UNIVERSITY OF GREENWICH

Greenwich Curriculum Framework

1. Introduction

Vision and strategic context

The Greenwich Curriculum Framework has three major aims:

> To align our curricula with the university's **2030 strategy, This is Our Time**.

> To deliver **Education Without Boundaries** through curricula that support social mobility and equality.

> To help the university to achieve its ambition of being the **best modern university** by supporting the development of world-class systems, processes and services that enable the delivery of our curricula.

"The confidence I gained during my placement at the university gave me the boost I needed to enter the job market. It helped me secure my graduate role at Barclays. I wouldn't have got to where I am without it."

Ingrid Ionita, Technology Analyst, advertising and marketing graduate

"All courses will be professionally recognised, co-designed and co-delivered with industry professionals, including Professional, Statutory and Regulatory Bodies where appropriate."

This is Our Time, page 24

Aligning our curricula to the 2030 strategy

The Greenwich Curriculum Framework is founded on our values of being **collaborative**, **impactful** and **inclusive**.

Our approach to curriculum design will be **collaborative**, working with industry, partners, students and other stakeholders to **embed meaningful employment opportunities into the curriculum**. We will do this in ways that meet the needs of industry and employers, our students, and our communities.

The framework aligns with our Partnerships Sub-Strategy, which focuses on our partnerships with bodies in UK education, workforce and skills, and international study. The sub-strategy includes a goal for all new programmes to demonstrate that they have been co-created with employers, professional bodies and our alumni. It also sets out our aim of becoming the leading modern university for business and community engagement.

We will ensure that our curricula are **impactful** by aligning them with the United Nations Sustainable Development Goals and the work of our research institutes and centres. We will do this by **embedding real-world problems into the curriculum**.

"Advanced modules, supportive faculty, dedicated staff, and the enriching environment of London all made the University of Greenwich the ideal choice for my pursuit of a software engineering degree."

Priyanka Hosamane Vasantha, software engineering student

"Extending our research capability to embed more knowledge creation into the classroom through research-informed teaching."

This is Our Time, page 39

"Greenwich has such a diverse community. There's lots of people so you'll always find someone going through a similar experience as you."

Israela Okatch, psychology student

"Fighting for improved social mobility and equality, diversity and inclusivity in everything that we do."

This is Our Time, page 6

The framework therefore aligns with our Research and Knowledge Exchange Sub-Strategy. This sets out our aim of achieving measurable societal, social, cultural and economic impact, with our research, knowledge exchange and practice contributing to student success.

Our curricula will be **inclusive** and enable Education Without Boundaries by **embedding academic and digital skills and wellbeing into the curriculum**. The framework furthers the work of our Student Success Sub-Strategy. This aims to deliver an inclusive educational experience that also provides impactful work-based opportunities.

Research and Knowledge Exchange Sub-Strategy
Embedding real-world problems ➤ Impactful curricula

Partnerships Sub-Strategy
Embedding meaningful employment opportunities ➤ Collaborative curricula

Student Success Sub-Strategy
Embedding academic and digital skills and wellbeing ➤ Inclusive curricula

Education Without Boundaries

We are committed to delivering **Education Without Boundaries**. This means we proactively support our students to achieve their ambitions because of, rather than despite, their diverse backgrounds.

Our students come from a range of educational, cultural and socioeconomic backgrounds, with some declaring a disability. We will design programmes that meet their diverse needs, putting them at the heart of everything we do.
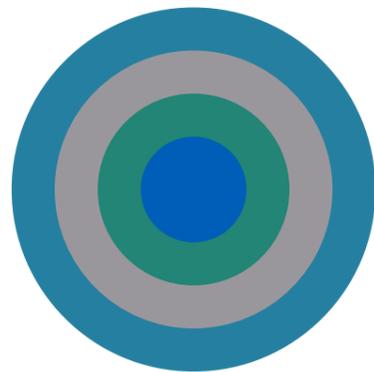
Students   Programmes   Faculties   Directorates

We will introduce **consistent programme structures** that help us to coordinate across modules, and supports students to identify learning priorities and develop a broader view of the discipline. The first stage of each degree will ensure that students gain the essential skills and knowledge they need to succeed regardless of entry qualification.

We will ensure that learning is **scaffolded**, providing students with early support that allows them to develop independence and work towards learning aims. This will help them build their academic and digital skills and knowledge so they can achieve the appropriate programme learning outcomes and graduate attributes.

We will teach **inclusively**, integrating academic and digital skills into the curriculum, using accessible resources, and being culturally sensitive. Student wellbeing will be central to our programmes, which will focus on reducing stress and offer students the chance to learn both actively and socially. We will help students to grow in self-belief and recognise that it is okay to ask for help.

Becoming the best modern university

The Greenwich Curriculum Framework will help us deliver excellent service and support for students, moving us closer to **becoming the best modern university in the UK by 2030**.

By adopting consistent programme structures, we will simplify processes like timetabling, curriculum records, mark entry, and Progression and Award Boards. We will also streamline programme administration, such as creating module handbooks and Moodle sites.

| Timetabling | Curriculum records | Mark entry | Progression and Award Boards | Programme administration |

Excellent service and support for students and staff
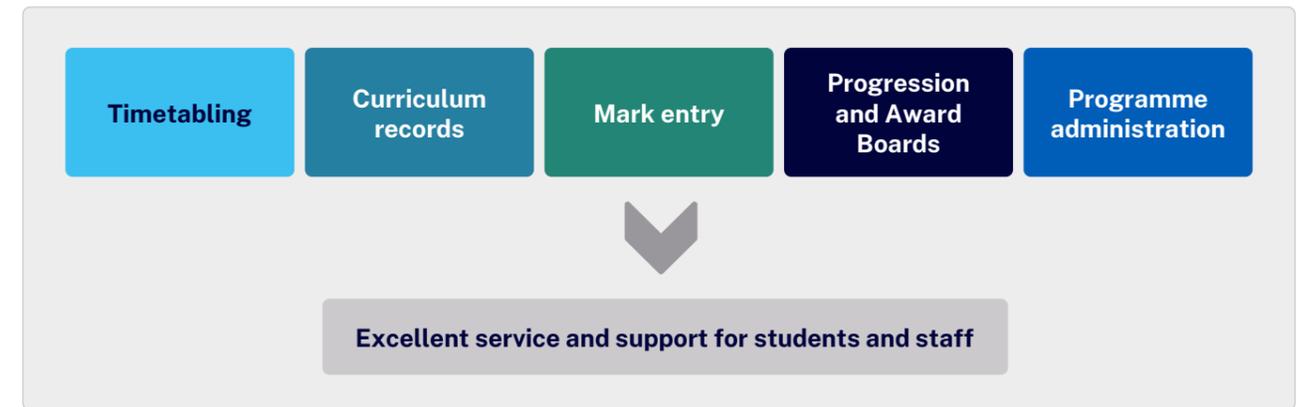
Benefits

Students should get an improved student experience, with a more cohesive curriculum and better support. This will reduce their stress and support their mental health. A focus on real-world problems, academic and digital skills, and inclusive learning will help students to succeed in their studies. Meaningful employment opportunities and better links to research will prepare students for graduate employment or further study.

Academic staff will benefit from the closer alignment between teaching and research, and the opportunities for cross-discipline collaboration. Staff will teach motivated, well-prepared students and will enjoy improved services and less complex administration.

Professional services staff will have a more manageable workload thanks to fewer structural variations in programmes. Enhanced teamwork will help them add value and meet the needs of students and colleagues.

Students
The Greenwich Curriculum Framework will:
- Enhance student experience
- Support students' mental health
- Facilitate academic sucess
- Support progression to graduate employment or further study

Staff
The Greenwich Curriculum Framework will:
- Align teaching and research
- Streamline services and programme administration

Scope

The Greenwich Curriculum Framework outlines principles for designing programmes, modules, teaching sessions and learning resources. It aligns with the university's Assessment and Feedback Policy. The framework applies to undergraduate and postgraduate-taught programmes (delivered both on-campus and online) and to apprenticeships. When designing an apprenticeship programme, staff should engage with the Apprenticeships Hub in the first instance to understand how the framework may be best applied.

Graduate attributes

We want our graduates to share the values of our institution. They should view knowledge as an asset that they can use, alongside their research and transferrable skills, to make a real difference to their communities, professions, and society as a whole.

Our postgraduate students apply these values to lead in complex situations and therefore will achieve these attributes at a higher level.

Greenwich graduates are:

Impactful and ethical agents of change (GA1)

Greenwich graduates have the agency and ability to shape their life and career trajectories and to make a difference to their communities and society more widely. They are 'life-ready', confident and resilient, displaying a constructive and resourceful attitude to challenges, underpinned by values of tolerance and mutual respect. They synthesise different points of view and appreciate the richness and potential inherent in diversity. They apply their thinking and actions authentically to contribute to a digital-first future and are committed to inclusive practice in everything that they do.

**Active knowledge producers and practitioners (GA2)**

Greenwich graduates articulate and critique relevant, contemporary knowledge in their fields. They recognise knowledge as contested and socially mediated. They understand how knowledge is constructed, developed and negotiated through research, practice and discourse, and how it is underpinned by socio-cultural norms and values. They identify and critically evaluate sources and see learning - declarative, procedural or embodied – as a knowledge forming activity. Through knowledge production, they develop the confidence to partake in and challenge dominant discourses and practices.

Competent and capable professionals (GA3)

Greenwich graduates effectively apply their knowledge, creativity, critical thinking and evaluation skills within their sphere of professional practice. They engage with industry and third-sector expertise and authentic learning scenarios that simulate the professional situations they will encounter. They develop transferrable, digital and entrepreneurial skills and the ability to adapt, negotiate and collaborate with diverse and interprofessional groups. They engage with external partners and understand the importance of standards and professional integrity.

Real-world problem solvers (GA4)

Greenwich graduates can engage critically and creatively with complex, real-world problems through research, analysis and evaluation. They discover and identify the interdependencies with other challenges and design integrated processes for problem solving. They can operate effectively in uncertain contexts and appreciate that collaboration within multidisciplinary groups is needed to tackle problems never previously experienced. Their work is underpinned by and aiming towards sustainable practices and outcomes. They can transfer disciplinary skills and knowledge across domains and harness different perspectives and experiences to achieve positive outcomes.
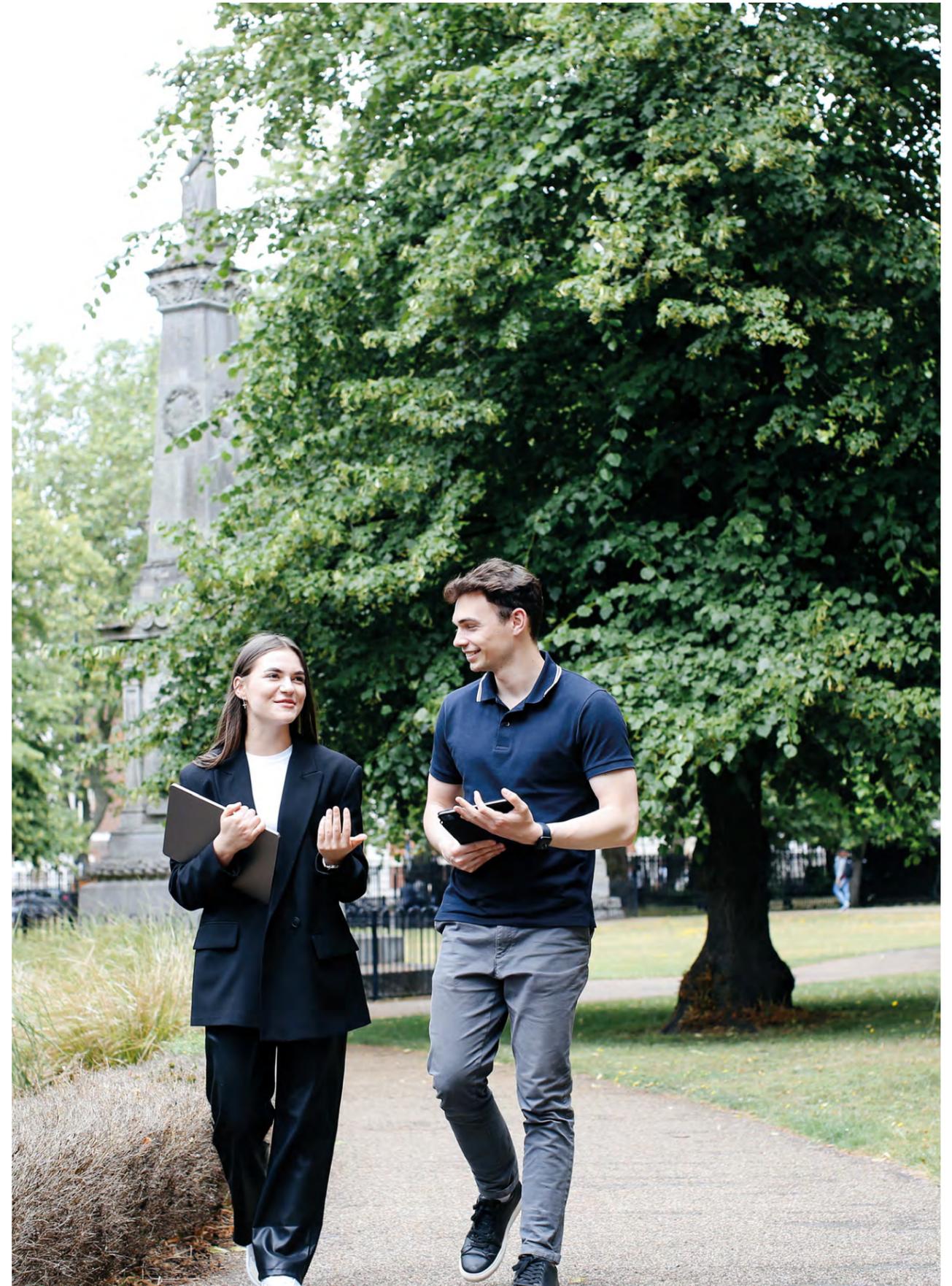
2. Structure

Types of programme and programme components

The different types of undergraduate and postgraduate-taught programmes offered at the University of Greenwich are listed in the [Academic Regulations](#).

Programme components

Programmes are formed of modules, with their own learning outcomes and assessments, which come together to form a coherent whole. Module credit **values** are determined by:

1. the number of learning hours associated with the module, with 1 credit equal to 10 notional learning hours, and

2. the contribution the module makes to the attainment of the overall programme outcomes.

Module credit **levels** are determined by the depth, demand, and complexity of learning and learner autonomy associated with the module. They also relate to the range and sophistication of the application of knowledge/skills to practice.

As per Academic Regulations, one year of full-time study or two years part-time study is normally equivalent to 120 credits and is defined as an academic **stage**.

All modules taught within a stage must be at the same credit level and there must be clear progression in the module learning outcomes between levels.

Credit structure

Modules shall **normally be 30 credits**. This minimises the number of modules being studied at one time, which facilitates a joined-up student experience across the degree and makes it easier for students to identify learning

priorities. The consistency in credit value between degrees will support the development of shared interdisciplinary modules and the provision of excellent student services and support, with streamlined programme administration, timetabling and quality assurance processes.

As set out in the table below and the programme visualisation tables:

- 15 credit modules may only be used to develop and assess competencies/areas of specialism, or for Continuous Professional Development (CPD) modules.

- 60 credit modules may only be used for dissertations, extended project work and on apprenticeship programmes. Dissertations are only taught at level 7. At level 6, 60 credit modules are for extended projects, usually related to real-world problems, though such modules may also be 30 credit.

- 0 credit modules may only be used for:
  - apprenticeships following the gateway and leading up to the end-point assessment; and for
  - placement modules, although we encourage these to be credit-bearing wherever possible.

Modules must be spread across the academic stage to balance workload. Modules are normally delivered within a single term. However, they can be delivered in blocks shorter than a term, or exceptionally they may cross terms where a module which uses a 'block delivery' mode is preceded/followed by modules run in parallel. Beyond these exceptions, only 60 credit modules and modules taught exclusively to apprenticeship students are permitted to be delivered across two full terms. Due to the full-year teaching nature of apprenticeships, their modules are also not restricted to academic term-times.

Type of degree	Credit level	Module structure
Certificate of Higher Education	Level 4	All modules are 30 credits.
Foundation degrees, Diplomas of Higher Education and Higher National Diplomas	Level 5	All stage 1 modules are 30 credits. In stage 2 a maximum of two 15 credit modules may be used.
Extended Bachelor's degree	Level 6	All stage 0 and stage 1 modules are 30 credits. In stages 2 and 3 a maximum of two 15 credit modules may be used at each stage, and in stage 3 one 60 credit module may be used.
Bachelor's degrees with honours	Level 6	All stage 1 modules are 30 credits. In stages 2 and 3 a maximum of two 15 credit modules may be used at each stage, and in stage 3 one 60 credit module may be used.
Integrated Master's Degrees	Level 7	All stage 1 modules are 30 credits. In stages 2 and 3 a maximum of two 15 credit modules may be used at each stage, and in stage 3 one 60 credit module may be used. Stage 4 would typically include a 60-credit module.
Postgraduate Certificate	Level 7	All modules are 30 credits.
Postgraduate Diploma	Level 7	A maximum of two 15 credit modules at stage 1.
Taught Masters	Level 7	Stage 1 may include a maximum of two 15 credit modules and stage 2 may include a 60-credit module or two 30 credit modules.

Table 1. Programmes' credit structure

Core/optional modules

Students are taught a series of core modules in their first stage of study (or first 60 credits for programmes with 120-180 credits), designed to ensure that they have the academic and digital skills and the core knowledge of the discipline to succeed. Optional modules are not taught at this stage, except for languages.

Programmes with fewer than 120 credits and apprenticeships are only comprised of core modules. The only exceptions for apprenticeships are where pathways are explicitly permitted by the apprenticeship standard, and agreement must be gained in writing from the Associate Director (Employability and Apprenticeships).

For programmes with 120 credits or more (excluding apprenticeships): Following stage one, optional modules may be included in the programme structure to allow for specialisation and depth so long as they meet the rules for module viability. Optional modules may be any allowed credit value. Where there are only two stages, the second stage must include at least 3 core modules and a maximum of 6 optional modules in total. Where a programme has 3 stages, at least five modules must be core across stages 2 and 3, with a maximum of 12 optional modules in total. Where there is a fourth stage, an additional 2 modules must be core, and an additional 6 optional modules are permitted.

Programme visualisation tables

Programmes can choose their structure from the following options at each stage:

Key

Level 4	Level 5	Level 6	Level 7

2. Certificates of Higher Education (120 credits)

Stage 1	Core 30 credits	Core 30 credits	30 credits	30 credits

3. Foundation Degrees, Diplomas of Higher Education and Higher National Diplomas (240 credits)

	Level 4	Level 5	Level 6	Level 7	
Stage 1	Core 30 credits	Core 30 credits	Core 30 credits	Core 30 credits	
Stage 2 (option 1)	30 credits	30 credits	30 credits	30 credits	
Stage 2 (option 2)	30 credits	30 credits	30 credits	15 credits	15 credits

4. Bachelor's degrees with honours (360 credits)

	Level 4	Level 5	Level 6	Level 7	
Stage 1	Core 30 credits	Core 30 credits	Core 30 credits	Core 30 credits	
Stage 2 (option 1)	30 credits	30 credits	30 credits	30 credits	
Stage 2 (option 2)	30 credits	30 credits	30 credits	15 credits	15 credits
Stage 3 (option 1)	30 credits	30 credits	60 credits (final project)		
Stage 3 (option 2)	30 credits	15 credits	15 credits	60 credits (final project)	
Stage 3 (option 3)	30 credits	30 credits	30 credits	30 credits	
Stage 3 (option 4)	30 credits	30 credits	30 credits	15 credits	15 credits

5. Integrated master's degrees (480 credits)

	Level 4	Level 5	Level 6	Level 7	
Stage 1	Core 30 credits	Core 30 credits	Core 30 credits	Core 30 credits	
Stage 2 (option 1)	30 credits	30 credits	30 credits	30 credits	
Stage 2 (option 2)	30 credits	30 credits	30 credits	15 credits	15 credits
Stage 3 (option 1)	30 credits	30 credits	60 credits		
Stage 3 (option 2)	30 credits	15 credits	15 credits	60 credits	
Stage 3 (option 3)	30 credits	30 credits	30 credits	30 credits	
Stage 3 (option 4)	30 credits	30 credits	30 credits	15 credits	15 credits
Stage 4 (option 1)	30 credits	30 credits	60 credits		
Stage 4 (option 2)	30 credits	15 credits	15 credits	60 credits	
Stage 4 (option 3)	30 credits	30 credits	30 credits	30 credits	
Stage 4 (option 4)	30 credits	30 credits	30 credits	15 credits	15 credits

6. Postgraduate Certificate (60 credits)

Stage 1	Core 30 credits	Core 30 credits

7. Postgraduate Diploma (120 credits)

Stage 1 (option 1)	Core 30 credits	Core 30 credits	30 credits	30 credits	
Stage 1 (option 2)	Core 30 credits	Core 30 credits	30 credits	15 credits	15 credits

8. Taught Masters (180 credits)

Stage 1 (option 1)	Core 30 credits	Core 30 credits	30 credits	30 credits	
Stage 1 (option 2)	Core 30 credits	Core 30 credits	30 credits	15 credits	15 credits
Stage 2 (option 1)	60 credits				
Stage 2 (option 2)	30 credits	30 credits			

Module viability

Modules must be financially viable and of a size to facilitate social learning: UG modules must have at least 20 students and PG modules must have at least 15 students. See table below:

Level 4 modules Min 20 students	Level 5 modules Min 20 students	Level 6 modules Min 20 students	Level 7 modules Min 15 students

Table 9. Module viability visualisation
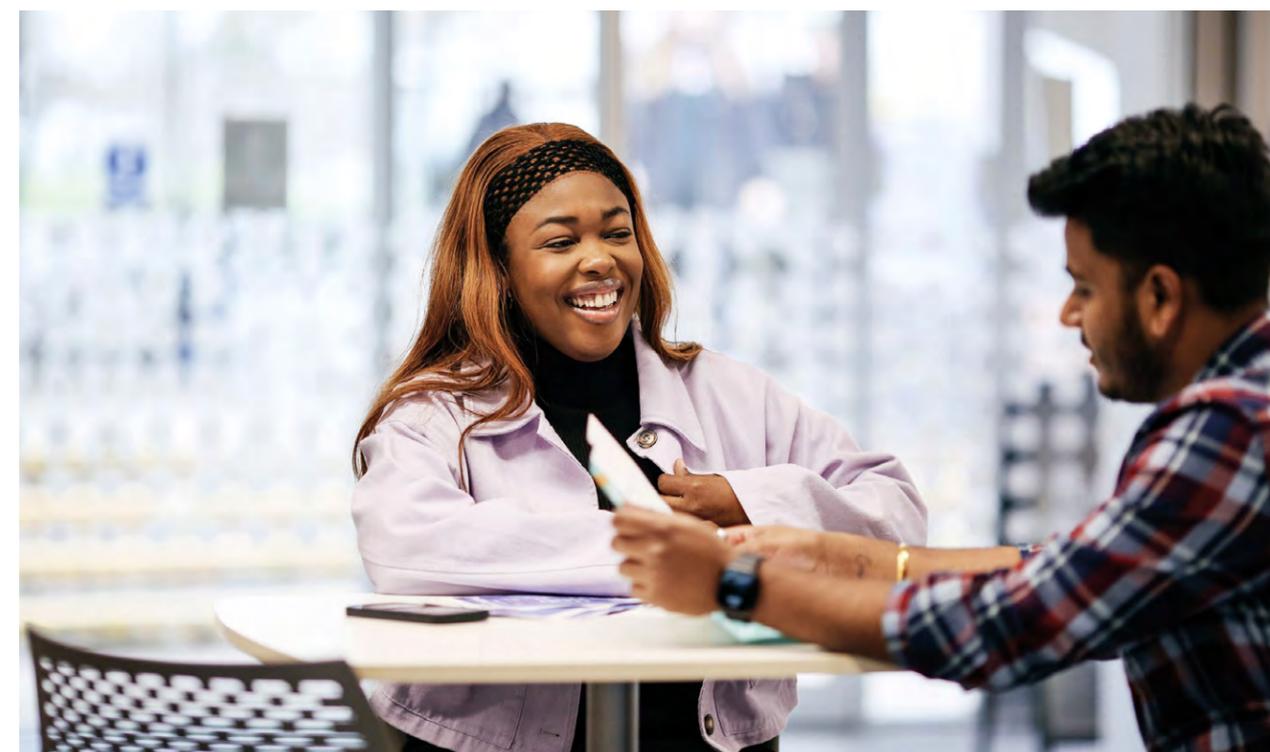
Delivery modes

Delivery of modules may include scheduled teaching, guided independent study, or placement hours. Apprenticeships will additionally include off-the-job learning hours. Scheduled teaching hours include workshops, labs, seminars, tutorials, simulation of practice, lectures. Guided independent study includes directed tasks to be completed within a specified time frame and preparation activities for flipped learning.

30 credit modules equate to 300 hours of student work and they will offer up to 48 scheduled teaching hours within a classroom setting. In addition, they may include laboratory/practical hours of up to 48 hours or studio hours of up to 72 hours.

15 credit modules equate to 150 hours of student work and offer up to 24 scheduled teaching hours within a classroom setting. In addition, they may include laboratory/practical hours of up to 24 hours or studio hours of up to 36 hours.

60 credit modules at undergraduate level will typically be formed of real-world project work (though these can also be worth 30-credits). This may include up to 48 hours of classroom-based work (including facilitated group work) and laboratory/practical hours of up to 96 hours or studio hours of up to 144 hours.

60 credit modules at post-graduate level may be either a supervised research project or operate as at undergraduate level.

Module credit value	Notional learning hours	Classroom teaching hours	Laboratory/ practical hours	Studio hours	Minimum contact hours
15 credits	150	Up to 24	Up to 24	Up to 36	24
30 credits	300	Up to 48	Up to 48	Up to 72	48
60 credits (UG)	600	Up to 48	Up to 96	Up to 144	48

An exception to the above limits may be made, where practical work has been concentrated into particular modules but across the academic stage classroom hours are up to 192 hours, with an additional number of laboratory/practical hours of up to 192 or studio hours of up to 288 across the stage of study.

3. Content

Design of programmes (programmatic design)

Programmes must be designed as a coherent whole, to allow students to achieve the programme learning outcomes (PLOs) and graduate attributes (GAs).

Programme Learning Outcomes

With the exception of apprenticeships, which work to knowledge, skills and behaviours set out by the relevant apprenticeship standard; each programme has six to ten PLOs, which must be aligned to the appropriate Framework for Higher Education Qualifications. Four of the PLOs are shared across all programmes and align with the GAs. The remaining two-six PLOs are programme specific and should align with the appropriate Subject Benchmark Statement. The four PLOs that are shared, are listed below:

Level 4 qualifications (Certificate of Higher Education)

By the end of the programme students will be able to:

1. PLO1 – work collaboratively and inclusively, demonstrating a constructive approach to challenges. (Aligned with GA1)

2. PLO2 – articulate underlying concepts and principles in the discipline and explain how these are constructed and developed. (Aligned with GA2)

3. PLO3 – operate effectively in professional environments, through the application of professional, transferrable, digital and entrepreneurial skills, and by taking personal responsibility. (Aligned with GA3)

4. PLO4 - engage with real-world problems through analysis and evaluation, and collaborate to achieve sustainable practices and outcomes. (Aligned with GA4)

Level 5 qualifications (Foundation Degree or Diploma in Higher Education)

By the end of the programme students will be able to:

1. PLO1 – work collaboratively and inclusively, demonstrating a constructive and resourceful approach to challenges. (Aligned with GA1)

2. PLO2 – critically analyse well-established and essential theories, concepts and principles in the discipline and articulate how these are constructed and developed. (Aligned with GA2)

3. PLO3 – operate effectively in professional environments, through the application of professional, transferrable, digital and entrepreneurial skills, decision making and taking personal responsibility. (Aligned with GA3)

4. PLO4 - engage with complex, real-world problems through analysis, evaluation and applying concepts in new contexts, and collaborate to achieve sustainable practices and outcomes. (Aligned with GA4)

Level 6 qualifications (Bachelor's with honours)

By the end of the programme students will be able to:

1. PLO1 – work collaboratively and inclusively, demonstrating a constructive and resourceful approach to challenges and an appreciation of different perspectives. (Aligned with GA1)

2. PLO2 – critique relevant, contemporary knowledge in the discipline and articulate how it is constructed, developed, synthetised, challenged and negotiated. (Aligned with GA2)

3. PLO3 – operate effectively in professional environments, through the application of professional, transferable, digital and entrepreneurial skills, and the maintenance of professional standards. (Aligned with GA3)

4. PLO4 - engage critically with complex, real-world problems through research, analysis and evaluation, and collaborate within multidisciplinary groups to achieve sustainable practices and outcomes. (Aligned with GA4)

Level 7 qualifications (Taught Master's degrees)

By the end of the programme students will be able to:

1. PLO1 – work collaboratively and inclusively, demonstrating a constructive and resourceful approach to challenges, an appreciation of different perspectives and a commitment to inclusive practices. (Aligned with GA1)

2. PLO2 – critique relevant knowledge at the forefront of the discipline and participate in its production, development and negotiation through research. (Aligned with GA2)

3. PLO3 – operate effectively in professional environments, through the application of professional, transferrable, digital and entrepreneurial skills, maintenance of professional standards and continuous professional development. (Aligned with GA3)

4. PLO4 - engage critically, systematically and creatively with complex, real-world problems through research, analysis and evaluation in the absence of complete data, and collaborate within multidisciplinary groups to achieve sustainable practices and outcomes. (Aligned with GA4)

Design principles:

The following design principles underpin programme development and will be embedded at module and/or programme level as described below.

At module level, learning outcomes are linked to PLOs, such that every module must address at least one of the PLOs at the appropriate credit level.

Modules will be ordered to build on those that come before them and to scaffold towards those afterwards so that students can gradually achieve the PLOs.

Regardless of which optional modules a student undertakes, they will have the opportunity to work towards all the learning outcomes and the four graduate attributes at each stage of study. (See example in Table 10)

Table 11 provides examples of how the shared PLOs can be embedded in the curriculum.

- PLO1 is to be achieved through group projects that have a focus on inclusive practice.

- PLO2 is to be achieved through engaging, critiquing and producing knowledge.

- PLO3 is to be achieved through both the introduction of practical/professional/industrial/ entrepreneurial practices and the development of transferrable and digital skills.

- PLO4 is to be achieved through a shared, interdisciplinary module that draws on research in the school/faculty to examine a real-world problem linked to one of the UN Sustainable Development Goals (SDGs).

Stage 1	Core 30 credits **PLO1** and **PLO5** **GA1**	Core 30 credits **PLO4** **GA4**	Core 30 credits **PLO3** and **PLO6** **GA3**	Core 30 credits **PLO2** **GA2**	
Stage 2 (option 1)	Core 30 credits **PLO4** **GA4**	Core 30 credits **PLO3** and **PLO6** **GA3**	Core 30 credits **PLO1** and **PLO5** **GA1**	Core 15 credits **PLO2** **GA2**	Optional module 1: 15 credits **PLO4** **GA4**
Stage 2 (option 2)	Core 30 credits **PLO4** **GA4**	Core 30 credits **PLO3** and **PLO6** **GA3**	Core 30 credits **PLO1** and **PLO5** **GA1**	Core 15 credits **PLO2** **GA2**	Optional module 2: 15 credits **PLO3** **GA2**
Stage 3 (option 1)	Core 30 credits **PLO1** and **PO5** **GA1**	Core 15 credits **PLO4** **GA4**	Core 15 credits **PLO2** **GA2**	Option module 1: 60 credits (final project) **PLO3** and **PLO6** **GA3**	
Stage 3 (option 2)	Core 30 credits **PLO1** and **PO5** **GA1**	Core 15 credits **PLO4** **GA4**	Core 15 credits **PLO2** **GA2**	Optional module 2: 30 credits **PLO3** and **PLO6** **GA3**	Optional module 3: 30 credits **PLO3** and **PLO6** **GA3**

Table 10. Example of Bachelor's degree with honours including the four Greenwich PLOs (1-4) and two subject specific PLOs (5 and 6)

	Level 4 Examples:	Level 5 Examples:	Level 6 Examples:	Level 7 Examples:
PLO1 Focus on developing inclusive practices and self-regulatory skills	Group projects with assigned roles and responsibilities Learning journal/logs	Providing and receiving peer feedback against set criteria	Evaluating group dynamics, inclusivity and performance	Developing collaborative and mediation strategies and action plans for groups and/or organisations
PLO2 Focus on engaging, critiquing and producing knowledge	Reading, analysing and classifying different forms of text and/or evidence	Critiquing academic and research papers Student led debates and Q&A sessions	Identifying and evaluating different forms of knowledge and/or evidence as foundation for academic/practice-based projects	Designing and carrying out an independent outward facing academic/practice-based project
PLO3 Focus on transferable and digital skills and practice-based learning	Identifying transferable and sector specific skills in individual and group practice Attending an industry/sector event Simulating sector relevant tasks	Presenting to and receiving feedback from an industry/sector-led panel on an authentic task Mentoring opportunities with industry experts Self-evaluating transferable and digital skills against set criteria	Completing a placement Undertaking a complex project in multi-professional teams	Providing consultancy for external partners
PLO4 Focus on sustainability, interdisciplinarity and research	Analysis of a real-world case study/theme linked to the SDGs Examples: FEHHS (Good health and wellbeing) FES (Affordable and clean energy) GBS (Responsible consumption and production) FLAS (Gender equality)	Drafting and enacting an intervention to tackle a challenge linked to real-world problems	Designing, testing and evaluating an action plan to tackle a complex real-world challenge from an interdisciplinary perspective	Gathering, analysing and evaluating evidence to develop a strategy to tackle a complex real-world challenge from an interdisciplinary perspective

Table 11. Examples of Greenwich PLOs embedment at different credit levels

4. Inclusive learning design

Teaching sessions and learning resources are designed in a way that:

1. Aligns with the Graduate Attributes and Programme Learning Outcomes;

2. Scaffolds learning to provide opportunities for students to learn from structured opportunities before becoming more independent;

3. Makes learning accessible and meaningful for all our students.

They are developed keeping a range of educational backgrounds in mind, following the principles below (see Table 12 for a selection of examples).

- The development of academic and digital skills is embedded in learning activities across all stages. Assumptions are not made about skill levels;

- The complexity of tasks is scaffolded so that students learn to manage increasingly complex activities;

- Learning and assessments are focused on problem solving, engagement and action rather than on memorising content;

- Opportunities for students to connect with peers, tutors and industry-professionals are provided;

- Accessible materials are delivered in different formats and made available, along with a range of activities, on Moodle in advance of taught sessions;

- Reading lists are prepared at programme level, taking into consideration cost, availability and accessibility;

- Resources and activities are decolonised and culturally sensitive;

- Technology is used to support learning and make it accessible (e.g. use of captioned recordings);

- Stressors, such as class presentations, are recognised and reduced/mitigated;

- Challenge is normalised as part of learning;

- There are opportunities for reflection, development of self-belief and working with peers.

Level 4 Examples:	Level 5 Examples:	Level 6 Examples:	Level 7 Examples:
Task instructions support the development of study skills (through suggested completion time, templates, links to additional resources)	Inviting students to identify biases in learning and teaching resources and suggest alternatives	Research skills training	Structured peer-feedback sessions to work on drafts
Reading and analysing exemplars of previous tasks	Guided marking activities	Students' self-assessment and student-led action plans to address areas identified as challenging (e.g. approaches to data analysis)	
Sessions/activities on summarising, formulating arguments, searching resources and referencing, receiving and responding to feedback	Student-led goal setting and task planning		
Paraphrasing and exemplifying marking criteria	Peer feedback		

Table 12. Examples of activities to enhance inclusive curriculum design and development of academic skills

5. Collborative programme design

Under the Greenwich Curriculum Framework, we will take a programme team-based approach to curriculum design. This approach is informed through feedback and analysis from the Academic Programme Taskforce good practice meetings, which identified student and staff benefits achieved through programmatic and team-based approaches to programme design and delivery.

Programme level design supports student engagement, continuation and good outcomes, and a team-based approach to design and delivery is more manageable and sustainable for staff. The programme team groups will also draw on external expertise and advice to inform their work, for example relevant employers or third sector contacts.

To ensure all programme team groups are supported to take a collaborative approach that draws on all relevant expertise, we are establishing a new Curriculum Development and Approval Team. This team will introduce the new roles of Curriculum Designers and Greenwich Graduate Consultants, who will work collaboratively with groups of programme leaders and their teams, supporting curriculum design in alignment with the Greenwich Curriculum Framework. They will be joined by a linked Quality Officer to support the integration of design and approval.

Collaborative Curriculum Design
Bringing together expertise for effective programme design:
Programme design
Disciplinary expertise
Employability & entrepreneurship
Research & sustainability
Academic & digital skill development
Wellbeing
Student experience

6. Questions and Answers: structure and content of the framework

What is the rationale for these Graduate Attributes?

The Graduate Attributes are aligned to our university values and sub-strategies. They highlight our values as they apply to the discipline of study and future work and life opportunities. By relating to employability and real-world problems, they also align with our partnership and research and knowledge exchange sub-strategies.

Why are some of the Programme Learning Outcomes specified?

The specification of some of the Programme Learning Outcomes ensures that the development of the Graduate Attributes is scaffolded through the programme and module learning outcomes, enabling better understanding of what will be achieved at each stage and by the end of the programme.

What is the rationale for 30 credits as the core, with 15 and 60 credit options?

The Greenwich Curriculum Framework is founded on the premise that programme structures need to provide sufficient scope for students to engage with topics in depth and breadth. We also noted the evidence that modular structures can encourage students to compartmentalise learning, thereby missing opportunities to build on previous learning and skills as they move between modules and levels of study. This risk is reduced in larger module blocks.

With this in mind, the framework provides 30-credit modules for depth and breadth, alongside some smaller blocks for extending specialist depth without losing coherence, and larger blocks for extended project work. We also considered that assessment loads can be reduced with fewer modules and the practicalities of delivering a programme, such as timetabling, marking and feedback; all benefit from fewer modules. Additionally, we looked at the models used in the other University Alliance members (our sector group) and referred to the guidance around minimum credit size for provision funded through the Lifelong Learning Entitlement.

Why are 30 credit modules to be taught over a single term or in a block[1]?

Universities with experience of block delivery have demonstrated the benefits of students studying fewer modules concurrently. Students are better able to manage their time and as a result develop more effective study skills. This is particularly important for students who have other responsibilities, such as caring and part-time work. In general, higher student engagement and achievement has resulted from fewer concurrent modules, leading to improved continuation rates. Fewer concurrent modules also makes it easier for staff to coordinate the teaching of modules, creating a more cohesive student experience.

Is block delivery of modules allowed?

Yes, the Greenwich Curriculum Framework allows for modules to be delivered in periods shorter than a term in a 'block delivery' where this is appropriate.

What is the rationale for moving to core modules only during stage one of a programme?

This aspect of the Greenwich Curriculum Framework has been informed by the literature around supporting the transitions of Higher Education students with diverse qualifications and experience, and the data regarding our students' continuation, assessment performance and progression between levels of study.

By designing stage one as a common foundation, we will implement a more rigorous and sustainable approach to supporting students during their transition to HE level study and preparing for the stages beyond.

[1] Exceptionally 30-credit module may cross terms where a module taught via block delivery is preceded/followed by modules taught in parallel.

Does the Greenwich Curriculum Framework allow for some student choice and optionality?

Yes, the framework includes guidance for introducing module choice after the first stage of a programme. This structured approach to module choice is designed to ensure all students have a structured pathway through their programme, enabling them to make connections between modules and associated assessment, and build on their knowledge and skills as they progress through levels of study.

Additionally, the aligned Assessment & Feedback policy promotes programme level assessment design. This programmatic approach makes it more feasible to introduce structured student choice in assessment - providing students with a set of assessment options to choose from, all of which align with the programme learning outcomes and any relevant associated professional competency standards. This will be an enhancement to existing student choice.

What is the rationale for minimum student numbers on a module?

Minimum student numbers are being introduced to ensure that there are proper opportunities for students to learn from each other. Sharing the experience of learning makes it more enjoyable, supporting students' wellbeing, and it develops valuable skills in students: both learning from peers and teaching peers. The act of teaching is known to deepen students' understanding, and it is often easier to learn from peers because they understand the struggles of learning better than staff who may have mastered a topic long ago.

Have the delivery modes been benchmarked?

In developing the delivery modes, we have had consideration of the Higher Education Credit Framework for England, current practice at the university and practice at other universities.

How will we continue to meet Professional, Statutory and Regulatory Body (PSRB) or apprenticeship standard requirements?

Where exemptions are required to meet PSRB or apprenticeship standard requirements these will be granted, where the requirements can be evidenced in writing.

By embedding wellbeing in the curriculum is there a risk that we fail to prepare our graduates for the realities of their future careers?

The focus on wellbeing, particularly during the transition to Higher Education and further levels of study, responds to the experience of our students and what is being reported in the wider sector. We have observed an increase in students reporting and seeking help to address anxiety and stress and other mental health concerns, and this corresponds with wider societal trends. We want to address this constructively, by considering where and how we can address some of the causes of stress and anxiety, for example through programme design which minimises assessment bunching and provides opportunities to practice new assessment methods before they 'count'.

However, we still recognise that learning inherently involves being challenged. We also appreciate the inevitability that students will encounter challenges in other aspects of their lives as well. Therefore, we want to guide and support our students to develop the techniques and capacities they will need to navigate challenges encountered through their studies and beyond. Through this integrated approach, the aim is to develop graduates who are well equipped to manage competing demands and challenges and know where and how to seek further help and support when they need it.

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Freedom of speech and academic freedom

In any matter falling under this policy, the University will have particular regard to, and place significant weight on, the importance of freedom of speech within the law, academic freedom and tolerance for controversial views in an educational context or environment. The University's commitments to freedom of speech and academic freedom are set out in the Freedom of Speech Code of Practice. In the event of any conflict between this policy and the Freedom of Speech Code of Practice, the Freedom of Speech Code of Practice will take precedence.