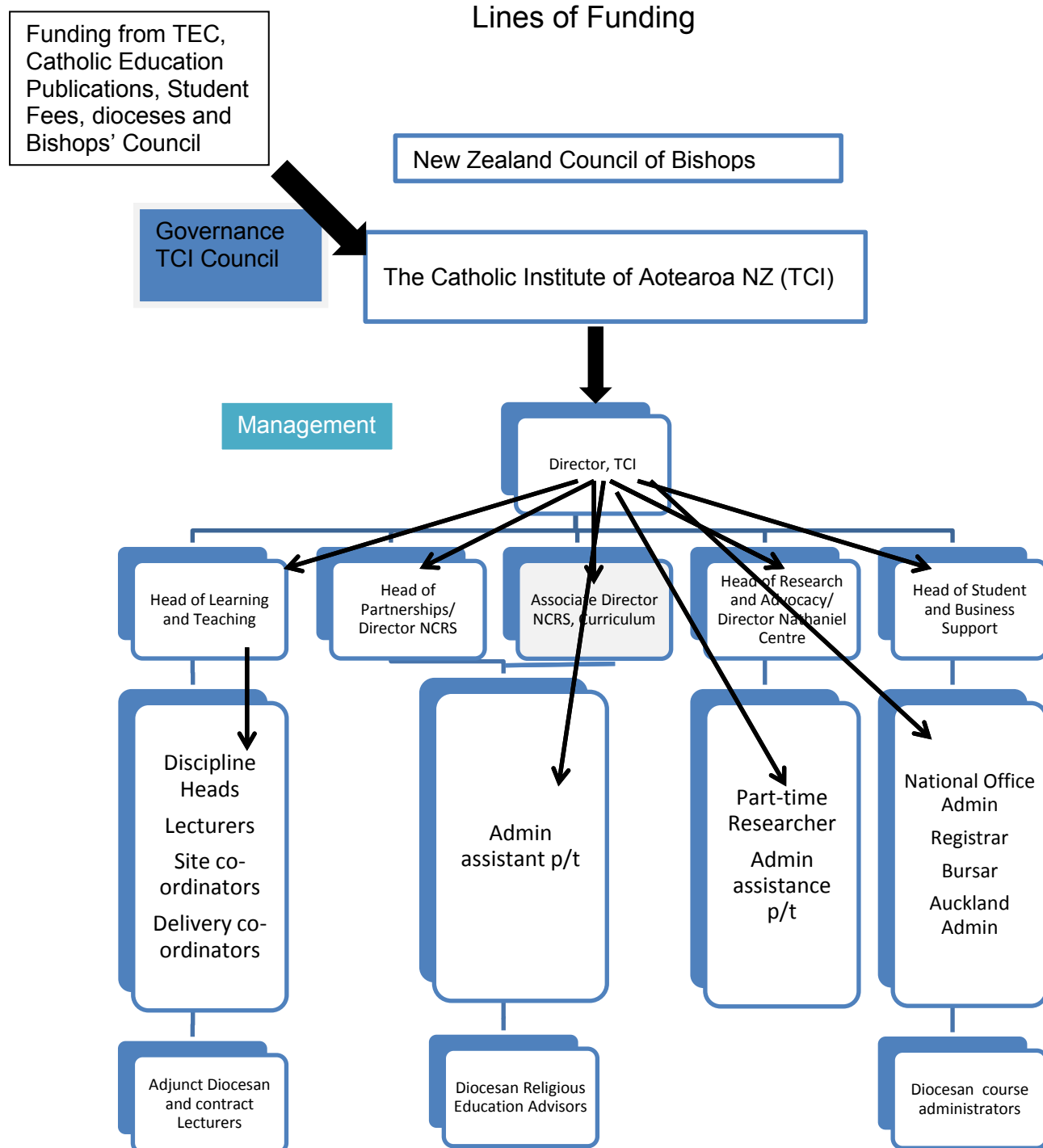
The following organisational charts demonstrate governance, management, administration and teaching staff.

These organisational charts include responsibilities, authorities, lines of reporting and accountability, and lines of funding.

Lines of Reporting and Accountability



Lines of Funding



SECTION B POLICIES AND PROCEDURES

5. Purpose and Goals

The purpose of the goals - the kaupapa - of the establishment is clearly defined in a written statement approved by the governing body.

The purpose and goals relate primarily to education and training.

The purpose and goals of the Catholic Institute of Aotearoa New Zealand are set out in the following documentation:

- ❑ The Trust Deed of the Catholic Institute of Aotearoa New Zealand Te Pūtahi Katorika ki Aotearoa
- ❑ The Constitution of the Council
- ❑ The Strategic Plan 2011 – 2015
- ❑ The Annual Investment Plan (TEC)

These documents are held with Director, TCI and the Head of Student and Business Support.

VISION

The Catholic Institute of Aotearoa New Zealand aims to be a centre for Catholic education and inquiry within the culture of Aotearoa/New Zealand and Catholic heritage.

TCI is a national Catholic tertiary provider with a mandate to study significant issues for the Church and in theology and to be a strong presence in the Church's mission in society, as well as providing qualifications for teachers, chaplains and other pastoral ministries.

TCI has a commitment to providing learning in a range of formats to meet the needs of its students in all parts of New Zealand. It plans to be a tertiary institute which uses technology to enhance its ability to meet the needs of people in the Church and its ministries.

Context

TCI is committed to supporting the Catholic Bishops of New Zealand as the principal teachers and leaders within their Dioceses. It intends to respond actively and positively to the external needs arising from parishes and school communities, educational developments, the geographical nature of the Dioceses, and to respond to equivalent needs within its capacity. It shall endeavour to hand on faithfully the traditions and teachings of the faith, and it seeks to make available the study of various disciplines that fall within Catholic education.

TCI shall operate within the context of the overall mission of the Catholic Bishops, that is, to be challenged to follow Christ by celebrating God in our lives, sharing our faith, growing in community and working for justice and peace. In accordance with Catholic social teaching (Synod: Bicultural Relationships, 1988-89), it is committed to respect and enhance understanding of te Tiriti o Waitangi, and is therefore committed to a bicultural society and a bicultural church. See Memorandum on bicultural relationships, below.

General Aim

TCI aims to provide Catholic education through:

- ❑ certificate Level
- ❑ diploma Level
- ❑ degree Level
- ❑ modes of taught and distance education of delivery.
- ❑ reasonable access for all learners
- ❑ continuing education
- ❑ professional development of teachers in Catholic integrated schools
- ❑ programmes in parishes

Goals

The goals of TCI are:

1. To oversee the effective functioning and internal cohesiveness of TCI including teaching sites in the various regions.
2. To provide formal courses of study on Sacred Scripture, Theology, Church History, Sacramentology, Religious Education, Pastoral Ministry, Pastoral and Educational Leadership and other areas such as Māori Spirituality, Family Life Education, Christian Ethics, Catholic Social Teaching, Liturgy, Personal Growth and Christian Leadership.

3. To provide professional development in Religious Education to teachers in Catholic integrated schools, to provide support to teachers and teacher trainees, and to provide training to Boards of Trustees regarding Special Character, appraisal and Catholic Character review.
4. To continue to develop further programmes of study and modes of delivery to meet the needs of stakeholders in the Wellington Archdiocese primarily, and nationwide.
5. To provide leaders and aspiring leaders of Catholic integrated schools and other similar institutions with the necessary qualifications, including the Master of Educational Leadership, awarded by Australian Catholic University.
6. To assist strategic planning in parishes and to help parishes in running and maintaining parish programmes.

In its method, TCI shall endeavour to deliver the above by striving to take account the following perspectives:

- ☐ Māori
- ☐ European New Zealand
- ☐ Other ethnic groups
- ☐ Female
- ☐ Male
- ☐ National (local) and international
- ☐ Current educational initiatives
- ☐ Church teachings and initiatives
- ☐ Ecumenical.

TCI will have a strong student-centred approach:

1. The principles of adult learning theory should underlie teaching methods.
2. Catholic education should be made accessible to students by innovative choice of time, place of lessons and alternative modes of delivery.
3. Teaching staff should be recruited, knowing the requirements of full-time, part-time and contracted work, evening classes, day classes (holiday courses), weekend classes, distance learning, and travel involved.
4. Staff should be competent in their field of expertise, able to be part of a team, and able to communicate with students.
5. The staff should come from a Catholic background. They must be qualified in pedagogical expertise and show integrity in doctrine (Canon Law 810). They must be prepared to teach under the leadership of the Catholic Bishops of New Zealand.
6. Staff should be willing to review and evaluate courses regularly and according to the needs of the courses offered.
7. Staff should be willing to encourage students to review and evaluate their courses.
8. Staff should be willing to promote values of justice and excellence, and should provide no barriers to learning but rather they should identify, analyse and commit themselves to addressing and resolving them.
9. The overall composition of the staff should be recruited taking into consideration the spirit of the Treaty of Waitangi and equity when possible.

Bicultural Relationship: 1988-89 Synod

From: A Memorandum from the Vicar for Education, Fr John O'Neill, July 1996.

On page 167 of the Synod Decrees it is stated that the Synod:

Urges Boards of Trustees of schools within the Archdiocese and all charged with any aspect of education within the Church to recognise:

- (a) *The importance of knowledge and understanding of the Treaty, and of study of subsequent history and Treaty issues in New Zealand.*
- (b) *The importance of providing opportunities for all to study Māori language and culture at a level appropriate to them.*

These decrees have been implemented as follows:

1. Schools are required by the Education Act 1989 to develop policies and practices that reflect New Zealand's cultural diversity and the unique position of Māori culture.

The New Zealand Catholic Education Office issued a paper to assist Boards of Trustees in preparing these policies and practices. This paper was re-issued as part of the *Handbook for Boards of Trustees of Catholic Integrated Schools*.
2. The Education Act also requires schools to take all reasonable steps to ensure that instruction in Tikanga Māori and te Reo Māori are provided for students whose parents ask for it.

The Education Review Office reports that most Catholic schools are fulfilling both these requirements of the Act and it is brought to their attention if they are not.
3. Boards of Trustees training conducted by the TCI had workshops on the Treaty of Waitangi.
4. Papers on bicultural relations and Māori spirituality are being introduced into courses conducted by the TCI which prepare candidates for Diplomas in Religious Education, Pastoral Ministry and Theological Studies.
5. The recently published national curriculum statement in Religious Education for Catholic Schools gives full weight to Tikanga Māori.

SECTION C

QUALITY MANAGEMENT SYSTEM

6.1 Coherent Quality Management System

There is a coherent quality management system of organisational structures, responsibilities, procedures and resources for setting and implementing quality policies. The system includes mechanisms for evaluation.

This system ensures the provider has the capability to establish and maintain an environment fit for delivering education and training to specified standards.

Introduction

TCI is a provider in several areas:

- Adult Education
- Religious Education Studies
- Pastoral Ministry Studies
- Theological Studies
- Leadership Studies

TCI at present offers Diploma and Certificates in the following:

- Diploma in Religious Studies with strands in:
 - Religious Education
 - Pastoral Ministry
 - Theological Studies
- Diploma in Pastoral Leadership
- Diploma in Scripture Studies
- Certificate in Catechetical Studies in collaboration with Victoria University of Wellington, University of Canterbury College of Education, Massey University and Waikato University
- Certificate in Catholic Youth Ministry
- Certificate in Pastoral Ministry
- Certificate in Pastoral Ministry (Hospital)
- Certificate in Pastoral Ministry (Prison)
- Certificate in Leadership in a Catholic School

TCI offers most of its programmes of studies through face to face and distance education modes of delivery.

TCI, through Australian Catholic University, facilitates a Master's degree programme. TCI is an off-shore teaching site for the Australian Catholic University for the award of:

- Master of Educational Leadership

With the integration of the National Centre for Religious Studies (NCRS), TCI provides national coordination of Religious Education in Catholic schools, produces programmes and resources for Religious Education in New Zealand and promotes courses designed to increase understanding and promote a mature faith including *Walk by Faith*.

The integration of Nathaniel Centre – the New Zealand Catholic Bioethics Centre – TCI offers educational opportunities in bioethics, acts as an advisory and resources centre in bioethics, publishes articles and information and carries research and takes action to support the Church's pastoral response to bioethical issues in the community.

When the Targeted review of qualifications for the Theological sector is complete, and TCI is applying to register all programmes, TCI will apply to the Authority for approval and accreditation of the following programmes of study if there is stakeholder and learner demand and need:

- ❑ An additional strand in Scripture Studies to the Diploma in Religious Studies
- ❑ Certificate of Pastoral Ministry (exit Certificate at the 100 level from the Diploma in Religious Studies)
- ❑ A post graduate qualification in Religious Studies
- ❑ Other qualifications that arise from stakeholders' needs.

Policies

1. The following information sets the quality goals of TCI. This shall be consistent with TCI's Vision and the Strategic Framework.

The quality goals are the provision of:

- an environment which best facilitates the learning process
 - organisational structures and administrative systems which support the educative goals of TCI
 - highly skilled and well-qualified teachers who manage the learning environment in ways which best meet the students' needs
 - procedures which ensure the on-going evaluation and consequent improvement of goals, structures and systems.
2. TCI has a management system for setting and implementing co-ordinated policies and for evaluating policies and procedures. Refer to Policy Making.
 3. The quality management system is based on current structures, responsibilities, procedures and resources. A review procedure is set in place. Refer to the Strategic Plan
 4. The quality management system is clearly documented so that all staff members are able to share a common understanding of how the system operates and their place in it.
 5. All teaching sites are covered by the same management systems.

Procedures

1. There is a quality document which outlines the goals of TCI and the systems for meeting NZQA registration requirements. Copies rest with Director, TCI and Head of Student and Business Support. Relevant information is contained in the Lecturer Manual and the Policy Manual.
2. Ultimate responsibility for the quality management system (including TCI's planning of a general nature) lies with Director, TCI, the TCI Council and the Governing Body.
3. Quality management policies for the purposes of the Private Training Establishment (PTE) are set by the Academic Board or its equivalent.
4. Committee co-ordination of quality policies is achieved through Director, TCI and the Head of Student and Business Support. They ensure that all staff participate, understand, own and implement policies, procedures and evaluation mechanisms.

This leadership is exercised through a regular schedule of meetings:

- Staff meetings bi monthly
 - Faculty staff meetings (one annual professional development forum) and any other meeting as required.
 - The Head of Learning and Teaching or a delegate holds teaching site meetings as required.
 - Other meetings are convened as required.
5. These meetings act as a forum for discussion on quality matters, and receive submissions arising from staff members, student needs, financial and property needs. These submissions can be made to Director, TCI and where it relates to quality systems, curriculum, quality assurance and delivery of programmes, to the Head of Student and Business Support.
 6. Endorsement of all quality management procedures is the responsibility of the governing body after consultation with Director, TCI and the Head of Student and Business Support. Monitoring the implementation of policies is also the responsibility of Director, TCI and the Head of Student and Business Support.
 7. Director, TCI and the Head of Student and Business Support set documentation requirements in consultation with staff. These requirements include: policy statements, evaluation processes, minutes of reports of staff meetings, and other reports as required.
 8. The processes for changing policies and procedures include:
 - three-year evaluation cycle
 - submissions to Director, TCI
 - submissions by staff to any of the meetings outlined in procedure No. 4
 - discussion of procedure at any of these meetings
 - endorsement of changed policy by the Academic Board or its equivalent when required.
 9. Director, TCI is responsible for communicating policy change to other staff members. With policies specific to areas, such as schools, parishes, etc, the Manager/Adviser for that area will be deemed to be the liaison staff member to communicate policy change to other members of staff, along with Director, TCI.
 10. The Head of Student and Business Support is responsible for communicating policy change in matters relating to quality management systems, quality delivery and evaluation of programmes and policy change to students.
 11. Director, TCI and Head of Student and Business Support ensure staff views are part of the decision-making process.
 12. Teaching sites and temporary sites follow quality management systems of TCI.

Evaluation

The evaluation of the quality management system takes place in conjunction with TCI's Review Process outlined in the Strategic Plan.

THE CATHOLIC INSTITUTE OF AOTEAROA NEW ZEALAND REVIEW PROCESS

TCI regularly goes through the process of self-review and self-assessment as a measure of evaluating the effectiveness of policies and programmes and continuous improvement.

This process is done on a formal as well as informal basis. Formally, this review was conducted through the WCEC Annual Plan. There has been a time of transition since the formation of the TCI Council and the appointment of a new Director. The Strategic Plan has provision for such a review.

On-going review of courses has carried on. Also refer to Policies on Evaluation at the end of this section and for Appraisal forms in Appendix i.

Informally Director, TCI meets with members. The review is also done by regular consultation with each other as well as similar agencies in other dioceses to ensure that TCI is adopting the best practices available. The relatively small number of staff employed makes this informal review easy to conduct as well as valuable.

Moreover, each member of the staff is an expert in their own field, making the informal review and the consultation with similar agencies a valid part of the review process.

The structure of the staff meetings also ensure that any needs identified through informal processes are dealt with and minuted.

Procedures

1. Director, TCI reviews the goals in the Strategic Plan annually.
2. Staff review the goals in the Strategic Plan annually.
3. Staff meet individually with Director, TCI to discuss goals, their implementation and outcomes. This is done during the performance review and also on a regular informal basis.
4. Teaching staff Appraisal consisting of self-review, peer review and observation. Refer to Teaching Staff Appraisal.
5. Director, TCI monitors the outcomes of the goals as set out in the Strategic Plan.
6. Professional Development. Refer to Professional Development Policy and Professional Development Procedure at the end of this section.
7. Departmental review. Departmental reviews are submitted to Director, TCI once a year and incorporated into a major report. Reporting is also conducted during staff and departmental meetings.
7. Policy review. Staff review policies on a three year cycle or as necessary.
9. Department and staff meetings have open agendas which give each member the opportunity to discuss and examine current practices and policies. When the case arises for a more systematic review, a team is set up to work on it.
10. Curriculum reviews are carried out by the Academic Board or its equivalent, in consultation with Director, TCI and the Head of Student and Business Support, and with the lecturer in charge of the specific area, such as Theology, Scripture, etc. and/or with the programme co-ordinator.
11. Equal Employment Opportunity review. TCI's objectives for equal employment opportunity are reviewed prior to the appointment of new staff.

12. Informal reviews are generated by community, staff or student concerns or complaints, and may lead to a review of policies or practices at any time. See Complaints, Grievances and Appeals Procedures for Students at the end of this section.
13. Student review. An Evaluation Form is given to all students for every course to involve them in the review process. Also refer to Policy on Student Feedback at the end of this section.
14. Course reviews. Lecturers review their own courses, taking into consideration organization and administration, methodology, student body, barriers to learning, and resources. These are reviewed by the Discipline Heads. A Lecturer Course Review form is available in the Lecturer Manual.
15. Assessment reviews. Requests from students for re-assessment of mark appeals are carried out in the first instance by the lecturer, then the Head of Student and Business Support, then Director, TCI as required.

POLICY MAKING

Rationale:

For TCI to be efficiently run, it is necessary that policies are written and that these reflect the intentions of the Mandate, the Strategic Plan and the Mission Statement. Key issues will be identified and expressed as a written policy, which will show how the intended outcomes of the Strategic Plan are to be achieved.

Purposes:

1. To identify the purposes to be achieved and broad guidelines by which they are to be achieved.
2. To provide simple documented statements of TCI's policies to inform staff and students.
3. To provide reference statements for all personnel to ensure consistency.
4. To provide information where TCI stands on an issue at any particular time.

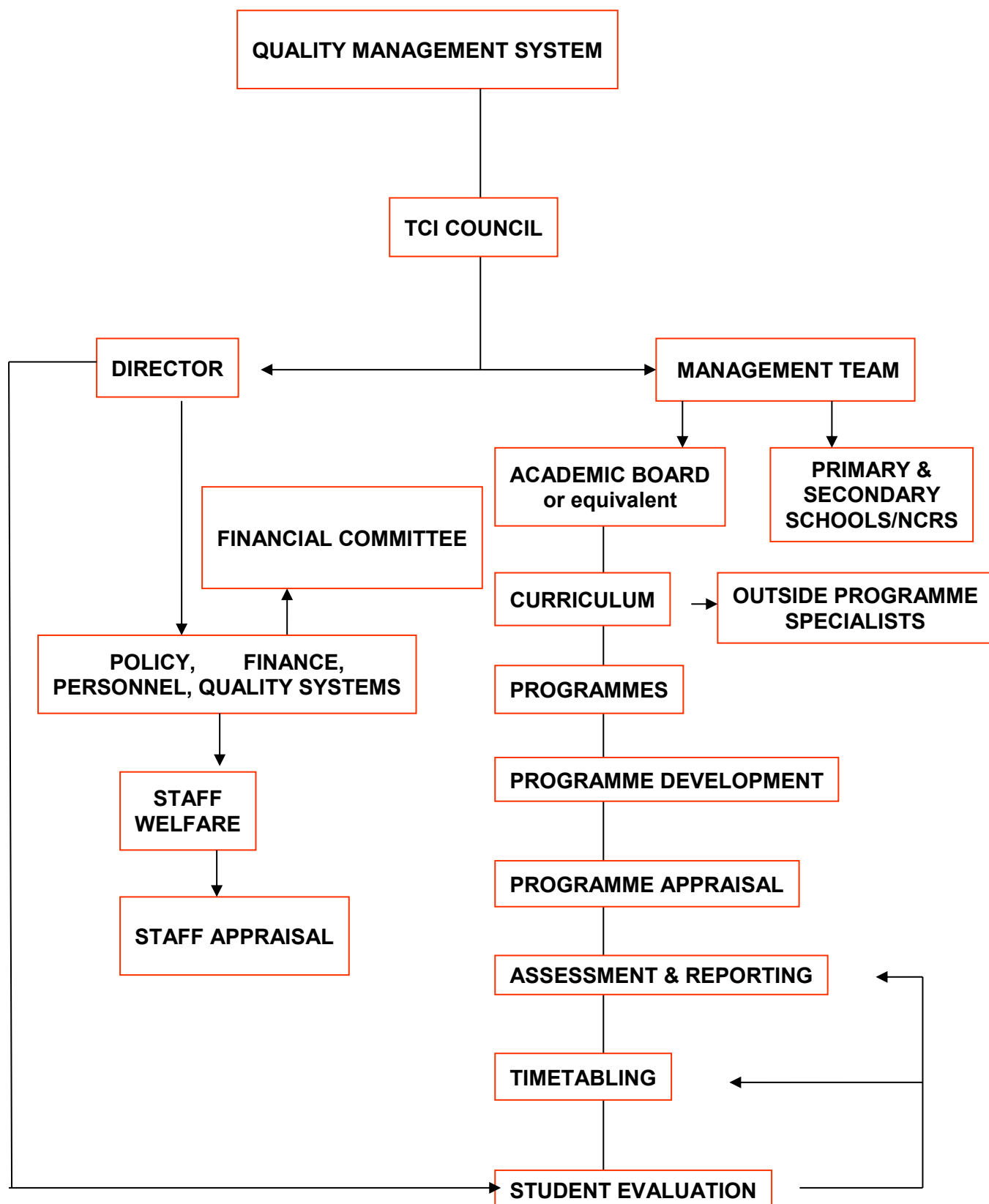
Guidelines:

1. All policies will be formulated by a Policies Sub-committee which will be convened as required.
2. The Policies Sub-committee will consult with those directly affected by the particular policy
3. Director, TCI is finally responsible for and ratifies all policies.
4. TCI staff will implement the policies.
5. Policies will provide a framework for decision-making; they will not specify actions but actions can be specified in attached procedures.
6. Policies will be given a title and listed in a master file.
7. Information for policy writing will be gathered from as wide a source as possible. This may involve the co-option of ad hoc people with specific expertise on to the Policies Sub-committee.
8. Policies will be one A4 page long with simple language. They will contain a short rationale, purposes, broad guidelines, conclusion and related policies where applicable.
9. Policies will be reviewed periodically.
10. A draft copy of new policies will be made available for perusal.

Conclusion:

Through consultation, it is expected that the daily life of TCI will have a focus deriving from the Strategic Plan statements and that student learning outcomes can be enhanced.

Reviewed: December 2013
To be reviewed: November 2016



EVALUATION POLICY

Rationale

TCI aims for excellence in the services it provides, and in the standard of professionalism of the people involved. Future growth and planning depends upon the quality of evaluation.

Purposes

1. To ensure the services provided by TCI are meeting the needs of learners, stakeholders and other relevant bodies.
2. To evaluate staff performance in the light of stated team goals, personal goals and feedback received.
3. To undertake evaluation at regular intervals.

Guidelines

1. Devise procedures to carry out evaluation of the content, processes used, and the presentation given.
2. Set up strategies to enable the evaluation to take place.
3. State clearly, at the beginning of the year, the times of evaluation.

Conclusion

On-going evaluation enhances professionalism and the excellence in the services that TCI provides. It allows opportunities for growth and change.

Related Policies

Appraisal Policy

Reviewed: February 2012

To be reviewed: May 2015

PROCEDURES TO GUIDE PROFESSIONAL DEVELOPMENT

Rationale:

The purpose of this document is to ensure Staff of The Catholic Institute have appropriate access and procedures to facilitate for their on-going professional supervision and development.

Purpose:

These procedures will assist staff to:

- Identify needs, set goals and meet targets for on-going professional development that are appropriate to their position;
- Express their needs and ideas for professional guidance and training to the person responsible for their supervision;

Guidelines

Each full-time and part-time staff member shall have a Job Description that will contain: the staff member's position; the position description; the key tasks; personal professional qualities required for the position; the desired results on completion of these tasks as outlined in the Strategic Plan.

Personal Goals

Personal goals will be set in a meeting with Director, TCI (or nominee) in the previous year during the Performance Review, and take into account the goals of the Strategic Plan.

Professional Development Plan

- a. Director, TCI (or nominee) and staff member review and set the goals for the following year.
- b. Director, TCI (or nominee) and each staff member negotiate any changes to the Job Description and agree on personal goals.
- c. Director, TCI (or nominee) establishes use of allocated funds for following year. Director, TCI (or nominee) will consider:
 - Strategic Plan goals
 - Long-term needs (e.g. curriculum, lecturer needs)
 - Perceived short-term needs (e.g. from staff requests)
 - Preparing a report to present to the Governing Body
 - Key dates for the following year.
- d. *Current year:* Director, TCI (or nominee) will conduct a Performance Appraisal annually with each staff member. This will be based on: the staff member's self-review report (Part B); and Director, TCI's (or nominee) and the staff member's review report (Parts C and D). This will include the staff member's achievement of personal and professional goals, the contribution to TCI, the desired outcomes of the job description and requests for professional development. A summary of the review will be written by both Director, TCI (or nominee) and staff member. This will be signed by both and filed. The report will be confidential to the staff member and Director, TCI (or nominee), and is covered by the Privacy Act 1993.
- e. A teaching Staff Performance Appraisal is also conducted annually.
- f. The individual Performance Reviews are usually conducted between July and November.
- g. Director, TCI (or nominee) may visit places of work/classrooms with or without appointment and may make a written or verbal report to the staff member concerned, if requested.
- h. Director, TCI will act with a sense of natural justice; use the procedures of any existing collective contract; and has the right to seek an independent opinion if necessary.

Director, TCI (or nominee) will:

- Have responsibility for the Professional Development budget
- Encourage all staff to express their needs and ideas for professional development to be considered
- Respond favourably, when possible, to requests for professional and personal guidance which assist staff in the tasks to be accomplished
- Determine spending in line with the goals of the Strategic Plan
- Note professional development proposals in regular monthly staff meetings, Adult Education Committee meetings, School Committee meetings and Parish Committee meetings, and through personal requests
- Approve reimbursements which will cover expenses related to course fees, accommodation and travel when applicable, outside resource personnel when necessary, and costs related to professional and personal guidance programmes.

Ratified TCI Council
To be reviewed:

13th February 2012
October 2014

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 and Business Support 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, 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 Head of Learning and Teaching within seven days of the receipt of written reply from lecturer, stating complaint.
 - b. An internal moderator shall mark assessment task. The Head of Learning and Teaching 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 Head of Learning and Teaching stating reasons for dissatisfaction.
 - b. An external moderator shall mark assessment task. The Head of Learning and Teaching 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 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:
 1. The student shall write to the Head of Student and Business Support within seven days of the cause of the grievance, stating the matter.
 2. 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:
 1. 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.
 2. 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:
 1. 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.
 2. 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:
 1. 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.
 2. The Appeal Board shall consult appropriately and the decision reached shall be final.
 3. 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

Fax: (04) 802 3115

Reviewed: December 2013

To be reviewed: November 2016

Yearly review for inclusion in Student Manual

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 Learning and Teaching, 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 and Business Support and action taken as required
4. The Head of Student and Business Support will discuss student feedback with staff including teaching sites, faculty meetings and the Academic Board, or its equivalent, as required.
5. Where similar issues are raised by a number of students, possible course modifications 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.

Related Policies: Assessment, curriculum, programme development.

Reviewed: March 2012

To be reviewed: March 2015

6.2 Development, Delivery and Evaluation of Teaching Programmes

There is a system for developing coherent teaching programmes and for their evaluation, which should include evaluation by clients and stakeholders.

Policies

1. Programmes will be consistent with TCI's Strategic Framework and its Mission Statement.
2. Students will be provided with balanced teaching programmes incorporating the areas of Religious Education, Pastoral Ministry, Theological and Scriptural Studies, Educational and Pastoral Leadership and Human Development.
3. Appropriate outcomes and standards are determined according to TCI's goals and set by the Academic Board or its equivalent in consultation with the lecturers and Director, TCI.
4. Teaching programmes will be designed to meet the needs of students, taking into consideration the theories and practices of adult education.
5. Teaching courses will run subject to student numbers, the availability of trained and qualified staff, and adequate physical and financial resources.
6. Every course will be appropriately documented.
7. There is an Academic Board, comprising Director, TCI and members of TCI Council.
8. There is a policy on Curriculum and Curriculum Delivery and Review procedures. Refer to Curriculum Policy at the end of this section.
9. All teaching courses are reviewed. Student feedback will be taken into account.
10. Content and design of the courses will be reviewed regularly. Programmes will be reviewed on a five yearly basis. Student feedback will be taken into account.
11. The programmes are approved by the TCI Council for the Catholic Bishops of New Zealand.
12. There is a policy on Bicultural Relationships and a Policy on Treaty Aims and Objectives that aim to fulfil the obligations of Te Tiriti o Waitangi, as well as the bicultural heritage of New Zealand. Refer to the end of this section and to the Policies Manual.
13. The length of the programme is determined by the outcomes of the course and by the Academic Board or its equivalent, in consultation with the lecturers, the Head of Student and Business Support and Director, TCI.
14. Time allocation for the Master of Educational Leadership degree programme is determined by the policies of the Australian Catholic University.
16. Funding for the courses is from the student body. The requirements of course fees are set by the TCI Council. Requirements of registration, fees, refunds and withdrawals are clearly indicated. Refer to the current enrolment package, Disclosure of Information to Students, Policies Manual and to the current Prospectus, section Fees.
17. Student Achievement Component funding (SAC) is generated from government monies for the Certificates in Catechetical Studies and in

Pastoral Ministry (Hospitals), and for the Diplomas in Religious Studies and Pastoral Leadership.

18. Provision exists in case of hardship for lower tuition fees to be charged. There are provisions for scholarships. In addition there is provision for scholarships for Māori and Pacific Island students.
19. Resources are adequate and determined by the TCI Council.
20. Assessment tasks are determined according to learning outcomes for each course and are bench marked against the NQF Table of Level Descriptors.
21. Relevant stakeholders include the students, the staff, the New Zealand Catholic Bishops, New Zealand Catholic Education Office, Māori and Pacific liaisons where required, and others who support the courses, such as Catholic Integrated school leadership and parish leadership as required. Meetings, reports and evaluations determine the need, coherency, delivery and rationale for teaching programmes. Refer to the specific programme documentation, Sector Support, section 3.1.
22. There are policies and procedures on Programme Development that aim to encourage and give coherence to new course proposals. Refer to the end of this section.
23. A documented Course Report based on needs analysis is set in place. See below.
24. Set Pro forma for the establishment of new programmes are in place. See below.
25. A standard procedure for the budgeting of new programmes is in place. See below.

Procedures

1. Director, TCI, in consultation with the Head of Student and Business Support and Teaching Site Coordinators, is accountable to the Council for:
 - ☐ overseeing the courses and programmes of TCI
 - ☐ ensuring they are in accordance with TCI's goals
 - ☐ overseeing the timetable
 - ☐ making recommendations on content, balance and development of courses
 - ☐ surveying and collating student feedback and needs
 - ☐ monitoring the provision of teaching programmes including the addition of new courses, where appropriate, and the removal of courses that no longer meet student needs
 - ☐ providing as wide a choice as possible within the constraints of staffing, finance and policy.
2. Director, TCI:
 - ☐ ensures that resources are available for the development and evaluation of all courses
 - ☐ ensures policies and procedures are implemented
 - ☐ ensures the review process is implemented
 - ☐ reports to the TCI Council on curriculum matters
 - ☐ ensures that relevant stakeholders have the opportunity to contribute in developing and evaluating courses
 - ☐ makes recommendations to the TCI Council on curriculum matters.
3. The Head of Student and Business Support and lecturers:
 - ☐ ensure that all courses are reviewed regularly

- ❑ ensure that learning outcomes, content and schemes of work are in place and current
 - ❑ ensure that all teaching staff and others involved in the delivery of courses have the opportunity to contribute to its development and evaluation
 - ❑ ensures that relevant stakeholders have the opportunity to contribute in developing and evaluating courses as required.
- 4. The TCI Council, representing the Catholic Bishops of New Zealand:
 - ❑ approves TCI's teaching programme. This is usually through delegation to TCI management staff.

Evaluation

1. Teaching programmes will be reviewed by the Head of Learning and Teaching and the lecturers in consultation with the Academic Board or its equivalent and Director, TCI. An overall evaluation of teaching programmes will be undertaken regularly as required by the Authority.
2. The balance of teaching programmes will be reviewed on a regular basis.
3. Relevant policies and procedures will be reviewed at least once every three years.

Related Policies: Assessment, curriculum, student feedback.

Reviewed: March 2012

To be reviewed: March 2015

CURRICULUM POLICY

Rationale

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

Purposes

1. To provide for the needs of adult individual students
2. To provide an education in Theology, Scripture, Religious Education, Pastoral Ministry, Human Development and Leadership.
3. To provide an education that is non-discriminatory.
4. To assist in the spiritual development of students.
5. To provide help for those with special needs.
6. To reflect and honour the principles of the Treaty of Waitangi.

Guidelines

1. The curriculum will fulfil the aims of the Mission Statement and will reflect the Christian value of respecting the dignity of each individual.
1. Religious Education, Theology, Scripture, Human Development and Catholic Leadership will be a core part of the curriculum at all levels.
2. The curriculum will cater for the diversity of students: gender, ethnicity, religious affiliation and Tertiary Students with Disabilities, including ESOL.
4. The curriculum will provide opportunities for activities that assist the moral, social and spiritual development of learners.
5. 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.
6. 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.

Reviewed: March 2012
To be reviewed: November 2015

BICULTURAL RELATIONSHIPS POLICY

Rationale:

TCI believes that faith is lived and expressed in a cultural context, and that Aotearoa/ New Zealand has a dual cultural heritage: Te Tāngata Whenua and Nga Tāngata Tiriti.

Purposes:

1. To recognise and honour Te Tiriti o Waitangi as the founding document of New Zealand.
2. To respect the rights and obligations of those that are guaranteed by Te Tiriti o Waitangi.
3. To acknowledge the status of Māori as Te Tāngata Whenua of New Zealand.
4. To provide a means of expressing the dual cultural heritage of New Zealanders.

Guidelines:

1. Display alongside our vision statement a copy of Te Tiriti o Waitangi.
2. Support in prayer and action initiatives of Te Tāngata Whenua to gain what is rightfully theirs
3. Provide staff formation in Te Reo Māori and Te Reo me ōna tikanga Māori.
4. Ensure that the environment and services of TCI include a Māori dimension.
5. Recognise the expression of Māori values, such as, tapu, mana, tika, pono, aroha, hohourongo, etc.
6. Recognise the expression of Māori esteem as it relates to:
Te reo (language), Te whānau (family), Te whenua (land), Te wairua (spirit), Te hinengaro (emotions/thoughts), Te tinana (body), Te hauora (health).
7. Provide opportunities for staff and students to gain experience and confidence in Māori etiquette and protocols where necessary.
8. To provide opportunities for students who wish to be assessed in te reo Māori and according to tikanga Māori.
9. To provide opportunities for staff to engage in professional development in assessing students in te reo Māori and according to tikanga Māori.
10. Recongise the cornerstones of Māori health (Hauora), namely: whānau (family health), Tinana (physical health), hinengaro (mental health), wairua (spiritual health).

Conclusion:

All people are made in God's image; respect for the rights and dignity that each individual deserves can in part be achieved by respecting each other's culture.
Ma whero, ma pango ka tutuki te mahi (By working together we get the work done)

Reviewed: September 2011

To be reviewed: September 2014

TREATY GOALS AND OBJECTIVES POLICY

This policy refers to TCI's commitment to fulfil the intent of Te Tiriti o Waitangi.

The Intent of Te Tiriti o Waitangi

1. Acknowledgement of Māori existence and their prior occupation of the land.
2. An intent that the Māori presence will remain and be respected.
3. An acknowledgement of New Zealand being one country with two peoples.
4. A recognition of a regime of two cultures.
5. An intent to be the foundation for a developing social contract.
(Abstracted from the Waitangi Tribunal Report Wai 6, para. 10.3, 1983)

To implement this, TCI will ensure that:

6. Te Tiriti o Waitangi be recognised and honoured as the founding document of Aotearoa New Zealand.
7. The principles implicit in Te Tiriti o Waitangi be respected.
8. The status of Māori as tāngata whenua of Aotearoa New Zealand be acknowledged.
10. The curriculum reflects Māori perspectives.
11. Resources and facilities of TCI incorporate Māori perspectives.
12. Staff reflect an attitude that Māori perspectives are a valid and valuable dimension of New Zealand's developing culture.
13. An ethic is created in which a true bicultural partnership can take root and flourish.
14. TCI's library includes material that enhances Māori perspectives.
15. "Te Ao Māori" is a dimension permeating the life of TCI in artefacts and language practices.

To be read in conjunction with Bicultural Relationships Policy

Reviewed: September 2011

To be reviewed: September 2014

DEVELOPMENT OF TEACHING PROGRAMMES POLICY

Rationale

A system of coherent programme development is necessary to ensure that there is a balanced delivery of curriculum, that student needs are being met, that there is the necessary staff and that the curriculum is responsive to the changing needs of students and the community, given existing resource considerations. Including the employment of necessary staff

Purpose

To establish the process for the presentation of new teaching programmes, the evaluation (needs analysis) of such programmes, their implementation, and a review process.

Guidelines

1. New teaching programmes can be initiated by staff, students, other stakeholders or the local community, including teaching sites.
2. Director, TCI is responsible for receiving and assessing new teaching programme proposals from interested parties.
3. Persons presenting new teaching programme proposals for consideration by the Academic Board or its equivalent shall provide details using the New Course Report and the Course Pro forma.
4. The date on which proposals for new teaching programme proposals from interested parties must be received by the Academic Board or its equivalent is at least six months prior to the start of projected implementation of the new programme.
5. Within six weeks of receiving a proposal for the establishment of a new teaching programme, the Academic Board or its equivalent must have prepared a programme impact report for consideration.
6. Where necessary further consultation with external peers, expert personnel and stakeholders will be made.
7. Upon approval by all interested parties, the new teaching programme will be formally ratified by the Academic Board or its equivalent.

Conclusion

Proper procedures and consultation with stakeholders, including teaching sites, will ensure the optimum conditions for the success of a new teaching programme.

Ratified: February 2012 TCI Council

To be reviewed: February 2015

PROGRAMME DEVELOPMENT PROCEDURES

1. New teaching courses can be initiated by staff, students, or local community.
2. A system will be set in place, whereby persons presenting new teaching course proposals for consideration by the Academic Board or its equivalent, will provide details using the Pro forma 1.1, (see below).
3. Interested parties will submit proposals for new teaching programmes in the year prior to the projected implementation.
4. Upon consultation with interested parties, including teaching sites, Director, TCI will approve and ratify the new teaching programme/course.
5. Where a new course is to be implemented, the Academic Board or its equivalent will:
 - ❑ communicate to the course initiator/s as to the success of the new course
 - ❑ obtain the relevant information to be included in TCI's Prospectus
 - ❑ inform the Head of Student and Business Support of Prospectus, timetabling and staffing needs.
6. Director, TCI is responsible for monitoring programme development.

PROGRAMME DEVELOPMENT - NEW COURSE REPORT

The following considerations will be taken into account when preparing a Course Report.

- ❑ TCI's Mandate and Strategic Plan.
- ❑ The impact that the proposed new teaching course will have on existing courses
- ❑ Student and Community interest and needs including teaching sites
- ❑ Māori and Pacific Island interest and needs
- ❑ Number of students interested in the course
- ❑ Equity across all courses
- ❑ Balance across all courses
- ❑ TCI's ability to deliver the course in terms of resources (financial, staff, long term viability, facilities, etc.)
- ❑ Timetabling considerations
- ❑ The New Zealand Qualifications Framework

PROGRAMME DEVELOPMENT PROPOSAL FORM

□ PROFORMA 1.1

PROPOSAL FOR THE ESTABLISHMENT OF A NEW COURSE

This form should be completed by the year prior to the projected implementation.

PART A

Name of Applicant/s: _____

Title of Proposed Course: _____

Entry Level Requirements:
(Pre requisites, co-requisites) _____

Level of Course
(100, 200 or 300 level): _____

(Or if courses are on the NZ Framework):

Field: _____

Subfield: _____

Domain: _____

Unit Standard/s Numbers, Levels
and Credits: _____

Special Entry Requirements: _____

Purpose of Course:

Description of Content of Course:

Learning Outcomes of Course:

Assessment and Moderation:

Outline a proposed assessment plan. Outline the methods of moderation.

Proposed Course Text/s:

Write down the proposed text/s and/or course material. In the case of handouts, etc. indicate whether copyright has been cleared.

Staff

Give the name/s, relevant qualifications, experience (teaching/ministry) of staff that would be needed to teach such a proposed course.

Professional Development Requirements:

Teaching site Links:

Give details of any proposed off-site teaching. Include information on: off-site Quality Management Systems, health and safety requirements, evaluation procedures and details of contact made.

Facilities and Resources:

For this section give details by completing the attached budget.

PART B

Rationale:

Give a brief statement of reasons why such a course would benefit the students at the Catholic Institute of Aotearoa New Zealand. Also note how any possible barriers to learning may be identified and addressed.

Signed: _____

Date: _____

BUDGET FOR A PROPOSED NEW COURSE

Establishment Cost

Equipment Requirements:
(Itemise)

Staff Professional Development:

Programme Costs:
(Only if programme or any part of the programme is to be purchased from another provider)

Teaching Resources:
(Student texts, lecturer texts, photocopying, etc. Itemise)

Other Costs:
(e.g. Secretarial work, clearing of copyright, etc.)

Total: \$ _____

Ongoing Costs
(The annual cost of maintaining the course)

Equipment Cost:

Staff Professional Development:

Teaching Resources:

Other Costs:

Total \$ _____

Costs to Students

Course Fees:
(Refer to Prospectus section regarding set fees for all courses)

Other Costs:
(e.g. any additional costs over and above course fees for such things as student work books, etc.)

Travel:
(Only if visits off site are envisaged)

Total: \$ _____

PERSONAL SAFETY AND HEALTH IN THE WORKPLACE POLICY

Rationale:

It is the entitlement of all staff, students and visitors to Catholic Institute of Aotearoa New Zealand to have a safe and healthy working, Learning and Teaching environment.

Purposes:

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

Guidelines:

1. Staff and students will continue to promote a safe climate by demonstrating through word and action, respect for the inherent dignity of the individual and for property.
2. Staff and students will be discouraged from any form of behaviour which is injurious, physically or psychologically, to others, or themselves.
3. Hazards and nuisances will be identified and an accident, hazard and maintenance book will be maintained.
4. Information on evacuation procedures will be readily available and practice evacuations will be held twice a year.
5. Staff will be trained in evacuation procedures and provision made for staff, students and visitors with disabilities.
6. The number of staff trained in First Aid will be maintained at an adequate level.
7. Fully equipped emergency and First-Aid kits are maintained and kept in accessible places.
8. Hygiene in kitchen and toilet areas will be maintained at a high standard and adequate hand washing facilities provided.
9. Staff will bring to the attention of Director, TCI at the main site and/or equivalent at the teaching sites, any unsafe areas or unhealthy practices identified within TCI.
10. Unsafe or dangerous equipment will be removed from use as soon as identified.
11. Staff will be kept informed of current industrial safety regulations and are provided with guidelines on proper safety and ergonomic practices.
12. The intent of the Occupational Health and Safety Employment Act 1992 will be followed in TCI's procedures and policies.

Conclusion:

Working, Learning and Teaching are enhanced by a safe and secure environment.

Related Policies: Sexual Harassment, Complaints Procedures

Ratified TCI Council: February 2012

To be reviewed: February 2015

6.3 Financial, Administrative and Physical Resources

Adequate and appropriate financial and administrative resources will be maintained to enable all necessary activities to be carried out.

Adequate, appropriate and accessible physical resources will be available for supporting learners to meet the required standards.

Policies

1. Director, TCI will comply with the financial requirements as set down in the Mandate and the Strategic Plan.
2. Preparation of financial statements for audit will comply with standard accounting practices.
3. Financial budgets drawn up by Director, TCI, in consultation with staff, will be presented to the TCI Financial Committee.
4. Evidence of audited financial statements and accounts (CAPA) are submitted to the New Zealand Qualifications Authority as required.
5. Financial expenditure will be monitored and controlled by Director, TCI.
6. Income and expenditure will be budgeted to enable TCI's goals and objectives, as outlined in the Strategic Plan, to be carried out.
7. The TCI Council and Director, TCI will provide adequate financial resources to fund approved programmes.
8. No student will be denied access to a course because of personal or financial difficulties.
9. TCI will aim to ensure equity of access to courses within the limits of its physical and financial resources, and will provide additional resources for students with special needs including disabilities.
10. Director, TCI will have the responsibility for maintenance and overseeing of buildings and physical resources.
11. Administrative resources required to support teaching programmes and achieving TCI's goals will be identified by Director, TCI, in consultation with the management team, and submitted to the TCI Finance Committee in the annual budget.

Procedures

1. The budget will be drawn up by Director, TCI in consultation with the management team prior to submission to the TCI Council Finance Committee. The budget request will be based on a detailed account of costs.
2. Each year Director, TCI will prepare TCI's budget by:
 - ☐ evaluating current goals and assessing future course needs
 - ☐ setting goals for the following year in consultation with staff
 - ☐ considering the Strategic plan
 - ☐ maintaining trained and qualified staff by resourcing a staff professional development programme
 - ☐ ensuring that all health and safety requirements are met.

3. The TCI Council will:
 - ❑ oversee financial policies and procedures
 - ❑ prepare recommendations on financial matters
 - ❑ make decisions on behalf of the governing body, that is the Catholic Bishops of New Zealand
 - ❑ approve the annual budget
 - ❑ make provision for a long-term plan for the maintenance and replacement of physical assets
 - ❑ provide clear instructions and procedures for the handling of money
1. Director, TCI monitors all TCI's expenditure and manages the budget.
2. Approval for the purchase of capital items will be Director, TCI's responsibility if it was approved in the annual budget. If extra outlay is required, approval will be sought from the TCI Council.
3. Director, TCI will be the budget holder.

Property Policies

Director, TCI accepts that TCI is responsible for the upkeep of the teaching delivery sites.

1. Director, TCI will ensure that, as far as possible, the physical environments of all teaching sites are safe and healthy for staff and students. See Policy on Personal Safety and Health in the Workplace in this section.
2. Director, TCI will address all requirements of relevant statutes and by-laws.
3. The sites will be kept neat and tidy.

Review

Director, TCI, in consultation with staff, will review these policies and procedures regularly and Director, TCI will report to the TCI Council with recommendations, particularly related to health and safety in employment, for changes where required.

Financial Resources

TCI's budget for the delivery of courses is part of its overall budget. Note that TCI's activities are not solely confined to the delivery of formal teaching programmes leading to qualifications.

TCI will ensure that it has adequate financial resources for its delivery of programmes and courses. It receives funding from the Tertiary Education Commission in the form of Student Achievement Component (SAC), student tuition fees, and from the Catholic Dioceses.

Refer to Policy on Budget, and Budget Guidelines, and policies and procedures on Course Fees Information, Withdrawal and Refund and a draft Risk Management Policy at the end of this section.

Students will be charged \$73.80 for each 100 and 200 level courses (Certificate and diploma qualifications). The fee structure will be the same for students who are credited towards qualifications and for students who attend for interest. There is a

compulsory \$18.20 Administration Fee for all courses (paper) as well as a \$10.00 Student Services Fee per annum. All tuition fees are GST inclusive.

Students will be charged a fee of \$108.60 for each 300 level course. The fee structure will be the same for students who are credited towards qualifications and for students who attend for interest.

No course fees are charged for the Catechetical Studies programme. An administration fee of \$18.20 (GST inclusive) per course (paper) will be charged to cover administration costs.

All courses incur a nominal fee of \$18.20 (GST inclusive) per course (paper) and will be charged in addition to the regular course tuition fees, to cover administration costs.

Fees charged for the Master of Educational Leadership will be at \$1246.90 (GST inclusive).

TCI will ensure that enough money is available for lecturer fees and salaries, and that these are at least the equivalent of fees and salaries paid by equivalent organisations. Historically, religious communities have been willing to make their members available for a stipend and this has contributed significantly to the finances of TCI.

Administrative Resources

TCI will ensure that it has adequate resourcing for its administration. Refer to the above policies section and to the policies on Budget, and Resources, at the end of this section.

It will also ensure that it has adequate administrative personnel.

TCI national office is well equipped for administrative duties, including security and cleaning facilities.

TCI's responsibility for accounting and auditing is to the TCI Council through its Finance Committee. Payments are approved by TCI and actioned by the TCI Finance Committee. TCI also complies with government agencies' financial and auditing requirements.

TCI will ensure that there is adequate equipment for administrative and faculty purposes. There is a computer network available to the administration, management and full time faculty, each full-time and part-time employee having their own computer, and web and email connections. Equipment will be replaced and upgraded as necessary.

TCI has a web site, which is www.tci.ac.nz

Monitoring the operation and the provision of administrative resources is the responsibility of Director, TCI. TCI will ensure that resources are updated and checked regularly. The Office Manager will be responsible for checking and upkeep of equipment.

Director, TCI will ensure that needs and performance are adequately covered by the administrative resources. Director, TCI will take action and make decisions regarding this area.

Physical Resources

TCI ensures adequate premises to carry out its functions. Teaching sites are quality buildings, have adequate facilities, convenient access and are in accordance with the Health and Safety Act, 1990, ensuring the health, safety and comfort of students.

TCI uses the teaching facilities of the Victoria University of Wellington College of Education for its Catechetical Studies course when required. The staff abides by the Wellington College of Education quality management systems regarding facilities and ensuring the health, safety and comfort of students.

TCI makes use of temporary teaching sites as required. The purpose of these are to enhance access to students. Only a small number of courses (papers) are delivered in any one year to fit the criteria of a temporary teaching site. These are usually Primary or Secondary Catholic schools which in turn have their own standards and procedures for health and safety.

TCI has teaching sites in Auckland, Hamilton, Palmerston North, Wellington, Christchurch and Dunedin. They are quality buildings with adequate teaching facilities and have current warrants of fitness.

Occasionally, TCI may use Connolly Hall, part of the Wellington Archdiocesan Catholic Centre complex and Sacred Heart Parish facilities. The conditions of this building are in accordance with the Health and Safety Act and fall under the Sacred Heart Parish and the Catholic Centre's system of ensuring the health, safety and comfort of students attending courses there.

TCI ensures that students have adequate access to resources. Courses usually have readers and access to online sources. Full-time lecturers have their own resources and can make use of the Diocesan libraries when required. They also have access to other library resources held at Good Shepherd College, Auckland, if required.

The monitoring of all aspects of physical resources will be the responsibility of Director, TCI and for the teaching site coordinators. Director, TCI will watch for needs and will have the authority to make appropriate decisions and call for appropriate action.

FINANCIAL OPERATIONAL POLICY

Rationale

To develop policy and procedural frameworks that assist The Catholic Institute to achieve its mission by providing clear guidelines for accounting procedures and financial transactions to ensure the fair and equitable allocation of TCI's material resources in accordance with Church teachings of justice and transparency; to manage the resources of TCI ensuring that the proper stewardship and accountability of its financial resources is safeguarded.

Purpose of Policy

This Policy will:

- Ensure the fair and equitable allocation of TCI's material resources in accordance with Church teachings of justice and transparency;
- Offer staff a clear and transparent process to guide the various steps involved in the execution of financial procedures undertaken on behalf of TCI;
- Contribute to the development of a 'stewardship mentality' for all TCI staff by guiding the procedures around financial dealings;
- Assist staff to exercise integrity and financial prudence;
- Assist staff to manage resources in an equitable manner that reflects the needs of both TCI and its clients,

1. Responsibilities

Director, TCI and the Accounting Services Provider are responsible for operating in accordance with approved accounting expectations; a budget, accounts for payment, bank accounts and asset register. They will prepare monthly reports showing variance to budget through expenditure and adjust spending to help meet budget limits.

- 1.1 Director, TCI and Accounting Services Provider will consult each Diocese at the time of Budget preparation so that the costs for each centre which delivers courses for TCI are included in the Budget.
- 1.2 The Diocesan Managers will have responsibility for ensuring that budget claims are in line with expectations of the Diocese for the site.
- 1.3 Director, TCI and Accounting Services Provider will have authority to vary a budget up to 10% without seeking authority from the TCI Council in advance. Approval for the change will be sought retrospectively from the TCI Council.
- 1.4 Director, TCI and Accounting Services Provider will ensure that Annual Reports are prepared in a timely way for the Council who will report to the NZCBC.

2. Bank Accounts

The Council will authorize all bank accounts operated by TCI.

- 2.1 Signatories for bank accounts will include Director, TCI, Accounting Services Provider and two Council Members. All transactions will have two signatures and one to co-sign as a form of internal audit. The third signature can be subsequent to the transactions being processed.
- 2.2 The Council Finance Committee or appointee will approve all credit cards issued for TCI and provide a clear policy and policy guidelines for their use and accountability.
- 2.3 Reconciliation of bank accounts will occur monthly by the Accounting Services Provider.

- 2.4 The Nathaniel Centre will retain its own bank account for donation purposes. All reimbursements between the Nathaniel Centre and TCI will be settled by journal transfer. No cash is used for these transactions.

3. Credit Cards

The operation and responsibilities relating to credit cards are covered in the Credit Card Policy and will follow the spirit of the principles guidelines outlined in the Procedures and Guidelines for Sensitive Expenditure.

4. Audit

TCI will appoint an independent Auditor who will provide a report to the TCI Council on an annual basis or at any time the TCI Council seek advice.

Review

This policy will be reviewed by the TCI Council after it has been in operation for one year, and if necessary, modified appropriately.

Application

This policy applies to all persons

Policy Approval Agency

TCI Finance Committee

Approved - October 2012

Next Review - October 2015.

Budget Guidelines

Certificate, Diploma and Degree Courses

While Director, TCI prepares and approves all budgets, it is the practice of TCI that this is done in consultation with all members concerned. The following points may be of help in preparing next year's courses.

Budgeting is according to actual needs and priorities relating to the objectives and expected outcomes of the course.

1. Programme Support

1.1 Administration

This should include stationery, pens, folders, binders, files, discs, etc. There is no need to itemise everything if costs are low or similar to previous year's costs.

1.2 Teacher Replacement

Note whether you may require a replacement for parts of the course because of activities related to your job description, for example, professional development, retreats, etc.

2. Curriculum Materials

This includes texts, references, books of readings compiled by the lecturer, student workbooks, other resources, such as, videos, classroom materials, etc. Itemise these.

3. Photocopying

This includes copies required for students as well as for the lecturer.

4. Physical Resources

Those items that are above the value of \$300.00 need to be prioritised.

5. Replacement of Minor Physical Resources

These include items which may break down and maintenance is no longer cost effective.

If the cost replacement is above \$300.00, list this under Physical Resources and identify item as replacement.

6. Professional Development

This includes on-site and other teaching sites in-service, attendance at courses, conferences, Masters and Doctoral study, and research. Note number of days required.

Reviewed - December 2013

Next review - November 2014

RESOURCES POLICY

Rationale:

As a professional organisation the Catholic Institute must continue to acquire up-to-date resources and equipment to facilitate effective ministry.

Purposes:

1. To provide suitable resources and equipment for Catholic Institute staff use.
2. To ensure that new areas of ministry within the Catholic Institute are sufficiently resourced.
3. To ensure funds are available for the purchase of resources and equipment.
4. To continue to provide resources for distance education, library and external borrowers

Guidelines:

1. Each staff member is responsible for researching resources for possible purchase in his/her own areas of expertise.
2. Staff members are encouraged to consult with each other, about the purchase of resources.
3. Within budget, allocate extra funds, if necessary, to new areas until sufficient resources are acquired.
4. Each year ascertain the budget allowance for purchase of equipment, books, audio-visual material and periodicals.
5. Staff members check whether Catholic Institute already own desired resource, and after purchase introduce new resources at appropriate staff meeting time.
6. Allocate funds each year for new resources for distance learning, library, and for borrowing.
7. Staff members will submit annually a plan for resources including budget guidelines.

Conclusion:

Resource development is critical in the educational sphere and all staff members participate in it.

Reviewed - December 2013

Next review - November 2014

TCI RISK MANAGEMENT POLICY

The Catholic Institute has a Risk Management plan and operates a risks register.

Purpose:

Risk management relates to the culture, processes and structures that are integral to the effective management of potential opportunities and adverse effects within the Institutes environment. The purpose of this policy is to outline The Catholic Institute's underlying approach to risk and risk management.

Scope:

This policy applies to all TCI staff.

Principles:

TCI recognises that it has an obligation to identify and manage the risks associated with its operational procedures. All staff are encouraged to identify and manage risk through the risk management processes that are integrated into planning processes and embedded in management activities.

Definitions

For purposes of this policy the following definitions shall apply:

- **Risk:** The threat or possibility that an action or event will adversely or beneficially affect TCI's ability to achieve its goals. Risk is measured in terms of likelihood and impact;
- **Risk Assessment :** The overall process of the identification and evaluation of risk;
- **Risk Management:** The culture, processes and structures that are directed towards the effective approach to and management of potential opportunities and possible adverse effects within the work environment of TCI;
- **Internal Controls:** Internal controls are the processes, policies and procedures TCI uses to direct and govern the Institute's work, or any mitigating actions that TCI takes in order to deal with a particular or potential situation;
- **Risk Management Process:** The systematic application of policies, procedures and practices to the tasks of establishing the context, identifying, analysing, evaluating, communicating, treating and monitoring risk in the TCI workplace;
- **Risk Mitigation:** A risk mitigation action refers to actions that must be taken to lower the likelihood of the risk occurring and/or to minimize the impact if the risk did occur. Risk can never be totally eliminated, but it can be mitigated to lessen its likelihood and or impact.

Policy Content and Guidelines

Approach to Risk Management

TCI is committed to the implementation of a comprehensive risk management framework, has an open and receptive approach to solving risk problems and ensures that risk management is integrated into normal business processes and aligned to the strategic goals of the Institute. Risk management activities are based on the AS/NZ31000:2009 Risk Management Standard which addresses governance and management responsibilities for:

1. Establishing the risk context – the strategic and organisational context within which the risk management process of the Institute will take place.
2. Risk identification, analysis and assessment – the identification of what, why and how events may arise, the determination of existing controls, and an analysis of risks in terms of the likelihood and impact of risk in the context of those controls.
3. Risk control or treatment– for high impact risks, the Institute will develop and implement specific risk management plans, lower impact risks may be accepted and monitored.
4. The Risk Register – to monitor and oversee risks and to be used in the review risks which occurs throughout the risk management process.
5. Communicating and consultation – appropriate communication and consultation will take place with internal and external stakeholders at relevant stages of the risk management process in a way that will assist TCI to minimise losses and capitalise on opportunities.

Key Principles in Risk Management

The following key principles outline TCI's approach to risk management:

- The identification and management of risk is linked to the achievement of TCI's strategic goals.
- The TCI Council and Director, TCI through the audit and Council sub-Committees are responsible for overseeing a sound system of internal policies that support the achievement of its Strategic and Business Plans.
- TCI makes conservative and prudent recognition and disclosure of the financial and non-financial implications of risks.
- TCI regularly review procedures that cover reputational, strategic, operational, compliance and financial risk.
- Risk assessment and internal control are embedded in on-going operations, business as usual.
- Director, TCI; Heads/Directors and Teaching Site Co-ordinators are responsible for encouraging and implementing good risk management practice.

Reviewed – December 2013

Next review – November 2015

THE CATHOLIC INSTITUTE OF AOTEAROA NEW ZEALAND

Te Pūtahi Katorika ki Aotearoa

DISCLOSURE OF INFORMATION TO STUDENTS PRIOR TO ENROLMENT 2014

The 2014 Prospectus, section Fees, sets out the total course fees and costs for all programmes of study offered by the Catholic Institute of Aotearoa (TCI). These are repeated below for those qualifications that generate Student Achievement Component funding.

There are no material conflicts of interest of any of the governing members and management of TCI, nor do they have any interests in the immigration sector that provides good or services to tertiary students. The following members have interests in other tertiary organisations:

- Archbishop John Dew is a trustee of Good Shepherd College
- Bishop Charles Drennan is a trustee of Good Shepherd College
- Areti Metuamate has a number of family and professional connections to Te Wānanga o Raukawa and Te Wānanga o Aotearoa

NZQA is Highly Confident in the Educational Performance and is Confident in the Capability in Self-assessment of TCI (External Evaluation and Review, 2010) placing TCI in NZQA's top category, Category 1.

STUDENT ACHIEVEMENT COMPONENT – BENEFITS TO STUDENTS

A number of TCI programmes of study receive government assistance in the form of Student Achievement Component.

These programmes and their current EFTS values are listed below:

PROGRAMME VALUE	EFTS
<input type="checkbox"/> PC2703 Certificate in Catechetical Studies	0.60
<input type="checkbox"/> PC9637 Certificate in Pastoral Ministry (Hospitals)	0.60
<input type="checkbox"/> PC2704 Diploma in Religious Studies, stream Religious Education 1.125	
<input type="checkbox"/> PC2704 Diploma in Religious Studies, stream Theological Studies 1.125	
<input type="checkbox"/> PC2704 Diploma in Religious Studies, stream Pastoral Ministry 1.125	
<input type="checkbox"/> PC9298 Diploma in Pastoral Leadership 2.04	

This government funding will benefit the students directly and will be targeted towards these programmes of study. It is a crucial element in continuing to develop and to increase student, lecturer and course resources, and in ensuring the continuing quality of delivery and student learning.

Historically tuition fees and course costs have been minimal, and in the case of Catechetical Studies, there are no tuition fees. However, it is important to note that the 2014 fees structure has changed. While TCI continues to be committed to keeping its fees as low as possible, it has been necessary to increase fees up to 4%, exclusive of GST, in 2014 to ensure existing excellent practices and resources. This is in line with the current government Annual Maximum Fee Movement policy. There is a compulsory Administrative Fee for all courses (paper) as well as a Student Services Fee per annum.

TCI remains dedicated to its aim to encourage as many as possible to gain qualifications in Religious Education, Theology, Scripture, Pastoral Ministry, Leadership Studies, Human Development, and other related disciplines.

COURSE FEES 2014

Note: Fees are charged per course (paper) and not for the whole year's study apart from **Student Services Fee** of **\$10** which is charged per annum. All fees are GST inclusive.

PC2703 Certificate in Catechetical Studies

- | | |
|---|----------------|
| <input type="checkbox"/> All taught courses (papers) | NO COURSE FEES |
| <input type="checkbox"/> Administration fee for each course/paper | \$18.20 |

PC9639 Certificate in Catholic Youth Ministry

- | | |
|---|---------|
| <input type="checkbox"/> Each taught course (paper) | \$73.80 |
| <input type="checkbox"/> Administration fee for each course/paper | \$18.20 |

PC9637 Certificate in Pastoral Ministry (Hospitals)

- | | |
|---|---------|
| <input type="checkbox"/> Each taught course (paper) | \$73.80 |
| <input type="checkbox"/> Administration fee for each course/paper | \$18.20 |

PC2704 Diploma in Religious Studies, streams Religious Education, Theological Studies, Pastoral Ministry

- | | |
|---|---------|
| <input type="checkbox"/> Each taught course/paper | \$73.80 |
| <input type="checkbox"/> Administration fee for each course/paper | \$18.20 |

PC9298 Diploma in Pastoral Leadership

- | | |
|--|----------|
| <input type="checkbox"/> 100 level taught course/paper (18 hours of contact teaching time) | \$73.80 |
| <input type="checkbox"/> 200 level taught course/paper (18 hours of contact teaching time) | \$73.80 |
| <input type="checkbox"/> 300 level taught course/paper (27 hours contact teaching time) | \$108.60 |
| <input type="checkbox"/> Administration fee for each course/paper | \$18.20 |

TCI welcomes ideas and suggestions from students regarding this government subsidy. In cases of hardship, TCI will help with course fees. Scholarships are also offered.

See the TCI Prospectus 2014 for tuition fees and other relevant information for other courses and programmes that do not generate Student Achievement Component.

LEGISLATIVE REQUIREMENTS FOR FEES

Please note that all tuition fees are collected **eight days or equivalent for block classes after** the commencement of each course (paper), which satisfies legislative requirements (Section 236A, Education Act, 1989).

SYSTEMS FOR ALLOWING CREDIT TRANSFER OF LEARNING

TCI has systems in place for allowing credit transfer of learning. The Institute teaches its courses at a number of teaching sites throughout New Zealand thus ensuring access to students and facilitating the transfer of learning from, and to, these other sites.

TCI remains committed to systems that will provide other institutions to allow credit transfer of learning to be recognised. It is hoped that our programmes would enable students to transfer their learning by earning credits in courses at a higher level, for example, a degree in Theology, or if students wish to continue their learning in another institution, their learning at TCI would be recognised. Currently, the Diploma in Religious Studies are eligible for consideration for RPL into the Bachelor of Theology, Otago University, Good Shepherd College and the Catholic Institute of Sydney. The Diploma in Pastoral Leadership are eligible for consideration for RPL

QMS Document 2014

into the Bachelor of Theology at Otago University; Good Shepherd College; and at the Catholic Institute of Sydney. For further information refer to the Prospectus 2014.

PRIORITY OF STUDENTS' CLAIMS

In the event of the failure of TCI as a provider, student fees that cover any undelivered part of any of the courses are assured. This provision is underwritten by the New Zealand Catholic Bishops Conference (NZCBC). Please refer to the Withdrawal and Refunds Policy in this document.

OTHER PROGRAMMES NOT CURRENTLY GENERATING GOVERNMENT SUBSIDY

TCI delivers other programmes and offers other qualifications that do not currently generate government funding. However, the same mechanisms for student protection and disclosure of information apply to all programmes and courses. Catholic Institute of Aotearoa New Zealand is committed to quality in all its programmes of study.

For further information, please contact the Head of Business and Student Support on 04 819 8382 and e-mail: a.lata@tci.ac.nz

Reviewed – November 2013

Next review – November 2014

WITHDRAWAL AND REFUNDS POLICY

1. In order to be eligible for any refund students must apply in writing to the Head of Student and Business Support, setting out the special circumstances of the claim.
2. Students who withdraw from all or part of the course of study are entitled to a full refund of tuition fees paid. For complete withdrawal the non-tuition fees are also refunded, less
 - a. costs already incurred by TCI
 - b. an amount which covers use of the facilities, resources and living expenses (where applicable) to date of withdrawal.
3. Withdrawal must be made before the following dates/times:
 - a. Certificate and Diploma programmes:
One month or equivalent from the start date of each course (paper).
(Note that students pay tuition fees on a paper-by-paper basis)
 - b. Distance Education courses:
One month or equivalent from the start date of each semester
 - c. Distance Education late enrolments withdrawal date:
One month or equivalent from the date of receipt of the late enrolment.
4. Except in exceptional circumstances, no refund is payable to students who withdraw after the specified date.
5. In the event that TCI goes into liquidation or receivership, a pro rata of the course shall be refunded, the pro rata being that part which is still undelivered after the course commences. This provision is underwritten by the New Zealand Catholic Bishops.
6. Details of how to access policies and procedures, including complaints and appeals procedures, shall be made available to students before enrolment either in the Prospectus, or in the application and enrolment form/package, or in the Student Manual on TCI's web site at www.tci.ac.nz

WITHDRAWAL AND REFUNDS POLICY (Explanation)

1. If students wish to withdraw within the specified time, the balance of the course fees is reimbursed. In this case, TCI shall retain amounts to cover costs already incurred.
2. If students wish to withdraw after the above specified times, no refund shall be made except in the case of:
 - a. serious illness of student, serious illness or death of a close member of the student's family. In these cases TCI shall retain amounts to cover costs already incurred. The balance shall be returned. Medical evidence must be provided.
 - b. complaints arising from academic, assessment, administration, withdrawal and refunds, and conduct. In these cases TCI shall retain amounts to cover costs already incurred. The balance shall be returned. Evidence must be provided that TCI's Complaints, Grievances and Appeals Procedures for Students have been followed.

3. NO refunds shall be made to students who are asked to leave the course because of misconduct that endangers the student and/or others, or violation of rules, such as drugs or alcohol or poor attendance. Refer to Policy on Student Behaviour and Personal Conduct.

Date reviewed: December 2013

Next review: November 2016

COURSE FEES INFORMATION AND WITHDRAWAL AND REFUNDS PROCEDURES

Certificate in Catechetical Studies

1. There are NO fees charged for any part of the taught programme for students enrolled at Victoria University of Wellington College of Education, Canterbury University College of Education, Massey University College of Education, and Waikato University School of Education. Withdrawal and refund procedures do not apply.
2. The withdrawal procedures for the Certificate in Catechetical Studies are:
 - i. A student who withdraws after a specified point in the course shall be regarded as having failed the course unless the withdrawal has been approved by the Head of Student and Business Support.
 - ii. The specified time in the programme for the year 2014 is one month from the start date of each course (paper).
3. There is an administration fee of \$18.20 per course (paper) for students enrolled at a University or College of Education, who wish to study through distance education. The total tuition cost per course (paper) for students in this category for 2014 is \$18.20. This fee is paid **eight days after** the commencement of each semester or, in the case of late enrolment, **eight days after** the specified date for late enrolment.
4. Withdrawal procedures for distance education courses are:
 - i. A student who withdraws after specified points in the programme shall be regarded as having failed the course unless the withdrawal has been approved by the Head of Student and Business Support.
 - ii. The specified time in the programme for the year 2014 is one month from the start date of each Semester.
 - iii. Distance Education late enrolments withdrawal date: late enrolments for distance education courses are accepted. The specified date in this category shall be one month from the start of each of the published semester dates.
5. The Head of Student and Business Support shall not approve a withdrawal unless satisfied that:
 - (a) there is evidence of satisfactory progress in the course up to that point; and
 - (b) there are medical or personal circumstances, which make it in the student's best interest not to complete the course, and that normally these circumstances have arisen since the specified cut-off date for withdrawals.
6. Information regarding the government subsidy, in the form of Student Achievement Component, and other relevant information, shall be made available in TCI's prospectus and/or the application and enrolment package.

COURSE FEES INFORMATION AND WITHDRAWAL AND REFUNDS PROCEDURES

Certificate in Pastoral Ministry (Hospitals), Certificate in Pastoral Ministry (Prisons), Certificate in Catholic Youth Ministry, Certificate in Pastoral Ministry

1. The fees for these qualifications for 2014 are \$73.80 per course (paper). There is also a compulsory Student Services Fees of \$10.00 **per annum**.
2. There is a compulsory administration fee of \$18.20 per course (paper) for all students. The total tuition cost per course (paper) for 2014 therefore, is an additional \$18.20 to the above fees, bringing the total to \$92.00.
3. Course fees for each course (paper) are paid **eight days after** the commencement of each course (paper). For distance education, the fees for each course (paper) are paid **eight days after** the commencement of each semester or, in the case of late enrolment, **eight days after** the specified date for late enrolment.
4. Withdrawal and refund procedures are:
 - i. A student, who withdraws after a specified point in the course, shall be regarded as having failed the course unless the withdrawal has been approved by the Head of Student and Business Support.
 - ii. The specified point in the course commences one month from the start of each course. This point applies for each course (paper) in the Certificate.
 - iii. The Head of Student and Business Support shall not approve a withdrawal unless satisfied that:
 - (a) there is evidence of satisfactory progress in the course up to that point; and
 - (b) there are medical or personal circumstances, which make it in the student's best interest not to complete the course, and that normally these circumstances have arisen since the specified cut-off date for withdrawals.
5. Withdrawal and refund procedures for the distance education courses are:
 - i. A student who withdraws after specified points in the programme shall be regarded as having failed the course unless the withdrawal has been approved by the Head of Student and Business Support.
 - ii. The specified points of withdrawal are one month from the start date of each semester.
 - iii. Distance Education late enrolments withdrawal date: late enrolments for distance education courses are accepted. The specified date in this category shall be one month from the start of each of the published semester dates.
6. A student who withdraws within a specified time is entitled to a refund, worked at a pro rata of the undelivered part of the course.
7. Students must read these procedures in conjunction with the Withdrawal and Refunds Policy and Explanation.

8. Information regarding the government subsidy, in the form of Student Achievement Component, and other relevant information, shall be made available in TCI's prospectus and/or the application and enrolment package.

COURSE FEES INFORMATION AND WITHDRAWAL AND REFUNDS PROCEDURES

Diploma in Religious Studies streams Religious Education, Theological Studies, Pastoral Ministry, Diploma in Scripture Studies, Diploma in Pastoral Leadership

1. The fees for these qualifications for 2014 are:

\$73.80 per course (paper) at the 100 and 200 levels
\$108.60 per 300 level course (paper)
2. There shall be an administration fee of \$18.20 per course (paper) for all students. The total tuition cost per course (paper) for 2014 therefore, is an additional \$18.20 to the above fees). There is also a compulsory Student Services Fees of \$10.00 **per annum**.
3. Course fees for each course (paper) are paid **eight days after** the commencement of each course (paper). For distance education, the fees for each course (paper) are paid **eight days after** the commencement of each semester or, in the case of late enrolment, **eight days after** the specified date for late enrolment.
4. Withdrawal and refund procedures are:
 - i. A student, who withdraws after a specified point in the course, shall be regarded as having failed the course unless the withdrawal has been approved by the Head of Student and Business Support.
 - ii. The specified point of withdrawal is one month from the start date of each course (paper) in the Diploma qualifications.
 - iii. The Head of Student and Business Support shall not approve a withdrawal unless satisfied that:
 - (a) there is evidence of satisfactory progress in the course up to that point; and
 - (b) there are medical or personal circumstances, which make it in the student's best interest not to complete the course, and that normally these circumstances have arisen since the specified cut-off date for withdrawals.
5. Withdrawal and refund procedures for the distance education courses are:
 - i. A student who withdraws after specified points in the programme shall be regarded as having failed the course unless the withdrawal has been approved by the Head of Student and Business Support.
 - ii. The specified dates in the programme for the year 2014 are one month from the start date of each semester.
 - iii. Distance Education late enrolments withdrawal date: late enrolments for distance education courses are accepted. The specified date in this category shall be one month from the start of each of the published semester dates.
6. A student who withdraws within a specified time is entitled to a refund, worked at a pro rata of the undelivered part of the course.

7. Students must read these procedures in conjunction with the Withdrawal and Refunds Policy and Explanation.
8. Information regarding the government subsidy, in the form of Student Achievement Component, and other relevant information, shall be made available in TCI's prospectus and/or the application and enrolment package.

6.4 Staff Selection, Appraisal and Development

A teaching staff with the necessary knowledge and skills will be maintained through staff selection, appraisal and development.

Policies

1. There are policies on Appointments and Equal Employment Opportunity. There are Appointments Procedures, Criteria for Appointing Teaching Faculty, Criteria Relating to Existing Faculty, and Professional Development, including a Professional Development Plan. The review of staff is part of the Professional Development Plan, where review procedures are found. Also refer to Policy on Appraisal in this section.
2. There is an Appraisal of Teaching Staff.
3. All teaching staff appointed to TCI will be qualified and skilled.
4. Full time and part time teaching staff members will be part of TCI's Professional Development Plan.
5. In their teaching and conduct the staff members will reflect TCI's Mission Statement.
6. Staff members will have the opportunity to participate in the development and evaluation of policies and procedures.

Procedures

1. Director, TCI, in consultation with staff and the Council determines the staffing needs of TCI.
2. Referees' reports will be sought for all positions.
3. Interviews for staff appointments are held.
4. Job descriptions will be offered to all full-time and part-time positions. All positions have associated task descriptions.
5. When appointing staff requiring specialist knowledge, relevant groups will be consulted.
6. When appointing staff requiring general tasks, staff members will be consulted.
7. There is a system for reviewing performance so that professional development can be identified.
9. Director, TCI is responsible for the professional development of staff. This responsibility encompasses:
 - ❑ receiving and approving professional development requests from individual staff, whole staff
 - ❑ establishing priorities
 - ❑ re-imbursing a proportion of the cost, where staff members are involved with long term training that furthers their own qualifications related to the TCI's goals, or is job-related.
 - ❑ ensuring that professional development of staff is equitable.
 - ❑ ensuring that professional development is provided for the staff as a whole.

9. A procedure for identifying professional development needs is in place. Staff members are to submit requests for professional development to Director, TCI or the Head of Student and Business Support when appropriate

Reviewed: April 2012
Next review: April 2015

EMPLOYMENT POLICY

Rationale

The Catholic Institute (TCI) is committed to a just system of employment that reflects the dignity of all people within the mission of the church.

Purpose

This Policy, when finalised will:

- Direct the considerations of the employment of person in The Catholic Institute

Principles:

TCI acknowledges that competent staff, fairly employed, enhance the work of the Church. To ensure this TCI commits to: be accountable to TCI Trustees (the Bishops of Aotearoa) and TCI council in the employment of staff; reflect the non-discrimination teachings of the Church in matters of employment; and employ the best person for a vacant position.

Guidelines:

1. A system of employment, approved by the Bishops of Aotearoa and the Council of TCI, will be carried out by TCI.
2. TCI staff will be notified of all positions which become vacant.
3. All positions which become vacant will be advertised widely enough to inform the Catholic Community.

Conclusion:

Appropriate processes to employ skilled personnel will enhance the quality of TCI's performance and its ability to fulfil its mission

Review

This policy will be reviewed by the TCI Council after it has been in operation for three years, and if necessary, modified appropriately.

Application

This policy applies to the consideration of the employment of all new TCI staff.

Policy Approval Agency

TCI HR Committee

Approved - February 2012

Next Review - February 2015

APPENDIX A

GENERAL APPOINTMENTS PROCEDURES

1. Application package shall be made available to all enquiries during the application period. This package shall include:
 - a job description
 - application form
 - referee forms
 - the Vision Statement
2. The job description and person's specifications are drawn up by Director, TCI in consultation with the relevant staff members.
3. Appointments of staff are made on the recommendations of Director, TCI and ratified by the TCI Council
4. Director, TCI may wish to co-opt a panel of people for the process of short listing and interviewing candidates.
5. Director, TCI shall note outstanding strengths and limitations after studying applications and referee reports.
6. Director, TCI shall short-list not more than four applicants. The applicants shall be informed of the current status of their application regarding receipt of their application, and whether they have been successful, short-listed, held on file, or any other decision made by Director, TCI.
7. If difficulty is encountered short listing applicants, Director, TCI may consult with either relevant staff members or co-opt an interim group. This group is expected to have expertise in this area.
8. The short listed candidates shall be notified of the date and venue of interview, and reimbursement entitlements where applicable.
9. Director, TCI shall draw up a schedule of questions and specify the length of the interview, which will be the same for all candidates. All interviews shall be held on the same day where possible, the interviewing personnel to remain the same for each interview.
10. Director, TCI shall make the appointment as soon as possible and no longer than 5 working days after the interview. Director, TCI shall inform the successful applicant on the same day of the appointment, unless otherwise stated to the applicants in previous correspondence.
11. Depending upon the position applied for, the successful applicant shall have up to two days to verbally accept the position.
12. After acceptance, a letter of confirmation shall be sent to the successful candidate and letters of non-appointment shall be sent to all other applicants. The letters of non-appointment shall name the successful applicant and note the right that unsuccessful applicants have to a review. Written acceptance from the successful candidate is to reach TCI's Director within 7 working days from the letter of confirmation.

If the successful applicant does not accept the position, Director, TCI shall decide whether to offer the position to another applicant or to re-advertise.

The staff and other interested parties shall be advised as soon as possible of the appointment once written confirmation of acceptance has been received.

In all proceedings, confidentiality, dignity and courtesy are to be demonstrated.

Director, TCI and any other personnel involved in the procedure shall act according to the requirements of the Official Private Act (1993).

APPOINTING TEACHING FACULTY - CRITERIA

The Catholic Institute of Aotearoa New Zealand uses the following criteria for academic appointments:

- 1. Advertising**
TCI supports the principle of open advertising. It also supports the principle of approaching highly skilled personnel where appropriate.
- 2. Courses**
A Masters' degree is considered to be a minimum qualification for lecturers. There is recognition that in special areas of expertise qualifications below Masters is acceptable if the applicant produces evidence of related work experience, special expertise and/or is studying towards higher qualifications.
- 3. Special Expertise**
In certain areas, such as Māori Perspective on Religious Education, Spirituality and Theology, Pastoral Counselling, cultural expertise and work history are the essential criteria.
- 4. Special Character**
TCI has a particular character and mission. Therefore, it is essential that it be satisfied that an appointee will be compatible with its character.
- 5. Part-Time Lecturers**
TCI acknowledges that while appointments of part-time lecturers should follow the above criteria, some variations may occur.

APPRAISAL OF TCI STAFF POLICY

Rationale

The Catholic Institute (TCI) is committed to academic excellence and acknowledges the need for regular review of the quality of the teaching, learning and associated support necessary to ensure the delivery of high quality tertiary level courses to students. The appraisal seeks to reach a mutual understanding of the staff member's role and performance expectations, and review their professional development objectives for the forthcoming period.

Purpose

In order to ensure the operational proficiency and quality delivery of The Catholic Institute's programmes; to enable TCI staff to develop a clear sense of their role; to record performance objectives and discuss performance measures and evaluations, TCI has a policy to guide the appraisal of its staff.

Guidelines

All full time and permanent part-time staff will be appraised by Director, TCI (or nominee) or appropriate Head of their work unit.

1. **Director, TCI(s) (or equivalent)**

Director, TCI will be appraised through the Performance Review system established by the TCI Council. The appraisal process will be directed by the Chair of TCI Council (or nominee) and the appraisal timetable will be set annually by the TCI Council.

Director(s) of Nathaniel Centre; NCRS and Head of Student and Business Support will be appraised by the TCI Director (or nominee) and a TCI Council member (or nominee). The appraisal timetable will be set annually by the TCI Council.

2. **Teaching Staff**

The teaching staff will be appraised by Director, TCI (or nominee) for teaching sites, in consultation with the Head of Learning and Teaching (when this position is separate from Director, TCI). This appraisal will also include a formal review through consideration of a *Teaching Appraisal Report*; evidence of *Lecturer Course Reviews*; and *Procedures to Guide Professional Development* in order to:

- i. To encourage lecturers to analyse their performance in order to continue developing their Learning and Teaching practice.
- ii. To ensure that lecturers receive positive and appropriate feedback on performance.
- iii. To provide lecturers with professional development opportunities to ensure personal and professional goals

3. **The Administrative staff**

The Administrative staff will be appraised by Director, TCI (or nominee) and the appropriate Head of their Work Unit.

4. Each full time and permanent part-time teaching faculty member will have a job description which will form the basis of the performance appraisal.
5. Performance is appraised against an agreed set of indicators developed in consultation between Director, TCI (or nominee) and the staff member.
6. Appraisal normally follows a procedure involving formal and informal reviews, support, communication, goals and outcomes.

7. Appraisal will take place annually.
8. Confidentiality will be maintained.
9. Staff may invite a support person to the review to ensure clarity.
10. Director, TCI (or nominee) has the right to seek an independent opinion if necessary.

Conclusion

The quality of education to students is ensured if there is on-going appraisal, review and accountability of teaching staff.

Review

This policy will be reviewed by the TCI Council.

Application

This policy applies to the appraisal of all TCI staff

Policy Approval Agency

TCI HR Committee

Approved - February 2012
Next Review - February 2015

EQUAL EMPLOYMENT OPPORTUNITY POLICY

Rationale:

Catholic Institute of Aotearoa New Zealand is committed to the identification and elimination of discriminatory barriers that cause or perpetuate inequality in the employment of any person or group of persons, including rates of equal pay, in accordance with Gospel values and Church teaching.

Purpose:

1. To identify and address discriminatory practices and policies.
2. To ensure that all policies and procedures are non-discriminatory and reflect a commitment to the Treaty of Waitangi.
3. To provide opportunities that enhances the value and career opportunities of individual staff members.
4. To provide a non-discriminatory, safe and culturally sensitive working environment for all staff.
5. To plan affirmative action policies on behalf of women, Maori, Pacific Island staff, or other ethnic minorities, and persons with disabilities, on the staff.
6. To provide a salary or wage that is commensurate to the job description, regardless of gender, race or culture.

Guidelines:

1. All employment policies and procedures will comply with the provisions of the Human Rights Act (1993), the Mission Statement and the Appointment Policy.
2. Regular review of policies will identify discriminatory practices if any, and action will be taken to remedy this. Staff members will be included in this review.
3. Selection and appointments will be made on merit, qualifications and work experience relating to the position as outlined in the Appointment Policy.
4. Opportunities for training and promotion will be made available to all employees.
5. An analysis to assist in ensuring equality of opportunity for all employees will be undertaken.
6. Pay or salary will be within accepted guidelines, and will not discriminate between gender and race or culture, or between salaried and waged staff.

Conclusion:

By identifying and eliminating any policy and procedure, and any other condition existing within TCI, which may cause or perpetuate inequalities to any person or group, an environment can be provided which can improve outcomes.

Note: Those on a stipend work in TCI as a result of an arrangement between the Bishops and the Congregational leaders fall outside this policy.

Related Policies:

Appointment, Professional Development, Health and Safety, Language, Bicultural Relationships, Personal Well Being, Employment.

Reviewed: February 2012

Next Review: February 2015

6.5 Student Entry

There is a system for establishing and clearly publicising learner entry requirements that include no unreasonable barriers.

Policies

1. TCI will follow guidelines set by the New Zealand Qualifications Authority (NZQA) and any other qualifications/programme provider with which TCI is linked.
2. The entry requirements for the Certificate of Catechetical Studies are:
 - Students must be enrolled at Victoria University of Wellington College of Education or any other College of Education
 - Students show an interest in teaching in Catholic integrated Primary or Secondary schools
 - Students can apply for entry irrespective of their faith tradition.
3. The entry requirements for the Certificate in Catholic Youth Ministry are:
 - No prerequisites except for a proven ability to cope with tertiary education, or at least a motivation to learn at this level
 - Entry is open to all adult students. Adults are those who are above secondary school age, that is above the age of 17
 - Adults who are already, or are interested, in ministering to youth
 - Adults who are already, or interested in, working in parishes, chaplaincies, schools or other church settings
 - Adults who are interested in continuing their studies in understanding of faith
 - Students can apply for entry irrespective of their faith tradition.
4. The entry requirements for the Certificate in Pastoral Ministry (Hospitals):
 - No prerequisites except for a proven ability to cope with tertiary education, or at least a motivation to learn at this level
 - Entry is open to all adult students. Adults are those who are above secondary school age, that is above the age of 17
 - Adults who are already, or are interested, in ministering to the sick
 - Adults who are interested in continuing their studies in understanding of faith
 - Students can apply for entry irrespective of their faith tradition.
5. The entry requirements for the Certificate in Pastoral Ministry (Prisons) are:
 - No prerequisites except for a proven ability to cope with tertiary education, or at least a motivation to learn at this level
 - Entry is open to all adult students, that is above the age of 17
 - Adults who are already in prison ministry, or are interested in ministering to prisoners
 - Adults who are interested in continuing their studies in understanding of faith
 - Students can apply for entry irrespective of their faith tradition.
6. The entry requirements for the Diplomas in Religious Education, Pastoral Ministry and Theological Studies are:
 - No prerequisites for entry
 - Entry is open to all adult students. Adults are those who are above secondary school age, that is above the age of 17
 - Adults who are already, or are interested, in teaching Primary or Secondary integrated Catholic school students
 - Adults who are already, or interested in, working in parishes or other church settings

- Adults who are interested in continuing their studies in understanding of faith
 - Students can apply for entry irrespective of their faith tradition.
7. The entry requirements for the Diplomas in Scripture Studies are:
- No prerequisites for entry
 - Entry is open to all adult students. Adults are those who are above secondary school age, that is above the age of 17
 - Adults who are already, or are interested, in teaching Primary or Secondary integrated Catholic school students
 - Adults who are already, or interested in, working in parishes or other church settings
 - Adults who are interested in continuing their studies in understanding of Scripture and faith
 - Students can apply for entry irrespective of their faith tradition.
8. The entry requirements for the Diploma in Pastoral Leadership are:
- No prerequisites except for a proven ability to cope with tertiary education, or at least a motivation to learn at this level
 - Entry is open to all adult students. Adults are those who are above secondary school age, that is above the age of 17
 - There are no barriers to entry requirements
 - Students can apply for entry irrespective of their faith tradition.
9. The entry requirements for the Master of Educational Leadership are:
- A recognised Bachelor of Education degree and a professional teacher education qualification or
 - A recognised first degree and a recognized course of professional teacher education
 - Admission may also be granted through Special Entry as provided by the Australian Catholic University Regulations.

NB. There are two inactive qualifications for which the entry requirements are:

The entry requirements for the Certificate of Christian Family Life Education (CFLE) are:

- Students must be sponsored by such bodies as Boards of Trustees, Parish Councils, employer
- Students are interviewed by the CFLE co-ordinator and team members
- Students must be willing to run programmes with their community
- Students can apply for entry irrespective of their faith tradition.

The entry requirements for the Certificate in Leadership (Advanced) are:

- No prerequisites except for a proven ability to cope with tertiary education, or at least a motivation to learn at this level
- Entry is open to all adult students. Adults are those who are above secondary school age, that is above the age of 17
- There are no barriers to entry requirements
- Students can apply for entry irrespective of their faith tradition.

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

1. To ensure that student 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 in the annual Prospectus.
3. Where no qualification/programme/course pre-requisite exists, TCI's own entry requirements will apply. These requirements will be fair, applied consistently and published in advance.
4. A student may in certain circumstances apply to the Head of Learning and Teaching to have pre-requisites waived (e.g. prior learning, academically able student, equivalent overseas assessments/certification, etc). The decision will be made by the Head of Learning and Teaching 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 courses, to ensure that they 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 will provide each year a Prospectus, which includes among other things, entry requirements for each programme and for particular courses.
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 the specific content and learning outcomes of a course, moderation information, through tracking of student achievement, etc., application must be made to the Head of Student and Business Support in consultation with Head of Learning and Teaching who after any other appropriate consultation will communicate to the applicant the results of the application.

Conclusion

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

Reviewed: February 2012

To be reviewed: May 2014

SCHOLARSHIP POLICY

FORMS: Scholarship Application Form

RATIONALE

In accordance with Gospel values and Church teaching, and in line with the Treaty of Waitangi, The Catholic Institute of Aotearoa New Zealand is committed to equity of access for students who, because of financial hardship, are unable to bear the full cost of TCI's courses. In cases of hardship TCI helps with course fees on an individual basis. TCI also offers scholarships leading to full or partial qualifications. Of these scholarships eight are designated for Māori students and six are designated for Pacific Island students.

PURPOSE OF POLICY

- To ensure all TCI policies and procedures are non-discriminatory and reflect a commitment to the Treaty of Waitangi.
- To commit financial resources to students experiencing financial hardship and whose enrolment is considered to be a benefit to the individual and more importantly the wider Church.
- To provide opportunities that enhance the educational opportunities of disenfranchised or economically disadvantaged students
- To support affirmative action policies on behalf of women, Maori, Pasifika, and other ethnic minorities, and persons experiencing economic hardship.
- To allocate specific funding for the assistance of Maori and Pasifika students

PROCESS

The existence of scholarships will be advertised on the web; in the Prospectus; on promotional booklets; student handbooks and by Site Coordinators.

Applications are received by the Registrar, who reviews the evidence and makes a recommendation to the Head of Student and Business Support. The applications are prioritised by the Head of Student and Business Support and in consultation with the Head of Learning and Teaching an offer is made.

Scholarships are offered one year at a time. Renewal of a scholarship is dependent on the student producing all work required and at a high standard. Students in genuine hardship receive a scholarship and fail to complete their study they will be restricted to one scholarship a semester and monitored.

Applications for scholarships from students proving financial hardship who are within two papers of completing their programme of study will be given priority;

The Academic Committee will receive a report from the Director as part of its annual review cycle about the number and range of scholarships awarded by the TCI. Any policy decisions from that report will be implemented the following year.

CATEGORIES OF SCHOLARSHIPS

There are three categories of scholarships:

- i. Maori – 8 awards
- ii. Pasifika – 6 awards
- iii. Hardship – 20% off the course fees amount

REVIEW

This Policy is yet to be ratified by the Academic Committee and will be up for review in February 2017 or earlier if academic circumstances change.

APPLICATION

This policy applies to all students and staff of TCI.

6.6 Student Guidance and Support Systems

Students have adequate access to appropriate guidance and support systems.

Policies

1. TCI ensures that each student will receive accurate information on programmes and courses delivered by TCI.
2. Director, TCI will appoint the Head of Student and Business Support and one other to oversee student guidance.
3. Where applicable, off-site procedures between TCI and off-site provider are available in order to safeguard students in the event they are off-site.
4. There are procedures that deal with formal complaints about academic, assessment, administrative, withdrawal and refunds, and conduct and person suitability issues.
5. There is a policy which deals with formal complaints about sexual harassment and that information to students regarding this matter are made through the Catholic Institute of Aotearoa New Zealand. See the end of this section.
6. There is a policy, rules and regulations and appeals procedures which deal with Student Behaviour and Personal Conduct. See the end of this section.

Procedures

1. The Head of Student and Business Support provides new students with the Student Manual and Prospectus, which contain important information about courses and the levels to which they may be taken.
2. The Academic staff will provide students with guidance regarding choice of courses, learning progress and information about credits. This will include meetings with students when required.
3. The Head of Student and Business Support will ensure that proper guidance and support is provided to all students, including those with learning and physical disabilities, ensuring provision is made for these students within the limits of TCI's resources.
4. The Head of Learning and Teaching will communicate with lecturers as required to keep abreast of student needs. The Head of Student and Business Support will also keep abreast with changes to qualifications and course structures.
5. The Head of Learning and Teaching will ensure that course materials are up to date and freely available.
6. The Head of Student and Business Support will refer students to specialist educational and vocational guidance and counselling, when appropriate.
7. TCI teaches the Certificate in Catechetical Studies at Victoria University of Wellington College of Education, Massey University College of Education, Christchurch College of Education and Waikato University College of Education. Students are formally enrolled at these institutions and follow their procedures regarding health and safety. Student support and guidance for the Catechetical Studies programme are the responsibility of teaching site co-ordinators and ultimately, TCI.

TCI offers some of its programmes at other teaching sites in Auckland, Hamilton, Palmerston North, Christchurch, Greymouth and Timaru. Student support and guidance is the responsibility of the site co-ordinators at these sites in consultation with the Head of Student and Business Support at TCI.

TCI uses temporary teaching sites to enhance access to face to face taught papers in areas far from the main centres. Support and guidance are the responsibility of TCI and the main teaching sites.

In the event that some of the courses may build a practical and/or teaching-site component, the Head of Student and Business Support will be the liaison person for guidance and support for students where applicable. See Teaching-site Procedures between TCI and Teaching-site Provider, next page.

8. Refer to complaints, grievances and appeals procedures.
9. See below for Sexual Harassment Complaints Policy and procedures.
10. See below for Student Behaviour and Personal Conduct.
11. In the event that students experience difficulties with internal and external procedures, students will be given the address of the nearest New Zealand Qualifications Authority, and will be advised that they may contact New Zealand Qualifications Authority at 125 The Terrace, Wellington.

Review

The Academic Board or its equivalent will review operations regularly. Where necessary, it may seek external evaluation of its systems and procedures. If students report that support and guidance systems are not meeting their needs, an independent review will be undertaken and recommendations will be made to the Head of Learning and Teaching and the Head of Student and Business Support for appropriate changes.

TEACHING-SITE PROCEDURES BETWEEN THE CATHOLIC INSTITUTE AND TEACHING-SITE PROVIDER

1. The Programme

If outside tutor/lecturer is involved:
Person specification/qualifications
Appointment of tutor/lecturer
Supervision
Costs: programme, tutor/lecturer
course content
delivery method
assessment moderation
reporting
programme review

2. Health and Safety

First Aid Facilities
Accident Register
Hazard Notification register
Emergency procedures

3. The other Provider will be aware of the TCI procedures before the programme starts.
4. The TCI lecturer will be in charge of the programme and has the responsibility to ensure that all aspects are considered.
5. The TCI lecturer will inform the Head of Student and Business Support that all requirements have been met before the programme starts.
6. The Head of Student and Business Support will be responsible for any support required by students while they are off site.

SEXUAL HARASSMENT POLICY

PREAMBLE

Within the Christian community, respect for the dignity of each person forms the basis of our relationships, therefore our institutions need to reflect the Gospel message of justice and equality (Micah 6.8). Within this Christian community however, it cannot be assumed that our institutions, our workplaces are harassment free and therefore safe places to work. The church community is not immune from issues that impact on the rest of the world.

It is important to acknowledge that while sexual harassment, primarily affects women in the workplace, men can also be affected by sexual harassment.

The Human Rights Commission says that sexual harassment is often misunderstood, "it is little to do with sex and a lot to do with the abuse of power ... that is why sexual harassment can become confused with consenting relationships, romance and some jokes between workers. It is sexual behaviour directed at someone who does not welcome it. Preventing sexual harassment is about overcoming these beliefs".

POLICY

THE CATHOLIC INSTITUTE OF AOTEAROA NEW ZEALAND WILL NOT TOLERATE SEXUAL HARASSMENT IN THE WORKPLACE. WHERE SEXUAL HARASSMENT HAS OCCURRED, APPROPRIATE ACTION WILL BE TAKEN. SEXUAL HARASSMENT IS UNLAWFUL.

The legislative framework within which we work is:

- ❑ The Employment Contracts Act 2000, which outlines personal grievance provisions available to an employee on the grounds of sexual harassment in their workplace (Section 6.4.4).
- ❑ The Human Rights Act 1993, Section 22 states that it is unlawful for an employer to discriminate against an employee on the basis of their sex. The definition of Sexual Harassment is spelled out in Section 62.

HUMAN RIGHTS COMMISSION

Sexual harassment is a form of unlawful discrimination under Section 62 of the Human Rights Act 1993. It is a denial of equality in the workplace.

Section 62 (Section 1 and 2) reads:

1. It shall be unlawful for any person (in the course of that person's involvement in any of the areas to which this subsection is applied by subsection (3) of this section) to make a request of any other person for sexual intercourse, sexual contact, or other forms of sexual activity which contains an implied or overt promise of preferential treatment or an implied or overt threat of detrimental treatment.
2. It shall be unlawful for any person (in the course of that person's involvement in any of the areas to which this subsection is applied by subsection (3) of this section) by the use of language (whether written or spoken) of a sexual nature, or by physical behaviour of a sexual nature, to subject any other person to behaviour that:

a) is unwelcome or offensive to that person (whether or not that is conveyed to the first-mentioned person); and

b) Is either repeated, or of such a significant nature, that it has a detrimental effect on that person in respect of any of the areas to which this subsection is applied by subsection (3) of this section.

The State Sector Act 1988, Section 56, under which managers are required to provide “good and safe working condition” for their employees.

The important features of sexual harassment are:

- ☐ It is verbal or physical (including visual) nature.
- ☐ It is sexual in nature.
- ☐ It is unwelcome.
- ☐ It is offensive.
- ☐ It is serious or persistent.
- ☐ The behaviour must be detrimental to the employment, job opportunities or job performance of the person making the complaint.

The following are some examples:

- ☐ Sex-oriented jokes.
- ☐ Offensive hand or body gestures.
- ☐ Physical contact such as patting, touching or putting an arm around another person's body at work.
- ☐ Sexual or intrusive questions about employee's personal life.
- ☐ Graphic, inappropriate or degrading comments about employee's appearance, dress or anatomy.
- ☐ Fear of job loss, or loss of advancement opportunities, through non-compliance with harassing overtures.
- ☐ Persistent and unwelcome social invitations.
- ☐ Misuse of pastoral or counselling situations

OPTIONS

1. Self Help

The employee may:

- ☐ tell the person, or persons, in private that their behaviour is offensive, and request that it stop
- ☐ write to the person, or persons, about their behaviour, sealing and marking the letter 'personal and confidential'
- ☐ speak to the person, or persons, in private in the presence of a contact person.

Since allegations of sexual harassment are extremely serious it is important to keep any information confidential to those directly involved.

2. Informal Intervention

The employee may approach a nominated person to intervene. It is the role of that person to explain relevant procedures to the employee, and allow the employee to choose whether or not to proceed with this option. It should be made clear to the employee that all investigations are conducted in strictest confidence and according to the procedures laid down.

3. **Formal Complaint**

a. Complaint to the TCI Director and/or the TCI Council in writing.

If self-help or informal intervention have not worked or if the allegation is, in the employee's view, serious enough to warrant formal disciplinary action, the employee with the help of their nominated person should submit a detailed written complaint to Director, TCI and/or TCI Council who will continue with the enquiry keeping complainant advised of the process and outcome.

b. Complaint to Chair of TCI Council and/or appropriate External Authority in writing.

If the allegation involves Director, TCI, the employee with the help of their nominated person should submit a detailed written complaint to the Chair of TCI Council.

If the allegation involves a member of the TCI Council the employee with the help of their nominated person can approach an 'Appropriate Authority' who is external to the Institute directly. Refer to the Protected Disclosure procedures.

c. Complaint to Employee's Representative

As sexual harassment may be grounds for a personal grievance, the complainant may wish to discuss the complaint with his or her representative. The alleged offender may also have representation.

Anyone may discuss any issue relating to sexual harassment, big or small, in confidence with their contact person; supervisor; Director and/or the TCI Council; or appropriate external body, and will not be victimised for doing so. Victimisation of a complainant (should it occur) will be treated very seriously.

NOMINATED CONTACT PEOPLE WITHIN TCI ARE

☐ John Kleinsman Ph 04 499 2251

CONTACT PEOPLE OUTSIDE TCI ARE

☐ Catholic Social Services Ph 04 385 8642

Review: This policy will be reviewed by the TCI Council.

Application: This policy applies to all TCI staff

Policy Approval Agency: TCI HR Committee

Approval - February 2012

Next Review - February 2015

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 and at its teaching delivery sites. It is expected that all persons who are part of the TCI and its teaching programmes, ranging from employees to students shall abide with 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 the Catholic Centre and outside the TCI.
3. Contact People shall advise students of the procedure through which to pursue a complaint of sexual harassment:

For all courses run by the TCI:

i. In the case of a complaint against a lecturer or other TCI employee, the complaint should be pursued through the procedures.

For the course Certificate of Catechetical Studies at Universities' Colleges of Education:

ii. In the case of a student against another student, where the students are formally enrolled at universities' Colleges of Education the complainant may choose to pursue the complaint through the procedures of those Universities.

4. These guidelines are in place in case a complaint is pursued beyond these procedures through legal channels.

PROTECTED DISCLOSURE PROCEDURES

Principles

TCI council acknowledges it has a responsibility to outline procedures for receiving and dealing with information about serious wrongdoing in or by The Catholic Institute Aotearoa New Zealand. TCI also accepts it has a responsibility to protect those who disclose the presence of such conduct from reprisals. Accordingly, this document sets out the conditions and processes associated with protected disclosures in accordance with the requirements of the Protected Disclosures Act 2000.

Procedural definition/guidelines

If a staff member has reasonable grounds to believe they have information that a serious wrongdoing is occurring (or may occur) within The Catholic Institute and they wish to disclose that information so it can be investigated, they can make a protected disclosure to Director, TCI. This disclosure may be made internally – within TCI's governance; or externally – through the proper civil authorities as outlined below. The disclosure should be made in writing.

A serious wrong doing is defined as:

- An unlawful, corrupt or irregular use of funds or resources
- An act, omission or behaviour that constitutes a serious risk to public health and safety
- An act, omission or behaviour that constitutes a serious risk to the maintenance of law
- An act, omission or behaviour by a public official that is oppressive, improperly discriminatory, grossly negligent or that constitutes gross mismanagement.

Conditions for protected disclosure:

- The information is about serious wrongdoing in or by TCI
- The staff member has reasonable grounds to believe the information to be true or likely to be true
- The staff wishes the matter to be investigated
- The staff member wished the disclosure to be protected.

Internal Procedure

If the staff member believe that either Director, TCI or the Chair of the TCI Council are not involved in the serious wrongdoing or are not in close relationship with the person/s involved in the wrongdoing they wish to disclose, they should, in the first instance, approach them and:

- clearly identify that the disclosure is being made under the Protected Disclosures Act and is following TCI Council procedure. You must provide:
- details of the complaint (disclosure) including: the nature of the complaint; who the complaint is against; relevant facts – if known – concerning time and/or place of the wrongdoing.
- If you have reason to believe that Director, TCI is involved in the wrongdoing, or has an association with the person committing the wrongdoing that would make it inappropriate to disclose to them, then you can make a disclosure to the chairperson of the TCI Council.

- It is then up to the person you disclose to, to ascertain if the disclosure constitutes a serious wrongdoing, and that the allegations would need investigating.

The person to whom the protected disclosure has been made may decide to take the following steps

- to investigate the disclosure themselves;
- to forward the disclosure to the Council or a committee of the Council to investigate;
- to forward the complaint on to an Appropriate Authority. If it goes to an appropriate authority they will advise you that they are now investigating the complaint.

The internal procedures are recognised as insufficient when:

- it is believed the head of the organization is also a party to the wrongdoing or has an association with the person, which would make it inappropriate for them to investigate;
- If the matter needs urgent attention or there are other exceptional circumstances;
- If after 20 working days there has been no action or recommended action on the matter to which the disclosure related.

External Procedure

If the staff member believes that both Director, TCI and the chairperson of the Council may be a party to the wrongdoing or in close relationship with the person/s involved in the wrongdoing they can approach an 'Appropriate Authority' who is external to the Institute directly. In this case an Appropriate Authority is deemed in the Act as including:

- the Commissioner of Police;
- the Controller and Auditor-General;
- Director, TCI of the Serious Fraud Office;
- the Inspector-General of Intelligence and;
- an Ombudsman;
- the Parliamentary Commissioner for the Environment;
- the Police Complaints Authority;
- The Solicitor-General;
- The States Services Commissioner;
- The Health and Disability Commissioner and;
- The head of any public sector organisation

If, for some reason, even the appropriate authority does nothing the staff member may then make the disclosure to the Ombudsman (unless they were the authority already disclosed to) or a Minister of the Crown.

Invalidation of Protection

The Act does not protect staff making allegations: they know to be false; or where they have acted in bad faith; or who disclose information in an inappropriate public manner – ie. the media in the circumstances referred to above. However, if you have

you notified the Office of the Ombudsman, that you have disclosed or are considering a disclosure under information and guidance on a number of matters and the disclosure leads to a victimization there may be protections and remedies available under the Human Rights Act 1993.

A copy of the Act can be found on the internet at

<http://www.legislation.govt.nz/act/public/2000/0007/latest/DLM53466.html>

Application

This policy applies to all persons employed in or by TCI

Policy Approval Agency

TCI HR Committee

Approval Dates

Reviewed: December 2013

Sent to TCI HR Committee – February 2014

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., “I have come that they may have life and have it abundantly” (John 10:10).
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 TCI building or in any other temporary site, or in any of TCI’s off sites. There are designated smoking areas.
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 Head of Learning and Teaching must be informed.
15. In the instance where the complaint is against the Head of Student and Business Support, Director, TCI must be informed.
16. In the instance where the complaint is against Director, TCI; Director of the Nathaniel Centre 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 and Business Support or Director, TCI, or both, will be excused from the Academic Board or its

equivalent decision. An outside body will always be consulted in such instances.

18. The above rules and regulations apply to all students studying at the Catholic Institute of Aotearoa New Zealand and its teaching-sites.
19. Note: For no 12, 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 and Business Support will be informed within one week of the incident/s. The Head of Student and Business Support in consultation with Director, TCI will conduct investigations and will inform the student of the decision within two weeks of the incident/s being reported. The Head of Student and 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 and Business Support by writing to Director, TCI within two weeks of the Head of Student and Business Support's 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. The nearest 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 the Catholic Institute of Aotearoa New Zealand 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*

Refer to Sexual Harassment Policy and Sexual Harassment Complaints Procedures separately.

Reviewed: December 2013

To be reviewed: November 2016

ACADEMIC HONESTY POLICY

CROSS REFER: Academic Honesty Procedures

(Drawn from the *Academic Integrity Frameworks* of Australian Catholic University)

RATIONALE

The Catholic Institute is committed to principles of ethical behaviour and integrity among its staff and students. The Institute values a culture of honesty and mutual trust, and expects all members of staff and student body to respect and uphold these values in all their activities.

Accordingly TCI considers academic honesty and integrity to be fundamental principles that guides the pursuit of excellence in learning, teaching, research and service. Any conduct which breaches academic honesty represents a form of fraud. It attacks the integrity of learning and scholarship and contravenes academic values of respect for knowledge, scholarship and scholars. To this end TCI will randomly check students work electronically against their Academic Honesty software: <http://smallseotools.com/plagiarism-checker/>

PURPOSE

The purpose of the policy is to define academic dishonesty and the rights and responsibilities of staff and students should a breach occur.

For the purpose of 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.

1.0 FORMS OF ACADEMIC DISHONESTY

Academic dishonesty may take a number of forms. These include but are not limited to:

- 1.1 plagiarism
- 1.2 collusion
- 1.3 recycling
- 1.4 cheating
- 1.5 impersonating another student
- 1.6 claiming credit for group work in circumstances when the student has not actively participated in or contributed to such work¹
- 1.7 use of forged, false, falsified, inaccurate or incomplete documentation or data or misrepresenting/manipulating the source of a document.

¹ This does not include group work which is appropriately constructed as part of the course assessment package

1.1 Plagiarism

- 1.1 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.
- 1.2 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.
- 1.3 Examples of plagiarism, whether by individuals or in group work, include the following:
 - 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;
 - 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;
 - 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.
 - 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;
 - 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

1.2 Collusion

- 1.2.1 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.

² This particularly applies to work purchased from another student, or from a site on the internet

1.2.2 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.

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

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

1.3 Recycling

A student may not, without the prior written approval of the Lecturer in Charge 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 in Charge 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.

1.4 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 examinations are subject to the specific instructions of the Lecturer, but the principles above regarding the unauthorised use of any assistance apply: no person other than the bona fide student may undertake an online assessment or examination on behalf of the student authorised by their enrolment to undertake the assessment or examination.

1.5 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.

1.6 Use of forged, false, falsified or incomplete documents

A student must not create or use, in connection with any activity within or connected with his/her application for, enrolment or re-enrolment, assessment or progression in a course, or for any other purpose, forged, false or falsified documentation or data, or 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.

1.7 Academic dishonesty in research

Academic dishonesty in research includes any behaviour described in sections 1.1 - 1.6 above in relation to proposing, conducting or reporting research, and further includes:

- a. fabricating data;
- b. omitting reference to relevant published works of others for the purpose of implying personal discovery of new information or original analysis of data;
- c. attributing work to others who have not in fact contributed to the research;
- d. stating or presenting a relevant or significant falsehood or omitting information or data so as to distort what is presented;
- e. making use of any information in breach of any duty of confidentiality associated therewith; or
- f. taking or damaging any research-related property of another person or body without authorisation.

This may include, but is not limited to, writings, manuscripts, data, hardware, software or any other substance or device used or produced in the conduct of research.

1.8 Academic Integrity Framework and Principles

Academic integrity is integral to the context of true academic discourse, where learning, the assessment of student progress and academic quality are pursued without compromise. Consequently, the Catholic Institute is committed to:

- a. defending the academic credibility and reputation of the Institute;
- b. protecting the standard of its awards;
- c. ensuring that students receive due credit for the work they submit for assessment;
- d. advising its students of the need for academic integrity, and providing them with guidance on best practice in support of their learning; and

- e. educating students about the importance of intellectual property and its relevance in relation to their own work and that of others.

2 RIGHTS AND RESPONSIBILITIES

2.1 Responsibilities of TCI

2.1.1 TCI will:

- a. develop strategies to promote principles and practice of academic integrity among all students;
- b. Establish structures that support Academic Integrity, through the Academic Integrity Policy and Procedures for Dealing with Alleged Breaches of Academic Honesty;
- c. establish and maintain appropriate procedures to oversee and monitor the implementation of TCI's policy and procedures on academic integrity; and
- d. present an annual report to the Council Academic Committee on any breaches of Academic integrity and subsequent handling of Academic dishonesty

2.1.2 The Head of Learning and Teaching will:

- a. ensure that students have access to information on Academic integrity and advice to students regarding the style guide and referencing/citation system required in the discipline and/or for different assessment tasks is available in the student manual
- b. ensure that all academic staff are aware of the need to introduce and reinforce student understanding of academic integrity and the professional and academic skills required at all course levels
- c. ensure that all academic staff are aware of, and provide advice to students regarding, the available sources of assistance for students seeking to develop their skills in academic writing and, in particular, preparation and presentation of assignments and other assessment tasks;
- d. incorporate material that will assist students to understand the meaning and practical application of academic integrity;
- e. ensure that relevant TCI publications (printed and electronic) include statements which:
 - i. make it clear that plagiarism, collusion, recycling and other forms of academic dishonesty are unacceptable;
 - ii. provide clear guidelines outlining what constitutes legitimate co-operation and collaboration, where it is encouraged and where it is prohibited;
 - iii. provide clear guidelines on group-work, especially concerning assessment and division of tasks among group members and monitoring of group-work by academic staff, to ensure fair assessment;
- f. implement appropriate security practices for submission and return of assessment tasks; and

- g. maintain a register of warnings issued regarding academic dishonesty and cases of breach of academic

2.2 Responsibilities of Academic staff

Academic staff will:

- a. ensure they are familiar with current policies and procedures with respect to academic integrity, and apply them consistently;
- b. design their assessment schedule in accordance with the Assessment Policy
- c. clearly explain in Course Outlines the style guide and referencing/citation system required in the discipline and/or for different assessment tasks;
- d. discuss with students (at an early stage, and particularly during the first few weeks of each study period) the importance of academic integrity and how to avoid its breach;
- e. provide appropriate conditions for group work and make clear to students the distinction between group work, levels of legitimate co-operation and collaboration, and requirements for individual work;
- f. be aware of and responsive to different cultural backgrounds of students, especially in relation to the use of the work of others and to academic literacy and writing skills; and
- g. provide students with early notification and fair warning if they believe any individual or group may be at risk of breaching academic integrity standards.

2.3 Rights of Students

Students have a right to:

- a. have access to TCI's policies, procedures and relevant resources relating to academic integrity;
- b. be provided with the style guide and referencing/citation system required in each discipline and/or for different assessment tasks;
- c. be provided with clear information on assessment requirements in each Course Outline, especially concerning aspects involving individual and/or collective assessment;
- d. be provided with clear guidelines relating to all aspects of group work, its operation, monitoring and assessment;
- e. be provided with clear guidelines on the level of co-operation and collaboration permitted within each assessment component;
- 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 in order 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 associated written procedures, which govern the status and conduct of students within the Institute and to conduct themselves in a manner which is consistent with those documents;
- b. understand and act in accordance with the Institute's published principles of academic integrity in the preparation, conduct 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 in the appropriate form where they found any material on which they have based their work, using the referencing system described in the Course Outline;
 - ii. acknowledge the people whose thoughts, ideas, experimental works, conclusions, drawings, designs, data, computer programs or other creative work they have extracted, developed or summarised, even if they put these into their own words, data or designs;
 - iii. avoid excessive copying of passages or works of another author, even where the source is acknowledged. The student should use another form of words to show that the student has thought about the material and understood it, but state clearly where they found the ideas;
- e. seek assistance from appropriate sources to remedy any identified deficiencies in their academic skills;
- f. ensure academic integrity is maintained when sharing work with others for any reason;
- g. 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
- h. complete assessment cover sheets or online declarations for all non-examination assessment tasks; this includes certification that the work is the student's own and that all cited works have been acknowledged and referenced. Where assessments are to be submitted electronically, students are required to complete the electronic declaration of originality at the start of the study period.

3.0 PROFESSIONAL DEVELOPMENT OF STAFF

- 3.1 The resources to assist in promoting academic integrity to students and dealing with any instances of its breach will be addressed in professional development programs for staff. In particular staff will be supported in pursuit of best practice in the setting of assignments in such a way that plagiarism becomes more difficult to commit.
- 3.2 TCI will advise staff in the use of, <http://smallseotools.com/plagiarism-checker/> its software for plagiarism detection the introduction of which is designed to promote academic integrity among students and assist staff in detecting instances of possible plagiarism.

REVIEW

The contents of this policy have been in discussion for a year and a draft comprehensive policy wording was released last year to the Policy Review Group for consultation. The Policy is yet to be ratified by the Academic Committee and will be up for review in January 2017 or earlier if academic circumstances change.

APPLICATION

This policy applies to all students and staff of TCI.

ACADEMIC HONESTY PROCEDURES

BREACHES OF ACADEMIC HONESTY

Any case of alleged breach of academic honesty will be dealt with by procedures which ensure:

1. equity;
2. consistency;
3. procedural fairness;
4. timely resolution of the case; and
5. achievement of appropriate and effective outcomes.

The following procedures deal with breaches of academic honesty. These procedures will be reviewed regularly and published on the TCI website. TCI includes a **declaration of academic honesty** on their assignment cover sheets and requires all students to sign this declaration when they submit their assignments for marking. In so doing TCI considers that students are acknowledging they have followed the principles of academic honesty outlined in the TCI policy. TCI may use text matching software or other tools to assist in identifying cases of breach of academic honesty.

1. LECTURER/TUTOR RESPONSIBILITY

Where a lecturer or tutor detects or becomes aware of a possible breach in academic honesty the following steps will be taken.

- 1.1 The lecturer will arrange a consultation/email communication with the student to further investigate the matter and should advise the Head of Learning and Teaching (or their nominee). In this consultation, the lecturer or tutor should refer the student to TCI's policy and procedures surrounding breaches of academic honesty. If the lecturer or tutor is a contracted lecturer, they will pass copies of the material accompanied by a report over to the Head of Learning and Teaching (or their nominee) to take the process forward
- 1.2 If the Lecturer or tutor is satisfied that the student did not act inappropriately or dishonestly, they should consult with the Head of Learning and Teaching (or their nominee) and then provide the student with relevant feedback and academic counselling.

2. ACADEMIC DISHONESTY PROCESS

If the Lecturer or tutor has sufficient evidence to conclude that the student has acted inappropriately or dishonestly, they are to:

- 2.1 Contact the Head of Student and Business Support to ascertain if any previous breaches of academic honesty or written warnings related to possible academic dishonesty have been issued to the student;
- 2.2 Where the student's personal file and/or the central repository of Breaches of Academic Honesty contains no written warning related to a previous occurrence of academic dishonesty and the current breach is a **minor** breach, the Lecturer should:

2.2.1 Counsel the student by explaining referencing guidelines, and provide a copy of the Academic Honesty Policy and a copy of TCI's Academic rubrics and referencing skills. The lecturer may then;

- a. adjust the student's mark in the relevant assessment task to take account only of work which is in line with principles of academic integrity and with the Academic Honesty Policy; and
- b. issue a written warning about the consequences of breaching TCI's policy on assessment and academic honesty. The letter should include advice that an allegation and subsequent investigation of further possible occurrences of academic dishonesty will take into consideration any previous warning that has been issued.

A copy of any warning letter should be:

1. signed and dated by both the student and the Lecturer;
2. retained by both the student and the Lecturer;
3. recorded by the Head of Student and Business Support on the central repository of Breaches of Academic Honesty; and
4. forwarded by the Lecturer to the Head of Learning and Teaching for information.

3 ACADEMIC DISHONESTY EVIDENCE

3.1 If the Lecturer or tutor has sufficient evidence to conclude that:

- i. there is at least one previous record related to a previous academic dishonesty occurrence;
- ii. or the current academic dishonesty occurrence is not a minor breach.

They will provide a report to the Head of Learning and Teaching on investigations undertaken and all relevant materials, which should include the paper or work submitted by the student for assessment and appropriate evidence of the basis on which the allegation is based e.g.:

- a. reference to and preferably copies of other resources which are considered to have been plagiarised; (a printout from any internet site is appropriate, in case that site is subsequently changed); or
- b. evidence of collusion or recycling;
- c. evidence from text matching software or other detection tools;
- d. a Supervisor's report and any associated evidence;
- e. any explanations and/or admissions that the student may make with respect to the relevant behaviour;
- f. information about any other written warnings related to possible previous occurrences of academic dishonesty found on the student's personal file or the central repository of breaches of academic honesty.

4 INVESTIGATION PROCESS

4.1 The Head of Learning and Teaching (or their nominee) is the responsible officer to whom any allegation of academic dishonesty has been reported. They will, within 10 working days of receiving the allegation, initiate such investigations as considered appropriate.

- 4.2 If the responsible officer considers that the evidence does not support the allegation, the student and the Lecturer or tutor will be advised accordingly and no further action will be taken.
- 4.3 If the Head of Learning and Teaching (or their nominee) considers that the allegation has substance, they will notify the student in writing of the nature of the allegation/s and provide the student with a copy of the Academic Honesty Policy, these Procedures with the opportunity to prepare and submit a written response. Unless otherwise specified in the particular case, the student's response should be lodged within 20 working days of notification by the Head of Learning and Teaching (or their nominee)
- 4.4 The Head of Learning and Teaching (or their nominee) may also request the student to attend an interview or provide the student with the opportunity to request an interview to discuss the allegation.
- 4.5 The Head of Learning and Teaching (or their nominee) will make a decision on the matter within 20 working days from the receipt of a response from the student, or, if no response is received, the due date for a response from the student.

5. FACTORS TAKEN INTO ACCOUNT IN DETERMINING ACTION TO BE TAKEN WHERE ALLEGATION OF ACADEMIC DISHONESTY IS PROVEN

The following factors will be taken into account in determining the gravity of an act of academic misconduct and determining action to be taken and/or penalty to be imposed:

- a. the nature of the academic dishonesty;
- b. the extent of the academic dishonesty;
- c. the experience of the student;
- d. any explanations and mitigating circumstances provided by the student;
- e. any previous record of academic dishonesty on the part of the student; and
- f. whether the breach is a **minor breach** of the Academic Honesty Policy, defined as a relatively small or insignificant breach of the student's academic honesty obligations. The breach has minimal effect on the overall result for that assessment task, and is not indicative of a broader pattern of behaviour. As a consequence, the breach does not provide the student with a significant unfair advantage, and a proportionate response by staff is indicated.

6. ACTION WHICH MAY BE TAKEN BY THE HEAD OF LEARNING AND TEACHING (OR THEIR NOMINEE)

- 6.1 Following investigation of the allegation, the Head of Learning and Teaching (or their nominee) may take one or more of the following actions:
- a. dismiss the case with no further action, other than counselling the student;
 - b. issue a written warning to the student;
 - c. require the student to resubmit the work for assessment or to undertake additional and/or remedial work in substitution for the work submitted;
 - d. require the student to undertake another form of assessment in lieu of the assessment work in question;
 - e. apply a fail grade to the work, or part thereof, submitted for assessment;

- f. impose a maximum grade for the course (e.g. a maximum grade of C) and/or downgrade the final grade overall of the course;
 - g. apply a fail grade overall in the course;
 - h. refuse, cancel or annul credit for any course;
 - i. refer the matter to the Director TCI if the Head of Learning and Teaching (or their nominee) considers that awarding a fail grade in the course is insufficient to deal with the matter.³
- 6.2 If a student has been found guilty of academic dishonesty on more than one occasion, the Head of Learning and Teaching (or their nominee) will refer the matter to the Director TCI.

7. ACTION BY DIRECTOR TCI

- 7.1 In the event of an allegation of academic dishonesty being referred by Head of Learning and Teaching (or their nominee) to the Director TCI, the Director TCI will undertake such further investigation of the case as is considered appropriate.
- 7.2 Following consideration of the case the Director TCI may take one or more of the following actions:
- a. dismiss the case;
 - b. apply a fail grade overall in the course(s);
 - c. refuse, cancel or annul credit for any course(s);
 - d. impose some lesser academic penalty;
 - e. terminate the student's enrolment in the course and exclude the student from the Institute for a period of up to one semester from the date of termination;

8. NOTIFICATION AND RECORDING OF DECISIONS

- 8.1 Following determination of a case by the Head of Learning and Teaching (or their nominee) will advise the student in writing of:
- a. the process undertaken during the investigation;
 - b. the decision reached;
 - c. the reasons for the decision; and
 - d. the available avenues of appeal.

A copy of the advice to the student will be provided to the Head of Student and Business Support and other relevant staff as is considered appropriate

- 8.2 The Head of Student and Business Support places the report on the confidential (electronic) Breaches of Academic Honesty file. Further access to the report is limited to the Director TCI, Head of Learning and Teaching, the Bursar and the Registrar. A cross reference will also be included on the student's personal file and the decision will be recorded on the central repository of breaches of academic honesty held by the Head of Student and Business Support.

³ Note: When the Head of Learning and Teaching and the Director TCI are the same person, the Head of Research and Advocacy will substitute for the Director TCI.

9. IMPLICATIONS OF TERMINATION OR EXCLUSION

Where a student's enrolment has been terminated or the student has been excluded under these Procedures, the following provisions apply:

- a. the student may not resume studies, after the expiry of the nominated period of exclusion, without first obtaining the approval of the Head of Learning and Teaching;
- b. where the period of exclusion is greater than one standard study period or semester, in order to be considered for re-enrolment, the person must first submit an application for readmission which will be determined by the Head of Learning and Teaching after consultation with the Breaches of Academic Honesty file;
- c. if the student subsequently re-enrols, no credit may be granted for any studies or other learning or practical experience undertaken at this Institute or elsewhere during the period of exclusion or suspension.

10. AVENUES OF APPEAL

10.1 A student may appeal:

- a. to the Director TCI against the decision of the Head of Learning and Teaching (or their nominee);
- b. to the Head of Research and Advocacy if the TCI Director and the Head of Teaching and Learning are the same person; or
- c. to an ad hoc appeals committee (comprising a TCI staff member; the Discrimination officer; and a member of the TCI Council or their nominee) against the decision of the Director TCI.

10.2 Any such appeal will be handled in accordance with the Student Appeals Policy and Procedures.

REVIEW

These procedures are to be reviewed annually. They are yet to be ratified by the Academic Committee.

APPLICATION

These procedures apply to all students and staff of TCI.

6.7 Off-site Practical or Work Based Components

There are arrangements for ensuring that any off-site practical or work-place components are fully integrated into the relevant programmes.

Although TCI is not usually engaged in off-site based programmes of study it acknowledges that any given programme may in the course of evaluation and restructuring, incorporate a one-off visit to sites other than the regular teaching sites. These one off visits will not be permanent teaching sites. In such a case procedures and responsibilities are set in place including those of student guidance and health and safety. Refer to section 6.6.

6.8 Assessment

There is a system for ensuring that assessment is fair, valid and consistent.

Policies

1. There is an Assessment Policy.
2. There is provision for implementing assessment in tikanga Māori for students who require it. Refer Policy on Treaty Goals and Objectives.
3. There is provision for alternative assessment for Pacific Island students and ESOL.
4. Assessment will meet the learning outcomes and reflect requirements of the course. Refer to Lecturer Manual, sections on assessment.
5. There is a procedure for dealing with assessment reviews.
6. There is a procedure for internal moderation requirements.
7. There is a procedure for external moderation requirements.
8. Appropriate reassessment for students who fail the assessment criteria will be made available.
9. Students will be provided with clear documentation about assessment requirements, including learning outcomes, assessment tasks, criteria, and marking schedules at the start of each course.
10. Assessment data will be recorded and stored securely.

Refer to TCI Practices and Procedures, Assessment and Evaluation Guide and the Lecturer Manual.

Procedures

1. Assessment and reporting are part of the Academic Board or its equivalent's brief. Director, TCI is ultimately responsible for quality management systems and assessment and reporting.
2. The Academic Board comprises TCI Council members and Director, TCI. The TCI Council and Director, TCI can form an equivalent committee
3. The Academic Board or its equivalent is responsible for:
 - monitoring and updating the assessment policy
 - monitoring the internal moderation of assessments
 - consulting over internal and external moderation requirements and procedures distributing information on assessment
 - ensuring that recording is accurate and timely and that assessment information is stored securely
 - reporting regularly to the TCI Council
 - staff development related to assessment.
4. The Head of Learning and Teaching will:
 1. receive, file and action relevant information regarding assessment, including NZQA information
 2. distribute assessment procedures to lecturers and students
 3. monitor assessment reviews
 4. check that assessment statements reflect learning outcomes and are in line with TCI policies

5. identify problems regarding assessment and liaise with lecturers referring to relevant documents to resolve concerns
6. ensure that there is a fair reassessment process

The Head of Student and Business Support will:

1. monitor the quality management systems in assessment
2. monitor internal and external moderation processes
 - i. report to the Committee when appropriate
 - ii. collect from lecturers all assessment information and ensure it is stored securely

5. Lecturers will

- ☐ ensure that assessment activities are in accordance with policies and reflect learning outcomes
- ☐ ensure that assessment is valid and reliable, and that records of students' work can be produced if necessary
- ☐ ensure that the internal and external moderation systems as set by TCI are met
- ☐ decide on assessment statements, procedures, range of assessment methods and frequency for their courses
- ☐ keep accurate records of achievement and produce records on demand
- ☐ ensure that copy of final marks are lodged on central computer files
- ☐ ensure that records of achievement are stored securely
- ☐ provide student with clear written information about assessment requirements including standards, procedures, tasks and marking schedules
- ☐ ensure all students are catered for, taking into consideration any special needs requirements
- ☐ take reasonable steps to ensure that work submitted is the student's own
- ☐ ensure that copies of students' work are kept securely filed until at least six months after the course is finished.

Review

There will be an evaluation of all courses when they are complete. This self-review by lecturers is helped by student feedback and student evaluation of courses across all teaching sites.

There will be a review of assessment and reporting by Director, TCI regularly, preferably annually.

There will be a regular review of policies and procedures by Director, TCI.

ASSESSMENT POLICY

Rationale

Assessment and recording of student achievement are part of and crucial to the learning process.

Purposes

1. To provide guidelines for assessment and recording procedures.
2. To ensure that the aim of assessment is to enhance student learning and to improve the evaluation of teaching practices.
3. To organise the way assessment and recording are part of the learning process.
4. To inform students of assessment activities.
5. To ensure that assessment is fair, valid and reliable.
6. To ensure that student work is authentic.
7. To require regular reviews of assessment procedure.
8. To ensure that the teaching faculty is aware of new developments and trends in assessment.

Guidelines

1. The Committee responsible for assessment and reporting comprises the Head of Learning and Teaching, programme coordinators, the lecturer/s representing Theology, Scripture, Religious Education and Leadership, and the equivalent programme co-ordinators in teaching sites where relevant.
2. Each lecturer will have an assessment statement which clearly identifies assessment tasks and the ways to assess them.
3. Assessment activities will use a range of assessment procedures to enhance validity, reliability and authenticity.
4. Assessment activities will reflect learning outcomes to further enhance validity and reliability.
5. Assessment will be used to help in the development and enhancement of student learning and to help improve evaluation of teaching practices. It will be used to identify areas of strengths and weaknesses and appropriate steps will be taken to address these areas.
6. There will be summative assessment for each course.
7. Formative assessment to guide student learning will be used where appropriate.
8. Records of assessment will be held, firstly by individual lecturers and, secondly in student files at all administrative sites. Computerised records will be held for every student by the Registrar at the main site.
9. A clearly specified appeals procedure will be available to students.
10. Clear guidelines involving due assessment dates will be available to students.
11. A student management system is in place and will be maintained.
12. The Academic Board or its equivalent will address needs for professional development for assessment and recording procedures.
13. This policy will be reviewed annually in accordance with TCI's quality management system.

Conclusion

Students' learning is developed and enhanced when policies and procedures regarding assessment and recording are adhered to consistently.

Reviewed: March 2012

To be Reviewed: March 2015

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 organizing 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.

MODERATION POLICY

FORMS:

Moderator's Report

CROSS REFER: Moderation Procedures and Moderation Schedule

PURPOSE OF POLICY

This Policy provides the guidelines around internal and external moderation.

1. STANDARD PRACTICES OF MODERATION

- 1.1 It is the practice to document the students whose assessment has been internally moderated and by whom. Lecturers are to save this information on the Teaching Hub folder.
- 1.2 It is the practice to document the students whose assessment will be externally moderated. Lecturers are to give this information to the Registrar.
- 1.3 It is the practice that student names and personal details are not to be deleted or blacked out *before* scripts go to internal and external moderators.
- 1.4 It is the practice that the Internal Moderator's Report be completed.
- 1.5 It is practice to return student marked scripts after INTERNAL moderation. It is acknowledged that at times this is problematic in meeting policy regarding student feedback and deadlines to return marked scripts. In the event that the turn around with moderation is likely to be longer than lecturers expect, student scripts should be returned to the students with provisional marks. Students should be informed that final marks will be sent following internal moderation. Records of this must be kept and the Head of Learning and Teaching informed.
- 1.6 In the event that students attending the last course of the year and who are eligible to complete the qualification and therefore eligible to attend the graduation ceremony, internal moderation may be waived, only if this means that the turn-around for moderation would jeopardize the student's satisfactory completion of the course.

2. MASTER'S DEGREE PROGRAMME

The external moderation for this programme follows the procedures as set by Australian Catholic University.

REVIEW

Procedures for internal moderation from 2014 remain unchanged as of the time of printing. Discussion will be held regarding the duration of the moderation cycle. If this changes from the current two yearly cycle to a three yearly cycle, lecturers will be informed and this section of the Manual updated.

The external moderator from 2014 is Good Shepherd College. There is a change in procedure in that external moderation will now occur once nearer the end of the year.

This Policy is yet to be ratified by the Academic Committee and will be up for review in February 2016 or earlier if academic circumstances change. The procedures are to be reviewed annually.

APPLICATION

This policy applies to all students and staff of TCI.

MODERATION PROCEDURES

PRE MODERATION AND COURSE REVIEWS

Courses are reviewed and assessment tasks pre moderated regularly. The Head of Learning and Teaching issues a timetable at the beginning of the year for those courses that need review for the year. Discipline Heads will review those courses that fall within their discipline in consultation with their discipline colleagues.

Discipline Heads are expected to send the Head of Learning and Teaching the final version following consultation with colleagues, so that the usual work is done to ensure that the level of the course and the credit value are maintained, and that the assessment tasks meet the learning outcomes.

The Disciplines and Heads for 2014

Scripture:	Kathleen Rushton RSM
Religious Education:	Lyn Smith
Theology including History of the Church and Sacraments:	Susan Wilson and Anne Tuohy
Ministry including Liturgy:	Chris Duthie-Jung

PROCEDURES FOR MODERATION

Moderation will be on a two yearly cycle, that is, the assessment tasks of a course (paper) taught by a particular lecturer, will be moderated once every two years, except the following which will be moderated annually:

- a. New teachers (a teacher is deemed 'new' for two years)
- b. New courses (papers)
- c. Changes to courses (papers) following review and therefore significant changes to the assessment tasks
- d. All failed scripts
- e. Assessment tasks belonging to learners who have made formal or informal complaints during the course or have raised issues that may be deemed as compromising marking impartiality.

The procedure for the courses moderated is as follows:

- At a minimum, the highest marked student text, the average marked student text and the lowest marked student text are to be moderated.
- The internal moderator is to mark according to the assessment criteria which are measured against learning outcomes. This standard is to be adhered to.
- Regional Site Coordinators will be given a moderation list at the start of the year with the names of internal moderators for each course to be moderated.
- Moderation checklists will be given to lecturers at the beginning of the year. These are records of the internal moderation for the year.

It is important to follow these steps:

1. Moderators need to complete a marking schedule – that is why a blank sheet is provided. If they do not agree with the lecturer's marks they need to identify exactly where the disagreement is.
2. When there is disagreement, the moderator and the lecturer's judgments are then taken into consideration for a final judgement to be reached.
3. In the first instance this is done by the lecturer and the Head of Learning and Teaching is notified as to the rationale for this decision. The rationale is to be kept on record.
4. If the lecturer is finding it difficult to reconcile the two sets of judgements and therefore it is not clear how a decision can be reached, the Head of Learning and Teaching must be involved. The Head of Learning and Teaching then makes a decision based on transparent and exact judgements of the two 'markers' or if required, she will ask for additional advice from outside TCI.
5. Moderators are moderating the lecturer's marking **not** the student's work. Therefore, only comments such as:
 - a. 'This script was marked fairly and in accordance with the marking criteria' or
 - b. 'I agree with the grades given and the comments by the lecturer on the student's work', or
 - c. 'While the lecturer made encouraging comments on the student's work, little attention was drawn to sections where the student demonstrated a less than adequate understanding'.

These are appropriate comments. Moderators do not need to comment on the student's work unless they are identifying a reason for giving a different mark.

6. Moderators should **not** make any judgement on the content of the course, such that this judgement will disadvantage the learners. For example, "This task does not cover what to me is an important principle in Catholic Social teaching" is not helpful. The moderator's task is to give professional judgement on how the assessment task has been marked according to its assessment criteria. The assessment task is usually specific to the learning outcome/s in a particular course, other forms of assessment may have given the course lecturer other evidence that learning outcomes have been met, and any perceived omission in the course content should not disadvantage students as to how they have answered that prescribed task.
7. In the event where moderators have queries or reservations as to the content of any course, or where they feel that a task needs clearer explanation, or if they perceive that the students have struggled with the aim of the task, they are to inform the Head of Learning and Teaching. These comments are encouraged and would be considered in the evaluation of courses for the year and the subsequent course reviews that emanate from this.
8. There may be instances when the moderator identifies information in the student script that is not correct and which has not been picked up by the marker. In this case the moderator must inform the Head of Learning and Teaching so that there is a discussion with the marker to clarify the situation.
9. In general moderators are given three scripts. In small classes it is not possible to provide a bottom, middle and top student scripts. In some distance classes there may be only one or two students.

10. Most of our courses have two to three assessment tasks. Not every task is moderated each time. Lecturers need to keep a record of this to ensure all tasks are moderated according to the moderation cycle of TCI. In the case when a lecturer makes a decision to moderate all the assessment tasks this should also adhere to the moderation cycle.
11. Large charts/posters are too difficult to be photocopied in a way that does justice to a student's work and may therefore not be adhering to the moderation cycle. This is problematic if the assessment task remains static for some years. Since students are now be required to submit written work accompanying their chart/poster etc to provide evidence that learning outcomes have been met, the student's written notes **are now required** to be moderated.

EXTERNAL MODERATION

Lecturers will be informed which papers are to be moderated in the year and the procedures for having the students' scripts ready for external moderation.

The Head of Learning and Teaching is responsible that moderation scripts and the relevant information are sent to Good Shepherd College by the time this is required.

Lecturers are responsible for having student scripts available for moderation.

Lecturers should save the student scripts with the necessary information in the Teaching Hub folder. The national office will send the scripts for moderation by the time Good Shepherd College requires it.

Good Shepherd College will issue a report after the external moderation work is completed. Relevant suggestions for changes to improve assessment, etc., will be implemented.

REVIEW

These procedures are to be reviewed annually.

6.9 Reporting

There is a system for providing learners with fair and regular feedback on progress and fair reporting on final achievements, with an associated appeals procedure.

There is a system for archiving information on final learner achievements.

Policies

1. Students will be provided with regular and valid feedback on progress and achievement and this will be consistent across all teaching sites.
2. There is a system for collecting and storing achievement information.
3. Copies of attendance, achievement, and other relevant information will be held secure, in central records file, accessible to lecturers.
4. A software program is used at the main administrative site to record and store individual student information.
5. The provisions of the Privacy Act 1993 will be observed, and the Head of Student and Business Support is appointed to deal with related matters. See the end of this section.
6. Opportunities will be provided for staff and students to discuss progress and reporting.
7. There is a clear procedure for appeal in assessment mark allocation. See Complaints, Grievances and Appeals Procedures, Assessment Issues.
8. Students will receive a transcript at the end of their programme of study.
9. Students will receive a copy of their record to date if they require it.

Procedures

1. The Head of Student and Business Support will be responsible for the recording and storage of student information with appropriate delegations.
2. Lecturers across all sites will ensure that:
 - standards for each assessment criteria are documented and are applied accurately and consistently
 - criteria are relevant to the course objectives and learning outcomes.
3. Lecturers will return the assessment-marking sheet with the marked assignment that includes comments, which may offer suggestions for better achievement.
4. Artena Student Management Systems software programme is used for student records, reporting purposes and data entry for Ministry of Education and Tertiary Education Commission requirements. Computer systems require passwords and graded entry.
5. Lecturers with on-going concern about student achievement should liaise with the student and the Head of Student and Business Support.

6. Help will be offered when required, to students with ESOL and learning disabilities. This should take the form of individual tutorial, library, study reading and writing skills, and any other form of help as discussed by the student and the lecturer, and which is within the limits of TCI's resources.
7. Barriers to learning are addressed through the lecturer course reviews.
8. A percentage mark, converted to a grade, according to a table of equivalencies, will be provided to give an indication to students of their progress.

Review

The Academic Board or its equivalent will review policy, guidelines and procedures regarding reporting regularly.

If required, a review by a person not involved with the Committee will take place at the discretion of Director, TCI.

The review process should include feedback from the students, lecturers and the appropriate administrative staff.

INFORMATION PRIVACY PRINCIPLES

In brief:

Principle 1

Purpose of collection of personal information

Personal information shall not be collected by any agency unless it is needed for a lawful purpose connected with a function or activity of that agency.

Applies to information collected after 1 July 1993.

Principle 2

Source of Personal Information

With identified exceptions personal information must be collected directly from the individual concerned.

Exceptions

The principle need not be applied if the agency believes on reasonable grounds that:

- ☐ the information is publicly available information; or
- ☐ the individual concerned authorises the collection of the information from someone else.
- ☐ non-compliance would not prejudice the interests of the individual concerned; or
- ☐ non-compliance is necessary for specified legal or revenue protection purposes.
- ☐ compliance would prejudice the purposes for which the information is being collected; or
- ☐ compliance is not reasonably practicable in the circumstances of the particular case; or
- ☐ the information will not be used or published in a form in which the individual concerned is identified
- ☐ collection is authorised by the Privacy Commissioner (s.54).

Applies to information collected after 1 July 1993.

Principle 3

Collection of Information from Subject

When collecting information the individual must be advised:

- ☐ that the information is being collected
- ☐ why it is being collected
- ☐ who will receive and hold the information
- ☐ the law authorising collection of the information and whether the law makes it
- ☐ it mandatory or voluntary that the individual supply the information
- ☐ the consequences (if any) if the individual fails to provide all or part
- ☐ of the information
- ☐ the individual's right to have access to, and request correction of,
- ☐ any personal information.

Exceptions

This principle need not be applied if the agency believes on reasonable grounds that:

- ☐ non-compliance is authorised by the individual concerned.
- ☐ non-compliance would not prejudice the purposes for which the information is being collected; or
- ☐ non-compliance is necessary for specified legal or revenue protection purposes.

- compliance would prejudice the purposes for which the information is being collected
- compliance is not reasonably practicable in the circumstances of the particular case; or
- the information will not be used or published in a form in which the individual concerned is identified.

Applies to information collected after 1 July 1993 except where it is collected using a form.

Forms printed after 1 July 1993 must comply with this Principle

Principle 4

Manner of Collection of Personal Information

Personal information shall not be collected unlawfully or unfairly or in a way that intrudes unreasonably on the personal affairs of the individual.

Applies to information collected after 1 July 1993.

Principle 5

Storage and Security of Personal Information

An agency holding personal information must ensure that the information is reasonably safeguarded against loss, unauthorised access, use, modification, disclosure or other misuse.

Applies to information collected both before and after 1 July 1993.

Principle 6

Access to Personal Information

Individuals are entitled to know the agency holds personal information and to have access to it where it is readily retrievable. Individuals must be told of their right to request that their personal information is corrected.

Applies to information collected both before and after 1 July 1993.

Principle 7

Correction of personal Information

Individuals are entitled to request correction of information held about them. If the correction is not made the request must be attached to the particular information.

Applies to information collected both before and after 1 July 1993.

Principle 8

Accuracy of Personal Information to be Checked Before Use

Before using personal information an agency must take reasonable steps to ensure that the information is accurate, up to date, complete, relevant and not misleading.

Applies to information collected both before and after 1 July 1993.

Principle 9

Agency is Not to Keep Personal Information Longer than Necessary

Personal information must not be kept longer than necessary for any lawful purpose for which it is mused.

Applies to information collected before and after 1 July 1993.

Principle 10

Limits on Use of Personal Information

With certain exceptions personal information must not be used for a purpose other than the one for which it was obtained or for a directly related purpose.

Exceptions

- ☐ the information is gathered from a public source
- ☐ the individual concerned authorises use of the information for another purpose(s)
- ☐ non-compliance is necessary for specified legal or revenue protection purposes
- ☐ the information needs to be used to prevent or lessen a serious and imminent threat to public health or public safety, or the life or health of the individual concerned or another individual
- ☐ the information is used in a form in which the individual concerned is not identified
- ☐ the information is used for statistical or research purposes and not published in a form which identifies the individual concerned.

Applies to information collected after 1 July 1993.

Principle 11

Limits on Disclosure of Personal Information

Personal information may not be disclosed to any other person or agency except in limited circumstances.

Exceptions

- ☐ disclosure is permitted if that was one of the reasons for gathering the information
- ☐ disclosure is also allowed if it is needed to facilitate the sale or other disposition of a business as a going concern
- ☐ the individual concerned authorises the use of the information for another purpose(s)
- ☐ non-compliance is necessary for specified legal or revenue protection purposes
- ☐ the information needs to be used to prevent or lessen a serious and imminent threat to public health or public safety, or the life or health of the individual concerned or another individual
- ☐ the information is used in a form in which the individual concerned is not identified
- ☐ the information is to be used for statistical or research purposes and not published in a form which identifies the individual concerned.

Applies to information collected both before and after 1 July 1996.

Principle 12

Unique Identifiers

(These are means of identifying each specific individual other than by name).

Unique identifiers must not be assigned to individuals unless they are necessary to enable the agency to carry out its functions efficiently.

Subclasses (1) to (3) apply to information collected after 1 July 1993.

Subclause (4) applies to information collected both before and after 1 July 1993.

PROCEDURES RELATED TO THE PRIVACY ACT 1993

1. The purpose of the Privacy Act 1993 is to deal with the collection, storage and disclosure of information. The Catholic Institute of Aotearoa New Zealand has a responsibility to act according to the principles set out in the Act.
2. TCI is considered an 'agency' and its employer is liable for the acts of its Employees.
3. A copy of the Privacy Act 1993 will be held in TCI and staff will be familiar with it. An explanation of the Principles and procedures are found in the Lecturer's Manual. Other copies are held with the Head of Student and Business Support.
4. TCI will establish reasonably practicable steps to prevent its employees from breaching the Act.
5. The Act imposes requirements on:
 - ☐ how and about whom personal information can be collected
 - ☐ how personal information can be stored with appropriate security
 - ☐ what access individuals have to personal information
 - ☐ the ability to correct that information
6. TCI must:
 - ☐ implement security safeguards to prevent the loss or misuse of information
 - ☐ (principle 5 of the Act)
 - ☐ ensure that an individual can retrieve information held (Principle 6)
 - ☐ facilitate correction of personal information at the request of an individual (Principle 7)
 - ☐ take responsible steps to ensure that information held is accurate for its intended use (Principle 8)
 - ☐ not keep personal information than is necessary (Principle 9)
 - ☐ not hold information for one purpose and use it for another purpose (Principle 10)
 - ☐ not disclose that information to any other person or body (Principle 11).
7. Personal information includes the name, address and telephone numbers of staff, students, spouses, their children, parents and their children.
8. The basis of the Act is that information about an individual is only for that person.
9. TCI has appointed a privacy officer, Director of the Nathaniel Centre to oversee compliance with the information privacy principles, to field requests for access to information and to liaise on complaints.
10. TCI will conduct an information audit, the aim of which is to:
 - ☐ identify what information is held
 - ☐ identify how personal information is collected
 - ☐ identify procedures that are in place to protect that information
 - ☐ identify which information is disclosed to other persons and on what basis.

SECTION D

CURRENT IMPLEMENTATION DETAILS

7. 1 Currency of Legal Status
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The establishment's legal status is current.

The Catholic Institute of Aotearoa New Zealand – Te Pūtahi Katorika Ki Aotearoa (2548217) is incorporated under the Charitable Trusts Act 1957. The date of incorporation is 4 May 2011. The trustees are the six Catholic Bishops of New Zealand. The Catholic Institute of Aotearoa New Zealand is registered with the Charities Commission (CC47551) under the Charities Act 2005 (29 November 2011).

8. 1 Staffing

The establishment has adequate staff to provide its courses of study or training

GENERAL INFORMATION ON STAFFING 2014

1. TCI employs a number of full time, part time and contracted staff members.
2. At the national office there are five full-time and three part-time staff members.

Also refer to Staff Profile

DETAILS OF MANAGEMENT AND TEACHING STAFF

Director, TCI; Head of Learning and Teaching

Prof Anne Tuohy

PhD (ACU), MTh (SCD), BTheol (SCD, Dip Tchg (Wgtn)

Full-time

Also teaches Theology, co Discipline Head (Theology)

Head of Research and Advocacy, Director Nathaniel Centre

Dr John Kleinsman

PhD (SCD), M Theol (Otago), BTheol (Otago), NZCE (Elec)

Full-time

Also teaches Moral Theology

Head of Partnerships and Director NCRS

Dr Chris Duthie-Jung

DMin (SCD), MRelStud (Louvain), BTheol (Otago), DipEd (Massey)

Full-time

Also teaches Youth Ministry and Pastoral Ministry

Associate Director NCRS, Curriculum

Anne Kennedy

MEd (Otago); BEd (Otago); PGDip.Ed (Otago), Dip. Theol Studies (Otago); TTC (Dunedin)

Full-time

Also teaches Spirituality Religious Education

Head of Student and Business Support

Aruna Lata

PGDipBA (VUW), PGDipBio (USP – Fiji), BEd Bio (USP – Fiji)

Full-time

Responsibilities

Finance, ICT, HR and Compliance.

Administrative Staff National Office

Registrar

Ann King

BA (Liverpool)

Part Time

Responsibilities

Maintains effective systems for information storage and retrieval of student data. Operates the SDR input of data. Directly responsible to the Head of Student and Business Support and assists in matters relating to maintaining quality assurance systems in those areas that deal with adult education.

Melania Luki-Lui**Office Manager****Full Time****Responsibilities**

Day to day duties, including reception, administrative duties which include record keeping for NCRS, updating and printing course readers.

Veronica (Roni) Gray**Bursar****Part Time****Responsibilities**

Maintains invoicing, distance education student enrolments, some administration relating to the Wellington teaching site

AUCKLAND

Lyn Smith MRE(ACU), B.Ed Ord with credit (Manchester), BEd Hons (Manchester), Catholic Tchrs Cert in Rel Studies (England), Cert in Leadership (CIT), PhD Candidate

Full Time**Responsibilities**

Teaching Site coordinator, Discipline Head - Religious Education, teaches Religious Education, Theology, Scripture, Pastoral Ministry

Michael Beaumont

BA (Waikato), DipTchg

Administrator**Part Time****Responsibilities**

Student enrolment for Auckland, responsible for sending the relevant student/administrative details to the national office

Dr Elizabeth Sneddon RSCJ

ThD (MCD University), MTheol (Melbourne), BA (Canterbury), Cert Tchg (Loreto), Dip Tchg (NZ),

Contracted**Responsibilities**

Teaches Scripture

Jovita Parker

Cert Spiritual Direction (SGM; ACSD), Cert Ministry (CIT), Cert Biblical Counselling (CWR), RGON (Middlemore)

Part Time**Responsibilities**

Religious Education distance education tutor

Sian Owen RSJ

MEdL (ACU), MEd (ACU), BSc (Victoria), Grad Dip REd (ACU), Dip Tchg (Chch), Dip Rel Ed (NCRS), DEd Candidate

Contracted**Responsibilities**

Teaches Theology

Rangi Davies

Dip Matauranga Maori (Raukawa), Dip Adult tertiary (AUT)

Contracted**Responsibilities**

Co teaches one Maori Theology unit in the Certificate in Leadership in a Catholic School Auckland

Kevin McBride

MA (Canterbury)

Contracted**Responsibilities**

Co teaches one Maori Theology unit in the Certificate in Leadership in a Catholic School Auckland

Adriana Janus

BTheol (Ack University)

HAMILTON**Cynthia Piper**

MA Hons (Waikato), BA (Waikato), Learn & Tchg Devel Unit (Waikato), Kindergarten Dip (Auckland)

Full Time**Overall Responsibilities**

Teaching Site Coordinator. Teaches Theology, Religious Education, Scripture

Dr Kathleen Rushton RSM

PhD (Griffith), MA Rel Stud (Leuven), STHE (Leuven), BA (Canterbury), Dip Tchg, TTC (Christchurch)

Contracted - Christchurch Diocese Contribution**Responsibilities**

Scripture Discipline Head, is contracted to teach courses in Scripture in Hamilton

Paul Shannon

MRE(ACU), LLB (Victoria), GradDipTch(Sec) (Massey), Dip Bus (Dispute Resolution) (Massey)

Contracted**Responsibilities**

Teaches courses in Religious Education

Dr Peter Spiller

Dip RS-PM (TCI), Dip Scripture Studies (TCI), BA, LLB (Natal), PGCTT (Waikato), LLM, MPhil (Cambridge), PhD (Natal), PhD (Canterbury)

Contracted**Responsibilities**

Teaches Scripture

PALMERSTON NORTH**Bishop Peter Cullinane DD**

M Theol (Otago), Licentiate in Sacred Theol (Rome)

Contracted to TCI – Palmerston North Diocese Contribution**Responsibilities**

Teaches Theology

Rex Begley

BA Maori Studies (Massey), Dip Tchg

Contracted - Palmerston North Diocese Contribution

Responsibilities

Is contacted to teach Maori Spirituality in Hamilton

Rosalie Connors

MRE (ACU), BTchg (Primary) (Waikato), Certificate of Catechetical studies (CIT)

Contracted to TCI – Palmerston North Diocese Contribution**Responsibilities**

Teaches courses in Religious Education and Theology

Mark Richards

P G Dip HR (Victoria), STL summa cum laude (Rome), BTheol (Otago)

Contracted to TCI – Palmerston North Diocese Contribution**Responsibilities**

Teaches Pastoral Ministry distance

Rex Begley

BA Maori Studies (Massey), Dip Tchg

Contracted to TCI – Palmerston North Diocese Contribution**Responsibilities**

Teaches Maori Spirituality

Kate Bell

BTheol

WELLINGTON**Phil Hickey**

CPA, BTheol, PGDipTheol (Hythrop)

Part Time**Responsibilities**

Teaching Site Coordinator, teaches Theology, Scripture, distance education tutor

Dr Elizabeth Julian RSM

DMin (Catholic Theological Union, Chicago), MEd (Boston College), BA (Massey),

BEd (Massey), DipTchg, PG CertEd (AdultEd) (Massey)

Full Time**Responsibilities**

Distance Education Coordinator, teaches Scripture

Susan Wilson

M Theol (Otago), BTheol (hons) (Otago), PhD Candidate

Full Time**Responsibilities**

Teaches Theology and Scripture, Co Discipline Head – Theology, Website, IT - elearning

David Sullivan

BTheol (Otago), BA with Music Major, Post Grad Dip in Secondary Education

Part Time**Responsibilities**

Co-ordinator for the Certificate in Catechetical Studies at Victoria University of Wellington College of Education, teaches Religious Education

Catherine Shelton RSCJ

MA Rel Stud (St Louis), Cert Past Counselling (St Louis), Dip Spirituality for Leadership (Sydney), Member NZ Association of Psychotherapists

Contracted

Responsibilities

Teaches Pastoral Ministry, distance education tutor

Catherine Jones SMSM

MA(CUA), BA, Grad Cert Ed (Univ South Pacific), Cert Islamic Studies (PISAI, Rome)

Contracted**Responsibilities**

Teaches Theology (Catholic Social Teaching), also distance education tutor when face to face is not offered

Rev Patrick Bridgman

STL (Boston College), BTheol (Otago)

Contracted**Responsibilities**

Teaches Theology

Kilian de Lacy

Diploma in Pastoral Leadership (TCI), Diplomas in Creative Writing, Proof-reading & Editing (NZIBS)

Contracted**Responsibilities**

Distance Education Tutor, Pastoral Ministry (Prisons and Hospital Certificate papers)

Professor Anne Tuohy

Dip Tchg (Wgtn), BTheol (SCD), MTh (SCD), PhD (ACU)

Masters theology

Dr John Kleinsman

NZCE (Elec), MTheol (Otago), PhD (SCD)

Masters Distance tutor

Dr Chris Duthie-Jung

DipEd (Massey), BTheol (Otago), MRelStud (Leuven), DMin (SCD)

Masters TH101

CHRISTCHURCH**Charles Shaw**

MA Hons, Dip Tchg (Christchurch)

Contracted to TCI – Christchurch Diocese Contribution

Responsibilities

Site coordinator. Teaches courses in Theology and Religious Education

Eleanor Capper RSJ

MA Theology (Notre Dame, USA) MEd Admin (Massey); Post Grad Dip Pastoral Theology (Heythrop College, University of London), BA (Massey), TTC (Christchurch College of Education), ATCL (Trinity College London)

Contracted to TCI – Christchurch Diocese Contribution

Responsibilities

One paper in Theology, formation future Parish leadership

Marianne Daly

MTheol (Notre Dame, Indiana), BA Education (Creighton, Nebraska)

Contracted to TCI – Christchurch Diocese Contribution

Responsibilities

Teaches Pastoral Ministry

Cushla O'Connor

BTchLg (Canterbury), Dip Tch (Christchurch), TTC (Christchurch)
Contracted to TCI – Christchurch Diocese Contribution

Responsibilities

Teaches Religious Education

Dr Kathleen Rushton RSM

PhD (Griffith), MA RS (Leuven), STB (Leuven), BA (Canterbury), Dip Tchg (Christchurch)

Contracted to TCI – Christchurch Diocese Contribution

Responsibilities

Seven courses in Scripture and Theology

Raylene Dwyer RSM

B Theol (MCD), Dip Social Justice Stud (YTU), Cert Youth Leadership (National Pastoral Inst, Melbourne), Dip Human Relations Skills for Min (NSW), Dip Religious Stud & Catechesis (NCRS)

Contracted to TCI – Christchurch Diocese Contribution

Responsibilities

One course in Youth Ministry

DUNEDIN**Susan Howard**

Contracted to TCI – Dunedin Diocese Contribution

Responsibilities

Administration

Rev Damian Wynn-Williams

B. A. (Canterbury), B. Theol. (Otago), M. A. (Durham), L.SS (Pontifical Biblical Institute, Rome), D. Theol. (Melbourne College of Divinity)

Responsibilities

Teaches Scripture

Jan Ogilvy OP

MTheol (Notre Dame, Indiana), BTheol (Otago), Dip Rel Ed (NCRS), Dip Catechetics (Lumen Vitae, Brussels), Dip Tchg, Cert Counselling (College of Educ, Palmerston North), LTCL (Trinity College)

Contracted to TCI – Dunedin Diocese Contribution

Responsibilities

Teaches Scripture

Rev Dr Gerald Aynsley

PhD (Monash), MA Phil (Otago), PGDip Arts (Otago), Dip Grad (Otago), BTheol (Otago)

Contracted to TCI – Dunedin Diocese Contribution

Responsibilities

Teaches Theology

AUSTRALIAN CATHOLIC UNIVERSITY

ACU faculty as per schedule for the year
Masters Degree paper

Dr Denis McLaughlin

MEdSt (Qld), PhD (London)

Responsibilities

One Masters Degree paper

Dr Philip Standen (ACU)

Responsibilities

One Masters' Degree paper

Judith Norris (ACU)

M.Ed. Admin, Grad Dip Ed, Dip of Teach, Dip of Ontological Coaching

Responsibilities

One Masters' Degree paper

STAFF DEVELOPMENT ACTIVITIES: 2014

The TCI staff professional development programme is varied and encouraged in a variety of ways. Staff members are keen to upgrade qualifications and are helped considerably in a financial and supportive manner. Professional development usually covers two major areas: the Learning and Teaching of adults and the individual area of expertise of each staff member.

\$39,750 exclusive of GST was allocated for professional development in the financial year ending 31 December 2013. \$29,876 exclusive of GST will be allocated for 2014. This includes staff development, professional supervision. An additional \$8,750 is allocated towards conference attendance and contribution towards fees for staff doctoral studies.

There is a list of staff development activities (Staff Profile) which is held by the Head of Student and Business Support.

One other staff member is on doctoral study leave (part time) and still retains teaching responsibilities.

9.2 Premises and Equipment

The establishment has adequate equipment and premises to provide the courses of study or training.

The establishment's premises meet the requirements of the Resource Management Act and the Building Act.

Description and Details of Current Permanent Premises

All registered teaching sites are equipped with fixed or portable whiteboards and data projector screens. Where the registered site is a Catholic School, for example, St John's College, school equipment is also made available as required.

Lecture rooms are kept to a very high standard and are adequate for teaching purposes. Rooms are well ventilated and are kept adequately warm during winter time. Coffee and tea making facilities are found readily if required.

There is good access and adequate parking facilities, including disability parks at all the teaching sites. There are adequate toilet facilities, teaching rooms have disability access and are served by cleaning and security services.

TCI administrative offices in the different Dioceses are adequate and well equipped for their purpose.

There is access to libraries in the main centres. These are Diocesan resources which are available to teaching staff and students when required. Staff and students can access the Good Shepherd College Library if required.

TCI has library resources at Victoria University of Wellington, College of Education. This library is for the use of those students enrolled in the Catechetical Studies programme.

TCI has other teaching sites. Refer Section A, 2.00. All sites have current Building Warrant of Fitness.

Temporary sites are mostly Catholic Integrated Schools, and in some cases, commercial facilities.

When numbers are too large to accommodate in the permanent teaching site, TCI uses Connolly Hall, situated in the same grounds of the Catholic Centre. Historically, Connolly Hall has only been used infrequently for the Masters courses. Rent is paid to the Sacred Heart Parish.

TCI endeavours to ensure that these premises are maintained in accordance with required standards of health and safety by their management.

Details of Lease

The TCI national office is leased from the Sisters of Mercy. Details are held with Director, TCI.

Details of Current Equipment

TCI has teaching equipment required for the teaching purposes of the programmes. The scope of the teaching does not call for mechanical and scientific equipment.

The equipment for teaching purposes includes fixed and portable white board screens, Mimio whiteboard, data projectors, laptops and audio and visual equipment.

Any portable equipment needed for each of the teaching areas is kept securely in each area.

Administrative resources are adequate and include personal computers for full time and part time staff, remote access to Ardena SQL student management system, photocopiers, printers. Equipment is replaced and upgraded as necessary.

TCI has a web site at www.tci.ac.nz

The current Building WOFs held by the Head of Student and Business Support.

10.1 Financial Management

The establishment has acceptable financial management practices and performance or, in the case of a new establishment, is likely to have acceptable financial management practices and performances.

The establishment complies with the requirements of the Education Act 1989 concerning the establishment and operation of trust accounts for the protection of student fees.

There is a current Financial Management statement from the Chartered Accountant. Refer to latest financial statements for year ending 31 December 2013.

TCI has been exempted by NZQA from the requirement to have a student fee protection arrangement due to the low cost of the courses.

For the Certificate in Catechetical Studies, no tuition fees are charged. An administration fee per course is charged to all students. This administration fee is paid eight days or equivalent after the commencement of the course.

For all other courses, tuition fees are paid eight days or equivalent after the commencement of each course.

For fees information refer to the Prospectus 2014.

11.1 Dealings with Students

The establishment at all times conducts its dealings with students in a fair and equitable manner and complies with specific requirements of the Education Act and other relevant legislation.

a. Rules and Regulations

1. The Master of Educational Leadership is governed by the rules and regulations of the Education Department, Australian Catholic University.
2. The Certificate in Catechetical Studies is governed by the rules and regulations as put down in the quality management system of TCI and in the Memoranda of Agreement between TCI and the respective Universities/College of Education where it is offered.
3. The Certificate in Catholic Youth Ministry is governed by the rules and regulations as set out in TCI's quality management system.
4. The Diplomas in Religious Education and Pastoral Leadership are governed by the rules and regulations as put down in the quality management system.

b. Disciplinary Procedures

Refer to Section B for details of the complaints and appeals policy and procedures; the sexual harassment policy and complaints procedures; staff conduct and discipline and; student behaviour and personal conduct. These are also held in the Policy and Lecturer Manuals.

c. Welfare and Support Services

TCI offers scholarships leading to full or partial qualifications. Eight scholarships are designated for Māori students. Six are designated for Pacific Island students.

In cases of hardship TCI helps with course fees on an individual basis. Financial help to those who are unable to pay is as follows:

Religious Orders:	20% off per course
Ethnic Groups and others	20% off per course

TCI also provides such support as individual tutorials for ESOL students and reader/writer assistance to those with learning disabilities if required. There have not been any requests for these in the last years.

There are no external agencies that have an agreement with TCI regarding student personal or emotional welfare. However, counselling is available to students at the following sites:

ORGANISATION	PHONE	ADDRESS	COMMENTS
AUCKLAND			
Catholic Social Services http://www.cssauckland.org.nz/	09 378 9650	31 Lincoln Street Ponsonby, Auckland 1001	Natalie Curteis natalie.c@cssauckland.org.nz
HAMILTON			
Catholic Family Support Services http://cfss.org.nz/	07 856 3760	Te Ara Hou Village, 100 Morrinsville Road	admin@cfss.org.nz
PALMERSTON NORTH (Anglican Care Network - Anglican Catholic Social Services) ACROSS Te Kotahitanga o te	06 356 7486	294a Church Street, Palmerston North (behind	reception@across.org.nz

Wairua http://across.org.nz/contact.html		Community Probation Services)	
WELLINGTON Catholic Social Services http://www.wn.catholic.org.nz/departments/catholic-social-services	04 385 8642	152 Brougham St, Mt Victoria 6011	Lesley Hooper l.hooper@wn-catholicsocialservices.org.nz reception@wn-catholicsocialservices.org.nz
CHRISTCHURCH Catholic Social Services http://www.cathsocservs.nzl.org/	03 379 0012	336 Cashel Street PO Box 4237 Christchurch Mail Centre 8140	Jon Brian c.s.s@clear.net.nz
DUNEDIN Catholic Social Services http://www.cathsocialservices.org.nz/	03 477 3403	42 Macandrew Road, South Dunedin	Jenny Fieldwick office@cathsocialservices.org.nz

Post programme services include:

- ☐ guidance regarding other courses TCI offers
- ☐ guidance regarding courses offered by other institutions at a higher level of study
- ☐ professional development for students who are in the teaching profession.

d. Fees

4. Fees for the Master of Educational Leadership are set by Australian Catholic University.
5. There are no course fees for the taught mode of the Certificate in Catechetical Studies however there is an administration fee per course and a Student Services Fees.
3. Particulars of fees for the other certificate and the diploma programmes are to be found in the Disclosure of Information to Students, in the Prospectus and the enrolment package. Particulars of fees are also lodged with the Tertiary of Education Commission.
4. Particulars of fees for any other programmes of study/courses are found in the Prospectus.
5. Particulars of fees for distance learning are also found in the Prospectus, enrolment package and advertising material. Tuition fees are the same as for face to face excepting for an administration fee. No tuition fees are charged to student teacher trainees enrolled in Catechetical Studies but a nominal administration fee per course applies.

e. Withdrawal and refund policies and procedures

1. Withdrawal and refund procedures for the Master of Educational Leadership are governed by the rules and regulations of the Education Department, Australian Catholic University.
2. Refer to withdrawal and refund of fees for each programme in the pre enrolment package and Prospectus.

a. Complaints Procedures

There are internal and external processes for lodging complaints and how these will be processed by TCI.

Students are advised to contact the Authority if they experience difficulties with internal and external procedures.

Refer to Complaints Procedures, Section B.

12.1 Prospectus/Publicity Material

The prospectus and publicity material produced and distributed by or on behalf of the establishment is a true and accurate representation of the establishment.

There is an annual Prospectus, which has all the required information.

There will be brochures/publicity material for TCI's courses and qualifications as required.

Courses leading to qualifications and/or for interest are advertised regularly in WELCOM, the Archdiocesan Newspaper and in other diocesan newspapers. The same information is sent to parishes, which is then often published in their newsletters.

Courses that are directed at teachers are initially publicised through an In-service Calendar by the Religious Education Advisors in each Diocese. Schools also receive copies of TCI's Prospectus.