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**New Paper Proposal**

**CUAP Section B if submitted as part of a New Programme Proposal**

**(Formerly labelled Form 3)**

**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)

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

#### Board of Undergraduate Studies and Board of Graduate Studies.)

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

*Academic proposals are subject to* [*annual deadlines*](https://www.otago.ac.nz/administration/academiccommittees/proformas.html)*. Implementation of any proposed changes – including the introduction of any approved new papers – may be delayed if the proposal is submitted after the relevant deadline. Please consult the Specialist (Academic Committees and Services) for your Division for further information.*

# Purpose of Proposal

(A succinct description of the purpose of the proposal, including the introduction of new papers and any consequential or related amendments, such as deletions of existing papers and amendments to schedules. Note that if you are proposing a number of related papers, you may include them in one proposal rather than filling out a separate form for each paper if the proposal remains clear and readable.)

**SECTION 1 – JUSTIFICATION AND ALIGNMENT**

(Please note that if you are introducing new papers as part of a new programme and have already outlined the justification and relationship to strategic planning goals in response to CUAP Section A of the New Programme Proposal, simply refer to that part of CUAP Section A throughout this section of the New Paper Proposal.)

# Justification

(Summarise the academic and pedagogical reasons why you are proposing this new paper (or papers). 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.)

# Evidence of Demand

(Outline the background, context, and evidence of demand.)

# Predicted Student Numbers

(Estimate the number of students who will enrol in the paper in each of its first four occurrences. Please provide a justification for your estimate.)

|  |  |
| --- | --- |
| **Occurrence** | **Estimated Enrolments** |
| First occurrence offered |  |
| Second occurrence offered |  |
| Third occurrence offered |  |
| Fourth 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. Please note that if you are introducing new papers as part of a new programme and have already outlined the consultation undertaken in response to CUAP Section A of a New Programme Proposal, simply refer to that part of CUAP Section A under this heading.)

|  |  |  |
| --- | --- | --- |
| **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. |

# Marketing Considerations

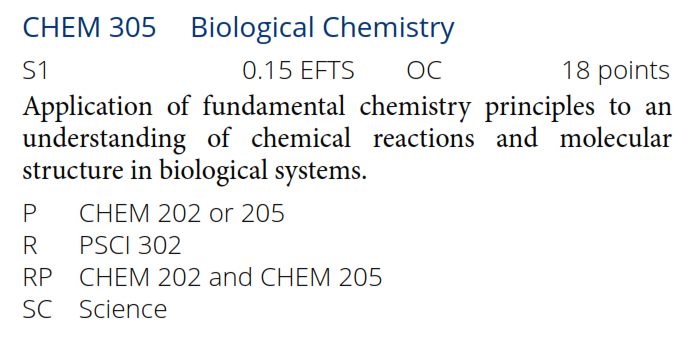
(If this proposal is not in time to be included in the [Guide to Enrolment](https://www.otago.ac.nz/study/guidetoenrolment.html) (see Deadlines above) consultation with the International Office ([international.marketing@otago.ac.nz](mailto:international.marketing@otago.ac.nz)), Marketing Services ([see Marketing Services page](https://www.otago.ac.nz/marketing-services/marketing-and-advisory/people/)), and the Schools’ Liaison Office ([liaison@otago.ac.nz](mailto:liaison@otago.ac.nz)) is strongly recommended. Please mark the following boxes as applicable.)

|  |  |
| --- | --- |
|  | This proposal has been submitted in time for the [Guide to Enrolment](https://www.otago.ac.nz/study/guidetoenrolment.html). |
|  |  |
|  | Consultation has taken place with the International Office, Marketing Services, and the Schools’ Liaison Office. |

**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 paper may be included. For guidance, please contact ITS Applications Support ([evisiondata@otago.ac.nz)](mailto:evisiondata@otago.ac.nz)).)

# Consequential Amendments to Regulations and/or Schedules and/or Other Papers

(All changes to regulations, schedules (e.g. major subject requirements, etc.), and the paper rules of related papers (e.g. prerequisites, corequisites, and restrictions) as a result of introducing this paper must be detailed below. Please provide both the current and proposed information for publication, with changes or additions in bold or italic type. This includes changes that will need to be made to schedules, including Schedules A, B, and C. Include Calendar page numbers. Changes to the programme information in the [Guide to Enrolment](https://www.otago.ac.nz/study/guidetoenrolment.html) are not required. Consequential deletion(s) of papers must also be reported here (in which case a separate deletion proposal does not need to be completed).)

# Transitional Arrangements

(Are there any transitional arrangements necessary as a result of introducing this new paper? If necessary, special arrangements must be specified for students who are part-way through programmes who would otherwise be disadvantaged (e.g. by changes to prerequisites or the redistribution of course content among a number of papers). Information in this section may be used by Student Experience staff to advise students, but this does not exempt your academic unit from responsibility for ensuring that affected students are informed about changes and transitional arrangements.)

# Limitation on Student Numbers

(Most new papers 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 paper 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 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/protection-of-children/>)

|  |  |
| --- | --- |
|  | The Children’s Act does not apply to this paper. |
|  |  |
|  | The Children’s Act applies and compliant student safety checking processes are, or shall be put, in place (at programme and/or paper 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 paper, 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 paper’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 paper 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)**  **#** |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
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### (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**

(Please either provide a detailed “business plan” (or equivalent) or answer the following sections. Please note that if you are introducing new papers as part of a new programme and have already outlined the resourcing in response to CUAP Section A of the New Programme Proposal, simply refer to that part of CUAP Section A where appropriate in this section of the New Paper Proposal.)

# Divisional Resources

(Please note that resource information regarding the paper being introduced must be provided in this subsection and will be considered by each relevant Division. Indicate if any existing papers are being deleted as part of this proposal. If the academic and/or financial responsibility for the new paper is shared by more than one Division, or the paper 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 the new paper. By submitting this proposal, divisions are not only approving the academic soundness of the new paper, they are also confirming and approving the capacity for the sustained delivery of the new paper taking into account the consideration of relevant resources including teaching facilities, equipment, and staff.)

# Staffing Workload

(Please answer all of the following questions.)

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

### Will any new staff be required? If so, what percentage of their time will this paper require?

### Will any new tutors or demonstrators be required?

### Does the new paper require particular administrative or technical support in addition to the responsibilities of the academic staff?

### 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?

# Laboratories/IT/Other Physical Resources

(Provide details of any additional costs for laboratory, IT, or other resources related to teaching. If new staff are required, will there be a need for additional office or research space (see also Staffing Workload)?)

# Equipment

(Provide details of any major new equipment required for the paper, including computers.)

# Sustainable and Long-Term Resourcing

(Please explain why you are confident that the resources required for the sustainable, long-term delivery of the new paper will be available. This will generally include academic and professional staff (new staff or the time of existing staff), equipment, space, IT, and any other resources particular to the needs of the new paper.)

# University Resources

|  |  |
| --- | --- |
|  | A Strategic Assessment from the Strategy, Analytics and Reporting Office ([SARO@otago.ac.nz](mailto:SARO@otago.ac.nz)) is attached to this proposal. (A Strategic Assessment is not needed if the proposed new paper is paired with a concurrent deletion of an existing paper.) |
|  |

# Timetable

(Contact [timetables@otago.ac.nz](mailto:timetables@otago.ac.nz) to request a statement confirming that the proposed paper 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 ongoing delivery of this paper. 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 the paper 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 paper’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). |