

IMPORTANT NOTES FOR COMPLETING PROPOSAL FORMS
(In particular FORM 3: PROPOSAL FOR NEW PAPER/SECTION B OF FORM 1)

For any questions regarding the proposal process, please contact Academic Committees and Services (academic.committees@otago.ac.nz).

1. Staff introducing a new paper are encouraged to consult the Guidelines for the Assessment of Student Performance and the Teaching and Learning Plan available online at:

- Guidelines for the Assessment of Student Performance: <http://www.otago.ac.nz/administration/policies/otago078920.html>
- Teaching and Learning Plan: <http://www.otago.ac.nz/staff/>

Staff within the Division of Health Sciences should contact the Division's Specialist, Academic Committees and Services prior to completing any proposals (tosh.stewart@otago.ac.nz)

2. **University-wide Deadlines for proposals** (approved by the Senate 31 August 2016):

- a) For the introduction of new qualifications and new major and minor subjects and significant amendments to existing programmes requiring CUAP approval for introduction in the following year to ensure their inclusion in the Guide to Enrolment, the deadline for all departments within the four academic divisions and is as follows:
- the March meetings of the Divisional Boards;
 - April meetings of the Board of Undergraduate Studies and the Board of Graduate Studies;
 - April Senate
- b) For the introduction of new papers and minor amendments to schedules and regulations for the following academic year, the deadline for all departments within the four academic divisions is as follows:
- the May meetings of the Divisional Boards;
 - June meetings of the Board of Undergraduate Studies and the Board of Graduate Studies;
 - June Senate.

The full list of Annual Deadlines is found on the website under the Resources section.

3. **Limitation of resources**

Because of the limitation of resources, in most cases a new paper will replace an existing paper that will consequently be deleted. If a new paper is being introduced in addition to the existing offerings in a department please provide a justification, having given careful consideration to the resources that will be necessary to develop and sustain the new paper including library resources, teaching facilities, equipment and staff time (see Part (iii) of Form 3).

If new staff are required, please provide the details and costs. If no new staff are required you will be expected to provide an explanation of the current spare capacity in the department to cover the additional responsibility of the new paper.

A departmental workload model may be required to demonstrate how the added responsibilities of the new paper will be managed. You should also be prepared to provide information about the impact the new paper will have on the Performance Based Research Funding (PBRF) of the department.

Should you require any advice regarding Government funding, please contact the Strategic, Analytics and Reporting Office (email: planning@otago.ac.nz).

4. Title of Paper

Titles of papers should preferably be limited to 35 characters (including spaces) in order to fit on one line on academic transcripts. The full title of the paper will appear in the Calendar, Guide to Enrolment and on student Transcripts as well as numerous places online. Excessively long titles are problematic for display purposes.

5. Prescriptions

Prescriptions should not normally be longer than 30 words. The prescription should be a concise summary of the topic areas in the paper. Sentences need not be complete and phrases such as “this paper deals with” or “topics covered are” are not needed.

6. Prerequisites, corequisites and restrictions

Make sure when introducing papers or amending prerequisites, corequisites, restrictions or any other paper enrolment rules that you are aware of and adhere to the principles related to the use of paper codes and the types of rules that may be attached to papers that will allow electronic course checking and online registration. (Please refer to the types of rules that can be defined below.) The guidance provided here is based on these principles, approved by the Senate on 26 June 2002, and updated where applicable for system and process change in the intervening years:

- a) easily measurable academic rules will be stored as rules and will be checked electronically;
- b) other valid academic requirements such as “evidence of compositional ability” or “requirement for a Scuba diving licence” will be stored in the database and displayed via the web and the Guide to Enrolment as notes only, but the papers concerned may be set up as Departmental Permission papers, which will mean that students who register for such papers will have to be reviewed by the department (using the eVision Departmental Permission process) and either accepted or declined;

- c) pre- and corequisite rules must not be combined or linked together. For example:

MANT 343

Prerequisite: MANT 213 or
Prerequisite or Corequisite: LAWS 313

Should be expressed as:

Prerequisite: MANT 213 or LAWS 313

Any student who 'fails' this simpler rule could then be permitted by a Course Adviser from the department to take LAWS 313 concurrently with MANT 343 in applicable cases.

- d) that the use of parentheses in publications such as the Calendar and the Guide to Enrolment and on the web be adopted to make rules less ambiguous to students (and staff), especially when "and", "or", etc. are involved in combination. Please ensure you use this approach when expressing prerequisites on proposals to ensure they are correctly understood and implemented.

Example ambiguous wording of a prerequisite:
 THEA 212, 213 or THEA 202

Clearer wording:
 (THEA 212 and 213) or THEA 202

- e) that the rules stored in the database do not differentiate between 'Recommended', 'Strongly Recommended' and 'Highly Recommended' Papers. They will all be stored, and displayed via the web and in publications, as 'Recommended Papers'
- f) that a Paper Code (e.g. ECON 101) should be unique to one discrete body of learning. Within this principle pairs of papers of the following types (actual historical examples of incorrect coding) would be deemed to be different 'bodies of learning' and should have had different Codes:

MAOR 202 He Tikanga (Semester 1 version, taught in English)
 MAOR 202 He Tikanga (Semester 2 version, taught in Maori) and has
 different prerequisite rule from Semester 1 version

- g) that, with the exception of special topic papers, if the content of a paper changes to the extent that those who have passed the earlier version are permitted to also enrol in the new version, then a new paper code must be used;
- h) that one discrete body of learning cannot have more than one paper code* except where the same paper is coded at two levels, the higher of which requires more in-depth learning and a demonstration of deeper understanding of the content.

The type of rules that can be defined are:

1. *prerequisites* (these requirements must be met before the student takes the paper)
2. *recommended preparation* (these requirements are recommended to be met before the student takes the paper – student is warned but not stopped from selecting the paper)
3. *pre- or corequisites* (these requirements must be met before or concurrently with enrolment in this paper)
4. *corequisites* (these requirements must be met concurrently with enrolment in this paper; these would usually come in matching pairs)
5. *recommended concurrent study* (these requirements are recommended to be met concurrently with enrolment in this paper – student is warned but not stopped from selecting the paper)
6. *restrictions* (a student may not take this paper if they have taken the paper(s) specified as a restriction; these would usually be reciprocal between the papers involved)
7. *limited to* (a student must be admitted to one of the listed programmes to which the paper is limited; these must be qualifications and cannot be specific subjects or endorsements within a qualification)

Rules cannot be enforced in the system for particular years. For example it is common practice when a special topic is turned into a permanent paper to want to restrict the special topic in the years it was taught as that topic against the new paper code. The system cannot enforce such rules. They will be entered as notes, but all responsibility for checking student enrolment will rest with course approvers.

It is possible to have a difference between the published rule and the rule enforced by the system, for example if an old paper that hasn't been taught for a number of years should be retained as a restriction but to display it to current students would be confusing. If you wish to do this, please include a note with the requirement.

If you would like assistance with formulating your rules please don't hesitate to contact the ITS Information Systems, Applications Support team at evisiondata@otago.ac.nz.

*(*The Senate at its meeting of 27 June 2007 reaffirmed the single coding policy and approved the following:*

“That a single paper code should be used for papers where there is identity of content, delivery, assessment, and student tuition fees and Government funding; only where there are clearly identifiable significant differences in one or more of these areas should they be considered separate papers, and have separate codes.”)

7. Overview of Occurrence Details

Occurrence – An occurrence is defined by a combination of paper, year, teaching period, campus, and teaching method (on campus or distance learning). Each combination of the above will be its own occurrence.

Distance Papers – For information about proposals related to distance papers, please contact the Director, Distance Learning for advice (distance.learning@otago.ac.nz).

Teaching period – The standard teaching periods are: first semester, second semester, full year, and summer school. If the enrolment dates for a paper differ significantly from the standard teaching periods it will be coded as a non-standard teaching period. If there is more than one non-standard occurrence at the same campus, via the same teaching method, then the first offering will be coded as N1 (first non-standard period), the second as N2 (second non-standard period), etc.

Start and end dates – The start and end dates cover the complete period of enrolment. The dates are indicative as it is recognised that they may change from year to year. The system requires start and end dates for the paper to be set up. If an occurrence fits a standard teaching period, then it is not necessary to enter start and end dates as the standard dates for that teaching period will be used. If the occurrence is non-standard or if the start and/or end date differs slightly from the standard teaching period, then enter the date that teaching begins as the start date and the date teaching ends or the final assessment task is due (whichever is later) as the end date. NOTE: Start and end dates have important implications for students such as access to resources, timeframes to add/delete/withdraw, fees, funding, access to certain graduation ceremonies, etc.

8. Consequential Amendments to Regulations and/or Schedules and/or Other Papers

Ensure that ALL Calendar references to the paper are addressed as consequential amendments.

- Do programme regulations need to be amended?
- Are there any changes necessary to the Schedules (including Schedule A, Schedule B and Schedule C)?
- Are any General Regulations affected?
- Will a paper be deleted as a consequence of the introduction of the paper?
- If so, have the consequential amendments as a result of the deletion(s) been addressed?
- Will a related paper need to have its paper rules (e.g. pre or corequisite rules, restrictions) amended as a result of the introduction of the paper?

Please note that if new papers are being introduced as part of a new programme and Form 3 is accompanying Form 1 (Section B of Form 1), Form 3 does not have to repeat changes to regulations, Schedules, etc. as these have already been provided in Form 1 under Proposed Regulations.

Please also note that you do not need to provide changes to the Programme Information in the Guide to Enrolment. These will be updated editorially

9. Limitation on Student Numbers

While limits on student numbers are discouraged, if it is proposed that there needs to be a limit on the maximum number of students permitted to enrol in the paper due to availability of resources, please indicate that in the Form 3 and complete and attach a [Limitation of Enrolment Form for a Paper](#). This form will be used to assess the proposed limitation and, if appropriate, to gain formal approval for the limitation from Council.

Please note that as per the Education Act 1989, any limitation of enrolment must be approved by the Council on the basis of an insufficiency of staff, accommodation or equipment. The Council normally considers limitation of enrolment requests at only one meeting per year. For further information about the process and timing of limitation of enrolment requests, contact your Divisional Specialist, Academic Committees and Services or view the Limitation of Enrolment for Specific Papers and Programmes Procedure at:

www.otago.ac.nz/administration/policies/otago075807.html

10. Children's Act Compliance

If the paper involves students working with children then it is possible the Vulnerable Children Act will apply; if so, safety checking of students planning to enrol in the paper will be required if this is not already covered at programme level. Please review information regarding the University's commitment, policy, and requirements regarding the Protection of Children: <https://www.otago.ac.nz/administration/vulnerable-children/>

11. Internationalisation

It is important to consider, when introducing a new paper, if it would be appealing to international students as either a stand-alone offering or as part of a wider programme. Points to consider would be unique attributes of the topic areas (papers with a New Zealand or Pacific focus are often attractive to international students), and if the paper could be taken by a single-semester COP student (that is a study abroad or exchange student). In addition consideration should be given to the relevant Divisional internationalisation priorities and plans, especially as they relate to specific cohorts of students and markets (new and existing). For further information please consult with the Divisional Associate Dean, International in the first instance; alternatively staff can contact the Director, International.

“Internationalising the curriculum involves providing students with global perspectives of their discipline and giving them a broader knowledge base for their future careers. You can also help to provide them with a set of values and skills to operate in diverse cultural environments; skills often labelled ‘intercultural competencies’ or ‘cross-cultural capabilities’. These values, skills and knowledge are discussed in the literature in relation to graduate attributes and global citizenship with an acknowledgement that graduates today will need the resilience and competencies to communicate and compete in a rapidly changing, complex global workforce and world.” (The Higher Education Academy)

Some of the key questions to consider are:

- What are the prerequisites for this paper, and can international students apply without prior academic background at Otago?
- How our students can gain credit for this paper – particularly with reference to our Student Exchange Agreement partners – if they go on exchange. Credit equivalency with our partner universities would be fantastic.
- What is the appeal of this programme/paper to international students? Does it have potential to enroll internationals, and if so, which countries?
- Does the title appeal to an international audience (i.e. A “New Zealand” context attracts more interest in the title than leaving it assumed), particularly with our study abroad students?
- Does the paper/programme meet internationalisation goals of the Division or department?

The Internationalisation section of Form 3 is not meant to preclude approval for the paper, but rather the intention is to consider internationalisation of the curriculum.

12. Course Outline/Paper Outline

Form 3 asks for a Paper Outline. For the purposes of the approval of the development of the new paper, this outline can be brief but should include an outline of the structure and content of lectures, laboratories and tutorials. It is expected, however, that a more detailed course outline will be developed prior to the course being offered and provided to the students who are taking the paper.

A template for the more detailed Course Outline that should be provided to students is available at <https://www.otago.ac.nz/hedc/staff/teaching/index.html>

13. Workload Expectations

Every paper has a point value that indicates its contribution to the qualification enrolled for (or to any other qualification to which that paper can contribute). These values have been derived on the basis of an equivalent full-time year of enrolment being 120 points.

The required workload for a paper should include provision for a variety of activities, some initiated by the lecturer and some by the student. For example, lectures, directed discussion board activities, face-to-face or videoconference seminars and tutorials, laboratories, field work, block courses, examinations and assignments would be examples of typical activities initiated by the lecturer. Preparation, private study, online or face-to-face study groups would be examples of activities initiated by the student.

Allocations for activity components of the paper should be specified in hours and the basis of the allocation. Suggestions are provided – replace these with your own derivations. A paper that does not include a final examination will normally demand more work of a student during the 13 teaching weeks of a semester.

These workload expectations should be part of the information provided to students at the beginning of the paper.

Check your addition and multiplication when calculating the Workload Expectations of the paper to ensure the internal consistencies of the figures.

Considering offering a paper by Distance?

Please consider listing the various strategies and technologies that you will be using. For example, the use of Blackboard, audioconferencing, discussion boards etc., rather than the standard lectures, tutorials, seminars for on campus papers. Contact the Director, Distance Learning (distance.learning@otago.ac.nz) to discuss appropriate arrangements.

14. Formative (non-graded) vs Summative (graded) Assessment

There are good educational reasons to formatively assess student course work, provide comments and give an indicative grade that does not count towards the final grade for a paper. These formative assessment tasks can: a) address learning outcomes and graduate attributes that are not assessed summatively, or b) be done for the purpose of developing learners for a more advanced task that will eventually be assessed, either through internal course work or final examination. Feedback of this type will address a variety of educational objectives.

Formative (non-graded) Internal Assessment may include oral and written feedback, either from a teacher or peer.

The Senate Guidelines on Assessment encourage students to do work that does not directly contribute to a final grade for each paper. This work may be essential to support student learning.

It may be necessary to have formative non-graded assessment as a terms requirement if it is essential that all students are to complete the task.

Example: Students are required to write an essay, have this marked formatively with an indicative grade and comments on how to improve. This essay is written in preparation for a summatively assessed essay at a later date.

15. Proposed Timetable:

Timetable Services must be contacted in the early planning of the introduction of the paper. They can provide advice and information, and they will need to know your intentions. Timetable allocations are dependent on the availability of suitable teaching space. Please note that timetable consultation is not required for research only papers or where a paper is taught within departmental facilities to a circumscribed group of students taking no other subjects (e.g. papers for some honours or master's programmes).

When consulting with Timetable Services indicate the number of lectures (for each stream, if applicable), laboratories (for each stream), field trips, tutorials, and any other

teaching activity. Identify possible timetable clashes with other papers that could be expected to be taken in combination with the paper being introduced.