



## ACADEMIC PROGRAMME DEVELOPMENT AND REVIEW POLICY AND PROCEDURES

*Te Kupenga is a leading provider of Catholic thought leadership, knowledge and faith formation in NZ and is the home of three national agencies: the Catholic Theological College; responsible for providing approved tertiary qualifications; the National Centre for Religious Studies, responsible for supporting religious education in Catholic schools; and the Nathaniel Centre for Bioethics, responsible for research and advocacy on bioethical issues.*

*For those involved in a University of Notre Dame (UNDA) degree or course, UNDA Policies and Procedures also apply. Where there is a conflict between this policy and the UNDA policies, the UNDA policies should be followed.*

*Any recommendations on changes or new offerings from UNDA must be discussed directly with UNDA, through the Te Kupenga – Catholic Theological College Director.*

### **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.

### **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.
6. Programmes of study are compliant with the regulations of the reporting bodies, namely the Tertiary Education Commission (TEC) and the New Zealand Qualifications Authority (NZQA).
7. The Academic Advisory Board provides independent expertise.

8. CTC provides an education that is non-discriminatory and provides assistance for students with special needs.
9. Programmes are aligned with the aims and mission of Te Kupenga.
10. 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 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 Director 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 Director 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 Director 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, 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 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 Director or their nominee to ensure all programmes are compliant with TEC and NZQA regulations.

- The Director 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
- Reflect the Principles of the Treaty of Waitangi in its content and in its delivery, including assessment, where it is applicable.

#### **Changes**

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

The Director 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 Director 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 Director.

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 Director 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 Director, the relevant 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 Director 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. . The Academic Advisory Board should be consulted as part of the review process, before approval by the Te Kupenga Governance Board.

Reviewed:        [] May 2024

Next review:    [] May 2027