

THE UNIVERSITY OF MELBOURNE
INTERIM BOARD OF UNDERGRADUATE STUDIES (BUGS)

MEETING 08/07

A meeting of the **Interim Board of Undergraduate Studies** will be held at 2.15pm on **Friday 11th May** in the **Jim Potter Conference Room**, Old Physics Building, University of Melbourne.

Secretary: Ms Karen Cairns
kcairns@unimelb.edu.au
(x 47776)

AGENDA

- 1. Formal Matters**
 - 1.1. Welcome and Apologies**
- 2. Minutes and Action Sheet**
 - 2.1 Unconfirmed Minutes 07/07** *(herewith)*
 - 2.2 Action Sheet** *(herewith)*
- 3. Business Arising**
 - 3.1 Verbal Report from the Chair (standing item)** *(verbal report)*
 - 3.1.1 Subjects Submitted for Approval**
 - 3.1.2 What BUGS Expects of the New Subjects Next Year**
 - 3.2 Verbal Reports from Chairs of Course Standing Committees on Progress Towards Development of 'New Generation' Undergraduate Degrees (standing item)** *(verbal reports)*
 - 3.3 Concurrent Diplomas**
 - 3.4 Breadth Subjects** *(herewith)*
 - 3.5 Subject Pre-requisites in the New Generation Degrees**
- 4. Reports of Activities Relating to the Interim BUGS**
- 5. For Information**
- 6. Any Other Business**
- 7. Date of Next Meeting**

The next meeting of the Interim Board of Undergraduate Studies will be held at 2.15pm, **Friday 8th June 2007** in the **Jim Potter Conference Room**, Old Physics Building, University of Melbourne.

Distribution

Professor Loane Skene, Melbourne Law School (Chair)
Ms Joan Reese, Director, Melbourne Model Implementation
Professor Pip Pattison, President (Academic Board)
Ms Gillian Luck, Vice-Principal and Academic Registrar
Ms Linda O'Brien, Vice-Principal (Information Services)
Professor Philip Goad, Nominee of the Dean, Faculty of Architecture, Building and Planning
Professor Alistair Moffat, Head, Department of Computer Science and Software Engineering, Faculty of Engineering
Professor Belinda Probert, Dean, Faculty of Arts
Professor Margaret Abernethy, Dean, Faculty of Economics and Commerce
Professor Field Rickards, Dean, Faculty of Education
Professor Richard Roush, Dean, Faculty of Land and Food Resources
Professor Michael Crommelin, Dean, Faculty of Law
Associate Professor Ian Malkin, Associate Dean (Undergraduate), Faculty of Law
Professor James Angus, Dean, Faculty of MDHS
Professor Cathy Falk, Dean, Faculty of Music and Chair, Bachelor of Music Standing Committee
Professor Peter Rathjen, Dean, Faculty of Science
Professor Glenn Browning, Acting Dean, Faculty of Veterinary Science
Professor Jonty Stockdale, Head, School of Music, Victorian College of the Arts (co-optee)
Associate Professor Steve James, Chair, Bachelor of Arts Standing Committee
Professor Greg Whitwell, Chair, Bachelor of Commerce Standing Committee
Professor Ruth Fincher, Chair, Bachelor of Environments Standing Committee
Associate Professor Michelle Livett, Chair, Bachelor of Science Standing Committee
Professor Mark Hargreaves, Chair, Bachelor of Biomedicine Standing Committee
Associate Professor Christine Ure, Associate Dean (Teacher Education), Faculty of Education
Ms Bree Ahrens, President, University of Melbourne Student Union
Ms Carmel Murphy, Director of Academic Programs (Student Access) (observer)
Dr Pat Mclean, Manager, Growing Esteem Strategy Office (observer)

For Information

Professor Bruce Grundy, Deputy-Dean, Faculty of Economics and Commerce
Professor David Smith, Associate Dean (Academic), Faculty of Engineering
Professor David Chapman, Faculty of Land and Food Resources
Professor Bruce Singh, Associate Dean (Planning), Faculty of Medicine, Dentistry and Health Sciences
Associate Professor Ian Holtham, Faculty of Music
Professor Ron Slocombe, Chair, Graduate Programs Forum

THE UNIVERSITY OF MELBOURNE
INTERIM BOARD OF UNDERGRADUATE STUDIES
MEETING 07/07

A meeting of the Interim Board of Undergraduate Studies was held at 2.15pm on **Friday 13 April 2007** in the **Jim Potter Conference Room, Old Physics, University of Melbourne.**

Secretary: Ms Karen Cairns
kcairns@unimelb.edu.au
(x47776)

Present: Professor Loane Skene (Chair), Ms Bree Ahrens, Professor Glenn Browning, Ms Sally Eshuys, Professor Cathy Falk, Professor Bruce Grundy, Professor Mark Hargreaves, Associate Professor Steve James, Associate Professor Michelle Livett, Ms Gillian Luck, Associate Professor Ian Malkin, Professor Alistair Moffat, Ms Linda O'Brien, Professor Pip Pattison, Professor Belinda Probert, Ms Joan Reese, Professor Richard Roush, Professor Jonty Stockdale and Professor Greg Whitwell.

In attendance: Ms Karen Cairns (Secretary), Dr Jo Barraket, Professor Vijoleta Braach-Maksvytis and Dr Lynette Joubert.

MINUTES

1. Formal Matters

1.1 Apologies

The Interim BUGS received apologies from Professor Ruth Fincher, Professor Philip Goad, Ms Carmel Murphy (observer), Professor Peter Rathjen, Professor Ron Slocombe and Associate Professor Christine Ure.

1.2 Membership

The meeting noted that Professor Alistair Moffat has replaced Professor Iven Mareels as the representative from the Faculty of Engineering. The Chair welcomed Professor Moffat and expressed thanks to Professor Mareels for his contributions to the Board.

2. Presentation on Knowledge Transfer

Professor Vijoleta Braach-Maksvytis introduced Dr Jo Barraket, who is working in the Office of the Vice-Chancellor - Innovation and Development, to assist in embedding knowledge transfer in the curriculum. Dr Barraket advised that the challenge is to embed knowledge transfer in curricula across all levels. Dr Barraket described three examples of knowledge transfer in the University which have resulted in a series of projects for both undergraduate and postgraduate students for local government and non-profit organisations. Dr Barraket indicated that the level of engagement for students is very important and that staff involvement has contributed to both inter-disciplinary appreciation and projects.

Dr Barraket advised that she is capturing such examples of knowledge transfer in the University for a Knowledge Transfer website which is to be established in the near future, and that she is also talking to Course Standing Committees in regard to embedding knowledge transfer in the curriculum for the new generation degrees. In conclusion, Dr Barraket indicated that she was happy to assist with individual subject design and that subject designers should consult her if they wished her to provide any assistance or advice.

3. Presentation on Graduate Attributes

Dr Lynette Joubert spoke to a PowerPoint presentation by herself and Dr Laura Parry on 'Graduate attributes : publicising and implementing'. The presentation indicated that graduate attributes are not well-publicised by the University compared to other G8 universities, and recommends ways in which this may be addressed.

The presentation also examined what other universities are doing in regard to graduate attributes and makes recommendations on embedding graduate attributes in the curriculum, particularly in regard to the new generation degrees and especially in relation to knowledge transfer.

Discussion at the conclusion of Dr Joubert's presentation centred on the recommendation regarding student e-portfolios. It was acknowledged that there are a number of policy decisions which need to be made on e-portfolios prior to any implementation and the Vice-Principal (Information Services) welcomes any suggestions from members to commence dialogue on some of these issues.

4. Minutes and Action Sheet

4.1 Minutes

The minutes of the meeting held on 23 March 2007 (06/07) were confirmed as an accurate record of the meeting.

4.2 Action Sheet

The action sheet was received. The Chair advised that Item no. 2 can now be deleted.

5. Business Arising

5.1 Verbal Report From the Chair

The Chair noted that organization of the University's Open Day has commenced and that there will be some significant departure from previous years in regard to provision of course advice to potential students on the new generation degrees. Rather than faculties providing advice, a 'transit lounge' approach will be used whereby briefings on the new generation degrees will be initially provided by the Vice-Chancellor and Deputy Vice-Chancellor (Academic), followed by 'themed' tours of the campus prior to advice being provided by staff representing each of the new generation degrees.

Some concern was expressed over this 'three stage' process that potential students and their parents need to go through to obtain the necessary information; there was a fear that their attention may wane prior to obtaining the information. The Chair agreed to provide this feedback to the Open Day Committee.

5.2 Approval for New Subjects

Members discussed the procedure for approval of new subjects for 2008 as there is some confusion as to the process. Professor Pip Pattison advised that she had written a paper on this matter last year which outlined that approval by Course Standing Committees (CSCs), the Interim Board of Undergraduate Studies (BUGS) and Academic Board is an important approval process but that, until the CSCs and BUGS are embedded in University legislation, it is necessary for approval to Academic Board to occur via Undergraduate Programs Committee (UGPC).

Members expressed some concern over 'double handling' of matters at the faculty and CSC levels and CSC Chairs are acutely aware that decisions made by CSCs may directly affect academic staff workloads and that these staff have line management to faculties and departments.

Until governance issues are resolved, the meeting agreed that all requests for approval of new subjects should be submitted directly by the relevant department to the Secretary of the Interim BUGS. The Chair will report to members at each meeting as to what has been received and will ensure that detailed information is forwarded to relevant CSCs for their information. Submissions will be approved without discussion at BUGS, unless the Chair determines that discussion is necessary prior to approval, and sent to UGPC for consideration by the shepherds.

The Chair advised members that a submission has been received from the Bachelor of Commerce (BCom) CSC for subject 175-125 Academic English: Economics and Commerce to be added to the subjects available in Group C of the BCom. This is to be recommended by the Interim BUGS to UGPC for approval.

5.3 Teaching Into New Generation Degrees

The matter of teaching into new generation degrees was discussed with members acknowledging that decisions regarding the new generation degrees have been made on pedagogical grounds but that these decisions are now starting to have funding implications. Issues raised include who is going to teach into the new generation degrees; who will pay for teachers' time; should BUGS have a role in determining who will teach subjects in the new generation degrees? Faculties expressed concern that, under the current budget model, it was difficult for them to recommend in the spirit of the Melbourne Model that students undertake subjects taught by other faculties as it would have a negative funding impact on their own faculty. It was also raised that there are potential costs in doing things differently.

Members agreed that the current budget model is not compatible with the new generation degrees and the Chair agreed to raise awareness of this at the appropriate forums.

5.4 Concurrent Diplomas

Members discussed the proposals for concurrent diplomas in Modern Languages, Music (Practical) and Mathematical Sciences and had a number of issues which need to be clarified. These include:-

- How will students apply to undertake a concurrent diploma; through VTAC or upon commencement at the University?
- Can a concurrent diploma be offered in any discipline?
- Will the subjects offered to students undertaking a concurrent diploma be only available to students undertaking the concurrent diploma or will they also be available to other students, perhaps as breadth subjects?
- What are the admission and progression requirements for concurrent diplomas?
- Can there be a template for all concurrent diplomas rather than each concurrent diploma having different rules?
- Can a student overload on their concurrent diploma subjects in order to complete the diploma and their degree within three years?
- Will existing concurrent diplomas, such as those in information studies, creative arts and geomatics, be discontinued or recast in the new concurrent diploma format?
- If a student takes longer than three years to complete a concurrent diploma, will they need to use up some of their learning entitlement in addition to that used to complete their degree?
- Can a student undertaking a new generation degree commence a concurrent diploma in second year if they have done the necessary first year subjects as breadth?
- Students undertaking a Bachelor of Biomedicine or a Bachelor of Science will not be able to undertake a Concurrent Diploma in Mathematical

Sciences as they are not allowed to take any subjects offered by Science as breadth

It was queried what approval process had been undertaken in regard to the concurrent diplomas in Modern Languages, Music (Practical) and Mathematical Sciences and members were advised that only the Concurrent Diploma in Mathematical Sciences has recently been approved by Academic Board. Approval of the other two concurrent diplomas is not required as they are existing ones which have been recast from 2008. Members expressed concern about this and felt that they needed to undertake an approval process as their new format is quite different from their existing format.

Members were advised that only the concurrent diplomas in Modern Languages and Mathematical Sciences were to be available to students HECS free and that this was a marketing decision made by the University.

Professor Pip Pattison indicated that discussion needs to occur in regard to which disciplines are to offer concurrent diplomas and that the Policies and Procedures Working Group could stimulate discussion on this matter.

5.5 Breadth Subjects in the New Generation Degrees

The Chair encouraged Chairs of CSCs to prepare generic statements on breadth for their respective degrees which would encompass breadth subjects 'recommended' by the CSC as being complementary to majors as well as other breadth subjects which are 'different ways of knowing', and advised that the Deputy Vice-Chancellor (Academic) has requested that lists of available breadth subjects for each degree be as short as possible.

Members expressed some concerns with this approach and indicated that it may be more useful to determine what is not breadth for each degree rather than what is breadth. Members indicated that a definition of breadth has previously been determined and that what is required is a way in which it can be easily explained to, and understood by, potential students at Open Day.

Associate Professor Michelle Livett, Chair of the Bachelor of Science CSC, had agreed at a previous meeting to compile some guidelines to assist CSCs in determining breadth subjects, and advised that this is in process and will be distributed to members when completed.

The Chair agreed to forward members' comments on this matter to the Deputy Vice-Chancellor (Academic).

5.6 Mid-Year Entry into New Generation Degrees

Members were reminded by the Chair that it has been agreed as a general policy that mid-year entry into the new generation degrees will be available. The Chair of the Bachelor of Biomedicine (BBiomed) CSC advised that this would not be possible for the BBiomed as some first year subjects which are pre-requisites for later year subjects will only be taught in Semester One due to resourcing issues.

It was queried whether mid-year entry students to the BBiomed could complete breadth subjects in their first semester of study to overcome this. The Chair of the BBiomed CSC agreed to consider the issue of mid-year entry further and advise the Chair accordingly. No issues arising from mid-year entry were raised by any of the other CSCs.

5.7 Grading Practices and Grade Point Averages

Members noted that feedback on the memo from Associate Professor Barry Hughes was required by 12 April. Whilst there was insufficient time to discuss this matter at

the meeting, Professor Pip Pattison advised that useful comments and feedback has been received. It was noted that the proposal seems at odds with the current scholarship system and that the two need to be in alignment.

6. Reports of activities relating to the Interim BUGS

None.

7. For information

None.

8. Any Other Business

None.

9. Date of Next Meeting

2.15pm, Friday 11th May 2007 in the Jim Potter Conference Room, Old Physics, University of Melbourne.

The meeting closed at 4.20pm

Distribution

Professor Loane Skene, Melbourne Law School (Chair)
 Ms Joan Reese, Director, Melbourne Model Implementation
 Professor Pip Pattison, President (Academic Board)
 Ms Gillian Luck, Vice-Principal and Academic Registrar
 Ms Linda O'Brien, Vice-Principal (Information Services)
 Professor Philip Goad, Nominee of the Dean, Faculty of Architecture, Building and Planning
 Professor Alistair Moffat, Faculty of Engineering
 Professor Belinda Probert, Dean, Faculty of Arts
 Professor Margaret Abernethy, Dean, Faculty of Economics and Commerce
 Professor Field Rickards, Dean, Faculty of Education
 Professor Richard Roush, Dean, Faculty of Land and Food Resources
 Professor Michael Crommelin, Dean, Faculty of Law
 Associate Professor Ian Malkin, Associate Dean (Undergraduate), Faculty of Law
 Professor James Angus, Dean, Faculty of MDHS
 Professor Cathy Falk, Dean, Faculty of Music and Chair, Bachelor of Music Standing Committee
 Professor Peter Rathjen, Dean, Faculty of Science
 Professor Glenn Browning, Acting Dean, Faculty of Veterinary Science
 Professor Jonty Stockdale, Head, School of Music, Victorian College of the Arts
 Associate Professor Steve James, Chair, Bachelor of Arts Standing Committee
 Professor Greg Whitwell, Chair, Bachelor of Commerce Standing Committee
 Professor Ruth Fincher, Chair, Bachelor of Environments Standing Committee
 Associate Professor Michelle Livett, Chair, Bachelor of Science Standing Committee
 Professor Mark Hargreaves, Chair, Bachelor of Biomedicine Standing Committee
 Associate Professor Christine Ure, Associate Dean (Teacher Education), Faculty of Education
 Ms Bree Ahrens, President, University of Melbourne Student Union
 Ms Carmel Murphy, Director of Academic Programs (Student Access) (observer)
 Dr Pat McLean, Manager, Growing Esteem Strategy Office (observer)

For Information

Professor Bruce Grundy, Deputy-Dean, Faculty of Economics and Commerce
 Professor David Smith, Associate Dean (Academic), Faculty of Engineering
 Professor David Chapman, Faculty of Land and Food Resources
 Professor Bruce Singh, Associate Dean (Planning), Faculty of Medicine, Dentistry and Health Sciences
 Associate Professor Ian Holtham, Faculty of Music
 Professor Andrea Hull, Director, Victorian College of the Arts
 Professor Ron Slocombe, Chair, Graduate Programs Forum

BLANK PAGE

THE UNIVERSITY OF MELBOURNE
INTERIM BOARD OF UNDERGRADUATE STUDIES
MEETING 07/07 (13 April 2007)
ACTION SHEET

No.	Meeting	Item	Action	Officer(s)	Status
1	01/06 Item 2.4	Progress of CSCs	Provide brief report on the progress of course standing committees.	Chairs, CSCs	Standing item
2	02/07 Item 3.1.2	Honours	Clarify structure and content of the honours degree under the Melbourne Model	Chair, Interim BUGS	In progress
3	03/07 Item 5.1	Orphan Subjects	Clarify arrangements for subjects which faculties wish to offer despite the fact that they do not fit in either the core program or the breadth component of any of the new generation degrees	Chair, Interim BUGS	In progress
4	04/07 Item 4	Course Proposal Comparison	Distribute table providing comparison of the information contained in the six course proposals	Director, MM08	In progress
5	01/07 Item 5.1	Quality Assurance under the Melbourne Model	Monitor TALQAC discussions on issue of quality assurance for new generation degrees	Chair, Interim BUGS	Ongoing
6	06/07 Item 3.6	Template on Breadth Subjects	Distribute template from BSc CSC on breadth subjects to assist other CSCs in determining breadth subjects for their degrees	Chair, BSc CSC	Item 3.4 at meeting 08/07
7	07/07 Item 5.2	Approval of New Subjects	Provide brief report on new subjects submitted by Departments for approval and which do not require any discussion prior to approval by BUGS	Chair, Interim BUGS	Standing item
8	07/07 Item 5.2	Approval of New Subjects	Forward new subjects approved by BUGS to UGPC for consideration by the shepherds and approval by UGPC	Executive Officer, Interim BUGS	Ongoing
9	07/07 Item 5.3	Budget Model	Raise at appropriate forums awareness of incompatibility of current budget model with new generation degrees	Chair, Interim BUGS	In progress
10	07/07 Item 5.6	Mid-Year Entry into the BBiomed	Advise the Chair, Interim BUGS as to whether it is possible to have mid-year entry into the BBiomed	Chair, BBiomed CSC	

BLANK PAGE

Bachelor of Science Breadth requirements

The Bachelor of Science course proposal described a framework for recommending breadth subjects to BSc students in ways that would complement science in particular ways. See appendix 1 for the breadth section of the proposal.

Some students will seek guidance in choosing breadth subjects, and the framework in the course proposal will fulfil the need for those students. Others will already have their own ideas about the areas of study they seek to take within the breadth component and will need guidelines about what subjects will be permitted as breadth for the BSc. The following statement is intended to meet that need.

Breadth for the BSc

In summary, subjects that may contribute to a student's BSc breadth component will be subjects that contrast with the science, technology and engineering systems subjects and sequences offered in the BSc, or integrate these studies with the humanities and social sciences so that the subject encompasses a much broader arena of knowledge and skills rather than being science-focussed (eg. university-wide breadth subjects)

The following guidelines unpack this statement.

Subjects in the following areas **can** contribute to the breadth component of the BSc:

1. All University-wide breadth subjects
2. Subjects offered in the core of the BA, with the exception of Psychology and those Geography subjects that are offered in the core of the BSc (see below).
3. Subjects offered in the core of the BEnv, with the exception of subjects contributing to the Science and Engineering Systems cluster of majors, and their prerequisite subjects.
4. Subjects offered in Group A of the BCom, with the exception of the Quantitative Methods and Financial Mathematics subjects (*Note that these exclusions still need to be discussed*).
5. Subjects in the core of the BMus.
6. Subjects not included above that are offered in the breadth of other degrees, or Group C in the BCom, and contrast with all core offerings in the BSc, eg. Education, Law, Agribusiness Economics, some Information Systems subjects (see below)
7. Some subjects designed specifically as breadth for BSc students that contrast with all core offerings in the BSc, in categories such as Communication in the Sciences.

Subjects in the following areas **cannot** contribute to the breadth component of the BSc:

- Subjects in any area of study that contributes to the core of the Bachelor of Science and its major studies, including the natural sciences, behavioural sciences, mathematics, statistics, technology and engineering systems, whether that individual subject is offered in the core of the BSc or not. For example, in addition to subjects in the core of the BSc, the following subjects would not be permitted as breadth: Constructing Environments (BEnv), Quantitative Methods (BCom), Frontiers of Biomedicine (BBiomedicine).

Two departments offer subjects where some subjects may contribute to the core of the BSc, while others may be chosen as breadth (these departments have been asked to write a short statement outlining how the two subject groupings may be differentiated).

1. School of Social and Environmental Enquiry: Subjects taught by the School of Social & Environmental Enquiry that may be credited as core, prerequisite or elective subjects to a Geography major in the BSc cannot be taken as breadth. All other subjects taught by the School of Social and Environmental Enquiry may be taken as breadth.
2. The Department of Information Systems: Subjects that may be credited as core, prerequisite or elective subjects to the Science Informatics major may not be taken as breadth. However the suite of subjects focussing on implementing ICT in organizations, being designed to complement the core of the BCom, contrasts with the BSc core and provides suitable breadth choices for BSc students.

Appendix 1 Excerpt from the BSc course proposal

Breadth requirements

- between 12.5 and 37.5 points at the 100-level
- at least 12.5 points at the 300-level

The core of the BSc provides students with understanding and expertise in the natural sciences and quantitative reasoning. While the breadth subjects enable students to complete subjects that contrast with the subjects in the core, students will be encouraged to choose subjects that link to their science study in meaningful ways. For example, an understanding of the variety of ways in which ideas can be communicated can assist BSc graduates to be effective communicators about the science they do.

The interaction between core and breadth studies is intended to be two-way. Some clusters of breadth subjects are recommended that will assist students to understand the role of science in the development and practice of other discipline areas and more broadly in modern society. Other subjects develop knowledge and skills that will help students to reflect on their science study in new ways and maximise the potential of that study.

One way in which the breadth areas recommended for BSc students may be categorised follows (with examples of the discipline areas that may contribute to each). Breadth subjects recommended in each of these categories will be drawn from subjects and areas of study not offered within the core of the BSc.

A. Science is one “way of knowing” in trying to answer the big questions

- The historical background and evolution of scientific concepts; strategies of scientific investigation including research questions and strategies
(History and Philosophy of Science (HPS), History, Anthropology ...)
- Domains of knowledge – in what ways do humans ask and seek to answer questions? What forms of reasoning are employed in different domains of knowledge, and what is distinctive about the scientific approach? What are the individual and societal influences on these ways of viewing the world, including influences on the pursuit of scientific understanding?
(HPS, Philosophy, Linguistics, Political Science, Sociology, ...)

B. Science is an innovative and creative activity

- Understanding humans’ capacity for creativity across the spectrum of human activity and perceiving the creativity embedded in scientific thought.
(Creative Arts, Literature, Music, Architecture, ...)

C. Science and its communication underpins social change and economic growth

- Communicating science understanding, discoveries, contributions and issues to a variety of audiences, including industry, school students and the wider community
(Education, History and Philosophy of Science, Media and Communications, ...)
- How science has functioned in these areas in the past and present
(History and Philosophy of Science, History, Anthropology, Classical Civilisations, Economics, ...)
- Skills to transform science in the research labs into science and technology in commerce and industry, both locally and internationally – managing the processes and people involved
(Economics, Information Systems, Management, Law, Languages ...)

D. Science attempts to address the challenges facing modern society

- Broad disciplinary approaches to assist science in addressing big issues, e.g. energy, water, health and ageing, a productive and sustainable environment, new materials, information access and security, and protection from threats of disease, pests, crime or

state security
(Political Science, Law, Information Systems, Cultural Geography, Criminology,
Economics, ...)

E. Science is influenced by society's needs and values

- The ethical issues that society, including its scientists, need to address when supporting and pursuing science. (Philosophy, HPS, Law, Criminology, ...)
- How do we balance the human quest for scientific knowledge as a desire to understand our world against the pragmatic need for science to be useful? (Economics, Political Science, ...)

Examples of subjects appropriate as breadth in the BSc can be found in the following lists. They have been selected from those that have been proposed as breadth subjects during the recent university-wide call for breadth subjects. The lists do not represent all subjects that could be recommended, as the information available about breadth offerings is incomplete, in particular in the areas of the Humanities and the Creative Arts. Each list corresponds to the subject categories outlined above. While some subjects could be listed under multiple categories, each subject is listed once in this document. Single subjects and clusters are shown, and where the subject has been granted funding for development as a University-wide breadth subject, ie. suitable as breadth for any degree, this is indicated ^{UWB}

It is also proposed to design at least two subjects explicitly for the purpose of providing students with vital skills to enhance the core of the BSc, in the areas of Science Communication and Understanding Careers in Science and Technology. These subjects will enable a seamless link between the BSc and the complementary studies being planned for the coursework-rich MSc.

A Science as one "way of knowing"

xxx-xxx ^{UWB}	Ecological History of Humankind
xxx-xxx ^{UWB}	Learning Cultures
xxx-xxx ^{UWB}	Logic: Language and Information
xxx-xxx ^{UWB}	Introducing Australian Indigenous Studies

B Understanding Science as one example of creative and innovative activities

xxx-1xx	Urban Environments
xxx-2xx	Architecture of the Enlightenment
xxx-3xx	Modern Architecture
xxx-1xx	Composition, media and technology learning
xxx-2xx	Learning Narrative and cultural expression
xxx-3xx	Community Learning and the arts

C Science and communication, social change and economic growth

xxx-1xx	What is knowledge and how do we acquire it
xxx-2xx	Thinking, Reasoning and Learning
xxx-3xx	Ways of Knowing and Learning
732-103	Principles of Business Law
732-202	Corporate Law
732-303	Taxation Law

306-106	Business Process Analysis
615-2xx	Shaping the enterprise with ICT
615-3xx	Business value creation using ICT
316-102	Introductory Microeconomics
316-208	Economics of the Environment
316-325	Ecological Economics

D Science and challenges facing society

xxx-1yy ^{UWB}	Introduction to Climate Change
xxx-2yy ^{UWB}	Climate change 2
xxx-3yy ^{UWB}	Climate change 3
xxx-1yy ^{UWB}	Food for a healthy planet
xxx-2yy ^{UWB}	Water for a sustainable planet
xxx-3yy ^{UWB}	Australia in the world of wine
xxx-1yy ^{UWB}	The Internet: A Society Transformed
xxx-1yy ^{UWB}	Drugs that have shaped society

E Science and society's needs and values

xxx-xxx	A Life in Question
xxx-1yy	Citizenship, participation and well-being
xxx-2yy	Concepts of Childhood
xxx-3yy	Ethics, gender and the family