

ACADEMIC PROGRAMME DEVELOPMENT AND REVIEW POLICY AND PROCEDURES

For those engaged in a Sydney College of Divinity (SCD) degree or paper, SCD policies also apply. Any recommendations on changes or new offerings from SCD must be discussed directly with SCD, through the Te Kupenga – Catholic Theological College Dean.

Purpose of Policy

To ensure that programmes of study at Te Kupenga – Catholic Theological College (CTC) are current, of high quality, meet the changing needs of learners, and reflect the intellectual heritage of the Catholic Tradition.

Scope

This policy applies to all papers and programmes developed for the Catholic Theological College.

While the National Centre for Religious Studies (NCRS) papers for adults are not required to adhere to this policy (as they are not intended for NZQA accreditation nor intended to be exclusively taught by faculty), discussion across the entities will benefit all involved, avoid duplication, and make best use of available resources.

Definition

Educational Programme - Coherent set or sequence of educational activities designed and organized to achieve pre-determined learning objectives or accomplish a specific set of educational tasks over a sustained period. Within an educational programme, educational activities may also be grouped into sub-components variously described in national contexts as ‘papers’, ‘courses’, ‘modules’, ‘units’, and/or ‘subjects’. A programme may have major components not normally characterized as courses, units, or modules – for example, play-based activities, periods of work experience, research projects and the preparation of dissertations.

(ref: <http://uis.unesco.org/sites/default/files/documents/international-standa...>)

Principles

1. Programmes provide for the diverse needs of adult students in their education
2. Programmes support learners studying towards specific roles or vocations, as well as those who are studying solely for spiritual and intellectual development
3. CTC monitors the quality of outcomes for students
4. Feedback from stakeholders is an essential part of the programme development and review processes
5. Programme review and development draws on the expertise of staff and relevant stakeholders.
6. Programmes of study are compliant with the regulations of the reporting bodies, namely TEC and NZQA.
7. Consideration should be made for requirements of the ‘ratio nationalis’ of the universal Catholic Church as well as diocesan requirements for Catholic schools.
8. The Academic Advisory Board provides independent expertise.

9. CTC provides an education that is inclusive and provides assistance for students with special needs
10. Programmes are aligned with the aims and mission of Te Kupenga
11. Programmes reflect the social and cultural context of Aotearoa New Zealand, including Māori and Pacific worldviews

Guidelines

The programme development and review process:

1. Ensures that current programmes are current, compliant, and responsive to organisation and all stakeholder requirements
2. Retires existing programmes where they no longer match the priorities of CTC and its learners
3. Develops new programmes where a need or priority area is identified

PROCEDURES

Paper and Programme Review Process

The Board of Studies is tasked with reviewing each programme of study, and its papers, using a range of information and feedback. The Board of Studies Terms of Reference are available along with CTC Policies.

The Board of Studies provides information and advice to the Academic Advisory Board, which feeds into paper reviews and development.

The Dean has the overall responsibility for considering this advice, and for implementing any changes.

Any significant change to a programme requires sign-off from the Chief Executive and an application to NZQA (see NZQA regulations).

Feedback and Information used for Paper and Programme Reviews

Student Feedback

CTC has procedures in place to ensure feedback is collected in a systematic fashion, analysed, and considered when reviewing papers in the pre-moderation process and when reviewing papers or full programmes of study. See the Student Feedback Policy for full details

Stakeholder Feedback

Stakeholder feedback is gained by:

- Conversations with stakeholders
- Requests from stakeholders
- At meetings where stakeholders are presents e.g. Diocesan Pastoral Council meetings
- Consultation with the Governance Board and Academic Advisory Board
- Interviews with employers of graduates

Stakeholder feedback is collated and analysed and forms part of the programme review material.

Lecturer Input

- All lecturers and tutors must complete a *Lecturer Paper Review* for each paper they teach
- This review is sent to the Assistant Deans and the Dean and is used to review papers
- Lecturers participate in the annual pre-moderation of papers to be taught for the year

- Lecturers are encouraged to contribute to the content of the papers that fall within their area of expertise and are specifically expected to provide the latest research in their field.

Moderation

The respective Assistant Dean produces a Collated Moderation Report from all the single moderation reports for the year. The external moderator also provides a Moderation Report.

The moderation reports form part of the programme review material.

Viability

As part of the review process, Assistant Deans will review the viability of papers and programmes of study, from the perspective of student numbers and resourcing. This will inform recommendations to discontinue, amend or create new papers or programmes.

Aims and mission

The aims and mission of Te Kupenga and the Catholic Church are considered as part of the review of current CTC offerings.

Compliance with Regulations

It is the role of the Dean or their nominee to ensure all programmes are compliant with TEC and NZQA regulations.

- The Dean or their nominee keeps abreast of regulatory rules
- Any changes to the regulations that impact on CTC are managed
- Any programme changes, changes in delivery or issues with programmes that may affect CTC's compliance with regulations will not be implemented until the impact of the changes on CTC's ability to meet regulations has been assessed
- The feedback gained not only allows CTC to self-evaluate and grow, but also allows us to meet our obligations to regulatory agencies, such as through the Consistency Reviews and the External Evaluation Review (EER). Any changes to feedback processes or questions should be checked against these, to ensure we are able to meet compliance requirements.

Curriculum balance and diversity

CTC respects the diversity and richness learners bring to their study and recognises their right to a balanced curriculum which will further enhance their learning and development.

Any changes to, or development of, papers or programmes of study, will:

- fulfil the aims of Te Kupenga's Mission Statement and will reflect the Christian value of respecting the dignity of each learner.
- Religious Education, Theology, Scripture, Spirituality and Catholic Leadership will, where appropriate, be a core part of the curriculum at all levels.
- cater for the diversity of students: gender, ethnicity, religious affiliation, language and other disabilities that may prove a barrier to inclusion.
- provide opportunities for activities that assist the moral, social and spiritual development of learners.
- provide for special needs students within financial and staffing considerations and allowances
- respect the values of Te Tiriti its content and in its delivery, including assessment, where it is applicable.

Changes

After meeting with the Board of Studies, the Dean may elect to make changes to a paper or programme. In doing so, they will ensure any compliance issues are managed appropriately and will be responsible for communicating the changes to all relevant parties.

Discontinuation

After meeting with the Board of Studies, the Dean may recommend that a paper or programme of study be discontinued.

The Dean must recommend any discontinuations of NZQA-certified papers to the Academic Advisory Board for formal ratification.

Where proposed changes affect staff employment, appropriate processes must be used to consult with those staff prior to any decision being made (see the *Te Kupenga Employment Policy* and the staff employment agreement/s).

When a discontinuation is confirmed:

- No enrolments will be made from the date of approved discontinuation
- The Dean will ensure that existing students are able to complete their study or transition to an equivalent or appropriate paper without any disadvantage

New papers or programmes

Where a new paper or programme of study is proposed, this should be raised first with the Dean who in turn discusses the proposal with the Board of Studies.

For formal papers (those which carry NZQA approval), there is considerable lead time required for the development, approval and introduction of changes. This is because any changes to approved papers or programmes must follow the approval processes of NZQA and TEC, which require formal submission and feedback.

For informal papers (those which do not carry NZQA approval), the lead time may be less, which allows for greater responsiveness.

If the Dean, in consultation with the Board of Studies, believes the proposal matches the aims and priorities of the College, they will establish a Paper/Programme Development Committee. This will be made of the Dean, the relevant Assistant Dean, and any other co-opted members (internally or externally) to lend expertise.

The committee will review or develop the proposal, including academic merit, learner interest, and resource implications. After due consideration, the Dean may:

1. In the case of a *non-accredited paper*, seek permission from the Chief Executive to approve development and offering of the paper;
2. Recommend a *new paper within the NZQA framework* to the Academic Advisory Board for approval in principle to commence development and seek NZQA approval;
3. Recommend a *new programme of study within the NZQA framework* to the Academic Advisory Board for approval in principle, with ratification by the full Governance Board to commence development and seek NZQA approval;
4. Refer the proposal back to faculty for further consideration; or
5. Choose not to pursue development.

The same information and feedback used in paper reviews (above) should be considered in the development of new papers or programmes of study. In addition to these, the relationship between existing papers (including NCRS papers) must be considered, as well as timetabling considerations.

In the case of NZQA-level study, papers must be approved prior to being offered. Any advertisement of such papers must identify that the paper is subject to final accreditation.

The Te Kupenga Trust Board reserves in the Constitution the right of “the approval of the courses and services Te Kupenga is responsible for to ensure they are in keeping with the Vision of Te Kupenga and the Trust.” The Chief Executive is responsible for ensuring this requirement is met.

Review and Approval

The *Academic Programme Development and Review Policy and Procedures* is subject to the normal three-year review cycle. Review is the responsibility of the Academic Advisory Board, with approval by the Te Kupenga Governance Board.

Reviewed: [September 24, 2021]

Next review: [August 31, 2024]