



**PASTORAL  
FORMATION  
INSTITUTE**

# Policies & Guidelines





## Table of Contents

Harassment and Bullying Policy	Page 1
Assessment and Certification Policy	Page 7
Methodology Guidelines	Page 17
Plagiarism and Collusion Guidelines	Page 39
Student Enrolment Policy	Page 53
Lecturer Engagement Policy	Page 59
Dress Code Policy	Page 65
Online Conduct Policy	Page 71
Data Protection Policy	Page 75
Public Information Policy	Page 85
Data Management Policy	Page 90





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# Harassment and Bullying Policy

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## 1. Scope

To define what is perceived as harassment and bullying and to stipulate the procedures that shall be adopted in cases of allegations of harassment at the Pastoral Formation Institute (PFI).

## 2. Guiding principles

- 2.1 The PFI believe that preventing harassment is part of PFI's ethos and good management. The victim of harassment may experience emotional stress, physical stress, and/or a negative change in performance. On the other hand, the organisation may be negatively affected in terms of morale amongst members of staff and students alike, higher rate of absenteeism, job turnover and low performance. Through this Harassment and Bullying Policy, the PFI wants to ensure that all members of staff and students are treated with respect and dignity.
- 2.2 The Employment and Industrial Relations Act (Chapter 452 of the Laws of Malta) emphasises that harassment is an intolerable violation of the dignity of every person.
- 2.3 The PFI adheres to these precepts and condemn all forms of harassment, and are committed to uphold the well-being and dignity of members of staff and students alike irrespective of gender, marital or civil status, family responsibilities, race (including colour, nationality, and ethnicity), disability, sexual orientation, age, religion or belief, political opinion, or membership or non-membership of a trade union.
- 2.4 The PFI is an equal opportunity organisation and as such they will not tolerate any form of harassment.

## 3. Objectives

The policy is aimed at:

- 3.1 Securing the dignity and personal development of all members of staff and students within the PFI regarding aspects of harassment and bullying
- 3.2 Informing and educating members of staff and students on the type of behaviour that is acceptable or unacceptable within the PFI
- 3.3 Providing redress to victims of harassment and bullying within the PFI. No members of staff or students need fear that he/ she will be victimised for bringing a complaint of

harassment. All harassment claims will be treated very seriously and all the necessary action will be taken to deal with the claim

3.4 Building a proactive environment that prevents the occurrence of harassment and bullying within the PFI.

## 4. Definition of Terms

4.1. Harassment and bullying are any unwanted, unwelcome or uninvited behaviour which makes a person feel humiliated, intimidated or offended. Individuals must recognise that what is acceptable to one person may not be acceptable to another. The following may be considered as a broad classification system in this regard:

- a. Physical conduct: Any unwelcome physical contact
- b. Verbal conduct: Unwelcome remarks about a person's age, sexual orientation, dress, appearance, gender, race, marital status, disability, religion, membership of a trade union or social group, family responsibilities and upbringing, including insensitive jokes and offensive remarks as well as slander, personal insults, persistent criticism, threats and abuse of power
- c. Non-verbal forms of harassment: Isolation, obscene gestures, setting impossible deadlines, non-cooperation and exclusion, offensive photography and racist propaganda, stereotyping to a specific national group.

The above list is not an exhaustive list and should not be considered as such.

4.2 Bullying, though interchangeable with harassment, is considered to be more an emotive event with more emphasis on intimidation. Examples of this include: invasion of privacy, spying, malicious behaviour, open aggressiveness, behaviour that causes distress or offence, constant pressure or anti-social behaviour and repeated statements to demean a person's status. This list is not exhaustive and for the purposes of the Policy both will be referred to as harassment.

4.3 Harassment is not behaviour that is based on mutual attraction, friendship or respect.



## 5. Legal Implications

- 5.1 Members of PFI staff, academic staff and students are hereby being informed that harassment is a crime punishable with a fine or imprisonment from one to three months, or to both such fine and imprisonment as stated in Article 251A (4) of the Criminal Code, Chapter 9 of the Laws of Malta.
- 5.2 The presence of this Policy does not preclude the complainant from seeking legal redress through criminal proceedings or a civil action for damages.

## 6. Procedures

- 6.1 The institute expects a high level of respect by all its members, being it board members, staff, coordinators, lecturers, or students.
- 6.2 Any form of harassment, discriminating comments, bullying, intimidation, excessive disruptions, plagiarism, breach of any policy of the institute, conviction of a crime, unsuitable clothing (see Dress Code Policy), misuse of the electronic devices during the course, misuse of the Institute's name, misuse of the Institute's student card, false declarations, falsification of documents, deceit, use of inappropriate language and/or behaviour, regularly late comings are not permissible during sessions or amongst the institutes' members defined in 6.1.
- 6.3 In cases where a student feels one is a victims of actions stipulated in point 6.2, one is to report to the Secretary of the Board or/and the Director of the Institute. Should the alleged perpetrator be the Director, the student is to make a report with the Vicar General of the Archdiocese of Malta, and procedures are taken as per Archdiocese policies.
- 6.4 In case where the accused is an employee of the Institute, action is taken as per Archdiocese policies.
- 6.5 In cases were the accused is a lecturer or student, the Director and/or the Secretary is to collect all relevant information and convene a board of discipline made up of the Director, the Secretary of the board, at least another board member, and two other members appointed by the director.
- 6.6 Each case will be considered on its own merits. The accused will have the right to defend oneself in front of the board.
- 6.7 The board may ask the accuser and/or victim not to remain anonymous but to confront the accused or the disciplinary case may be withdrawn.

- 6.7.1 The board will not disclose the information of the accuser without one's permission.
- 6.7.2 In cases where the accused is a member of clergy or employee of the Archdiocese, the case will also be reported to the competent ecclesial authority for further action if they deem appropriate so.
- 6.8 Disciplinary action stipulated by the board is to be considered final and may vary from a letter or reprimand (warning) to dismissal from the course or expulsion from the Institute. The disciplinary action may include the retraction of any certification given to student by the Institute, including previously completed programmes.
- 6.8.1 The disciplinary board's decision will be handed to the student by the Secretary of the Board and is considered as final.
- 6.8.2 On discovery of new information, the director may reconvene the board to rediscuss the case.
- 6.8.3 No refund will be given if a student is dismissed from a programme or expelled from institute due to disciplinary action.
- 6.8.4 Notwithstanding any disciplinary action taken by the institute, the accused may still be subject to legal actions which the victim may take in state courts.
- 6.9 Appeals to the decision of the disciplinary board may be done with the Vicar General of the Archdiocese or Malta.



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# Assessment & Certification Policy

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## 1. Assessment

The Pastoral Formation Institute (PFI) implements various modes of assessment that provide valuable information about the students' learning and as a formative agent, in order to enable participants achieve a better understanding of the course material, primarily: -

- multiple-choice examination
- written assignment
- reflective journal
- class presentation
- In cases of class presentations, at the discretion of the Institute, the session may be recorded or a second examiner may be present.
- oral examination
- In cases of oral examination, at the discretion of the Institute, the session may be recorded or a second examiner may be present.
- practicum supervision
- practicum report
- project based assessment

The mode of assessment is stipulated within the course description.

## 2. Assessment Schedule

- For every programme, the PFI defines the assessment schedule as a means to define the key dates during the assessment period/s; the start date, submission date or duration of the examination, result submission.
- The assessment schedule is incorporated with the course timetable, and together with assignment questions, they are communicated to students at the commencement of the module.

## 3. Assessment Submission

- An assessment is required to be submitted by the deadline, as stated in the assessment schedule, which is communicated to the students at the beginning of the module.
- Where applicable, assessments are to be submitted digitally, in pdf format and on time

- In case of technical difficulties, the participants are instructed to contact the PFI office for assistance. All assignment submission dates are weekdays, to make sure that the students find the needed assistance should they require it.
- An extension may be granted at the discretion of the director after hearing the opinion of the competent board. No penalty will be applied to the mark, provided the work is within the renegotiated deadline.
- An assessment is to be corrected and results to be submitted within four weeks of the published end date. Assessments are normally corrected by the course lecturer. A student will be awarded a mark and feedback on every written assignment, in accordance to the Grading Criteria Table. The student will also receive a grade, reflecting the mark, as per Mark Range and Grade Table.
- Marks are assigned on various criteria according to the course. For further information the student may contact PFI's office.
- The Institute does its best to publish the marks within a reasonable time. All marks are published on the students' VLE account.
- The student has 15 calendar days from the date of publishing of results to appeal the mark.

#### 4. Referencing

- All written assignments are required to be referenced following *The Chicago Manual of Style*.
- No form of plagiarism is acceptable. All sources being is to be references, be it; one's own work already presented and/or published, class notes, other individuals and their work, classical texts, and manuals, to mention a few. (Refer to Plagiarism & Collision Guidelines).

#### 5. Revision of Paper

- In case of an unsatisfactory mark, the student may request a revision of paper or the option, where possible, undertake again the assessment.
- In cases of revision of paper, the Institute will engage a secondary examiner to give a mark and comments of the assessment in question.
- Both in the case of a revision of paper and in a resit, an administration charge stipulated may incur. In case of a change in mark after a revision of paper, the charge will be refunded.

## 6. Grading Criteria Table

Student's Name:

	CRITERIA		MAX	MARK
1.	<b>Organisation of paper</b>	<ul style="list-style-type: none"> <li>• Introduction: The topic of the essay is well identified.</li> <li>• Body: Each paragraph contains a topic sentence.</li> <li>• Conclusion: Reemphasises the essay's thesis and main ideas and provides a sense of closure.</li> <li>• The whole writing is well-unified and organised. The writing is clear and easy for the reader to understand.</li> </ul>	15%	
2.	<b>Style and language use</b>	<ul style="list-style-type: none"> <li>• The writing is concise.</li> <li>• The sentence structures are varied.</li> <li>• There is a consistent verb tense.</li> <li>• Attention is given to the connotative meaning of words.</li> <li>• The writing has complete sentences, correct use of punctuation and accurate word choice.</li> </ul>	5%	
3.	<b>Support and development of ideas</b>	<ul style="list-style-type: none"> <li>• Paraphrases credible sources effectively and appropriately.</li> <li>• Claims are supported with pieces of 'evidence'/relevant material.</li> <li>• Uses accurately in-text citations.</li> <li>• Balances source material with the writer's own ideas. Ideas are effectively organised.</li> </ul>	40%	
4.	<b>Insight into subject</b>	<ul style="list-style-type: none"> <li>• The writing sheds light on the subject. It gives insightful ideas that recognise the complexity of the topic without inaccuracies or errors in reasoning.</li> <li>• The writing shows reflective aspects, personal appropriation, and assimilation.</li> </ul>	40%	
5.	<b>Comment:</b>		100%	

## 7. Mark Range and Grade Table

A+ 95 – 100, A 80 – 94 , B+ 75 – 79, B 70 – 74, C+ 65 – 69, C 55 – 64, D+ 50 – 54, D 45 – 49, F 0-44		
Descriptor	Mark Range	Grade
<p>Work of exceptional quality.</p> <p>Exceptional performance showing comprehensive understanding and application of the subject matter. Evidence of extensive additional reading/research/work.</p>	95%- 100%	A+
<p>Work of excellent quality.</p> <p>Superior performance showing a comprehensive understanding of the subject matter. Evidence of considerable additional reading/research/work.</p>	80%- 94%	A
<p>Work of very good quality.</p> <p>Performance is typified by a very good working knowledge of subject matter. Evidence of a fair amount of reading/research/work.</p>	75%- 79%	B+
<p>Work of good quality.</p> <p>Above average performance, with a working knowledge of subject matter. Evidence of some reading/research/work.</p>	70%- 74%	B
<p>Work of average quality.</p> <p>Considerable but incomplete understanding of the matter. Evidence of little reading/research/work.</p>	65%- 69%	C+
<p>Work of fair quality.</p> <p>Basic understanding of the subject matter. No evidence of additional reading/research/work.</p>	55%- 64%	C
<p>Work of rather low quality.</p> <p>Minimal understanding of the subject matter, with no evidence of additional reading/research/work.</p>	50%- 54%	D+
<p>Marginal Pass.</p> <p>Marginal performance, barely sufficient preparation for subsequent courses in the same area.</p>	45%- 49%	D
<p>Unsatisfactory, failing work in any study-unit.</p>	0%- 44%	F



## 8. Certification

- Students are considered to have completed a programme if they satisfy all the requirements, primarily attendance, and any assessment if applicable.
- At the end of course, or on a designated date, a certificate will be issued for those who have successfully completed a programme.
- Certificates are issued electronically or as a hard copy according to the course.
  - In case of electronic certificates, the individual may request the Secretary of the Board of the Institute to issue a hard copy within a month of issuing of the electronic certificate.
- Certificates sent via email, will be issued up to 8 weeks after successfully completing the course, whilst Graduation certificates will be given out on the next graduation/conferment of certificate ceremony of the course.
- All hard copy certificates are to be collected by the individual personally during the conferment of certificate's ceremony or from the PFI's office or during office opening hours.
- In cases where the individual does not wish to or cannot personally collect the certificate, one may delegate someone else to do so. In this case, the person being delegated must be in possession of a document acknowledging such delegation. In case of minors, certificates and/or transcripts may be collected by their parents, legal guardians or legally appointed curators.
- Any individual collecting a certificate from the PFI's office must provide proper identification documents to confirm one's identity.
- The institute hold the right to destroy any hard copy certificates which would not be collected within 6 months from their issuing.
  - The institute would not be responsible to re-issue any certificates/transcripts even if they have been destroyed after the 6 months from issuing have passed.
- In cases where the institute re-issues a certificate of transcript, an administrative fee might apply.

## 9. Types of certifications

The Institute offers a 3 Level certification: -

- a. **Certificate of Attendance:** A Certificate of Attendance will be rewarded to students who meet the attendance criteria.
  - b. **Certificate of Participation:** Certificate of Participation will be rewarded to students who meet the required attendance criteria and has shown that they have understood what was being thought (though a light assessment)
  - c. **Certificate of Achievement:** Certificate of achievement will be rewarded to students who meet the required attendance criteria and has shown that they have understood what was being thought (though a light assessment) and have successfully completed the assessment which indicates that they have assimilated what has been thought and can apply such teachings in various scenarios.
- Students may opt to change the level of certification if they decided to do so during the course of the programme, subject to fulfilling all requisites for that particular level, even if assessment dates have already passed.
  - In cases where a student has failed to achieve the applied level, one may apply to receive a lower-level certification if the criteria for that level is reached. This does not apply if such achievement has not been granted due to disciplinary actions.

## 10. Attendance Criteria

- The institute keeps records of the attendance of the individual to lectures and other events related to the programme to which the individual has enrolled.
- Attendance may be taken in various ways, including electronically through the student card. Thus, students are expected to have their card with them for face-to-face lectures.
- Unless otherwise stated in writing, students must attend at least 80% of the face-to-face lectures, and watch any video or do any other task assigned to them in order to be able to complete the programme.
- If the student arrives more than 15 minutes late, for attendance purposes, the student may be considered as absent.
- In case of an online session the students are to write their name and surname in the chat for attendance purposes. Punctuality is a must and students logging more than 15 minutes

late they will be marked as absent. Also, no one is permitted to leave the online session earlier than the stipulated time.





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# Methodology Guidelines

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## **Guidelines to writing an Assignment / Reflective Journal**

*The Chicago Manual of Style 16th Edition* is the formatting and citation style guide used by the Pastoral Formation Institute. Each student shall abide by these guidelines to help produce a high-quality work.

The assignments/reflective journals are to be submitted on Moodle or as otherwise requested by the lecturer/PFI staff in pdf form.

This guideline offers a systematic assistance.

1. Analyse the question or title
2. Search for information
3. Draft an outline
4. Writing your assignment
5. Referencing
6. Bibliography
7. Style Guide
8. Editing and Proofreading



## **1. Analyse the question or title**

Read the question or title carefully and try to understand what is expected from you in relation to what you have gone through during lectures. Search for information related to the area you are writing about. If something is unclear or you would like further clarification, contact your lecturer. It is best if you perfectly understand the question or title before you start your research, else you will risk of going out of point.

## **2. Search for information**

Before you start writing, you need to research your topic and find relevant and reliable information.

- a. Online sources
- b. Library

When doing your research, it may be valuable to keep a soft and hard copy of your findings. Keep a soft copy of your word document on your computer and one on a pen drive. Write notes of your references and books which you are going to use for your research in relation to your work and keep them organized. It may also help to print a hard copy of your material, to be more accessible or easier to write and arrange your work. Try to organize your thoughts and take notes of what is to be corrected.

- a. Online Sources

It is important that when you are quoting an online source you include your access date. Keep in mind that the internet has a dynamic structure and websites are constantly being updated.

The Internet contains some extremely valuable, high-quality information sources but you need to be careful which sites you use for you sources as they might not be reliable. That is its nature;





anyone who can manage to buy or obtain some webspace can post a website. You need to evaluate whether a particular Internet site is appropriate for your purposes.

- **Who authored (wrote) the site?**

Look for an “About” or “More about the Author” link at the top, bottom or sidebar of the webpage. Some pages will have a corporate author rather than a single person as an author. If no information about the author(s) of the page is provided, be suspicious.

Does the author provide his credentials? Check on whether he has any expertise on the subject he is writing about.

Try “Googling” the author – search the name at [www.google.com](http://www.google.com), and ask yourself the following questions:

- What kinds of websites are associated with your author’s name?
- Is he affiliated with any education institutions?
- Do the websites associated with the author give you any clues to particular biases the author might have?

Use “**Google**” with **caution** – remember that sometimes more than one person can share the same name.

- **Who published the site?**

Look at the domain name of the website – that will tell you who is hosting the site. For instance, the University of Malta Library website is: <http://www.um.mt.edu/library>

The domain name is "um.mt.edu." That tells you that the library website is hosted by University of Malta.



Do a search on the domain name at <http://www.whois.sc/>. This site provides information about the owners of registered domain names. There you will be able to find out the organization's main purpose, such as educational or commercial.

Don't ignore the suffix on the domain name (the three-letter part that comes after the "."). The suffix is usually (but not always) descriptive of what type of entity hosts the website. Keep in mind that it is possible for sites to obtain suffixes that are misleading. Here are some examples:

- .edu = educational
  - .com = commercial
  - .gov = government
  - .org = nonprofit
- 
- Timeliness: when was the website first published? Is it regularly updated? Check for dates at the bottom of each page on the site.
  
  - Different publication dates will be acceptable depending on which type of information you're looking for. If you're looking for statistics, information on current events, or information in fields like science, technology or healthcare, you probably need the most up-to-date information available. If you're looking for information that doesn't change, such as an author's date of birth, it may not matter as much if the website is a little older as long as it is published/authored by a reputable source.
  
  - Just as in print sources, web sources that cite their sources are considered more reliable. It shows that the author has done his/her homework and is familiar with scholarship in the field. What type of other sites does the website link to? Are they reputable sites? If the author references online material, does s/he provides links to the material referenced? What type of sites link to the website you're evaluating? Is the website being cited by others?



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- Go to [www.google.com](http://www.google.com). In the search box, type “link:[name of your website]” with no space after the colon. An example using the Lee College library website would look like: link:<http://www.lee.edu/library> The resulting search will contain websites that link to your site. Does it include reputable or well-known sites?
- Reliable websites

Here is a list of websites, which might help you in your research:

- Academia.edu - <https://www.academia.edu/>  
This website is a platform where academics may share their papers. From this website, you may read and download papers, which you may quote and include in your bibliography.
- Stanford Encyclopedia of Philosophy - <https://plato.stanford.edu/>  
On this website, you may find high-level information about concepts, theories and philosophers. Keep in mind that some saints such as St Thomas of Aquinas and Augustine of Hippo are considered both theologians and philosophers. Thus, you may find valuable information regarding your assignments on this website. The website is constantly being reviewed and updates.
- Wheeling Jesuit University - <https://www.wju.edu/academics/>  
The Jesuit University shares a selection of its academic papers with the world.
- The Holy See - <https://www.vatican.va/content/vatican/en.html>  
This is the official Vatican website, where you may find official documents such as messages, letters, encyclicals, and Papal Homilies etc...
- Google Books - <https://books.google.com/>  
Some books can also be found on this website. Google may make snippets or the whole book available for you to read online.
- Spark notes - <https://www.sparknotes.com/>  
On this website, you may find summaries and analysis of texts. This may give you some ideas on how to interpret or structure assignments, which rely on a particular text.
- Book Depository - <https://www.bookdepository.com/>



- This website offers a various selection of books from which to choose from. You can buy as many books as you like with free shipping.

b. Library

You may consult the following library for your assignments:

**Archbishop`s Seminary Library**

90, Triq Tal-Virtù

Tal-Virtù, Ir-Rabat

RBT 2604, Malta

Ms Dora Castorina

Tel: (+356) 2145 5497

Email: [theology.library@maltadiocese.org](mailto:theology.library@maltadiocese.org)

Facebook: <https://www.facebook.com/theolibrary.rabat/>

Electronic catalogue: <http://library.seminary.org.mt/>

Monday – Tuesday – Thursday – Friday – 08:30 till 13:00 and 14:00 till 17:00

Wednesday and Saturday from 08:30 till 12:00

### **3. Draft an Outline**

When you have done all your research, you can organize the material and plan your assignment. Drafting an outline will give you a structure to follow when it comes to writing your assignment. Plan your assignment and write points and titles on how you are going to spread it. Associate the necessary research material with your points. Draw a plan of your argument and associate the quotes in connection with your argument or subject.

The assignment needs to have this basic structure:



- **Introduction (+ 10% of the assignment)** – This is where you introduce the topic and the main points, and briefly explain the purpose of the assignment and your intended outcome or findings. It is a good idea to write the introduction last, so that you know what to include.
- **Body (+ 80% of the assignment)** – This section can be divided into a number of headings and sub headings. Decide what points you want to discuss and start planning your titles of your headings. Always start a new paragraph for each argument, point or topic. A paragraph usually starts with a topic sentence stating the main idea, followed by supporting evidence and examples. In your outline try and include draft topic sentences and a few ideas outlining what you want to include in each section.
- **Conclusion (+ 10% of the assignment)** – Conclusions briefly restate your main argument, evaluate your ideas and summarise your conclusions. They don't introduce any new information.

#### **4. Writing your assignment**

Write the assignment using a plan to guide you. As you are writing you may include new ideas but check whether they match your plan and the paragraph you are writing. Consider in which paragraph does it best fit and how does it link to the ideas you have already thought of.

##### **a. The Introduction**

As mentioned in the previous section, an introduction needs to provide information on the main topic and the ideas you are expanding on. The introduction needs to introduce the reader to the topic, explain its relevance, state a thesis or purpose about the topic, outline the main points and describes how the assignment will be structured and clearly states the writer's main premise. By the end of the introduction, one should provide a clear direction that outlines the main points of the assignment.



**Tip:** It is often a good idea to use **some** of the words from the question in the introduction to indicate that you are on track with the topic. Do not simply recount the question word for word.

**b. Body**

The most important consideration in the body paragraphs is the argument that you want to develop in response to the topic. This argument is developed by making and linking points in and between paragraphs. In each paragraph, think about the **main idea** that you want to communicate in that paragraph and write a **clear topic sentence**, which tells the reader what you are going to talk about. A main idea is more than a piece of content that you found while you were researching, it is often a point that you want to make about the information that you are discussing. Consider **how** you are going to discuss that idea (what is the paragraph plan). For example, are you: **listing** a few ideas, **comparing and contrasting** the views of different authors, describing **problems and solutions**, or describing **causes and effects**?

Use linking words throughout the paragraph. For example:

- **List paragraphs** should include words like similarly, additionally, next, another example, as well, furthermore, another, firstly, secondly, thirdly, finally, and so on.
- **Cause and effect** paragraphs should include words like: consequently, as a result, therefore, outcomes included, results indicated, and so on.
- **Compare and contrast** paragraphs should include words like: on the other hand, by contrast, similarly, in a similar way, conversely, alternatively, and so on.
- **Problem solution** paragraphs should include words like: outcomes included, identified problems included, other concerns were overcome by, and so on.

**Note:** Some paragraphs can include two plans, for example a list of problems and solutions. While this is fine, it is often clearer to include one plan per paragraph.



### **Linking paragraphs:**

As you write the body, make sure that you have strong links between the main ideas in each of the paragraphs. Look at your plan and decide on the key concepts that link the different sections of your work. Is there an idea that keeps recurring in different sections? This could be a theme that you can use to link ideas between paragraphs. Try using linking words (outlined above) to signal to your reader whether you are talking about similar ideas, whether you are comparing and contrasting, and so on. The direction that your thinking is taking in the essay should be very clear to your reader. Linking words helps you to make this direction obvious. Try to link your work with your words by structuring it.

### *Paraphrasing*

Remember, paraphrasing is using your own words to express someone else's ideas. If the wording of the paraphrase is too close to the wording of the original, then it is **plagiarism**. The main ideas need to come through, but the wording must be your own.

### *Avoiding Plagiarism*

There is a fine line between plagiarism and paraphrasing. If the wording of the paraphrase is too close to the wording of the original content, then it is plagiarism. To use another person's writing in your own words can be accomplished with quotes and citations. A quote will need to be the exact wording and the author and source will need to be identified and footnoted. Paraphrasing usually makes the passage shorter than the original. Another option is to make a summary of the original text, outlining the main points.

### **c. Conclusion**

A conclusion is the final piece of writing in your assignment which summarizes the entire work. The conclusion paragraph should reaffirm your thesis, examine the key supporting



ideas which you discussed throughout the work, and offer your final impression on the central idea.

## **5. Referencing**

Please observe the style guidelines below, which follow Chicago Manual of Style Guide 16<sup>th</sup> Edition. Please ensure that the style of your Assignment / Reflective Journal is consistent and accurate throughout.

### **Footnotes**

In the footnotes, when sources are cited for the first time, provide a full footnote. Going forward for every subsequent citation, an abbreviated form should be used. References of books should be listed in the style: Author's First name Last name, Title of Book written in italics (Place of publication: Publisher, Year of publication), page.

Subsequent references of the same author and book which are quoted again on different pages in your assignment can simply include the author's name, title and page reference as in the example below.

When the same book or article is quoted the word *Ibid* is used, as below example.

1. George Cary, ed. D. J. A. Ross, *The Medieval Alexander* (Cambridge: Cambridge University Press, 1956), 246.
2. *Ibid*.
3. *Ibid.*, 250.

*Same book on another page:-*

4. Cary, *The Medieval Alexander*, 271.

*Entries in Bibliography*

*Book*





Cary, George, ed. D. J. A. Ross. *The Medieval Alexander*. Cambridge: Cambridge University Press, 1956.

Balassa, B. *The Theory of Economic Integration*. London: Allen and Unwin, 1961.

Duncan, G. J., and Brooks-Gunn, J. (eds). *Consequences of Growing Up Poor*. New York: Russell Sage Foundation, 1997.

*Article in a journal*

Jessop, B. (1995a). “Regional Economic Blocs”, *American Behavioral Scientist*, 38 (5), 674–715.

—— (1995b). “Regulation Approach, Governance and Post-Fordism”, *Economy and Society*, 24 (3), 307–33.

*Newspaper article*

Cumming, F. (1999). “Tax-Free Savings Push”, *Sunday Mail*, 4 April, p. 1.

*Online journal article*

Boughton, J. M. (2002). “The Bretton Woods Proposal: An In-depth Look”, *Political Science Quarterly*, 42 (6), <http://www.pol.upenn/articles>, accessed 12 June 2005.

*Abbreviations, Contractions and Acronyms*

**Use this format:**

- when an abbreviation does not end with the final letter of the word: ed., vol., no., Rev.
- after initials in a name: R. A. Butler (and leave a space between initials)
- when a contraction ends with the final letter of the word: Dr, Mr, Mrs, St, eds, edn



- in a metric unit of a measurement: cm, kg
- in acronyms, such as initials of organizations or associations: RAC, BBC, USA

### *Capitalization*

#### **Use capital letters:**

- For proper names; proper names of institutions, movements or organizations; words derived from proper names (Dantesque, Latinize); prefixes and titles (President Barack Obama)
- For recognized geographical names (Northern Ireland)
- For proper names of periods or natural phenomena
- For historical eras and events (the Reformation); trade names (Levi's)
- For titles of works of literature in English

#### **Do not use capital letters:**

- For descriptions of geographical regions (northern England)
- For political theories (socialism, communism, fascism, the left, the right)

### *Punctuation*

Dashes: Use an 'en' rule with a space on either side – to be typed thus.

Ellipses: Use three dots with spaces on either side ... even if a sentence ends or starts with one.

Hyphens: Maintain consistency throughout the manuscript for all key terms.

Use hyphens for compound nouns (make-up), adjectival phrases (middle-class neighbourhoods), between repeated vowels (co-operate).

Do not use hyphens for established compound nouns (soundtrack, breakdown), between an adverb and adjective if the adverb ends in 'ly' (widely known), between two vowels that don't clash (reintroduce), in words with the 're-' prefix that don't clash (rewrite, rethink)

Commas: Do not use serial commas in lists: We bought apples, oranges and pears.



### *Numbers*

#### **Use figures:**

- For years: 1984, 1950s (not fifties)
- For dates: 25 June 1983 (not 25th of June, June 25)
- For percentages: 25 per cent (Note: with 'per cent' as two words)
- For measurements: 8km, 15 hectares, 16mm, 35mm (closed up as shown)
- For numbers 100 and over: 400, 7.8 million (Note: use commas in numbers of four digits or more, as in 2,000 and 45,000)
- For numbers in a series: Table 1, Chapter 4

#### **Do not use figures:**

- For numbers less than 100: twenty-five people
- For centuries: nineteenth century (not 19th century) and nineteenth-century history

#### **Spans of numbers:**

- Use the fewest number of numerals: pp. 23–4, 1984–5
- In the teens, the '1' is always repeated: 12–13, 217–19
- In titles and headings, put numbers in full: 1931–1993

### *Quotations*

Use single quotation marks. Place the punctuation after the quotation mark if it is not part of the original quote. For quotes inside of quotes, use double quotation marks.

Use square brackets for an editor's interpolation ('in many respects [hers is an] exemplary biography').

For block quotations more than 50 words or that exceed five lines, indent the entire quote and do not use quotation marks.



### *Italics*

#### **Use italics:**

- For names of ships, film and play titles, works of art, long poems, newspapers (*Note: only The Times, The Guardian and The Economist have 'The' as part of title*), paintings, books, magazines, journals, TV programme names
- For foreign words and phrases not in common use (see *New Hart's Rules*)
- For emphasis (do *not* use bold or underlining)
- For key terms or coined words

#### **Do not use italics:**

- For poem, essay and short story titles; instead use roman type and single quotation marks
- Foreign words in common usage (*rendezvous, regime, elite; Note: no accents*)

## **6. Bibliography**

In the Bibliography the list should be in alphabetical order by surname, eliminate parentheses and remove page number, unless you are citing an article or a book chapter. Second line should be indented by 8 spaces.

#. Author's Last name, Author's First name. Title of Book written in italics. Place of publication: Publisher, Year of publication.

- Make sure you list all the sources you quotes and influenced your writing.
- List all books, internet sources and papers.

Examples of entries in a **Bibliography**:



Book

Cary, George, *The Medieval Alexander* (Cambridge: Cambridge University Press, 1956).  
Shearman, John, 'The Vatican Stanze: Functions and Decoration', in George Holmes, ed.,  
*Art and Politics in Renaissance Italy* (Oxford: Oxford University Press, 1993), 185–240.

*Book with one or more authors/editors*

Taberner, Stuart, ed., *Distorted Reflections* (Amsterdam: Rodopi, 1998).  
———, and Frank Finlay, eds, *Recasting German Identity: Culture, Politics and Literature in the  
Berlin Republic* (Rochester, NY: Camden House, 2003).

*Article in a journal*

Downing, Taylor, and Andrew Johnston, 'The Spitfire Legend', *History Today* 50/9 (2000),  
19–25.

*Newspaper article*

Walser, Martin, 'Teufel von Auschwitz sind eher arme Teufel', *Abendpost* (14 March 1965).

*Online journal article*

'University Performance, 2001 League Tables', *Times Higher Education  
Supplement* <<http://www.thesis.co.uk/main.asp>> accessed 5 June 2001.

## 7. Style Guide

### a. Title Page

On the title page the following information shall be listed in this order:

- The full title of your assignment/reflective journal and the sub-title if any;



- Your full name and surname
- Title of course, module title and module code
- Name and surname of lecturer
- Date of submission

b. Assignment

Your text needs to be formatted:

- Font size
  - Text –12
  - Footnotes –10
  - Title –14
- Paragraph line spacing – 1.5
- Text needs to be set to **Justify** settings

**Word limit guidelines**

ECTS Value Range of Word Limit (for guidance view ECTS of specific module)  
(Excluding footnotes, references and appendices)

1 ECTS 500 - 1,500

2 ECTS 1,500 - 2,000

4 ECTS 2,000 - 3,000

8 ECTS 4,000 - 6,000

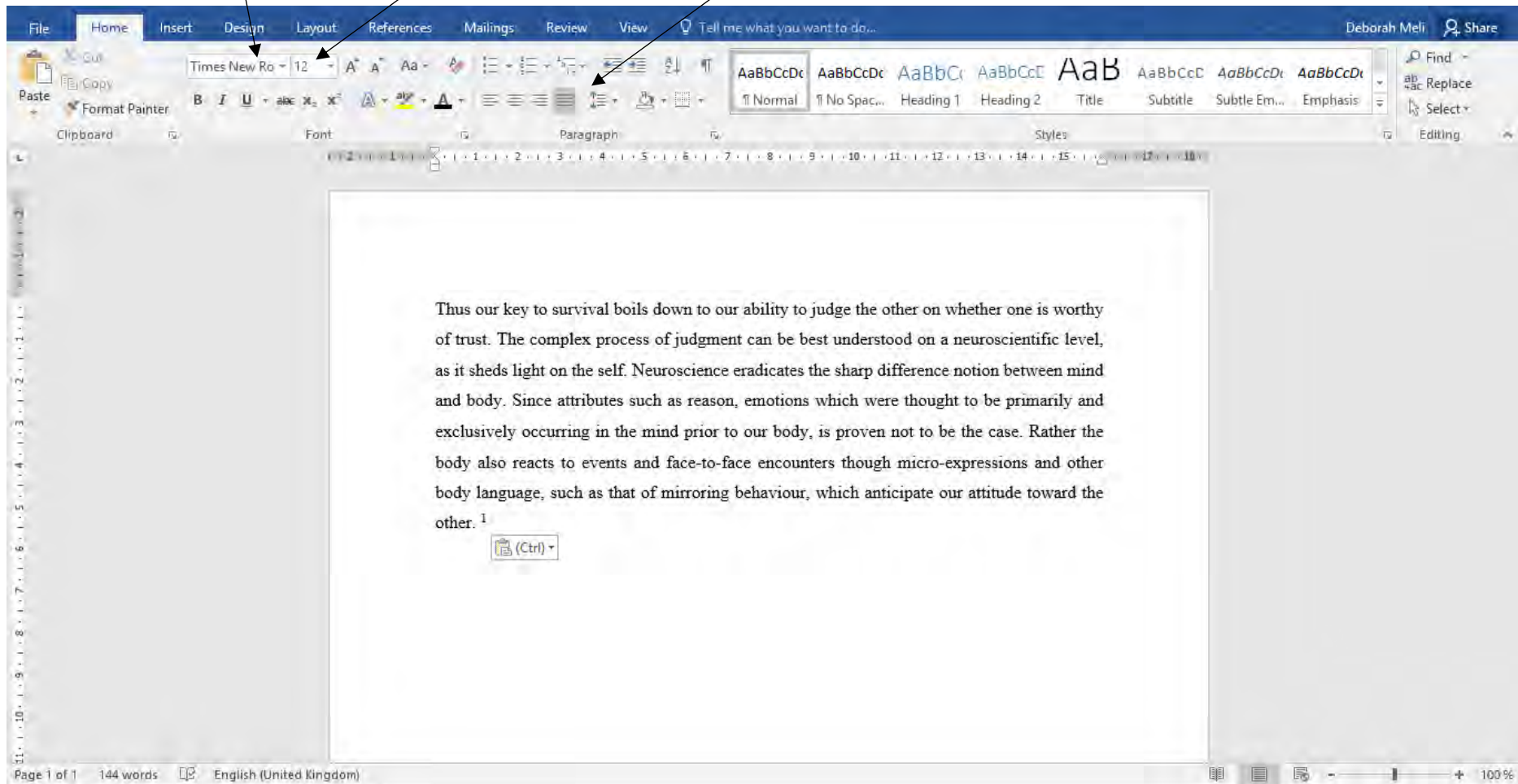
The word count can only be 10% more than the maximum count.



Font – times New Roman

Font size - 12

Text needs to be set to **Justify**







## 8. Checking and Proofreading

Once you have written your assignment, read it again and ensure there are no spelling mistakes or any other errors.

### **Check the following:**

- Ensure the title page is as per style guide.
- That you have written on the topic concerned and that your work is well presented.
- Check the structure of your work: Introduction, main content, conclusion, and bibliography.
- Check that the paragraphs and topics flow in a logical order.
- Ensure that you used your own words and have acknowledged all your sources by using footnotes.
- Check the grammar, punctuation, and spelling.

If you need any clarification, kindly contact the Pastoral Formation Institute.

Email: [info@pfi.edu.mt](mailto:info@pfi.edu.mt)

Office number: 25906516





**PASTORAL  
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# Plagiarism & Collusion Guidelines

For students and academics

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## 1. Purpose of this document

The Pastoral Formation Institute is committed to ensuring that awards made to students are based on work that they have done themselves. Therefore, it takes cases of plagiarism, collusion, and other acts of academic fraud and dishonesty very seriously, and a disciplinary procedure is in place whereby such acts are punishable by reduction or cancellation of marks and may lead to expulsion from the PFI or the revocation of a certificate, award or diploma already awarded.

The PFI is also committed to ensuring that students are given the opportunity to learn how to avoid accidental plagiarism, although ultimately the student is responsible for his or her actions.

Whenever a student submits work for assessment (whether that work counts towards an award), the student is submitting it in his or her own name. The PFI assumes that the work submitted is the student's own work, except where it is acknowledged through the proper use of quotation, citation, and reference.

This document acts as a guide for students to avoid plagiarism and collusion; a guide for academics to detect and report cases of plagiarism and collusion.

These guidelines are intended primarily for text-based works submitted for assessment. Although the plagiarism reporting procedure is intended for any case of plagiarism, these guidelines do not cover referencing, citation, and plagiarism avoidance and detection strategies in works other than the written form, for example, in video, photography, music, computer programs, artwork, physical designs, and so on.

## 2. General provisions

This section contains information about the Pastoral Formation Institute's definition of plagiarism; the definitions of major and minor plagiarism; examples of plagiarism; reasons why plagiarism should be avoided; and the Pastoral Formation Institute's definition of collusion.

### 2.1 What is plagiarism?

Plagiarism is the use of someone else's work without any acknowledgement and claiming it as your own.

### 2.2 Minor and major plagiarism defined and explained

The following definitions have been formulated to clarify the distinction between minor and major plagiarism. These terms are intended to be used as working definitions of minor and major plagiarism within a dynamic learning setting allowing students a time-period<sup>1</sup> during which to master the conventions of the referencing systems in their respective disciplines.

#### 2.2.1 Major Plagiarism

The definition of **major plagiarism** is meant to cover what is generally understood to be prototypical plagiarism (significant unacknowledged borrowing).

#### **Major cases of plagiarism include:**

1. **Direct Plagiarism** is the word-for-word transcription of a section of someone else's work, without attribution and without quotation marks

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<sup>1</sup> It is important that students are given the opportunity to learn how to write and reference correctly. The PFI organises Methodology Seminars annually. These seminars are usually offered in November & December, for courses starting in the first semester period (September – December). The PFI offers another set of Methodology seminars during the second semester for courses starting during this period (late January, February, March).

2. **Patch writing** is a form of paraphrasing in which a student borrows phrases from a source without using quotation marks, or finds synonyms for the author's language while keeping to the same general structure and meaning of the original.

Examples of major plagiarism include:

- a. Copying text or a diagram from another source, failing to enclose the copied text within quotation marks, or taking somebody else's ideas, and failing to correctly acknowledge the source of the text, diagram, or ideas
- b. Purchasing a paper or report from a 'paper mill'; paying others to prepare an assignment but then submitting the work under your own name
- c. Copying text but replacing some words or changing word order, whether or not the source is correctly acknowledged; re-drawing diagrams and failing to acknowledge the source.

### 2.2.2 *Minor Plagiarism*

**Minor plagiarism** occurs when a person neglects to cite their sources, or misquotes their sources, or unintentionally paraphrases a source by using similar words, groups of words, and/ or sentence structure without attribution. It is considered as minor plagiarism since it may be the result of **academic incompetence**<sup>2</sup>, thus bringing into question the intent to deceive.

Lack of intent does not absolve the student of responsibility for plagiarism. Cases of accidental plagiarism are taken as seriously as any other plagiarism and are subject to the same range of consequences as other types of plagiarism.

**Minor offences of plagiarism include:**

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<sup>2</sup> Students who have a postgraduate degree are expected to be able to write and reference correctly, "academic incompetence" does not apply. Postgraduate students who wish to refresh their writing and referencing skills may register for any of the Methodology seminars offered by the PFI.

1. Individual in-line citations lacking corresponding entries in the references section, or failure to compile a references section
2. Demarcated text without in-line citation or instances of incomplete or inconsistent in-line citation
3. Incorrectly written entries in a reference list, when this results in the reader's inability to create a correspondence between the entries in the reference list and in-line citations
4. Inconsistent citation style, when this results in the reader's inability to identify sources
5. Unacknowledged borrowing that does not contribute significantly to the text in question.

### 2.3 Academic incompetence

Written work, such as an essay, an extended essay, a report, a written assignment, usually consists of a logical sequence of claims. You claim that some problem exists; you claim some facts about the problem; you claim that there have been previous attempts made by others to solve the problem; you claim that the approach you are taking works; and so on. An unsubstantiated claim is a claim without evidence to support it. Evidence to support your claims can be provided either by referring to the same claims substantiated by others, or because you have the data and results to back up your own, original, claims.

If you rely on other sources to provide the evidence for any claims that you make, then you need to inform the reader where the original claims, and evidence supporting them, are made. You can do this by including a citation immediately following the claim in your written work.

Minor plagiarism usually involves cases where the student has used his/her own words by correctly paraphrasing or delimiting words that are others' (e.g., by enclosing them inside quotation marks), but where some references and citations are incomplete or inconsistent. As incomplete, inconsistent, or incorrect referencing means that an examiner may be unable to refer to the sources where the claims you make are substantiated, this constitutes minor plagiarism (at best), and academic fraud, in which claims are simply invented by the student and the reference to the source is deliberately obfuscated (at worst).



The PFI acknowledges that it may take time for students to master the skills of paraphrasing, referencing, and citation. For this reason, a methodology workshop is offered to all students on joining a course and instances of minor plagiarism which occur in the first semester may be treated as **academic incompetence**.

## 2.4 What is collusion?

Collusion occurs when two or more students collaborate to produce work, where such collaboration is not permitted. The exact limitations on permitted collaboration depend on the nature of the work involved and on its assessment and should be made clear in writing as part of the assignment description by the examiner concerned. The examples below indicate the range of acceptable behaviour, but should not be taken as a comprehensive list:

1. In home assignments, unless otherwise specified, it is expected that students work individually, and no sharing of ideas or material is allowed; however, reference to publicly available information is permissible (with appropriate citation).
  - a. If a home assignment is specifically group-work, it is generally accepted that the work involved will be divided equitably between the students working together; however, students are still expected to collectively take responsibility for the content of their work, and therefore to know and understand the work produced by their team-mates. It is not permissible to have students who do not make a sufficient contribution, or who fail to allow their team mates to contribute. Also, communication across teams is generally not allowed. If students working in a group are expected to submit individual work for assessment, then students must acknowledge which aspects of the work are the results of group effort and which are their own. It therefore follows that the students take individual responsibility for the individually submitted contribution, but collective responsibility for the aspects of the submitted work that required a joint effort.
2. In individual project work, each student is assessed on his or her own contribution; however, the nature of the work often demands assistance from others. Such assistance must be acknowledged, so that the student's individual contribution may be properly assessed.

Any authorised deviations from the limitations of permitted collaboration as specified in the assignment description must be documented by the study-unit co-ordinator.

Examples of collusion include but are not limited to:

1. 'Borrowing' an assignment written by another student and basing your assignment on the borrowed one
2. Sharing results of work performed by others and incorporating them into your own work as though you had performed the experiments/work yourself
3. Sharing solutions to problems, or other sections of a report or assignment
4. A number of students colluding on an assignment intended to be performed as an individual assignment, such that each student works on a part of the assignment but submits individual reports covering the work performed by all colluding students.

### **3. Students**

#### 3.1 Avoiding plagiarism

The document “Methodology Guidelines” annexed to these Guidelines is intended as a self-help resource for students to learn how to avoid plagiarism. The resource consists of several examples of how to produce a piece of one’s own writing based on other sources and do it in such a way that plagiarism is avoided. Students will learn how to paraphrase, summarise, quote and provide a reference so that sources are rightfully acknowledged.

#### 3.2 Avoiding collusion

Always assume that, unless you are clearly instructed otherwise in writing, work that you produce for assessment must be the result of your own individual effort. It is normally acceptable to discuss problems verbally with fellow students; to suggest sources of

information and for a proof-reader to correct grammatical errors in written work. Please remember that your lecturer or course mentor is also a valuable source of information, and can give you advice.

When you are allowed to collaborate with your fellow students, you will normally be part of a team. You may, subject to any restrictions imposed by the lecturer and/ or study-unit co-ordinator in charge of the assignment, share work with your team-members, but work must not be shared between different teams.

### 3.3 Common knowledge

Normally, you must provide citations to works that verify claims that you make. However, when your claims are common knowledge, it is not necessary to provide a citation. Knowledge is common knowledge when it is well known. How can you find out if knowledge is well known? For example, if you are able to find at least 10 peer-reviewed publications that write about the knowledge without citing a source, then you can too. If you are in doubt, then provide a citation. Note that just because some knowledge is common knowledge it does not mean that you can freely use the words written by another person to describe it. You must still use your own words. For instance, if you are asked to describe a process that is commonly known in your field, you cannot simply copy somebody else's description of it and present it as your own (i.e., without quotation marks if copied and/ or without citation). However, you may describe the process in your own words, without including a citation. Also, just because the exact same text appears without reference on multiple Web pages does not mean that you too can copy and use the same words without quotation marks. Just because somebody else has plagiarised does not mean that you can too.

### 3.4 Checklist of good writing and referencing style

Students may find the following list useful to check if their work is written to the standard expected by the Pastoral Formation Institute. Please be aware that making 'mistakes' may invite an investigation into whether or not the work has been plagiarised.

1. Does the written work have a references section (either as footnotes or endnotes), if one is required by the nature of the assignment?

2. Does each bibliographic entry in the references section have an identifier so that it can be referred to from the main body of text?
3. Are the entries in the references section written consistently?
4. Is there in-line citation wherever it is needed?
5. Do all citations that appear in the main body of text correctly refer to entries in the references section?
6. Is the citation style consistent?
7. Are all claims made either common knowledge or substantiated? A claim can be substantiated by either citing a source that verifies the claim, or by referring to a chapter/section in the student's written work that contains the substantiation
8. Is all the information provided pertinent to the assignment question, or does the written work go 'out of point'?
9. Is the writing style consistent? If not, you may have been too closely reliant on the wording in/ phraseology of your sources.

### 3.5 Primary and secondary sources

Primary sources are generally the sources that make an original (substantiated) claim or observation, or are the first to publish data (e.g., in the form of a census).

Secondary sources are those sources that contain a second-hand account of the information with reference to the primary source.

For example, Axisa (2000) makes an original claim and Scolari (2001) repeats this claim and references it, together with an observation about it. In this case, Axisa (2000) is the primary source and Scolari (2001) is the secondary source. However, Scolari (2001) is the primary source for his/ her observation about the claim. If a student reads Scolari and repeats Scolari's observation about the claim but cites the primary source (Axisa) only, then that is plagiarism.

### 3.6 Self-plagiarism

The Pastoral Formation institute does not allow the submission of the same piece of work for assessment in more than one module without prior permission from the academic staff.

### 3.7 Plagiarism Checker

Students may make use of any free or commercial plagiarism detection software of their choice. Students are reminded that they are to read the relevant terms and conditions before using any software, as some terms and conditions may give the plagiarism detection company rights to use the uploaded work in ways that they might not necessarily agree with (e.g.: making it available for public use).

Students are advised and cautioned that plagiarism detection software generally only reports matches found in documents in the software's collection, and normally cannot check the source to determine that it has been paraphrased and/ or cited correctly. Examiners are free to use any plagiarism detection software or any other means to determine if work submitted for assessment has been plagiarised. It is possible to determine that work submitted for assessment has been plagiarised, while reporting no overlap with text from other documents.

## 4. Academics

### 4.1 Detecting plagiarism and collusion

Academics who make use of the plagiarism checking software must verify that the originality report is correct before taking further action (training in the use of plagiarism detection software and the interpretation of the automatically generated originality report will be provided).

The following is a list of characteristics that may suggest that the student has engaged in plagiarism. Of course, on their own they are not sufficient to conclude that the student has plagiarised and so the academic must support a claim by finding one or more source documents that have been plagiarised.

1. Is there a references section (endnotes, footnotes, etc.)? Of course, not every assessable work requires a references section. It would be helpful to students if the description of work to be performed clearly indicates that a references section is not required. In work submitted for assessment for which references are required, academics should ensure that the claims the student makes in the main body of the written work do require citation.
2. Are references in the references section written in such a way that they can be referred to from the main text? Referencing styles require entries to be referable through author names or through a numbering system. If the references are provided in such a way that they cannot be referred to via citation from the main body of the written work, it makes it extremely difficult for examiners/readers to verify the claims contained in the written work.
3. Is the referencing style consistent? It may be the case that students have read and used information from secondary sources, but listed only the primary sources in the references section, using the same referencing style used by the secondary source.
4. Are there in-line citations? Due to the nature of the work submitted for assessment it may be the case that the students are meant to submit their own completely original work (e.g., creative story writing, or observations about chemical experiments students are meant to perform themselves). In this case, it is unlikely that the assignment would require the use of citation and references. However, if there is a references section, then there should be corresponding citations in the main body of the written work.

5. Does the main text contain citations to works not listed in the references section? Sometimes this may be the result of a mistake. Past examples of plagiarism include copying paragraphs from other sources, including the in-line citations contained in them.
6. Is the citation style consistent? If paragraphs, including in-line citations, have been copied from many different sources, it is likely that the citation style will change.
7. Are there unsubstantiated claims? Not all unsubstantiated claims may be evidence of plagiarism. Sometimes, students may believe that the claim is common knowledge. Sometimes, however, students may have copied text from another source and included it in their own work and removed the in-line citations.
8. Are the claims relevant? Some students who are overly reliant on their sources may include information (copied or patch worked) that is irrelevant to the assignment.
9. Are there turns of phrase that may be considered beyond the student's general writing ability? These, too, are consistent with a student being overly reliant on a source.
10. Is the student's writing style consistent? Consistency in writing style may be difficult to achieve during the student's formative years, or if the assignment is worked upon in a piecemeal fashion. However, it may also be indicative of over-reliance on different sources.

#### 4.2 Reporting suspected plagiarism and collusion

An examiner who suspects that work submitted for assessment contains plagiarism should compile a report identifying the part/ s of the work that has/ have been plagiarised, and the probable source/ s. Students are informed, on enrolment, to submit electronic copies of work submitted for assessment, as well as a hard copy, if instructed to do so. If plagiarism detection software has been used to assist with the process, the automatically generated originality report may be used. The examiner, however, should still verify the automatically generated originality report.

#### 4.3 Disciplinary action

Disciplinary action will be taken against any student who is caught plagiarising. A disciplinary board composed of the Director, the secretary of the board, another board member, a member nominated by

the director as expert on the subject and the examiner. An extra member, appointed by the director may be added to the board.

Disciplinary action can vary according to the case, from resubmitting of the assessment or being expelled from the course, to expulsion from the Institute.

- The disciplinary board's decision will be handed to the student by the Secretary of the Board and is considered as final.
- The student will have the right to present his/her case to the board.
- No refund will be given if a student is expelled from the course due to plagiarism.
- Notwithstanding any disciplinary action taken by the institute, the student may still be subject to legal actions which the victim of plagiarism may take in state courts.





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# Student Enrolment Policy

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## Purpose

This policy is to ensure that prospective students are informed and prepared to undertake a course with the Pastoral Formation Institute, including the terms, conditions, fees, educational and administrative requirements associated with enrolment.

## Definitions

- Administration Board is composed of the Director or his delegate, the Secretary of the Board and the Curia's financial controller.

## Educational and Administrative Requirements

- Students are to have pre-requisite criteria for their enrolment to be valid;
- The Institute may request an interview with the applicant before enrolling the individual for a course. During the interview, academic competencies, language, motivations, openness to formation and behaviour is evaluated. The interview is conducted by at least two persons on behalf of the Institute;
- It is the responsibility of the applicant to check the course content and pre-requisites to ensure it is in line with his expectations, and that he has the necessary language and IT skills to follow the formation program;
- Failure to provide correct information in the application form will result in cancellation of application, without entitlement to a refund;
- By default, all listed courses are delivered in Maltese and/or English. Non-Maltese or Non-English speaking applicants are to contact PFI when applying for the desired course to verify in which language the course will be delivered;
- Registration is completed upon payment;
- A confirmation email will be sent by latest 4 days before the commencement of course;
- For courses which require so, a Moodle account will be given.
- Apart from the resources on VLE the Institute offers a subscription at the Archbishop's Seminary Library to students enrolled in courses of 8 ECTS or longer and/or MQF Level 6 or higher;

- Losing the student card will result to a €10 replacement fee. For a card replacement, the appropriate form must be filled. In certain cases, the student card will be used for attendance purposes;
- The Institute will strive to provide all information regarding the logistics of the course prior to the application, yet for valid reasons, changes may be made especially but not only in matters of venue and dates. The new criteria will be equivalent to the announced. This may happen at any point of the course. Yet course objectives and outcomes shall not be changed;
- Following the enrolment all communication will be done via email;
- Courses cannot be recorded by the students unless a written consent is given by the Institute.

### **Data Processing**

- Upon enrolment, the applicant consents that PFI will use the information provided to communicate course-related material and information regarding events or activities organized in Malta. Without prejudice to other given consents, he is made aware that the given consent can be changed at any time by contacting PFI's office;
- The applicant consents that the information held by PFI being released/provided to NSO, and MFHEA for statistics and research purposes;
- Further information regarding the processing of data, refer to the *Data Protection Policy*.

### **Course Assessment Methods and Certification**

- The student is required to attend at least 80% of each module;
- Successful completion of courses entitles the participant to:
  - either a Certificate of Attendance or
  - a Certificate of Participation or
  - a Certificate of Achievement
- Further information on which type of certification one can achieve can be obtained from the course outline on [www.pfi.edu.mt/courses](http://www.pfi.edu.mt/courses).

- For further information on different certifications and attendance, refer to the *Assessment and Certification Procedure*.

### Course Payment

- All payments can be done online, by parish/community or at the Archdiocese of Malta Cash Office, except for courses with specific pre-requisites;
- A receipt will be issued by the Archdiocese of Malta which can be used for the Get Qualified Scheme in eligible cases. Receipts will be issued once only.
- All payments are to be effected in euros
- In cases of financial difficulties, the Administration Board may exempt part of or the totality of the fee. Proof of such difficulties may be requested.

### Course Cancellation and Refunds

The Pastoral Formation Institute reserves the right not to run a course if there are insufficient applications or for any other reason deemed important by the Institute. In the case, a course is cancelled, all applicants will be informed via email and their payment will be refunded in full.

All refunds are to be effected in euros.

- **Course withdrawal, cancellation, or deferment**  
In case of cancellation from the student's part or failure to successfully complete the course, the fee is usually non-refundable, yet in exceptional cases, the administration board may decide to refund part or the full payment.
- Withdrawal or cancellation 14 days or more prior to the advertised commencement date, fees and charges are fully refunded, less 20%, as an administration fee.
- Withdrawal or cancellation on or after the advertised commencement date, the course is non-refundable.
- No refund is payable when a student is administratively withdrawn from a course of study due to misconduct.

- No refund is payable if a student fails to check the course content and pre-requisites to ensure it is in line with his expectations, and that he has the necessary language and IT skills to follow the formation program.
- A student whose enrolment in a course is rejected will be fully refunded.



**PASTORAL  
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# Lecturer Engagement Policy

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## **1. Introduction**

To fulfil its mission, the Pastoral Formation Institute, invites various Academics and professionally trained individuals to contribute towards the various programs it offers. This policy addresses the requirements, selection process, and the clearance that the Institute does to engage an individual as one of its lecturers.

## **2. Definitions**

- 2.1. Institute refers to the Pastoral Formation Institute.
- 2.2. Board of Studies refers to the Board of Studies of a particular course.
- 2.3. Institute's Board refers to the Board of the Institute.
- 2.4. Director refers to the director pro-tempore of the Institute.
- 2.5. Course/Program Coordinator refers to the coordinator of the formation program or course.
- 2.6. Service agreement refers to the agreement between the Institute and the Lecturer regarding their contribution towards the formation mission of the Institute, being it voluntary or paid.

## **3. Choice of Lecturers**

- 3.1. Potential lecturers are identified by the institute either:-
  - a) On recommendation of the course/program coordinator or a member of the Board of Studies of that particular programme;
  - b) Or by an expression of interest submitted by the potential lecturer.
- 3.2. Following the identification of a potential lecturer, the individual's name is approved as candidate by the director, after listening to the advice of the programme designer, coordinator and board of studies.
- 3.3. Should the director approve the individual as a candidate, the individual is asked to submit a CV together with a copy of the highest relevant qualification transcript and certificate. If the issuing body of the qualification is foreign, the Institute may request

an MQRIC recognition statement for the qualification. If a lecturer is a resident academic at the University of Malta, the MQRIC statement will not be required. The MQRIC recognition statement is required when the course is accredited by MFHEA.

3.4. The Director may temporarily permit a candidate to lecture while awaiting clearance from the Safeguarding Commission.

3.5. Without prejudice to any other consent or applicable data protection regulations, all submitted and/or collected documentation will be kept for up to 10 years from the date of termination of the individual's relationship with the Institute and will be processed only in relation to selection process, lecturing duties, historicity, and audits.

#### **4. Qualifications**

4.1. Candidates are to be in possession of a qualification in a subject related to the matter that will be lecturing on at MQF level 7 or 8.

4.2. In exceptional cases, the DIRECTOR, after consulting with the program coordinator, may exempt an individual from such requirement provided that other formation, both formal and informal, and vast experience in the field prove that the individual is competent on the matter being lectured.

4.3. Nevertheless, the candidate still needs to have a qualification higher than the level of the program to which s/he is contributing.

#### **5. Terms of engagement**

5.1. The Institute enters into a service agreement with the lecturer on a program base per occurrence.

5.2. Without prejudice to any data protection right or any other applicable law, to facilitate the selection process, the institute may use previously submitted applications, documentation, clearances, and approvals, to extend or offer another service agreement. Should the re-engagement happen in a period of three years from the last engagement, the board may exempt the individual from the clearance process.

5.3. Prior to engagement lecturers are to be informed that the lectures may be recorded.

- 5.4. Lecturers are to agree that they will ensure that they are constantly au courant with developments in their fields and with the methodological requirements of their programmes. They are also to agree that they will follow any seminars or training programmes offered and/or required by the Institute.
- 5.5. The Candidate will also be asked to sign a consent form which will include consent to seek Church's Safeguarding commission clearance (in cases where the lecturer will have contact with students) and the no-objection of the local ordinary. The institute may also conduct online searches on the individual. Should there be no reasonable objections, and consent by the Church's Safeguarding Commission (if applicable), and the local ordinary, the candidate is accepted as a lecturer.
- 5.6. The lecturers are required to sign a declaration that they have not been convicted of any crimes in local, foreign court or ecclesial tribunals. They are also to declare that they are not aware of any ongoing investigations on their behave. The declaration also includes that the lecturer respects the Institutes' ethos and will not promote values in conflict with such ethos and will abide to any policies and procedures issued by the Institute.
- 5.7. Lecturers that give their service as part of their employment or ministry are remunerated by their employer. Remuneration to other lecturers is defined on a case by case basis.
- 5.8. Lecturers must keep to the deadlines given as per course assessment criteria, correct assignments and give results accordingly.





**PASTORAL  
FORMATION  
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# Dress Code Policy

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The Pastoral Formation Institute deems it essential that all staff maintain their professional image. The PFI has created a dress code policy for the lecturing staff and students. The policy explains that the lecturing staff and students should wear “smart business dress” or “professional attire” which requires wearing smart suits, shirts, jackets, trousers, skirts, or dresses combinations with formal footwear. Men may also be required to wear a tie or jackets especially for recorded sessions.

## **1. Philosophy and Purpose**

- 1.1 Maintaining a smart appearance is significant for the Pastoral Formation Institute’s image and shows respect towards the Christian faith, the students, PFI Director and staff.
- 1.2 All lecturers, speakers and staff are expected to present a professional image, while present in premises where lectures are delivered. Thus, it is important for all to be dressed appropriately and present a well-groomed appearance during in person lectures, online sessions as well as recorded sessions.
- 1.3 All students are expected, to dress modestly, in smart casual attire. It is considered immodest to wear clothing that is revealing or tightfitting. It is important for all students to be dressed appropriately and present a well-groomed appearance during in person and/or online sessions.

## **2. Dress and Grooming for lecturers, staff and speakers**

2.1 The following is a list of appropriate attire:

### **Men**

- Blazers, suits, or jackets,
- Tailored trousers,
- Shirts with buttons and collars,
- Ties, in case of priests or religious a collar, cross or religious habit is to be worn
- Sweaters, cardigans, slipovers, and polo necks,

Other appropriate attire may be worn depending on season.

## **Women**

- Blazers, suits, or jackets,
- Blouses or shirts,
- Scarves or foulards,
- Dresses (knee-level or longer),
- Dress or tailored trousers,
- Skirts or split skirts (knee-level or longer),
- Sweaters, cardigans, slipovers, and polo necks.

Other appropriate attire may be worn depending on season.

2.2 The following is a list of unacceptable attire, applies to all lecturers:

- Faded or torn jeans,
- Evening wear,
- Flip flops and other flat toe ring sandals or thong sandals.
- Revealing, and see-through/transparent clothing,
- T-shirts with commercial slogans.

## **3. Dress and Grooming for students**

3.1 The following is a list of appropriate attire:

### **Men**

- Jackets,
- Tailored trousers,
- Shirts with buttons and collars,
- Ties, in case of priests or religious a collar, cross or religious habit may be worn,
- Sweaters, cardigans, slipovers, and polo necks,

Other appropriate attire may be worn depending on season.

### **Women**

- Jackets,
- Blouses or shirts,
- Scarves or foulards,
- Dresses (knee-level or longer),



- Dress or tailored trousers,
- Skirts or split skirts (knee-level or longer),
- Sweaters, cardigans, slipovers, and polo necks.

Other appropriate attire may be worn depending on season.

#### **4. Enforcement**

The dress code policy will be administered in the following steps:

- If, in the opinion of a staff member, a lecturer or student is wearing unacceptable attire, they should report this by email to the director or, in their absence, to the Administrative Executive, who should act immediately. Any report should be treated in strict confidence.
- Repeated policy violations may result in disciplinary action.





**PASTORAL  
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# Online Conduct Policy

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## 1. Online etiquette

The Pastoral Formation Institute requires that online etiquette, or netiquette, is followed by students and lecturers during all online sessions. When online, users should be respectful, and act accordingly. The policies in force by the Institute apply also for online sessions.

During online sessions the Institute requires that: -

- the camera is ON at all times during lectures;
- the camera is positioned facing the student correctly at eye level and have adequate lighting in the room, in a space where one cannot be disturbed;
- the attire is appropriate and smart as per the Institute's Dress Code. This also applies to persons present in the same room and are caught by the camera/microphone;
- the name and surname of the student is clearly written on the screen in full when connecting, for identification;
- the student uses the 'raise hand function' to ask a question or be excused for a few minutes;
- students write their name and surname in the chat, so that attendance can be taken;
- the microphone is always kept on Mute while the lecturer is speaking and shall only be switched ON when permission is given by the lecturer for any questions and comments. This will ensure that there are no disruptions and no background noises during the lecture;
- the chat is used only for relevant comments pertaining to the lecture, which is followed, and words should always be respectful;
- no one takes photos or records the lectures. Only the PFI has the authority, and shall record lectures and share them as deemed necessary;
- all students are punctual and login to the session at least 5 minutes before the start of the lecture;
- all students pay attention and follow the lecture in respect of what is being delivered;
- students do not interrupt when someone is speaking;
- any technical difficulties are dealt with prior to the start of the lecture;
- if a student cannot attend an online lecture an email must be sent to [info@pfi.edu.mt](mailto:info@pfi.edu.mt)





**PASTORAL  
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# Data Protection Policy

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## Data processing

### Introduction

1. The Catholic Church, recognising “the right of each person to protect their own privacy”, in accordance with canon 220 of the Code of Canon Law of 1983 (CIC) and canon 23 of the Code of Canon Law of the Eastern Churches of 1990 (CCEO), and upholding that it is a natural right that must be respected by all, has been applying a series of principles in relation to the processing of personal data as stipulated in the Code of Canon Law and other provisions of private law. In this respect, as part of the Archdiocese of Malta, the Pastoral Formation institute, is committed to protecting the privacy of individuals who provide personal information to it.
2. The data collected by the Institute under these terms and conditions is property of the Archdiocese of Malta which consists of different units and entities. By giving any information under these terms and conditions to the Archdiocese of Malta or any of its entities or units, the data subject is consenting that such data can be shared with other entities or unities of the Archdiocese in order to fulfil the purpose for which it was collected and is processed according to the purpose, conditions and consent the data subject gave on time of collection. While as stipulated in applicable ecclesial laws, for Data Protection purposes, the Archdiocese is considered as one body, yet in its everyday running, each unit or entity is considered as the data controller of the data it has in its possession. Thus, when information is shared between different units and /or entities, each unity or entity is to be considered as a joint data controller (unless specified as processor) of that data and is bond to retain and process such data according to the consent, purposes and conditions with which the data was collected.
3. The personal data collected, during the course of activities undertaken by the Archdiocese, enables us to minister to the faithful and to fulfil our canonical and civil law obligations under the Code of Canon Law and under Maltese Law. The Church is bound by its General Decree on the Protection of Data (2018) (GDPD) in accordance with the provisions of Article 91 of Regulation (EU) 2016/679, of the European Parliament and of the Council, of April 27, 2016, on the protection of natural persons with regard to the processing of personal data and on the free movement of such data, (GDPR) that governs how the Church collects,

uses and/or discloses any personal data. Any part of any declaration, policy or consent which violates the GDPR shall be considered as invalid and not binding.

4. These terms and conditions describe ways in which the Institute collects, uses, discloses, stores, and dispose of personal information.

### **Understanding of personal data**

5. "Personal data" generally refers to any data, about an individual who is identifiable from the provided data or information to which we have or are likely to have access to. This will include the data from our records which may be updated from time to time.
6. The personal data that the Institute may collect and/or hold of individuals may include the following: -
  - Personal details, such as name, age, religion, CV, residential address.
  - Personal identification details such as identity card number
  - Personal contact details such as contact numbers, email addresses and/or postal address
  - Information relating to education and employment details, such as employment history and academic qualifications
  - Information related to course progress
  - Attendances
  - Information relating to pastoral care needs
  - Recordings such as photographs and video
  - Information relating to a person's enrolment at a Catholic institution or group
  - Information required to fulfil any legal obligation that the Institute is bound with.
7. The exact data to be collected will be dependent on the purpose and needs for which the data is being collected. Normally this data is specified at collection
8. The Institute endeavours to only collect personal data about an individual which it considers reasonably necessary for the purposes underlying such collection.

### **Purpose of collecting and processing personal data**

9. The Institute collects and processes personal data for purposes such as those indicated below: -

- For the dissemination of information and news by way of newsletters, magazines, electronic material, messaging systems and the like
  - To communicate with the individual
  - To keep alumni, current and prospective students informed about formation opportunities and other initiatives taken by the Institute or which the Institute deems opportune for the individual to be aware of
  - For enrolment into a course or programme, or applying to attend an event or participate in any initiative organised by, in collaboration or supported by PFI
  - To fulfil legal obligation imposed by NSO and MFHEA or any other legal obligation.
10. Where the Archdiocese collect or process data for purposes other than those listed above, unless when abiding with other laws, the Archdiocese would disclose such purpose to the individual, by suitable means, when collecting the personal data from the individual or before processing it.
11. Personal data will generally be obtained directly from the individual. When the data collector is formally made aware that the data subject is a minor or legally incapacitated person, personal data will be collected from the respective parents, legal guardians or legally appointed curators.

### **Use of personal data**

12. Without prejudice to article 15.5 of the GDPR, all personal data will be used for the purpose for which it was collected by any unit or entity within the Archdiocese. Data may also be used for purposes which are permitted by ecclesiastical and civil law.

### **Disclosure of personal data**

13. Data shall not be disclosed to third parties unless it is necessary to conduct its ministry, seeking advice, or has entrusted the party to perform a service on its behalf or unless specific consent is given. Third parties will be bound to only use data in relation to such service or in line with the given consent and dispose of any information as soon as it is not anymore necessary. Where such disclosures are made, confidentiality agreements would be in place in order to protect the personal data.

14. The Institute may distribute aggregated statistical information to the Vatican, other Catholic Church agencies, and civil authorities for reporting purposes.
15. The institute may use aggregated information to enable it to better fulfil its mission, such as to conduct analytical processes, research, identification of needs and trends and marketing strategies.
16. Data will not be disclosed for direct marketing purposes without the individual's prior consent.

### **Consent**

17. By providing personal data to the Institute, the individual is giving consent to the Institute's collection, processing, use and disclosure of his/her personal data in accordance with these terms and conditions and with the GDPR.
18. In order to better perform its mission, by providing personal data to the Institute, the individual is giving consent to the Archdiocese's to add and retain to the already collected information, any other personal information which will enable the Archdiocese to better fulfil the pastoral ministry which the individual is receiving or has requested.
19. By providing personal data to the Institute the individual is authorising it to share personal information with other Archdiocesan units or entities should this sharing enables any unit or entity (both giver and receiver) to better and easier perform any task or mission such unit or entity is responsible for or the data subject has requested; or is pastorally or administratively expected to perform. In receiving such information, the unit or entity assumes responsibility as joint data controller of that information.

### **Accuracy of information**

20. The Archdiocese strives to ensure the accuracy of the personal data it has. However the individual also plays a part in ensuring that the personal data provided is correct.
21. The individual giving information is always assuming responsibility to give correct information, and to notify the Institute or any entity in possession of such data should such information change.
22. In line with article 18 of the GDPR, any individual who wishes to rectify any personal information may do so by contacting the Institute's administrative staff who will advise on the procedure to follow according to the nature of the data.

## Data subject rights

23. Without prejudice to other ecclesial and civil legislation, any individual has the right to request access to his/her personal data as per article 17 of the GDPR as well as the portability of the data as per article 22 of the GDPR, to object to the processing of data as per article 23 of the GDPR, to restrict processing as per article 20 of the GDPR, to request erasure of data or withdraw his or her consent to any collection as per article 19 of the GDPR, and to use or disclosure of his or her personal data.
24. Notwithstanding any other provision of this document, if the individual, through the right for data portability, requests the Institute to provide information to himself/herself or directly to an individual or to another organisation, the Institute is not responsible for any subsequent processing carried out by the individual or the other organisation. However, the Institute is responsible for the transmission of the data and needs to take appropriate measures to ensure that it is transmitted securely and to the right destination.
25. If any individual objects, withholds or withdraws his/her consent to the collection, use and disclosure of his/her personal data, the Institute may not be able to:
  - Inform the individual with matters concerning a service he/she is receiving or asking for. This might result in hindering or losing eligibility to such service or pastoral care.
  - Deal with any enquiries, difficulties, or concerns that the individual might have related to deleted data, including rights to revise marks or re issuing of certificates, transcripts etc...
  - May have impact one's participation in the course with the consequences that the student will not be able to successfully complete the course.
26. Any individual who objects, withdraws consent, restricts processing or requests erasure of data will not affect the legality of the processing based on the consent prior to its withdrawal nor he/she will be exempted from any legal obligations in which he/she entered at the time when consent was granted.
27. All requests must be made in person and in writing. In cases where the individual does not wish to or cannot personally present the request, he/she may delegate someone else to present such a request. In this case, the person being delegated must be in possession of a legal document acknowledging such delegation. In case of minors or legally incapacitated persons, request can only be made by their parents, legal guardians or legally appointed curators. Requests are to be directed to the Secretary of the Board of the Institute. The

individual must provide proper identification documents to confirm his/her identity. The individual will be advised on the exact timeframe required to respond to this request. However, this period shall be no longer than the time stipulated by law. Each notification will be acknowledged in writing within a maximum of 15 days from the time of notification.

28. The Institute may impose a reasonable charge on such requests as permitted by the Law.
29. In accordance with Applicable Law, the Institute and/or Archdiocese reserves the right to withhold any request if it would adversely affect the rights and freedoms of others. When a request is refused, the individual will be informed and may forward such a request to the DPO.
30. The individual may request the correction of any error or omission in relation to his/her personal data through a written request made to the Secretary of the Board of PFI.
31. Archive data including records regarding courses are not regulated by these terms and conditions nor by the GDPR, but by other legislation. Thus, any data classified as archival is to be generated, processed and disposed of according to such legislations.

### **Security, protection and retention of personal information**

32. The Archdiocese will take reasonable security measures to safeguard the personal data collected. The Archdiocese mandates that personal data is handled with the appropriate care in order to protect it from unauthorised access or disclosure. All present and past staff members, other non-ecclesial staff, consultants and third-party service providers, insofar as they come into contact with personal data through their dealings with the Archdiocese, are bound by the Archdiocese's data protection policies, procedures and code of ethics.
33. Unless in conflict with any other state or ecclesial legislation, the Archdiocese will only retain the personal data collected for as long as it is required for the fulfilment of the purposes or as allowed by any applicable law to be retained.
34. Without prejudice to article 2.33 and/or unless otherwise specified in the specific consent form or policy, retention periods are to be as follows:
  - Registration for one-off activities: Up to 12 months following the termination of the activity.
  - On-going programmes/courses: Up to 12 months following the termination of the programme but not more than 3 years from the date when the last consent was given.

- Data relating to issuing of Certificates and/or transcripts: Up to 120 months from the termination of program. Nevertheless, once a certificate and/or transcript is issued, should the certificate and/or transcript be lost, the Institute will not be responsible to reissue the certificate, and the individual would need to repeat the whole program/procedure and re provide any required material/information for a certificate to be reissued.
  - Enrolment in a group or list: Up to the withdrawal of consent.
  - Marketing, promulgation of information: Up to the withdrawal of consent.
  - Photos, Videos and recordings: indefinitely retained in the historical archives according to the respective policies.
35. At the discretion the Institute or DPO, data may be delete before any retention period elapses should it be deemed as not any more necessary.
36. Any unsolicited personal data received from individuals will be assessed and only retained if it is deemed necessary for the provision of any services that are being provided or have been requested.

### Questions and feedback

37. If there are any queries about these terms and conditions, mentioned forms or feedback regarding the handling of personal data by the Institute one should contact the Institute's administrative staff.

### Data Protection Officer (DPO)

38. The Church Internal Rules provide for the appointment of a DPO whose functions include monitoring internal compliance and co-operating with the Supervisory Authority, with regards to, amongst others, security matters, official complaints and notification/communication of data breaches. The DPO is not the controller or the processor who is required to ensure and to be able to demonstrate that the processing is performed in accordance with the Regulation. In this regard, any questions regarding this document, as well as any requests for the exercise of data subject rights, should be directed to the Institute's administrative staff.
39. All feedback is taken seriously and will be reviewed accordingly.
40. If after contacting the DPO, the individual feels his/her rights have been breached, he/she has the right to lodge a complaint with the Supervisory Authority.







**PASTORAL  
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# Public Information Policy

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## 1. Purpose

This policy set out requirements and standards for the publication of all information related to the Pastoral Formation Institute, including information about the institute, courses offered, events and activities organised and contact information. The Institute aims to have all this information, clear, accurate, up-to-date and readily accessible. The information available on the PFI website, aims to be:

- Sufficient for prospective applicants to be able to make an informed choice in terms of knowledge, skills and competences required to successfully complete a course.
- Give a proper overview of all the events and activities of the Institute
- Give a proper understanding of the Institute's aims and ethos.

## 2. Course Information

For every course being offered by Institute, the following information is publishes:

### 2.1 Course Description

In this section, the prospective applicants has the opportunity to read a general description of the course and the course aim. This section includes information on the intended outcomes of the course, skill and knowledge the applicant will achieve by the end of the course.

### 2.2 Intended for

An indication of the intended audience for the course and target audience's age group.

### 2.3 Curriculum

In this section, all the modules covered in the course are listed. The institute provides a module description, mode of delivery and name of the lecturer/s. This is done for every module which makes up the whole course. This structure ensures that the prospective applicant and students following the course have a clear course overview and an in-depth understanding of each module covered in the course.

### 2.4 Calendar

In this section there is a breakdown of course hours, including mode of delivery. All the course dates, time, venue/s and mode of delivery are further explained for each of the modules offered in the course.

## **2.5 Assessment and Certification**

### **2.5.1 Assessment**

In this section the information regarding the assessment is made available, this includes the mode of assessment, number of assessments per course or module, and the percentage of the final mark.

### **2.5.2 Certification**

The different exit awards are listed in this section including the necessary requirements needed to achieve the mentioned certification.

## **2.6 Entry Requirements**

All entry requirements for the course are listed.

## **2.7 General course information**

- Course fee
- Course code
- Course coordinator
- Language
- Application Closing date
- Application form

## **3. Information about the institute**

- Pastoral Formation Institute`s Board Members
- History of the Institute
- Policies and Procedures
- Institute`s aim and ethos
- Contact information and office opening hours
- Events and activities organised by the Institute

All of the above-mentioned information is reviewed:

- a. Annually. In case of small changes such as lecture postponement, the students are notified via email and is updated in real time. Thus ensuring that the information

available on the Institute`s website is up-to date and reliable throughout the duration of the course.

- b. Upon the introduction of a new course
- c. Upon amendment of course details and information

The Marketing and Communication Coordinator is responsible for the maintenance and updating of information on the website.





PASTORAL  
FORMATION  
INSTITUTE

# Data Management Policy

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## 1. Data Processing

- 1.1 The Catholic Church, recognising “the right of each person to protect their own privacy”, in accordance with canon 220 of the Code of Canon Law of 1983 (CIC) and canon 23 of the Code of Canon Law of the Eastern Churches of 1990 (CCEO), and upholding that it is a natural right that must be respected by all, has been applying a series of principles in relation to the processing of personal data as stipulated in the Code of Canon Law and other provisions of private law. In this respect, as part of the Archdiocese of Malta, the Pastoral Formation institute, is committed to protecting the privacy of individuals who provide personal information to it.
- 1.2 The data collected by the Institute under these terms and conditions is property of the Archdiocese of Malta which consists of different units and entities. By giving any information under these terms and conditions to the Archdiocese of Malta or any of its entities or units, the data subject is consenting that such data can be shared with other entities or unities of the Archdiocese in order to fulfil the purpose for which it was collected and is processed according to the purpose, conditions and consent the data subject gave on time of collection. While as stipulated in applicable ecclesial laws, for Data Protection purposes, the Archdiocese is considered as one body, yet in its everyday running, each unit or entity is considered as the data controller of the data it has in its possession. Thus, when information is shared between different units and /or entities, each unity or entity is to be considered as a joint data controller (unless specified as processor) of that data and is bond to retain and process such data according to the consent, purposes, and conditions with which the data was collected.
- 1.3 The personal data collected, during the course of activities undertaken by the Archdiocese, enables us to minister to the faithful and to fulfil our canonical and civil law obligations under the Code of Canon Law and under Maltese Law. The Church is bound by its General Decree on the Protection of Data (2018) (GDPD) in accordance with the provisions of Article 91 of Regulation (EU) 2016/679, of the European Parliament and of the Council, of April 27, 2016, on the protection of natural persons with regard to the processing of personal data and on the free movement of such data, (GDPR) that governs how the Church collects, uses and/or discloses any personal data. Any part of any declaration, policy or consent which violates the GDPD shall be considered as invalid and not binding.

1.4 These terms and conditions describe ways in which the Institute collects, uses, discloses, stores, and dispose of personal information.

## **2. Understanding of personal data**

2.1 “Personal data” generally refers to any data, about an individual who is identifiable from the provided data or information to which we have or are likely to have access to. This will include the data from our records which may be updated from time to time.

2.2 The personal data that the Institute may collect and/or hold of individuals may include the following:

- Personal details, such as name, age, religion, CV, residential address.
- Personal identification details such as identity card number
- Personal contact details such as contact numbers, email addresses and/or postal address
- Information relating to education and employment details, such as employment history and academic qualifications
- Information related to course progress
- Attendances
- Information relating to pastoral care needs
- Recordings such as photographs and video
- Information relating to a person’s enrolment at a Catholic institution or group
- Information required to fulfil any legal obligation that the Institute is bound with.

2.3 The exact data to be collected will be dependent on the purpose and needs for which the data is being collected. Normally this data is specified at collection

2.4 The Institute endeavours to only collect personal data about an individual which it considers reasonably necessary for the purposes underlying such collection.

## **3. Purpose of collecting and processing personal data**

3.1 The Institute collects and processes personal data for purposes such as those indicated below:

- For the dissemination of information and news by way of newsletters, magazines, electronic material, messaging systems and the like
- To communicate with the individual

- To keep alumni, current and prospective students informed about formation opportunities and other initiatives taken by the Institute or which the Institute deems opportune for the individual to be aware of
  - For enrolment into a course or programme, or applying to attend an event or participate in any initiative organised by, in collaboration or supported by PFI
  - To fulfil legal obligation imposed by NSO and MFHEA or any other legal obligation.
- 3.2 Where the Archdiocese collect or process data for purposes other than those listed above, unless when abiding with other laws, the Archdiocese would disclose such purpose to the individual, by suitable means, when collecting the personal data from the individual or before processing it.
- 3.3 Personal data will generally be obtained directly from the individual. When the data collector is formally made aware that the data subject is a minor or legally incapacitated person, personal data will be collected from the respective parents, legal guardians or legally appointed curators.

#### **4. Use of Personal Data**

Without prejudice to article 15.5 of the GDPR, all personal data will be used for the purpose for which it was collected by any unit or entity within the Archdiocese. Data may also be used for purposes which are permitted by ecclesiastical and civil law.

#### **5. Disclosure of Personal Data**

- 5.1 Data shall not be disclose to third parties unless it is necessary to conduct its ministry, seeking advice, or has entrusted the party to perform a service on it's behalf or unless specific consent is given. Third parties will be bound to only use data in relation to such service or in line with the given consent and dispose of any information as soon as it is not anymore necessary. Where such disclosures are made, confidentiality agreements would be in place in order to protect the personal data.
- 5.2 The Institute may distribute aggregated statistical information to the Vatican, other Catholic Church agencies, and civil authorities for reporting purposes.
- 5.3 The institute may use aggregated information to enable it to better fulfil its mission, such as to conduct analytical processes, research, identification of needs and trends and marketing strategies.

5.4 Data will not be disclosed for direct marketing purposes without the individual's prior consent.

## **6. Consent**

6.1 By providing personal data to the Institute, the individual is giving consent to the Institute's collection, processing, use and disclosure of his/her personal data in accordance with these terms and conditions and with the GDPR.

6.2 In order to better perform its mission, by providing personal data to the Institute, the individual is giving consent to the Archdiocese's to add and retain to the already collected information, any other personal information which will enable the Archdiocese to better fulfil the pastoral ministry which the individual is receiving or has requested.

6.3 By providing personal data to the Institute the individual is authorising it to share personal information with other Archdiocesan units or entities should this sharing enables any unit or entity (both giver and receiver) to better and easier perform any task or mission such unit or entity is responsible for, or the data subject has requested; or is pastorally or administratively expected to perform. In receiving such information, the unit or entity assumes responsibility as joint data controller of that information.

## **7. Accuracy of Information**

7.1 The Archdiocese strives to ensure the accuracy of the personal data it has. However, the individual also plays a part in ensuring that the personal data provided is correct.

7.2 The individual giving information is always assuming responsibility to give correct information, and to notify the Institute or any entity in possession of such data should such information change.

7.3 In line with article 18 of the GDPR, any individual who wishes to rectify any personal information may do so by contacting the Institute's administrative staff who will advise on the procedure to follow according to the nature of the data.

## **8. Data Subject Rights**

8.1 Without prejudice to other ecclesial and civil legislation, any individual has the right to request access to his/her personal data as per article 17 of the GDPR as well as the portability of the data as per article 22 of the GDPR, to object to the processing of data as

per article 23 of the GDPR, to restrict processing as per article 20 of the GDPR, to request erasure of data or withdraw his or her consent to any collection as per article 19 of the GDPR, and to use or disclosure of his or her personal data.

- 8.2 Notwithstanding any other provision of this document, if the individual, through the right for data portability, requests the Institute to provide information to himself/herself or directly to an individual or to another organisation, the Institute is not responsible for any subsequent processing carried out by the individual or the other organisation. However, the Institute is responsible for the transmission of the data and needs to take appropriate measures to ensure that it is transmitted securely and to the right destination.
- 8.3 If any individual objects, withholds or withdraws his/her consent to the collection, use and disclosure of his/her personal data, the Institute may not be able to:
- Inform the individual with matters concerning a service he/she is receiving or asking for. This might result in hindering or losing eligibility to such service or pastoral care.
  - Deal with any enquiries, difficulties, or concerns that the individual might have related to deleted data, including rights to revise marks or re issuing of certificates, transcripts etc...
  - May have impact one's participation in the course with the consequences that the student will not be able to successfully complete the course.
- 8.4 Any individual who objects, withdraws consent, restricts processing, or requests erasure of data will not affect the legality of the processing based on the consent prior to its withdrawal nor he/she will be exempted from any legal obligations in which he/she entered at the time when consent was granted.
- 8.5 All requests must be made in person and in writing. In cases where the individual does not wish to or cannot personally present the request, he/she may delegate someone else to present such a request. In this case, the person being delegated must be in possession of a legal document acknowledging such delegation. In case of minors or legally incapacitated persons, request can only be made by their parents, legal guardians, or legally appointed curators. Requests are to be directed to the Secretary of the Board of the Institute. The individual must provide proper identification documents to confirm his/her identity. The individual will be advised on the exact timeframe required to respond to this request. However, this period shall be no longer than the time stipulated by law. Each notification will be acknowledged in writing within a maximum of 15 days from the time of notification.
- 8.6 The Institute may impose a reasonable charge on such requests as permitted by the Law.

- 8.7 In accordance with Applicable Law, the Institute and/or Archdiocese reserves the right to withhold any request if it would adversely affect the rights and freedoms of others. When a request is refused, the individual will be informed and may forward such a request to the DPO.
- 8.8 The individual may request the correction of any error or omission in relation to his/her personal data through a written request made to the Secretary of the Board of PFI.
- 8.9 Archive data including records regarding courses are not regulated by these terms and conditions nor by the GDPR, but by other legislation. Thus, any data classified as archival is to be generated, processed, and disposed of according to such legislations.

## **9. Security, Protection and Retention of Personal Information**

- 9.1 The Archdiocese will take reasonable security measures to safeguard the personal data collected. The Archdiocese mandates that personal data is handled with the appropriate care in order to protect it from unauthorised access or disclosure. All present and past staff members, other non-ecclesial staff, consultants, and third-party service providers, insofar as they come into contact with personal data through their dealings with the Archdiocese, are bound by the Archdiocese's data protection policies, procedures and code of ethics.
- 9.2 Unless in conflict with any other state or ecclesial legislation, the Archdiocese will only retain the personal data collected for as long as it is required for the fulfilment of the purposes or as allowed by any applicable law to be retained.
- 9.3 Without prejudice to article 9.2 and/or unless otherwise specified in the specific consent form or policy, retention periods are to be as follows:
- Registration for one-off activities: Up to 60 months following the termination of the activity.
  - On-going programmes/courses: Up to 60 months following the termination of the programme.
  - Data relating to issuing of Certificates and/or transcripts: Up to 120 months from the termination of program. Nevertheless, once a certificate and/or transcript is issued, should the certificate and/or transcript be lost, the Institute will not be responsible to reissue the certificate, and the individual would need to repeat the whole program/procedure and re provide any required material/information for a certificate to be reissued.

- Enrolment in a group or list: Up to the withdrawal of consent.
- Marketing, promulgation of information: Up to the withdrawal of consent.
- Photos, Videos, and recordings: indefinitely retained in the historical archives according to the respective policies.

9.4 At the discretion the Institute or DPO, data may be deleted before any retention period elapses should it be deemed as not any more necessary.

9.5 Any unsolicited personal data received from individuals will be assessed and only retained if it is deemed necessary for the provision of any services that are being provided or have been requested.

## **10. Questions and Feedback**

If there are any queries about these terms and conditions, mentioned forms or feedback regarding the handling of personal data by the Institute one should contact the Institute's administrative staff.

## **11. Data Protection Officer (DPO)**

11.1 The Church Internal Rules provide for the appointment of a DPO whose functions include monitoring internal compliance and co-operating with the Supervisory Authority, with regards to, amongst others, security matters, official complaints, and notification/communication of data breaches. The DPO is not the controller or the processor who is required to ensure and to be able to demonstrate that the processing is performed in accordance with the Regulation. In this regard, any questions regarding this document, as well as any requests for the exercise of data subject rights, should be directed to the Institute's administrative staff.

11.2 All feedback is taken seriously and will be reviewed accordingly.

11.3 If after contacting the DPO, the individual feels his/her rights have been breached, he/she has the right to lodge a complaint with the Supervisory Authority.

