

## Course Information Document: Undergraduate

Academic Year 2021/22

### 1. Course Summary

Names of programme and award title(s)	BA (Hons) Liberal Arts BA (Hons) Liberal Arts with International Year (see Annex for details)
Award type	Single Honours
Mode of study	Full-time
Framework of Higher Education Qualification (FHEQ) level of final award	Level 6
Normal length of the programme	3 years; 4 years with the International Year between years 2 and 3
Maximum period of registration	The normal length as specified above plus 3 years
Location of study	Keele Campus
Accreditation (if applicable)	Not applicable
Regulator	Office for Students (OfS)
Tuition Fees	<p><b>UK students:</b></p> <p>Fee for 2021/22 is £9,250*</p> <p><b>International/EU students:</b></p> <p>Fee for 2021/22 is £15,500**</p> <p>The fee for the international year abroad is calculated at 15% of the standard year fee</p>

**How this information might change:** Please read the important information at <http://www.keele.ac.uk/student-agreement/>. This explains how and why we may need to make changes to the information provided in this document and to help you understand how we will communicate with you if this happens.

\* These fees are regulated by Government. We reserve the right to increase fees in subsequent years of study in response to changes in government policy and/or changes to the law. If permitted by such change in policy or law, we may increase your fees by an inflationary amount or such other measure as required by government policy or the law. Please refer to the accompanying Student Terms & Conditions. Further information on fees can be found at <http://www.keele.ac.uk/studentfunding/tuitionfees/>

\*\* We reserve the right to increase fees in subsequent years of study by an inflationary amount. Please refer to the accompanying Student Terms & Conditions for full details. Further information on fees can be found at <http://www.keele.ac.uk/studentfunding/tuitionfees/>

### 2. What is a Single Honours programme?

The Single Honours programme described in this document allows you to focus more or less exclusively on this subject. In keeping with Keele's commitment to breadth in the curriculum, the programme also gives you the opportunity to take some modules in other disciplines and in modern foreign languages as part of a 360-credit Honours degree. Thus it enables you to gain, and be able to demonstrate, a distinctive range of graduate attributes.

### 3. Overview of the Programme

Liberal Arts is not like other degrees. Rather than focusing on one academic discipline, a Liberal Arts degree concentrates on the

qualities that the student will have when they graduate. It offers a unique opportunity to develop critical and creative skills through study of a wide range of disciplines and approaches. The result is a challenging and engaging programme that contributes to the development of capable, and employable, citizen-graduates.

Keele was founded as a Liberal Arts university, applying the ethos of the Liberal Arts to learning across a range of disciplines over its 70 year history. For the first time, however, it is employing that extensive experience to offer a named 'Liberal Arts' degree. The result is a distinctive and inspiring programme designed to absorb and excite students over their years of study.

The programme offers students three main groups of skills. First, graduates of this programme will possess the traditional academic skills associated with most university degrees. Liberal Arts students think analytically, and critically, developing reasoned arguments on the basis of evidence. At Keele, they will be equipped with research skills, appreciating the range of methods and approaches to understanding the world that different subjects have to offer. They become self-reliant, independent learners. Second, Liberal Arts students are engaged with the environment around them, whether local, regional or global and equipped with the practical skills to address problems within that environment. They approach problems open-mindedly and in the spirit of inquiry, bringing a powerful combination of creativity and problem-solving approaches to find solutions. They see the world from many different perspectives and maintain an openness to new ideas. Third, Liberal Arts students are effective communicators, confident in their self-expression when dealing with a range of formats and audiences.

The Keele Liberal Arts programme employs a series of approaches to help students develop these skills. Primarily, the programme is designed to expose students to a broad range of ideas and challenges. Much of the approach is based on inter-disciplinarity: the use of approaches from a range of different academic disciplines, either singly or in combination, as analytic tools. Students will be exposed to a wide range of disciplinary perspectives, theories and methods that they will be encouraged not only to explore in detail, but also to use and apply in analysing and understanding the complexity of the contemporary world. That is, in order to 'know' the world there is a need to apply knowledge and understanding, techniques and methods that are developed from arts, humanities and social science disciplines. An inter-disciplinary programme tests and develops the capacity of bright students, encouraging students to juggle multiple perspectives on any problem. Keele students are introduced to both disciplinary and inter-disciplinary thinking. This is achieved through a carefully calibrated balance of core and elective modules. The core modules demand that students engage with a range of activities traditionally associated with Liberal Arts training: inter-disciplinary work, systems thinking, creativity, innovation and problem-solving. The core modules also demand engagement with specific disciplinary interests useful to underpinning the breadth required for Liberal Arts thinking. These core modules are complemented by allowing students to make a range of elective choices, with guidance toward a discipline-based 'concentration'. The programme is designed to generate a synthesis between the Liberal Arts approach and the greater degree of disciplinary specialisation with a particular view to positioning the students to complete an original final-year dissertation sustained by these different perspectives.

Research skills are also central to the programme. Keele's rich research culture, which features particular strength in inter-disciplinary work, provides an excellent foundation for research-led learning and teaching. Students will have the opportunity to become adept at understanding the strengths and weaknesses of different approaches to research and at designing their own research projects. With focus on training for the final-year dissertation integrated into the programme, the aim is to equip students with research skills and position them, should they choose to study for an extra year, to graduate as a Master in Liberal Arts.

Students are also engaged with major challenges faced by our local, regional and global societies. The programme is based within Keele's Institute for Liberal Arts and Sciences (ILAS), which hosts the 'Grand Challenges' Lecture Series on contemporary issues. Hence ILAS helps to sustain the intellectual breadth of the programme, providing the lectures for students to attend as part of the programme's engagement with real-world problems.

While research skills and inter-disciplinarity are useful foundations in attempts to search for answers to these problems, Liberal Arts students are also equipped with more practical skills. Problem-solving and creativity are both key elements in designing responses to whatever challenges our students might face in later life, so these are highlighted within the Liberal Arts course. In the second year of study, students take modules designed to develop these particular skills.

With our long-established expertise in delivering multi- and inter- disciplinary programmes, rich research culture and commitment to teaching and learning, Keele offers a unique and stimulating approach to the liberal arts.

## 4. Aims of the programme

The broad aims of the programme are to enable you to:

- develop traditional academic skills of evidence gathering, the handling and processing of information, argument and communication
- develop research skills
- develop creative and practical problem-solving skills
- expand imagination and nurture curiosity, so as to develop life-long learning habits

## 5. What you will learn

The intended learning outcomes of the programme (what students should know, understand and be able to do at the end of the programme), can be described under the following headings:

- Subject knowledge and understanding

- Subject specific skills
- Key or transferable skills (including employability skills)

### **Subject knowledge and understanding**

Successful students will be able to:

- Engage with the key concepts, approaches and methods of the Liberal Arts e.g. inter-disciplinarity, inter-relatedness, connectivity and complexity
- Reflect upon the contested nature and problematic character of inquiry in the Liberal Arts
- Demonstrate understanding and knowledge of decision-making techniques
- Articulate key theories of creativity
- Engage with major social and economic challenges
- Engage with conceptual frameworks such as "wicked problems" that formalise how we think about difficult and complex problems considered major societal challenges
- Communicate understanding of societal challenges effectively using explicit reference to conceptual frameworks and evidence.

### **Subject specific skills**

Successful students will be able to:

- apply concepts, theories, methods and practices used in the Liberal Arts
- gather, select and organise evidence, data and information from a variety of secondary and primary sources
- interpret, analyse and deploy that evidence, data and information
- synthesise relevant information, exercise critical judgement and construct reasoned argument
- conceive, develop and deliver creative projects
- identify, investigate, analyse, formulate and advocate solutions to problems
- design, conduct and report on their own research using relevant concepts, suitable methods of investigation and appropriate techniques of scholarship

### **Key or transferable skills (including employability skills)**

Successful students will be able to:

- think critically, independently and creatively
- apply cross-disciplinary thinking
- pursue research projects using social science methods
- deploy information literacy skills
- develop a systematic approach to addressing a given problem and identify creative solutions
- communicate effectively and fluently in speech and writing
- work independently, demonstrating initiative, self-organisation and time management, to become a mature, independent learner
- develop a range of cognitive and social skills relevant to their intellectual, vocational and personal development
- become informed and active citizens

### **Keele Graduate attributes**

Engagement with this programme will enable you to develop your intellectual, personal and professional capabilities. At Keele, we call these our ten Graduate Attributes and they include independent thinking, synthesizing information, creative problem solving, communicating clearly, and appreciating the social, environmental and global implications of your studies and activities. Our educational programme and learning environment is designed to help you to become a well-rounded graduate who is capable of making a positive and valued contribution in a complex and rapidly changing world, whichever spheres of life you engage in after your studies are completed.

As detailed above, the Liberal Arts degree at Keele, like most Liberal Arts programmes, is designed around a series of qualities to be nurtured in the citizen-graduate, rather than focusing primarily on specific disciplinary requirements. Hence, it is unsurprising there is extensive common ground when comparing the outlining of the university's generic Graduate Attributes and the aims and objectives of the Liberal Arts programme. For example, an open and questioning approach to ideas, demonstrating curiosity, independence of thought and the ability to appreciate a range of perspectives on the natural and social worlds are all integral to the intellectual development of a Liberal Arts student. Equally, qualities such as synthesizing information, creative problem solving and communicating clearly are all developed within the programme, as detailed elsewhere in this document.

Further information about the Keele Graduate Attributes can be found here: <http://www.keele.ac.uk/journey/>

## **6. How is the programme taught?**

Much of the programme is underpinned by innovative teaching. The learning and teaching methods enable students to achieve the learning outcomes of the programme in a variety of ways.

- The programme uses a '**living labs**' approach, by which field trips engage students with local issues and their potential solutions. Students can pursue hands-on research into Britain's industrial history and current/future-oriented issues of economic regeneration, social challenges and environmental sustainability. Delivering the programme through real world locations, events, issues and problems enables students to apply critical thinking, creative practice and data collection and analysis with an eye to the practical application of their ideas and research. Ultimately, students will have a holistic learning experience that will encourage a sophisticated and sensitive approach to the world.
- '**Learning set**' meetings with a tutor-facilitator are also an important part of the programme, providing an opportunity for students to develop their communication skills and pursue interest in contemporary issues. These groups meet regularly for discussions focused on the students' personal and intellectual development through discussion of programme seminars, current events and core module content.
- **Tutorials and seminars** where key issues can be discussed in more depth. Students are expected to play a full part in, and occasionally to lead, these discussions, either individually, or as part of a small team. Some tutorials and seminars involve presentations (from individual students or students working in small teams). Seminars and tutorials provide opportunities for students to ask questions about, and suggest answers to, problems encountered and to present their own ideas
- **Interactive workshops**; where students in large classes have the opportunity to work together in smaller groups, interact with the lecturer and reflect on their own learning. Workshops encourage students to reflect on their own learning and take responsibility for its development by addressing areas of difficulty, perhaps by discussing them with their fellow students or by getting additional help from staff
- **Traditional lectures**; where the lecturer provides students with a framework for reading and independent study. Most lecturers employ presentation software such as MS PowerPoint, while sometimes also making use of video and audio presentations. Lectures allow students to gain a systematic understanding of both key theoretical approaches and fundamental concepts
- **Independent study**; based on directed reading from text books, research monographs, academic journals, official government publications, the printed media and appropriate sources deployed on the web. When combined with lectures, independent study is an integral part of developing proper understanding of key concepts, approaches and debates in the field
- **Web-based learning** using the University's virtual learning environment (KLE). The KLE gives students easy access to a wide range of resources and research tools to assist their studies, and can be used as a platform for online discussions, quizzes and blogs
- **Dissertations**; the dissertation double module provides the opportunity to receive training in designing a research project and then implementing it independently. Undertaking a research dissertation with the supervision and support of experienced and active researchers from our staff allows students to formulate relevant research questions and devise a feasible and ethically sound strategy for answering them

Apart from these formal activities, students are also provided with regular opportunities to talk through particular areas of difficulty, and any special learning needs they may have, with their Personal Tutors or module lecturers on a one-to-one basis.

## 7. Teaching Staff

The teaching of the Liberal Arts programme is drawn, as befits a multi- and inter-disciplinary degree, from across the Faculty of Humanities and Social Sciences. The permanent teaching staff of the faculty as a whole currently consists of professors, staff members at Reader or Senior Lecturer level and lecturers. A vast majority of the staff have doctorates (PhDs or the equivalent) in their subjects and almost all are active researchers whose work, across many different subjects, has been widely published in books, research monographs and leading international journals.

The staff group has extensive experience of teaching at undergraduate and postgraduate level in universities in the UK, continental Europe, North America and Australasia. All members of staff complete appropriate training as part of their induction to university teaching and many are members or associates of the Higher Education Academy and/or have a formal teaching qualification.

The University will attempt to minimise changes to our core teaching teams, however, delivery of the programme depends on having a sufficient number of staff with the relevant expertise to ensure that the programme is taught to the appropriate academic standard.

Staff turnover, for example where key members of staff leave, fall ill or go on research leave, may result in changes to the programme's content. The University will endeavour to ensure that any impact on students is limited if such changes occur.

## 8. What is the structure of the Programme?

The academic year runs from September to June and is divided into two semesters. The number of weeks of teaching will vary from programme to programme, but you can generally expect to attend scheduled teaching sessions between the end of September and mid-December, and from mid-January to the end of April. Our degree courses are organised into modules. Each module is usually a self-contained unit of study and each is usually assessed separately with the award of credits on the basis of 1 credit = 10 hours of student effort. An outline of the structure of the programme is provided in the tables below.

There are two types of module delivered as part of your programme. They are:

- Compulsory modules - a module that you are required to study on this course;
- Optional modules - these allow you some limited choice of what to study from a list of modules.

A summary of the credit requirements per year is as follows, with a minimum of 90 subject credits (compulsory plus optional) required for each year.

For further information on the content of modules currently offered, including the list of elective modules, please visit:

<https://www.keele.ac.uk/recordsandexams/modulecatalogue/>

Year	Compulsory	Optional		Electives	
		Min	Max	Min	Max
Level 4	30	30	60	0	30
Level 5	45	45	60	15	30
Level 6	15	45	45	30	30

At Level 4

30 subject-specific credits should be selected from a HUMSS Faculty subject of your choice (these must be core modules in that discipline but also approved as options for students outside the discipline).

30 credits from approved options 30 credits electives

Students are strongly advised to take PHI-10010 '10 Problems in Philosophy' and SOC-10025 'Mediated World' as part of their option choices.

At Level 5

30 subject-specific credits selected from a HUMSS Faculty subject of your choice (these must be core modules in that discipline but also approved as options for students outside the discipline).

15 or 30 credits from approved options

15 or 30 credits electives

At Level 6

Excluding the ISP, the balance of 75 credits is made up of 45 subject specific and 30 elective.

## Module Lists

### **Level 4**

At level 4, students will take all the compulsory modules in semesters 1 and 2 to a value of 30 credits, as indicated in the table below.

Compulsory modules	Module Code	Credits	Period
Liberal Arts and Society's Grand Challenges	LIB-10003	15	Semester 1-2
Introduction to the Liberal Arts	LIB-10005	15	Semester 1-2

### **Level 5**

At level 5, students will take all the compulsory modules in semesters 1 and 2 to a value of 45 credits, as indicated in the table below.

Compulsory modules	Module Code	Credits	Period
Creative Arts and Humanities in Society	LIB-20008	15	Semester 1
Interdisciplinary Perspectives on Wicked Problems	LIB-20006	15	Semester 1-2
Research Methods	SOC-20046	15	Semester 2

NB: see below for information about the Optional module choices

## Level 6

At Level 6 (Year 3), all students will take the compulsory module across Semester 1 and 2 and take the Dissertation module (a double module worth 30 credits taught over both semesters).

Compulsory modules	Module Code	Credits	Period
Grand Challenges in Society	LIB-30001	15	Semester 1-2

Optional modules	Module Code	Credits	Period
Independent Study Project - Creative Project	LIB-30002	30	Semester 1-2
Independent Study Project - Dissertation	LIB-30003	30	Semester 1-2

## Level 6 Module Rules

Either LIB-30003 Independent Study Project - Dissertation OR LIB-30002 Independent Study Project - Creative Project must be taken.

### Optional Choices and Taking a 'Concentration' in Liberal Arts

The Faculty of Humanities and Social Sciences offers an extraordinarily broad range of optional modules. As illustrated above, Liberal Arts students choose optional modules to supplement the core provision in Liberal Arts. These choices are an integral part of the Liberal Arts programme. The choices available to students cover the entire range of programmes offered by the faculty: Creative Writing, English, Film, History, Music, Music Technology and Media, Communications & Culture; Accounting, Business, Economics, Finance, Human Resource Management, Management, Marketing; Law; International Relations, Politics and Philosophy; Criminology, Education, Sociology. Some modules from Geography may also be available. It is integral to our Liberal Arts approach that students will be able to choose modules from any of these subject areas, so most modules in the faculty will be available to Liberal Arts students as optional choices. Two particular categories of optional module are identified below, just to give students some guidance when faced with an extraordinary range of choice.

#### i. Optional Modules recommended for Liberal Arts students.

Certain modules have been identified as particularly appropriate for Liberal Arts students. The availability of these modules will be highlighted to Liberal Arts students as part of their module choice process. Usually those chosen as programme electives reflect intellectual endeavour much in line with the approaches taken by the Liberal Arts, particularly in the case of inter-disciplinary work and engagement with current social concerns. Students are especially encouraged to focus on developing or enhancing their foreign language skills; modules at a range of competency levels are available in Arabic, Chinese, French, German, Italian, Japanese, Russian and Spanish and can be integrated into each level of a Liberal Arts degree programme (see Section 12c for the opportunity to enhance degree qualifications through language study). Some examples of modules that might particularly appeal to liberal arts students are listed below.

LAW-20048 Law and Emotion	<p>What does anger achieve in law reform that targets discrimination? How does fear limit the scope of migration or refugee law? Should we use disgust to determine what is criminal? Is love the solution in disputes about relationships? Do human rights bring us hope for a better future?</p> <p>In popular consciousness, law is often conceived of as an autonomous system of rules, norms, regulations, and principles. Such a disembodied concept of law tends to divorce sensations or passions from abstract reason. Divorcing law from emotion, however, is futile. From grieving citizens seeking reform to a particular social injustice to heated litigation in courtrooms to calculated judicial decisions, emotion animates the legal system. Emotion is not an unfortunate consequence or effect of an otherwise rational system of law; it is a core feature in how law manifests across times, jurisdictions, institutions, and cultures.</p> <p>In this module, students are invited to think about emotions both good and bad as a way to navigate legal debates across disciplines and jurisdictions. The first couple of seminars contextualise debates in Law and Emotion. The subsequent seminars then focus on a specific emotion (such as disgust, hate, love, etc) and explore how it animates a contemporary legal issue or problem. Students will be encouraged to pursue independent research on emotion in a legal case study that interests them.</p>
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HIS-20078  Power In The Modern World	This module covers models, theories, and themes that address the question of power since the French Revolution. What is power? How is it attained, maintained, and relinquished? Who has power, and for what reasons? Is it located in individuals, groups, classes, or nations? How does it change? The module seeks to examine the impact of specific historical forces, including nationalism, fascism, state building and imperialism. It also endeavours to assess different explanations for power in the past two hundred years, including gender, Marxism, and post-structuralist approaches (Foucault, Bourdieu). The module will provide students with the analytical tools to study the nature of power as it emerged in the modern period.
MDS-20020  Making the News	This module introduces a broad range of theoretical debates and issues involved in the making of contemporary news. It examines the factors that affect what becomes news including; who owns global news corporations, organisational constraints within institutions, professional codes of practice such as news values, issues of equality and ethics in production. It then examines the impact of these factors by analysing news content and, in particular, how these play out in war reporting. The module also considers how news production and content is evolving with the development of new technologies, such as the rise of open journalism.
FIL-20005  Science Fiction Cinema: Utopias and Dystopias	This module aims to provide a critical introduction to many of the key theoretical ideas and historical contexts informing the development of science fiction cinema. Focusing on a number of significant films from the history of cinema, the module will look to define what constitutes science fiction as a film genre. In particular, we will consider science fiction cinema's function as a mode for exploring ideas and hypotheses, both about the future and - by reflection - about our present. We will also engage with debates about the status of science-fiction cinema ('sci-fi') in relation to science-fiction literature ('SF'), analysing their differences, and looking at the particular relationships viewers and readers have to science-fictional texts.
PHI-20020  Philosophy of Science	This course introduces students to the philosophy of science. What is science and can we distinguish science from other forms of enquiry? What are scientific theories about? Do scientists discover what there is in the world, or are scientific theories tools with which we predict and explain? Is there a scientific method, and what does it involve? How are scientific theories, models or hypotheses confirmed or rejected? What is the relationship between evidence and theory? Does science make progress? And if so, how does it progress? Is scientific enquiry free from social, political, and cultural influences? Topics which will be discussed include the nature of scientific explanation, the relationship between the sciences, probability, causation, laws of nature (and whether there are any), and the major philosophical movements in the philosophy of science of the last 150 years.
SOC-20034  Crime, Morality and the Media	This module will introduce students to the main theories and debates surrounding the factual and fictional representations of crime and deviance. Students will be asked to consider past and present media portrayals of criminality and deviance in order to unpack how and why the tales of morality implicit in their representation continue to hold resonance for audiences. Reflecting upon both media examples and theoretical debates, students will consider the view that representations of criminal and deviant acts help to communicate a dominant view of class, ethnicity, gender, and age, and work to secure the consensus of the mass audience. As well as looking at factual news reports into events such as the disappearance of Madeleine McCann or the War on Terror, we will also examine entertainment forms and ask why certain genres of music, film and videogames incite moral outrage from large sections of the mass media and its audience. To situate these ideas about the social construction of meaning we will look at Stanley Cohen's classic study on folk devils and moral panics and attempt to unpack debates about morality, fear and risk. We will also apply the theoretical perspectives put forward by key thinkers including Stuart Hall, Michel Foucault, and Rene Girard to further our understanding of important ideas such as Self / Other, knowledge and power, and the scapegoat mechanism in relation to media representations of crime and deviance.
CRI-20016  Crime and Justice in a Global Context	This module provides a comprehensive introduction to, and looks in detail at how criminology has tried to understand the effects on crime and criminal justice of globalisation and other processes of social change associated with the coming of late modernity. The focus will be on issues and problems related to terrorism, state crimes, war crimes, and crimes against humanity.

## ii. A 'Concentration' Discipline or Theme

Some students will choose to maintain or develop an interest in a particular discipline alongside their core modules in Liberal Arts. For students choosing to take this route through the programme, a pathway through the modules available in that 'concentration' subject will be identified to guarantee that students develop the relevant core skills to sustain higher levels of study in that subject. Students will be closely advised in making their module choices by a personal tutor, as module choices in the early years will do a lot to shape the options available in later years.

For example, a student might choose to focus on the subject of history in the first year of degree level study, taking 'Historical

Research and Writing' and 'Histories of the Extraordinary and Everyday'. These modules would provide a foundation for more advanced history modules in later years of the degree. Another example would be a student choosing to focus on the subject of politics, which would involve taking 'Why Politics Matters' and 'Modern Democracies' in the first year as the basis for progress to any of a range of politics modules in later years. Similar provision will be available in each of the programmes offered within the faculty.

Some students will prefer to follow a particular theme, rather than a discipline, in their module choices. This theme is likely to cut across disciplines. For example, students might choose to focus their choices on an issue that Keele particularly specialises, the environment. Here, the student would take core modules in the Liberal Arts but could choose to take modules in environmental politics (e.g. PIR-10047: The Politics of Sustainability), sociology (e.g. SOC-20043: Globalisation and its Discontents) and geography (e.g. ESC-10041: People and the Environment). Students choosing from our full range of provision might be interested in following themes such as the urban, globalisation, inequality, the nature of knowledge or religious belief.

## 9. Final and intermediate awards

Credits required for each level of academic award are as follows:

<b>Honours Degree</b>	360 credits	You will require at least 120 credits at levels 4, 5 and 6  You must accumulate at least 270 credits in your main subject (out of 360 credits overall), with at least 90 credits in each of the three years of study, to graduate with a named single honours degree in this subject.
<b>Diploma in Higher Education</b>	240 credits	You will require at least 120 credits at level 4 or higher and at least 120 credits at level 5 or higher
<b>Certificate in Higher Education</b>	120 credits	You will require at least 120 credits at level 4 or higher

**International Year option:** in addition to the above students must pass a module covering the international year in order to graduate with a named degree including the 'international year' wording. Students who do not complete, or fail the international year, will be transferred to the three-year version of the programme.

## 10. How is the Programme Assessed?

The wide variety of assessment methods used on this programme at Keele reflects the broad range of knowledge and skills that are developed as you progress through the degree programme. Teaching staff pay particular attention to specifying clear assessment criteria and providing timely, regular and constructive feedback that helps to clarify things you did not understand and helps you to improve your performance. The following list is representative of the variety of assessment methods used on your programme:

- **Essays** allow students to demonstrate their ability to articulate ideas clearly using argument and reasoning skills and with close reference to the contexts and critical concepts covered in the modules. Essays also develop and demonstrate research and presentation skills (including appropriate scholarly referencing)
- **Oral and poster presentations** assess students' subject knowledge and understanding. They also test their ability to communicate what they know orally and visually, and to reflect on these processes as part of their own personal development. Presentations may be set as individual or group tasks, the latter demanding that students work effectively as members of a team
- **Portfolios** may consist of a range of different pieces of work but routinely include a requirement that students provide some evidence of critical reflection on the development of their own learning
- **Reviews (e.g. Research Analysis)** of other scholars' work test students' ability to identify and summarise the key points of a text and to evaluate the quality of arguments and the evidence used to support them. In the case of work based on empirical research, reviews also assess students' knowledge of research methodologies and their ability to make critical judgements about the appropriateness of different strategies for collecting and analysing data
- **Creative Briefs** require a student to design and deliver an original creative project, often with extended critical commentary on the creative process involved
- **Problem-Based Learning Exercise Reports and Policy Reports** assess student's ability to present materials coherently in support of a particular position among many. These reports are usually pitched to persuade a specific audience, often a senior decision-maker
- **Dissertations and Research Reports** enable students to explore in depth an area of particular interest through a substantial piece of focused research and writing, and test their ability to formulate and answer research questions

Many elective modules in the Faculty of Humanities and Social Sciences, which may be taken as part of the Liberal Arts programme, will deploy other forms of assessment, including the following

- **Unseen closed and open book examinations** in different formats test students' knowledge and understanding of the subject. Examinations may consist of essay, short answer and/or multiple choice questions, and paper comprehension
- **Laboratory reports** - structured proformas and full lab reports are formal summaries of work carried out in the laboratory and



test students' understanding of the practical aspects of the programme and develop the skills necessary to enable students to present and analyse their results

- **Class tests** taken either conventionally or online via the Keele Learning Environment (KLE) assess students' subject knowledge and their ability to apply it in a more structured and focused way
- **Research projects** test student's knowledge of different research methodologies and the limits and provisional nature of knowledge. They also enable students to demonstrate their ability to formulate research questions and to answer them using appropriate methods
- **Peer assessment:** In some cases students will be involved in marking other students' work, usually with a prescriptive marking guide. This helps students to appreciate where marks are gained and lost and gives them the opportunity to see the common mistakes made by other students

Marks are awarded for summative assessments designed to assess your achievement of learning outcomes. You will also be assessed formatively to enable you to monitor your own progress and to assist staff in identifying and addressing any specific learning needs. Feedback, including guidance on how you can improve the quality of your work, is also provided on all summative assessments within three working weeks of submission, unless there are compelling circumstances that make this impossible, and more informally in the course of tutorial and seminar discussions.

## 11. Contact Time and Expected Workload

This contact time measure is intended to provide you with an indication of the type of activity you are likely to undertake during this programme. The data is compiled based on module choices and learning patterns of students on similar programmes in previous years. Every effort is made to ensure this data is a realistic representation of what you are likely to experience, but changes to programmes, teaching methods and assessment methods mean this data is representative and not specific.

Undergraduate courses at Keele contain an element of module choice; therefore, individual students will experience a different mix of contact time and assessment types dependent upon their own individual choice of modules. The figures below are an example of activities that a student may expect on your chosen course by year stage of study. Contact time includes scheduled activities such as: lecture, seminar, tutorial, project supervision, demonstration, practical classes and labs, supervised time in labs/workshop, fieldwork and external visits. The figures are based on 1,200 hours of student effort each year for full-time students.

### Activity

	Scheduled learning and teaching activities	Guided independent Study	Placements
<b>Year 1 (Level 4)</b>	15%	85%	0%
<b>Year 2 (Level 5)</b>	16%	84%	0%
<b>Year 3 (Level 6)</b>	16%	84%	2%

## 12. Accreditation

This programme does not have accreditation from an external body.

## 13. University Regulations

The University Regulations form the framework for learning, teaching and assessment and other aspects of the student experience. Further information about the University Regulations can be found at: <http://www.keele.ac.uk/student-agreement/>

Students completing Level 5 successfully may be eligible to transfer into the Integrated Masters in Liberal Arts (M. LibArts.). This programme involves a Level 6 year in parallel to BA Liberal Arts provision, but then offers a further year's study at Master's Level. Please see the Programme Specification for the M. LibArts. for further details of the Integrated Masters programme.

Students will be eligible to transfer from the BA in Liberal Arts route into the M. LibArts. programme if they have completed Level 5 obtaining an average of at least 58% across all FHEQ Level 5 modules. The transfer of course registration will be completed before commencing study at Level 6.

## 14. Other Learning Opportunities

### Study abroad (semester)

Students on the programme have the potential opportunity to spend a semester abroad in their second year studying at one of Keele's international partner universities.

Exactly which countries are available depends on the student's choice of degree subjects. An indicative list of countries is on the

website (<http://www.keele.ac.uk/studyabroad/partneruniversities/>); however this does not guarantee the availability of study in a specific country as this is subject to the University's application process for studying abroad.

No additional tuition fees are payable for a single semester studying abroad but students do have to bear the costs of travelling to and from their destination university, accommodation, food and personal costs. Depending on the destination they are studying at additional costs may include visas, study permits, residence permits, and compulsory health checks. Students should expect the total costs of studying abroad to be greater than if they study in the UK, information is made available from the Global Education Team throughout the process, as costs will vary depending on destination.

Whilst students are studying abroad any Student Finance eligibility will continue, where applicable students may be eligible for specific travel or disability grants. Students studying in Erasmus+ destinations may be eligible for grants as part of this programme. Students studying outside of this programme may be eligible for income dependent bursaries at Keele. Students travel on a comprehensive Keele University insurance plan, for which there are currently no additional charges. Some governments and/or universities require additional compulsory health coverage plans; costs for this will be advised during the application process.

## Study Abroad (International Year)

A summary of the International Year, which is a potential option for students after completion of year 2 (Level 5), is provided in the Annex for the International Year.

### Enhanced Degree: With Language Competency/With Advanced Language Competency

Liberal Arts students successfully completing a series of language elective modules have the opportunity to gain an enhanced degree title including their language competency such as, "BA (Hons) Liberal Arts with competency in Japanese". Students taking language modules of at least 60 credits counting towards their main degree at Keele, and successfully completing minimum stage 6 in the chosen language, will be awarded an enhanced degree title with the designation 'with competency in [Language]'. Students taking language modules of at least 60 credits counting towards their main degree at Keele, and successfully completing stage 10 in the chosen language, will be awarded an enhanced degree title with the designation 'with advanced competency in [Language]'.

## 15. Additional Costs

### a. Creative Projects

Students will be offered the opportunity to undertake a range of creative projects as part of modules within the course. Some of the options available may involve incurring additional costs, such as those for raw materials e.g. artistic materials, or for integral parts of the project's preparation e.g. film editing. Students will be offered options which do not incur extra costs e.g. creative writing, for their assessments. Some projects may be funded through specific grant schemes run within the university to support the academic development of undergraduates.

### b. Field Trips

There are a number of field trips within the programme and a budget has been allocated to allow the programme to cover travel costs and subsidise entry costs.

As to be expected there will be additional costs for inter-library loans and potential overdue library fines, print and graduation. We do not anticipate any further costs for this programme.

## 16. Annex - International Year

### BA (Hons) Liberal Arts with International Year

International Year Programme
<p>Students registered for this Single Honours programme may either be admitted for or apply to transfer during their period of study at Level 5 to the International Year option. Students accepted onto this option will have an extra year of study (the International Year) at an international partner institution after they have completed Year 2 (Level 5) at Keele.</p> <p>Students who successfully complete both the second year (Level 5) and the International Year will be permitted to progress to Level 6. Students who fail to satisfy the examiners in respect of the International Year will normally revert to the standard programme and progress to Level 6 on that basis. The failure will be recorded on the student's final transcript.</p> <p>Study at Level 4, Level 5 and Level 6 will be as per the main body of this document. The additional detail contained in this annex will pertain solely to students registered for the International Year option.</p>
International Year Programme Aims

In addition to the programme aims specified in the main body of this document, the international year programme of study aims to provide students with:

1. Personal development as a student and a researcher with an appreciation of the international dimension of their subject
2. Experience of a different culture, academically, professionally and socially

### **Entry Requirements for the International Year**

Students may apply to the 4-year programme during Level 5. Admission to the International Year is subject to successful application, interview and references from appropriate staff.

The criteria to be applied are:

- Academic Performance (an average of 60% across all modules in Semester 1 at Level 5 is normally required. Places on the International Year are then conditional on achieving an average mark of 54% across all Level 5 modules with no module fails. Where no Semester 1 marks have been awarded performance in 1st year marks and ongoing 2nd year assessments are taken into account)
- General Aptitude (to be demonstrated by application for study abroad, interview during the 2nd semester of year 2 (Level 5), and by recommendation of the student's personal tutor, 1st and 2nd year tutors and programme director)

Students may not register for both an International Year and a Placement Year.

### **Student Support**

Students will be supported whilst on the International Year via the following methods:

- Phone or Skype conversations with Study Abroad tutor, in line with recommended Personal Tutoring meeting points.
- Support from the University's Global Education Team

### **Learning Outcomes**

In addition to the learning outcomes specified in the main text of the Programme Specification, students who complete a Keele undergraduate programme with International Year will be able to:

1. Describe, discuss and reflect upon the cultural and international differences and similarities of different learning environments
2. Discuss the benefits and challenges of global citizenship and internationalisation
3. Explain how their perspective on their academic discipline has been influenced by locating it within an international setting.

These learning outcomes will all be assessed by the submission of a satisfactory individual learning agreement, the successful completion of assessments at the partner institution and the submission of the reflective portfolio element of the international year module.

### **Regulations**

Students registered for the International Year are subject to the programme-specific regulations (if any) and the University regulations. In addition, during the International Year, the following regulations will apply:

Students undertaking the International Year must complete 120 credits, which must comprise *at least 40%* in the student's discipline area.

This may impact on your choice of modules to study, for example you will have to choose certain modules to ensure you have the discipline specific credits required.

Students are barred from studying any module with significant overlap to the Level 6 modules they will study on their return. Significant overlap with Level 5 modules previously studied should also be avoided.

### **Additional costs for the International Year**

Tuition fees for students on the International Year will be charged at 15% of the annual tuition fees for that year of study, as set out in Section 1. The International Year can be included in your Student Finance allocation, to find out more about your personal eligibility see: [www.gov.uk](http://www.gov.uk)

Students will have to bear the costs of travelling to and from their destination university, accommodation, food and personal costs. Depending on the destination they are studying at additional costs may include visas, study permits, residence permits, and compulsory health checks. Students should expect the total costs of studying abroad be greater than if they study in the UK, information is made available from the Global Education Team throughout the process, as costs will vary depending on destination.

Students studying in Erasmus+ destinations may be eligible for grants as part of this programme. Students studying outside of this programme may be eligible income dependent bursaries at Keele.

Students travel on a comprehensive Keele University insurance plan, for which there are currently no additional charges. Some Governments and/or universities require additional compulsory health coverage plans; costs for this will be advised during the application process.

## Version History

### This document

**Date Approved:** 05 February 2021

### Previous documents

Version No	Year	Owner	Date Approved	Summary of and rationale for changes
1	2020/21	ROB STANNARD	13 May 2020	
2	2019/20	ROB STANNARD	12 May 2020	Module changes at Levels 4 and 5, approved via a Major Modification
1	2019/20	SARAH ROBERTS	06 September 2019	