

# *The Bradford Curriculum 2022*

*Supporting the Learning, Teaching & Student Experience Strategy 2020-2026*

## *Overview*

The **University's** vision is for:

“a world of inclusion and equality of opportunity where people want to, and can, make a difference.”

The **Learning, Teaching & Student Experience Strategy's** vision is to:

“create an inclusive learning culture and transformative university experience that empowers our students to realise their ambitions and make a positive difference to the world.”

The **Bradford Curriculum** starts from the premise that all students are **welcomed, valued** and have potential to **thrive and succeed** at the University of Bradford. We want to **instil a passion for being the ones who will make a difference** as subject experts, highly effective employees/entrepreneurs, and enterprising citizens.

The **Bradford Curriculum** draws on co- and extra-curricular activities to:

- Stimulate engagement through the four dimensions of:
  - **Programme-centric learning**  
Providing a cohesive learning journey that builds identity and belonging, challenges the passive consumption of learning, enthuses students for the subject discipline and prepares them for future success.
  - **Liberated learning**  
Welcoming and valuing all students, by enabling access, choice, self-expression and potential for success regardless of starting point, personal circumstance, culture or context.
  - **Research-engaged learning**  
Stimulating active and collaborative participation through critical exploration of the subject discipline by research and inquiry to produce new knowledge and shared understanding
  - **Future-focused learning**  
Inspiring critical, future-oriented thinking and the generation of creative ideas and solutions for meeting the challenges of the world of work and responsible citizenship.
- Develop **Bradford Qualities** so that our students leave us as individuals who are:

- **Confident**  
Proactively seeking ways to learn, grow and succeed, articulating personal strengths and evaluating quality of performance.
- **Connected**  
Locally and globally connected, respecting difference in all its forms and working collaboratively.
- **Critical**  
Inquisitive and thinking critically about how to conceptualise, analyse, generate and present data / information to diverse audiences.
- **Creative**  
Open-minded and thinking creatively about real-world problems, managing ambiguity and responding positively to change in the world and the workplace.
- Empower students to self-define **make a difference** learning activities at each level of the programme by which they can explore the subject discipline in innovative ways through their own original perspectives.

The **Bradford Curriculum** is supported by:

- A set of design principles (see below).
- A Curriculum Scorecard which defines expectations for high-quality learning at Bradford for each of the above principles and is used for self-assessment and approval processes.
- A series of programme design workshops.
- An online hub of teaching resources (Supporting your Teaching at Bradford).

## *Dimensions and their Principles*

Each of the four dimensions comprise four key principles to stimulate conversation and guide the programme design process. It is within the gift of the Programme Team to determine how these are manifest within the programme. For example, one learning or assessment activity may satisfy several principles.

### Programme-centric learning

1. **Coherent:**  
Programmes are designed with a strong programme vision and provide students with a clear learning journey from recruitment to graduation and beyond.
2. **Challenging:**  
Clear programme/level learning outcomes encourage aspirational thinking, stimulate learning and accurately describe what students should be able to do at each milestone.
3. **Progressive:**  
Key themes/activities are visited at each level with increasing complexity and

use assessment and feedback (individual/peer) in meaningful ways that enable students to critically evaluate the quality of their work and potential to succeed.

4. **Co-owned:**

All stakeholders cultivate a strong programme team identity with shared responsibility for providing a high-quality learning experience.

## Liberated learning

5. **Accessible:**

Teaching, learning and assessment activities are designed to remove unnecessary barriers to learning and support the diverse needs and abilities of all students.

6. **Empowering:**

Learning and assessment activities offer students choice and flexibility wherever possible and appropriate, in relation to what, when and how they learn or demonstrate learning

7. **Representative:**

Examples, texts, and learning activities enable students' to see a reflection of themselves and their own backgrounds and experiences.

8. **Stimulating:**

The programme provokes students to develop wider perspectives, respond positively to difference and engage in respectful debate where differences occur.

## Research-engaged learning

9. **Inspirational:** Each level of the programme introduces students to researchers and their current and cutting-edge research.

10. **Systematic:** The programme enables students to build critical understanding of the robust nature of research and inquiry within the subject discipline and to identify the knowledge gaps.

11. **Developmental:** Each level of the programme enables students to progressively develop and apply their research/inquiry skills.

12. **Collaborative:** The programme provides students with opportunity to work with peers and tutors as co-researchers to search and apply existing knowledge, and to co-create and disseminate new knowledge.

## Future-focused learning

13. **Enterprising:** Programmes enable the exploration and development of the qualities, behaviours, and actions of enterprising people and organisations.

14. **Experiential:** Practical learning experiences and interactions with employers, alumni, community organisations, or other stakeholders, promote future-oriented thinking around the world of work and responsible citizenship.
15. **Authentic:** Work-based experiences, real-world challenges, and opportunities to develop own career management expertise are embedded in the programme.
16. **Flexible:** Programmes provide, motivation, flexibility, and progression, and promote extra-curricular activity for student personal development eg Bradford Employability Awards, micro-credentials.

## *Make a difference!*

An identifiable **make a difference!** element is evident at each level of a programme. Its aim is to:

- Integrate, consolidate and apply learning through a student-defined lens.
- Build learner autonomy and develop skills and qualities.
- Draw on/embed extra-curricular activities within the curriculum.
- Reduce the need for the plethora of optional modules that are difficult to sustain.

It is **not** an add on! It should **showcase** elements of the Curriculum Architecture. There are many ways of doing this. At the most basic level, it may be a small formative research project for students to develop their research skills. At its most innovative it provides an opportunity for staff and students to work together, to integrate learning across modules, programmes or faculties. As an example, students and staff in Health Studies might work with students and staff in Film Studies to develop a resource to meet healthcare needs.

Again, it is within the gift of the Programme Team to determine how **make a difference** is embedded within the programme; however, it should satisfy the following:

- Explicit, evident and embedded at each level of a programme with increasing challenge and complexity (integrated/assessed or otherwise as best fits the programme design).
- Potential for designing innovative learning activities where students, staff and/or other stakeholders work in partnership within/across modules/programmes/faculties.
- Research and/or inquiry is used to explore the subject discipline through a student-defined lens eg UNESCO Sustainable Development Goals, cultural context etc.
- Offer opportunities for student choice/optionality, application of learning, generation of creative ideas and innovative solutions to real world problems, and development of Bradford Qualities.