

**WESTERN SYDNEY  
UNIVERSITY**



# **EDUCATION FUTURES STRATEGY**

**2022-2026**

“Western Sydney’s curriculum opens up our degrees to a whole new universe of possibilities. As I was completing my Science degree, I never thought it would be possible for me to escape into other disciplines and to reimagine my learning differently. I now have a chance to follow my curiosity much more freely and to face my future with far more confidence.”

Shivani Suresh, 21C Student Curriculum Partner, Master of Health Science

## Acknowledgement of Country

With respect for Aboriginal cultural protocol and out of recognition that our campuses occupy their traditional lands, Western Sydney University acknowledges the Darug, Eora, Dharawal and Wiradjuri peoples. We respect the knowledge-making, sharing and learning that have been taking place on this Country for countless generations.

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## Message from the Vice Chancellor and President, Professor Barney Glover AO Deputy Vice Chancellor and Vice President, Professor Simon Barrie

At a time when traditional models of higher education have become fundamentally disrupted, the Education Futures strategy articulates the University’s vision and commitment to transformational learning, teaching, and curriculum, with our students properly at its core. Our students’ education and their future success is, and has always been, central to our identity as a university. Consistent with the call to action embedded in Sustaining Success 2021-2026, the Education Futures strategy reminds us that our institutional priorities are not only born from our obligations to students; the value we place on education futures must also advance the lives, ambitions, and well-being of the diverse people and communities of the Western Sydney region.

We have always been a university for the region. And, we have always aimed to serve, promote, and amplify the many wonderful achievements within our region. With this Education Futures strategy, we remain unashamedly, and proudly, an anchor institution working for the continued success of our region.

The four key focus areas which guide the strategy – Innovation, Quality, Partnerships, and Precincts – integrate well over 25 major educational initiatives currently underway and led by Schools, Institutes and Divisions. Every part of the university is contributing to our students’ educational success. For instance, in the next year, we will have made great strides in radically re-imagining our postgraduate coursework offerings to leverage the global appetite for microcredentials co-created with, and led

by, major industry partners. And there are several other exciting initiatives too, from the Library of the Future to our collaboration with TAFE NSW and the NSW government to establish the Institute for Applied Technology Construction. This is a small sample of the excellent work already in progress.

At the heart of all these education initiatives is the 21C Project, and its stewardship of partnership pedagogy. Just as many of our other strategic priorities will continue to advance through authentic partnerships, so too will our programs and degrees. The 21C Project has shown us that it is not just the purpose, quality and impact of our education and curriculum that improves when there is a genuine partnership between staff, students, industry, and community; it is that the educational relationships shift from transaction to one of partnership through care and investment in each other. For our students it is not just what happens at university that matters; it is how their learning experiences with us sets them up to shape and lead the contexts they work in and the communities they belong to. Partnership – of all shapes and sizes, and across different domains of our educational priorities – is fast becoming our university’s distinctive signature pedagogy.

Our Education Futures strategy inspires us to embed Partnership Pedagogy even further, and we look forward to working with you to guide its growth, implementation, outcomes, and impact.

Please do engage and get involved.



**PROFESSOR BARNEY GLOVER AO FTSE**  
Vice-Chancellor and President  
Western Sydney University



**PROFESSOR SIMON BARRIE**  
Deputy Vice-Chancellor and Vice President, Academic  
Western Sydney University

# Vision

Our students' learning and success are fundamental to our mission. Sustaining Success 2021–2026 extends the University's commitment to a student-centred approach by responding to the challenges and opportunities afforded by the expected disruptions to the future of work. Through the learning experiences the University offers, our students are equipped to shape communities as future thinkers, innovative entrepreneurs, global citizens, and sustainability advocates.

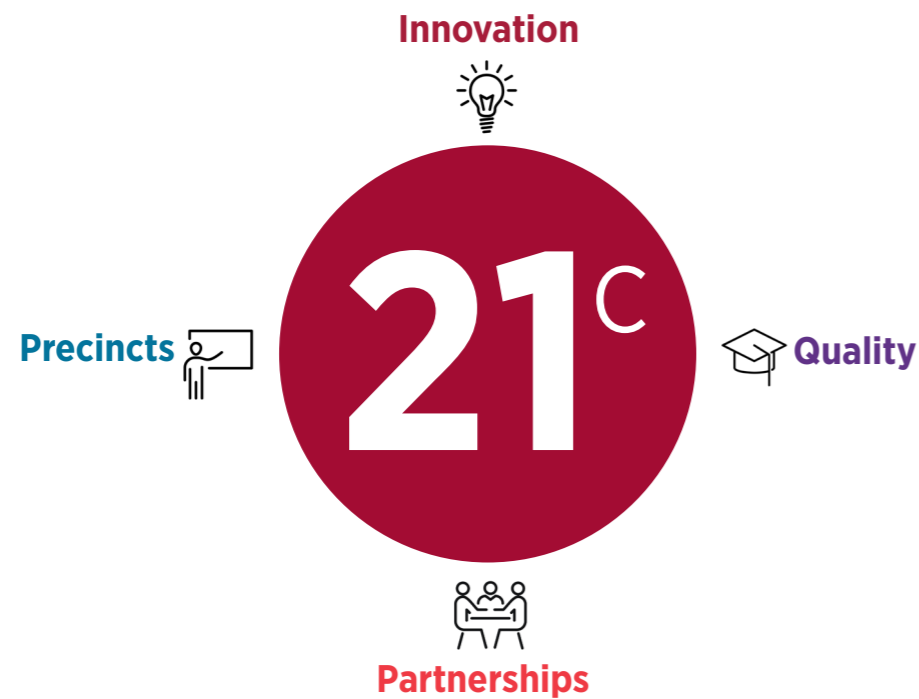
Education at Western Sydney leverages the University's investments in technology-rich campuses. Our highly skilled staff offer our students engaging learning and teaching experiences which are informed by our outstanding research and that facilitates their employment success. Our approach to education is enriched by our deep commitment and global leadership in creating a more sustainable and just world.

Our Programs are characterised by innovation and co-created in embedded settings with students, industry and community partners, to deliver education with impact and influence that extends nationally and globally.



# Focus

The Education Futures Strategy is built upon our sector-leading 21C Curriculum initiative and is structured around four key foci that progress our ambitions for:



These strategic priorities are designed to provide direction for the University's teaching and learning agenda across the term of Sustaining Success (2021–2026).

# Purpose

Western Sydney University's Strategic Plan: Sustaining Success 2021-2026 sets out the values of Boldness, Fairness, Integrity and Excellence that underpin our Educational mission, and the principles of Sustainability, Equity, Transformation and Connectedness that guide the realisation of that mission.

The Education Futures Strategy 2021–2026 brings together and integrates the work being taken forward by the University's strategic transformation projects, decadal strategies, educational collaborations and portfolio initiatives. That work builds on and leverages the University's core educational transformation platform – The 21C Project.

The initiatives gathered together in the Education Futures Strategy are organized with reference to the Principles of Sustaining Success and their impact across our Educational priorities of:

1. Innovation
2. Quality
3. Partnerships
4. Precincts.

Taken together, the initiatives included in the Education Futures Strategy are a promise about what we plan to do together at the University to make the world a fairer and more just place.

## Embedding Education Futures in Schools and Institutes

In addition to the University's Strategic Plans, Decadal Strategies, Transformation Projects and Portfolio initiatives, our Schools each develop their own annual Operational Plans that include their educational priority initiatives. From 2023, these Operational Plans separately identify research priority initiatives. From 2024, it is proposed that these School Plans draw on the various University level initiatives and the Focus areas within this Education Futures Strategy to also explicitly identify related key educational initiatives and priorities for development and improvement.

## Monitoring and Review

The Sustaining Success 2021–2026 metrics will map progress against the four priorities of the Education Futures Strategy. The cycle of School Reviews have been revised and will also draw on those measures to facilitate the reporting of educational achievements in School Operational Plans. The relevant Sustaining Success measures are reported to the Board of Trustees and Executive Committee to inform the planning of new Decadal, Portfolio and School initiatives to progress the Education Futures Strategy.

# 21<sup>C</sup>

## AT THE HEART OF THE UNIVERSITY'S EDUCATION FUTURES STRATEGY IS THE 21C PROJECT.

The 21C Project provides a blueprint for teaching and curriculum innovation at Western Sydney. Through the work described in the Education Futures Strategy 21C enables our ongoing transformation of learning and teaching and the reimagining of curriculum at the University.

The University has established a new 21C degree architecture for our undergraduate programs that enables flexibility and student choice to deliver employability success. The curriculum model enables more agile innovation while, leveraging core curriculum



efficiencies for the University community. This renewed program architecture provides students with more relevant education choices by including new curriculum content in the form of 21C Challenge Minors and Curiosity Pods in their degrees to enhance their employability amidst the ongoing disruptions to the world of work. This 21C curriculum is intentionally designed to equip our students as leaders of the Sustainable Development Goals who will contribute to a more equitable, sustainable and just world.

The curriculum models of 21C have positioned the University to take advantage of the current wave of educational disruption. Notably, it has delivered the ability to embed innovative micro-credentials within our traditional degrees. Any of the university's nearly 50,000 students can now add these technology-rich 21C curriculum elements to their degrees and have those recognized by future employers as microcredentials.

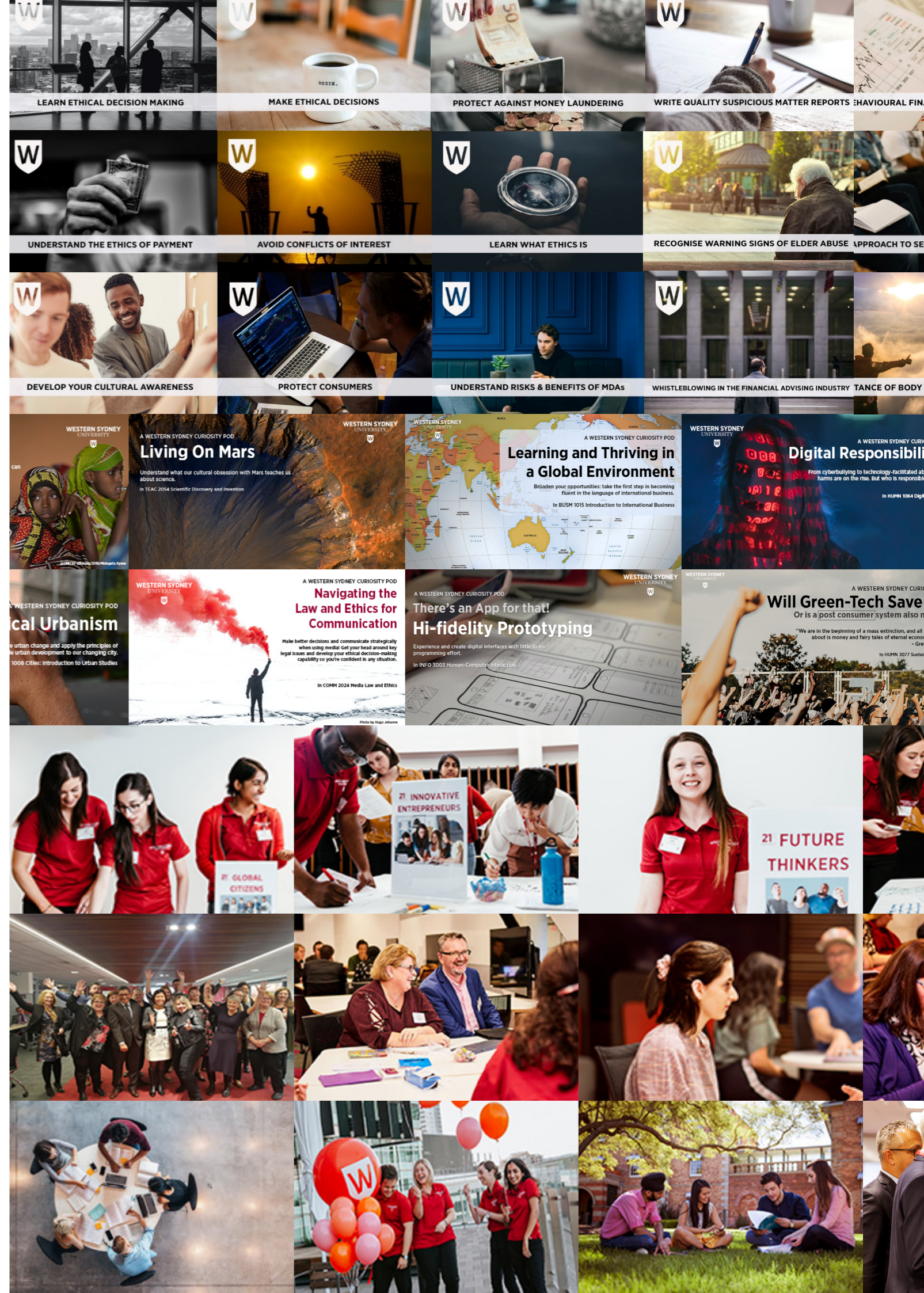
A key platform for the Education Futures strategy is our commitment to Partnership Pedagogy. The ongoing work of co-creating our curriculum with our partners is key to ensuring its relevance to our students, employers and our society. Those partners are drawn from all forms of industry, our community, government and importantly our staff and students. The success of many of the initiatives that contribute to the Education Futures strategy is dependent on the ability of staff and students to work together with partners in new ways. The experience of 21C has particularly shown that educating and engaging our students

as genuine curriculum partners leads to a fundamental and highly beneficial shift in their relationship with the University and delivers significant educational outcomes.

The initiatives described in this strategy are collectively an invitation to our staff to create new Education Futures and the importance of our people cannot be underestimated. 21C has offered our staff an opportunity to reconnect with teaching in a creative and scholarly way that speaks directly to their values as members of the university community. Ensuring we continue to nurture and value those creative contributions to teaching is essential if we are to be able to adopt the innovation mind set and ambition necessary to reimagine our Education Futures.

In tandem with curriculum co-creation, the 21C Project has reinvigorated the university's focus on transforming its teaching and learning institutional culture. Through the establishment of Badugulang – the University's centre for teaching and learning excellence – the 21C Project has begun to lift the capability and capacity of its teaching staff: from PhD students acting as tutors and lab demonstrators, to teaching and learning senior leaders across the University. Badugulang recognises the crucial role that staff share as partners in developing flexible and personalised learning environments for student success. With over 100 Badugulang Fellows (which also includes students) – academic, professional and technical staff from all parts of the university – there is now a community of committed staff and students keen to improve their practice, and to sustain and nurture teaching innovation and excellence in ways that are impactful and long-lasting.

In an effort to capitalise on, and align with, the global appetite for multiple pathways to, though, and from higher and tertiary education, 21C is leading the university's strategy for building, developing, and recognising the place of alternative credentials in the modern curriculum. With a suite of external partners engaged in curriculum co-creation – from government, community and business – the university is now working to consolidate its platform structures, policies, and systems to ensure Western can realise its responsibilities as an anchor institution, providing education for all kinds of students, at different points in their educational journeys.



“Education Futures draws together and provides enhanced visibility of the University’s educational ambitions and initiatives.”

- 1 Education Innovation
- 2 Education Quality
- 3 Education Partnerships
- 4 Education Precincts

## Connectedness



“These initiatives are organised to align with the four principles of Sustaining Success: Transformation, Equity, Connectedness, and Sustainability.”

# 1. Education Innovation

In alignment with Sustaining Success 2021 – 2026, we will continue to reshape our curriculum to ensure that it is innovative and applied, with a focus on preparing students for a disrupted future of work and society. Our curriculum will have a global impact, starting with the success of students in Western Sydney.

Our curriculum will embody partnership pedagogy and leverage the latest technologies. The innovative partnerships we forge will align the University and our graduates with emergent industry trends, the future of work, and broader societal challenges.

The educational opportunities we offer to our communities will take advantage of current and future disruptions to traditional education. We will establish alternative credentials and pathways into our future focused degree programs to support the educational aspirations of national and international learners.

## Priority Statement

**Pursue and embrace educational innovation to ensure that our learning experiences are fit for purpose and offer prospective students a high-value educational proposition.**

- **Principles:** Transformation, Sustainability, Connectedness
- **Enablers:** Learning and Teaching, Research and Innovation, Technology and Systems

## Measure

Expand the proportion of curricula and microcredentials that are co-created with industry and community partners.			
Method / Source	Baseline	Mid-Cycle	Target (2026)
Proportion of subjects and programs with industry participation	12.5%	50%	75%

## Initiatives

### PGx

#### POSTGRADUATE CURRICULUM TRANSFORMATION (PGx)

**We will develop and deploy a highly-differentiated, industry infused model of technology-enabled postgraduate education to drive innovation and digital uplift in teaching and learning across the University.**

PGx will develop new models of technology-enabled postgraduate education that combine micro and traditional credentials and different forms of learning. Co-created with our industry and educational technology partners, we will establish six new online postgraduate programs (including a focus on Health, Business, and the Built Environment) that build on the established pedagogy and platforms of the 21C Project. Through our Postgraduate Transformation Project, we will establish an EdTech Innovation Hub to harness new technologies strategic curriculum transformation projects.

### Innovation Futures

#### INNOVATION FUTURES

**We will enhance the innovation and entrepreneurship skills of Western's students and our industry network through targeted training and experience.**

We will deliver the second of our transformation projects comprising a suite of hybrid programs, including Curiosity Pods, Microcredentials and full credit-bearing subjects, providing entrepreneurship training, experience and professional networks to students.

# 1. Education Innovation

## Initiatives (cont.)



#### OPTIMISING THE FUTURE: STEM DECADAL STRATEGY

**We will use our STEM research partnerships to support work-integrated learning.**

The University has strong industry partnerships with STEM research stakeholders nationally and internationally. Our STEM+ 21C Curriculum and National Priority Industry Linkage Fund activities will embed STEM thinking and digital skills to enable graduates lead in a workforce capable of addressing the “wicked problems” of the 21st century.



#### SUSTAINABILITY AND RESILIENCE DECADAL STRATEGY

**We will embed sustainability education scale across our curriculum.**

We will renew our commitment to map, embed and make visible the opportunities our prospective and current students have, to engage critically with the United Nations Sustainable Development Goals in our existing curriculum. Building on the 21C Project's Curriculum Challenges, we will continue to develop innovative transdisciplinary educational offerings to support students to contribute to a sustainable, diverse, and socially-just world.



#### INDIGENOUS STRATEGY

**We will enhance student and staff understandings of Indigenous Australia.**

We will realise the aspirations articulated in our Indigenous graduate attribute and ensure our students develop a deeper understanding and respect for Indigenous Australia. We will ensure that our staff have opportunities to learn, enhance, and embed Indigenous knowledges in our education and curricula in respectful partnerships with Indigenous people and communities.



#### WESTERN SYDNEY CREATIVE DECADAL STRATEGY

**We will identify, develop and nurture collaborative educational partnerships with the arts and cultural sector.**

Western Creative partnerships are intended to raise our ambitions, foster a shared commitment to excellence, strengthen skills development, and deliver high-quality education and training in the arts and creative sectors. Through 21C, the Decadal Strategy will work to provide and integrate transdisciplinary informal and formal learning opportunities to foster arts and creativity capabilities to equip our graduates for success.



#### WESTERN HEALTH DECADAL STRATEGY

**We will expand teaching capacity in health and medicine disciplines and work with our partners and region in integrating students on the ground.**

We will increase our medical school capacity and placements to keep pace with regional growth and heightened complexity, including seeking 60 places at Nepean Hospital. We will maintain our status as Australia's highest independently ranked nursing program and increase our clinical and graduate placements. Areas of heightened teaching and research focus will be interprofessional learning, Aboriginal and Torres Strait Islander health, new models of community-based care, mental health, childhood obesity, diabetes, maternal and child health, as well as subacute and aged care.



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# SUSTAINABILITY AND RESILIENCE 2030

## Education Innovation Case Study: Sustainability Education

Western Sydney University is firmly committed to the sustainability agenda. A clear expression of this commitment to sustainability is the University's desire to embed education for sustainable development across all curricula. We want our students to occupy the role of 'sustainability advocates': people who are leaders in sustainability, determined, passionate and more invested than ever to push for a more sustainable, equitable and hopeful future.

To achieve this goal, the 21C Project brought together Students Curriculum Partners and Academics to co-create three transdisciplinary minors: Global Sustainability, Water for Life, and Urban Evolution. These minors were designed to provide students, from all disciplines, the opportunity to apply sustainability competencies in their communities.

“Sustainability is a necessary principle for how we think, what we eat, what we buy, how we travel, and how we live. This is why we need Sustainability Advocates: leaders who are determined, passionate, and more invested than ever to push for a more sustainable, equitable and hopeful future.”

**Kobi Newell**  
21C Student Curriculum Partner

# 2. Education Quality

Through a focus on teaching excellence and the provision of high-quality learning resources, and support services, Western will continue to strive to provide the best quality education for students. The Academic Division, will continue to work with colleagues across the University to improve the delivery of high-quality, engaging teaching and learning. That quality teaching will be a hallmark of our students learning journeys from College pathways through coursework and into our research degrees. We will expand on our current initiatives to nurture and foster a lasting commitment to academic integrity amongst our students.

Our goal is to support and extend students in their learning journey to achieve successful graduate outcomes. To do that, we will develop new initiatives to create a step-change in students' experiences of 'Engaged Teaching' and measure the impact of these using improvement in national Student Experience measures. These initiatives will first better understand our students' current experiences and learn from leading examples of Engaged Teaching nationally and internationally. We will reimagine our Student Experience value-proposition and deliver on this with new data-driven student support and services.

Over the next three years the University will invest in new approaches, technologies, and systems to enhance teaching, and the delivery of teaching and learning support services to enable students and staff to succeed. Western will continue to innovate in the application of digital technology to create flexible learning experiences for our students. We will leverage artificial intelligence technology and augmented and virtual learning experiences to develop the capability of students, teachers and curriculum teams to use technology to make a difference. Our digital learning endeavours at Western will be co-created with our communities to ensure accessibility, inclusivity, fairness, and excellence.

## Priority Statement

**Deliver consistently high-quality technology-enabled learning experiences for our students and rewarding teaching experiences for our staff.**

- **Principles:** Transformation, Connectedness, Equity
- **Enablers:** Learning and Teaching, Student Experience, Technology & Systems

## Measure

Increase the retention of our domestic and international students and the quality and employability of our graduates.			
Method / Source	Baseline	Mid-Cycle	Target (2026)
Program Report/DESE	79% retention	81% retention	83% retention
Graduate Outcomes Surveys	85.5% undergraduate medium term full time employment	87.5% undergraduate medium term full time employment	89.5% undergraduate medium term full time employment

# 2. Education Quality

## Initiatives



### DIGITAL ACCELERATION PROJECT (Dx)

**We will improve the digital student learning experience by giving our educators the technologies and support to create and deliver high-quality course offerings.**

We will improve the staff and student experience of teaching, learning and student support through the Digital Acceleration Project. For teachers this will deliver the technologies and support to create and deliver high-quality course offerings. For students it will provide personalised – data driven support for their learning that delivers a re-imagined student experience value proposition. We will harness innovations in technology to extend the digital learning environment to increase the flexibility of our learning and teaching provision and to enhance the quality of the student learning experience as a distinctive characteristic of Western.



### TRANSITION AND RETENTION STRATEGY

**We will improve student retention rates and success outcomes via targeted, customised engagements with students across the student lifecycle.**

Western Success will expand service delivery, within the mandate of supporting our new progression policy and improving student success outcomes through active, customised engagements with Western students across the student lifecycle. The Retention and Transition Taskforce will oversee the development of new analytics and student systems to inform and support progression.



### GRADUATE EMPLOYABILITY

**We will significantly improve the graduate employability outcomes of our students across all disciplines.**

We will strive to improve graduate employability outcomes as externally benchmarked by the Quality Indicators of Learning and Teaching (QILT). The International Graduate Outcomes Survey presents data post-completion of study; with the Employer Satisfaction Survey measuring employer views of the attributes of recent graduates from Australian higher education institutions. Western Sydney University will aim to maintain or better the sector average in measures included in the annual International Graduate Outcomes Survey such as international graduate median salaries for full time employment for both undergraduate and postgraduate cohorts. In addition, an increase in overall employer satisfaction with graduates of Western Sydney is targeted to be better than for the sector as measured by the annual Employer Satisfaction Survey.



### ACADEMIC LITERACY AND INTEGRITY

**We will implement a research-led, evidence-based, institution-wide approach to academic literacy support.**

The Library (Study Smart), Academic Literacies Support (ALS), Peer Assisted Study Sessions (PASS), Mathematics Education Support Hub (MESH), and Studiosity will continue to partner with Schools to shape and support the development of students' academic literacy. Together, these essential services will draw on new technologies and peer support networks to optimise student retention and progression, and to build the confidence and success of our students. To facilitate student engagement across all Schools, we will develop new strategies to increase teaching staff awareness of academic literacy support.

We will foster an institutional culture that values, teaches and celebrates the scholarly purpose of academic integrity through completion and implementation of the 'Education for Academic Integrity' strategy. We will build on, and expand, our current Academic Integrity 'detect and deter' activities within the strategy, with monitoring and reporting through Executive and Senate to facilitate TEQSA reporting and compliance.



# 2. Education Quality

## Initiatives (cont.)

### Engaged Teaching Project

#### ENGAGED TEACHING PROJECT (ETP)

**We will improve the University's performance across key QILT metrics (SES), including overall educational experience.**

We will develop new initiatives to drive consistently high-quality, Engaged Teaching and learning experiences that confirms the University's reputation for providing an outstanding quality of the student experience. Our work on 'Engaged Teaching' will complement the Digital Transformation of our students' experience with new digitally enabled learning experiences and data-driven student support and services. We will ensure the University is well-prepared for our next TEQSA review.

We will adopt new approaches to facilitate the capability development of our teachers and educators to enable them to co-create sector-leading digital curriculum and deliver it with inspiring teaching. Through Badugulang, we will develop new communities of teachers to nurture and recognise talented teachers and those who support our students' learning. To enable local improvements we will provide targeted reporting and support for responses to diagnostic curriculum and teaching quality information, including Digital Learning Thresholds (DLTs), Student Feedback on (SFSs) and other metrics. The School Review Process will be simplified and better align to Sustaining Success 2021 – 2026 to facilitate reporting on strategic measures. Through the implementation of the new Curriculum Design and Approval policies and procedures we will ensure the quality of curriculum innovation including microcredentials and refresh program proposal and renewal processes to achieve more efficient and effective governance. With support from Learning Futures, Schools will develop their Operational Plans to identify areas, mechanisms and measures for quality enhancement.

### TEL Strategy

#### TECHNOLOGY ENABLED LEARNING STRATEGY

**We will deliver an outstanding digitally enhanced learning experience for students.**

We will deliver an outstanding digitally enhanced learning experience for students. Over the next three years, Western will build on its success to firmly establish its reputation with students and the sector, as a leader in Technology Enabled Learning. Our Technology Enabled Learning strategy will drive the transformation of our Student learning experience through the Digital Acceleration Project and ensure our digital learning experiences are inclusive, accessible, and engaging. It will leverage data and analytics to enhance teaching and learning quality and monitor this through diagnostic Digital Learning Threshold standards. It will empower an enable teachers to effectively engage learners in technology rich learning environments and shape the next generation of learning spaces through our campus planning and renewal.

### Destination College

#### DESTINATION COLLEGE

**We will significantly enhance the market appeal and reach of The College, build on its strengths in student success, and innovative learning and teaching practices.**

The Destination College strategic initiative aims to position The College WSU Enterprises at the forefront of innovation and change by re-defining the role of The College as a pathway provider in and beyond Western Sydney, as well as aiming to bridge the gap between higher education and VET (Vocational Education and Training). This initiative has two key focus areas: Flexible Pathways (FP) and Skilling Western Sydney (SWS). The College will be reimaged as a destination, where students are connected with multiple opportunities, with a focus on choice, accessibility, and support.

### GRS

#### HIGHER DEGREE RESEARCH QUALITY

**We will improve the learning experience and outcomes for our Higher Degree Research (HDR) students.**

The Graduate Research School (GRS) will invest in the creation of a student-centred graduate research environment at Western. Our supervisors play a critical role in shaping the HDR candidate experience and contributing to successful outcomes. We will implement new metrics and support to enhance the quality of supervision. We will revise the Graduate Certificate in Researcher Engagement, Development and Impact by leveraging our 21C microcredential capability to develop a Future Researcher Training and Development strategy for HDR candidates.

## Education Quality Case Study: Digital Acceleration

Digital Acceleration is a key enabling initiative of the University's transformation program. Over the next three to five years, the University will invest in the creation of a sophisticated digital environment that will give students access to a high value, highly differentiated students experience and personalised learning journeys. The technology suite that we make available to our educators will give them the tools to build engaging, authentic learning experiences and curricula.

The digital student learning experience will be supported through the application of powerful learning analytics capabilities. These analytical capabilities will give faculty leaders, educators and learning designers the tools to diagnose and then respond to the challenges facing our students. By understanding how our students learn, we can more effectively understand where they might be facing challenges.

Digital Acceleration will support the University's expanding suite of WesternX microcredentials and innovative online programs, including PGx. To deliver on the promise of helping lifelong learners amplify impact and stay relevant, the University will invest heavily in the creation of a seamless learner experience enabled by a technology ecosystem, which will include engagement with new national microcredentials platforms and marketplaces, as well as use of emerging learning and teaching technologies such as Augmented and Virtual Reality (AR/VR).

“Western Sydney University is committed to helping lifelong learners amplify their impact and stay relevant. To deliver on this, we are investing in a range of innovative tools, resources and activities that enable seamless, differentiated and engaging learning experiences.”

**Cherie Diaz**  
Executive Director, Education Innovation

# 3. Education Partnerships

At Western we pride ourselves on developing partnerships of mutual advantage and we aspire to develop a reputation as the most collaborative university in Australia. Over the next five years, we will forge new educational partnerships and build on the strength of our existing ones. Through those collaborations, we will support the development of new educational models, including the New Education and Training Model (NETM) for the Western Parklands City Authority, new models for the Multiversity, the Institute for Applied Technology – Construction, and the National Priority Industry Linkage Fund (NPILF). Industry, educational technologies, and credentialing partnerships will also underpin our new postgraduate offerings, particularly those developed through PGx.

We will continue to expand our educational opportunities to meet the needs of new learners in Western Sydney and Australia through our productive Joint Ventures, Third Party Provider relationships, and internationally, through new Transnational Education initiatives. We will also leverage accreditation to further enhance the industry relevance of our offerings. Over the next five years, we will forge new partnerships and build on our existing ones. WSU will support the development of new educational models (NETM, Multiversity & IAT).

## Priority Statement

**Collaborate with domestic and international education providers to deliver innovative education experiences.**

- **Principles:** Transformation, Sustainability, Connectedness
- **Enablers:** Learning and Teaching, Place, Global Engagement

## Measures

Grow the University's Reputation			
Method / Source	Baseline	Mid-Cycle	Target (2026)
THE Young Universities ranking	= 36	25	15
THE Impact Ranking	3	Top 10	Top 10

Expand the proportion of curricula and microcredentials that are co-created with industry and community partners.			
Method / Source	Baseline	Mid-Cycle	Target (2026)
Proportion of subjects and courses with industry participation	12.5%	50%	75%

## Initiatives

### TNE TRANSNATIONAL EDUCATION

**We will expand the international reach of our educational offerings and build a competitive position in new markets.**

We will build on and expand our successful collaboration with the University of Economics in Ho Chi Minh. Through our Transnational Education (TNE) Transformation project, we will develop a portfolio of partnerships in Indonesia, Sri Lanka Pakistan, India, UK and Europe, that build and sustain a competitive advantage. Responding to government and industry priorities, we will deliver courses and programs that address the skills gaps and emerging demands in each market. We will engage industry and academic partners to co-develop curriculum and diversify markets to generate revenue while managing risk and enhancing reputation. Through our TNE partnerships, we will also create new global learning opportunities for Western students on all campuses.

# 3. Education Partnerships

## Initiatives (cont.)



### THE INSTITUTE FOR APPLIED TECHNOLOGY- CONSTRUCTION (IATC)

**In collaboration with TAFE NSW and a preferred Industry Partner, we will design, develop, and deliver the curriculum for programs offered by the IATC.**

The 2020 Review on the NSW Vocational Education and Training sector called for the establishment of a new form of tertiary education in NSW known as the Institute for Applied Technology. Each Institute is intended to be established around a triumvirate: TAFE NSW, university partner/s, and an industry partner/s. In response to the review, the NSW Government committed to a pilot of the concept at Meadowbank (Digital Technology) and Kingswood (Construction). As the university partner, we will collaborate with TAFE NSW and CPB Contractors to support the planning and establishment of the IAT Construction, through the development of the education model and the design and delivery of curriculum.



### COLLABORATIVE ACADEMIC PROGRAMS

**We will conduct an evaluation of our current suite of collaborative programs and develop a framework to guide the development of future programs.**

Our partnership with UNSW will continue to deliver an innovative undergraduate engineering program at the Parramatta Engineering Innovation Hub in which our students learn from experienced UNSW teachers in the first two years. We will continue to nurture and celebrate our collaboration with Charles Sturt University to deliver the Joint Program in Medicine to expand medical education opportunities in regional Australia. With the University of Canberra and the NSW Institute of Sport, we will explore a joint partnership to deliver programs in sports and related disciplines at Sydney Olympic Park. We will seek to establish new collaborative programs with new partners that meet the educational aspirations of our communities.



### FLIGHT PATH: NUW ALLIANCE – MULTIVERSITY

**We will work with NUW partners to create the Engineering Plus program to address advanced manufacturing skills gaps across the Western Parkland City.**

We will make a leading contribution in our collaboration with the Universities of Wollongong, Newcastle, and New South Wales by supporting the planning and development of the Multiversity as an industry embedded site of research and teaching excellence. Our offerings will align with government priorities, regional growth and the education opportunities associated with initiatives such as the Nancy Bird Walton Airport.

### Third Party Providers

#### EXPAND OUR IMPACT

**We will build collaborations with a range of educational providers and non-university entities to deliver education programs which expand our educational impact for the benefit of our communities.**

We will build collaborations with a range of providers to deliver education programs which expand our educational impact for the benefit of our communities. We will expand and optimise our Western Sydney Online offerings through our partnership with Online Education Services (OES), and consolidate our Sydney City presence through our work with Navitas. We will grow our cohort of international students through our partnership at Western Sydney University International College, and continue to offer innovative pathways into the University for those with the aspiration to succeed through The College and other negotiated pathways. We will ensure that appropriate academic standards are maintained through the oversight by Academic Senate, including the Third Party Providers Committee.

# 3. Education Partnerships

## Initiatives (cont.)

### NPILF

#### INDUSTRY ENGAGED CURRICULUM

We will leverage our partnerships to embed industry and community relevance in our curriculum.

Through the application of partnership pedagogy, we will build on our work in 21C to create authentic, relevant learning activities and assessments that equip students with the professional skills required to make a successful transition into the workforce. In the next three years, we will deliver the education focused strategies agreed with government as two of the three University NPILF metrics. This work will include delivery of Industry Engaged curriculum renewal in the School of Engineering, Design and Built Environment and the development of STEM skilled-graduates in non-STEM degrees in the School of Humanities and Communication Arts. We will establish the new Office of the Pro-Vice Chancellor (Educational Partnerships and Quality) to drive this industry Engaged Curriculum initiative.

### Students as Partners

#### STUDENT-STAFF PARTNERSHIP

Build student and staff capability for educational and curriculum partnership in ways that centre on genuine innovation, engagement and transformation.

Building on the institutional foundations laid by the Student Curriculum Partners as part of the 21C Project, our educational programs will be characterised by innovative approaches to student-staff partnership as a key mechanism for ensuring excellence and relevance. We will continue to build student and staff capability for educational and curriculum partnership in ways that centre on genuine innovation, engagement and transformation. Students' relationship with the University will shift from one where they see themselves as transactional customers, to one of more genuine and engaged partnership.

“Through being involved in 21C, I can see how the curriculum we have been co-creating broadens students’ learning beyond their traditional degrees. As a humanities student, I have encountered the STEM disciplines in a new and fascinating way. Adding those insights to my learning capabilities means I can be ready for a future in which those integrative skills are sought after. It feels like a radical education movement.”

#### Sameer Hifazat

21C Student Curriculum Partner, Humanities Master of Research Candidate

## Education Partnerships Case Study: Student Curriculum Partners

Working alongside staff and external partners across five 21C Curriculum Challenge teams (60 staff and 20 external partners), since 2020, the Student Curriculum Partners (SCPs) have co-created 10 new 21C transdisciplinary Challenge Minors and 25 Curiosity Pods.

This is a fundamentally different way for students to be involved in co-creating theirs, and other Western students’, educational experiences at the university. Unlike the end of teaching session surveys that ask students about their experiences after the learning has happened, and, in anticipation of a teacher response, the SCPs co-design their education with their teachers. Through the process of partnership, they transform their relationship to the university, to staff, each other, and to their education. The SCPs demonstrate what is possible when staff and the University re-imagine how they share expertise and power with students in genuine ways, where the goals are shared and collaborative, there is investment in each other’s success, and the focus is on making education together.

The SCPs’ work builds on the legacy of all the students who have partnered with the 21C Project (38 in total). They are the students that have made student-staff curriculum partnership interesting, desirable, visible, inventive, scholarly, and impactful at the university. The SCPs have developed pioneering curriculum resources that not only advance the institution’s strategic ambitions, but that have also been recognised as high quality by practitioners, researchers, and senior university leaders elsewhere. In 2021, the SCPs were awarded a DVC Academic Citation for their outstanding contribution to student learning.

# 4. Education Precincts

Over the next fifteen years, Western Sydney’s population will increase by close to 2 million people. Population growth, coupled with higher educational attainment rates, will result in greater demand for higher education. The University’s Western Growth strategy will continue to reshape our campus network to meet the present and future education needs of the communities we serve.

Our future campus network will be informed by a strategic, evidence-based approach. Our new campuses at Liverpool, Sydney Olympic Park, and Blacktown CBD will be designed to facilitate collaboration with industry, community, academia, and vocational education.

Western’s existing campuses will be upgraded to ensure they are fit-for-purpose. Over the next five years, the University will embark on a program of renewal of our libraries to meet our ambitious educational and research transformation agendas. Starting at Parramatta South, we will transform our library network into the new heart for our campus communities.

## Priority Statement

**Plan the physical and digital campus network to meet the evolving educational needs of the Greater Western Sydney Community and our students wherever they are.**

- **Principles:** Transformation, Sustainability, Connectedness, Equity
- **Enablers:** Place, Learning and Teaching, Student Experience

## Measure

Deliver positive impact for, and with, our communities and partners through social, economic, cultural and place-based transformations.			
Method / Source	Baseline	Mid-Cycle	Target (2026)
Biannual Partnership and Engagement Survey	New Survey	New Survey	New Survey

## Initiatives



### WESTERN GROWTH

**We will evolve our campus network to allow the University to create more accessible, connected learning hubs close to industries, that open up opportunities for real-world learning experiences and future employment.**

We will continue to reshape our campus network to create technology enabled learning, teaching and research facilities for our staff and students. We will work with all levels of government to support the ambitious vision for the transformation of Sydney as six interconnected cities.

Western Growth will bring the highest quality educational opportunities and world-class research expertise to the region. Western Growth supports our strategic goal of being a university of international standing and outlook, achieving excellence through scholarship, teaching, learning, research and service to local and international communities, beginning with the people of Greater Western Sydney.

Western Growth will transform the learning experience for our students by embedding learning and teaching within our communities, enabling improved connectivity for our region and being a catalyst for and contributing to precinct and urban renewal across Western Sydney. Through the repurposing of assets, Western Growth will enable the University to re-invest in educational transformation.

# 4. Education Precincts

## Initiatives (cont.)



### CAMPUS RENEWAL

**We will continue to develop state-of-the-art environments to support student learning and innovative teaching practices.**

The University maintains significant teaching and learning infrastructure across its campus network. The Divisions and Schools will collaborate to ensure our campus infrastructure is optimised to deliver a continuously evolving suite of educational offerings. We are partnering with the Ingham Institute for Applied Medical Research and the South-Western Sydney Local Health District to develop an integrated Education and Research Hub, adjacent to the Ingham Institute and opposite the Liverpool Hospital. The new Liverpool Health Education and Research Hub will have a broad hybrid health focus, encompassing nursing, ageing, disability support, digital health, and medical science. Divisions, Schools and Institutes will collaborate in the development of the next phase of the Liverpool Health Education and Research Hub.

We will explore the opportunity to support the Sydney Olympic Park Authority to establish a Sports Hub alongside the University of Canberra (UC) and the NSW Institute of Sport (NSWIS). The Sports Hub campus will be home to Western programs in addition to a suite of joint programs delivered with UC and NSW Institute of Sport. Schools and Divisions will work collaboratively to develop a comprehensive academic campus plan for the Sports Hub ensuring that the campus facilitates key educational partnerships and delivers opportunities for industry collaboration in teaching and learning.



### UNIVERSITY REGIONAL MASTERPLAN

**The Centre for Western Sydney will collaboratively develop a University Regional Masterplan that will provide a strategic framework for university-wide, academic research and cultural precincts planning.**

Western maintains a cohesive and connected network of campuses across Greater Western Sydney, with additional campuses planned. To meet our ambitious educational agenda, we will be required address the key questions of how to balance our academic course profile and aligned research profile with areas of campus growth to support the strategic geographical positioning of the University in the interests of our region and constituent communities. The Divisions and Schools will collaborate, with our sector, industry and community partners to ensure our campus infrastructure is optimised to deliver a continuously evolving suite of educational offerings, engagement and regional development initiatives.



### LIBRARY OF THE FUTURE

**We will refurbish the Whitlam Library as the first Library of the Future: the new heart and focal point for our communities on campus, embodying innovation, sustainability, creativity, and transformation.**

We will invite broad participation in the Library of the Future thinking process and make the library a place for conversation, cohesive action and sustained change. The refurbishment of the Whitlam Library will activate library spaces and collections in new ways, with improved access to digital resources and learning technologies, creation of community spaces, exhibition spaces, and learning and ideas commons.



## Education Precincts Case Study: Library of the Future

The concept of the Library of the Future envisages a bold new generation of libraries for The University, reflecting the unique profile of our campus precincts, celebrating engagement with place and people, with information in all forms, and with the cultural and physical landscape of the University and beyond.

Our work will commence with the renovation of the Whitlam Library on the Parramatta South Campus. The renovation will see the re-imagining of spaces (and services). The spaces within the Library will facilitate engagement with scholarship, collaborative learning, quiet study and focused work, access to support services, and broader community engagement activities.

We will de-emphasise the collection and rebalance the space to support a variety of student learning activities and provide for the exhibition of ideas and work within a welcoming, inclusive, and accessible space. A series of new spaces, tailored to new modes of learning and innovative teaching practices, will be accommodated in the Library. New spaces will include an immersive technology space, an engagement and exhibition space, a Content Creation Station, ZOOM pods, and a curriculum maker space.

Our libraries safeguard access to resources and cultivate communities of learning. While the information landscape has fundamentally changed, the centrality of the Library as the centre of gravity of academic life on campus has not diminished. Western's Libraries of the Future will become the beating hearts of our campuses once again.

“Our world has changed dramatically and what our various communities require from our libraries has changed too. It is an opportune moment to reimagine our libraries together – both the spaces and the services provided.”

**Fiona Salisbury**  
Executive Director, Library Services

# 1 Appendix 1 Education Futures Strategy (Measures and Targets)

Focus	Priority Statements	Initiatives	Measure	Baseline	Mid-Cycle	Target (2026)
<b>Education Innovation</b>	Pursue and embrace educational innovation to ensure that our learning experiences are fit for purpose and offer prospective students a high-value educational proposition.	<ul style="list-style-type: none"> <li>→ Postgraduate Curriculum Transformation (PGx)</li> <li>→ Innovation Futures</li> <li>→ Optimising the Future - STEM Decadal Strategy</li> <li>→ Sustainability and Resilience Decadal Strategy (SRDS)</li> <li>→ Indigenous Strategy</li> <li>→ Western Sydney Creative Decadal Strategy</li> <li>→ Western Health Decadal Strategy</li> </ul>	Expand the proportion of curricula and microcredentials that are co-created with industry and community partners.	Subjects and courses with industry participation  12.5%	50%	75%
<b>Education Quality</b>	Deliver consistently high-quality technology-enabled learning experiences for our students and rewarding teaching experiences for our staff.	<ul style="list-style-type: none"> <li>→ Digital Transformation (Dx)</li> <li>→ Transition and Retention Strategy</li> <li>→ Graduate Employability</li> <li>→ Academic Literacy and Integrity</li> <li>→ Engaged Teaching Project (ETP)</li> <li>→ Technology Enabled Learning Strategy (TEL)</li> <li>→ Destination College</li> <li>→ Higher Degree Research (HDR) Quality</li> </ul>	Increase the retention of our domestic and international students and the quality and employability of our graduates.	79% Retention  85.5% undergraduate medium term full time employment	81% Retention  87.5% undergraduate medium term full time employment	83% Retention  89.5% undergraduate medium term full time employment

Focus	Priority Statements	Initiatives	Measure	Baseline	Mid-Cycle	Target (2026)
<b>Education Partnerships</b>	Collaborate with domestic and international education providers to deliver innovative education experiences.	<ul style="list-style-type: none"> <li>→ Transnational Education (TNE)</li> <li>→ Institute for Applied Technology – Construction (IATC)</li> <li>→ Collaborative Academic Programs</li> <li>→ Flight Path: NUW Alliance – Multiversity</li> <li>→ Third Party Providers</li> <li>→ Industry Engaged Curriculum (NPILF)</li> <li>→ Staff/Student Partnership</li> </ul>	Grow the University's Reputation  Expand the proportion of curricula and micro-credentials that are co-created with industry and community partners.	THE Young Universities ranking = 36  THE Impact Ranking 3  12.5%	THE Young Universities ranking 25  Top 10  50%	THE Young Universities ranking 15  Top 10  75%
<b>Education Precincts</b>	Plan the physical and digital campus network to meet the evolving educational needs of the Greater Western Sydney Community and our students wherever they are.	<ul style="list-style-type: none"> <li>→ Western Growth</li> <li>→ Campus Renewal</li> <li>→ University Regional Masterplan</li> <li>→ Library of the Future</li> </ul>	Deliver positive impact for, and with, our communities and partners through social, economic, cultural and place-based transformations	New Survey  Biannual Partnership & Engagement Survey	New Survey	New Survey

For more information, please contact:

**Professor Simon Barrie**

Deputy Vice-Chancellor and Vice-President (Academic)  
DVCAcademic@westernsydney.edu.au

[westernsydney.edu.au/dvcaademic](https://westernsydney.edu.au/dvcaademic)

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