

Curriculum Design: Bristol Futures

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Co-creation, students as partners, inclusivity

- A growing literature inclusion is an underpinning principle:
 - Dunne (2016); Moore-Cherry, N., Healey, R., Nicholson, D.T., & Andrews,
 W. (2016)
- The earlier literature focussed on "curriculum":
 - McCullock (2009: Little (2010); Neary (2010); Mihans, Long & Felten (2008); Bovill 2013.



More teachable than the apprentices

- Dewey (1916); Illich (1970); Habermas (1974) critique of formal education
- Heidegger (1968) "let learning occur" "more teachable than the apprentices"
- Fiere (1972); Rogers and Freiberg popular education and teacher student co-learning models
- Particularly useful in research intensive education. Collective inquiry and dialogue; co-learning.



Quality Framework

- QAA Code Indicator:
 Higher education providers involve students in programme design and in processes for programme development and approval.
- Fostering creativity:
 Programme design, development and approval are opportunities for higher education providers to encourage innovation, alongside a culture of continuous improvement of provision.



Bristol Futures: developed and designed in partnership

 Bristol Futures is an ambitious project that seeks to equip all students with the skills to be global citizens in our changing world. It's a progressive initiative that challenges traditional forms of pedagogy by combining innovative teaching and learning strategies (things like online courses through FutureLearn, interdisciplinary open units and extra-curricular activity including volunteering, community-based research projects and skilled placements). Bristol SU Sabbatical Officer



Developing a co-created curriculum



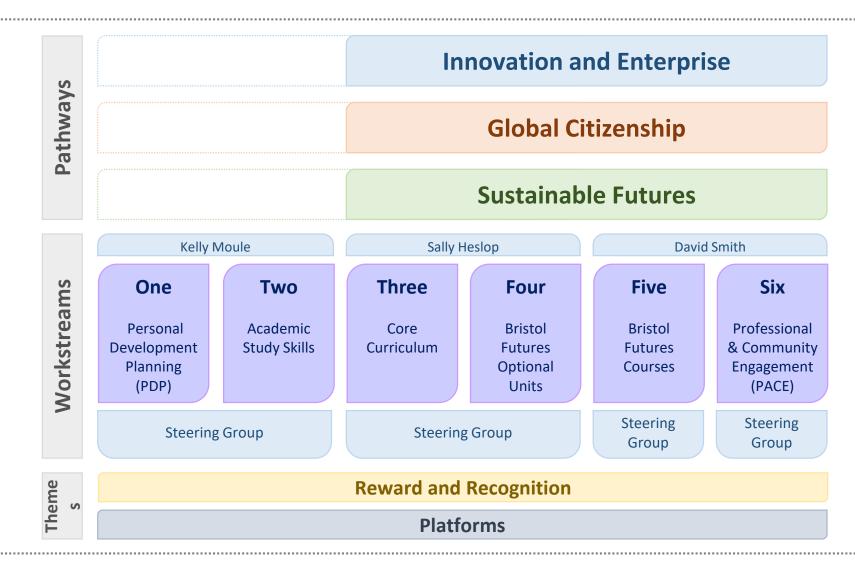


Three Key Themes

- Sustainable Futures is designed to equip students to engage with the challenges of improving the quality of life for all of humanity while sustaining the natural environment, and finding ways of living with the environmental change that we cause.
- Innovation and Enterprise will enable students to act on their ideas, use their initiative, and shape change in diverse sectors.
- Global Citizenship will foster the critical self-reflection and understanding students need
 to tackle international insecurity; culture and heritage in an increasingly globalised
 world; and negotiate the challenges of energy, resource management and food security.

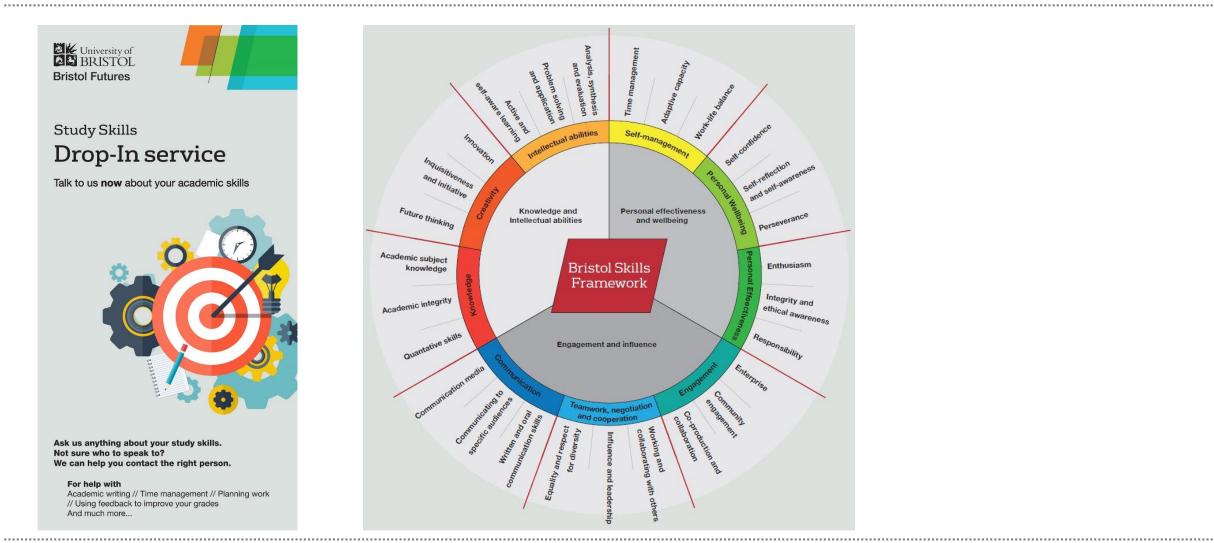


Bristol Futures Workstreams and Pathways











Personal Development **Planning**







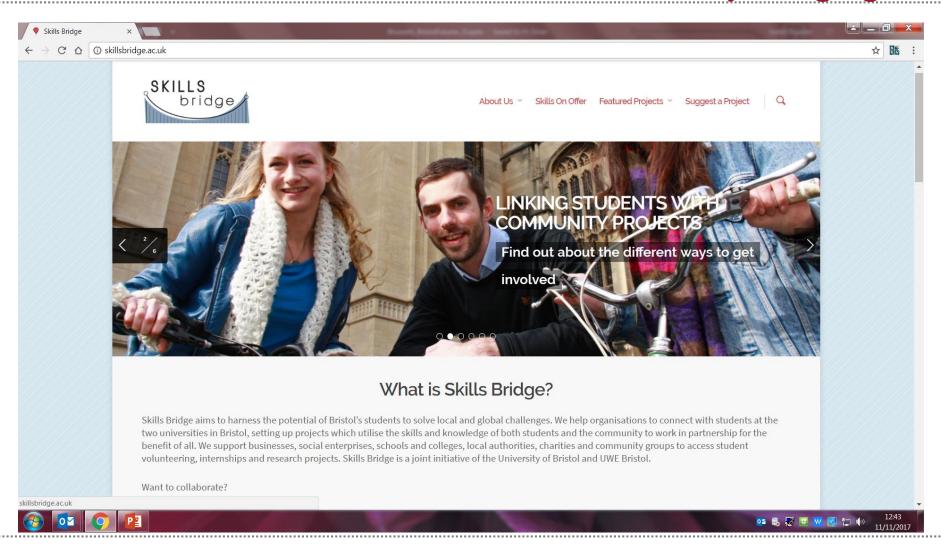
Online Open Courses







University of BRISTOL Professional and Community Engagement





Bristol Students Union – why we like it...

"Bristol Futures sets out a political vision of what Bristol graduates should look like. It prioritises values like sustainability, ability to work across disciplines, creativity and conscientiousness, and we believe these priorities are exactly appropriate for the world today. Most importantly, it allows students the chance to move outside of the classroom, meet people from across the University and beyond, and become reflective and self-aware learners through the use of PDP. Bristol Futures is exemplar of a project that unites departments across the University and has been enriched by its partnership with the Students' Union."