

Proposal to Change the Teaching Period or the Teaching Mode of an Existing Paper

(This form should be used for any of the following: to convert an existing full year paper to a semester paper, to convert an existing semester paper to full year paper, to offer an existing paper in Summer School mode, to offer an existing paper in Distance mode, or to offer an existing distance taught paper on campus.)

Name of Division/School/Department

Humanities/Politics

Subject Code, Number and Title of Converted Paper POLS 321 Public Policy in New Zealand
(Maximum number of characters in title is normally 60 including spaces)

Year of Introduction (Year Proposal Takes Effect) 2019

Please note:

- *If you are planning to offer an existing paper in **Summer School** mode, you will **also** need to complete **Form 7** and submit it to the Summer School and Continuing Education Board (please contact the Summer School Office Extension: 5191).*
- *If you wish to change a paper from **one semester to another**, please contact Information Collections at ae.info.collection@otago.ac.nz*

Deadlines for Proposals

- a) *For proposals for introduction in the following year and to ensure their inclusion in the Guide to Enrolment:*
- *the March meetings of the Divisional Boards;*
 - *April meetings of the Board of Undergraduate Studies and the Board of Graduate Studies;*
 - *April Senate*
- b) *Final deadline for proposals for the following academic year and inclusion in Summer School for the Summer/Pre-Xmas period:*
- *the May meetings of the Divisional Boards;*
 - *June meetings of the Board of Undergraduate Studies and the Board of Graduate Studies;*
 - *June meeting of the Summer School and Continuing Education Board.*
 - *June Senate.*

Qualifications Affected

(Major qualifications for which the amended paper will be offered)

BA

BASc

Justification for Proposal

(The statement should set out the reason for the proposed change.)

The Department offers two 300-level papers at Summer School. The Department seeks to rotate the papers on offer at Summer School. This is the first time POLS 321 will be offered at Summer School. It is also proposed to amend the title and prescription of this paper and a Form 4 has been submitted in conjunction with this proposal.

Details

(Refer to the *Guide to Enrolment* for Prescriptions. State page number and provide old and proposed information about the teaching period or old and proposed code. Where an existing paper is to be offered in Distance mode, it should be made clear whether or not it will still be available on campus. If this change impacts on the paper rules for another paper(s), please outline the consequential amendments for the other paper(s).)

Old Information

POLS 321 Government and Public Policy

NO 0.15 EFTS OL, OC 18 points

Examines theories and descriptions of how and why governments make and implement policy decisions, with special reference to New Zealand.

P 18 200-level POLS points

SC Arts and Music

Note: May not be credited together with POLS 231 passed 2005-2012.

New Information

POLS 321 Public Policy in New Zealand

SS 0.15 EFTS OL, OC 18 points

Examines theories and descriptions of how and why governments make and implement policy decisions in New Zealand.

P 18 200-level POLS points

SC Arts and Music

Note: May not be credited together with POLS 231 passed 2005-2012.

Occurrence Details

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), teaching method (i.e. on campus or by distance). Refer to the 'Important Notes for Completing Proposal Forms' for guidance on the definition of an occurrence, teaching period and start/end dates.

| Campus Taught From | Teaching Period | Indicative Start Date (if Non-Standard) | Indicative End Date (if Non-Standard) | Teaching Method |
|--------------------|-----------------|---|---------------------------------------|-----------------|
| 2019 | SS | | | On Campus |

Consultation

(Provide statements indicating that consultation has taken place with other departments whose students could be affected by the proposed alteration to the teaching period or delivery mode.)

Support for the proposed changes was received after consulting with the Summer School Office and other Humanities Departments.

Workload Expectations

(For undergraduate study 1 point = 10 hours, e.g. the expected student workload is 180 hours for a 18-point paper, 240 hours for an 24-point paper, and 360 hours for a 36-point paper. For postgraduate students 1 point = 12 hours (except in Health Sciences), e.g. expected student workload is 240 for a 20-point paper.)

However, 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.

It is recognised that Divisions may have guidelines for workload for the undergraduate papers in their Division, including the ratio of contact to non-contact hours. The required workload for a paper should include provision for lectures (50-minute lectures factored as 1 hour), seminars, tutorials, laboratories, use of computer resource rooms,

field work, examinations and tests, preparation and private study. For distance papers, these activities will take a different form, due to the learning technologies that will need to be used to facilitate communication and interaction with students. This can be indicated in a number of ways, including around the use of synchronous and asynchronous technologies. Allocations for each component should be specified in hours and the basis of the allocation given in brackets (suggestions are provided below).

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.

A. If converting an existing on-campus paper to a paper delivered in a new teaching period:

(i) **Contact hours for EXISTING version of the paper**

| | <i>hours</i> | <i>derivation</i> |
|------------------|--------------|---|
| Lectures | 26 | (2 one-hour lectures per week for 13 weeks) |
| Tutorials | 12 | (1 one-hour tutorial per week for 12 weeks) |
| <i>Sub-total</i> | <i>38</i> | |

(ii) **Non-contact hours for EXISTING version of the paper**

| | <i>hours</i> | <i>derivation</i> |
|---------------------|--------------|------------------------------------|
| Class preparation | 76 | (2 hours per contact hour) |
| Written assignments | 66 | (2 essays each requiring 33 hours) |
| <i>Sub-total</i> | <i>142</i> | |

(iii) Total number of hours for **existing version** of the paper: 180

(iv) **Contact hours for NEW version of the paper**

| | <i>hours</i> | <i>derivation</i> |
|------------------|--------------|--|
| Lectures | 6 | (1 one-hour lecture per week for 6 weeks) |
| Seminars | 24 | (2 two-hour seminars per week for 6 weeks) |
| <i>Sub-total</i> | <i>30</i> | |

(v) **Non-contact hours for NEW version of the paper**

| | <i>hours</i> | <i>derivation</i> |
|-----------------------------|--------------|---|
| Class preparation (group) | 66 | (11 hours per week for seminar preparation for 6 weeks) |
| Written assignments (group) | 72 | (2 research reports each requiring 36 hours) |
| Private study | 12 | (2 hours per lecture) |
| <i>Sub-total</i> | <i>150</i> | |

(vi) Total number of hours for new version of the paper: 180

(vii) Evidence of consultation with the student body in deriving the above workload expectations:

The workload is in line with other 300-level POLS papers offered previously at Summer School. Feedback from Class Rep meetings suggests that this workload is appropriate.

(viii) Impact on semester workloads in relation to existing papers that could be expected to be taken in combination with the paper being introduced.

There are no specific papers that students will be expected to take with this paper during Summer School. The workload in this paper should be commensurate with other 18-point papers offered in Summer School and consequently students should be able to take this paper in combination with other papers during this period provided they do not exceed the maximum number of papers normally allowed for Summer School.

Terms Requirements

(Some departments require that a student gain terms before they sit final examinations i.e., fulfil certain specified conditions. 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. Please also state the situation for the **current** version of the paper.)

There are no terms requirements for the existing paper.

There will be terms requirements for the new version of the paper. There are 12 seminars in total for the paper and students must attend at least 10 seminars. Failure to do so means they will receive zero for the second group assignment. Students will be unable to achieve the course learning goals (e.g. oral communication; teamwork; collaboration and cooperation) if they are not present in the seminars.

Assessment Procedures (EXISTING version of the paper)

(Please provide details of the assessment procedures for the current version of the paper. This table should show clear alignment between the main learning outcomes and how they will be taught and assessed.)

The learning outcomes and assessment for the new version of the paper differ to those of the existing paper. The primary focus of the existing paper was for students to acquire disciplinary knowledge and this was reflected both in the teaching methods (lectures and tutorials) and the methods of assessment (essays and oral presentations). The new version of the paper has additional learning outcomes of behavioural skills (such as teamwork, collaboration) and affective skills (such as engagement). These additional learning outcomes require changes to the teaching methods (seminars instead of tutorials) and assessment (group research reports instead of essays).

The rationale for the proposed changes is based on academic research on teaching and learning which emphasises the importance of learning outcomes reflecting behavioural skills and attitudinal values, as well as cognitive knowledge. Furthermore, the University's own postgraduate surveys as well as overseas surveys of employers, indicate students often lack the skills associated with group work, something the new paper's teaching and learning methods attempt to address directly.

| Key Learning Outcomes | Teaching and Learning Method | Summative Assessment (Internal or Final Exam) |
|--|------------------------------|---|
| Knowledge of theories of policy making | Lecture and tutorial | Essay |
| Critical evaluation of theories of policy making | Lecture and tutorial | Essay |

(Add more rows if required)

i) Summative (graded) Internal Assessment

| Type of Task | Percentage Contribution to Final Grade (figure should align with non-contact hours assigned to these tasks) | Non-contact hours |
|--------------|---|-------------------|
| Essay | 50% | 33 |
| Essay | 50% | 33 |

(Add more rows if required.)

ii) Formative (non-graded) Internal Assessment (*For more information, see section 8 of the Important Notes for completing Form 3 or Section B of Form 1*)

| Type of Task | Type of Feedback |
|--------------------|---|
| Oral presentations | Students present to the class and respond to questions from the lecturer and the other students, and receive constructive feedback that can be used to prepare a subsequent written essays. |

| | |
|--|--|
| | |
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(Add more rows if required.)

iii) Final Examination

| Duration | Percentage Contribution to Final Grade |
|----------|--|
| None | |

(If a final examination is worth 50% or less of the final grade it would normally have a 2 hour examination. If the final examination is worth more than 50% of the final grade the examination is 3 hours. If not please provide a brief justification here.)

(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 here.)

(Will plussage apply to the paper? If so, please supply a justification here.)

Assessment Procedures (**NEW** version of the paper)

(Please provide details of the assessment procedures for the **new version** of the paper. This table should show clear alignment between the main learning outcomes and how they will be taught and assessed.)

| Key Learning Outcomes | Teaching and Learning Method | Summative Assessment (Internal or Final Exam) |
|--|------------------------------|---|
| Knowledge of the three main theories of public policy making. | Lectures and Seminars | Research Report |
| Evaluation of public policy theories when applied to policy making in New Zealand. | Lectures and Seminars | Research Report |
| Development of collaborative, cooperative and teamwork skills. | Lectures and Seminars | Research Report |
| Promotion of values of engagement and self-directed learning. | Lectures and Seminars | Research Report |

(Add more rows if required)

i) Summative (graded) Internal Assessment

| Type of Task | Percentage Contribution to Final Grade (figure should align with non-contact hours assigned to these tasks) | Non-contact hours |
|-----------------------|---|-------------------|
| Group Research Report | 50% | 36 |
| Group Research Report | 50% | 36 |

(Add more rows if required.)

ii) Formative (non-graded) Internal Assessment (*For more information, see section 8 of the Important Notes for completing Form 3 or Section B of Form 1*)

| Type of Task | Type of Feedback |
|--------------------|---|
| Oral presentations | Students present to the class and respond to questions from the lecturer and the other students, and receive constructive feedback that can be used to prepare for the group assignments. |

(Add more rows if required.)

iii) Final Examination

| Duration | Percentage Contribution to Final Grade |
|----------|--|
| | |

| | |
|------|--|
| None | |
|------|--|

(If a final examination is worth 50% or less of the final grade it would normally have a 2 hour examination. If the final examination is worth more than 50% of the final grade the examination is 3 hours. If not please provide a brief justification here.)

(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 here.)

(Will plussage apply to the paper? If so, please supply a justification here.)

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)

- Blackboard** **Moodle** **OceanBrowser** **Other** **None**

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

Proposed Timetable

(Timetable Services must be contacted in the early planning of an alteration in teaching period or delivery mode of an existing 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. Also please attach written confirmation from Timetable Services that requested facilities are available (contact Timetable Services at timetables@otago.ac.nz). 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 eg, 400 level papers.)

When consulting with the Timetable Services, please take into account the following **and supply the details below**:

- (i) Lectures (for each stream)
- (ii) Laboratories (for each stream)
- (iii) Field Trips
- (iv) Tutorials and any other teaching activity
- (v) Identification of possible timetable clashes with other papers that are normally taken in combination with this paper and could be affected by the proposed altered teaching period.

- Timetables statement attached

Tēnā koe Chris,

Thank you for the opportunity to proposed new paper POLS321 to be offered from Summer School 2019.

The proposed times are:

Tuesdays 10:00am to 10:50am

Wednesdays 10:00am to 11:50am

Thursdays 10:00am to 11:50am

As these times replace the existing times of POLS303 which is no longer to be offered from 2019 there is no significant impact on the timetable.

Therefore we are happy to add Timetable Services endorsement to this proposal.

Thanks,

Mark

Staff Member Responsible for Drafting Proposal

(Please give the name and contact details of the staff member who drafted the proposal if different from the Head of Department)

Chris Rudd

Email: chris.rudd@otago.ac.nz

Ext 8664