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| C:\Users\angma86p\AppData\Local\Packages\Microsoft.Windows.Photos_8wekyb3d8bbwe\TempState\ShareServiceTempFolder\UoO_English_Digital_Colour1.jpeg  **Curriculum Redesign:**  **Summary Proposal**  This proposal template has been designed to facilitate a curriculum redesign either in whole or in part, and it is to be used in tandem with the required number of Curriculum Redesign New Paper Proposals. These remove the need for a Programme Amendment Proposal. This proposal requires some careful thinking about how your new curriculum will align with the University’s strategic priorities and requires consultation with both academic and administrative units. |

#### Please retain the small-font instructions

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| **Name of Division/ School/ Academic Unit** |  |
| **Name of the Qualification** |  |
| **Proposals Co-ordinator** (name and position) |  |

*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.*

**Rationale**

(Briefly explain why you are revising your curriculum.)

# Description

(Briefly introduce the nature and the extent of the changes you are making to your curriculum. You might include a schematic to indicate how it all fits together. Provide a general description of the process you have followed in redesigning your curriculum. Note that seeking the advice of HEDC should be part of any redesign process.)

# Pedagogical and Disciplinary Reflection

(Explain why you have designed your revised curriculum in the way you have. In doing so, make reference to current developments in both the discipline and in pedagogy. Justify the main forms of assessment and explain how digital learning technologies will be integrated to support student learning.)

**Programme Outcomes**

(In the table below identify the programme outcomes for your new curriculum. Programme outcomes facilitate coherence and alignment across your whole curriculum; they identify the knowledge, skills, and attributes learners should have achieved by the end of the programme; and they serve a similar purpose to learning outcomes for individual papers in that they identify the essential aims of the programme in a way that is linked to the University’s Graduate Attributes.)

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

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

**Distance Learning**

(If your new curriculum involves a component of distance learning, 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. Note that you should consult with the Director of Distance Learning on any element of distance learning.)

**Year of Introduction**

(Identify the year of introduction. If your new curriculum will be phased in over more than one year, explain the timeframe.)

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| 1. **Strategic Alignment** |

**Te Tiriti o Waitangi: The Treaty of Waitangi**

(When considering how your new curriculum aligns with the University’s commitment to the principles of Te Tiriti o Waitangi and meets the goals of the [Māori Strategic Framework](https://www.otago.ac.nz/maori/otago667421.pdf), look for opportunities to include appropriate Te Ao Māori content including modules, lectures, and readings. In this section confirm that you have consulted with the Associate Dean (Māori) for your division and briefly report on the following activities/questions.)

1. Conduct a stocktake of what Māori content is being taught in your existing curriculum, who is teaching it, and how it is going.

2. Identify the papers that will be developed in your new curriculum to include Māori content and briefly describe the content for each paper.

3. Identify the required expertise needed to teach this content. Are staff able to teach this content or are there opportunities to link with others in University to help inform or complement what is being taught and how it is being taught?

**Pacific Strategic Framework 2022-2030**

(Answer the following questions in light of the [Pacific Strategic Framework 2022-2030](https://www.otago.ac.nz/pacific-at-otago/otago666440.pdf). Confirm that you have consulted with the Associate Dean (Pacific) for your division.)

1. How does your curriculum help to meet the goals of the Pacific Strategic Framework?

2. Identify the papers that contain Pacific content and briefly describe that content for each paper.

**Pae Tata**

(Explain how the changes you have made to your curriculum support the implementation of [Pae Tata](https://otagouni.sharepoint.com/sites/PaeTata/SitePages/Pae-Tata-resources.aspx). Confirm that you have consulted with your SARO representative who can be contacted at [SARO@otago.ac.nz](mailto:SARO@otago.ac.nz).)

**Te Aka Whakaranea ā-Ao: The Internationalisation Framework**

(Provide a statement identifying how your new curriculum will help meet the objectives and targets of the University’s [Internationalisation Framework](https://www.otago.ac.nz/otago829857.pdf) and the internationalisation goals of your academic unit and division. For further advice, consult with your Associate Dean (International)).

**Tī Kōuka: The Sustainability Strategic Framework 2022-2030**

(Provide a statement on how the [Tī Kōuka 2030](https://www.otago.ac.nz/__data/assets/pdf_file/0022/307462/download-ti-kouka-the-sustainability-strategic-framework-2022-2030-0245882.pdf) has influenced the design and delivery of your new curriculum, with specific reference to how graduates will have enhanced capabilities to contribute to sustainability challenges. Reference to the [United Nations Sustainable Development](https://sdgs.un.org/goals) goals may assist in articulating that contribution. For further advice and support, consult with Toitū te Taiao/The Sustainability Office at [sustainablity@otago.ac.nz](mailto:sustainablity@otago.ac.nz).)

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| 1. **Regulations** |

# Qualifications Affected

(List the qualifications in which the papers in your new curriculum will be included. For guidance, contact ITS Applications Support at [information.systems@otago.ac.nz](mailto:information.systems@otago.ac.nz).)

# Current and Proposed Regulations and/or Schedule(s)

(Indicate changes to regulations by placing them in the table below side-by-side. Use either bold font or highlighter to indicate what has been changed. Please use the [Calendar](https://www.otago.ac.nz/about/official-documents/calendar/index.html) format and provide page references for this year’s Calendar, as well as headings and clause numbers. Include all portions being amended, and include any other references in the Calendar that will need amending. Please also note any previously approved amendments that have not yet been published.)

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| --- | --- |
| **Current Regulations/Schedule** | **Proposed Regulations/Schedule** |
|  |  |
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(Add more rows as required.)

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

(Identify 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 your new curriculum. Provide both the current and proposed information for publication, with changes or additions in highlighter or 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. Identify in detail any amended paper prescriptions, prerequisites, and changes to the teaching period or mode.)

**Deleted Papers**

(Provide the code and title for all the current papers being deleted.)

**New Papers**

(Provide the code and title for all the new papers being created.)

**Remaining Papers**

(Provide the code and title for any current papers being retained.)

# Transitional Arrangements

(Are there any transitional arrangements necessary as a result of introducing your new curriculum? 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 for any papers, please identify them below, provide the limit, 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.)

# Children’s Act Compliance

(If any 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. Review information regarding the University’s commitment, policy, and requirements regarding the Protection of Children: <https://www.otago.ac.nz/administration/protection-of-children/>). List here any papers to which the Act will apply. If there are no papers simply tick the box.

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|  | The Children’s Act does not apply to any papers. |

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| 1. **Consultation** |

# 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 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.)

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| **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

(Outline the consultation that has been undertaken with other academic units.)

|  |  |  |
| --- | --- | --- |
| **Name and title of academic unit or area** | **Feedback** | **Response / Changes** |
|  |  |  |
|  |  |  |

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

# Consultation with Operational Units

(Tick each box to confirm consultation has taken place and insert any responses below the table.)

|  |  |
| --- | --- |
| ✓ | **Consultation Undertaken** |
|  | Confirm that you have consulted with SARO about the strategic alignment and resourcing for your new curriculum. |
|  | Confirm that you have checked your new curriculum for possible technical challenges with the Student Management Team via ITS Applications Support at [information.systems@otago.ac.nz](mailto:information.systems@otago.ac.nz). |
|  | Confirm that you have contacted [timetables@otago.ac.nz](mailto:timetables@otago.ac.nz) to request a statement confirming that your new curriculum can be accommodated within current timetable resources. Insert their response below. |
|  | Confirm that you have identified for the Library any resources that will be essential for the ongoing delivery of your new curriculum. You should include all monographs, serials and electronic databases. Insert the Library’s response below. Library contacts are: 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)) |

# External Consultation

(It may be appropriate to undertake consultation with external stakeholders about your new curriculum (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.)

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|  | 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. 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. |

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| 1. **Resourcing** |

# Staffing

(Describe the staffing resource your new curriculum will require. Explain whether it will require less teaching resource, the same teaching resource, or more teaching resource than the current curriculum. If more resource is required, clearly set out the need. Include all forms of resource such as Tutors, Demonstrators, Teaching Fellows, or Lecturers.)

# Laboratories/Equipment/IT/Other Physical Resources

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

# 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. If you are using Moodle or Other, explain how this will be supported.)

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

# 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). |