

## Programme Specification: Undergraduate

### For students starting in Academic Year 2017/2018

#### 1. Course Summary

<b>Names of programme(s) and award title(s)</b>	Environmental Studies Environmental Studies with International Year (see Annex A for details)
<b>Award type</b>	Dual Honours/Major/Minor  <i>NB:</i> Students who study their two Principal subjects in humanities and/or social science subjects will be awarded the degree of Bachelor of Arts (with Honours) (BA Hons).  All students who study a science Principal subject are candidates for the degree of Bachelor of Science (with Honours) (BSc Hons) irrespective of their second Principal subject.
<b>Mode of study</b>	Full time
<b>Framework of Higher Education Qualification (FHEQ) level of final award</b>	Level 6
<b>Duration</b>	3 years
<b>Location of study</b>	Keele University – main campus
<b>Accreditation (if applicable)</b>	Not applicable
<b>Regulator</b>	Higher Education Funding Council for England (HEFCE)
<b>Tuition Fees</b>	<b>UK/EU students:</b> Fee for 2017/18 is £9,250*  <b>International students:</b> Fee for 2017/18 is £13,000** <i>or</i> £14,150** <i>(if combined with a laboratory-based Principal Subject)</i>  The fee for the international year abroad is calculated at 15% of the standard year fee

\* 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/>

Additional Costs	Refer to section 18
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**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.

## 2. What is a Dual Honours programme?

Dual Honours degrees are degrees that are taken in two different subjects, resulting in an *X and Y* degree title, for example *Environmental Studies and Philosophy*. If you are taking a Dual Honours programme, these will be the two subjects you applied for. These are referred to as your Principal Subjects.

In a Dual Honours degree you must take at least 120 credits in each Principal Subject, accrued over all three levels of study, with at least 30 credits in Year 1 (Level 4) and at least 45 credits in each of Years 2 and 3 (Levels 5 and 6) in each of two Principal Subjects. The remaining available credits can be filled with modules from these subjects or other subjects entirely.

### What is a Major/Minor programme?

Major/Minor degrees are degrees that are taken in two different subjects, much like a Dual Honours degree, except that you will specialise in the Major subject. In a Major/Minor degree you will need at least 225 credits in your Major subject over your three years of study with at least two modules (30 credits) taken each year in your Major Subject, although some Principal Subjects will require you to take more than this and this will be stated in the relevant programme specification. You will also need 90 credits in your Minor subject with a minimum of 30 credits (two modules) taken in Year 1 (Level 4) and 45 credits (three modules) taken in Year 2 (Level 5).

Students taking the Minor Route in Environmental Studies might not necessarily be able to demonstrate that they have achieved all of the Programme's learning outcomes.

## 3. Overview of the Programme

In the wake of growing awareness of severe environmental problems like climate change, the need to develop environmentally-sustainable alternatives to our current way of life is being recognised in both private and public sectors. Many agree that in order to develop alternatives and policies that will work in 'the real world', there is a need for graduates with specialist understanding of the political, social and cultural dimensions of the environmental crisis. Here in the UK, we know that the legally-binding commitment to reduce carbon emissions presents huge employment opportunities, with as many as 1.3 million people predicted to be working in 'green jobs' by 2017.

Environmental Studies is a small but growing academic field in the UK, with a much longer history in other parts of world such as Canada and Australia. The UK Benchmark Statement for Earth Sciences, Environmental Science and Environmental Studies (known as ES3) acknowledges that the field displays a broad spectrum with different emphases on natural science and social science approaches to the environment (QAA ES3, 2007). It is generally accepted (including by the UK QAA) that Environmental Studies is an interdisciplinary field that is distinct from Earth Sciences and Environmental Science in that it draws primarily on theories and research methods from across the humanities and social sciences. It attempts to develop holistic and systematic understanding of human relationships with the environment, and, more specifically, of the social and political nature of environmental problems and the range of responses taken by institutions, civil society organisations, and citizens. The central purpose of the field of Environmental Studies is the critical, social scientific evaluation of the underlying causes of environmental problems, as well as the consequences of possible environmental solutions for the economy, society and the natural environment. The aim is to establish a firm evidence base for the 'identification, understanding and, where appropriate, resolution of environmental issues and concerns' (QAA ES3, 2007:21).

While the Environmental Studies Principal Programme in SPIRE reflects this accepted definition of Environmental Studies by drawing on the intellectual traditions and perspectives of a range of disciplines across the social

sciences and humanities (e.g., History, Sociology, Economics, Human Geography), it is firmly grounded in the disciplines of Politics, International Relations and Philosophy. It is one of the few undergraduate programmes in the UK that offers a social science based education in environmental issues specialising in their social, political and ethical dimensions. It is intended for students who have an interest in debates about the environment and a desire to learn about how to solve some of the most urgent problems facing humanity today (such as climate change, energy security, population growth, loss of biodiversity), but who do not want to specialise in the Environmental Science disciplines. It offers students the opportunity to develop a critical understanding of 'the environment' as a contested and socially-constructed concept about which there is (and always has been) politically-charged debate, within the social as well as the natural sciences.

#### **4. Aims of the Programme**

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

- Evaluate and apply a range of theories about the nature, measurement, causes and consequences of a range of human-induced environmental problems.
- Appreciate the theory and empirical reality of responses to environmental problems in their historical, social, political, ethical and economic contexts.
- Think, talk, and write about environmental problems, and the ways in which they are represented, in a systematic and holistic way, drawing on the intellectual traditions and scholarly methods of Politics, International Relations, Philosophy and other disciplines.
- Acquire a critical understanding of the nature and development of a variety of responses and solutions to environmental problems, including the concept of sustainable development, environmental regulation and policy-making, ethical codes of practice, and environmental activism.
- Become familiar with the main methods of research used in the collection and analysis of data needed for understanding and addressing environmental problems.
- Develop the ability to conduct and report on their own environment-focused research using relevant concepts, suitable methods of investigation and appropriate techniques of scholarship in the social sciences.
- Develop skills for employability, citizenship and societal contribution in an appropriate context.

The School of Politics, International Relations and Philosophy (SPIRE) at Keele University has an international reputation for the teaching of environment-related subjects at undergraduate and postgraduate level in the United Kingdom. Students in the Environmental Studies programme will be taught by one of the largest groups of active environmental researchers in any British university. The size of this group means that a wide range of core and elective modules on environmental topics is available, particular in the final year of the programme. SPIRE also has an Environmental Politics pathway through the MA in Politics and IR degree that has been running since 1996. An MA in Climate Change Studies was established in September 2010.

#### **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:

- Apply concepts and methods used in the field of Environmental Studies (such as sustainability, the precautionary principle, and environmental impact assessment) to the holistic, interdisciplinary analysis of a range of environmental issues and concerns.
- Evaluate different interpretations of environmental ideas, institutions, events and issues, including the

evaluation of different kinds of data (both quantitative and qualitative) used in these interpretations.

- Interpret, analyse and deploy that evidence, data and information.
- Construct reasoned arguments, synthesise relevant information and exercise critical judgement in debates about environmental issues and concerns.
- Identify, investigate, analyse, formulate and advocate solutions to environmental problems.
- Achieve the personal and inter-personal skills necessary to find a fulfilling and rewarding career and become informed and active citizens with a continuing interest in environmental debates.

### **Subject specific skills**

Successful students will be able to:

- Understand the scope and nature of human impacts on the environment, along with the range of options for remediation available to human societies
- Understand the processes which shape the environment across time and space and their influence on and by human activities
- Explain the historical, social, political, economic, and cultural factors that have led to the global problem of environmental 'unsustainability'
- Understand and evaluate the contribution of different disciplinary approaches (from the natural and social sciences) to the identification, understanding and, where appropriate, resolution of environmental issues and concerns

### **Subject specific skills**

Successful students will be able to:

- Apply concepts and methods used in the field of Environmental Studies (such as sustainability, the precautionary principle, and environmental impact assessment) to the holistic, interdisciplinary analysis of a range of environmental issues and concerns
- Evaluate different interpretations of environmental ideas, institutions, events and issues, including the evaluation of different kinds of data (both quantitative and qualitative) used in these interpretations
- Interpret, analyse and deploy that evidence, data and information
- Construct reasoned arguments, synthesise relevant information and exercise critical judgement in debates about environmental issues and concerns
- Identify, investigate, analyse, formulate and advocate solutions to environmental problems
- Achieve the personal and inter-personal skills necessary to find a fulfilling and rewarding career and become informed and active citizens with a continuing interest in environmental debates

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

Successful students will be able to:

- Conduct and report on your own research using relevant concepts, suitable methods of investigation and appropriate techniques of scholarship
- Gather, select and organise evidence, data and information from a variety of secondary and some primary sources
- Communicate effectively and fluently in speech and writing
- Use communication and information technology, including audio-visual technology, for the retrieval and presentation of information, including, where appropriate, statistical or numerical information
- Work independently, demonstrating initiative, self-organisation and time management, to become a mature, independent learner
- Collaborate with others to achieve common goals

The extent to which you will develop this desirable portfolio of skills depends on the extent of your commitment to the subject of Environmental Studies. The School offers Major, Dual and Minor routes through the programme. The Minor route is available to students who have some interest in the subject of the environment, but wish to commit more of their study to another subject. This route allows Minor students to study the basics

of Environmental Studies without developing their research capacities, so not all of the aims listed above are fully met through pursuing Environmental Studies as a minor subject. The Dual and Major routes, on the other hand, offer routes for those with a greater degree of commitment to the subject and so involve a corresponding broadening of the range of skills taught. These two routes equip students to take the dissertation module in their final year, reflecting the research capacities gained in the preceding two years.

### **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.

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

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

Learning and teaching methods used on the programme vary according to the subject matter and level of the module. They include the following:

- **Traditional lectures:** where the lecturer provides you 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 you to gain a systematic understanding both of key theoretical approaches and fundamental concepts employed in the Environmental Studies field
- **Tutorials and seminars** in small groups of around 15 students; where key issues can be discussed in more depth. You and your fellow students are expected to play a full part in, and occasionally to lead, these discussions, either individually, or as part of a group. Some tutorials and seminars involve presentations from individual students or students working in small teams. Seminars and tutorials provide opportunities for you to ask questions about, and suggest answers to, problems encountered in politics and to present your 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
- **Field trips:** though not part of the compulsory curriculum, you will be encouraged to take opportunities to develop skills in observation and experiential learning by attending field trips, such as to the local colliery and mining museum at Apedale and to the Centre for Alternative Technology in Wales
- **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 worldwide web. When combined with lectures, independent study is an integral part of developing understanding of key concepts, approaches and debates in the field
- **Web-based learning** using the University's virtual learning environment (KLE). The KLE gives you easy access to a wide range of resources and research tools to assist your studies, and can be used as a platform for online discussions, quizzes and blogs
- **Work-based learning**, where you have the opportunity to gain experience in the work place and to reflect on this experience using the academic tools learned as part of the Programme. Work-based learning is an important way to enhance your employability skills and to develop your attributes as a Keele graduate. See the university's webpages for more information on 'The Keele Approach to

Education' (<http://www.keele.ac.uk/journey/>)

- **Dissertations;** should you choose to take your dissertation double module in Environmental Studies, the dissertation modules, which are shared with the other Programmes in the School, provide 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 you 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.

These learning and teaching methods enable students to achieve the learning outcomes of the programme in a variety of ways. For example:

## 7. Teaching Staff

In the School of Politics, International Relations and Philosophy, the current permanent teaching staff who teach on the Environmental Studies Principal Programme consists of full professors, readers, senior lecturers and lecturers. Nearly all current members of staff have doctorates (PhDs or the equivalent) in environmental studies, politics, international relations, philosophy or closely related subjects in the social sciences. They are almost all active researchers whose work, across many different aspects of environment, has been widely published in books, research monographs and leading international journals. The work of some members of staff has been used directly in shaping policy and practice in their areas of expertise at the national and international levels.

The current staff group has extensive experience of teaching at undergraduate and postgraduate level in universities in the UK, continental Europe, and North America. All members of staff in the School of Politics, International Relations and Philosophy complete appropriate training as part of their induction to University teaching and a number of them 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 course to course, 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 four types of module delivered as part of this programme. They are:

- Compulsory core module – a module that you are required to study on this course;
- Optional core module – these allow you some limited choice of what to study from a list of modules;
- Programme approved elective module – subject-related modules that count towards the number of subject credits required by your degree;
- Free-standing elective module – a free choice of modules that count towards the overall credit requirement but not the number of subject-related credits.

There are three separate routes through the Dual Honours Environmental Studies Programme and you may choose which of these routes you wish to take. The required modules are the same during the first and second years, whichever route is taken. However, the routes involve different requirements for number of credits accumulated in Environmental Studies over the three years of the course and different rules on whether the dissertation module is required or not.

### Major Route

Students who choose to take Environmental Studies as a Major subject must accumulate at least 225 credits in Environmental Studies over the three years of their degree programme. Students taking Environmental Studies as a Major subject must take a compulsory core module in each semester in Year 1 (Level 4). In Year 2 (Level 5), students taking Environmental Studies as a Major subject must take one compulsory core module in the first and second semesters. In Year 3 (Level 6), students taking Environmental Studies as a Major subject must take one compulsory core module and a double-module Dissertation.

### Dual Honours Route

Students who take Environmental Studies as a Dual Honours Principal Subject must accumulate at least 120 credits in Environmental Studies to graduate with a named Dual Honours Degree in Environmental Studies and the other subject they have chosen to study.

In Year 1 (Level 4), students taking Environmental Studies as a Dual Honours Principal Subject must take one compulsory core module in each semester. In Year 2 (Level 5), students taking Environmental Studies as a Dual Honours Principal Subject must take one compulsory core module in the first and second semesters. In Year 3 (Level 6), students taking Environmental Studies as a Dual Honours Principal Subject must take at least one module in each semester in Environmental Studies. They can choose this module from a range of programme approved electives and the Dissertation double module (worth 30 credits and studied over both semesters).

### Minor Route

Students who choose to take Environmental Studies as a Minor subject must accumulate at least 90 credits in Environmental Studies over the three years of their degree programme.

Students taking Environmental Studies as a Minor subject must take one compulsory core module in each semester in Year 1. In Year 2, students taking Environmental Studies as a Minor subject must accumulate 45 credits, taking a compulsory core module in the first and second semesters. In Year 3, students taking Environmental Studies as their Minor subject may take programme approved elective modules in Environmental Studies.

### Year 1 (Level 4)

Compulsory Core modules	Credits	Elective modules	Credits
The politics of sustainability	15	Why politics matters	15
Environmental ethics	15	Introduction to International Relations	15
		10 problems of Philosophy	15
		The British and Global Economy (Keele Management School)	15
		Introduction to global political economy	15
		Justice, authority and power	15
		Greening business (School of Physical and Geographical Sciences)	15
		Global warming or a new ice age? (School of Physical and Geographical Sciences)	15
		How to Think	15

### Year 2 (Level 5)

Compulsory Core modules	Credits	Elective modules	Credits
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Environmental politics and policy	15	Approaches to political analysis	15
Approaches to political analysis (for major route only)	15	Nature, society and the past: an environmental history of the western world 1800-2000 (School of Humanities)	15
International relations of the environment	15	Creating awareness campaigns (School of Humanities)	15
		City, culture and society (School of Sociology and Criminology)	15
<b>Optional Core / Programme Approved Elective modules</b>		Cultures of consumption (School of Sociology and Criminology)	15
The practice of politics	15	Corporate Social Responsibility (School of Management)	15
Why policy changes	15	Political Research in Practice	15
The Politics of the European Union	15	Natural Cultures: Humans and their Environments since 1700	15

### Year 3 (Level 6)

Compulsory Core modules	Credits	Elective modules	Credits
Dissertation module –taught sessions (for major route only)*	15	Dissertation module –taught sessions	15
Environment and sustainability case study (core for major route only)	15	Environmental crimes	15
Dissertation – supervised research (for major route only)*	15	Streets, skyscrapers, and slums: The city in social, cultural, and historical context (School of Sociology and Criminology)	15
		Gender and consumption (School of Sociology and Criminology)	15
<b>Optional Core / Programme Approved Elective modules</b>			
Environment and sustainability case study	15		
Gendering Global Politics	15		
Politics of Development	15		
Environmental politics in the USA	15		
Environmentalism, Environmental Movements and Protest	15		

In addition to the elective modules listed in this table, you may choose to study elective modules that are offered as part of other programmes in SPIRE, the Faculty of Humanities and Social Sciences and across the University. These include:

- Modules designed to help students for whom English is not their first language to improve their use of English for academic purposes. Please note: Based on an initial entrance assessment, an English language module may be compulsory for some students.
- Modern foreign languages modules at different levels in Arabic, Mandarin Chinese, French, German, Spanish, Italian, Russian and Japanese.
- Freestanding elective modules related to student volunteering, as part of the University's emphasis on employability skills and personal development.

For further information on the content of modules currently offered please visit:

[www.keele.ac.uk/recordsandexams/az](http://www.keele.ac.uk/recordsandexams/az)

## Learning Outcomes

### Year 1 (Level 4)

First year modules provide you with a thorough grounding in the study skills needed for Environmental Studies and an introduction to the history and scope of human impacts on the environment, as well as to the tradition of environmental thinking and research in the social sciences and humanities. They present a comprehensive introduction to the ways in which environmental scholars have set about understanding environmental problems within Politics and Philosophy/Ethics, and other social science and humanities disciplines.

<b>Subject Knowledge and Understanding</b>		
<b>Learning Outcome</b>	<b>Module in which this is delivered</b>	<b>Principal forms of assessment (of the Level Outcome) used</b>
<i>Successful students will be able to:</i>		
Explain the importance of timescale, (geological to the short term), in considering the environmental impact of human actions	The politics of sustainability	Time-line project
Explain the emergence of 'the environment' as an object of social scientific study and political debate	The politics of sustainability	Time-line project
Explain the development of, and debates about, the concepts of 'sustainable development' and 'sustainability'	The politics of sustainability	Time-line project and unseen exam
Recognise and illustrate the human causes and consequences of environmental problems and the possible ways of responding to or remediating them	The politics of sustainability	Time-line project, book review and unseen exam
Describe the development and current organisation and operation of a range of responses to environmental problems (e.g., state, corporate, NGO, social movement, citizens, artists)	The politics of sustainability	Time-line project and unseen exam
Identify relationships between environmental ideas and the particular historical, cultural and social contexts in which they arise	The politics of sustainability	Book review
Explain why ethics is relevant to environmental issues	Environmental ethics	Review, group presentation, essay
Identify a range of answers to the central questions in environmental ethics, namely what/who is valuable? How is value determined?	Environmental ethics	Review, group presentation, essay
Identify and explain the differences between a range of human centred (or 'anthropocentric') and	Environmental ethics	Essay

environment centred (or 'ecocentric') approaches		
Identify and explain the kinds of answers that are likely to flow from particular environmental-ethical orientations	Environmental ethics	Review, group presentation, essay

<b>Subject Specific Skills</b>		
<b>Learning Outcome</b> <i>Successful students will be able to:</i>	<b>Module in which this is delivered</b>	<b>Principal forms of assessment (of the Level Outcome) used</b>
Apply key concepts to critically discuss the social, political, economic, and cultural factors that have led to the global problem of environmental 'unsustainability'	The politics of sustainability	Time-line project, book review, unseen exam
Apply specific environmental ethical approaches to particular questions in order to arrive a defensible position	Environmental ethics	Group presentation
Identify and compare the arguments made by two different environmental ethical approaches to a particular environmental issue or problem	Environmental ethics	Review
Write an effective essay that expresses independent reasoning and judgement about an environmental issue or problem	The Politics of sustainability Environmental ethics	Unseen exam Essay
Use appropriate bibliographic search tools to find relevant materials in hard copy and electronic formats; use the library and electronic sources to locate primary and secondary sources in Environmental Studies or pertinent cognate disciplines	The politics of sustainability Environmental ethics	Time-line project, book review Group presentation, review, essay

<b>Key or Transferable Skills (graduate attributes)</b>		
<b>Learning Outcome</b> <i>Successful students will be able to:</i>	<b>Module in which this is delivered</b>	<b>Principal forms of assessment (of the Level Outcome) used</b>
Synthesise abstract information, present them in your own words and build an argument in support of a specific claim or set of claims	The politics of sustainability Environmental ethics	Book review, time-line project, exam Review, group presentation, essay
Communicate effectively in written form	The politics of sustainability Environmental ethics	Book review, unseen exam Review, essay

Speak, listen, and ask and answer questions with confidence	The politics of sustainability Environmental ethics	Tutorial participation in both core modules (formative assessment) Group presentation
Work in a team to prepare a presentation and deliver it	Environmental ethics	Group presentation
Carry out research using a range of textual and electronic resources	The politics of sustainability Environmental ethics	Time-line project, book review Group presentation, essay
Present written work in an appropriate scholarly style using the Harvard system of citation and referencing	The politics of sustainability Environmental ethics	Time-line project, book review Essay

<b>Core study skills pertinent to the successful transition to University-level study in Year 1 (Level 4)</b>		
<b>Learning Outcome</b>	<b>Module in which this is delivered</b>	<b>Principal forms of assessment (of the Level Outcome) used</b>
<i>Successful students will be able to:</i>		
Take effective lecture notes	The politics of sustainability	Time-line project, exam
Read purposefully and efficiently (e.g., reading for argument, understanding context, summarising key points)	The politics of sustainability Environmental ethics	Book review, exam Review, essay
Gather and use evidence from secondary sources effectively in written work	The politics of sustainability Environmental ethics	Time-line project, book review Essay
Address the question(s) set and formulate one's own questions	The politics of sustainability Environmental ethics	Exam Essay
Effectively organise ideas into a coherent structure (using signposting and other such methods)	The politics of sustainability Environmental ethics	Book review, exam Review, essay
Synthesise abstract information, present them in your own words and build an argument in support of a specific claim or set of claims	The politics of sustainability Environmental ethics	Book review, time-line project, exam Review, group presentation, essay
Communicate effectively in written form	The politics of sustainability Environmental ethics	Book review, unseen exam Review, essay
Speak, listen, and ask and answer questions with confidence	The politics of sustainability Environmental ethics	Tutorial participation in both core modules (formative assessment) Group presentation
Work in a team to prepare a presentation and deliver it	Environmental ethics	Group presentation

Carry out research using a range of textual and electronic resources	The politics of sustainability  Environmental ethics	Time-line project, book review  Group presentation, essay
Present written work in an appropriate scholarly style using the Harvard system of citation and referencing	The politics of sustainability  Environmental ethics	Time-line project, book review  Essay

## Year 2 (Level 5)

In the second year what you learn and do will build on the foundations laid in the first year modules. Core level two modules provide a comprehensive overview of Politics and International Relations approaches to environmental problems and to the policies and regulations that respond to them at local, national, international and global levels. Being inherently interdisciplinary fields, these modules also provide an introduction to environmental research in other disciplinary perspectives such as sociology, human geography and political economy. You will gain key skills of argumentation, independent research and analysis, and giving effective oral presentations.

<b>Subject Knowledge and Understanding</b>		
<b>Learning Outcome</b>	<b>Module in which this is delivered</b>	<b>Principal forms of assessment (of the Level Outcome) used</b>
<i>Successful students will be able to:</i>		
Distinguish between a range of perspectives on environmental issues and appreciate how environmental issues may be understood as inherently contested, political issues	Environmental politics and policy	Essay, portfolio
Identify and explain the political dimensions of environmental issues, while understanding the particular historical, cultural and social contexts in which they arise	Environmental politics and policy	Essay, portfolio, test
Identify and explain the range of strategies available for remediating environmental problems and bringing about environmental-political change, including the policy process at different levels, corporate environmental responsibility, and social movement activism	Environmental politics and policy  International Relations of the environment	Portfolio, test  Essay, exam
Recognise the relevance and limits of environmental knowledge (including scientific data) in explaining and managing the consequences of environmental change	Environmental politics and policy  IR of the environment	Essay, test  Oral presentation, essay, exam
Explain the contribution of Politics and International Relations to the understanding of global	Environmental politics and policy	Essay, test

environmental problems	IR of the environment	Oral presentation, essay, exam
Display detailed knowledge of specific global environmental issues	IR of the environment	Oral presentation, essay, exam

<b>Subject Specific Skills</b>		
<b>Learning Outcome</b>	<b>Module in which this is delivered</b>	<b>Principal forms of assessment (of the Level Outcome) used</b>
<i>Successful students will be able to:</i>		
Apply conceptual tools in order to analyse critically environmental problems and debates	Environmental politics and policy	Essay
Construct effective arguments about particular environmental issues using credible evidence; deconstruct existing arguments about environmental issues by identifying logical fallacies and weaknesses in the evidence presented	Environmental politics and policy	Essay, portfolio
Analyse problems of the global commons	IR of the environment	Oral presentation, essay, exam
Analyse the key issues involved in obtaining international cooperation on environmental issues	IR of the environment	Oral presentation, essay, exam
Combine theoretical and empirical material in order critically to evaluate how global environmental problems are framed and addressed	IR of the environment	Oral presentation, essay, exam

<b>Key or Transferable Skills (graduate attributes)</b>		
<b>Learning Outcome</b>	<b>Module in which this is delivered</b>	<b>Principal forms of assessment (of the Level Outcome) used</b>
<i>Successful students will have the opportunity to develop:</i>		
Evaluate and make use of abstract theories in analysing and resolving problems	Environmental politics	Portfolio, essay
	IR of the environment	Essay, exam
Acquire, assess, organize and engage with a wide variety of sources as part of the practice of research	Environmental politics	Portfolio, essay
	IR of the environment	Essay
Communicate complex arguments supported by appropriate evidence	Environmental politics	Portfolio, essay
	IR of the environment	Essay

Write an abstract for inclusion at the beginning of an assessed essay as a way of summarising the argument (following standard academic form)	Environmental politics	Essay
Conduct independent research	Environmental politics IR of the environment	Essay Essay
Give, receive and respond to feedback	Environmental politics IR of the environment	Portfolio Oral Presentation
Recall information and apply key ideas to problems in order to answer challenging questions under time constraints	IR of the environment	Exam
Effectively and fluently communicate complex arguments supported by appropriate evidence in written and oral form	Environmental politics IR of the environment	Portfolio Oral presentation

### Year 3 (Level 5)

In the third year you will deepen your knowledge of selected environmental topics by choosing to study two or more modules in a range of subjects that reflect the specialist expertise and active research interests of members of staff. You may also choose to write a research dissertation on a subject relevant to Environmental Studies, worth 30 credits (if you are taking the major ES route, then a dissertation is compulsory). The dissertation project may be library-based or involve 'hands-on' empirical research. In either case you will work under the guidance of a member of the staff group with a wealth of experience in theoretical and empirical research.

If you are taking the major route you are required to take the Environment and Sustainability Case Study module, which involves a group project on an environmental policy-relevant topic and emphasises the acquisition of employability skills by simulating an interdisciplinary project carried out under a professional consultancy contract

<b>Subject Knowledge and Understanding</b>		
<b>Learning Outcome</b>	<b>Module in which this is delivered</b>	<b>Principal forms of assessment (of the Level Outcome) used</b>
<i>Successful students will be able to demonstrate knowledge &amp; understanding of:</i>		
Understand and evaluate the contribution of different disciplinary approaches (from the natural and social sciences) to the identification, analysis, understanding and, where appropriate, resolution of environmental issues and concerns	Dissertation Case Study  All elective modules approved as part of the ES Principal Programme	Dissertation Case study presentation and report  Programme approved electives modules are assessed in a variety of ways including: research essays, portfolios, presentations and exams
Explain the social, political, economic, and cultural factors that	Dissertation	Dissertation

have led to the global problem of environmental 'unsustainability' and what are the factors that may lead to a more sustainable future for human societies	Case Study  All elective modules approved as part of the ES Principal Programme	Case Study presentation and report  Programme approved elective modules are assessed in a variety of ways including: research essays, portfolios, presentations and exams
Understand the importance of, as well as how to carry out, interdisciplinary and holistic environmental analysis	Dissertation Case Study  All elective modules approved as part of the ES Principal Programme	Dissertation Case Study presentation and report  Programme approved elective modules are assessed in a variety of ways including: research essays, portfolios, presentations and exams

<b>Subject Specific Skills</b>		
<b>Learning Outcome</b>	<b>Module in which this is delivered</b>	<b>Principal forms of assessment (of the Level Outcome) used</b>
<i>Successful students will be able to:</i>		
Apply established theories and methods of inquiry within the field of Environmental Studies to understanding and resolving new and unfamiliar environmental problems in areas of current research activity	Dissertation Case Study  All elective modules approved as part of the ES Principal Programme	Dissertation Case Study presentation and report  Programme approved elective modules are assessed in a variety of ways including: research essays, portfolios, presentations and exams
Describe and make critical judgements about developments in current areas of research in environmental social science	Dissertation Case Study  All elective modules approved as part of the ES Principal Programme	Dissertation Case Study presentation and report  Programme approved elective modules are assessed in a variety of ways including: research essays, portfolios, presentations and exams
Identify possible directions in which further empirical research and theoretical development might take place in the field of Environmental Studies	Dissertation Case Study  All elective modules approved as part of the ES Principal Programme	Dissertation Case Study presentation and report  Programme approved elective modules are assessed in a variety of ways including: research essays, portfolios, presentations and exams
Communicate ideas informed by contemporary research and new developments in environmental	Dissertation Case Study	Dissertation Case Study presentation and

social science both orally and in writing	All elective modules approved as part of the ES Principal Programme	report Programme approved elective modules are assessed in a variety of ways including: research essays, portfolios, presentations and exams
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<b>Key or Transferable Skills (graduate attributes)</b>		
<b>Learning Outcome</b>	<b>Module in which this is delivered</b>	<b>Principal forms of assessment (of the Level Outcome) used</b>
<i>Successful students will have the opportunity to develop:</i>		
Manage your own learning making use of appropriate materials in a current area of research activity	Dissertation Case Study  All elective modules approved as part of the ES Principal Programme	Dissertation Case Study presentation and report  Programme approved elective modules are assessed in a variety of ways including: research essays, portfolios, presentations and exams
Work productively in a largely unstructured context exercising initiative and personal responsibility	Dissertation Case Study  All elective modules approved as part of the ES Principal Programme	Dissertation Case Study presentation and report  Programme approved elective modules are assessed in a variety of ways including: research essays, portfolios, presentations and exams
Make decisions and plan activity in uncertain and unpredictable contexts	Dissertation Case Study  All elective modules approved as part of the ES Principal Programme	Dissertation Case Study presentation and report  Programme approved elective modules are assessed in a variety of ways including: research essays, portfolios, presentations and exams
Work in a team to prepare a presentation and deliver it	Case Study	Case Study presentation
Carry out research using a range of textual and electronic resources	Dissertation Case Study  All elective modules approved as part of the ES Principal Programme	Dissertation Case Study presentation and report  Programme approved elective modules are assessed in a variety of ways including: research essays, portfolios, presentations and exams

## 9. Final and intermediate awards

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

<b>Honours Degree</b>	360 credits	<p>You will require at least 120 credits at levels 4, 5 and 6</p> <p>The number of Environmental Studies credits a student requires depends on whether Environmental Studies is taken as a Dual, Major or Minor Honours award.</p> <p><b>Dual Honours:</b> Where Environmental Studies is taken as a Dual Honours Principal subject a student must obtain at least 120 credits in Environmental Studies and at least 120 credits in their other Principal subject over the course of their degree. Students must take at least 30 credits in Environmental Studies in Year 1 (Level 4) and 45 credits in Years 2 and 3 (Levels 5 and 6) in each of their two Principal subjects.</p> <p><b>Major Route:</b> Where Environmental Studies is taken as a Major subject a student must obtain at least 225 credits in Environmental Studies and at least 90 credits in their other Minor subject over the course of their degree. Students taking Environmental Studies as a Major subject must obtain at least 30 credits in Environmental Studies at each level of study.</p> <p><b>Minor Route:</b> You will require at least 90 credits in Environmental Studies and at least 225 credits in your other Major subject over the course of the degree. Students taking Environmental Studies as a Minor subject must obtain at least 30 credits in Environmental Studies in Year 1 (level 4) and 45 credits in Environmental Studies in Year 2 (level 5).</p>
<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

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

## 10. How is the Programme assessed?

The wide variety of assessment methods used within Environmental Studies 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 within Environmental Studies:

- **Essays** allow you to demonstrate your 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)

- **Unseen and seen examinations** and **class tests** investigate students' knowledge of the relevant aspects of Environmental Studies. Examinations require students to answer questions by writing a number of short essays
- **Research design projects** and associated **research papers** allow students to demonstrate their ability to formulate a research question and identify an appropriate research methodology as part of the task of designing and implementing a research strategy to enable them to address the research question effectively
- **Oral presentations** assess individual students' subject knowledge and understanding. They also test their ability to work effectively as members of a team, to communicate what they know orally and visually, and to reflect on these processes as part of their own personal development
- **Portfolios, worksheets and timelines** may consist of a range of different pieces of work while usually also including evidence of research, critical reflection and development of core skills (e.g., argumentation, attribution, referencing, ICT skills) but routinely include a requirement that students provide some evidence of critical reflection on the development of their own learning
- **Reviews and critiques** 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

Marking is designed around assessing whether students have achieved the learning outcomes. Some work is only 'formative' assessment: this work does not count towards final module marks but allows students to monitor their own progress and assists staff in identifying and addressing learning needs. Purely formative assessment is not always formally marked and is concentrated in Year 1 (Level 4) of the programme when students are tested – and provided with extensive feedback - on both the quality of their academic writing and the development of their subject knowledge and understanding. Feedback, including guidance on how students can improve the quality of their work, is also provided on summative assessments and more informally in the course of tutorial and seminar discussions. Summative assessment exercises occurring in the early or middle part of modules (as distinct from at the end) provide additional opportunities for students to benefit from formative feedback enabling them to improve upon their performance.

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	Year 1 (Level 4)	Year 2 (Level 5)	Year 3 (Level 6)
Scheduled learning and teaching activities	16%	14%	13%
Guided independent Study	84%	73%	87%
Placements	0%	13%	0%

## 12. Accreditation

This programme does not have accreditation from an external body.

## 13. 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/>

A student who has completed a semester abroad will not normally be eligible to transfer onto the International Year option.

## 14. What are the typical admission requirements for the programme?

Subject	A-level	Subjects not included	International Baccalaureate	BTEC	Access to Higher Education Diploma	GCSE requirements
Environmental Studies (Dual Honours)	ABB	None	32 points	DDM	Obtain Access to Higher Education Diploma with 30 Level 3 credits at Distinction	Maths @ C (or 4) English Lang @ C (or 4)

Applicants who are not currently undertaking any formal study or who have been out of formal education for more than 3 years and are not qualified to A-level or BTEC standard may be offered entry to the University's Foundation Year Programme.

Applicants for whom English is not a first language must provide evidence of a recognised qualification in English language. The minimum score for entry to the Programme is Academic IELTS 6.0 or equivalent.

Please note: All non-native English speaking students are required to undertake a diagnostic English language assessment on arrival at Keele, to determine whether English language support may help them succeed with their studies. An English language module may be compulsory for some students during their first year at Keele.

Accreditation of Prior Learning (APL) is considered on a case-by-case basis and those interested should contact the Programme Director. The University's guidelines on this can be found here:

<http://www.keele.ac.uk/qa/accreditationofpriorlearning/>

## 15. How are students supported on the programme?

Support for student learning on the Environmental Studies Programme is provided in the following ways:

- Module coordinators and tutorial group leaders provide support for learning on the modules and in the tutorial groups for which they are responsible.
- Module co-ordinators and tutorial group leaders also give individual feedback on in-course assessments, all essays submitted and more general feedback on examinations.
- Support is also available from the Director of the Environmental Studies Principal Programme, the School's Director of Learning and Teaching and the school office. An annual School Assembly is held each October to inform and remind students of all aspects of the SPIRE community and an annual module fair

is organised to help students with module choices

- Every student is allocated to a personal tutor who is responsible for reviewing, and advising on, students' academic progress in Environmental Studies and on their other Principal Programme.
- Personal tutors also act as a first point of contact for students on non-academic issues which may affect their learning and can refer students on to a range of specialist health, welfare and financial services co-ordinated by the University's Student Support and Development Services.
- Additional help with University level study skills is available from the Student Life and Learning Team.
- All members of teaching staff on the Environmental Studies Principal Programme are available to see students during advertised weekly office hours and at other times by appointment.

Students whose first language is not English are able to enrol on the English for Academic Purposes Modules offered by the Language Learning Unit as part of their Elective Programme.

## 16. Learning Resources

Environmental Studies is taught in modern teaching rooms across the University, almost all of which are equipped with computers, internet access and electronic whiteboards or projection equipment. Rooms may be arranged either in traditional lecture format or more informally to allow students to work together in small groups.

The learning resources available to students on the Environmental Studies Programme include:

- The extensive collection of Environmental Studies materials relevant to undergraduate study held in the University Library: these materials include books, journals and government publications. Much of this material is also accessible online for Keele students from anywhere in the world.
- The Keele Learning Environment (KLE) provides easy access to a wide range of learning resources including lecture notes, electronic materials available in a repository maintained by the University Library and other resources – video, audio and text-based – accessible from external providers via the internet.
- Effective Communication: a Resource for SPIRE Students is SPIRE's study resources module within the KLE. This module is tailor-made to support Environmental Studies students. It contains a wealth of electronically accessible materials giving guidance, often interactive, on almost all aspects of study, including: finding and evaluating sources of information; planning and writing essays, research papers and dissertations; acknowledging sources appropriately using the Harvard system; working with others in groups and teams, and preparing and delivering oral presentations.
- Electronic Access to Periodicals: A Resource for SPIRE Students is another support module created especially within the KLE for students of Politics, International Relations, Philosophy and Environment, which enables them more easily to make full use of the over 650 academic journals relevant to their degree programmes that are electronically available to Keele students free of charge.

## 17. Other learning opportunities

### Study abroad (semester)

Students on the Environmental Studies 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 at Annex A.

### **Other opportunities**

#### **Fieldwork**

Students on the Environmental Studies Principal Programme have the opportunity to engage in fieldwork and work-based learning as part of their degree if they choose to take the Work Experience or the Practice of Politics modules as programme approved elective in their second year.

#### **Co-curricular activities**

Given that Environment and Sustainability are important research themes for Keele, there are always many co-curricular learning opportunities for students of environmental issues. The Centre for Research on Environmental Action and Thought (CREATE), based in SPIRE puts on regular seminars to which all students are invited to attend. They provide opportunities for discussion and debate with staff and postgraduate students. The Keele Hub for Sustainability also offers regular events, such as workshops and guest lectures, which will be of interest to students studying environmental issues. The Hub's outreach activities offer opportunities for student volunteering, which can enable hands on learning on sustainability-related topics. Information can be found on the Keele Hub for Sustainability webpages. Students may also wish to join the Think:Green student society or to get involved with campus gardening or other environmental projects.

### **18. Additional 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 undergraduate programme.

### **19. Quality management and enhancement**

The quality and standards of learning in Environmental Studies are subject to a continuous process of monitoring, review and enhancement.

- The Learning and Teaching Committee of the School of Politics, International Relations and Philosophy is responsible for reviewing and monitoring quality management and enhancement procedures and activities across the School.
- Individual modules and the Environmental Studies Programme as a whole are reviewed and enhanced

every year in the annual programme review which takes place at the end of the academic year and as part of the University's Curriculum Annual Review and Development (CARD) process.

- The programmes are run in accordance with the University's Quality Assurance procedures and are subject to periodic reviews under the Internal Quality Audit (IQA) process.

Student evaluation of, and feedback on, the quality of learning on every Environmental Studies module takes place every year using a variety of different methods:

- The results of student evaluations of all modules are reported to module leaders and reviewed by the Programme Committee as part of the Curriculum Annual Review and Development (CARD) process.
- Findings related to the Environmental Studies Programmes from the annual National Student Survey (NSS), and from regular surveys of the student experience conducted by the University, are subjected to careful analysis and a planned response at programme and School level.
- Feedback received from representatives of students in all three years of the Environmental Studies Programme is considered and acted on at regular meetings of the Programmes Staff/Student Liaison Committee.

The University appoints senior members of academic staff from other universities to act as external examiners on all programmes. They are responsible for:

- Approving examination questions
- Confirming all marks which contribute to a student's degree
- Reviewing and giving advice on the structure and content of the programme and assessment procedures

Information about current external examiner(s) can be found here:

<http://www.keele.ac.uk/qa/externalexaminers/currentexternalexaminers/>

## 20. The principles of programme design

The Environmental Studies Programmes described in this document have been drawn up with reference to, and in accordance with the guidance set out in, the following documents:

- a. UK Quality Code for Higher Education, Quality Assurance Agency for Higher Education:  
<http://www.qaa.ac.uk/assuring-standards-and-quality/the-quality-code>
- b. QAA Subject Benchmark Statement: Earth Sciences, Environmental Sciences and Environmental Studies (2014)  
<http://www.qaa.ac.uk/en/Publications/Documents/SBS-earth-sciences-14.pdf>
- c. Keele University Regulations and Guidance for Students and Staff: <http://www.keele.ac.uk/regulations>

## 21. Document Version History

Version history	Date	Notes
Date first created	October 2016	
Revision history		
Date approved		

## Programme Specification

### Annex A for Dual Honours Programmes

Please note: in order to be eligible to take the International Year option your other subject must also offer this option. Please refer to the information published in the course document for your other subject.

#### International Year Programme

Students registered for Dual Honours Environmental Studies may either be admitted for or apply to transfer during their period of study at Level 5 to the Dual Honours programme in both their principal subjects, providing that they meet the progression criteria outlined in this document. Students accepted onto the International Year programme will have an extra year of study at an international partner institution after they have completed Year 2 (Level 5) at Keele.

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 Dual Honours programme without the International Year and progress to Level 6 on that basis. The failure will be recorded on the student's final transcript.

Study at Level 4, Level 5 and Level 6 will be as per the main body of this programme specification. The additional detail contained in this annex will pertain solely to students registered for Environmental Studies with International Year'.

#### International Year Programme Aims

In addition to the programme aims specified in the main body of the programme specification, 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 at Level 5 is normally required)
- General Aptitude (to be demonstrated by application for study abroad, interview during the 2<sup>nd</sup> semester of year 2 (Level 5), and by recommendation of the student's personal tutor, 1<sup>st</sup> and 2<sup>nd</sup> year tutors and programme director)

#### Student Support

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

- Phone or Skype conversations with Study Abroad tutors, 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:

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

In addition, students who complete 'Environmental Studies with International Year' will be able to:

- i) Design, plan and critically evaluate research projects with respect to environmental studies, record relevant information accurately and systematically and be able to reflect on a range of sources in a critical manner
- ii) Integrate, apply and develop enhanced principles relating to the analysis of environmental studies; recognise, describe and explain cultural phenomena across national boundaries and reflect critically upon problems relating to contemporary politics, society and culture

Please note that students on Dual Honours programmes with International Year must meet the subject-specific learning outcomes for BOTH their principal subjects.

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.

### **Course Regulations**

Students registered for the 'Environmental Studies with International Year' are subject to the course 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 areas.

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 Environmental Studies module with significant overlap to Level 6 modules to be studied 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.