

FORM 1 Template: 04/17

Before completing this form, please read *Important notes for completing proposals: Form IS Indicative Proposal and Form I* which is located on the [Proformas for New Proposals web page](#).

(Please retain the small font prompts for submission to the Board of Undergraduate Studies and Board of Graduate Studies.)

UNIVERSITY OF OTAGO

Proposal for New Qualification or New Major Subject or Endorsement or New Minor Subject (where there is no established major in the subject)

Name of Division/School/Department

Sciences / School of Physical Education, Sport and Exercise Science

Name of New Qualification/Major Subject/Endorsement/Minor Subject

Bachelor of Science majoring in Sport Development and Management

Bachelor of Arts majoring in Sport Development and Management

Minor in Sport Development and Management

Year of Introduction (Year Proposal Takes Effect)

2019

The deadline for Form I proposals requiring CUAP approval for introduction in the following year to ensure their inclusion in the Guide to Enrolment is:

- *the March meetings of the Divisional Boards;*
- *April meetings of the Board of Undergraduate Studies and the Board of Graduate Studies;*
- *April Senate.*

Section A

Purpose of Proposal

(A succinct description of the purpose of the proposal, e.g. to introduce Spanish as a new major subject for the degree of Bachelor of Arts, or to introduce a Postgraduate Diploma in Rehabilitation.)

To introduce a new major and minor in Sport Development and Management (SPDM) for the Bachelor of Science and for the Bachelor of Arts.

Justification and Relationship to Strategic Planning Goals

(A statement as to why the new programme is being proposed with reference to the strategic direction of the Department, Division and University. The statement should also include such matters as background, context and evidence of demand. How does the new programme align with the University's Strategic Direction? In order to attract funding the new programme must also align with the Tertiary Education Strategy (TES). Please see the Tertiary Education Commission website for further information: <http://www.tec.govt.nz/Tertiary-Sector/Tertiary-Education-Strategy/>)

The BSc and BA (SPDM) are part of a new suite of undergraduate qualifications to be offered within the School of Physical Education, Sport and Exercise Sciences (SPESES), proposed to replace the 4-year Bachelor of Physical Education (BPhEd). In addition to the BSc and BA (SPDM), the School will offer:

- Bachelor of Science major/minor in Exercise and Sport Sciences; BSc (EXSS)
- Bachelor of Applied Science major in Physical Education, Activity and Health; BAppSc (PEAH), minor in Physical Activity and Health (PAH)

The new programmes share a core of common papers in the first year but are distinct qualifications aimed at different cohorts of students. This is highlighted by the fact that the BSc SPDM ‘requires’ ANAT 111 and PHSL 101 but these are only ‘recommended’ for BA SPDM students. The BSc and BA (SPDM) focusses on the development of sport in local, national and international contexts in two fundamental ways: development *of* sport and development *through* sport. The first approach is based on sport being valued for its own sake where it is viewed as a public good. The second approach refers to the strategic use of sport to address and achieve specific social, educational, health, economic, and political objectives. Papers examine and critique the spectrum of people, institutions and policies that influence the structure, management and experience of sport.

Alignment with student demand. When the School began teaching its 4-year BPhEd there was little competition nationally, effectively making Otago the only place that students could study for a physical education degree in New Zealand. Over the past twenty years there has been a steady rise in the number of tertiary sport-related degrees and they continue to emerge. Internationally, tertiary institutions have moved to increased specialisation within fields such as Sport Development and Sport Management. The BSc and BA (SPDM) at Otago will align with degrees, programmes and papers in Sport Development and Management at other reputable universities including Birmingham, Durham, Edinburgh, Loughborough, Leeds Beckett, Manchester Metropolitan and Cardiff Metropolitan (UK), Toronto (Canada), and Deakin and Griffith (Australia). A survey sent to current students and recent graduates of the BPhEd (last 10 years) in 2014 confirms that there is a significant perceived demand for alternate undergraduate degrees. The survey respondents also indicated that they would like degree options that provide clearer and recognised pathways into future careers. Sport Development and Management have proven popular topics of study amongst existing students. Between 2011 and 2015, 45% of all BPhEd graduates at Otago enrolled in the Sport and Leisure Studies (SPLS) major.

For students, the attractiveness of choosing between taking either a BSc or a BA major is reflected by the popularity of other dual programme majors offered by the University of Otago such as Psychology, Geography and Statistics. The suite of required first year papers sets up students to choose between taking either a science or arts focussed degree. At the same time the opportunity to choose complementary papers, majors or minors from across three Divisions (Sciences, Humanities and Commerce) provides students with the flexibility to construct the degree that best suits their interests and preferred career pathway. Like Psychology and Geography, the Sport Development and Management major reaches across both the natural sciences and humanities paradigms and hence it is well suited to sit under either sets of regulations.

Students enrolled in the BSc and BA (SPDM) major will build upon a strong foundation in both the biological- and social-sciences in their first year while drawing upon courses across the Sciences (e.g., Psychology, Physical Education), Commerce (e.g., Management, Marketing, Tourism) and Humanities (e.g., Sociology, Media and Communication Studies, Māori Studies, Politics) to develop and make links with other specialised disciplinary knowledge.

Alignment with strategic visions of the University. The proposed BSc and BA (SPDM) supports the core values of the University of Otago as detailed in its ‘Strategic Direction to 2020’ (see also the University’s Māori Strategic Framework). In particular, the BSc and BA (SPDM) will emphasise scientific knowledge and problem-solving skills that will enable graduates to work in, and *shape the future* of sport at the local, regional, national and international level. The BSc and BA (SPDM) curriculum has been designed to: (1) align with internationally recognised degrees at universities against which the SPESES (and the

University) benchmarks and (2) align with existing and emerging career paths to maximise the *relevance of the degree for students, the community and industry* and to ensure that *engagement with graduate employers* remains strong now and in the future. The BSc and BA (SPDM) will draw on the skills and expertise of staff within SPESES who have a reputation for excellence in *research-informed teaching* and who have a clear focus on potential research areas for *postgraduate* students.

The BSc and BA (SPDM) supports the strategic goals of the Division of Sciences and SPESES. The emphasis on scientific knowledge and skills and critical thinking within the curriculum will *advance scientific literacy*, while also facilitating the *transition of excellent students to postgraduate research programmes* to enable both *future students and staff to reach their full academic potential*. Over the past ten to fifteen years the SPESES has strategically repositioned itself as a research-led centre of teaching excellence. The BSc and BA (SPDM) represents one part of wider SPESES curriculum changes that aim to fulfil this vision by providing students with the interdisciplinary scientific knowledge and research skills necessary to conduct *high quality and impactful research*; this will also enhance the research profile of the SPESES nationally and internationally.

Qualification

(A statement confirming that the programme meets the relevant CUAP definitions. Definitions are outlined in the CUAP Handbook at Section 5 (p.25) or view the Handbook on the CUAP website at: <http://www.universitiesnz.ac.nz/cuap-handbook>, scroll down to Section 5.1 Qualifications. Please review the Chart of Levels within the NZ Qualifications Framework at Section 1.2 (p.9) of the CUAP Handbook or view the Handbook on the CUAP website at <http://www.universitiesnz.ac.nz/cuap-handbook>, scroll down to Section 1.2.)

The programme meets the applicable CUAP definition of a bachelor degree (i.e., a qualification conferred by a university on persons who have completed a structured course of study, that builds on prior qualifications or study, has a total value of not less than 360 credits [3 EFTS] and contains a minimum of 72 credits [0.6 EFTS] at NZQF level 7 [300 level]).

The Tertiary Education Strategy 2014-2019 sets out six priorities to ensure an outward-facing and engaged tertiary education system. The BSc and BA (SPDM) aligns well with those priorities. One priority is to deliver graduates that have *skills fit for industry*. The proposed curriculum contains the interdisciplinary knowledge and skills required for graduates to progress into sport development and management related careers. Another priority is to *boost the achievement of Māori and Pasifika people*. The SPESES has traditionally proven very popular for attracting Māori and Pasifika students and the programme has been designed to build on this success. The BSc and BA (SPDM) will serve to *improve adult literacy* by developing literate graduates through technical reading and reporting requirements (focussed on formative assessment). SPESES is one of New Zealand's most productive centres of sport development and management research and this proposal serves to strengthen this group's position as a *leading research provider*. Finally, this proposal moves the SPESES curriculum in line with tertiary institutions from other countries and thereby opens up opportunities in the future for teaching and research collaborations with international partners.

Acceptability

(A statement as to why the new programme is being proposed with reference to its relevance to the academic discipline or profession nationally and internationally. Evidence of consultation in the preparation of the proposal and acceptability to relevant academic, industrial, professional and other communities **external** to the university should be provided. Include information about any agreement required if this is a jointly taught or jointly awarded programme. *Attach formal letters of support from external organisations for the Board, and in preparation for CUAP*. If appropriate the proposal should include evidence of consultation within the University. Attach the Consultation Record, updated to reflect additional consultation occurring since the Indicative Proposal stage.)

Why Sport Development and Management?

1. The fields of Sport Development and Management are intricately linked and have gained increasing prominence internationally in recent years as foci of academic study.
2. Sport Development (SD) is a broader and more substantive field of study than Sport Management (SM) and hence should be listed first. Re-ordering the sub-disciplines would increase the probability of the major being perceived as two different majors.
3. In New Zealand, Otago will be the only University offering a named qualification in “Sport Development” – hence giving the title priority may help with marketing.
4. There are other majors with multiple names within the University. As one example: there is a major of Philosophy, Politics and Economics (PPE) – arguably these fields are much more distinct than Sport Development and Sport Management. Moreover, a student can enrol for either a BA in PPE or a BCom in PPE so not unlike this proposed BSc and BA (SPDM).

Consultation. The restructuring of programmes offered by SPESES have been endorsed by the Planning Office at the University of Otago and the Division of Sciences (in which the School resides). The proposals, including the BSc and BA (SPDM) have been scrutinised by the Division of Sciences and by the University of Otago’s Boards of Undergraduate Studies and Graduate Studies. Many of the suggestions and recommendations advanced by these committees have been incorporated into this proposal. The School has liaised with its large and healthy Alumni (through twice yearly newsletters and dedicated correspondence) and key external stakeholders, including Physical Education New Zealand, Sport New Zealand, and Sport Otago. See External Consultation Record in Appendices. Letters/emails of advice received to date are also attached in an Appendix.

Treaty of Waitangi

(A statement of the implications for how this proposal is consistent with the University’s commitment to the principles of the Treaty of Waitangi. *Please refer to Section 10 of the Important Notes for completing proposals document for further information.*)

The University adopted a Māori Strategic Framework (MSF) in 2007 and consequently established the Office of Māori Development as a centralised, strategic entity. The Office of Māori Development provides leadership to both academic and service divisions and assists the University to develop a deep understanding of and maintain a strong commitment to the principles of the Treaty of Waitangi. The Office of Māori Development manages the University’s Treaty partnerships, primarily with Ngāi Tahu by way of the Memorandum of Understanding signed with Te Rūnanga o Ngāi Tahu, as well as its on-going relationship with local Papatipu Rūnanga - Te Rūnanga o Ōtākou, Te Rūnanga o Moeraki and Kāti Huirapa Rūnaka ki Puketeraki.

SPESES supports the mission of the University of Otago to be ‘a vibrant contributor to Māori development and the realisation of Māori aspirations’. The BSc and BA (SPDM) are consistent with this mission and the intent of the Memorandum of Understanding, the Māori Strategic Framework, and the principles of the Treaty of Waitangi through:

- core papers within the degree such as sport management and policy, sport sociology and sport psychology that are relevant to Māori engagement with sport.
- knowledge and appreciation of the social and cultural diversity of sporting practices and the relevance of the Treaty of Waitangi to this diversity in New Zealand. The social and cultural diversity of sporting practices extends to an awareness and understanding of the multidisciplinary nature of scientific investigations into these practices and an ability to apply scientific knowledge in a culturally appropriate manner.
- encouraging students and staff to reflect on, and behave in accordance with, the spirit of the Treaty of Waitangi and respect for the principles of partnership and sharing implicit in the Treaty.

- inviting Māori scholars to provide input into core papers of the degree including SPEX 101, SPEX 204, SPEX 208-209.
- recommending relevant papers (e.g., SPEX 206 Te Pū o te Ora: Māori Physical Education and Health) within SPESES and across the University to students interested in sport development programmes in Māori and Pasifika communities.

The proposed curriculum also aligns well with targets outlined in the University of Otago's Pacific Strategic Framework (2013-2020) and staff will explore means by which Pacific content and perspectives can be integrated. Indeed, the SPESES has traditionally been popular amongst Pasifika students, attracting 19 undergraduate students in 2017. Pacific Island Studies has been listed as an approved minor or second major for those students wishing to combine these complementary study areas.

Goals of the Programme

(A statement as to what the programme aims to achieve, the academic rationale on which it is based, its relationship with the research of the University and how overall programme coherence is achieved.)

The BSc and BA (SPDM) recognise the strategic location of sport as it intersects with other key state sectors including health, education, commerce, tourism, environment, and culture and heritage. The major is concerned with sporting settings including the roles of individuals and institutions, and with participation in sport and physical activity in local, national and international social and economic contexts. In these two senses, sport is a vehicle for innumerable social goals including improvements in health and education, social integration and reductions in crime and deviancy, and international relations and diplomacy. These goals are 'development orientated' and appealing at some levels. In fact, students undertaking physical education in secondary schools around Australasia are introduced to the notion of 'development' as an individual responsibility. However, sport development goals are also potentially problematic, for example, leading to: a focus and over-investment in elite sport at the expense of mass participation, the pursuit of hosting global sport mega-events that benefit private interests at public expense, and a range of narrow cultural perspectives that exacerbate social problems in sport including: racism, sexism and homophobia. Sport Development and Management thus combines these two orientations, improving the lots of individuals in sport settings (i.e. through working with professionals in the education and health sectors—teachers, coaches, youth workers, therapists, policy-makers and managers) and critiquing the field through scholarly disciplines.

The BSc and BA (SPDM) will be taught by internationally recognised scholars and shaped by the research directions of academic staff and social and cultural shifts and developments in the sports sector / industry. In each sub-discipline, opportunities are provided for students to learn relevant research methods and theories. The coherence of the programme centres on understanding the centrality and popularity of sporting practices and the sociocultural, political and economic contexts of those practices in New Zealand and globally.

Outcome Statement

(The Outcome Statement will be entered on the New Zealand Register of Quality Assured Qualifications. It is a description of the nature of what a holder of the qualification should be expected to have achieved. The statement will be publicly accessible. Outcomes must be expressed about what the whole qualification represents in terms of the application of knowledge, understanding, skills and attitudes. It consists of three parts: the Graduate Profile, further education pathways and further employment pathways.)

a) Graduate Profile

(A Graduate Profile is a statement of the expected outcomes or attributes that graduates should achieve from the programme. It could incorporate attributes from the Otago Graduate Profile (contextualised for the discipline), as well as any programme-specific knowledge, skills and values. *Please refer to Section 11 of*

the Important Notes for completing proposals, Form 1S and Form 1 for more detail regarding the Graduate Profile.)

BSc and BA(SPDM) graduates will have a thorough understanding of sport, including its varied forms and cultures, its role, purpose and status in everyday life, and the way the sport sector is organised, administered and managed locally nationally and globally. The curriculum will approach the study of sport through multidisciplinary and interdisciplinary lenses grounded in psychology, sociology, management, politics, policy, media and communication.

Specific graduate attributes to be developed in the BSc and BA (SPDM) include:

BSc (SPDM) and BA (SPDM)	Global Perspective	Appreciation of current and emerging issues and perspectives in global and national sporting communities.
	Interdisciplinary perspective:	Commitment to intellectual openness and curiosity; awareness of core concepts from the disciplines that comprise sport development.
	Lifelong learning	Awareness of the dynamic nature and limits of current knowledge in sport development; commitment to the on-going acquisition of new knowledge and skills, and ability to apply these to an ever-changing environment
	Scholarship	Commitment to the importance of the acquisition and development of knowledge and understanding; awareness of the evaluation of knowledge as the key to creating knowledge; ability to use accurately a range of theories and methods pertinent to the disciplines that comprise sport development, and to reflect upon and critically analyse/evaluate data.
	Communication	Ability to accurately and effectively communicate information, arguments and analyses using written, visual and oral reporting formats.
	Critical thinking	Ability to analyse issues logically, to challenge conventional assumptions, to consider different options and viewpoints, make informed decisions and act with integrity, flexibility, adaptability and creativity; understanding of the need for independent critical evaluation of data and formation of evidence-based opinions
	Cultural understanding	Knowledge and appreciation of the framework of the Treaty of Waitangi; awareness and appreciation of multi-culturalism; ability to apply knowledge in a culturally appropriate manner
	Ethics:	Knowledge of ethics and ethical standards relevant to sport development; ability to operate ethically within the workplace and community
	Environmental literacy	Basic understanding of the sporting structures on natural systems.
	Information literacy	Ability to apply specific skills in acquiring, organising, analysing, evaluating and presenting information, in particular, recognising the increasing diversity of media forms.

	Research	Understanding of the principles required to investigate relevant problems; ability to analyse, synthesise, critique and problem solve.
	Self-motivation	Ability to work in a self-directed, independent manner and to form independent decisions and judgements.
	Teamwork	Ability to work effectively as both a member and a leader within a team; understanding of the role of network building in career development; ability to interact effectively with people from a wide range of backgrounds.

The contribution of specific papers to the BA and BSc graduate attributes is listed in the table below, where relative emphasis is indicated as incidental (0) to strong (3).

Attribute	Global perspective	Inter-discipline perspective	Lifelong learning	Scholarship	Communication	Critical thinking	Cultural understanding	Ethics	Environ. literacy	Info literacy	Research	Self-motivation	Teamwork
SPEX101	3	3	2	3	2	3	3	2	1	3	2	2	1
SPEX102	3	3	1	2	3	3	1	2	1	2	2	2	1
PHSL101#	0	0	2	3	1	2	0	2	1	2	2	3	1
ANAT101#	0	1	2	1	2	2	0	2	0	2	0	2	3
SPEX204	1	2	2	2	3	3	1	2	1	2	2	3	2
SPEX206*	1	2	2	1	3	2	3	2	2	2	2	2	2
SPEX208	2	2	2	2	2	3	3	2	1	2	2	2	2
SPEX209	3	1	3	1	3	1	1	1	1	3	3	2	3
SPEX304	2	3	3	3	3	3	2	3	1	3	3	3	3
SPEX312	3	2	3	3	2	3	3	3	2	3	3	3	3
SPEX313	3	2	3	3	3	3	3	3	2	3	3	3	2
SPEX315	3	2	3	3	3	3	3	3	3	3	3	2	2
Total	24	23	28	27	30	31	23	27	16	30	27	29	25

Recommended for BA, required for BSc

* Recommended for BA and BSc

b) Further Education Pathways :

(e.g. will the programme articulate to a higher degree?)

The BSc and BA (SPDM) will offer an excellent knowledge base from which students can progress to a range of research and industry-relevant postgraduate qualifications. The major articulates with other national and international postgraduate programmes and also planned postgraduate programmes the School is currently developing (proposals to follow later in 2018) and PhD degrees.

c) Further Employment Pathways:

(e.g. provide examples of possible careers open to graduates of the programme)

Careers in this sector and industry include development, administrative and policy officers in national sports governing bodies, regional sport organisations, and government ministries and local councils, and careers aligned with sport coaching, school sport coordinators, youth sport, sport management, sport marketing, sport media and journalism, sport psychology consultancy, and sport tourism and heritage.

Programme Overview

(An overview of every qualification is provided on the University of Otago website. Please provide an overview statement which briefly but succinctly (usually no more than 100 words) summarises the main objectives of the programme and the content and/or career relevance of the programme. The overview should include a description of the main academic components of the programme, for whom it is designed and what it might lead to. It should not include the regulations for the programme. You may wish to view examples from the University website: <http://www.otago.ac.nz/courses/qualifications/>)

The Sport Development and Management programme focuses on the development of sport in local, national and international contexts in two fundamental ways: development *of* sport and development *through* sport. The first approach is based on sport being valued for its own sake where it is viewed as a public good. The second approach refers to the strategic use of sport to address and achieve specific social, educational, health, economic, and political objectives. The programme examines and critiques the spectrum of people, institutions and policies that influence the structure, resourcing and experience of sport.

Proposed Regulations

(Include the complete new degree regulations and/or all amendments to existing regulations and schedules as they are intended to appear in the Calendar. Provide current Calendar page numbers where relevant. Some qualifications only have a single Schedule in which case the amendments to that Schedule should be provided. Other qualifications have three schedules, in which case the proposal must include amendments to all relevant schedules i.e., Schedule A, Schedule B and Schedule C. Please note that you do not need to provide changes to the Programme Information that is or will be in the *Guide to Enrolment*. These will be done editorially.)

Regulations for the Degree of Bachelor of Science

As currently stated in Calendar 2018, p. 341

Insert in Science: Schedule A
2018 Calendar p.361

Science Schedule A

Part 1: Major Subject Requirements

Major subject	Papers required	
Sport Development and Management	100-level	SPEX 101, 102, ANAT 101, PHSL 101
	200-level	SPEX 204, 208, 209 *SPEX 206 recommended
	300-level	Four of SPEX 304, 312-315

Part 2: Minor Subject Requirements

Minor subject	Papers required	
Sport Development and Management	100-level	SPEX 101
	200-level	Two of SPEX 204, 208, 209
	300-level	Two of SPEX 304, 312-315

Note: Students should check the prerequisites for 300-level papers when selecting 200-level papers

Papers to be added to the Science Schedule C (Calendar, p371)

Sport, Physical Education and Exercise SPEX

Regulations for the Degree of Bachelor of Arts (BA)

As currently stated in Calendar 2018, p. 211

Insert in Arts and Music: Schedule A
2018 Calendar p.262

Part 1: Major Subject Requirements

Major subject	Papers required	
Sport Development and Management	100-level	SPEX 101, 102 *ANAT 101, PHSL 101 recommended
	200-level	SPEX 204, 208, 209 *SPEX 206 recommended
	300-level	Four of SPEX 304, 312-315

Part 2: Minor Subject Requirements

Minor subject	Papers required
Sport Development and Management	See Science Schedule A

Papers to be added to the Arts and Music Schedule C (Calendar, p270)

Sport, Physical Education and Exercise SPEX 101, 102, 204, 208, 209, 304, 312-316

Papers to be added to the Commerce Schedule C (Calendar, p438)

Sport, Physical Education and Exercise SPEX 101, 209, 313-315

Degree of Bachelor of Arts and Science (BASc)

2018 Calendar. p.203

Note: The BA and BSc (SPDM) is available for students enrolled in this qualification

Proposed Teaching/Delivery Methods

(An overview statement which should describe any distinctive features of delivery and also comment on inclusion of practical applications, e.g. inclusion of a clinical component.)

It is envisaged that a range of delivery methods will be employed such as traditional lectures, tutorials and seminars, as well as technology-driven support methods such as the social media and Blackboard. Practical workshops, field work, professional practice placements and camps are features of several papers. Frequent use of flipped classroom and blended learning strategies will be employed to ensure students are challenged to reflect on the material and concepts introduced by staff.

Students may also apply for a semester exchange with partner international institutions that offer approved papers.

Proposed Prescriptions for New Papers

(Refer to the *Guide to Enrolment* for format. This format should include the following: paper code, paper title, semester paper is offered, EFTS value of the paper, points value of the paper, description of the contents of the paper, prerequisites and restrictions. A separate Section B/Form 3 must be completed and attached for all new papers. Please note that proposals for new papers developed for a new programme are not automatically provided to CUAP with the Form 1 proposal. Therefore Section A of Form 1 should contain sufficient detail so that CUAP or the TEC will not need to request Section B (Form 3). If, however, during the peer review process any other university requests a proposal for a new paper, it will need to be sent to them. Therefore, where applicable, the proposal must make a confirmation that proposals for each new paper have been prepared and will be made available to CUAP on request. Please note that where feasible it would be helpful to provide the prescriptions for existing papers in order to give an indication of the flavour of the new programme without having to consult the *Guide to Enrolment*. Please clearly distinguish new papers from existing ones. Where the new or existing paper is at 400-level or higher, please state its NZQA level equivalence.)

New Papers

ANAT 101 Anatomy for Sport and Exercise
S1 0.15 EFTS OL, OC 18 points

Introduction to functional anatomy of the human body, with a focus on biomechanics of normal human movement. Examples in sport and exercise are used to integrate structure and function.

R HUBS 191, HUBS 192, PHSE 191, PHSE 192
SC Science

Note: (1) This paper is for students enrolled in BAppSc(PEAH), BA/BSc(SPDM) and BSc(EXSS) majors. (2) Cannot be used to progress to a BSc ANAT. (3) May not be taken concurrently with or after having passed any ANAT 200-level paper.

PHSL 101 Physiology for Sport and Exercise
S2 0.15 EFTS OL, OC 18 points

An introduction to the function of the musculoskeletal, nervous, cardiovascular, blood, respiratory, endocrine, gastrointestinal, immune, urinary and reproductive systems of the human body.

R HUBS 191, HUBS 192, PHSE 191, PHSE 192
RP ANAT 101
SC Science

Note: (1) This paper is intended for students enrolled in BAppSc(PEAH), BA/BSc(SPDM) and BSc(EXSS) majors. (2) Cannot be used to progress to a BSc PHSL. (3) May not be taken concurrently with or after having passed any PHSL 200-level paper.

SPEX 101 Sport, Science and Society
S1 0.15 EFTS OL, OC 18 points

A critical overview of the nature and influence of sport in society. Explores how sport intersects with the fields of science, health, education, politics and the economy.

R PHSE 101
SC Arts and Music, Commerce, Science

SPEX 102 Principles of Exercise for Health and Performance
S2 0.15 EFTS OL, OC 18 points

Introduces the principles and practice of exercise science, including common and relevant myths or misconceptions.

R PHSE 102
SC Science, Arts & Music

SPEX 209 Sport Development and Management
S1 0.15 EFTS OL, OC 18 points

An overview of sport organisations at the local, national and international levels. Identifies sport development objectives in education, health and social welfare. Addresses management challenges around inclusion, equity and sustainability.

P 72 points
R PHSE 339, 340, 539, 540
SC Arts & Music, Science, Commerce

Existing papers

SPEX 204 Psychology of Sport & Exercise
S2 0.15 EFTS OL, OC 18 points
An introduction to the influence of social psychological variables on participation and performance in sport and exercise, and the influence of that participation on the psychological characteristics of participants.

P 72 points
R PHSE 205
SC Arts & Music, Science

SPEX 208 Sociology of Sport & Exercise
S2 0.15 EFTS OL, OC 18 points
An exploration of the sociological significance of sport and exercise in contemporary society including an understanding of the cultural, political and economic processes of sport.

P 72 points
R PHSE 206
SC Arts & Music, Science

SPEX 304 Sport Psychology
S1 0.15 EFTS OL, OC 18 points
An in-depth examination of the role social psychological variables play in participation and performance in sport. Principles and application of Mental Skills Training to enhance performance are also considered.

P SPEX 204 or PHSE 205
R PHSE 334, 534
SC Arts & Music, Science

SPEX 312 Advanced Sociology of Sport
S1 0.15 EFTS OL, OC 18 points
A sociological examination of contemporary issues related to the cultural, political and economic impact of sport and exercise both locally and globally.

P SPEX 208 or PHSE 206 or 54 points from Arts and Music and/or Commerce Schedule C
R PHSE 338, 538
SC Arts & Music, Science

SPEX 313 Sport and Health Policy
S2 0.15 EFTS OL, OC 18 points
An examination of policy formulation and implementation at international, national and municipal levels. Analyses social and economic policies relating to sport, physical activity and health.

P SPEX 209 or PHSE 339
R PHSE 422
SC Arts and Music, Commerce, Science

SPEX 314 Advanced Sport Management
S2 0.15 EFTS OL, OC 18 points
A critical examination of selected principles of management in New Zealand sport development.

P SPEX 209, (PHSE 340 in 2019 only)
R PHSE 340 (except in 2019), PHSE 430
SC Arts and Music, Commerce, Science

SPEX 315 Sport Media
S2 0.15 EFTS OL, OC 18 points
Examines the interrelationships between sport and media and culture. The focus is on the production, representation, consumption and regulation of sport and the media at the local and global level.

P SPEX 208 or PHSE 206 or 54 points from Arts and Music and/or Commerce Schedule C
R PHSE 424, PHSE 524

Assessment and Moderation Procedures

(A brief description of the proposed assessment regime for the programme, the means of ensuring that assessment procedures are valid, consistent, appropriate and fair including the use of external moderators and examiners. Please refer to the Guidelines on Assessment of Student Performance, available online at: <http://www.otago.ac.nz/administration/policies/otago078920.html> .)

1. A range of types of assessment will be implemented across the proposed papers that are commensurate with ensuring that students have satisfied the designated learning outcomes. Examples of such assessment types include summative and internal assessments (such as coursework, assignments, projects, on-line tests, practical skills demonstrations, etc.) and also examinations.
2. In each paper, students will receive specific, clear, and early information about what they need to do to pass the paper or to obtain a grade. The information will include details about the timing, percentage weight and focus of each assessment. This information may be included in a paper outline, on a supplementary resource website (such as Blackboard) and in documents made available at the start of the course.
3. Appointment of experienced paper coordinators to oversee assessment and moderation procedures and maintain excellent teaching standards.
4. Appointment of student representatives in each paper in the major, providing feedback on a regular basis; more formally monitored in new papers.
5. Regular course and paper evaluations (annually for first 3 years in new papers, otherwise triennially).
6. Meeting Terms requirements (where appropriate).
7. Moderation of representative samples of student work (summative, internal and final examinations) performed by teaching team.
8. Regular (one per semester) department examination board meetings.
9. An examination moderator for each paper; responsible for checking the examination against the paper's objectives, and breadth and depth of content. Staff contributing >20% of the teaching in a given paper are also required to read the examination paper.

Resources

(A clear statement of the institution's ability to offer the new programme at a high level of quality including reference to such factors as the availability of appropriate expertise, physical facilities, equipment and library resources; access to practical and clinical experience (where appropriate); strengths in related disciplines. If the Strategic Assessment from Planning and Funding prepared for the Form 1S (or the Divisional Sustainability Assessment /Business Plan) has required an update, following changes made during proposal development, the updated version must be attached.)

The new curriculum has been designed to be offered within existing resources. PESES will seek the support of the Division of Sciences and the University to market the new major in 2018 and 2019.

Note that sustainability assessments have been completed by the Division of Health Sciences for the PHSL 101 and ANAT 101 papers. Further details can be found in the relevant Form 3's.

Staff workloads

In 2019, the SPESES will decrease the number of undergraduate papers it offers by approximately half (from 65 to 27), in response to the recent strategic restructure of the SPESES. To staff the new programme, teaching workloads will remain at approximately 2 papers per staff member per annum. The School will make more use of team teaching at the 100- and 200-levels.

Casual Staffing

Casual staffing resources will be allocated only for papers that have a strong justification (i.e., with high student enrolments and / or practical content with specific health and safety considerations).

Space and equipment

The School has sufficient teaching and research laboratories, offices, meeting rooms and space for storage and specialist facilities to meet staff requirements and anticipated student demands (initial intake \approx 100 and subsequent modest growth).

Financial resources

Financial modelling has been undertaken to indicate student EFTS required to provide a financially sustainable programme. SPESES will seek the support of the Division of Sciences and the University to market the new major particularly in 2018 and 2019.

Predicted Student Numbers

(Estimate, with justification, the expected enrolment for the first three years of the programme. Please make clear whether the predictions are cumulative or new to programme each year.)

BA and BSc (SPDM)

Year	Estimated new full-time enrolments	Estimated new part-time enrolments	Estimated full-time transfer from BPhEd	Estimated part-time transfer from BPhEd	Total full-time	Total part-time
First year offered	10	5	40	5	50	10
Second year offered	20	10	50	10	70	20
Third year offered	30	15	55	15	85	30

N.B: Cumulative headcount for each year

Justification

We estimate that approximately 20% of the existing 1st, 2nd and 3rd year BPhEd students (headcount of approximately 40 as at Dec, 2017) will opt to transfer into the proposed BSc and BA (SPDM) in the first year offered (2019). This estimate is based upon the popularity of the existing Sport and Leisure Studies (SPLS) major within the existing BPhEd – which is most closely aligned with the proposed BSc and BA (SPDM) qualification. Between 2011-2015, 45% of all BPhEd graduates at Otago were enrolled in the SPLS major (either alone or as part of a double-major). Furthermore, we conservatively predict 10 new enrolments to the programme in 2019. Hence the total number of estimated full-time enrolments in the first year offered is 50. As the programme establishes itself the number of new enrolments is expected to accumulate to 30 by the third year offered. Part-time undergraduate enrolments are typically less popular than full-time enrolments hence only 10 part-time enrolments are estimated (combination of transfers and new students).

As the existing BPhEd is phased out between 2019 and 2022, it is estimated that approximately 70% overall will transition into one (or more) of the new undergraduate programmes on offer. Hence the estimated enrolments from students transferring into the BSc and BA (SPDM) is expected to be highest in the first year, and then fewer in the second and third years.

Limitation on Student Numbers

(Most new programmes will not have a limitation on enrolment. However, if it is proposed that there needs to be a limit on the maximum number of students permitted to enrol in the programme due to availability of resources, please indicate using the format below (including the note) and complete and attach a Limitation of Enrolment Form for Programmes, available at www.otago.ac.nz/otago077163.pdf This form will be used to assess the proposed

limitation and, if appropriate, to gain formal approval for the limitation from Council. Further information is available in the Limitation of Enrolment for Specific Papers and Programmes Procedure at www.otago.ac.nz/administration/policies/otago075807.html

Formal Enrolment Limit (maximum number per intake)

Nil

Vulnerable Children Act Compliance

(If the programme involves students working with children then it is possible the Vulnerable Children Act will apply; if so, admission and/or progression regulations should reference safety checking of students under the Act, and compliant processes must be put in place to safety check students)

The Vulnerable Children Act does not apply to this programme

The Vulnerable Children Act applies, this is reflected in the programme regulations, and compliant student safety checking processes are, or shall be put, in place

Student Management System Requirements

(Details of how you want the SMS to support applications for the programme. This includes any special data to be requested on the application form (such as provision of a CV, authority for Police check, proposed research topic, referees, etc.), details of the required opening and closing dates for applications and whether the closing date is to be strictly enforced, and the expected source of students for the programme (i.e. will all applicants be existing Otago students or will there also be applicants who are new to Otago). Please discuss your requirements with the Student Management System Support Office to ensure the system will be able to support your requirements. Email: evisiondata@otago.ac.nz)

No special data required from SMS. In the case of any elective papers where students would be required to work directly with members of the general public then appropriate safety checking processes will be put into place.

Plans for Monitoring Programme Quality

(A clear statement of provisions for monitoring quality, including teaching quality; reviewing regulations, content and delivery; reviewing whether papers should be added or deleted. Such provisions should include the establishment of a small monitoring group to collect information in respect of student numbers, pass rates, retention, and student satisfaction, to prepare any peer or self-review reports and to compile the Annual Programme Report and Graduating Year Review.)

Monitoring of the programme includes:

1. Monitoring demand via intake numbers compared to comparable programmes elsewhere in NZ, tracking web statistics, and Divisional consultation;
2. Student representatives appointed providing feedback on a regular basis;
3. Regular major evaluations;
4. Regular departmental examination board meetings;
5. Monitoring of student numbers, pass rates, retention and student satisfaction;
6. Routine reviews by the University of Otago's Quality Advancement Unit;
7. The University of Otago's annual Student Opinion and Graduate Opinion Surveys which provide student experience and satisfaction data, and information about further study and employment outcomes;
8. A robust and comprehensive examination moderation process; responsible for checking final examinations against learning objectives, and breadth and depth of content. Furthermore, this process will help to identify and resolve any inconsistencies in process across the major.
9. Appointment of a university-based external examiner to independently audit the major assessment processes and procedures.

Review of the Programme

(A statement of how this fits into the University's regular review cycle for departments and the Graduating Year Reviews (refer to the Quality Advancement Unit at <http://www.otago.ac.nz/quality/reviews/index.html>, and Section 6.10 of the CUAP Handbook (p.50), or view the Handbook on the CUAP website at <http://www.universitiesnz.ac.nz/cuap-handbook>, scroll down to Section 6.10.)

Routine review will be conducted by the University of Otago's Quality Advancement Unit every three years. In addition, a Graduating Year Review will be undertaken and reported to CUAP. This will be conducted formally involving an appointed convener and at least one panel member from another disciplinary area.

Student learning will be evaluated on key goals and objectives, aligned with the graduate profile, with the aim of improving learning outcomes.

Statement re Section B

(Section B of Form 1 is equivalent to Form 3 and must be completed for new papers in the new programme. If there are no new papers being introduced with the new programme, simply state under this heading "No new papers". If, however, there are new papers being introduced with the programme, state that Section B (Form 3) has been prepared and will be made available to CUAP on request. Section B (Form 3) should be attached to Section A when it is submitted to the Divisional Board and to the Board of Undergraduate or Graduate Studies.)

Section B (Form 3) has been prepared and will be made available to CUAP on request.

Staff Member Responsible for Drafting Proposal

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