21C: "CURIOSITY-DRIVEN RESEARCH PODS"

PROJECT TEAM AND SCHOOLS/UNIT
Professor James Arvanitakis, PVC (Research and Graduate Studies)
Lisa Hanlon, Curriculum and Teaching Advisor, Graduate Research School

SAPS: WHAT STUDENTS CONTRIBUTED
Much of the background work in the design of these pods comes from the consultation of students when establishing The Academy program and the Citizen Scholar framework. It was from here that the promotion and harvesting of 'curiosity' was often lacking in the learning journey of our undergraduate students. It is this curiosity that is at the core of the research journey and how our HDR students drive their thirst for knowledge. More recently, we have just appointed two undergraduate students, Livia Liu and Thomas Nguyen and one Master of Research student, Steve Loombes to work with us on this project. These students will assist with curriculum design and marketing of the research pods to undergraduate students across the University.

WHAT COURSES/UNITS WILL EMBED YOUR POD/UNIT?
These pods will be available for all students: either as formal units or simply as 'curiosity pods'. If the students wish to undertake these units formally, they will be able to package up three pods within a 10cp research shell unit. This unit would be counted as an elective in any course with discretionary space.

WHAT WILL BE THE STUDENT EXPERIENCE?
Students will investigate, interrogate and learn about some contemporary, complex and challenging areas of research – deep diving into the topics whilst developing research skills. The research skills will be communicated and discussed by leading researchers from both within Western Sydney University and beyond.

Just as importantly, the purpose of these pods is to highlight research as a process that requires researchers to have the skill to learn from mistakes (mistakability), take advantage of opportunities and be prepared to be stewards of the disciplines they will potentially be researching.

These pods are perfect for students wanting to pursue knowledge and pursue their curiosity of the following topics: Piracy; Space; Health, Wellness and Epigenetics; Crime and Security; Liveable Cities and Artificial Intelligence

"21C PITCH:" WHAT 21C ADVANTAGE DOES YOUR POD DELIVER TO STUDENTS IN A DISRUPTED FUTURE OF WORK AND SOCIETY?
These pods are being designed to integrate core research skills into the undergraduate experience in areas that are exciting, interesting, complex and relevant to the future of work and society.

The credit-bearing shell unit will further refine students' research skills, which, along with research internship opportunities, will ensure a smooth transition into postgraduate research opportunities at Western Sydney University (via Master of Research and ultimately the PhD) as well as developing their research capacity and problem definition abilities of the cohort – thus preparing them for the workforce. These research skills and knowledge gained will be invaluable to our students in the competitive future of work that they face.

WESTERN SYDNEY UNIVERSITY

21C LIBRARY POD: "UPSKILLED THINKING FOR A SUPERCHARGED FUTURE"

PROJECT TEAM AND SCHOOLS/UNIT
Leads: Fiona Webber & Paul Jewell (Library).
Library, Students, SoB, SCEM, SoE, SoL, SSaP, The Academy, The College

EXTERNAL PARTNERS
→ Darcy Street Project (social enterprise; founder John Cafferatta)
→ LaunchPad & affiliates
→ Wyndham College

SAPS: WHAT STUDENTS CONTRIBUTED
Lisa Caldbeck (SCEM), Walid Mariam (SoL), Ceara Chase (SoB), John Webber (SSaP)
→ learning outcomes
→ learner engagement ideas
→ learner profiles
→ content creation and review
→ pod title ideas

WHAT COURSES/UNITS WILL EMBED YOUR POD/UNIT?
Selections from the pod will be embedded in:
→ 200911 Enterprise Innovation and Markets (John Hayek, SoB)
→ 300579 Professional Experience (Anupama Ginige, SCEM)
→ 200010 Criminal Law (Kate Sainsbury, SoL)
→ more to be confirmed

WHAT WILL BE THE STUDENT EXPERIENCE?
Learners will create their own learning experience by entering the Pod through one of multiple entry points (e.g. learn more about themselves, hear someone else's story, or get straight into learning about the content) and pursue deeper learning as desired. Alternatively, learners will encounter sections of the Pod as scaffolding for a task in a unit of study.

"21C PITCH:" WHAT 21C ADVANTAGE DOES YOUR POD/UNIT DELIVER TO STUDENTS IN A DISRUPTED FUTURE OF WORK AND SOCIETY?
This Pod positions students as active, lifelong learners following their interest to supercharge their thinking superpowers for the Future of Work. Through interdisciplinary examples, it will enable learners to build up a "portfolio of the right portable skills and capabilities" (Foundation for Young Australians, 2017, p.3) essential for success in the disrupted Future of Work.

It is estimated that, by 2030, workers will spend 41% more time on critical thinking and judgment, almost 100% more time solving problems, and an extra 1.5 hours per week on creative tasks (Foundation for Young Australians, 2017). The Pod therefore focuses on these three key skills that will open the door to a brighter future: critical thinking, problem solving, and creativity and innovation.

In our Pod creation team, Library information and learning experts partner with industry, local Western Sydney entrepreneurs, students, high school teachers, and academics, to ensure that the learning is reliable and relevant.

The Pod will be used in regular units at Western to support unit learning outcomes; learners will be able to access it for self-directed learning; external partners may use it for professional development or ongoing learning; and it may even be available for aggregation into a Future of Work unit.

Foundation for Young Australians. (2017). *The new work smarts: Thriving in the new work order*. Melbourne, Australia: Foundation for Young Australians. Retrieved from https://www.fya.org.au/report/the-new-work-smarts/

21C: "COMMUNITY AS CATALYST – CAREER ACCELERATOR WIL POD"

PROJECT TEAM AND SCHOOLS/UNIT
School of Computing, Engineering and Mathematics: Associate Professor Mary Hardie DAP Construction Management &
Dr. Sasha Alexander DAP Industrial Design

EXTERNAL PARTNERS
3M
Primebuild
NSW Health
City of Parramatta (Proposed)
Habitat for Humanity (Proposed)

SAPS: WHAT STUDENTS CONTRIBUTED
Our student partners simplified our learning outcomes to one primary dimension which was to: To write a personal [career] innovation plan that disrupts your career assumptions.

WHAT COURSES/UNITS WILL EMBED YOUR POD/UNIT?
WSU wide course appeal
External / prospective students / high school
Bachelor of Design and Technology
Bachelor of Industrial Design
Bachelor of Construction Management
Bachelor of Building Design Management
Bachelor of Construction Technology

WHAT WILL BE THE STUDENT EXPERIENCE?
A creative interdisciplinary challenge is presented in a 10 hour duration POD comprising a real and live local community with human-centred urban environment focus; a facilitated creative collaboration live workshop; concluding with a final group-based innovation proposal and "Am I connected to collaborative networks of influence" via a *Career Accelerator & Innovative-self Quiz and reflective Career Impact Calculator.*

Learning Outcomes include:
1. Engage in a local community challenge from multi-disciplinary viewpoints.
2. Network during a unique live facilitated creativity and innovation workshop event with strategic career mentors.
3. Write a personal career innovation plan that disrupts your career assumptions.

"21C PITCH:" WHAT 21C ADVANTAGE DOES YOUR POD/UNIT DELIVER TO STUDENTS IN A DISRUPTED FUTURE OF WORK AND SOCIETY?
Our POD stimulates students to gain:

- Inspiration toward finding new rewarding future careers and preparation for future self-initiated career iterations from local authentic experiences involving people, context and meaningful shared aspirations.

- Opportunities to conceptualise, test and reflect upon personal actions that truly impact local community as a relational endeavour that can be scaled to respond to societal dilemmas of local and global magnitude.

- The prospect to create new jobs and collectively reconsidered alternative pathways that support sustainable communities of respect through shared ownership of outcomes.

- A periodically reflective self and driver of shared co-creative actions that embrace interdisciplinary viewpoints and disrupt toward new opportunities for societal and career innovation and renewal. PS aka Career Accelerator POD of Western (CAPOW) [or of Wonder]

21C: "FIRE PROTECTION INDUSTRY TRAINING RESOURCES"

PROJECT TEAM AND SCHOOLS/UNIT
Construction Group, SCEM
A/Prof Swapan Saha - Lead
Dr Grahame Douglas - project management
Fire Protection Association Aust - partner.
Dr Yaping He - technical expertise
Prof. Richard Yang - curriculum advice

EXTERNAL PARTNERS
Fire Protection Industry of Australia has a national reach of 1,500 businesses with a cohort of 30,000 individuals who are serving the fire protection industry.

SAPS: WHAT STUDENTS CONTRIBUTED
The project provides a bridging program into post-graduate level (Grad. Cert.) and the team comprises two former students who have undertaken post-graduate study within the Construction Post-Graduate Programs. One (Mr Chris Wyborne) Is also Manager of Education for the FPAA.

WHAT COURSES/UNITS WILL EMBED YOUR POD/UNIT?
The School of Computing, Engineering and Mathematics is still working on the final format of the post -graduate program for fire protection, however, the pods have greater application for international post-graduate engineering as well as other programs including undergraduate programs for engineering and architecture.

WHAT WILL BE THE STUDENT EXPERIENCE?
Students will be able to undertake the pods over a short period, and includes a pre-workshop quiz, a one-week intensive program with group activities in support of the learning outcomes, followed by an assessable individual task of a real world project.

"21C PITCH:" WHAT 21C ADVANTAGE DOES YOUR POD/UNIT DELIVER TO STUDENTS IN A DISRUPTED FUTURE OF WORK AND SOCIETY?

The project is the development of blended learning modules and workshop arrangements to prepare SMEs owners and staff with the skills, knowledge and abilities which address the changing nature of work for the protection industry.

The project aims to develop a bridging program from technician based trades to a para-professional that will be engaged in the development of fire safety systems design, the architect and/or builder and the regulatory environment in which construction operates.

The fire protection Industry is a crucial part of the construction industry and impacts on the availability of fire services and residents to be protected during building fire events such as the 24 storey Grenfell Tower disaster In the UK, in which 72 people died, and 70 more Injured as a result of the fire on the external cladding of the building.

The scope requirements for the curriculum elements is to develop a blended environment with a hands on workshop to address the knowledge and abilities for managing SMEs in a 21 C setting including digital competencies, problem solving in a disruptive environment. The aim is to encourage further opportunities for study not only for the fire protection industry but also construction, engineering, architecture and industrial design.

21C: "CO-CREATING CROSS-DISCIPLINARY PROJECT MANAGEMENT LEARNING PODS FOR FUTURE WORK SCENARIOS

PROJECT TEAM AND SCHOOLS/UNIT
Professor Srinath Perera
Dr Xiaohua Jin
Dr Sepani Senaratne
School of Computing Engineering & Mathematics (SCEM)

EXTERNAL PARTNERS
Pedram Danesh-Mand (Asia Pacific B&I Technical Director - Risk Management, Aquenta Consulting - a Jacobs Company)
Ian Sharpe (Principal, DXC Technology, PMP Project Management consultant)
Peter Tow (Director, PMO - Western Sydney University)
Manmeet Kaur (Manager, PMO - Western Sydney University)

SAPS: WHAT STUDENTS CONTRIBUTED
Postgraduate students in SCEM contributed with their views on developing the learning pods and their content.

WHAT COURSES/UNITS WILL EMBED YOUR POD/UNIT?
Three learning Pods developed will be embedded in the Master of Project Management program. These are:
Managing Project Teams & Stakeholders,
Financial Management of Projects,
Risk management and decision making.

WHAT WILL BE THE STUDENT EXPERIENCE?
The project will expose the students to simulated 21C project environments provided through digital content developed for each of the three learning Pods. Students will experience changing multi-cultural, multi-disciplinary and virtual project environments provided through simulation games preparing them for 21C work scenarios.

"21C PITCH:" WHAT 21C ADVANTAGE DOES YOUR POD/UNIT DELIVER TO STUDENTS IN A DISRUPTED FUTURE OF WORK AND SOCIETY?
The Master of Project Management program provides a unique opportunity to specialise in Construction, Engineering and Information Technology. The three Learning Pods form three weeks learning content of the three selected Master of Project Management Program units. The three pods although delivered separately, form an integrated learning experience for students. This is achieved through a mega project scenario based on the Sydney Metro project.
The students will be working on this project scenario in Learning Pod 1 (Risk & Value management) analysing risk and value characteristics of the project and developing enhanced valued solutions.
In the Learning Pod 2 (Stakeholder Management) students will work on multi-cultural and multidisciplinary teams as anticipated in 21C future work scenarios.
In the Learning Pod 3 (Financial Management), students will use latest financial modelling techniques to manage costs and budgets.
The PM Pods address 21C goals by:
• Enabling project management graduates from Western Sydney University to successfully face the 21C work challenges through the collaborations formed with industry experts forming long term links.
• The students will be able to understand the changes happening and the impact of digitalisation on project environments.
• The Pods were co-created by a team of staff and students working with external partners from the private sector who were involved in developing PM standards for NSW.

21C: CODED DESIGN

PROJECT TEAM AND SCHOOLS/UNIT
Dr Jim Pettigrew (lead, Learning Transformations)
Prof Chris Knapp (lead, SCEM)
A Prof Ana Hol (SCEM)
Dr Anton Bogdanovych (SCEM)
Dr Sasha Alexander (SCEM)
Dr Anupama Ginige (SCEM)
James Berry (SCEM)

EXTERNAL PARTNERS
Robert Beson (director, Architectural Research – Material Applications)
Dr Roland Snooks (A Prof, RMIT and director, Studio Roland Snooks)
Dr Christian Derix (director, Woods Bagot)

SAPS: WHAT STUDENTS CONTRIBUTED
Savdesh Kaur (Master of Information and Communications Technology)
Lachlan Nicholls (Bachelor of Design and Technology)

WHAT COURSES/UNITS WILL EMBED YOUR POD/UNIT?
Architecture Design Studio 2 and/or 3
Professional Experience (provisional)

WHAT WILL BE THE STUDENT EXPERIENCE?
Students will work in cross-disciplinary project teams to create and present a digital or physical artefact using the Processing coding language. While progressing through five studio-based workshops, they will collaborate in sophisticated ways across the computing and design disciplines and gain experience in using a powerful text-based programming language to pursue learning goals at this nexus. The curriculum will be validated by industry partners, who will also play a role in assessing students' presentations.

"21C PITCH:" WHAT 21C ADVANTAGE DOES YOUR POD/UNIT DELIVER TO STUDENTS IN A DISRUPTED FUTURE OF WORK AND SOCIETY?
Design graduates with programming skills that afford them deeper access to the digital applications, interfaces and tools they will use in their design work, will enjoy a clear advantage over those for whom programming is an inaccessible 'dark art'. Computing graduates with interpretive and interpersonal skills that allow them to translate, adapt and apply their technical knowledge to solve problems in collaboration with designers and practitioners in business, marketing and engineering, will be favoured in a world of work that is increasingly looking for 'generalist' employees. As industry partner Robert Beson put it, the staff who work in his commercial architecture office need to: have an aesthetic sensibility; be able to communicate with clients and convince them to do things that they're not used to doing; be able to create drawings and interface with fabricators; and be able to manipulate a computer at a very high level by writing code. Coded Design will instil an awareness in students of the value and importance of the generalist skills Robert describes. It will launch them on a journey to deep understanding of the computing and design forces woven together in the computational design process, and to development of the practical competencies required to manipulate these forces. When delivered, the pod will inspire students to move beyond the narrow confines of their disciplines, and engage with other specialisms, ideas and ways of working that they might not encounter in their routine university study but which they will certainly encounter in their careers beyond university.

21C: MODULARISATION OF ARCHITECTURE STUDIOS

W

PROJECT TEAM AND SCHOOLS/UNIT
Prof Chris Knapp (lead, SCEM)
Prof Kerry London (SCEM)
Prof Srinath Perera (SCEM)
A/Prof Swapan Saha (SCEM)
A/Prof Mary Hardie (SCEM)
Prof Jonathon Allen (Academy)
Dr Katrina Sandbach (HCA)

EXTERNAL PARTNERS
Prof Deborah Archer Barnstone (UTS)
Olivia Hyde (GANSW)
Shaun Carter (Carter Williamson Architects)

SAPS: WHAT STUDENTS CONTRIBUTED
Forthcoming (architecture students commence in Spring 2018)

WHAT COURSES/UNITS WILL EMBED YOUR POD/UNIT?
3753 Bachelor of Architectural Design
3761 Master of Architecture

WHAT WILL BE THE STUDENT EXPERIENCE?
Students will work in cross-disciplinary project teams to help create a module for participation in studio-based collaboration that is aimed at architecture and construction industry transformation. While progressing through studio-based workshops, they will collaborate across the construction management, project management, and design disciplines to gain experience new digital communication, design tools, and off-site manufacturing approaches to delivering 21st century buildings. To do so, disciplinary boundaries need to be traversed and new models of collaboration tested.

"21C PITCH:" WHAT 21C ADVANTAGE DOES YOUR POD/UNIT DELIVER TO STUDENTS IN A DISRUPTED FUTURE OF WORK AND SOCIETY?
Architecture and construction graduates that possess a new skill set are needed to transform the way buildings today are designed and delivered. For at least two centuries, buildings have been made with a 'brute force' mentality of assembling raw materials on site as an approximation of an architect's intent expressed through 2D drawings on paper. Today, the industry is enabled with live digital 3D models that can be used for conception and collaboration across disciplines from end-to-end of the design and construction process. The advent of 'off-site manufacturing' also promises new potential to create buildings that are more efficient, built faster, inexpensively, and with superior quality. This new paradigm can also greatly reduce risk - in particular, financial risk of the client and the procurement team - which can provide significantly improved opportunities for trust and mutual benefit of all involved. However, few students graduate with genuine experience in this approach, and few In the industry feel compelled to explore a new paradigm which is unfamiliar and requires adoption of new methods, practices, and partnerships. The 21C pod seeks to introduce an exemplar for how this collaboration can be tested in an academic setting by immersing designers and builders into a studio-based environment that fosters both digital and interpersonal collaboration. This pod will encourage and enable students to move beyond the narrow confines of their disciplines and engage across boundaries into a future of work where labels like 'architect' and 'contractor' are anachronisms.

21

21C: "*#LEGALTECH*
OUR MOST VALUABLE INTELLIGENCE IS NOT ARTIFICIAL"

PROJECT TEAM

John Juriansz (Lead), Grace Borsellino & Elen Seymour, SoL, Angie Nguyen, Learning Transformations, Sue Blyth, Office of Quality & Performance, Professor David Tait & Jenna Codie, HCA, Professor Yang Xian & Bahman Javadi, SCEM, Professor Ned Rossiter, ICS

EXTERNAL PARTNERS

Neota Logic, WSU LauchPad, Allens Linklaters, Optus, Gilbert + Tobin, King & Wood Mallesons, Baker McKenzie, Madison Marcus, Hall & Wilcox

SAPS: WHAT STUDENTS CONTRIBUTED

Partnership pedagogies and student-centred approaches have informed design of two new units, #LegalTech and Automating Access to Justice. Current students and alumni have been engaged to consider how best to prepare new graduates with future of work skills and make them more competitive in legal job markets. Students have contributed to designing the learning pods and the WIL components in each unit. They will pilot and evaluate the new units.

WHAT COURSES/UNITS WILL EMBED YOUR POD/UNIT?

The new accelerator units will be available within courses offered by the SoL, SCEM, SoB, HCA and other schools. The units will specifically contribute to forming a sub-major or major in Legal Technology within the SoL. The remaining specialisation units would comprise existing law units and relevant units from other Schools (Cyber Law and Justice, Information and Data Governance Law and Regulation, Media Law, and Intellectual Property). The detachable #LegalTech pods will also be available as standalone pods for non-award industry enrollees.

WHAT WILL BE THE STUDENT EXPERIENCE?

#LegalTech will provide an understanding of the types and uses of technologies in legal practice increasingly vital competency for lawyers of the age of Big Data and AI. This unit will also provide students with an opportunity to develop new set of skills such as basic coding, digital and ethical literacy, and the use of software in legal services as well as engage students with distributed ledger technologies, blockchain, bitcoin, technology assisted review technology, eDiscovery, and more. Students will have the direct support from software companies, law firms and communities partnered with the WSU through face-to-face and online workshops and resources.

Automating Access to Justice, using a no-code, AI-powered software development/app-building platform, students will gain access to industry partner client matters so as to analyse, assess, create and deliver solutions that requires high-order legal research, collaborative teamwork, innovative and creative thinking, and project management skills. Students will have the direct support from a software company partnered with SoL through F2F and online workshops and resources. Students will gain the experience of subject matter experts and develop intelligent applications to automate expertise, processes, and documents. In doing so, students will gain real-life work experience through the application of technology to solve legal issues - the professional responsibilities essential for 21C practitioners.

"21C PITCH": WHAT 21C ADVANTAGE DOES YOUR POD/UNIT DELIVER TO STUDENTS IN A DISRUPTED FUTURE OF WORK AND SOCIETY?

The future jobs will coalesce around a common set of skills around discovery, creativity and communication – transferrable skills what will play a major role in work fulfilment, differentiate humans from machines in the workforce, and maximise the value of our most human resources. In the near future, conventional lawyers will not be as prominent as today. These practitioners will be joined by legal knowledge engineers, legal technologists, legal process analysts, legal project managers, legal data scientists, research and development workers, Online Dispute Resolution practitioners, legal management consultants, legal risk managers, and more. Further, these new lawyers will increasingly work for new employers including global accounting firms, legal publishers, legal know-how providers, legal process outsourcers, legal leasing agencies, online legal service providers, legal management consultancies and, of course, legaltech companies – all of which require the curious, the creative, and the communicators. These two units contribute to the sub-major or major in Legal Technology that will help advantage graduates in the job market. Looking beyond 21C, the SoL will continue to investigate additional opportunities with Industry Partners to provide curriculum in:

- Start-up Law - to advise start-up entities on the legal issues they are likely to face in their formative years such as corporate structures, tax, employment, and IP issues;
- FinTech and RegTech - the use of new technologies in financial services to improve operational & consumer engagement and in the regulatory area to assist institutions to meet compliance and reporting obligations;
- Coding (aka Programming) – while lawyers do not need to know how to code, students wanting to pursue a law related occupation may require greater knowledge of technology; and
- Legal Practice, Ethics and Technology – further specialised units to redress the innovations in the delivery of legal services and law practice, including law practice management, legal practice management, eDiscovery, Big Data, outcome prediction, legal project management, virtual lawyering and courtroom technologies.

21C: "DISRUPTING DISCIPLINARY DIVIDES: MULTIDISCIPLINARY MEDICO-LEGAL PODS FOR LAW AND MEDICINE STUDENTS"

PROJECT TEAM AND SCHOOLS/UNIT

School of Law
Dr Kate Sainsbury (co-lead)
Prof Carolyn Sappideen
Dr Patrick Foong
Francine Feld

School of Medicine
Dr Jenny McDonald (co-lead)
Dr Iman Hegazi
Dr Neeshan Abrahams
Jane Graves
Prof Mike O'Connor
Dr Annette Robinson

School of Nursing
Dr Jackie Dempsy
Dr Lyn Francis
Fiona Creed

EXTERNAL PARTNERS
Bill Madden
Prof Peter Procopis
Dr Annette Robinson
Dr Allison Callahan

SAPS: WHAT STUDENTS CONTRIBUTED
Medical and law students have assisted in identifying areas of legal and medical knowledge which will assist them in their future careers. Students will help to draft questions for medical and legal expert panels. Students will assist in sequencing learning activities on Storyboard, and will be involved in a pilot of the pods.

WHAT COURSES/UNITS WILL EMBED YOUR POD/UNIT?
School of Law: Medical Law - alternate law unit
School of Medicine: Integrated Clinical Rotations 2
Pods could also be embedded in nursing, midwifery, paramedicine, psychology and social work units.

WHAT WILL BE THE STUDENT EXPERIENCE?
Students will experience exciting case-based multi-disciplinary learning. Students will explore medico-legal ethical challenges using online learning activities created with Storyboard software. The learning materials include: an 8 scene drama filmed in an obstetric unit of a hospital; expert commentary by medical and legal panellists on the medico-legal ethical issues raised in the film; mock legal submissions on the issues arising in the film; and reflections by law and medical students.

"21C PITCH:" WHAT 21C ADVANTAGE DOES YOUR POD/UNIT DELIVER TO STUDENTS IN A DISRUPTED FUTURE OF WORK AND SOCIETY?
The pods deliver students the 21C advantage of having disrupted disciplinary divides by engaging in learning with and from professionals in fields other than their own. This will equip law and medical students with an appreciation of the importance of a multidisciplinary approach to tackling medico-legal ethical issues in healthcare.

The pods could be utilised in law, medical, nursing, midwifery, paramedic, psychology and social work university units and could also be used as part of continuing professional development programmes in these disciplines. The pods showcase what Western Sydney University has to offer to potential students.

21C: "ENGAGING STUDENTS FOR COMMUNITY WELLBEING"

ROJECT TEAM AND SCHOOLS/UNIT
Rowena Saheb, Student Experience Office and Dr Arianne Reis, School of Science and Health. SAPs: Andrea Maris Earl (SoSH); Matthew Bojanic (SoM); Taylor Mortimer (SoSH); Harley Bowd (SoHCA); Aleksandra Tomic (SoL); Catherine Pearsall (SoSSP); Yating Huang (SoM); Amelia Gonzales (SoM); Alannah Romeo (SoSH); Grant Murray (HDR); Savdesh Kaur (SCEM); Layla Matthews (SoSH); Cheryl Jendrachowski (SoB).

EXTERNAL PARTNERS
headspace, RU OK?, and South Western Sydney Local Health District.

SAPS: WHAT STUDENTS CONTRIBUTED
Students have provided their knowledge and expertise on how to engage with students in a creative, sustainable and meaningful way. Through a series of workshops, student partners have reflected on their student experience and that of their peers to:(1) guide the development of the content; (2) provide feedback on the structure, design and interface of the POD; and (3) collaborate on creating a final assessment that aims to increase the sustainable benefits of the POD for the Western student community. Students also worked closely with other members of the team to source desirable co-credentialing opportunities throughout the POD.

WHAT COURSES/UNITS WILL EMBED YOUR POD/UNIT?
The POD boasts an inclusive design, with no prerequisite skills or knowledge, thus allowing embedding across all schools and at any stage. Currently, we have unit coordinators from SoSH, SoHCA, SoL, and SoM interested in embedding the POD in their units.

WHAT WILL BE THE STUDENT EXPERIENCE?
Students engagement with the POD will aim at unlocking student capacity to be health promoting, both for themselves, and for others in their respective community, with a focus on supporting mental health literacy and mental health service literacy.

Students will engage in learning to (1) develop an understanding of Mental Health and Wellbeing (MHWb), including an introduction to misconceptions, stigma and associated symptoms; (2) increase knowledge of what impacts on MHWb; (3) increase awareness of the benefits of help-seeking, for themselves and others, with an added overview of available internal and external services; (4) increase skills in adopting strategies promoting MHWb, for themselves and others; and finally (5) reflect and apply their new learning to suggest initiatives that may promote the MHWb of the Western community. The final assessment is designed to create ongoing opportunities to work with students as partners for community wellbeing. Suggested initiatives will be evaluated by a Working Group for potential implementation by student leader groups or existing staff teams.

Lastly, with the POD being an introduction to the above-mentioned topics, within each section students will have the opportunity to engage in additional self-directed online learning, some of which with external providers and carrying co- credentialing opportunities.

"21C PITCH:" WHAT 21C ADVANTAGE DOES YOUR POD/UNIT DELIVER TO STUDENTS IN A DISRUPTED FUTURE OF WORK AND SOCIETY?
Three in five of Australia's 1.4 million university students are aged between 15 and 24 years, of which one in four will experience mental ill-health in any given year. This, paired with one in five Australians taking time off work for mental health distress in the past 12 months, highlights the potential advantages of this POD to enhance student success at university and beyond. While at university, the POD will normalise conversations on MHWb and empower the student to advocate for the wellbeing of themselves and their community, as a result promoting academic success and transition. Beyond university, and as students move into the workforce, they have the opportunity to continue the advocacy in their social communities and workplaces, strengthening their position as leaders in the 21st century.

WESTERN SYDNEY UNIVERSITY

21C: "DESIGN YOUR LIFE" PODS/UNIT

PROJECT TEAM AND SCHOOLS/UNIT
Patricia Parish, Career Education Consultant and Kelly Whitney, CareerLaunch Project Supervisor, Careers Team, Office of Employability & Graduate Success

EXTERNAL PARTNERS
Stanford University (Higher Ed Life Design Community), WSU Alumni and employer mentors.

SAPS: WHAT STUDENTS CONTRIBUTED
All student participants in prototyped activities will contribute to content development.

WHAT COURSES/UNITS WILL EMBED YOUR POD/UNIT?
These pods/modules will be made available to all students on a co-curricular/extra-curricular basis. They may be taken individually or as a sequence. The pods may also be incorporated into other units currently in development as part of the Flagship Project process.

WHAT WILL BE THE STUDENT EXPERIENCE?
In these pods students actively devise their own learning goals. They will experience a choice of interesting and engaging activities, both face-to-face and online, derived from tried and tested 'design thinking' methodology. If they choose to take the modules in sequence, they'll start with a series of creative self-observation and reflection tasks to build self-awareness and identify strengths and challenges. They'll then be introduced to tools and resources that will stimulate ideas about possible career options. The emphasis in this approach is on challenging limiting beliefs and building your way forward rather than having all the answers...there is no absolute 'right' way! The pods will be energetic and fun. Students will be encouraged to work collaboratively with peers and mentors, to generate a range of ideas to prototype and test and get useful feedback. By completing one or more of these pods students will be better equipped to face uncertainty, will feel more confident and optimistic and be knowledgeable and skilled in identifying career planning challenges and making authentic and effective career decisions.

"21C PITCH:" WHAT 21C ADVANTAGE DOES YOUR POD/UNIT DELIVER TO STUDENTS IN A DISRUPTED FUTURE OF WORK AND SOCIETY?
With the future of work forecasting serious disruption our students need new skills in facing uncertainty and building resilience and agility to achieve graduate career success. Our pods are designed to re-frame 'career planning' as a design project. Designers love problems...every problem is a design opportunity, a chance to exercise creativity and come up an innovative solution!
Students will learn how to think like a designer, to awaken their curiosity and reframe their career questions, to take action and learn from testing low-risk prototypes and to enlist support to tackle tricky life-design challenges from a collaborative perspective.
Whether they complete one module or the complete sequence, students will be equipped with a mindset that enhances resilience and a set of skills to assist them throughout life to respond to all of the twists and turns that they may encounter, and come through it all feeling enriched and empowered irrespective of the result!

21C: "BE CAREFUL: HOW TO AVOID CAREER SCREW UPS"

PROJECT TEAM AND SCHOOLS/UNIT
School of Business: Sara Denize, Michelle Cull, Laurel Jackson, Jac Smit

EXTERNAL PARTNERS
The Ethics Centre: The School is currently in discussion with the Centre.

SAPS: WHAT STUDENTS CONTRIBUTED
SGSM students contributed to the ideation stage of this project and have identified how the pod description should be pitched for students to engage with the topic. Further consultation with SGSM students will be undertaken as part of the triangulation process to confirm user requirements.

WHAT COURSES/UNITS WILL EMBED YOUR POD/UNIT?
The School's new Master of Marketing will embed this Learning Pod. They will also be available for MBA and Master of Professional Accounting (Advanced).

Subsequent plans are for this Learning Pod to be made available to non-award students as well as offered to meet continuing education requirements of professional bodies that have a relationship with the School.

WHAT WILL BE THE STUDENT EXPERIENCE?
The Learning Pod will cover real-life scenarios through undertaking self-marking assessment tasks to understand ethical problem solving and decision-making process to complex issues and dilemmas.
 Specific related case-studies with key ethical dilemmas will be offered in professional Marketing, Accounting, Property, Financial Planning, Banking and Finance contexts.

"21C PITCH:" WHAT 21C ADVANTAGE DOES YOUR POD/UNIT DELIVER TO STUDENTS IN A DISRUPTED FUTURE OF WORK AND SOCIETY?
Market pressures and the speed of modern-day business are placing severe ethical demands on young professionals. It is often far harder to recover from an ethics mistake than an ordinary mistake. While an ordinary mistake may reveal a lack of knowledge or attention, an ethical mistake colours perception of everything a person does.

The challenges to doing work that is at once excellent in quality and ethically responsible—"good work"—are even more salient for young professionals today than ever before.

You will have immense pressure on you to perform well and you will be operating in a different cultural climate than your predecessors so you have the complex task of learning to negotiate the often competing demands of excellence, ethics, and earnings.

Be Careful: How to Avoid Career Screw Ups helps you to think about the consequences of work not only for you, but also for your peers and colleagues, and for our wider society. You will be well placed with tools to help you identify and resolve complex ethical dilemmas

You will need to ask yourselves, "What are the implications of my work and what are the ramifications of the work-related decisions I make?"

21C: "STAND UP STAND OUT"

PROJECT TEAM AND SCHOOLS/UNIT
School of Business: Michelle Cull, Jayne Bye, Laurel Jackson, Jac Smit.

EXTERNAL PARTNERS
The School of Business is in discussion with a Recruitment Agency and will be utilising resources from WSU Student Services.

SAPS: WHAT STUDENTS CONTRIBUTED
SGSM students contributed to the ideation stage of this project and have identified how the pod description should be pitched for students to engage with the topic. Further consultation with SGSM students will be undertaken as part of the triangulation process to confirm user requirements.

WHAT COURSES/UNITS WILL EMBED YOUR POD/UNIT?
This Learning Pod will be imbedded within the School's new Master of Marketing. They will also be available for MBA and Master of Professional Accounting (Advanced).

Subsequently, this pod will be made available to other PG students as well as non-award students.

WHAT WILL BE THE STUDENT EXPERIENCE?
This Learning Pod will offer online learning activities and resources to demonstrate how novice practitioners should market their skills and experience in the 21C employment market place. Use of social media will be showcased as well as planning techniques to secure that job/project will be offered by this learning pod.

The Learning pod will be augmented by workshops either face to face or virtually to allow students to practice and obtain feedback in a supportive environment.

"21C PITCH:" WHAT 21C ADVANTAGE DOES YOUR POD/UNIT DELIVER TO STUDENTS IN A DISRUPTED FUTURE OF WORK AND SOCIETY?
You've just landed a job interview for a position you really want. Congratulations. Now, you know you only get one chance to impress, but how exactly do you do that? Given all of the conflicting advice out there and the changing rules of getting a job, it is no wonder that job seekers are confused about how to best prepare for and perform in an interview.

Finding employment in today's market is demanding and challenging. We know that many of you will be changing careers three to seven times in your lifetime.

Stand Up Stand Out will assist you to show employers you have what it takes. You will not only learn how to write/build a resume and then align your social-media with your resume; you will also learn the rituals associated with interviews dress/attire and interview skills and techniques.

You can never invest enough in terms of preparation. You will learn how to research the role offered and the company and its culture, the relevant industry trends.

You will learn how to formulate an interview strategy before you enter the interview room.

You will learn how to ace the first 30 seconds of an interview because first impressions matter. How you speak, how you enter the room, and how comfortable you look, are all really important.

Invest in yourself with our Stand Up Stand Out program and learn the interview skills you need to stand out.

21C: "THE WHAT AND HOW OF MAKING AN AWESOME PRESENTATION AT WORK"

PROJECT TEAM AND SCHOOLS/UNIT
School of Business: Michelle Cull, Patrick van Esch, Laurel Jackson, Jac Smit.

EXTERNAL PARTNERS
Toast Masters Australia

SAPS: WHAT STUDENTS CONTRIBUTED
SGSM students contributed to the ideation stage of this project and have identified how the pod description should be pitched for students to engage with the topic. Further consultation with SGSM students will be undertaken as part of the triangulation process to confirm user requirements

WHAT COURSES/UNITS WILL EMBED YOUR POD/UNIT?
The School's new Master of Marketing will embed this Learning Pod. They will also be available for MBA and Master of Professional Accounting (Advanced).

Subsequent plans are for this Learning Pod to be made available to non-award students as well as offered to meet continuing education requirements of professional bodies that have a relationship with the School

WHAT WILL BE THE STUDENT EXPERIENCE?
This learning pod will offer students an opportunity to plan, develop and practice effective presentation and offer students to practice their public speaking.
Online resources and planning tools will be provided as well as rich media will scaffold student learning of the techniques in delivering a variety of presentations. In partnership with Toastmasters Australia, learners will be provided with an opportunity to practice their presentation skills in front of a live and virtual audience.

"21C PITCH:" WHAT 21C ADVANTAGE DOES YOUR POD/UNIT DELIVER TO STUDENTS IN A DISRUPTED FUTURE OF WORK AND SOCIETY?
Good presentation skills require organisation and confidence. If you have not ticked off these two essential items, then it's time you looked at developing presentation skills. This type of personal development work will really assist you to develop first more confidence, which is the key; then, by you getting organised, well presented and ultimately building self-esteem, those dream jobs will appear and hopefully your ambitions will be realised!
Staff who are highly skilled in their area of expertise, but hate public speaking, will still be appreciated, but they may just get more kudos and more accolades if they can articulate their approaches and knowledge in a more confident manner.

The What and How of Making an Awesome Presentation at Work will assist you to select material for a presentation that can make a big difference impact. There are different factors to consider while choosing a topic that is interesting and avoids audience apathy.

Improvement in work presentations has everything to do with having a clear game plan of what you're trying to accomplish. Are you trying to inform your audience? Are you trying to persuade them in some way? Who is your audience? What do they want come away with? Tailoring your remarks/content to be as relatable to this audience as possible is vital.
Whether you're new to making presentations or are a seasoned presenter, The What and How of Making an Awesome Presentation at Work will help you hone your skills.

21C: "DATA VISUALIZATION: A WISE INVESTMENT IN YOUR FUTURE"

PROJECT TEAM AND SCHOOLS/UNIT
School of Business: Patrick Van Esch, Laurel Jackson, Jac Smit.

EXTERNAL PARTNERS
Microsoft – via the WSU and Microsoft partnership

SAPS: WHAT STUDENTS CONTRIBUTED
SGSM students contributed to the ideation stage of this project and have identified how the pod description should be pitched for students to engage with the topic. Further consultation with SGSM students will be undertaken as part of the triangulation process to confirm user requirements

WHAT COURSES/UNITS WILL EMBED YOUR POD/UNIT?
The School's new Master of Marketing will embed this Learning Pod. They will also be available for MBA and Master of Professional Accounting (Advanced). Subsequently, this pod will be made available to all SBUS postgraduate students.

WHAT WILL BE THE STUDENT EXPERIENCE?
This Learning Pod will offer online learning activities supported by rich media that explains the data visualisation concepts as well as the pitfalls to avoid. The Pod will offer access to Microsoft software and students will undertake online activities to practice respective techniques.

Use of online self-assessment techniques are planned to support student achieving intended learning outcomes.

Certification arrangements are yet to be formalised with external partner.

"21C PITCH:" WHAT 21C ADVANTAGE DOES YOUR POD/UNIT DELIVER TO STUDENTS IN A DISRUPTED FUTURE OF WORK AND SOCIETY?
Data visualization is entering a new era. Emerging sources of intelligence, theoretical developments and advances in multidimensional imaging are reshaping the potential value that analytics and insights can provide, with visualization playing a key role. As the world becomes increasingly interconnected and interdependent, opportunities to generate value through data visualization will only increase

Being able to visualize data is becoming very important today, and it's going to be even more important going forward. Organisations and their executives are demanding more visualization tools to help them support their insights and analysis and also to accelerate their understanding of the key business drivers.

Data visualization is changing the way you work with data. You will be expected to respond to issues more rapidly. You'll need to be able to dig for more insights – look at data differently, more imaginatively. Data visualization will promote your creative data exploration.

Using Microsoft 360 tools you will learn how to enhance your ability to access data and its insights more directly.

For example: In many industries, mobile use is creating great opportunities. Of course that also means there's even more data to analyse.

Mobile data does hold lots of opportunities, from geographical insights to real-time support for our customers across multiple devices.

21C: "A DAY IN THE LIFE OF A TRADE"

PROJECT TEAM AND SCHOOLS/UNIT
School of Business: Heath Spong, Laurel Jackson.

EXTERNAL PARTNERS
The Stockbrokers and Financial Advisors Association of Australia (SAFAA)

SAPS: WHAT STUDENTS CONTRIBUTED
SGSM students contributed to the ideation stage of this project and have identified how the pod description should be pitched for students to engage with the topic. Further consultation with SGSM students will be undertaken as part of the triangulation process to confirm user requirements

WHAT COURSES/UNITS WILL EMBED YOUR POD/UNIT?
The School's new Master of Marketing will embed this Learning Pod. They will also be available for MBA and Master of Professional Accounting (Advanced). Subsequently, this pod will be made available to all SBUS postgraduate students

WHAT WILL BE THE STUDENT EXPERIENCE?
This Learning Pod will consist of online resources and learning activities that will be offered prior and during a follow-up workshop.

"21C PITCH:" WHAT 21C ADVANTAGE DOES YOUR POD/UNIT DELIVER TO STUDENTS IN A DISRUPTED FUTURE OF WORK AND SOCIETY?
More and more people from all walks of life are using financial trading as a source of secondary income. Trading gives you the opportunity to create and continue to build wealth in a flexible and practical manner. With the right education, you can take control of your financial future and build a solid foundation to safeguard and grow your investments.

Trading transcends boundaries. Whether you are choosing your first career path, wanting to improve your current financial situation or are looking to broaden your horizons and study something you love, a Day in the Life of a Trade will assist you to see your goals fulfilled.

The Learning pod and workshop provides a comprehensive overview of the market and operational process. It is based on face-to-face learning and includes a mix of presentation and case-studies.

What you will learn
You obtain a solid understanding of the process of share and derivative trades from order placement through to execution to settlement.

Invest in Yourself
Learning how to trade can be challenging, as with everything that is worth doing. Every discipline has its learning curve. Top professionals have to study and master their skills in order to be successful, it does not happen overnight. Trading is no different. It takes time, discipline, the correct education and the right attitude. Learning to trade is investing in your education and your financial future. Learning to trade is investing in yourself.

21C: UNIT "STRATEGIC PERSONAL BRANDING"

PROJECT TEAM AND SCHOOLS/UNIT
Jacki Montgomery
Rachel Morley
School of Humanities and Communication Arts

EXTERNAL PARTNERS
Semi-Permanent
Global creative and design thinking platform with a network of 800+ speakers/artists
Blue Chilli
Empowers early-stage startup founders to build impactful, investable, global startups

SAPS: WHAT STUDENTS CONTRIBUTED
Inspiration!
Co-designing of the unit and assessments

WHAT COURSES/UNITS WILL EMBED YOUR POD/UNIT?
All Schools, all Campuses
This unit may be undertaken by any student as an elective, worth 10 credit points

WHAT WILL BE THE STUDENT EXPERIENCE?
Students will engage with individuals from a range of professions who have strong personal brands. These are successful and charismatic individuals who have reputations built on insight, passion and hard work. Some are entrepreneurs, some are leaders in their organisation. All are fearless.

Students will attend studio-based classes and work on developing their own personal brand. This will involve collaboration with peers and external mentors.

Assessments are currently being developed (thanks to the input of Student Partners!) and may include quizzes, presentations, and a concrete roadmap to enable students to start building their brand, and their future.

"21C PITCH:" WHAT 21C ADVANTAGE DOES YOUR POD/UNIT DELIVER TO STUDENTS IN A DISRUPTED FUTURE OF WORK AND SOCIETY?
The workforce of the future requires core skills (your degree), 'work smarts'– an entrepreneurial growth mindset, and a strong personal profile that enhances your credibility.

This unit is relevant to all disciplines. The stronger your reputation, the greater the likelihood that your ideas will be heard and implemented.

In this unit, you'll learn how to define your personal brand, clearly communicate your unique value, build an online and offline identity, and leverage the influencers who can accelerate your career.

You'll learn how to enhance your creativity, and work on the 'soft skills' which are increasingly important in the workforce of the future: adaptability, critical thinking, empathy, integrity, optimism, proactivity, and resilience.

You'll also develop the skills to craft short talks and presentations, based on the philosophies and techniques of TED. We'll show you how to build ideas, develop through-lines and visuals, create words to persuade, tell stories, explain complex concepts, and inspire your audience to action.

Essential for anyone who wants to build a reputation, capitalise on opportunities in their industry and propel their career.

PITCH: "AUDIO FUNDAMENTALS FOR PODCASTS"

PROJECT TEAM AND SCHOOL
The Pitch team: Roger Dawkins, Rachel Morley, Lynette Sheridan Burns.
School: Humanities and Communication Arts.

EXTERNAL PARTNERS
1. FBi Radio, "All the Best," a national podcast showcasing Australian storytelling. The Pitch team have gathered industry tips from the program's producer, Allison Chan. Also, the best student work may be broadcast live on FBi! We've also recorded training videos with FBi's expert sound designer Tegan Nicholls.
2. ABC. We've interviewed Gaven Morris (Director, News), Tanya Nolan (Managing Editor, Audio), Ian Walker (executive producer of the true crime series, Unravel) and Kyla Slaven (producer of the kids' ethics podcast, Short and Curly). Also, we're trying to convince Kyla to tutor in Pitch in 2019. Here's hoping!
3. Hamid Sediqi and Alex Wray, the "BLab Coats," are postgrad students from Western Sydney University and their podcast is about the journeys of scientists and researchers. Hamid and Alex have recorded demo videos for Pitch on interview and mic technique—and (fingers crossed) may also teach in Pitch in 2019.

SAPS: WHAT STUDENTS CONTRIBUTED
The Pitch team have engaged two students for consultation about course content. One student has provided initial feedback. We will engage both students for further feedback after course content is drafted (October 2018). In addition, some course content will be beta tested in spring 2018 and evaluated using student focus groups.

WHAT COURSES WILL EMBED YOUR UNIT?
Pitch will live in the School of Humanities and Communication Arts, as a level 3 elective in the B Comm/B Screen Media/B Creative Industries.

WHAT WILL BE THE STUDENT EXPERIENCE?

Fun, hands on, supportive, and so "now." You'll engage with on-demand content and collaborate face-to-face with experts.

WHAT 21C ADVANTAGE DOES YOUR UNIT DELIVER TO STUDENTS IN A DISRUPTED FUTURE OF WORK AND SOCIETY?

Pitch offers all the advantages afforded by yummy pasta, like a bowl of spaghetti bolognese.
Podcasts, like pasta (the world's favourite food) are hugely popular. Pitch is your ticket to the party. You'll learn how to communicate in a way that people love, that creates smiling pasta faces and brings them back for more. With today's tech, making audio is doable for anyone, but you can always spice it up with a little expertise—and it's the same for humble spag bol. And, learning good pasta skills, says top chefs, teaches the know-how for other cooking (e.g. prepping pesky shellfish), which is so true for podcasting too! Just think of the lessons podcasting teaches about creativity, ethics and law in today's disrupted media society. Finally, chefs say that pasta, for all the reasons noted, is one of the dishes everyone must know how to cook before they're 30, and ne'er could a sentiment be more prophetic for podcasting. What you'll learn about communicating in today's world is vital for your work future and media life. These lessons will get you way ahead. Anyone for spaghetti alle vongole?

21C: "COMMUNICATION FOR SUSTAINABILITY"

PROJECT TEAM AND SCHOOLS/UNIT
Tanya Notley (SHCA)
Juan Francisco Salazar (SCHA-ICS)
Abby Mellick Lopes (HCA)
Alison Gill (HCA)
Rachel Morley (HCA)
Maryella Hatfield (HCA)

EXTERNAL PARTNERS`
Live and Learn; Republic of Everyone; 350 Pacific; Social Surplus; Meld Studios; Sydney Story Factory

SAPS: WHAT STUDENTS CONTRIBUTED
Through a New Colombo Plan Grant and supported by a WSU Sustainable Futures grant, 10 Ciommunication and Media students worked for 4 weeks with partners in Vanuatu to produce two short films on community-based climate change adaptation and sustainable development which will be embedded as curriculum material in the Accelerator Unit.

WHAT COURSES/UNITS WILL EMBED YOUR POD/UNIT?
We are designing this unit to be relevant to students across disciplines including education, health, science, business, arts, communication, agriculture. We want to support a cross-disciplinary peer-to-peer learning experience.

WHAT WILL BE THE STUDENT EXPERIENCE?
Sustainability communication is a dynamic practice requiring comprehensive transdisciplinary knowledge, creativity, as well as knowledge of a range of advocacy tools and communication skills. The learning pods are all designed to learn from what has worked well in practice. They provide a review of industry case studies and best practices in communication for sustainability, allowing students to learn from each other, and in collaborative environments with industry leaders. Assessments provide an opportunity for students to implement the models, concepts and ideas included in the learning pods. The Unit is divided in 3 modules which integrate video lectures, online engagement, and masterclasses.

Module 1: Communicating Climate Change
Focus on cultivating change and communication strategy: how can and will your intervention create or contribute to change?

Module 2: Sustainable Consumption
Focus on design processes and practices: how do you work collaboratively in an ethical way and how do you ensure your visual design will be appropriate and effective?

Module 3: Nature-Culture Futures
Focus on storytelling: whose voices are being heard? What kind of genres and formats are most effective at creating change?

"21C PITCH:" WHAT 21C ADVANTAGE DOES YOUR POD/UNIT DELIVER TO STUDENTS IN A DISRUPTED FUTURE OF WORK AND SOCIETY?
Environmental sustainability is critical to human wellbeing and planetary health. Effective communication is required to bring about transformation at individual, organisational and societal scales. Sustainability is a key thematic focus area for Western Sydney University across learning, teaching, research and engagement.
This Accelerator Unit will allow students to be work-ready in understanding the strategic use of communication to support effective advocacy, policy-making, community participation, and project implementation geared towards sustainability. The unit will allow students to develop their capacity to communicate ideas and information related to sustainability, and to advocate, generate and evaluate actions for sustainable futures.

21C: "GLOBAL CITIZENSHIP AND ENGAGEMENT"

PROJECT TEAM AND SCHOOLS/UNIT
Felicity Blackstock (SSH); Karina Wardle (SoB); Kay Carroll (SoE); Steve McDonald (WSU Global Mobility); Jen Dollin (Office of Sustainability); Arianne Reis (SSH); Kathy Nguyen (SAP); Kim Vincent (DFT).

EXTERNAL PARTNERS
CISaustralia, AIME Overseas, Project Everest and ACICIS

SAPS: WHAT STUDENTS CONTRIBUTED
SAPS are involved in the development of content, development of the unit assessment processes and will be trialling the as yet to be released Global Connections Webpage (on the GoGlobal WSU website).

WHAT COURSES/UNITS WILL EMBED YOUR POD/UNIT?
The Accelerator Unit is designed to be embedded across all degrees offered by the University; Global Citizenship and Engagement is inclusive of all learners and a rich unit because of the diversity of learners.

WHAT WILL BE THE STUDENT EXPERIENCE?
This unit aims to engage students with current global contexts to integrate professional knowledge and develop skills, attitudes and behaviours that support them to be global citizens with inter-cultural competence. As part of the unit students will be required to undertake an international learning experience relevant to their studies in an organisation outside Australia. The unit is completed across a year of study, with the first semester a preparatory experience, mid-semester the opportunity to complete an overseas short program, and the final semester a time to reflect on the international engagement completed. International learning activities may include a field trip, work placement, internship, or volunteer aid experience. Students will immerse themselves in their new international environment, make sense of the organisation's or a community's modes of action and meaning, and negotiate their ways of acting and being in the process of becoming a member and contributing to the organisation and/or community they engage with. Students in this unit will then reflect on global engagement experiences to discuss self-learning and how this learning informs personal and professional development.

The framework to support learning will be through four timely face to face workshops, and an online environment. Students will complete the 10 credit unit over a 12-month time period. Students completing the first six months of study (the preparing for their travel stage) will be connected both face to face and online with those in the second 6 months of the unit (the reflective and applying learnings stage). Learning contracts, e-portfolios and a critically reflective essay on culturally responsive connections will provide assessment for learning and of learning.

"21C pitch:" what 21C advantage does your pod/unit deliver to students in a DISRUPTED future of work and society?
The ability to form global connections in the 21st century is essential. We live in a world where we can no longer consider our actions insolation from of all humanity. An ability to be culturally responsive in behaviours, attitudes and actions, will prepare WSU graduates to be global citizens for the Future of GLOBAL Work.

21C: "SCIENCE-CORE"

PROJECT TEAM AND SCHOOLS/UNIT
Lead: Jo-Anne Chuck (DAP Science). Leanne Rylands, Peter Shortland, Andrew Broderick, Neil Hopkins, Wendy Truelove, Michelle Ryan, Christopher Jones, School of Science and Health.

EXTERNAL PARTNERS
Lachlan Macquarie College (NSW Dept. Education), Professionals Australia, Australian Institute Nuclear Science and Engineering.

SAPS: WHAT STUDENTS CONTRIBUTED
SAPs have been involved in curriculum design, informing the team on the placement and the frequency of use of the employability assessment tool to be used in the new courses. This included their suggestion of a "transition into the workforce package" linking students to Careers and Alumni services via a capstone unit in the degree. SAPs suggested that this could result in an ongoing relationship with the university after graduation and increased employment outcomes.

WHAT COURSES/UNITS WILL EMBED YOUR POD/UNIT?
This project unifies the B.Sc., B. Med. Sci., and B. Nat. Sci. degrees under a new innovational curriculum structure allowing flexibility and transferability across science disciplines and the assurance of explicit skill sets for a new future of work.

WHAT WILL BE THE STUDENT EXPERIENCE?
From Day 1, students will use their university experience to explicitly align their learning to the development of employability skills in the context of disciplinary knowledge. By passing through core units, students will be exposed to a consistent message on the role of their education for the betterment of society and

their valued participation in the future work. Student will use the experience as a living lab to test and benchmark their progress using authentic experiences/activities to promote engagement and relevance.

"21C pitch:" what 21C advantage does your pod/unit deliver to students in a DISRUPTED future of work and society?
Our science students will be equipped to have **self-control of their careers** in a disrupted future through learning professional and authentic skills that are transferable to careers that require STEM analytical skills and critical thinking. The degree structure also allows for **personalisation of learning** via options such as attainment of deeper discipline knowledge or increased breadth, through **new curriculum elements** such as accelerator pods, advantage majors and sub-majors.

Using a unified core across all the degrees, students will be recruited via **simplified pathways.** This will remove the confusion of course or discipline selection, while allowing time to discover and explore science before committing to a discipline in depth. Students will develop leadership skills, autonomous and collaborative learning mechanisms, all enabling our students to make an **impact on society and the future workplace.** This will be explicit through the co-design and co-delivery of our courses with our partners who are experts on the incoming skill sets of our students and the requirements of the modern broad employment sector for STEM graduates. This will result in the **longevity of the impact of the education** for our students into the future.

21C: "DEVELOPING COMMUNICATION STRATEGIES FOR COMPLEX ENCOUNTERS"

PROJECT TEAM AND SCHOOLS/UNIT
Dr Ken Wooden
Dr Ana Rodas
School of Social Sciences and Psychology

EXTERNAL PARTNERS
New South Wales Police Force

SAPS: WHAT STUDENTS CONTRIBUTED
Bachelor of Policing
Bachelor of Criminology

WHAT COURSES/UNITS WILL EMBED YOUR POD/UNIT?
Bachelor of Policing; Bachelor of Criminology; Bachelor of Criminal and Community Justice

WHAT WILL BE THE STUDENT EXPERIENCE?
Mode of POD delivery would be flipped – with content available online around the theoretical aspects and combined with face-to-face workshop time where practical skills will be taught, practiced and developed with the use of 'authentic' role plays. 'Authentic' role plays will be sourced from practitioners which highlights the challenges associated with effective interpersonal communication. Student's engaging with the POD will have their interpersonal communication skills enhanced and through participation in authentic role plays and subsequent de-briefings will   be provided with the foundation to becoming 'reflective practitioners'.

"21C PITCH:" WHAT 21C ADVANTAGE DOES YOUR POD/UNIT DELIVER TO STUDENTS IN A DISRUPTED FUTURE OF WORK AND SOCIETY? This Communication POD is designed to enhance students' interpersonal communication skills and contains Work Integrated Learning components. It has two objectives:
-
- To enhance the employability of our graduates
- Equip graduates with communication skills which will assist them in the critical first year of their employment.

The POD's content is based upon feedback from students and industry partners

concerning the communication needs of graduates. A 'tree' structure has been adopted for its development,

the 'trunk' provides students with a valuable understanding and awareness of employer expectations relating to the communication skills and attributes of graduates. This is delivered through recorded interviews involving the lived professional experiences of WSU alumni. This will further be supported through the curating and re-purposing of selected developmental career material sourced from the 'Careers toolkit' in consultation with the WSU Career hub.

The 'branches' of the POD are discipline
specific and relate to identified communication skill challenges which graduates face within their first year of employment within their relevant profession. In terms of policing, previous feedback obtained from policing managers and probationary constables in the field revealed that young inexperienced police experience difficulty in communicating with non-compliant community members and in particular with youths from disadvantaged communities. We do know from experience that the present structure of police training doesn't prepare the new recruit effectively to deal with these and similar types of situations. This POD draws upon interpersonal communication skills from diverse fields (e.g. Teachers, nurses, social workers, policing etc.) and transfers such across multiple settings. For instance, this POD will incorporate skills in communicating with youths similar to that provided to trainee teachers. Such skills include; how to avoid placing youths in confrontational situations in front of their peers as well as skills which enable students to understand the effects and kickbacks of body language, tone of voice and cognitive entry points to a conversation.

In addition, feedback from our Industry partner indicates that a number of probationary police receive customer service complaints. Although customer service has been articulated as a priority for NSWP, the organisation's Annual Report (2017) reveals a 4.7% increase in customer service related complaints for the period 2015 to 2017 (p.95). Communication strategies such as active listening and barriers to communication will be incorporated into the POD as well as workshops. It is contended that these communication strategies focusing upon customer service issues faced by police will assist policing graduates in their demanding first year in the policing profession.

21C: THE ACCELERATOR UNIT: "YOUTH JUSTICE IN PRACTICE"

PROJECT TEAM AND SCHOOLS/UNIT
Dr Ana Rodas, School of Social Sciences and Psychology

Dr Rachel Bentley, Digital Futures

EXTERNAL PARTNERS
Judge Peter Johnstone
President of the Children's Court of NSW

Debra Maher
Head Solicitor Children's Legal Aid NSW

Dr Claire Gaskin
Adolescent Forensic Psychiatrist, Justice Health NSW

Sergeant Denise Lynch
Research, Education and Development Officer. Capability, Performance and Youth Command, NSWPF (WestSydU Alumni)

Huy Nguyen
Youth Officer, Cobham Youth Detention Centre, NSW Department of Justice (WestSydU Alumni)

Tim Warton
Senior Practice Officer, Metro Southern Regional Office, NSW Department of Justice (WestSydU Alumni)

Brett Collins
Coordinator, Justice Action

Alison Becroft
Youth & Family Support Worker, Karabi Community and Development Services Inc.

SAPS: WHAT STUDENTS CONTRIBUTED
Student representatives participated in design, development, testing and evaluation of unit content and learning resources.

WHAT COURSES/UNITS WILL EMBED YOUR POD/UNIT?
1710 B. Criminology
1667 B. Social Sciences (Criminology and Criminal Justice Major)
1844 B. Policing
1734 B. Policing Leadership

1709 B. Criminal and Community Justice

WHAT WILL BE THE STUDENT EXPERIENCE?
Students will be exposed to a de-centralised curriculum that utilises rich digital media resources and platforms to highlight for students the connections between the theory and practice of youth justice. In so doing, the unit will expose students to the experiences and reflections of existing practitioners who have developed skills to effectively navigate the complexities of working in the contemporary youth justice system.

"21C PITCH:" WHAT 21C ADVANTAGE DOES YOUR POD/UNIT DELIVER TO STUDENTS IN A DISRUPTED FUTURE OF WORK AND SOCIETY?
Instead of being introduced to an abstract set of theories, the unit exposes learners to key practitioners as 'co-educators'. Applied skills are foregrounded through the 'wrap-around' learning elements, and assessments mirror workplace tasks; the authentic learning environment enhances employability skills, as learners will be familiar with the inner workings of the system at both an intellectual and practical level. Learners will also be equipped to function effectively in a complex network that requires collaboration across diverse disciplines and departments.

21C ACCELERATOR UNIT: "#WEARETHEUNIVERSITY STUDENTS AS CO-CREATORS OF CHANGE"

PROJECT TEAM AND SCHOOLS/UNIT

Dr Tai Peseta (Lead) and Dr Jenny Pizzica, Learning Transformations with 21C Student Curriculum Partners: Ashley Beathe, Varun Gopi, Chinnu Jose, Rose Lewis, Racquel Lynch, Marisse Manthos, Vanessa Noble, Kathy Nguyen and Hassan Raza.

EXTERNAL PARTNERS

Internal: Because the unit's focus is on the co-creation of change in the university, there are various partnerships shaping up with a number of key staff and committees: Senate Education Committee (Simon Barrie), Chair, Academic Senate (Alphia Possamai-Inesedy), Student Experience Office (Richard Martino), Human Resources (Kay Hempsall), Careers (Kelly Whitney) and The Academy (Jonathon Allen). External: Peer review partnerships with The University of Queensland, The University of Edinburgh and Elon University are being negotiated.

SAPS: WHAT STUDENTS CONTRIBUTED

There are currently nine SAPs involved in the co-creation of the unit. All nine have been involved in the co-design and co-development of the unit offering ideas, objections and suggestions to shape the curriculum. These include suggestions about the title, learning outcomes, assessment, structure of the unit, and how it makes a bridge to post-university life. With guidance, these students will also make, collect and curate resources that will feed into the learning experiences for students.

WHAT COURSES/UNITS WILL EMBED YOUR POD/UNIT?

This is designed to be an elective so it is on offer to any student with the space in their program. It is envisaged that the unit will be hosted in The Academy, however, these details are still to be negotiated.

WHAT WILL BE THE STUDENT EXPERIENCE?

Currently conceived, the unit hosts two different kind of learning experiences. First, it provides a structure for current Western student leaders to have their representative work counted and credited as part of their studies. Second, the unit offers any student a chance to learn about and contribute to the governance and educational decision-making in the university. The curriculum will engage students in authentic 'education' projects (in some cases commissioned by the University) completed in small groups, with mentors and offered in a blended mode. It will culminate in students presenting their recommendations to senior leaders in the university.

"21C PITCH:" WHAT 21C ADVANTAGE DOES YOUR POD/UNIT DELIVER TO STUDENTS IN A DISRUPTED FUTURE OF WORK AND SOCIETY?

- Students learn and analyse first-hand how large institutions go about their governance and decision-making. By offering students a close-up view, it gives them the capacity to 'read the scenes' of their current and future workplaces, to recognise their agency and to advocate for themselves (and others) in evidence-based ways.
- Students are encouraged to develop an ethic of care for the institutions they study and labour in.
- Though the project-based structure, students are involved in acts of collaboration, negotiation, communication, interpretation and translation - 'soft skills' employers are seeking of graduates.
- The variation in assessment output offers students the chance to bring their creativity to bear on the task at hand.

21C: IGNITE 🔥 ARRIVE 🔥 THRIVE
"PRE LEARNING POD: EARLY ENGAGEMENT OF STUDENTS"

PROJECT TEAM AND SCHOOLS/UNIT

The College Academic Pathway Programs including Leanne Yard, Theresa Wyborn, Sofia Eriksson, Juliette Subramaniam, David White, Karim Banayoti, Mitchell Liddle, Brooke Mees (SAP) and Karl Zivkovic (SAP).

EXTERNAL PARTNERS

Career consultants and other tertiary institutions were utilised, notably in the career aspirations section to whet the appetite of future students and contextualise their studies.

SAPS: WHAT STUDENTS CONTRIBUTED

Brooke Mees and Karl Zivkovic have been essential in co-creating the Pre Learning Pod through their active participation in decision making and curriculum development. Brooke and Karl have worked alongside the project team members to design and co-create learning activities, learning content and contributed to video production scripting and filming.

WHAT COURSES/UNITS WILL EMBED YOUR POD/UNIT?

The Pod allows students an opportunity to complete their first module of studies prior to the commencement of timetabled classes. The Pod will allow students to gain credit towards an Academic Skills unit which they undertake in their first term of study. The Pod is versatile and interdisciplinary and can be appended to a variety of units from various courses/disciplines.

WHAT WILL BE THE STUDENT EXPERIENCE?

The Pod will provide signature value to prospective students by offering a student focussed experience that is engaging, interactive, fun, and employs positive psychology. An early engagement and positive student experience will enhance the students sense of belonging to a community of learners at Western.

"21C PITCH:" WHAT 21C ADVANTAGE DOES YOUR POD/UNIT DELIVER TO STUDENTS IN A DISRUPTED FUTURE OF WORK AND SOCIETY?

SUCCESS, SUCCESS AND SUCCESS!

Providing degree and career information before students commence as part of the Pod will ensure that students have made a well informed decision to then embark on the course best suited to their aspirations. In addition, working with students on how to be successful in their transition to University study will make course commencement less stressful and better prepare students to succeed.

Furthermore, in a disrupted future of work and society, the Pod will see students empowered and encouraged to be proactive citizens strategically shaping their future learning and professional journey with an openness to changes and uncertainties.

The Pod will also see students to thrive in a technology-rich environment, which is the key to being successful in a digitally disrupted world of work and society.

21C: "WORK READY PLUS"

PROJECT TEAM AND SCHOOLS/UNIT
Leanne Yard and Rob Cousins Western Sydney University The College

WHAT COURSES RELATE TO YOUR PROJECT?
Students enrolled in the University Foundation Studies Nursing, or the Bachelor of Health Science courses can be awarded the Certificate III in Individual Support through Work Ready Plus.

From 2019, the plan is to introduce more Vocational Education courses and to expand the opportunities beyond The College, to also include Western Sydney University students.

WHAT WILL BE THE STUDENT EXPERIENCE?
Students will study their Foundation Studies or Diploma courses. Should they opt to enrol in Work Ready Plus, they will complete some additional assessment tasks and a compulsory work placement to meet the Vocational Education component.
Students will be supported and guided through the work placement from "Preparing for your Work Placement" through to "Looking for a job". Student support will include targeted videos, activities, support links and blog topics, depending on how far into the placement they are. Industry professionals will be actively involved in providing students with support and assistance throughout the placement.

SAPS: WHAT STUDENTS CONTRIBUTED
A key component of the Work Ready Plus model is the compulsory Work Placement element. Our Students as Partners will be working with us to develop all of the blended learning elements that will support students through their work placement.

"21C PITCH:" WHAT 21C ADVANTAGE DOES YOUR POD/UNIT DELIVER TO STUDENTS IN A DISRUPTED FUTURE OF WORK AND SOCIETY?
The Work Ready Plus model enhances the value of a Western Sydney University degree by fully integrating Vocational Education Training with Higher Education to enhance students' employment opportunities.

The model draws on current theory and data in relation to employment pathways and graduate outcomes.

There is no duplication of teaching. Content is mapped and taught in the Diploma / Degree course.

The work placement is conducted with industry partners and validated by industry qualified assessors.

The assessment is self-paced. The course is both accessible and affordable.

The Vocational Education qualification allows the student to work in their chosen field while they continue to study. It also allows them to "stand out from the crowd" when they seek employment at the completion of their Western Sydney University course.

Our students are job ready

EXTERNAL PARTNERS
Work Ready Plus is supported and validated by 360 HR. Employers across Sydney will host students for their work placement and provide input for the online module under development