# The 2030 USW Curriculum: An Implementation Guide for Course Teams

This guide has been designed to support course teams in the development of USW 2030 Curriculum – the chosen approach for course development and delivery as part of the USW 2030 Strategy. The guide begins with an overview of the USW 2030 curriculum before introducing the eight USW 2030 Curriculum Principles. As course teams progress through the document, you will be prompted with a series of suggestions for embedding the principles in your curriculum.

## The USW 2030 Curriculum Principles – an overview:

The curriculum is the one certain point of contact for all USW learners with USW’s vision and Strategy implementation. Supporting USW to meet its 2030 Strategy commitments requires curricula that develop graduates who are highly employable and ready to contribute, in their broader lives, as global citizens. The USW 2030 Curriculum Principles, as an articulation of our USW Learning and Teaching Strategy, provide a consistent framework for the development of all USW curricula. As illustrated in Figure 1, the accompanying Assessment for Learning Principles and Framework, and the USW Enabling Active Learning Principles support course teams to operationalise the Curriculum Principles and create and deliver curricula that support the development of our distinctive USW Graduates.

Figure 1: The Foundations of Teaching at USW.



Anchored in the requirements of the Welsh Higher Education Sector, the refreshed QAA Subject Benchmarks and the UN Sustainable Development Goals, the resulting USW 2030 Curriculum:

* will provide learners with opportunities to engage in a curriculum that presents unsolved real-world local, regional and global challenges, requiring learners to draw on their discipline understanding and work with others, including industry and/or employers to develop new knowledge and employability skills which surpass the demands of the 21st century workplace; and
* provide opportunities for learners to be supported to develop as global citizens, and the ethical and change-makers of our future, with the aspiration and skills to make a tangible societal impact, within and beyond the workplace.

The following eight USW Curriculum Principles enable the development of USW identifiable, Academic Blueprint compliant, curricula to achieve the above outcomes. USW 2030 Curricula

• Present unsolved problems and challenges as central to learning.

• Are co-designed with all stakeholders.

• Encourage active, collaborative and interdisciplinary learning.

• Are informed by cutting edge research and practice.

• Instigate a positive impact and transformation on society.

• Develop professionalism and learner autonomy.

• Enable digital fluency within the academic discipline.

• Are designed for inclusivity.

## The framing ethos of the 2030 Curriculum Principles:

Curricula have a profound effect on learners: their sense of self, belonging, learning well-being and ultimately their retention, progression and outcomes. Across the journey from curriculum design at validation, to the creation and practice of assessment and learning activities to operationalise the design, we need to enable learners to feel and act as authentic contributors to, and participants in, their learning. The USW 2030 Curriculum Principles are therefore complemented by the 2030 Assessment for Learning Principles and Framework and the EAL (Enabling Active Learning) Principles. All weave consistent messages around inclusion, internationalisation, wellbeing and belonging. Collectively and consistently these resources, Internationalisation 2030 and the USW Wellbeing and Health Strategy describe a learning experience that enables all learners to feel that their different experiences and knowledges are recognised and respected, and that they are empowered and enabled to contribute to, and enrich, our curriculum and learning communities.

Thus, whether our learners are from the UK nations or elsewhere in the world, we have a duty to enable them to feel valued, and to develop them as ethical, interculturally aware global citizens, who are highly employable, responsible change makers of our future. Decolonising the Curriculum is central to these agenda and should be used as the framing lens to consider what each Principle means, and how it can be operationalised, in your context[[1]](#footnote-2).

In addition, while ‘Inclusion by design’ is one of the eight Principles, due to the legal requirements of the Equality Act (2010) and the Public Sector Equality Duty (2011), Inclusion by Design needs to be explicitly and consistently considered when working with the remaining Principles. The Inclusion by design principle thus frames all the others, as our legal and moral duty, and is the cornerstone of our curriculum, assessment and learning activity design and practice at USW.

Appendices 1 and 2 offer some starter literature to support your reflections and planning. Appendix 3 offers a collation of ideas, arising from these sources, which might be useful to consider when designing your curriculum to support both employability and global citizenship development.

## Unpacking the principles:

In this section, each of the eight principles is explored in more detail, providing a pedagogical underpinning where appropriate, a rationale for the Principle, and a series of suggestions for embedding the Principle into practice. Whilst the Principles are numbered for convenience, this does not indicate any hierarchy, each has equal importance.

## Principle 1: The curriculum presents unsolved problems and challenges as central to learning

The curriculum presents challenge-based learning opportunities, connected to authentic unsolved problems/challenges beyond the classroom.

### Rationale:

The 21st century workplace requires individuals who can deal with the complexity of the real world, offering evidence and practice-based solutions to complex and often ill-defined problems or briefs. These challenges are beyond the classroom, encouraging students to look critically and creatively at problems through of a range of different lenses and seek solutions from their own and other disciplines to meet the demands of industry, the community and the UN Sustainable Development Goals. At the core of the USW 2030 Curriculum will be real world challenges that teach students to question, develop deeper subject knowledge through active research and practice, collaborate with each other and industry, and share their findings to a wide audience.

### Pedagogical underpinning:

This approach will draw on a number of educational theories.

* Situational Learning (Lave and Wenger 1991) putting the student in increasingly complex real-world situations to develop learning and solutions.
* Experiential Learning (Beard 2010, 17), involving the students in a sense making process, involving significant experiences and immersing the student as a whole person to create ‘rich and effective experiences for and of learning’, and promote reflection.
* Constructivist approach (Piaget 1952; Vygotsky 1978) involving students’ use of previous knowledge and experience to construct new understanding and skills through engaging with real-world challenges.

### In Practice:

* Design the curriculum to present students with increasingly complex real-world challenges which form the source of learning. These challenges could be local, regional, national or global but should enable the students to develop the ability to question and identify the knowledge and skills needed to address the issue presented, including problem/issue prevention.
* Seek out opportunities for USW researcher and employer engagement in the design and delivery of your curriculum to ensure real-world and future-facing challenges.
* Consider building in a range of opportunities such as live employer briefs, simulations, problems, student-led identification of challenges etc. to address ‘big-ideas’.
* Scaffold learning, with opportunities to develop disciplinary knowledge and graduate attributes for application in a range of contexts (both within the discipline and interdisciplinary).
* Identify the UNESCO Key Competencies for Sustainability (please see Appendix 1) that could be practised and developed, and scaffold these through the curriculum and assessment.
* Focus the tutor role on facilitating learning, provoking thinking and encouraging active research, including USW-specific research, and student engagement.
* Incorporate opportunities for sharing outcomes to ensure learning is shared with the wider community and promotes change.
* Promote internationalisation and intercultural competence to ensure that students are challenged to consider the historical origins and cultural impact of their discipline and critique the ‘problem’ from different viewpoints e.g. cultural, geographical, social and historical.
* Design authentic assessment that focuses on the building of knowledge and skills developed through the learning approach adopted.

## Principle 2: The curriculum is co-designed with all stakeholders.

Academic experts facilitate the co-design of curriculum with all stakeholders.

### Rationale:

To ensure that the curriculum is fit for purpose, contemporary and future fit, academic experts should seek the input of different stakeholders into both the curriculum design and delivery. Led by the academic experts, the curriculum should draw upon the experience of employers, PSRBs, experts in the field, alumni, and students to ensure a stimulating curriculum that is valued by learners and aligned to industry, academic and community expectations.

Co-creation enables students to become partners in their learning fostering a sense of belonging, value, wellbeing, academic criticality, collegiality and pride between learners, communities and staff.

### In practice:

* Establish who the external stakeholders are for your course or module and involve them from the start to develop a curriculum and authentic assessment structure which is relevant to and respected by employers and recognised professionally.
* Ensure the ethical credentials of your external co-creators.
* Work with Black and minority Ethnic (BmE) communities to co-create the curriculum to ensure that disciplinary narratives are informed by lived experiences.
* Work with key institutional stakeholders including Professional Services, students and our USW researchers or Accelerators, as curriculum co-creators.
* Within health and social care provision in particular, work with appropriate internal and external stakeholders to co-create anti-racist education components.
* Consider how the course team will develop an academic community with students to input into curriculum design.
* Recognise which other disciplines could contribute to developing interdisciplinary curriculum opportunities.
* Work with all parties throughout the curriculum design process to create a stimulating curriculum that is aligned to industry expectations, which enables risk taking and challenges ways of working.

## Principle 3: The curriculum encourages active, collaborative and interdisciplinary learning.

The curriculum develops and encourages a community of learners, engaged in co-creation, interdisciplinary learning and networking.

### Rationale:

By adopting a critical-enquiry/problem solving/challenge-based approach, learners take an active part in their educational experience that is underpinned by real world evidence-based practice. Working across disciplines and in teams prepares learners to move into the workplace and practise more widely as ethical global citizens. Communities, employers and industry benefit from students who have been exposed to real world problems and challenges and learnt to practise intercultural and interdisciplinary competence when working with others.

### Pedagogical underpinning:

This approach will draw on several educational theories.

* Situational Learning (Lave and Wenger 1991) Learning as a social act that occurs in everyday life and engages students in different communities of practice.
* Experiential Learning (Beard 2010), involving the students in a sense making process, involving significant experiences and immersing the student as a whole person to create ‘rich and effective experiences for and of learning’, and promote reflection.
* Constructivist approach (Piaget 1952; Vygotsky 1978) involving students’ use of previous knowledge and experience to construct new understanding and skills through engaging with real-world challenges.

### In practice:

* Design the curriculum to embed authentic collaborative tasks which actively engage students in a range of critical thinking, challenging activities that enable them to question, construct new knowledge and develop new skills.
* Scaffold collaborative tasks to enable students to develop confidence in decision making through increasing complexity or focussing on a stepped approach to local, regional, national, and global challenges that align with course learning outcomes.
* Design opportunities for intercultural criticality and competence.
* Encourage learner participation in the recognition and co-creation of challenges to support their learning.
* Focus the tutor role on becoming a designer and facilitator of learning in line with the USW Enabling Active Learning (EAL) Principles.
* Design inclusive and accessible assessment with a varied and flexible portfolio to support collaboration in line with the USW Assessment for Learning Principles and Framework.

## Principle 4: The curriculum is informed by cutting edge research and practice.

The curriculum is based on insight, research, innovation, practice and evidence which is regularly refreshed and connects learners to local, regional, national and global challenges and innovation, and enables students to practise and develop critically and ethically robust data-led research skills.

### Rationale:

Aside from the obvious intellectual fulfilment, linking research and scholarship to curriculum design has significant benefits for both student recruitment and the student experience. Designing your curriculum to enable students to participate as active researchers is one way to ensure students are engaged in and with research and scholarly activity for themselves.

Although the term research is used here, staff and industry expertise can be translated into curricula from a variety of perspectives. Course teams may also wish to consider how applied expertise can be used to inform and enhance course design and delivery.

### Pedagogical underpinning:

* Research dimensions: Curriculum underpinned by four research dimensions – research led, research orientated, research based, and research tutored, Healey and Jenkins (2009).
* Students as researchers: Walkington (2015), Healey & Jenkins (2006).

### In practice:

* Design the curriculum to embed a range of different ways that the course engages students in research, scholarship and applied activity to address real world issues.
* Seek out opportunities to engage students in USW Accelerator and/or employer-led research to ensure real world application.
* Focus the tutor role on exploring the match between the course team’s perceptions and student perceptions of how research is presented in the course.
* Build a range of opportunities for students to explore cutting edge developments in research and the historical paradigms framing Western research and/or practice within their own discipline across the course.
* Scaffold learning with opportunities for students to conduct their own research and scholarship in the curriculum to enable students to develop critically and ethically robust data-led research skills and thus see themselves as researchers within their discipline.
* Incorporate opportunities for sharing outcomes of student research and scholarly activity to a wide audience, both internally and externally, through a variety of inclusive learning and assessment approaches.
* Ensure that the course is evidence-based and recognises the breadth of evidence sources, both practical, experiential and scholarly.

## Principle 5: The curriculum instigates a positive impact and transformation on society**.**

A Curriculum that challenges current ways of working to make a positive impact and transformation on communities, integrating relevant ethical issues and a wider commitment to social justice.

### Rationale:

Research shows that current levels of inequality and intergenerational unfairness are growing exponentially. A USW 2030 Curriculum will positively promote the development of ethically aware students, starting with an examination of their own values in the context of intercultural mindsets and histories. Through exposure to others’ views and supported challenge, the curriculum will explore social justice and social equality at a local, regional, national and global level. Our 2030 Graduates will:

* be literate in the UN Sustainable Development Goals and the UNESCO key competencies for sustainability[[2]](#footnote-3)
* possess, and practise in ways supporting personal health and wellbeing, societal wellbeing, cultural wellbeing and ecological wellbeing,
* possess intercultural and decolonial competence including knowledge of their legal responsibilities under the Equality Act (2010) etc. and global issues e.g. migration and conflict.

In line with the Wellbeing of Future Generations Act (2015) and USW’s Civic Mission commitments, students will be challenged and enabled to make a positive impact on community/society.

### Pedagogical underpinning:

* **Constructivist approach** (Piaget 1952, Vygotsky 1978) involving students’ use of previous knowledge and experience to construct new understanding and skills through engaging with real-world challenges.
* **Transformational learning theory** (Mezirow 1991) the central role of critical reflection in working through beliefs, assumptions, and attitudes.

### In practice:

* Scaffold the curriculum to enable students to explore their own values within the discipline and promotes reflection.
* Build a range of opportunities for inter-disciplinary learning to ensure students experience ideas and views from a range of disciplines, cultures, places and generations.
* Use pedagogies that enable a critical learning discourse and challenge views about social justice, equity, sustainability and ethics.
* Scaffold the curriculum to explicitly support students’ development of personal, societal, environmental and economic wellbeing thinking and practices as appropriate, in line with the ambitions of the UN Sustainable Development Goals.
* Include opportunities for learners to explore, engage and possibly contribute to Welsh culture(s).
* Include opportunities for integrative thinking and practices with a range of stakeholders for the exploration of alternative futures.
* Design assessments that demand consideration of community/societal impact and offer ideas for problem prevention or alternative futures.
* Consider how a student from the course is enabled to interact with, benefit from, and contribute to, diversity in the world beyond the University.

## Principle 6: The curriculum develops professionalism and learner autonomy.

The curriculum develops and supports a sense of belonging, professional identity and the development of the USW Graduate Attributes, (innovation and enterprise, leadership, project management, digital literacy, commercial awareness and communication). It promotes learners’ mental and physical wellbeing, fostering capability to live with uncertainty and ambiguity.

### Rationale:

Understanding the needs of graduates to be flexible and able to adapt to the changing nature of employment, has long been a driver of higher education curricula. Contemporary global agenda also place a moral obligation on HEIs to develop graduates who are ethical citizens and the change-makers of the future. These dual foci require our graduates to be flexible, able to deal with complexity, problem solve, set priorities, and adapt to frequently changing demands. Graduates need to have confidence in their disciplinary knowledge and skills and be able to develop increasing levels of self-direction as they move through the curriculum.

### Pedagogical underpinning:

* **Situational Learning** (Lave and Wenger 1991) putting the student in increasingly complex real-world situations to develop learning and solutions.
* **Experiential Learning** (Beard 2010, 17), involving the students in a sense making process, involving significant experiences, and immersing the student as a whole person to create ‘rich and effective experiences for and of learning’, and promote reflection.
* **Constructivist approach** (Piaget 1952, Vygotsky 1978) involving students’ use of previous knowledge and experience to construct new understanding and skills through engaging with real-world challenges.

### In practice:

* Involve employers and/or relevant members of the community and wider workforce from the outset of curriculum design to ensure that the curriculum reflects current and near future demands.
* Involve the USW Employability & Careers team from the outset to ensure that employability skills and compassionate leadership are scaffolded across the programme enabling them to be explicitly developed, revisited, practised, and their relevance linked to the workplace thereby increasing confidence.
* Design a curriculum that reflects the future contexts and demands of the employment market, employers and a changing world are placing on graduates to ensure future proofing of the course.
* Embed opportunities to communicate to students the explicit skills they have developed and how these skills are linked to, and relevant within, the workplace.
* Create a course identity and sense of belonging through course-based activities and experiences.
* Embed challenges/problems that confront the students with ambiguity and uncertainty to develop and promote the enhancement of physical and mental wellbeing.
* Embed activities that develop graduate attributes throughout the curriculum and enable student-led goal setting to support transition after course completion.
* Promote and develop critical reflection skills and lifelong learning as core requirements of globally responsive and culturally competent citizens and workforce contributors.
* Encourage students to practise the articulation of skills and knowledge that they have acquired to specialist and non-specialist audiences.
* Scaffold inclusive and accessible opportunities to promote confidence, self-direction, and capability.
* Design inclusive and accessible methods of assessment that are authentic, enable learner choice and provide/simulate work-based experience to develop relevant workplace and life skills.

## Principle 7: The curriculum enables digital fluency within the academic discipline.

The curriculum enables digital fluency within the academic discipline utilising relevant emergent technologies.

### Rationale:

Digital fluency is the ability to strategically implement technology into working practices to improve outcomes. It is increasingly a large part of learning and working life. The rate of change in digital technologies means that students should be equipped with the knowledge and skills to implement and utilise current and emergent technologies within their field while maintaining and/or improving their digital safety and wellbeing.

There are a number of different interpretations of [Digital Fluency and Literacies](https://www.jisc.ac.uk/full-guide/developing-digital-literacies) (e.g. JISC 2020) but essentially Digital Fluency is a combination of:

Knowledge: using understanding to select and utilise suitable technologies and technological systems and develop the necessary underpinning to adapt to the ever-changing technological environment.

Skills: adapting, adopting and using a range of devices, applications and services.

Literacy: the ability to create, evaluate, make valid judgements about, for example, information and media usage, and apply technical skills in utilising, both current and emergent, systems and technologies.

Communication and collaboration: the ability to effectively use digital technologies for communication, collaboration and civic participation.

Responsible use: using critical understanding of the potential challenges of technology to the inclusion, accessibility, sustainability and personal and collective wellbeing agenda, and the need for identity management etc.

This Principle requires courses to be mindful of the development of technologies within their discipline and the importance of digital fluency to the future development of their students, therefore requiring collaboration with stakeholders including PSRBs.

### In practice:

* Involve employers, communities and other key stakeholders from the outset of curriculum design to ensure that the curriculum reflects the immediate and near future digital fluency expectations of interculturally and ethically aware global citizens and relevant industries and services.
* Scaffold the critique, development, and practice of digital and information literacy in course design.
* Embed activities that utilise digital platforms and familiarise students with technology enhanced learning.
* Employ methods of assessment that promote networking and authentic digital learning and practice skills.
* Foster collaborative disciplinary and interdisciplinary learning through the use of digital technologies.

## Principle 8: The curriculum is designed for inclusivity.

All curricula are designed for inclusivity with an inclusive student voice.

### Rationale:

Inclusive curricula foster a culture of respect and understanding and help produce graduates who are socially and ethically aware, with a high degree of intercultural competence. Inclusive curricula value life experience and the personal attributes of all students and uses these to enhance the experience of others, adopting a human centred/person centred approach. The curriculum develops interculturally competent, anti-racist competent graduates who, as global citizens, operationalise the UN Sustainable Development Goals in their practices as the change-makers of the future. An inclusive by design curriculum is thus both inclusive in its approach i.e. enabling the achievement of all students regardless of their social and cultural capital and protected characteristics, and in the graduateness it develops.

### Pedagogical underpinning:

* Pedagogy of hope (Freire, 1970; hooks 1994) views education as inclusive, critical, and key to the fostering of hope, well-being, and consciousness raising of all students.
* Transformational learning theory (Mezirow 1991) the central role of critical reflection in working through beliefs, assumptions and attitudes.
* Universal Design for Learning (CAST 2018) is an approach that seeks to minimise barriers to learning through inclusive design.

### In practice:

* Ensure that the curriculum does not disadvantage any student within the learning and assessment activities including all those in protected characteristic groups.
* Build in experiential, authentic, real world learning opportunities taking into consideration accessibility to all learners e.g., financial, physical, psychological and social.
* In line with the USW Assessment for Learning Principles and Framework, offer choice in assessments to enable students to demonstrate and personalise what they have learned.
* Incorporate formative assessment to enable students to practise modes of assessment that they may be unfamiliar with.
* Create opportunities for all students to enhance their cultural awareness and intercultural competence whilst ensuring that there is fair and positive representation of the student group.
* Ensure the course recognises and values all knowledges and perspectives, beyond those originating in the Global North, in order to promote respect for the views of others.
* Ensure the course develops learners’ literacy and competence operating within appropriate equality and accessibility legislation e.g., the Equality Act (2010) etc.

## References:

Beard, C. & Wilson, J. (2010) *Experiential learning toolkit: blending practices with concepts*. London: Kogan Page.

CAST (2018) *Universal Design for Learning Guidelines version 2.2*. Available at: <http://udlguidelines.cast.org> (Accessed: 1 August 2022).

Universal Design for Learning guidelines [https://udlguidelines.cast.org](https://udlguidelines.cast.org/)

Freire, P. (1970) *Pedagogy of the Oppressed.* London:Penguin.

Healey, M. & Jenkins, A (2006) ‘Strengthening the teaching/research linkage in undergraduate courses and programmes’, *New directions for teaching and learning,* 107 (fall), pp. 43-53.

Healey, M. & Jenkins, A (2009) *Developing undergraduate research and enquiry.* Available at: <https://www.advance-he.ac.uk/knowledge-hub/developing-undergraduate-research-and-inquiry> (Accessed: 1 August 2022).

hooks, b. (1994) Teaching to Transgress: Education as practice of freedom. London: Routledge.

JISC. (2020*) The future of employer-university collaboration — a vision for 2030.* Available at: <https://www.jisc.ac.uk/reports/the-future-of-employer-university-collaboration> (Accessed: 1 August 2022).

Kreber, C. (2016) *Educating for Civic-Mindedness.* London:Routledge.

Lave, J. & Wenger, E. (1991) *Situated learning: legitimate peripheral participation*. Cambridge: Cambridge University Express.

Mezirow, J. (1991) *Transformative dimensions of adult learning.* San Francisco: Jossey-Bass.

Piaget, J. (1952) *The origins of intelligence in children.* New York: International University Press.

Vygotsky, L.S (1978) Minded society: Development of higher psychological processes. Cambridge, MA: Harvard University Press.

Walkington, H. (2015) *Students as researchers: supporting undergraduate research in the discipline in higher education.* Available at: <https://www.advance-he.ac.uk/knowledge-hub/students-researchers-supporting-undergraduate-research-disciplines-higher-education> (Accessed: 1 August 2022).

## Appendix 1: Suggested reading to explore contemporary agenda in curriculum design.

### UK Context of HE Curriculum Design:

* The new suite of [QAA Subject Benchmark Indicators (](https://www.qaa.ac.uk/quality-code/subject-benchmark-statements)2022).
* [Creating inclusive Subject Learning communities](https://membershipresources.qaa.ac.uk/s/login/?ec=302&startURL=%2Fs%2Farticle%2FCreating-Inclusive-Subject-Learning-Communities) (QAA. 2021).
* [Anti-racist Wales: Action Plan](https://gov.wales/anti-racist-wales-action-plan) (2022).
* The [Wellbeing of Future Generations Act](https://www.futuregenerations.wales/about-us/future-generations-act/) (Wales).
* [Education for Mental Health](https://www.advance-he.ac.uk/teaching-and-learning/curricula-development/education-mental-health-toolkit) (AdvanceHE, 2022).
* [Step-change Mentally Healthy Universities](https://www.universitiesuk.ac.uk/what-we-do/policy-and-research/publications/stepchange-mentally-healthy-universities) (UUK, 2021).
* [Developing digital literacies](https://www.jisc.ac.uk/guides/developing-digital-literacies) (JISC).

### Legal requirements informing HE Curriculum Design:

* [The Equality Act](https://www.legislation.gov.uk/ukpga/2010/15/contents) (2010).
* [Public Sector Equality Duty](https://www.equalityhumanrights.com/en/advice-and-guidance/public-sector-equality-duty) (2011).
* [The Public Sector Bodies (Websites and Mobile Applications) Accessibility Regulations](https://www.legislation.gov.uk/uksi/2018/852/contents/made) (2018).
* [EU Accessibility Directive](https://eur-lex.europa.eu/legal-content/EN/TXT/?uri=CELEX%3A32019L0882).

### Education for Global citizenship:

* The [UNESCO Sustainable Development Goals](https://en.unesco.org/sustainabledevelopmentgoals) and [HE-focussed guidance](https://en.unesco.org/themes/education/sdgs/material) (specifically that relating to curriculum and teaching/learning).
* [Education for Sustainable Development Guidance](https://www.qaa.ac.uk/quality-code/education-for-sustainable-development) (AdvanceHE, 2021).
* [Internationalisation at home, developing global citizens without travel (](https://www.universitiesuk.ac.uk/universities-uk-international/insights-and-publications/uuki-publications/internationalisation-home-developing)UUKI, 2021).

### Challenge-based Learning:

* The Emerald Handbook of Challenge Based Learning (2022): via [USW Library FindIt](https://findit.southwales.ac.uk/permalink/44WHELF_USW/120rmn1/alma99100576191802424)

### USW 2030 Strategy, plans and resources:

* [Graduate Attributes and support guidance](https://southwales.careercentre.me/Resources/CustomPage/14647).
* [USW research and ethics support resources for staff and students.](https://www.southwales.ac.uk/research/environment/culture/researcher-development/research-training/)
* [USW Business Intelligence resources: Retention, student experience etc.](https://universityofsouthwales.sharepoint.com/sites/BusinessIntelligence)
* [USW Business Intelligence resources: Career Readiness.](https://app.powerbi.com/groups/e43edb0f-d400-419a-beaa-534c0c641c13/reports/4080cc4d-a4dc-4026-baea-a5e568305161/ReportSection5c15fd06cf3a7da68d09)
* Internationalisation 2030.
* [Research Strategy.](https://universityofsouthwales.sharepoint.com/sites/USW2030/SitePages/Research-2030.aspx)
* [Strategic Equality Plan](https://universityofsouthwales.sharepoint.com/sites/USW2030/SitePages/USW-2030---Strategy-implementation.aspx).
* Wellbeing and Health Strategy.
* [People Plan](https://universityofsouthwales.sharepoint.com/sites/USW2030/SitePages/People-Plan.aspx).
* [USW Library Information Literacy Framework](https://library.southwales.ac.uk/borrowing-rules-membership/information-literacy-framework/).

## Appendix 2: Starter resources to support decolonisation of the curriculum reflections and design plans.

Arshad, R. (2021). *Decolonising the Curriculum – How do I get Started?* Available at: <https://www.timeshighereducation.com/campus/decolonising-curriculum-how-do-i-get-started>

De Oliveria Andreotti, V. et al. (2012) *Postcolonial Perspectives on Global Citizenship Education.* Routledge. London.

De Oliveira Andreotti et al. (2015). Mapping interpretations of decolonization in the context of higher education. *Decolonization: Indigeneity, Education and Society.* 4 (1), pp.21-40. This article sets out what ‘decolonisation’ can mean within higher education.

Liyanage, M. 2020. *Miseducation: decolonising curricula, culture and pedagogy in UK universities*. *HEPI Debate Paper 23.* Available at; <https://www.hepi.ac.uk/2020/07/23/miseducation-decolonising-curricula-culture-and-pedagogy-in-uk-universities>

USW Community of Expertise: Decolonising the Curriculum. (2021). *Seminar series 1: Steps to Decolonising your Curriculum*. Available at: <https://universityofsouthwales.sharepoint.com/sites/USWCommunitiesofExpertise/SitePages/Community-of-Expertise-Decolonising-the-Curriculum.aspx?csf=1&web=1&e=sgy7Bv>

USW Community of Expertise: Decolonising the Curriculum. (2022). *Seminar series 2: Moving Forward*. Available at: <https://universityofsouthwales.sharepoint.com/sites/USWCommunitiesofExpertise/SitePages/Community-of-Expertise-Decolonising-the-Curriculum.aspx?csf=1&web=1&e=sgy7Bv>

## Appendix 3: The drivers and indicative elements of USW’s 2030 Curriculum.

Figure 2 summarises the internal and external drivers on our USW curriculum, and the key skills, ways of thinking and literacies that these drivers suggest contribute to the development 2030 USW graduates who are highly employable global citizens.

Figure 2: Visual representation of the drivers on, and indicative elements of, a USW 2030 Curriculum.

#### A USW Graduate:

Highly employable Global Citizen

#### Skills and Competencies:

* Personal health and wellbeing awareness and skills
* Intercultural competence
* Decolonial competence
* Compassionate Leadership

#### Knowledges and literacies:

* USW research
* Global issue knowledges
* Historical knowledge of the discipline
* Economic, social and environmental impacts of the discipline
* Cultural and sustainability impacts of the discipline
* Equality Act (2010)
* Digital Literacy
* Information Literacy

#### Ways of thinking and being:

* Lifelong learning thinking
* Integrated, multi-disciplinary thinking
* Anticipatory, problem prevention and future thinking
* Societal, cultural and ecological wellbeing
* Social sense of belonging
* Academic sense of belonging
* Ability to accept uncertainty and ambiguity

#### Drivers:

* UN Sustainable Development Goals
* USW 2030 Strategy
* Welsh Culture
* QAA Benchmarks
* Welsh Government Agenda
* USW Research
* Civic Mission
1. Please see Appendix 2 for more information. [↑](#footnote-ref-2)
2. Please see Appendix 1 for more information. [↑](#footnote-ref-3)