



# 21C Project

## Curriculum Design Principles

### **Background**

Following consultation with staff and students the Principles that will inform the development of the new integrated curriculum design policy have been finalised. The Policy will be based on the principles and will include definitions as well as the usual supporting best practice guidelines and procedures. These principles were endorsed at the 2 April 2019 meeting of the Academic Planning and Courses Approvals Committee (APCAC).

### **21C Framing Principles**

*Western Sydney University will offer courses and learning experiences that:*

1. Equip students for success in a disrupted digital future of work and society and enable the University to contribute to transforming that future, making our courses attractive to prospective students.
2. Offer students easily understandable and accessible pathways into, through and back into our courses and learning experiences, supporting them to achieve their career aspirations across their lifetimes.
3. Are agile through the inclusion of elements that allow rapid response to external opportunities and changes.
4. Embody partnership pedagogy by being co-created with stakeholders, to ensure authenticity, relevance and engagement.
5. Complement, and are complemented by, our research strengths, external engagement and commitment to our region.
6. Comprise a profile of courses and learning experiences developed and managed using evidence-based accountability – demonstrating fitness of purpose.
7. Build on the advantage of university status for our qualifications and that complement these with alternative credentials.

The following six principles are on the structure and pedagogy of the University's courses and the next seven principles will guide the curriculum development and quality assurance processes.

### **Course Structure and Pedagogy Principles**

*Our courses and pedagogy will:*

8. Promote depth and breadth of disciplinary learning and the development of hybrid capabilities for resilient employability and scholarly citizenship.
9. Have clear structures that are coherent, shared and aligned across like degrees where possible.
10. Embody partnership pedagogy, being co-created, (i.e. co designed, co-developed, co-delivered and/or co-credentialed) with a range of partners, within academic and regulatory requirements.
11. Include opportunities for students to study hybrid curriculum elements related to the future of work and society, in a coherent structure and complementary to their discipline.
12. Include opportunities for flexible bundling of curriculum elements reflecting the diversity of students' career aspirations and learning needs.

13. Ensure coherence through the use of scaffolding and mechanisms that support integration within and between curriculum elements.

### **Course Processes and Quality Assurance Principles**

*Our courses will be implemented with:*

14. Support for high-quality curriculum planning, design, development and enhancement.
15. Efficient, clearly communicated processes and systems to support agile and rigorous course approval.
16. Efficient processes and systems to assure the quality and compliance of curriculum and co-curriculum elements.
17. Course sustainability indicators to monitor viability and suitability of existing courses and guide investment, renewal and closure of courses and curriculum elements.
18. Effective systems and communication strategies to ensure students receive timely and accurate curriculum information and to actively promote hybrid curriculum elements to students and external stakeholders.
19. Timely and accurate academic advice for students to facilitate personalised learning and curricula planning.
20. Systems that clearly record and communicate students' curricula and co-curricular achievements.

**Endorsed at APCAC 2 April 2019**