Why partner?	Partnership pedagogy is a transformative approach to curriculum that benefits students, staff, partners and the university.
What are the benefits?	Students can: • Apply skills and principles in practice and develop skills and capabilities that support employability and access to meaningful work as graduates • Learn collaboratively • Reflect on and address social, cultural and ecological concerns • Develop agency and their capacity for engaged and responsible citizenship • Develop connectedness capabilities and networks Staff can: • Extend academic reach and sphere of influence through collaboration and engagement • Develop and extend scholarship of teaching • Increase student engagement and improve student experience and outcomes • Contribute to University and curriculum initiatives • Develop transformative curriculum that meaningfully and critically aligns with Sustainable Development Goals and their targets. • Develop leadership capabilities • Work with or lead others on collaborative University, school, institute or group projects • Develop and use networks and teams to solve challenges • Form and maintain collaborative relationships or partnerships • Contribute to professional organisations and networks • Influence policy and practice in the broader discipline Partners can: • Achieve their mission and purpose • Create value and share resources and knowledge • Build organisational capacity, increase staff engagement and develop social networks • Support social innovation and increase their capacity for social impact • Create deep and transformative change that critically connects to Sustainable Development Goals and their targets The University can: • Engage with contemporary policy issues and public dilemmas • Address opportunities and challenges associated with changes in society and work • Support deep and transformative change that meaningfully and critically aligns with Sustainable Development Goals • Achieve its mission and purpose • Increase connectedness between the university, our communities and employers of our graduates through knowledge networks • Support the development of graduates who are future focussed, citizen scholars and innovation entrepreneurs • Enable student success and increase student and staff engagement and retention • Address the priorities of the National Priorities and Industry Linkage Fund (NPILF)

What should I do if I'm already working with a curriculum partner?	1. Managing quality and risk is important in all curriculum partnerships. Find out more.
	2. It may be useful to review your curriculum partnership with reference to the tips below.
	3. Review work-integrated learning (co-delivery) activities with reference to definitions of work-integrated learning that meet NPILF criteria.

| How can I find a curriculum partner? | If you don't already have a curriculum partner, consider the following: |

Who will be your project partners?

- How will you tap into or contribute to Western's network of existing partnerships?
- How might you engage with student partners? Find out more about Western's Partnership XChange Hub to be launched in Spring 2021
- How do potential partnerships align with the values and enablers in Sustaining Success 2021-2026?
- Where will you need expertise – in co-design, co-development, co-delivery, and/or co-credentialing and co-assessing?
- Who has the knowledge, experience, resources or networks to contribute?
- Who will benefit in a meaningful way from being invited and whose absence might risk equitable development?
- How can potential partnerships contribute transformative curriculum that addresses Sustainable Development Goals?
- For work integrated learning activities, does your partner have capacity to provide work-integrated learning experiences that meet NPILF criteria?

How can I identify potential curriculum partners?

- To find out more about existing partnerships in your school, contact your Associate Dean Learning and Teaching or equivalent
- For advice on identifying curriculum partners, contact the Placements Hub

| I have a potential partner. What information can I give them? | - For co-delivery activities, see resources for workplace supervisors listed on page 5 of this Getting Started Guide |
| | - IEAA provides a best practice employer guide on the benefits of engaging with international students |

| What should I do once I've found a curriculum partner? | It may be useful to consider the following: |

What kind of co-creation activity are you considering?

- Will you co-design, co-develop, co-deliver, or co-credential/co-assess curriculum with partners?
- Which curriculum elements are the focus of your curriculum partnership activity?
    - Curriculum elements are listed in the Curriculum Design and Approval Policy
    - Approval procedures for each are outlined in the Curriculum Approval Procedures and Curriculum Structure Procedures
    - Information about curriculum partnerships and partnership pedagogy will be collected through new unit and program proposal forms when the new Student Management System is implemented in late 2021

What are your shared goals?

- What is the educational purpose of the partnership, as discussed and agreed between partners? Some examples are shown in the table below
- How does your purpose align with the partners' goals and priorities and the University's mission, goals and strategic plans?
- How will the work of your partnership contribute to curriculum aligned with Western's graduate attributes and where relevant, sustainable development goals?
- Have you recorded your agreed goals so they can be revisited later as the program evolves (see more on agreements below)?
- How will you communicate the purpose or benefits of the partnership to students?

What are the intended outputs or outcomes of your curriculum partnership?

The outputs or outcomes of your curriculum partnership will depend on your goals and the curriculum element. Some examples are shown in the table below.

Activity	Examples of purpose What is the purpose of this curriculum partnership?	Examples of partner roles What will the partner do?	Examples of Intended outputs/outcomes What will result from your curriculum partnership?
Co-design This partner is/will be involved in co-designing course goals, purpose and/or curriculum elements e.g. identifying course or unit learning outcomes, what students will learn, how they will learn or assessment strategies.	Design learning outcomes for a course, sub-major, unit or pod	The partner will contribute to 2 two-hour design workshops in June and July The partner will participate in a meeting with Western staff to review draft learning outcomes	New or revised learning outcomes
Co-develop This partner is/will be involved producing tasks, resources or artefacts to be used by students, e.g. developing videos, apps, simulations, tools, images, audio and data. This may include re-purposing professional materials.	Produce video resources for a unit or pod	The partner will contribute to developing a script and play a role in the video	Video to be embedded in vUWS
Co-deliver Partners collaborate in co-delivering teaching or learning on or off campus or in online settings	Provide a real world project for students to work on that meets student and partner/community needs	The partner will provide a project that students will work on in groups as part of a unit of study. The partner will introduce the topic/project and will have several online contact points with students throughout the semester to provide guidance on project development.	Topic and format of final assessment task Guidance on completing the task based on partner/industry expectations.
Co-credential Partners collaborate in designing assessment tasks and standards or in assessing student performance.	Give feedback on assessment tasks	The partner will provide written feedback on students' final assessment task using a feedback form that has been co-developed with the partner.	Criteria for assessing the final Feedback on final assessment task based on partner/industry expectations

How will your partnership contribute to transforming curriculum and student success?

For partnerships that involve work-integrated learning experiences, courses should be designed to ensure that these experiences contribute to student success in achieving the overall course outcomes (see TEQSA's Guidance Note on WIL).

For each of the four co-s, consider the following:
- How will your partnership enable students to learn new concepts or learn in new ways?
- How will your partnership support students in developing disciplinary/professional knowledge and skills?
- How will your partnership enable students to apply knowledge and skills in practice?
- How will the partnership address the anticipated challenges of a disrupted future of work and society and Sustainable Development Goals?
- How will your partnership provide a signature learning experience and contribute to student experience and success?
- How will your partnership ensure that all students have equitable access to any benefits arising from the partnership?
- Will the partnership have any specific benefits for different aspects of students' experience or graduate outcomes? What are these benefits?

Have you established clear roles within the project for yourself and partners?

It is important to clarify roles and expectations when co-designing, co-developing, co-delivering or co-credentialing/co-assessing with partners. Some examples are shown in the table below. For co-delivery activities that involve work-integrated learning, note that a lack of clarity in roles and expectations of all parties in work-integrated learning activities has been identified as a potential risk in TEQSA's Guidance Note on WIL. WIL resources for workplace supervisors are listed on page 5 of this Getting Started Guide.

For **all** co-creation activities:

- Do all involved in the partnership understand what they need to do and when they need to do it?
- Do all involved understand how and why they will engage with students (if applicable)?
- If you are engaging with student partners, how will you recognise their contribution?
- If you are engaging with student partners, how will you ensure equitable participation?

How have agreements between you and your partners been recorded?

- Have you formalised an understanding of how the partnership will work? e.g. How and when you will meet; what will each contribute to the partnership; agreed outcomes of the partnership; mutual benefits of the partnership; approximate length of commitment; contingency plans.
- How will you document this agreement or formalise it?
    - Agreements are required for placement and other WIL activities. Visit the Placements Hub for more information

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What should I do to maintain our curriculum partnership?

How will you maintain your curriculum partnership?

Building and maintaining trust is critical to the success of any partnership. This can be achieved through regular communication, following through on agreed actions, and by demonstrating the value of the partnership to partners and your commitment and contribution to the partnership. Curriculum partnerships require an investment of time and effort, so consider suggestions on documenting and demonstrating your contribution on page 5.

How will you monitor your curriculum partnership?

- What strategies for monitoring your curriculum partnership best suit you, your partners and your shared work? e.g. regular check-ins, informal feedback, regular reporting
- How will you make use of any feedback you receive?

What should I consider if partners will be engaging with students?	**How will you ensure that partners and student partners are prepared for active and meaningful collaboration and/or engagement?**

Different considerations apply depending on whether partners are engaging with students (and/or student partners) in co-design or co-development activities, or if they are engaging with students in co-delivery or co-credentialling/co-assessment activities.

Co-design or co-development	Co-delivery or co-credentialling/co-assessment
- Have you provided tips or guidance on how to engage with partners? - Have you provided a rationale for students' engagement with partners? - Are students clear about what partners expect from them and vice versa? - How will you ensure equitable opportunities for students to engage with partners? - Find out more about Western's Partnership XChange Hub to be launched in Spring 2021	If partners are engaging with students in the classroom or online: - How will you prepare students for the activity? - Do any students need specific support in preparing for the activity? - Have you provided tips or guidance on how to engage with partners? - Have you provided a rationale for students' engagement with partners? - Are students clear about what partners expect from them and vice versa? - How will you ensure equitable opportunities for students to engage with partners? - What opportunities will you provide for students to reflect and debrief on their experience? - What opportunities will students have to provide feedback on their experience? How will you use this feedback? If partners are engaging with students through placement or other WIL activities: - TEQSA's Guidance Note on WIL lists a number of possible risks to be addressed. - The Industry Guide from ACEN and the Get Engaged resources provide tips for industry and employers engaging in work-integrated learning - See the Innovative Research Universities' WIL resources for additional resources for workplace supervisors Find resources to support students in preparing for work-integrated learning

What records should I keep of our curriculum partnership?	**How will you document your contribution to the partnership?**

- How will the partnership contribute to your professional learning and development? What evidence of this can you collect?
- What opportunities will you pursue to demonstrate the quality of your practice? For example:
  - Western Educational Fellowship Scheme (WEFS)
  - Internal Learning and Teaching Awards and Citations
  - Australian Awards for University Teaching
- How will you and your partners document the outcomes of your partnership?
- How and where will you share the outcomes of your partnership?