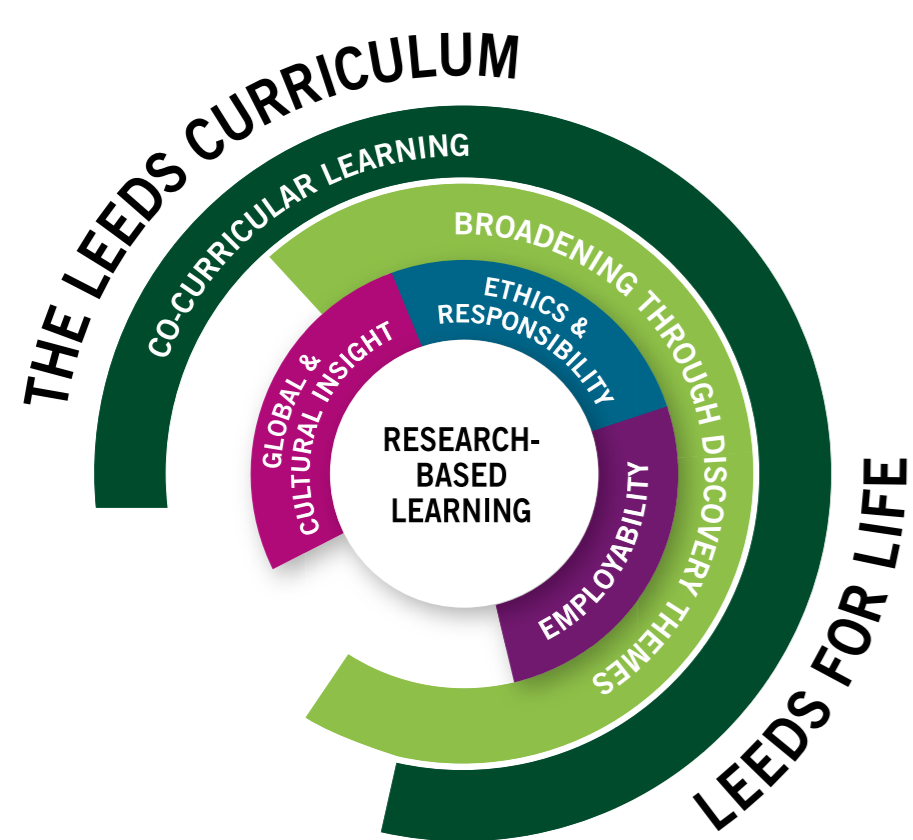


# Co-discovery

The Value of Broadening within the UG Curriculum

## 1 Leeds Curriculum



### Research-based learning

Learning about research throughout their UG programme culminating in students undertaking a final-year project

### Programme threads

Employability – developing key skills and attributes for students to realise their career aspirations

Global and cultural insight – gaining multiple perspectives and appreciating diversity

Ethics and responsibility – acting responsibly and professionally, making informed decisions

### Broadening through discovery modules

Opportunities to expand knowledge and skills beyond conventional disciplinary boundaries

## 2 Broadening



Ethics, Religion & Law



Creating Sustainable Futures



Exploring the Sciences



Media, Culture & Creativity



Enterprise & Innovation



Mind & Body



Technology & its Impacts



Personal & Professional Development



Language & Intercultural Understanding



Power & Conflict

[leedsforlife.leeds.ac.uk/broadening](https://leedsforlife.leeds.ac.uk/broadening)

### Ten interdisciplinary themes:

The opportunity for students to broaden their intellectual horizons by studying ‘discovery modules’ offered via ten interdisciplinary themes allows them to

- study beyond their core discipline
- focus on breadth or depth of knowledge
- develop knowledge, skills and attributes
- create a personalised pathway
- develop intellectual flexibility and experience differing perspectives
- enrich their academic experience
- pursue a personal interest

## 3 Project Aims

- Evaluate the effectiveness of Broadening from both the student and employer perspective
- Evaluate specifically language learning within *Languages & Intercultural Understanding* and *Personal & Professional Development*, and how these modules enhance knowledge, skills and career opportunities
- Map students’ learning experiences of Broadening to employers’ perceptions of it to reveal any resonance and dissonance in their respective understandings
- Provide evaluative research opportunities to three undergraduate researchers



## 4 Project Methods

### Methods and conceptual frameworks include:

- A collaborative enterprise between project leaders and undergraduate researchers
- Co-construct and co-deliver the planning, execution and dissemination of the project’s objectives and outputs
- Developmental Evaluation Approach (Patton 1996, 2008; Saunders 2000, 2012)
- Inductive content analysis (Corbin & Strauss 2015; Patton 2015; Silverman 2015)

### Outputs include:

- Co-authored knowledge resources to enhance the design and delivery of discovery modules
- Co-authored case studies, journal articles and blogs

## 5 Feedback (Pilot Phase)

### What students said

“Broadening is vital to the student experience as it helps students develop professionally as well as personally.”

“Learning a language can really open your eyes to what else is out there, and definitely makes you want to travel more!”

“I am confident that having these additional language skills [German] will enhance my employability and pave my way towards a bright career in the international arena.”



### What employers said

“Intercultural awareness is very important if students want to work internationally – they need to demonstrate the flexibility to understand other cultures and respect for other cultures”

“People who speak languages tend to be good listeners and this is highly valued. Without this skill how do you know what the customer wants?”