UNIVERSITY OF MELBOURNE

Notes to Assist in Completion of
Undergraduate Course Proposal Form Parts B and C

Proposals for new courses or major changes to existing courses must include the signatures of the Dean of all the contributing Faculties as well as that of the Chair of the Course Standing Committee. A form which does not include all of the relevant signatures will not be accepted for processing.

Note 1: Course Objectives

Objectives describe what students are expected to learn as a result of participating in a program, and must be provided for all new programs and subjects. They should be split into two sections: specific and generic objectives. Specific objectives are those learning skills that relate to the discipline, whereas generic objectives are those which describe the graduate attributes expected at the completion of the course.

Note 2: Entry requirements

Please include in this program approval form the detailed selection resolution that will apply to the degree. Please explain any specific selection requirements, such as required entry scores, hurdle requirements or prerequisite requirements. NB Entry requirements for the New Generation undergraduate degrees have already been approved in general terms.

A copy of this form will be referred to the Selection Procedures Committee. Selection Procedures Committee recommends to Academic Board the entry criteria for all undergraduate and coursework graduate programs. Selection for each program takes place according to the Principles of Selection for the University and Academic Board Resolutions on Selection. The University Statutes on Principles of Selection can be found at: http://www.unimelb.edu.au/Statutes/r111r3.html

The English entry requirements and specific Resolutions for programs in each Faculty can be found at: http://www.unimelb.edu.au/Statutes/r111r3attachA.html

In the draft resolution on selection, please:

- provide the name of the program that will appear on the testamur and in the Regulation;
- state the number of credit points for the program; this information appears in the Principles of Selection
- detail the proposed entry requirements.

In preparing the proposed Resolution on Selection, Course Standing Committees should use the format in the Principles of Selection. The format for undergraduate programs follows the format of the VTAC Guide.

Example:

> **Bachelor of Environments** (300 credit points)
>
> 1. The Selection Committee will evaluate the applicant's ability to pursue the course successfully using the following criterion-

• VCE units 3 and 4 (or equivalent) - a study score of at least 25 in English (any).

Middle band: Consideration will be given to Access Melbourne applicants.

Note. Mathematical knowledge equivalent to Mathematical Methods Units 3 and 4 is required for some majors including Architecture, Civil Systems, Physical Systems, Geomatics and Environmental Science, and is recommended for a major in Property and Construction. Students intending to pursue one of these majors are strongly encouraged to take VCE Mathematical Methods Units 3 and 4, but a first-year mathematics bridging subject will be available for students without VCE Mathematical Methods Units 3 and 4.

Note 3: Graduate Attributes

Please indicate how the course will enable students to acheive the graduate attributes. The statement of Graduate Attributes as approved by Academic Board is as follows:

The Melbourne Experience enables our Graduates to become:

Academically excellent

Our graduates will be expected to:

- have a strong sense of intellectual integrity and the ethics of scholarship
- have in-depth knowledge of their specialist discipline(s)
- reach a high level of achievement in writing, generic research activities, problem-solving and communication
- be critical and creative thinkers, with an aptitude for continued self-directed learning
- be adept at learning in a range of ways, including through information and communication technologies

Knowledgeable across disciplines

Our graduates will be expected to:

- examine critically, synthesise and evaluate knowledge across a broad range of disciplines
- expand their analytical and cognitive skills through learning experiences in diverse subjects
- have the capacity to participate fully in collaborative learning and to confront unfamiliar problems
- have a set of flexible and transferable skills for different types of employment

Leaders in communities

Our graduates will be expected to:

- initiate and implement constructive change in their communities, including professions and workplaces
- have excellent interpersonal and decision-making skills, including an awareness of personal strengths and limitations
- mentor future generations of learners
- engage in meaningful public discourse, with a profound awareness of community needs

Attuned to cultural diversity

Our graduates will be expected to:

- value different cultures

- be well-informed citizens able to contribute to their communities wherever they choose to live and work
- have an understanding of the social and cultural diversity in our community
- respect indigenous knowledge, cultures and values

Active global citizens

Our graduates will be expected to:

- accept social and civic responsibilities
- be advocates for improving the sustainability of the environment
- have a broad global understanding, with a high regard for human rights, equity and ethics

Note 4: The core component of undergraduate degrees

It is expected that an undergraduate degree will develop disciplinary strength through the completion of one major or two majors. It is expected that:

- all undergraduate students will complete a 'major' (or equivalent) as part of their program of study.
- 'majors' will be designed to ensure that students achieve depth within their core discipline and benefit from an explicit connection between teaching and research.
- 'majors' in any discipline are to be characterised by development across a three-year program.

Majors are normally 100 credit points within a core program of 225 credit points. (NB language majors and majors in some specific disciplines may be up to 125 credit points.)

Constructing a Major

The undergraduate student experience should be distinctive in a university characterised by the depth and breadth of its research excellence. A core characteristic of 'majors' should be their deliberate exposure of students to an appropriate research experience. This should incorporate student encounters with teachers who are also researchers and an introduction to the methodologies and ethics of research. An exposure to research in undergraduate programs provides a foundation of choice by outstanding students to pursue research-oriented further study, through Honours, Masters and research higher degree programs.

Minor Studies

Only available within the Bachelor of Arts Degree, a minor study comprises a 75 credit point sequence of study undertaken in a specific discipline.

Note 5: Capstone experience

The major should provide a capstone experience in the 3rd year of the degree program. A capstone experience is understood as a culminating experience in an undergraduate degree that can offer disciplinary and cohort coherence and a bridge between the undergraduate experience and what lies beyond.

Capstone experiences may be provided within subjects or by whole subjects. For example, subjects in the 3rd year of a major, each of which covers knowledge from some sub-field of the major, might provide an integration of knowledge in that sub-field from the three years of the degree program; alternatively, as part of a major, students might be required to complete a 3rd year subject that has as its main objective to teach skills for the professional application of knowledge from that major.

The scope of a capstone experience could vary from integrating knowledge from a major/discipline area to integrating knowledge from across the program of study in a program. The capstone experience

is also likely to vary in the particularity of the professional orientation that is provided and in the application of learning to other contexts whether national or international.

While there are many ways in which it will be possible to embed a capstone experience into a degree, a summary of some common features of capstone experiences can be provided:
• Integration and critical analysis of knowledge from a major area of study or degree program;
• Application of knowledge to the requirements of professional practice, or to community contexts either locally or internationally;
• Facilitation of transition into graduate programs or to professional practice;
• Development of written and oral communication skills, or other skills such as team-work, in the context of an application of knowledge, valuable for the professional workplace; and
• Development of a problem-focused orientation to integration and application of knowledge.

Note 6: Knowledge Transfer

The working definition adopted by the Knowledge Transfer Taskforce is that:

> *Melbourne's knowledge transfer develops intellectual capital through a two-way mutually beneficial interaction between the university and non-academic sectors with direct links to teaching and learning and research, and informed by social and global issues. The University of Melbourne's knowledge transfer is anchored in its intellectual capital, history and tradition, and a reputation for world-class expertise.*

It is understood that knowledge transfer can be embedded in teaching and learning experiences in many ways and at many levels within the curriculum. These include:

- At the within-subject level, where the specific subject objectives might include core knowledge transfer capacities or core knowledge about the context and process of knowledge transfer, and where a variety of practices might be utilised, such as problem- and project-based approaches in teaching and learning, use of case studies and field trips, experiential learning, involvement of community and industry participants in class activities, and consultation with industry, professional and community stakeholders;
- At the whole-subject level, where the subject objectives might have knowledge transfer as a primary objective, such as through field and industry placements or internships, on-location subject delivery, student exchange and study abroad programs, community-based projects, and applied research projects;
- At the level of a sequence of subjects, such as a major, where the systematic development of knowledge transfer skills is an objective of the sequence, and the demands for knowledge transfer skills might become increasingly sophisticated across the sequence, for example, beginning with small design, analysis or performance projects, and culminating in a 'capstone' knowledge transfer experience;
- At the level of an entire program, where all learning experiences might be tailored to particular contexts, informed by a program advisory board drawn in large part from outside the University; and
- At a supplementary level, where not-for-credit opportunities, including internships, externships and other work experiences, are made available to students with the assistance of community and industry groups and provide students with an opportunity to enhance their knowledge transfer skills during the period of their enrolment.

Note 7: e-Learning Experiences

It is expected that all students would have the opportunity to:

1. Have a coordinated e-learning experience which increases in sophistication and complexity based on year level across the life of their program of study;
2. Develop an online portfolio to support personal and academic development;
3. Use e-learning environments to link to and be engaged in current research activities and programs;

4. Participate in e-learning experiences with diverse cohorts of students in online communities of practice, social and learning networks;
5. Use e-learning mechanisms to strategically complement, enhance and extend their opportunities for internationalizing their learning experiences**.**

Note 8: First-year experience

It is expected that the first-year experience in an undergraduate program should be characterised by:
- a dynamic and interactive learning experience through the structure of the academic programs;
- creation of a sense of cohort or learning community, even within large subjects;
- exposure in the 'core' program to a wide but coherent range of disciplines;
- exposure to the best teachers and disciplinary experts from first year;
- facilities that foster interaction with peers equally keen to learn;
- support services of the highest quality that are readily available and accessible; and
co- and extra-curricula experiences that enhance learning and individual development.

Note 9: Principles of breadth in new generation undergraduate degrees

It is expected that new generation undergraduate degrees will incorporate a breadth component whereby:
i) Students undertake a minimum of 75 points (or one-quarter of the degree) of breadth subjects in disciplines which are not available within their core programs;
ii) Breadth subjects would normally be completed in each of the three years of a program, and subjects and sequences be structured so that it is possible for at least one 37.5 point cluster and for a 300 level breadth subject to be taken;
iii) Breadth subjects would be a mixture of 'custom-designed', existing and revised subjects and clusters identified and approved which provide ancillary learning and complement the objectives of the core program; and
iv) Breadth subjects may involve multi-disciplinary approaches to foundational knowledge from across the humanities, social sciences and sciences endorsed as 'University subjects' to be available to students in all undergraduate degrees.

The breadth component of the new generation degrees should, like the core component, provide for a rich and distinctive educational experience in three ways, through:
- the academic content;
- the learning and teaching methods; and
- the learning outcomes.

The learning outcomes for the breadth component should be closely aligned with the University of Melbourne's Graduate Attributes and the University's priorities for knowledge transfer, research and research training.

The goal of academic breadth will be achieved not only through distinctive content and methods of learning and teaching, but also through the degree of contrast and complementarity between the breadth subjects that students undertake and their core disciplinary studies and majors.

The core principle defining breadth is that students will take 75 points (or one-quarter of their degree) from disciplines which are not available within the degree program. It is recognised that there is a small number of undergraduate majors or equivalent where professional accreditation requirements are so stringent that some of the 75 points will have to be exempted.[1]

[1] At present, such disciplines are Actuarial Studies, Accounting and Psychology.

The preferred structure for 'breadth' subjects is that students be able to choose from a range of subjects and clusters of subjects approved by the 'core' program as adding strength to the degree. Intellectual coherence will be balanced against flexibility of student choice: a student might undertake the 75 points from single subjects or clusters of subjects approved by the core program, within the constraints of academic progression. Students may vary such subjects on the approval of the chair of the relevant standing committee.

The learning objectives for breadth subjects and subject sequences will vary. It is expected that some breadth subjects will focus on specific sets of generic skills, some will be interdisciplinary in character and draw on diverse perspectives, and others will provide the opportunity for sustained, specialised study in a field possibly unrelated to a student's core program, such as the study of a language and culture. In recognition of the importance of the transition to university, some first year breadth subjects may include a general orientation to university study. Some breadth sequences will expose students to research issues and research methods, with a focus on future pathways into research higher degrees.

Breadth subjects and subject sequences should be identified as such in handbooks. Students will be provided with information on all of the breadth subjects and subject sequences that are available in all new generation undergraduate degrees. First-year breadth subjects will normally not have prerequisites. Later-year breadth subjects may require the successful completion of breadth subjects undertaken in earlier years.

Note 10: Sequential new generation undergraduate degrees

The sequential degrees option is available only for 'new generation' undergraduate programs. It is expected that the option for two undergraduate degrees will be undertaken with reciprocal recognition of credit, for example, completion of the three years of a BCom followed by two years for the BA component, with 100 points of credit.

Note 11: Progression/ Guaranteed Pathways

A number of Faculties will want to establish a guaranteed pathway into a Professional Masters program for students with high VCE ENTER scores. The program proposal must specify:

(i) the ENTER score and any prerequisite VCE studies required for the guaranteed pathway;
(ii) the New Generation undergraduate degree(s) in which the student will be expected to study (if there are restrictions);
(iii) any specific subjects/studies the student will require for entry to the Professional Masters (again a statement of assumed knowledge might be most useful here);
(iv) the level of performance expected in the undergraduate degree for the student to be permitted to take up the pathway;
(v) Proposed arrangements for progression/guaranteed pathways must be consistent with entry requirements and attention must be paid to access and equity issues. The approval of the Selection Procedures Committee will be required as well as that of the Undergraduate Programs Committee.