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**New Mode or New Teaching Period Proposal**

**To introduce a new mode (i.e. on campus or Distance Learning) or new teaching period**

**(including the Summer School and Pre-Xmas Summer School periods) for an existing paper**

**(Formerly labelled Form 6)**

**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 proposals***](http://www.otago.ac.nz/administration/academiccommittees/proformas.html#Resources) ***for existing papers***

**This proposal template is not required to change an existing paper from its current teaching period to another of the same length (e.g. from First Semester to Second Semester); please contact Information Collection (****ae.info.collection@otago.ac.nz****) for any such changes.**

#### **(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** |  |
| **Proposed year of** **introduction** |  |

**This proposal template should be used for any of the following: to convert an existing full-year paper to a single-semester paper, to convert an existing single-semester paper to full-year paper, to offer an existing paper in the Summer School or Pre-Xmas Summer School (PXSS) periods, to offer an existing on-campus paper in Distance Learning mode, or to offer an existing Distance Learning paper on campus. There may also be additional scenarios for which this proposal template is applicable.**

*Academic proposals are subject to* [*annual deadlines*](https://www.otago.ac.nz/administration/academiccommittees/proformas.html)*. Implementation of any proposed changes 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 and any consequential amendments. Also please note that if you are making a series of related amendments (e.g. converting a number of related papers to Distance Learning), you may include all the amendments on one proposal form rather than filling out a separate form for each paper if the proposal remains clear and readable.)

**SECTION 1 – JUSTIFICATION AND ALIGNMENT**

# Justification

(Summarise the academic and pedagogical reasons why you are proposing this new mode or teaching period.)

# 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) or OUSA Postgraduate Students’ Representative (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 Distance Learning (distance.learning@otago.ac.nz) and Student Development (student.development@otago.ac.nz). 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. |

# 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), 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) 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**

# Details

(Please list the existing mode(s) and teaching period(s) for the paper(s) and describe the proposed changes. Be sure to clarify whether the old mode and/or teaching period(s) will continue to be available after the new mode and/or teaching period(s) are introduced. You may refer to the [Guide to Enrolment](https://www.otago.ac.nz/study/guidetoenrolment.html) or [University website](https://www.otago.ac.nz/courses/subjects/) for current information regarding modes and teaching periods.)

# Qualifications Affected

(Qualifications in which the paper(s) may be included. For guidance, please contact ITS Applications Support (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, co-requisites, and restrictions) as a result of introducing the new mode or teaching period(s) 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](https://www.otago.ac.nz/about/official-documents/calendar/index.html) 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 mode or teaching period(s)? 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.)

# Occurrence Details

(Basic details of each occurrence of the paper should this proposal be approved, 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 details 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 new teaching mode and/or periods of the paper have been considered in relation to existing papers that could be expected to be taken in combination with it. |

**SECTION 3 – STRUCTURE AND WORKLOAD**

# Provision for Distance Students

(If you are proposing a Distance Learning 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 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 to the normal University expectation.)

**Enter the details for the EXISTING and PROPOSED mode(s) and teaching period(s) and indicate any differences in red font.**

|  |  |  |
| --- | --- | --- |
| **EXISTING DETAILS** |  | **PROPOSED DETAILS** |
| **Activity** | **Hours For** | **Derivation** |  | **Activity** | **Hours For** | **Derivation** |
| ***(Examples in italics; proposed activities may******be different to examples provided)*** | **On Campus Students****(if applicable)** | **Distance Students****(if applicable)** |  |  | ***(Examples in italics; proposed activities may******be different to examples provided)*** | **On Campus Students****(if applicable)** | **Distance Students****(if applicable)** |  |
| *Lectures* |  |  | *x per week for y weeks* |  | *Lectures* |  |  | *x per week for y weeks* |
| *Videoconferences* |  |  | *frequency, duration, number of weeks* |  | *Videoconferences* |  |  | *frequency, duration, number of weeks* |
| *Intensive / teaching day* |  |  | *frequency, duration* |  | *Intensive / teaching day* |  |  | *frequency, duration* |
| *Seminars / workshops* |  |  | *frequency, duration, number of weeks* |  | *Seminars / workshops* |  |  | *frequency, duration, number of weeks* |
| *Tutorials* |  |  | *frequency, duration, number of weeks* |  | *Tutorials* |  |  | *frequency, duration, number of weeks* |
| *Laboratories* |  |  | *frequency, duration, number of weeks* |  | *Laboratories* |  |  | *frequency, duration, number of weeks* |
| *Computer resource rooms* |  |  | *frequency, duration, number of weeks* |  | *Computer resource rooms* |  |  | *frequency, duration, number of weeks* |
| *Fieldwork* |  |  |  |  | *Fieldwork* |  |  |  |
| *Clinical activity* |  |  |  |  | *Clinical activity* |  |  |  |
| *In-class test* |  |  |  |  | *In-class test* |  |  |  |
|  |  |  |  |  |  |  |  |  |
| *Class preparation* |  |  | *x hours per week or lecture etc.* |  | *Class preparation* |  |  | *x hours per week or lecture etc.* |
| *Written assignments* |  |  | *x assignments each requiring y hours* |  | *Written assignments* |  |  | *x assignments each requiring y hours* |
| *Computer resource rooms* |  |  | *x occasions each requiring y hours* |  | *Computer resource rooms* |  |  | *x occasions each requiring y hours* |
| *Private study* |  |  | *x hours per week or lecture etc.* |  | *Private study* |  |  | *x hours per week or lecture etc.* |
| *Test preparation* |  |  | *x hours for each of y tests* |  | *Test preparation* |  |  | *x hours for each of y tests* |
| *Take-home test* |  |  |  |  | *Take-home test* |  |  |  |
| *Final exam preparation* |  |  |  |  | *Final exam preparation* |  |  |  |
| *Final exam* |  |  |  |  | *Final exam* |  |  |  |
|  |  |  |  |  |  |  |  |  |
| **TOTAL HOURS** |  |  |  |  | **TOTAL HOURS** |  |  |  |

(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.)

# Assessment Procedures

(Please provide details of the assessment procedures for the current and proposed mode and/or teaching period(s). If the assessment procedures are the same between the current and proposed mode and/or teaching period(s), then you should not include this section. This table should show clear alignment between the main learning outcomes and how they will be assessed and taught. Please refer the [Guidelines for the Assessment of Student Performance](https://www.otago.ac.nz/administration/policies/otago078920.html).)

**Enter the details for the EXISTING and PROPOSED mode(s) and teaching period(s) and indicate any differences in red font.**

1. **Learning Outcomes**

|  |  |  |
| --- | --- | --- |
| **EXISTING DETAILS** |  | **PROPOSED DETAILS** |
| **Key Learning Outcomes** | **Teaching and Learning Methods to Support Learning Outcomes and Assessments** | **Assessments (include the title of assessment and a brief description) (Internals and/or Final Exam\*)** |  | **Key Learning Outcomes** | **Teaching and Learning Methods to Support Learning Outcomes and Assessments** | **Assessments (include the title of assessment and a brief description)** |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |

(Add more rows if required)

1. **Assessment**

|  |  |  |
| --- | --- | --- |
| **EXISTING DETAILS** |  | **PROPOSED DETAILS** |
| **Assessment Title****(Internals and/or Final Exam)** | **Percentage Contribution to Final Grade\*\*** | **Workload Hours** | **Formative feedback provided** |  | **Assessment Title****(Internals and/or Final Exam)** | **Percentage Contribution to Final Grade\*\*** | **Workload Hours** | **Formative feedback provided** |
|  |  |  | (e.g. Feedback provided on a draft essay outline; students invited to attend office hours to discuss essay) |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |

(Add more rows if required)

\* If a final examination is worth 50% or less of the final grade the examination would normally be two hours. If the final examination is worth more than 50% of the final grade the examination is three 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.

\*\* Figures should align with the workload hours assigned to these tasks.

Will plussage apply to the paper? If so, please supply a justification here:

**SECTION 4 – DIVISIONAL AND UNIVERSITY RESOURCING**

# Divisional Resources

# (Please note that resource information regarding the mode and/or teaching period(s) being introduced must be provided in this subsection and will be considered by each relevant Division. Please note if any existing papers are being deleted as part of this proposal. If the academic and/or financial responsibility for the 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 paper. By submitting this proposal, Divisions are not only approving the academic soundness of the paper, they are also confirming and approving the capacity for the sustained delivery of the new mode and/or teaching period 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 mode and/or teaching periods?

### 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 mode and/or teaching period 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

(Attach 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

(Attach 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 mode and/or teaching period 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

# Timetable

# (Contact timetables@otago.ac.nz to request a statement confirming that the proposed mode and/or teaching period(s) can be accommodated within current timetable resources. For guidance, see the document [*Important notes for completing new mode or teaching period proposals*](https://www.otago.ac.nz/administration/academiccommittees/proformas.html#Resources).)

|  |  |
| --- | --- |
|  | Timetables have provided a statement confirming that the proposed mode and/or teaching period(s) 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)

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

Richard German, Library Divisional Manager

(extn 7403, richard.german@otago.ac.nz)

#### **Health Sciences Christchurch**

Marg Walker, Health Sciences Librarian, Canterbury Medical Library

(extn 364 0505, marg.walker@otago.ac.nz)

#### **Health Sciences Wellington**

Kareen Carter, Medical Librarian, Wellington Medical Library

(04 385 5348, 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).  |