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**Special Topic Proposal**

**To introduce new special topic content**

**(Formerly labelled Form DIV ST)**

**Before completing this form, please contact the Associate Dean (Academic) or Associate Dean (Postgraduate) (or equivalent) or Specialist (Academic Committees and Services) for your Division and read the document entitled**

[***Important notes for completing new paper, special topic, and reinstatement proposals***](http://www.otago.ac.nz/administration/academiccommittees/proformas.html#Resources)

**The proposed special topic should utilise an existing empty-shell special topic paper code. If a new empty-shell code is required, please complete an** [**Empty-Shell Code Request Form**](http://www.otago.ac.nz/administration/academiccommittees/proformas.html#Resources)**.**

#### **(Please retain the small font prompts for submission to the**

**relevant Divisional Board(s).)**

|  |  |
| --- | --- |
| **Name of Division/School/ Academic Unit** |  |
| **Proposer**  (name and position) |  |
| **Subject Code, Number, Title**  (60 characters max.) |  |
| **Proposed year of**  **introduction** |  |

**The same special topic may be offered for no more than three occurrences. To continue offering the paper content after this point, a** [**Special Topic Transition Proposal**](http://www.otago.ac.nz/administration/academiccommittees/proformas.html#Resources) **will be needed to transition the special topic into a permanent paper.**

# Purpose of Special Topic

(Please indicate whether this special topic is intended as a ‘tester’, which may be transitioned to a permanent paper in future, or whether it is a ‘one-off’ offering to take advantage of special circumstances, such as a visiting lecturer, a relevant conference or event being hosted locally, etc. Please note that consequential amendments such as paper deletions, amendments to schedules, etc. are not normally expected with special topic proposals, and any such amendments may require a separate proposal.*)*

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | This special topic is a tester. |  |  | This special topic is a one-off. (Several sections of this template are optional for one-off special topics. These sections are marked with ‘**++**’.) |
|  |  |

**SECTION 1 – JUSTIFICATION AND ALIGNMENT**

# Justification

(Summarise the academic and pedagogical reasons why you are proposing this special topic. Indicate its relevance to your academic discipline or profession nationally and internationally.)

**Strategic Alignment** ++

(Briefly explain how the new paper aligns with the strategic direction of the University as set out in [Pae Tata](https://otagouni.sharepoint.com/sites/PaeTata/SitePages/Pae-Tata-resources.aspx). In doing so, pay attention to three of the domains: provide compelling and viable educational offerings; become a more global and connected university; and strengthen our capability, capacity, and culture to honour Te Tiriti o Waitangi. Addressing that third domain is not about the generic responsibilities of the University, but specifically being aware of the opportunities to include appropriate Te Ao Māori content in modules, lectures, and readings into new papers and delivered by appropriately trained staff. For further advice on all three domains, consult with the appropriate Associate Deans for your Division.)

# Predicted Student Numbers

(Estimate the number of students who will enrol in the special topic in each of the three or fewer occurrences that it is offered. Please provide a justification for your estimate.)

|  |  |
| --- | --- |
| **Occurrence** | **Estimated enrolments** |
| First occurrence offered |  |
| Second occurrence offered |  |
| Third occurrence offered |  |

# Consultation with Students ++

(Consultation with students should be undertaken in parallel with consultation with other academic units, other Divisions, and support areas prior to submission of this proposal to your Divisional Board. The consultation shall include contacting the OUSA Academic Representative ([academic@ousa.org.nz](mailto:academic@ousa.org.nz)) or OUSA Postgraduate Students’ Representative ([postgrad@ousa.org.nz](mailto:postgrad@ousa.org.nz)), who will contact relevant academic student associations and/or a relevant sample of students. Academic staff are encouraged to consult more widely than OUSA. Unless a student is acting in an official role (e.g. OUSA Academic Representative), students’ names should be redacted in the consultation table and elsewhere throughout the proposal.)

|  |  |  |
| --- | --- | --- |
| **Name or title** | **Feedback** | **Response / changes** |
|  |  |  |
|  |  |  |

(Add more rows as required. If the feedback is extensive, it may be added as an appendix.)

# Consultation with Other Academic Units, Other Divisions, and Support Areas ++

(Outline the consultation that has been undertaken with interested parties, including other academic units, other Divisions, and relevant support areas, such as Student Development ([student.development@otago.ac.nz](mailto:student.development@otago.ac.nz)). This should include consultation with the Associate Deans (Māori) and (Pacific) for your Division. Any resource-related consultation outlined in Section 4 does not need to be included here.)

|  |  |  |
| --- | --- | --- |
| **Name and title**  **Academic unit or area** | **Feedback** | **Response / changes** |
|  |  |  |
|  |  |  |

(Add more rows as required. If the feedback is extensive, it may be added as an appendix.)

# External Consultation ++

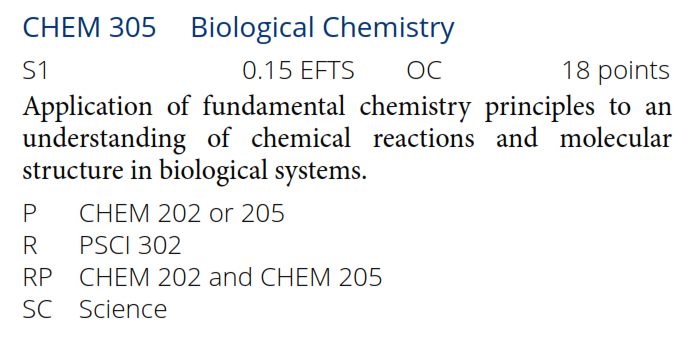
(For some papers, it may be appropriate to undertake consultation with external stakeholders (e.g. professional or accrediting bodies, potential host organisations for placements, etc.). If any external consultation has been undertaken, append any letters or communications from the external stakeholder(s) to this proposal and detail any professional accreditation requirements.)

|  |  |
| --- | --- |
|  | External consultation is appended to this proposal. |

**SECTION 2 – DESCRIPTION AND REGULATIONS**

# Prescription

(Refer to the [Guide to Enrolment](https://www.otago.ac.nz/study/guidetoenrolment.html) section on prescription informationfor format and a key to abbreviations. The description of the content should be no longer than 30 words. Include proposed subject code, paper number, points value and anticipated EFTS, prerequisites, restrictions, programmes the paper is ‘limited to’, whether it will offered on-campus (OC) and/or by distance learning (DL), and whether it is to be taught in First Semester, Second Semester, the Full Year period, Summer School or a Non-Standard teaching period. An exemplar is provided in the box as an example to follow. Your prescription may not need all of the lines below the description – the example is indicative only.)



# Level of Study

(Please indicate the level of study as defined by the NZ Qualifications Framework (NZQF). For undergraduate papers, 100-level corresponds to Level 5, 200-level corresponds to Level 6, and 300-level, 400-level, 500-level and 600-level correspond to Level 7. For postgraduate papers, 400-level is Level 8, except for dissertations and similar research papers included in honours degrees; 500-level, 600-level, 700-level and 800-level may be Level 8 or 9 depending on the programme; an honours dissertation or equivalent (even if included in other qualifications in addition to honours) and master’s papers are Level 9; and doctoral papers are normally Level 10, but some initial papers may be Level 9.)

# Qualifications Affected

(Qualifications in which this special topic may be included. For guidance, please contact ITS Applications Support ([evisiondata@otago.ac.nz)](mailto:evisiondata@otago.ac.nz)).)

# Limitation on Student Numbers

(Most new special topics will not have a limitation on enrolment. However, if a limit is required, please list the limit below and append the relevant [request form](https://www.otago.ac.nz/administration/academiccommittees/proformas.html), which will be submitted to Senate and Council for consideration during the annual Limitation of Enrolment requests process.)

*e.g. No Limit*

### Formal Enrolment Limit (maximum number of students)

# Children’s Act Compliance

(If the special topic involves students working with children then it is possible the Children’s Act will apply; if so, under the Act, safety checking of students planning to enrol in the special topic 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/protection-of-children/>)

|  |  |
| --- | --- |
|  | The Children’s Act does not apply to this special topic. |
|  |  |
|  | The Children’s Act applies and compliant student safety checking processes are, or shall be put, in place (at programme and/or special topic level as appropriate). Please refer to the [Protection of Children](https://www.otago.ac.nz/administration/protection-of-children/) webpage. |
|  |

# Occurrence Details

(Provide basic details of each occurrence of the special topic, each listed separately. Include campus being taught at or from (Dunedin, Christchurch, Wellington, Invercargill, Auckland), teaching period (S1, S2, etc.), indicative start date (for each occurrence – if not standard), indicative end date (for each occurrence – if not standard), mode (i.e. on campus and/or distance learning). These details should be consistent with the special topic’s prescription provided above.)

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Campus Taught From** | **Teaching Period** | **Indicative Start Date (if Non- Standard)** | **Indicative End Date (if Non- Standard)** | **Mode**  **(i.e. on campus and/or distance learning)** | **Offered every year or in alternate years?** |
|  |  |  |  |  |  |

|  |  |
| --- | --- |
|  | The teaching period of the special being introduced has been considered in relation to existing papers that could be expected to be taken in combination with it. |

**SECTION 3 – PAPER DESIGN AND STUDENT WORKLOAD**

# Learning Outcomes (Aims/Objectives) of Paper

(Learning outcomes (aims/objectives) for individual papers can be described in a range of styles and should indicate what learners are able to do on successful completion of the paper. Outcomes for the paper should also contribute to the Graduate Profile of the programme – ***please identify which attributes of the Graduate Profile are achieved by the paper.*** For further information and generic Graduate Profile examples see the *Teaching and Learning Plan* and *Graduate Profiles for University of Otago Postgraduate Research Degrees:* <http://www.otago.ac.nz/staff/>)

(The course design should ensure alignment between learning outcomes, teaching and learning methods, and assessment. When considering outcomes, be sure to consider the different domains such as knowledge, skills (generic and subject-specific) and attitudes. Note that assessment tasks in the next subsection will need to be aligned with the outcomes for the paper.)

|  |  |  |
| --- | --- | --- |
| **#** | **Learning Outcome** | **Graduate Attribute(s)** |
| 1 |  |  |
| 2 |  |  |
| 3 |  |  |
| 4 |  |  |
| 5 |  |  |

### (Delete or add lines as necessary.)

## Content:

(Provide a one-paragraph description of the content of the new paper. Do not include a lecture schedule as this is not required. If the paper includes Māori or Pacific content, include that in your description.)

**Assessment:**

(In the table below, identify and describe the assessments that will be used in the paper. In designing the assessment, ensure you have read the University’s [Guidelines for the Assessment of Student Performance](https://www.otago.ac.nz/administration/policies/otago078920.html). Indicate the contribution of each item of assessment towards the final grade and which paper learning outcome(s) it aligns with. A final examination worth 50% or less of the final grade would normally be two hours. A final examination worth more than 50% of the final grade is three hours. If the value of the final examination differs from these norms, please provide a brief justification beneath the table. If a minimum grade has to be achieved in the final examination to pass the paper as a whole, please state the minimum and provide a brief justification for the requirement. Also indicate if plussage will apply in the paper and provide a justification.)

|  |  |  |  |
| --- | --- | --- | --- |
| **Assessment Type**  (e.g., essay, lab report, exam) | **Description**  (Include such details as word-length or duration) | **Percentage** | **Learning Outcome(s)**  **#** |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |

### (Delete unused lines or add lines for other activities as necessary.)

**Formative Feedback:**

(Describe how formative assessment will be used. Formative assessment is intended to help students to improve their learning and academic performance and typically has either no associated grade or a low point value. Feedback on formative assessments provides students with valuable information on their progress towards the learning outcomes. Examples of formative assessment and feedback are a draft essay outline with oral or written comments, and quizzes with constructive feedback about incorrect and correct responses.)

## Provision for Distance Students:

(If you are proposing a distance version of this paper please explain how you will create an engaging learning environment for distance students. This could involve how videoconferences, coursebooks, resources, or other material that goes beyond merely providing campus lecture recordings online will be incorporated and how students will engage with other students, with teachers and other staff, and with the content.)

# Student Workload Expectations

(The following table is designed to indicate the likely workload for the average student taking the proposed paper.

For undergraduate study 1 point = 10 hours (except for MB ChB, BDS, BPharm, and BPhty) (e.g. the expected student workload is 180 hours for an 18-point paper, 240 hours for a 24-point paper, and 360 hours for a 36-point paper).

For postgraduate study 1 point = 12 hours (e.g. expected student workload is 240 hours for a 20-point paper).

It is recognised that Divisions may have guidelines for workload (total hours per point) for the undergraduate papers in their Division. If this is the case please state any differences from the normal University expectation.)

|  |  |  |  |
| --- | --- | --- | --- |
| **Activity** | **Hours for Campus Students** | **Hours for Distance Students**  **(if applicable)** | **Derivation** |
| *Lectures* |  |  | *x per week for y weeks* |
| *Tutorials* |  |  | *frequency, duration, number of weeks* |
| *Laboratories* |  |  | *frequency, duration, number of weeks* |
| *In-class test* |  |  |  |
|  |  |  |  |
| *Non-contact hours* |  |  |  |
|  |  |  |  |
| **TOTAL HOURS** (e.g., 180, 240) |  |  |  |

### (Delete unused lines or add lines for other activities as necessary.)

# Terms Requirements

(Some academic units require that a student gain terms before they sit final examinations (i.e. fulfil certain specified conditions, such as attending classes or completing oral, written and practical work to a satisfactory level). If students are required to gain terms before being permitted to sit the examination, please give details of these requirements. If there are no terms requirements, please state this.)

**SECTION 4 – DIVISIONAL AND UNIVERSITY RESOURCING**

# Divisional Resources

(Please note that resource information regarding the special topic being introduced must be provided in this subsection and will be considered by each relevant Division. If the academic and/or financial responsibility for this special topic is shared by more than one Division, or the special topic resides academically in one Division but is the financial responsibility of another, then this subsection will need to be approved by each relevant Division. You should contact the relevant Divisional Office(s) in case there are any additional requirements regarding information on resources for this special topic. Divisions are not only approving the academic soundness of the special topic, they are also confirming and approving the capacity for the delivery of the special topic throughout its expected duration taking into account the consideration of relevant resources including teaching facilities, equipment, and staff.)

# Relationship to Other Special Topics ++

(Please answer all of the following questions.)

### Which other special topics are available or planned to be available from your academic unit in the same academic year as this special topic?

### Does this special topic replace an existing special topic? If so, will the special topic being replaced be transitioned to a permanent paper, and will any permanent papers be deleted as a result?

# Staffing Workload

(Please answer all of the following questions.)

### Who will be involved in teaching the new paper?

### How will the involvement of existing teaching staff affect their workload?

### How will the involvement of existing teaching staff affect the workload of your academic unit?

# Confirmation of Resource Availability

(Special topics should not normally incur additional costs related to laboratories, IT, equipment, new staff or other resources related to teaching. If this is not the case for this special topic, please consult with your Division’s Pro-Vice-Chancellor regarding any additional resource costs and consider submitting a [New Paper Proposal](http://www.otago.ac.nz/administration/academiccommittees/proformas.html#Resources) instead.)

|  |  |
| --- | --- |
|  | This special topic can be delivered using existing resources available to the relevant academic unit. |

# University Resources

# Timetable

(Contact [timetables@otago.ac.nz](mailto:timetables@otago.ac.nz) to request a statement confirming that this special topic can be accommodated within current timetable resources.)

|  |  |
| --- | --- |
|  | Timetables have provided a statement confirming that the proposed paper can be accommodated within current timetable resources |

# Library Resources

(When you request a statement from the Library please identify any resources that will be essential for the delivery of this special topic for its full duration. The Library needs to know what they are. You should include all monographs, serials and electronic databases. Written confirmation from your library contact is required:

#### Commerce and Humanities

Scott Venning, Library Divisional Manager

(extn 7155, [scott.venning@otago.ac.nz](mailto:scott.venning@otago.ac.nz))

#### Sciences and Health Sciences (Dunedin campus)

Richard German, Library Divisional Manager

(extn 7403, [richard.german@otago.ac.nz](mailto:richard.german@otago.ac.nz))

#### Health Sciences Christchurch or Wellington

Kareen Carter, Health Sciences Librarian, Wellington & Canterbury

(04 832 3062, [kareen.carter@otago.ac.nz](mailto:kareen.carter@otago.ac.nz))

|  |  |
| --- | --- |
|  | A Library statement is attached to this proposal. |

# Internet-Based Learning

(Please indicate whether teaching and learning in this special topic is available in part or as a whole via the internet by stating which one of the four classifications it falls under.)

|  |  |
| --- | --- |
|  | **No Access** is where no part of the paper or course is accessible online. |
|  |  |
|  | **Web–Supported** is where a paper or course expects students to access limited online materials and resources. Access is optional, as online participation is likely to be a minor component of study. |
|  |  |
|  | **Web–Enhanced** is where a paper or course expects students to access online materials and resources. Access is expected, as online participation is likely to make a major contribution to study. |
|  |  |
|  | **Web–Based** is where a paper or course requires students to access the accompanying online materials and resources. Access is required, as online participation is required. |

# Online Learning Management System Used

(Choose one. If you select Blackboard, Moodle or Other, include OL in the special topic’s prescription provided in Section 2 to indicate that it is supported by an online learning management system.)

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Blackboard** |  | **Moodle** |  | **Other** |  | **None** |

(If you are using Moodle or Other, how will this be supported?)

# Consent to Use this Proposal as an Example

|  |  |
| --- | --- |
|  | Please place a mark in this box if you do **not** consent to this proposal – if approved – being posted on the University website as an [example of a recently approved academic proposal](https://www.otago.ac.nz/administration/academiccommittees/proformas.html#Bestpracticeexemplars). |

If approved by the relevant Divisional Board(s), Academic Committees and Services (ACS) will provide this proposal to staff in Student Experience and staff who support eVision to set up this special topic for enrolment and delivery and will provide it to the Pre-BUGS/BoGS Admin Group to review for any administrative or editorial errors that may need correcting. ACS will also provide the title and prescription information of this special topic to the Board of Undergraduate Studies and/or the Board of Graduate Studies for noting.