# The USW 2030 Curriculum: A Short Guide to the Principles

Anchored in the requirements of the Welsh Higher Education Sector, the refreshed QAA Subject Benchmarks and the UN Sustainable Development Goals, the 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 2030 Curriculum Principles enable the development of USW identifiable, Academic Blueprint compliant, curricula to achieve the above outcomes.

The USW 2030 Curriculum is one that:

* Presents unsolved problems and challenges as central to learning.
* Is co-designed with all stakeholders.
* Encourages active, collaborative and interdisciplinary learning.
* Is informed by cutting edge research and practice.
* Instigates a positive impact and transformation on society.
* Develops professionalism and learner autonomy.
* Enables digital fluency within the academic discipline.
* Designed for inclusivity.

The grids overleaf offer a high-level, quick overview of the Principles in practice. Please use in combination with the Implementation Guide and Course Evaluation Rubric Template documents.

## The USW 2030 Curriculum Principles:

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| Presents unsolved problems & challenges as central to learning | Is co-designed with all stakeholders | Encourages active, collaborative, and interdisciplinary learning | Is informed by cutting edge research and practice |
| The curriculum presents challenge-based learning opportunities, connected to authentic unsolved problems/challenges beyond the classroom.   | From the outset, the curriculum is co-designed with all stakeholders in both design and delivery.      | The curriculum is co-created, enabling students to become partners in their learning promoting active and collaborative learning.    | Current cutting-edge discipline and pedagogic research and practice will inform the curriculum and enable students to practise and develop critically and ethically robust data-led research skills.  |
| Learners have the opportunity to look critically and **creatively[[1]](#footnote-2)** at real world, often ill-defined problems/challenges 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. Authentic **challenge-based learning** will be scaffolded acros**s** all Levels, eg, through work placements, live briefs, practice-based projects, simulated environments focussing on real-world **local regional, national and global challenges**.  | Academic experts facilitate the **co-design** of the curriculum with all stakeholders: students, communities, USW researchers, Professional Services, employers, alumni, PSRB, internal and external specialists. This establishes a curriculum and authentic assessment structure that are contemporary, future fit and relevant to, and respected by, current and future students, the community, employers etc. The curriculum will **provide scaffolded** opportunities for **interdisciplinary** learning and enable learners to develop skills in risk-taking, and challenge dominant ways of thinking and working to **make a positive impact** in employment and communities**.**  | The **co-created** curriculum develops and encourages a sense of belonging, value, wellbeing, academic criticality, collegiality and pride between learners, communities and staff. Co-creation and interdisciplinary learning and **networking** enable practice in intercultural criticality and competence, norm and assumption challenge, active listening and question asking | 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**.**The curriculum scaffolds learning opportunities for students to conduct their own research and scholarship, and notice and challenge the historical paradigms framing Western research approaches. |

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| Instigates positive impact and transformation on society | Develops professionalism and learner autonomy | Enables digital fluency within the academic discipline | Designed for inclusivity |
| The curriculum 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. | The curriculum develops the skills, knowledge and attributes to support learners’ ability and confidence to adapt to the changing nature of employment and act as ethical citizens and the change-makers of the future.  | The curriculum enables digital fluency in discipline-specific technologies and holistic digital and information fluency and literacies to enable learners to act as safe, interculturally aware global citizens.  | All curricula will be designed for inclusivity and develop learners’ literacy and competence operating within appropriate equality and accessibility legislation.   |
| The curriculum will enable USW graduates to be literate in the UN Sustainable Development Goals, possess intercultural and decolonial competence, explore and engage with Welsh culture(s) and make a positive, transformational impact on communities. | The curriculum develops and supports a **sense of belonging, professional identity and** the development of the **USW 2030 Graduate** Attributes. Scaffolded design will enable learners to develop self-direction as critically reflective lifelong learners agile and confident in changing employment and global contexts. | Digital fluency equips learners with **digital skills** and literacies to aid their personal and employment/ professional practices. The curriculum will enable learners to make ethical and critically-informed judgements about information and digital technology selection and usage, and adapt to the ever-changing technological environment. | Through its design, the curriculum willvalue, respect and provide all students with an equitable opportunity to participate in and succeed, **r**egardless of prior attainment, background or individual learning requirements.The curriculum will ensure fair and positive student voice representation.The curriculum will create opportunities for all students to enhance their cultural awareness, literacy and practice within, eg, the Equality Act (2010), and intercultural competence to operationalise the UN SDGs. |

1. Phrases in bold are taken from the USW 2030 Strategy. [↑](#footnote-ref-2)