Information for New Paper Proposals

This document is for information only. It is not part of the proposal template. Please do not enter any content you want to include in your proposal. Once you have reviewed this information please begin work on your proposal on the appropriate template.

Proposal Process

Before completing the proposal template, please contact the Associate Dean (Academic), Associate Dean (Postgraduate) (or equivalent), or Specialist (Academic Committees and Services) for your division for advice on the proposal process.

Paper Development

Engagement with the Higher Education Development Centre (HEDC) and relevant Associate Deans (i.e. Associate Dean (Academic), Associate Dean (Postgraduate), Associate Dean (Māori), Associate Dean (Pacific)) early in the process of developing new papers and curriculum is encouraged.

In developing your paper and drafting a new paper proposal, you should highlight any areas where it might support your academic unit, division, and the University in achieving Pae Tata priorities in the following three 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. This may include identifying opportunities to include appropriate Te Ao Māori content in modules, lectures, and readings into new papers and delivered by appropriately trained staff; identifying opportunities to include appropriate Pacific content; highlighting examples of innovation and best practice in pedagogy; etc. Please note that it is not required for an individual paper to support the programme's or the University's strategic priorities.

Additional Consultation

Required consultation is outlined in Section 5 of the proposal template. Information around any further consultation is provided here.

The relevant Specialist (Academic Committees and Services) will distribute this proposal to support areas for information and review. You do not need to distribute the proposal to support areas yourself, and endorsement from support areas is not required. Feedback on implementation issues to be resolved and/or potential improvements to aid the smooth running and promotion of the paper will be conveyed directly to the proposer or relevant committee as appropriate. Statements from support areas are only expected when there are serious issues regarding the feasibility of introducing a new paper that cannot be easily resolved. Areas that will receive the proposal for information and review include:

- ITS Applications Support
- Timetables
- Library
- International Office
- Marketing Services
- Schools' Liaison Office
- Student Development
- Director, Distance Learning
- Higher Education Development Centre
- Strategy, Analytics and Reporting Office

The University requires consultation with other academic units regarding new papers only when it is necessary to ensure that content is not duplicated or to identify opportunities for collaboration or sharing best practice. However, each academic division may have different expectations around consultation for divisional endorsement. If you are unsure about divisional expectations around consultation with other academic units, please contact the relevant Specialist (Academic Committees and Services).

Transitional Arrangements and Communication to Students

You should consider any transitional arrangements – particularly for students partway through programmes – that you may need to put in place due to the changes associated with introducing this new paper (e.g. the new paper will become a major subject requirement for new students entering the programme but does not need to be taken by current students, etc.).

You must also have a plan for communicating changes and any transitional arrangements to students and for providing relevant information to Student Advisers in Student Development, but these plans do not need to be described in the new paper proposal.

Formative Assessment and Feedback:

When developing your paper, please keep in mind the University's expectations regarding feedback on student work, which are outlined in section 7 of the Guidelines for the Assessment of Student Performance, with further guidance in section7 of the document Best Practice for the Assessment of Student Performance:

- [Guidelines for the Assessment of Student Performance](#)
- [Best Practice for the Assessment of Student Performance](#)

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.

Enrolment Expectations

The University's minimum expectations for enrolment numbers are outlined in the [Papers, Enrolments and the Use of Resources Policy](#). You should be aware of these expectations and be aware that papers not meeting the minimum expectations may be subject to deletion. The typical minimum enrolment expectations are provided below for your reference:

- 30 enrolments at 100 level
- 15 enrolments at 200 level
- 10 enrolments at 300 level
- 3 enrolments at 400 level and above