



# Strategic Implementation Plan for Greenwich Connect



I am pleased to announce the launch of Greenwich Connect, the name given to the University's new vision for learning innovation. Underpinning Greenwich Connect is the belief that learning is enhanced through active engagement, social interaction, collaboration and building relationships. By engaging with stakeholders across the university, Greenwich Connect will enable us to share and build on best practice.

**Professor David Maguire. Vice-Chancellor**

## Background

The University of Greenwich faces a number of challenges in the digital age. Learners have always arrived with skills, literacies and knowledge that they wish to build upon as they transition into, through, and out of higher education. What has changed is the way that learners access and acquire knowledge using a mixture of institutionally owned and informal learning environments that they connect to using a variety of devices. They arrive with high expectations and, in the context of increased fees, will expect these to be met. Employers are seeking resilient, digitally literate graduates able to make connections, engage in innovative practice, use social media effectively and add value to services and products in their digital workplaces. Teachers and researchers are addressing the complexities of learning, teaching and assessment in a borderless, global environment. Connectivity, social interaction, engagement and technology present significant challenges for any institution. A further factor is the social and ethnic background of students that can impact upon the development of professional networks that in many cases are essential for gaining employment and placements. The aim of Greenwich Connect is to provide both a vision and strategic plan to guide policy development. This will enable us to share and build on best practice, and develop and implement innovative approaches to learning, teaching and assessment that enhance the student experience and outcomes. The ability of the learner, the academic, the administration, the management, the employer and the community to interact, engage and maintain connections will be critical to that success.

## What is Greenwich Connect?

Greenwich Connect was endorsed by the Vice-Chancellor in April 2013 as the university's vision for learning innovation, comprising a variety of academic and administrative projects that will support the formation and growth of networks and connections between learners, graduates, faculty, peers, disciplines, research, community and industry. Greenwich Connect is a strategy for supporting engagement across the university, from new arrivals experiences through to curriculum design, learning, teaching and assessment, social interaction in and out of the classroom, infrastructure, learning spaces, post-graduation processes and alumni. Greenwich Connect recognises the value of diversity within our Faculties whilst equally recognising the need for a singular vision of what it means to learn at the university. Since April 2013 over 60 staff and 1500 students have been directly engaged in specific Greenwich Connect projects and over 50 staff involved in governance work. This figure will continue to increase with new projects in each Faculty.

### **Aim of Greenwich Connect**

Greenwich Connect will guide and lead the learning innovation to support the development and practices of:

- Social interaction and social construction of knowledge
- Student employability and graduate attributes
- Digital literacy
- Interactive, connected and relevant curriculum
- Collaborative learning, teaching and assessment
- Lasting connections and networks that go beyond the period of enrolment
- Inter and trans-disciplinary research and content
- Innovation and creativity
- A sense of autonomy, personalisation and an enterprise attitude

### **Summary**

Greenwich Connect represents an opportunity to bring about a step-change at the university in terms of learning innovation. There have been significant and seismic shifts in the higher education sector over the last decade. These have challenged traditional pedagogies, delivery models and platforms and identified the changing requirements of our graduates from employers in the digital age. The purpose of Greenwich Connect is to prepare the university to face these challenges and excel as a modern university in an ever-changing digital landscape. The overall objective of Greenwich Connect is to define a technology-enhanced approach of a university education as 'student-centred connected learning'. This strategic implementation plan focuses on three activities. The first seeks to enhance social and collaborative online learning spaces available to staff and students through the strategic development of the university's current virtual learning environment (VLE), Moodle. The second activity, 'Learning, Teaching and Assessment in the Digital Age' centres on a variety of projects designed to initiate changes in learning, teaching and assessment through the innovative and pedagogically driven use of technology. The third activity 'Online Learning @ Greenwich' seeks to develop innovative pedagogical models for online learning, enhancing existing, and developing new, online provision.

### **Strategic Fit**

The overarching approach adopted by Greenwich Connect supports many of the university's strategic objectives and helps to prioritise the resourcing needs for services and infrastructure. It specifically addresses a number of objectives within the Strategic Plan, the Learning, Teaching and Assessment Strategy, and the IT Strategy, and seeks to draw together the objectives and activities that impact on learning innovation (see diagram on page 5). Greenwich Connect is a whole university initiative involving collaboration between the Faculties, ILS and the EDU that ensures the university's approach to learning innovation is joined up. The key aspects of Greenwich Connect (the objectives, the aims of the initiative, the resources and the governance<sup>1</sup>) have been endorsed by the Vice-Chancellor, the DVC (Academic Development) and will be overseen by the DPVC (Technology Enhanced Learning). This document aligns Greenwich Connect with the strategic activity of the university as a whole and the teaching, learning and quality processes which are overseen by ASQC, both at university and faculty level.

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<sup>1</sup> An organization chart outlines the proposed governance model is given in appendix 1 on page 15

## **Key people**

### *Greenwich Connect Steering Group*

This is the group leading the initiative on behalf of the university and reports to the VC and DVC (Academic Development).

Current members: Liz Bacon (DPVC-TEL), Paul Butler (ILS), Simon Walker (EDU) and project leader of Greenwich Connect (*currently vacant*). Other cross-university, and task and finish groups representing Faculties and Offices have been established. Details can be seen below in the organisational chart and group lists.

## **Budget**

Greenwich Connect has been allocated a budget of £450,000 over the next two years. The majority of this budget will be spent on new learning technologists to support staff centrally and at faculty level in implementing Greenwich Connect.

## **Timeframes**

Greenwich Connect was launched in April 2013. It has established a governance structure, short- and long-term working groups, seeded projects in Faculties, and is developing a resource and media rich web presence. This strategic implementation plan covers the two years of funding (from April 2014 through to April 2016).

## **Risk and mitigation factors**

### ***(High risk)***

#### ***1. Inadequate Internal Skills***

Time has been set-aside to develop a staff training and development programme that will enhance the sharing of best practice. Collaboration between Faculties, EDU and ILS will lead to more penetrative approach to skills training, and develop a 'train-the-trainer' culture of skills sharing.

#### ***2. Faculty buy-in and engagement***

It will be critical to the success of Greenwich Connect that Faculties engage with the project at both a teaching, training and curricular level. A process of engagement with Faculty leadership, feeding into wider consultation with Heads of Department will be necessary to ensure that the appropriate people are given an allocation of time to be involved with Greenwich Connect activity.

#### ***Budget***

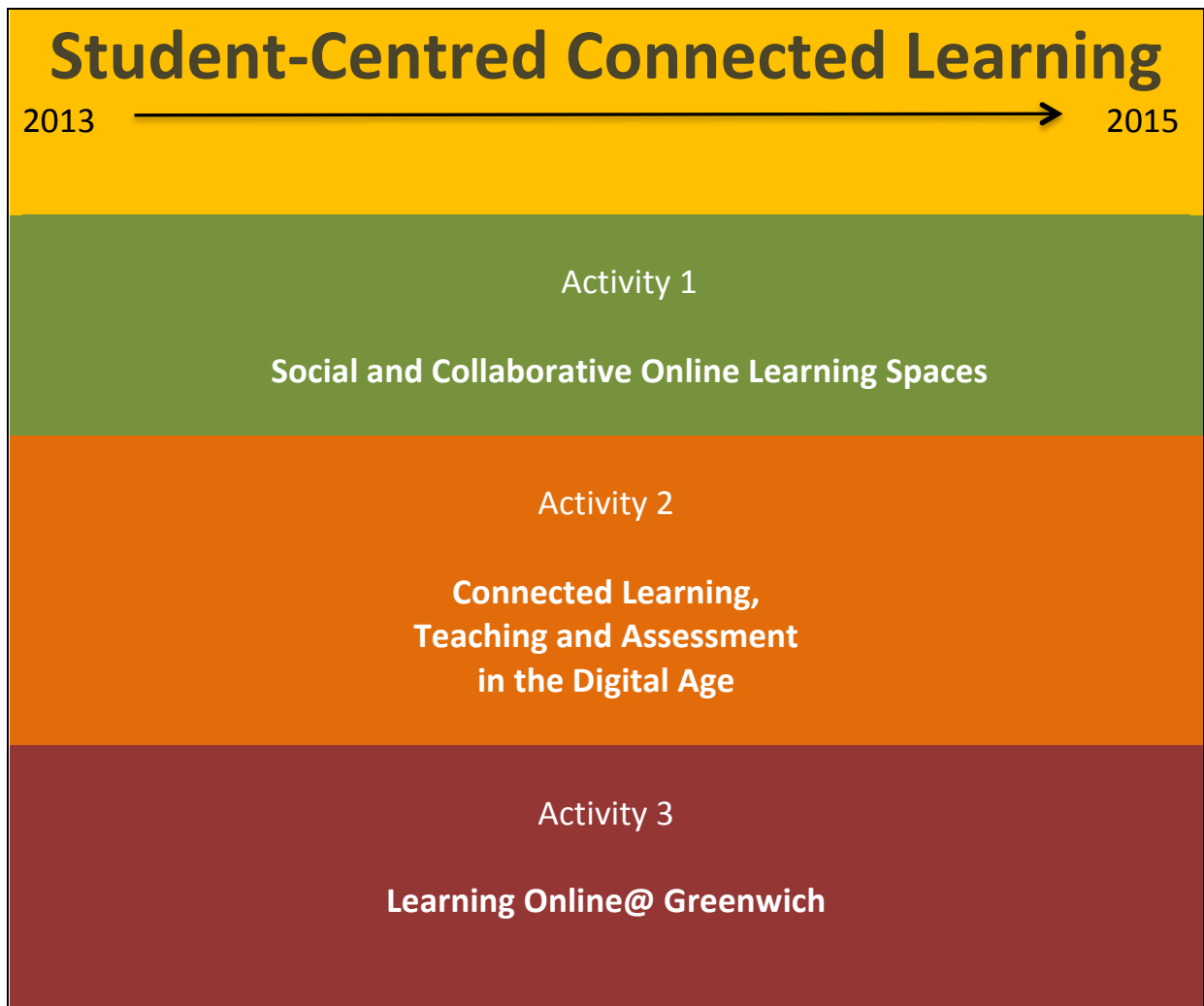
The project has been scoped to work within the resources that have been provided centrally but excluding the 0.5 learning technologist appointments from each Faculty (0.5 is funded by the Greenwich Connect initiative). This includes funding for technological infrastructure and associated equipment, research, evaluation and networking in year one only.

#### ***3. Project Duration***

The team of Educational Technologists funded on 2 year fixed term posts will establish the infrastructure, engage staff and support projects. To mitigate the reliance on project funding, embedding new practices into Faculties will be a priority.

**(Medium risk)**

1. *Concentration of strategic responsibility and oversight by a small number of people*  
The clear and well-defined governance structure could unravel without strong local leadership, including filling the (currently vacant) post of Greenwich Connect project leader, to ensure a dynamic and engaged teams-based approach to a majority of activities.
2. *Scope creep (time, cost and integration implications)*  
Ensure there is flexibility in the project, whilst evaluating progress against stated objectives and timelines. It is critical to ensure that Greenwich Connect acts as a way of achieving specific e-learning aims and not simply as a badge for all existing or other new e-learning activity.





## University Strategic Plan

### Delivering on the strategic plan

The development of e-learning and associated e-materials will support the engagement of staff and students in high-quality, location independent learning. We will ensure high-quality social provision, learning resources, personal tutoring and pastoral care. The university estate will continue to be improved so that it provides flexible learning spaces supported by a robust technical infrastructure

### Teaching and Learning Objectives

- Ensuring that learning and teaching is inspirational, informed by research and delivered using a range of approaches and technologies that develop collaborative, work-integrated and inquiry-based learning
- Investing in infrastructure to create dynamic physical, virtual and mobile spaces that support flexible learning and teaching



## Learning, Teaching and Assessment Strategy

- To identify and promote the use of technologies that enhance learning, support practice and application, develop networks, and encourage dialogue between students and staff
- To improve digital literacy in staff and students by providing professional development opportunities for all to become familiar and comfortable with the use of technologies to enhance learning
- To establish a pedagogic and media service to support the design and delivery of e-learning



## IT Strategy

- Technology enhanced learning environment, providing an integrated and personalised suite of systems and services which can be accessed consistently from anywhere on any device.
- Improved e-learning. Building on the implementation of Moodle, we will work with all stakeholders to develop the e-learning strategy in order to improve the richness of the Virtual Learning Environment and significantly increase the level and quality of adoption.
- Staff and student communities will be facilitated by technology, using online tools to develop networks, facilitating work, learning and social interaction. This will be investigated within the development of the Greenwich Connect e-learning strategy.

# Bringing about a learning innovation step-change

## Rationale

The VLE is the primary institutional system by which students engage with their programme online. Having established a baseline where the VLE is an established part of programme delivery, we are now looking to exploit the environment to allow students to engage more with their peers, academics, and their learning communities. The benefits of developing networks will be seen by a greater sense of belonging, fuller engagement, and better preparedness for students' future careers.

## Current situation: VLE repository

**UPTAKE** - Good, all programmes have a Moodle site, and most are populated with resources and links

**COMMITMENT** - Average, generally seen as support for teaching and learning. Learning occurring within the VLE is patchy within and across Faculties

**COST** – Infrastructure, staffing (Academic Solutions Team), hosting, development

**USP** – None. VLE presence is a baseline for any UK HEI. Most competitors invest in resources to engage staff in using their VLE.

## 2015 objective – Social and collaborative learning space

**UPTAKE:** We aim for a 100% effective VLE presence and 50% developing an enhanced use of the VLE

**COMMITMENT:** A move towards the VLE as critical to learning. It needs to be well embedded within curriculum and become an integral part of teaching, assessment and feedback

**COST:** Ongoing as above, but funds to enhance the capability of the VLE through development and integration of existing plug-ins or the development of new ones

**USP** – A unique, connected learning experience facilitated by an agile, innovative and engaging VLE, which is developed and strategically governed.

## Greenwich connect aim 2014-15

*100% of programmes at the university will have an effective VLE presence which may include but is not limited to:*

- minimum Moodle requirements as specified by the QA handbook (<http://www.gre.ac.uk/offices/ils/cis/policies/introduction/minimum-requirements>)
- opportunities for learners to interact virtually (within the constraints of assessment and data protection)
- the aggregation and creation of media-rich content from both inside and outside the university
- the ability of learners to submit assessment and receive feedback electronically.

## Activity and deliverables

- (i) Develop and enhance the VLE capacity to encourage and facilitate sharing of, for example, user-generated content
- (ii) Design a clear 2-way communication process for raising awareness of the VLE enhancements, staff development and receiving feedback from Faculty reps
- (iii) Implement a clear strategic and governance structure for the VLE by January 2014
- (iv) Enhance practice sharing and staff collaboration around the effective use of the VLE (ongoing through 2013-2015)
- (v) Evaluate the effectiveness of the VLE in enhancing social and collaborative learning (by the end of 2015)
- (vi) Scan and evaluate emerging online environments, and debate whether a VLE such as Moodle is the best way to deliver a long-term strategy
- (vii) Support the development of Faculty-led approaches to measuring staff and student engagement with the VLE (ongoing).

## Key people

All activities and teams are responsible to the Greenwich Connect Steering Group. The DVC (Academic Development), DPVC (TEL), Director of ILS, and the Head of the EDU have oversight of the activities

**Key working groups:** VLE advisory group (chair – Liz Bacon)

**Key people:** Project leader – Greenwich Connect (vacant), Clifton Kandler (Manager- Academic Solutions)

**Key relationships:** Faculty DLTs, Heads of Department, ILS, Faculty PVCs, Academic Solutions, ULCC<sup>1</sup>.

## Activity 2

Connected Learning,  
Teaching and Assessment  
in the Digital Age

# Bringing about a learning innovation step-change

## Rationale

This activity bridges the relationship between formal and informal learning, and learning for employability. It focuses on using technology to enhance peer and professional networks for learning to maximise employment outcomes. It supports the development of digital literacy and other graduate attributes, and for enhancing graduate capabilities in subject-related and cross-disciplinary project collaboration and assessment.

## Current situation

Across the university there are examples of staff using social media effectively and engaging students as producers of content to enhance learning, but these are driven by small numbers of pioneers. Whilst staff increasingly understand the value of using social media, especially to support employability initiatives, there remains a significant level of resistance, based on time constraints, risk and uncertainty, compounded by a lack of institutional guidance and support. The adoption of Greenwich Connect provides us with an opportunity to position Greenwich as a leader of learning innovation and to be at the forefront of educating the digital society.

## 2015 objective – Connected Learning, Teaching and Assessment in the Digital Age

Greenwich Graduates will...

- graduate from the university with a lasting network and the skills to maintain and grow it;
- understand the importance of connections in career and personal life;
- have the ability to share, collaborate, evaluate, inquire, play, create, reflect, personalise and interact;
- use, repurpose and share the knowledge and skills they have acquired;
- interact with the next generation of University of Greenwich students through their networks;
- have acquired and applied the Greenwich Graduate Attributes;
- continue their association with the university after graduation

## Greenwich connect aim 2014-15

<sup>1</sup> The University of London Computing Centre (ULCC) is contracted to provide our Moodle service

50% of programmes at the university will use interactive learning facilitated through social media to support teaching, learning and assessment. This could include but is not limited to;

- Student and teacher-generated content through video, sound, multimedia, visual, presentations or text
- Social construction of knowledge through blogs, wikis, artefacts, cloud document sharing, digital scholarship and/or curation.
- the augmentation of a professional identity/PDP space for learners through e-portfolios, LinkedIn, professional web pages etc.
- Social interaction, including receiving and giving feedback, supported by social media applications either inside or outside the classroom
- Shared content through social bookmarking, channel aggregation, platforms etc
- Assessment that supports social interaction, creative collaboration, inquiry, remixing and repurposing
- Supporting collaborative entrepreneurship

20% of first-year professional and personal development related courses will facilitate the development of a professional digital identity for learners via appropriate assessments and learning outcomes

25% of student formative and summative assessment across the university will involve work that is collaborative, student-led, interactive, inquiry-based, problem-based and linked to principles of Greenwich Connect. This does not abrogate the need for individual assessment.

#### Activity and deliverables

- Design, deliver and evaluate seed projects across all four Faculties in order to assess the effectiveness of technology-enhanced approaches to teaching, learning and assessment, with a focus on social interaction and connected learning (ongoing throughout project life, with new and existing kit allocated/reallocated on a rolling programme)
- Curation and dissemination of examples of best practice in learning innovation, including staff development and capacity enhancement from across the university using a variety of mediums (ongoing through project)
- The scoping and development of university-wide strategic approaches to critical aspects of learning innovation, including open educational resources, social media, mobile learning, bring your own device (BYOD) and curriculum redesign in a digital age (first groups report in Jan/February 2014, then on regular scheduled task-and-finish timetables).
- Develop an approach to identifying our learners' current digital literacies in terms of digital identity, digital reputation management, digital citizenship, social and collaborative practice and media creation and usage (ongoing)
- Identify and develop key relationships with students to clearly identify their current digital skills and their expectations of engaging in connected learning (commencing Jan 2014, reporting end 2014).
- Provide support and input into the ongoing learning spaces redesign to support the development of a collaborative social learning environment (ongoing)
- Encourage the development of cross-faculty initiatives to enhance learning innovation and facilitate the scoping of these (through the University Advisory Group – ongoing)
- Support and evaluate the ongoing integration of technology into learning, teaching and assessment at a delivery and programme level (from April 2014, when the new Learning Technologists positions are likely to be appointed)
- Identify and support the evaluation and implementation of pan-university technology initiatives, working co-operatively with ILS and other relevant parts of the university (ongoing).
- The development of a professional identity/online space for learners to engage and collaborate through e-portfolios, LinkedIn, professional web pages (commencing 2014/15 academic year).



## Key people

All activities and teams are responsible to the Greenwich Connect Steering Group. The DVC (Academic Development), DPVC (TEL), the Director of ILS and the Head of the EDU have oversight of the activities. This activity will be managed by the project leader of Greenwich Connect.

**Key working groups:** OER (Tim Chancellor), Social Media (Ed de Quincey), VLE (Liz Bacon) and other groups as they come on board

**Key people:** Project leader – Greenwich Connect, Greenwich Connect team

**Key relationships:** TEL team, Faculty DLTs, Heads of Department, Faculty PVCs, ILS

## Activity 3 Learning Online@ Greenwich

# Bringing about a learning innovation step-change

## Rationale

Activity 3 represents an exploratory approach to investigating the models and issues that inform how the university will take distance learning forward over the next five years. Distance learning is not prevalent at the university and there are increasing challenges through MOOCs and other international competition to generate and make our materials and learning activities available through an online platform.

Higher education in many countries in the developing world far outstrips supply and although governments recognise the need to educate more of their population to help their countries move out of poverty, for most, their ability to deliver this in the near future is limited. However the education is needed now. Whilst many students from developing countries study abroad, the majority cannot afford it. In the short term at least, online distance education offers one solution to help address this issue. Furthermore, online education is increasing for those students studying on campus. Many students take online courses as part of their studies, as reported by Hachey et al. (2012). In the US in 2010, 30% of students took an online course at some point during their college career and the trend is increasing. Online provision is a baseline for any UK HEI, especially with international partners. Many competitors are investing in this area, for example through MOOCs, taster courses, work-based learning.

## Current situation

The university has a disjointed approach to online learning with pockets of good practice around the Faculties. There is no *aggregated* understanding of the impact or effectiveness of these programmes. The practices range from 'course in a box' type approaches through to fully embedded online programmes. The university currently lacks a business model, strategic or policy environment to develop professional distance learning. Quality assurance and enhancement processes do not adequately recognise the unique requirements of online delivery modes.

## 2015 objective – Learning online @ Greenwich

- To support the design, development, delivery and evaluation of selected appropriate programmes from each faculty in a primarily online mode.
- To identify and test the pedagogical approach that informs the learning design of these programmes. To develop a robust, scalable and agile teaching, learning and assessment platform that can present a common brand image for the university.
- To ensure that these programmes align with the outcomes of Greenwich Connect embedding social interaction and collaboration at the centre of learning, teaching and assessment.

## Greenwich connect aim 2014-15

All programmes in this activity will use a rich blend of learning technologies. This might include programmes delivered: entirely by distance; MOOCs; taster courses; blended programmes with a high degree of online activity; and work based programmes.

## Activity and deliverables

- Identify the current distance learning activities and models that exist in the university, ascertaining participation, statistics and any student feedback data that has already been collected (undertaken by working group by June 2014)
- Undertake an environmental scan of the key features of distance learning programmes being provided by similar and competitive institutions (undertaken by working group by June 2014)
- Determine the broad strategic approaches the university may take in terms of distance learning, focusing on learning, teaching and assessment issues, quality assurance and enhancement and how these approaches can integrate with the objectives of Greenwich Connect
- Identify and make recommendations around the issues that may arise for the implementation of distance learning at Greenwich (undertaken by working group by June 2014)
- Make recommendations for the staff training and support required to deliver an effective distance learning provision (undertaken by working group by June 2014)
- Make recommendations for the resources/technical infrastructure that will be required centrally and in the Faculties to deliver an effective distance learning provision (ongoing during 2014)
- Identify existing or potential courses/programmes that would be suitable to pilot a distance learning model by start of academic year 2014/15
- Support and evaluate the design and delivery of selected courses/programmes (ongoing during year 2014/15).

## Key people

All activities and teams are responsible to the Greenwich Connect Steering Group. The DVC (Academic Development), DPVC (TEL), the Director of ILS and the Head of the EDU have oversight of the activities. This activity will be managed by the project leader -Greenwich Connect.

**Key working groups:** Distance Learning Group (chair: Prof Lachlan Mackinnon)

**Key people:** Project leader – Greenwich Connect, Greenwich Connect Operations Team, Faculty DLTs, EDU, Programme Leaders in specified areas, ILS key contact (TBC)

**Key relationships:** Greenwich Connect Steering Group, TEL team, Faculty DLTs, Heads of Department, Faculty PVCs, ILS

# Greenwich Connect Group Memberships (Jan 2013)

Greenwich Connect Steering Group
Liz Bacon (DPVC Technology-Enhanced Learning)
Paul Butler (Head of Information Systems, ILS)
Simon Walker (Head, Educational Development Unit)
Vacant (Project Leader, Greenwich Connect)

Greenwich Connect Operations Team
Currently Vacant (Project Leader, Greenwich Connect)
Antony Coombs (Educational Development Unit)
Monika Pazio (Educational Development Unit – Maternity cover)
(Greenwich Connect Learning Technologist) Currently vacant
(Greenwich Connect Learning Technologist) Currently vacant
(Greenwich Connect Learning Technologist) Currently vacant
(Greenwich Connect Learning Technologist) Currently vacant
(Greenwich Connect Learning Technologist) Currently vacant
(Greenwich Connect Learning Technologist) Currently vacant

Greenwich Connect eLearning Team		
Faculty	Member	Alternate
<b>Chair: Richard Blackburn. Officer: Antony Coombs</b>		
<b>ACH</b>	Nicki Hirst	David Watson
	Tony Ackroyd	Ed de Quincey
	Sandra Clarke	Margaret Dowie-Whybrow
<b>Business</b>	Andrew Ferrier/Nola Stair	(none)
<b>Education and Health</b>	Iain Kitchener	Chris Murphy
	Kathy Sullivan	Lynne Jump
<b>Engineering and Science</b>	Mark Clements	Stefan Zigan
	Richard Blackburn	Mike McGibbon
	NRI Erica Sheward	(none)
<b>ILS</b>	Clifton Kandler / Nadine Edwards/Richard Horner	TBC
	<b>EDU</b>	Antony Coombs

<b>VLE Advisory Working Group</b>
Liz Bacon (DPVC Technology-Enhanced Learning, Chair)
<b>Faculty representatives</b>
Alex Channon (Lecturer, Faculty of Education and Health)
Jim Gritton (Senior Lecturer, Faculty of Education and Health)
Mark Goss-Sampson (Principal Lecturer, Faculty of Engineering and Science)
Stefan Zigan (Senior Lecturer, Faculty of Engineering and Science)
Nola Stair (Principal Lecturer, Faculty rep: Faculty of Business)
Christine Williams (Business School Support, Faculty of Business)
TBC (Faculty rep: Faculty of Architecture, Computing & Humanities)
TBC (Faculty rep: Faculty of Architecture, Computing & Humanities)
<b>Office representatives</b>
Simon Walker (Head, Educational Development Unit)
Sally Alsford (Senior Lecturer, Educational Development Unit)
Clifton Kandler (Academic Solutions Manager, ILS)
Kirstie Adam (Academic Solutions Team Leader, ILS)
Paul Butler (Head of Information Systems, ILS)
<b>Individual members</b>
Owais Chishty (Vice President Education & Welfare, Students' Union)
Tony Ackroyd (Principal Lecturer, Faculty of Architecture, Computing & Humanities)
Mark Colpus (Senior Lecturer, Faculty of Engineering and Science)
Fakhar Khalid (Senior Lecturer, Faculty of Engineering and Science)
Dr Sarah Milliken (Research Assistant, Faculty of Architecture, Computing & Humanities)
Shadi Ostavari (Senior Lecturer, Faculty of Engineering and Science)
Paul Stoneman (Principal Lecturer, Faculty of Business)
Erica Sheward (Food Safety Specialist, NRI: Faculty of Engineering and Science)
Kathy Sullivan (Learning Technologist, Faculty of Education and Health)
Wim Vandekerckhove (Senior Lecturer, Faculty of Business)
<b>Greenwich Connect representative</b>
Antony Coombs (Greenwich Connect Operations Team)

<b>Social Media Working Group</b>
Ed de Quincey (Principal Lecturer CMS, Chair)
Rosie Fean (Business Analyst, OSA)
Lucy Fincham (University Records Manager, VCO)
Steve Lakin (Senior Lecturer, CMS)
Philip Holden (Senior Lecturer, Business)
Simon McArdle (Senior Lecturer, Health & Social Care) J
Johnnie Muwanga-Zake (Senior Lecturer, Business)
Janusz Naks (Information Security Manager, ( ILS)
Antony Coombs (Greenwich Connect Operations Team)

<b>Open Educational Resources Working Group</b>
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Tim Chancellor (Director of Capacity Strengthening and Learning NRI, Chair)
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Irene Barranco (Subject Librarian, ILS)
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Anna Costantino (Lecturer, Humanities)
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Ros Francis (Subject Librarian, ILS)
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Iain Kitchener (Senior Lecturer, Education)
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Andy Wicks (Visiting Lecturer, CMS)
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Gill Windall (Principal Lecturer, CMS)
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Antony Coombs (Greenwich Connect Operations Team)
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# Greenwich Connect Proposed Organisational Chart (Appendix 1)

