

## Programme Specification: Undergraduate

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

#### 1. Course Summary

<b>Names of programme(s) and award title(s)</b>	Master in Liberal Arts (M.LibArts) Master in Liberal Arts (M.LibArts) with International Year (see Annex A for details)
<b>Award type</b>	Integrated Masters
<b>Mode of study</b>	Full time
<b>Framework of Higher Education Qualification (FHEQ) level of final award</b>	Level 7
<b>Duration</b>	4 years 5 years with International Year
<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**  The fee for the international year abroad is calculated at 15% of the standard year fee
<b>Additional Costs</b>	Refer to section 18

*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 an Integrated Masters programme?

Integrated master's awards are delivered through a programme that combines study at the level of a bachelor's degree, with honours, with study at master's level. Students pursue undergraduate-level studies before progressing to study at an advanced level, allowing them to graduate with a master's degree after a single four-

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\* 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/>

year programme of study. The Master of Liberal Arts award reflects an extra year of study including research training in one or more specific disciplines and completion of an extended research project.

In keeping with Keele's commitment to breadth in the curriculum, the programme gives students the opportunity to take some modules outside core Liberal Arts provision, in other disciplines and in modern foreign languages as part of a 480-credit degree. Thus it enables students to gain, and to 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 60 year history. For the first time, however, it is employing that extensive experience to offer named 'Liberal Arts' degrees. The result is a distinctive and inspiring programme designed to absorb and excite students over their years of study.

The Integrated Masters programme offers students four 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. Second, 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. A Master in Liberal Arts has the capacity to research combining the liberal arts approach with advanced research skills from a specific academic discipline. Third, 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. Fourth, 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: philosophy, cultural studies, and social science methods. 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.

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 (KILAS), which hosts the 'Grand Challenges' Lecture Series on contemporary issues. Hence KILAS 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 traditional academic skills and a broader 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, being asked to confront creative and policy challenges.

While much of the above is achieved through the first three years of the programme, the Integrated Master's programme aspires to hone the student's research skills, while continuing to emphasise the breadth inherent to any liberal arts 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 become adept at understanding the strengths and weaknesses of different approaches to research and at designing their own research projects in the first three years of the programme. The further year of study, however, is designed to achieve a partnering of advanced knowledge and skills from a specific discipline with the liberal arts approach emphasised in the programme's first three years. This partnering involves a change of approach in three respects. First, students will gain advanced, specialist knowledge in an area of their choice by taking Masters-level modules from across the faculty's offerings. Second, the students will learn research skills at a higher level and in a specific discipline. Whether that is working with texts as a literature scholar or historian, learning the advanced skills of a research social scientist or being trained in new creative practices, the student will have the chance to develop their research or creative capacities. Together, these two approaches should allow the student to develop a disciplinary expertise which might later allow the student to pursue research towards a Ph.D. or to work in professions that demand research skills. Third, the student will have the opportunity to demonstrate these newfound skills through their development of an advanced research project which will be designed to combine the approach of the specific with a liberal arts approach.

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 students to:

- develop traditional academic skills of evidence gathering, the handling and processing of information, argument and communication
- develop creative and practical problem-solving skills
- expand imagination and nurture curiosity, so as to develop life-long learning habits
- develop high-level research skills, integrating a disciplinary specific approach with the breadth of a liberal arts approach

#### **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 demonstrate knowledge and understanding of:

- the key concepts, approaches and methods of the Liberal Arts e.g. inter-disciplinarity, inter-relatedness, connectivity and complexity
- the contested nature and problematic character of inquiry in the Liberal Arts

- key theories of culture
- philosophical modes of thought and methods of philosophical research
- the scientific method in social inquiry and criticisms of that approach
- decision-making techniques
- key theories of creativity
- major social and economic challenges
- a specific, discipline-based field of study including key concepts at the forefront of study in that field
- techniques applicable to research, advanced scholarship or creative practice in their chosen disciplinary field and how those techniques are used to create and interpret knowledge in that discipline

### **Subject specific skills**

Successful students will be able to:

- apply concepts, theories methods and practices used in the Liberal Arts
- deal with complex issues both systematically and creatively, despite incomplete information and uncertainty
- 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
- evaluate, in their chosen specific discipline, current research and advanced scholarship
- evaluate methodologies, skills and practices and develop critiques of them
- design and conduct and report on their own original 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, to both specialist and non-specialist audiences
- 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.

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

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.

Our educational programme and learning environment is designed to help students to become well-rounded graduates who are capable of making a positive and valued contribution in a complex and rapidly changing world, whichever spheres of life the graduate chooses to engage with after their studies are completed.

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

Much of the programme is underpinned by innovative teaching. For example, 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 interests 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.

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 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.

At Level 4 and 5 (Years 1 and 2), all students will take the compulsory core modules in Semesters 1 and 2 to a value of 60 credits, as indicated in the table below.

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

At Level 7 (Year 4), those taking the Master in Liberal Arts degree will choose a programme based on existing Level 7 teaching in Humanities and Social Sciences disciplines to develop a combination of subject and research modules, before writing a Liberal Arts dissertation (60 credits).

#### Year 1 (Level 4)

Core modules	Credits	Elective modules	Credits
Understanding the World Through the Liberal Arts	30	<i>See 'Elective Choices' section below</i>	
Ten Problems of Philosophy (from Philosophy Programme)	15		
Understanding Culture (from Media, Communications & Culture Programme)	15		

#### Year 2 (Level 5)

Core modules	Credits	Elective modules	Credits
Using Social Science to Solve Problems	30	<i>See 'Elective Choices' section below</i>	
Creative Arts and Humanities	30		

#### Year 3 (Level 6)

Core modules	Credits	Elective modules	Credits
Independent Study Project – Dissertation OR Independent Study Project - Creative Project	30	<i>See 'Elective Choices' section below</i>	
Grand Challenges in Society (shared with Natural Sciences Programme)	15		

#### Year 4 (Level 7)

Core modules	Credits	Elective modules	Credits
Masters Dissertation OR Masters Creative Project	60		
Taught MA Module	15		
Research Training Module	15		

### **Elective Choices and Taking a ‘Concentration’ in Liberal Arts**

As illustrated above, Liberal Arts students choose elective modules to supplement the core provision in Liberal Arts. These choices are an integral part of the Liberal Arts programme. The Faculty of Humanities and Social Sciences offers an extraordinarily broad range of elective modules, covering the entire range of programmes offered by the faculty: American Studies, Creative Writing, English, Film, History, Music, Music Technology and Media, Communications & Culture; Accounting, Business, Economics, Finance, Human Resource Management, Management, Marketing; Law; Environmental Studies, International Relations, Politics and Philosophy; Criminology, Education, Sociology. 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 elective choices. Two particular categories of elective module are identified below.

#### **i. Programme Electives**

Certain modules have been identified as particularly appropriate for Liberal Arts students. The availability of these ‘programme elective’ 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.

AMS-10024 New York, New York	New York City holds a special place in the popular imagination. Immortalised in cinema, literature, visual art and song, it continues to symbolise much that is iconic about the United States, but also to maintain a unique identity as somewhere diverse, inclusive, democratic and edgy. This module offers students a chance to explore and discuss the icons, the myths and the realities of this infamous urban space, and at the same time, through a range of texts which includes literature, film, visual art and journalism.
SOC-10013 Modernity and its Darkside	The idea of the modern individual and society is tied to wider social and political understandings about the world that we live in. As our understandings of the world change, so do ideas of who we are and what our place in the world is. This module examines some of the key themes and concepts associated with the “modern” individual and the wider context within which some are labelled as modern and others traditional. Key themes include a study of the enlightenment period, the birth of commercial society, modern state and the idea of citizenship. The module also looks at the dark side of modernity - what is classed as abnormal, supernatural and irrational? - and society’s attempt to control the pathological and paranoid desires of its members.
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.
MDS-20024 Teenage Dreams: Youth Subcultures in Fiction, Film and Theory	This module examines a range of theories related to the concept of subcultures, and how they relate to wider issues of class, gender, sexuality and ethnicity. Students look at the development of subcultural theory from the Chicago School, the Birmingham School and semiotics through to postmodern theories. This theoretical context will be discussed with respect to a range of textual representations of youth subcultures including fiction, film, fashion, pop songs and lyrics. Students explore issues related to the identification and historical development of a range of youth subcultures including teenagers, Mods, Rockers, punk, hip hop, R'n'B, and postmodern and analyse the way in which subcultures produce meaning and how they relate to concerns in mainstream culture.
AMS-20056 Burning Crosses: Religion and American Culture	This module offers a broadly chronological look at religion's importance in American cultural movements. It aims to raise students' awareness of the complex interactions between religious faith and cultural production through readings of a wide variety of stimulating and challenging texts, from literature, cinema and visual art. These diverse texts, which deal with equally diverse belief systems, show how in both celebration of and violent reaction to organised religion, culture is inextricably bound up with belief. One of the questions the module will address is: in an era when the death of religion has been widely cited, how does one account for the apparent resurgence and centrality of religious belief in American life?
LAW-20035 Law, Science & Society	This module addresses the legal problems that form the basis of much daily media coverage. It gives students the opportunity to grapple with contemporary debates in science, including issues as diverse as the teaching of science in public schools and the role of the scientific expert in courts, the recent MMR vaccine scare and the relation between research and public health, and the controversy over the teaching of creationism under the science curriculum. The module aims to introduce the students to empirical methods of examining the law, drawing especially on techniques in anthropology and sociology.
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-20040 City, Culture, Society	This module provides an introduction and overview of the historical development of the urban concentrating on key approaches and perspectives and analyses of the transition to and experience of urban life in modernity. It will trace key elements and factors that distinguish characteristic features of the city and the urban and discuss the development of new forms of urbanisation in respect of post-modern debates and globalisation. It therefore links historical and extant urban issues and problems with those of wider sociological relevance such as class, gender, ethnicity,



	governance, social and environmental sustainability etc. to consider the contemporary experience of urban growth and expansion as well as issues of security, quality of life and opportunity.
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

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 elective choices by a personal tutor, as elective 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.

## iii. A 'Concentration' Theme

Some students will prefer to follow a particular theme, rather than a discipline, in their elective choices. This theme is likely to cut across disciplines. For example, students might choose to focus their elective 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), environmental ethics (PIR-10059: Environmental Ethics), 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.

## iv. Level 7

The approach to elective choices is slightly different in the final year of the Integrated Masters course, as reflected in the table above. First, students will gain advanced, specialist knowledge in a discipline of their choice by taking Masters-level modules selected from across the faculty's offerings ("Taught MA Module"). Students will be able to choose electives from across the faculty's range of postgraduate taught provision. Second, students will learn research skills at a higher level and in a specific discipline by choosing at least two research training modules so they are suitably equipped to pursue their final research project. A student keen to specialise in English Literatures, for example, might combine research training modules in 'Research Skills in the Humanities', 'Reflective Practice in the Humanities', a 30-credit module in 'Contemporary American Literature' and develop their own research dissertation. Similar pathways will be available in most disciplines taught in the faculty.

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)

<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>		
Perspectives and approaches associated with the study of Liberal Arts	Understanding the World Through the Liberal Arts	First Portfolio, Second Portfolio, Essay
Key theoretical and methodological concepts in the Liberal Arts	Understanding the World Through the Liberal Arts	First Portfolio, Second Portfolio, Essay
Issues surrounding knowledge, narrative and evidence	Understanding the World Through the Liberal Arts	First Portfolio, Second Portfolio, Essay
Inter-relatedness, connectivity and complexity across art, culture, society and historical process.	Understanding the World Through the Liberal Arts	First Portfolio, Second Portfolio, Essay
Key theories of culture	Understanding Culture	Short Paper, Essay
The role of class, language and identity in the formation of culture	Understanding Culture	Short Paper, Essay
Main topics in epistemology, metaphysics and philosophical logic, including the distinctive agendas of each approach	Ten Problems of Philosophy	Group Presentation, Portfolio, Essay
Philosophical modes of thought	Ten Problems of Philosophy	Group Presentation, Portfolio, Essay
Methods of philosophical research	Ten Problems of Philosophy	Portfolio, Essay

<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>		
Outline key theoretical concepts, perspectives and methods in the liberal arts	Understanding the World Through the Liberal Arts	First Portfolio, Second Portfolio, Essay
Recognise the contentious nature of human knowledge	Understanding the World Through the Liberal Arts	First Portfolio, Second Portfolio, Essay
Discuss and analyse a range of 'texts' using liberal arts approaches and perspectives	Understanding the World Through the Liberal Arts	Second Portfolio
Apply theories of culture to a variety of cultural texts	Understanding Culture	Short Paper, Essay
Identify technical and formal approaches to the study of literary texts and visual materials	Understanding Culture	Short Paper, Essay

Apply key philosophical concepts to central problems of philosophy	Ten Problems of Philosophy	Group Presentation, Portfolio, Essay
Identify principal arguments in, and critically engage with, philosophical texts.	Ten Problems of Philosophy	Group Presentation, Portfolio, Essay
Develop and present coherent philosophical arguments, supported by research.	Ten Problems of Philosophy	Group Presentation, Essay

<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>		
Clear presentation of their material, in written form.	Understanding the World Through the Liberal Arts Understanding Culture Ten Problems of Philosophy	First Portfolio, Second Portfolio, Essay Short Paper, Essay Group Presentation, Portfolio, Essay
Critical and creative thinking, including when reviewing their own work	Understanding the World Through the Liberal Arts Ten Problems of Philosophy	First Portfolio, Second Portfolio, Essay Group Presentation, Portfolio, Essay
Capacity to synthesize information and evidence from a variety of diverse sources.	Understanding the World Through the Liberal Arts	First Portfolio, Second Portfolio, Essay
Close and contextual reading skills	Understanding Culture	Short Paper, Essay
Skills of logical reasoning and argument	Ten Problems of Philosophy	Group Presentation, Portfolio, Essay

## Year 2 (Level 5)

<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>		
A range of research methods in the Social Sciences	Using Social Science To Solve Problems	Portfolio
The principles underpinning evidence-based approach to research and the use of the scientific method.	Using Social Science To Solve Problems	Portfolio Research Analysis

Approaches to decision-making and problem-solving	Using Social Science To Solve Problems	Portfolio
Challenges to the scientific method	Using Social Science To Solve Problems	Portfolio
The relationship between human values and the Arts and creativity	Creative Arts and Humanities	Portfolio, Creative Brief, Essay
The contribution of the Arts to culture, education, self-expression and public life, including their role in the formation and development of social, regional and national identity.	Creative Arts and Humanities	Portfolio, Essay
Key theoretical concepts relating to creativity and the nature of the creative process	Creative Arts and Humanities	Portfolio, Creative Brief, Essay
The relationship between knowledge and art; the nature and meaning of aesthetic experience	Creative Arts and Humanities	Portfolio, Essay

<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>		
Explain the application of the scientific method to the study of social phenomena	Using Social Science To Solve Problems	Portfolio
Identify and explain the limitations of the scientific approach	Using Social Science To Solve Problems	Portfolio, Research Analysis
Analyse existing social science research	Using Social Science To Solve Problems	Portfolio, Research Analysis
Explain different understandings of the decision-making process	Using Social Science To Solve Problems	Portfolio
Apply one or more approaches to decision-making for real world policy challenges	Using Social Science To Solve Problems	Portfolio, PBL Exercise 2, Policy Report
Identify and apply means to address a real world policy problem.	Using Social Science To Solve Problems	Portfolio, PBL Exercise 2, Policy Report
Prepare a formal policy report	Using Social Science To Solve Problems	Policy Report
Develop their creative practice effectively in one or more media	Creative Arts and Humanities	Portfolio, Creative Brief, Essay
Apply theoretical concepts to their own creative work	Creative Arts and Humanities	Portfolio, Creative Brief, Essay
Communicate their understanding of their own creative process within	Creative Arts and Humanities	Portfolio, Essay

a theoretical framework		
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<b>Key or Transferable 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 have the opportunity to develop:</i>		
Their capacity to analyse evidence-based argument and research	Using Social Science To Solve Problems	Portfolio, Research Analysis, PBL Exercise 2, Policy Report
Policy report preparation and delivery	Using Social Science To Solve Problems	Policy Report
Their capacity to search out and synthesise information from a variety of sources	Using Social Science To Solve Problems Creative Arts and Humanities	Policy Report Portfolio, Creative Brief
Their creative practice	Creative Arts and Humanities	Portfolio, Essay, Creative Brief
Their decision-making and creative problem-solving skills	Using Social Science To Solve Problems Creative Arts and Humanities	Portfolio, PBL Exercise 2, Policy Report Portfolio, Essay, Creative Brief

### Year 3 (Level 6)

<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>		
Liberal arts perspectives and approaches, through both their application in developing an extended project and in analysing potential solutions to global and regional problems.	ISP - Dissertation ISP – Creative Project Grand Challenges in Society	Research Report, Presentation Creative Brief Presentation Critical Review, Group Project, Essay
Research/Creative design choices and problem solving techniques, in selecting methods and theory to address a problem	ISP – Dissertation ISP – Creative Project	Research Report Presentation Creative Brief Presentation
The requirement to take an interdisciplinary approach to the addressing of real world problems.	Grand Challenges in Society	Critical Review, Group Project, Essay
Complex problems, both regional and global, alongside potential solutions and their limitations	Grand Challenges in Society	Critical Review, Group Project, Essay

<b>Subject Specific Skills</b>
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<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>		
Deliver an extended research/creative project from within the perspective and approaches of the Liberal Arts	ISP – Dissertation ISP – Creative Project	Research Report Presentation Creative Brief Presentation
Apply knowledge of the broad spectrum of Liberal Arts approaches to both broad issues and a specific topic/project	ISP – Dissertation ISP – Creative Project Grand Challenges in Society	Research Report Presentation Creative Brief Presentation Critical Review, Group Project, Essay
Choose between, and apply, concepts, theories and methods to a specific problem or creative process	ISP – Dissertation ISP – Creative Project	Research Report Presentation Creative Brief Presentation
Recognise different disciplinary and inter-disciplinary approaches to societal problems	Grand Challenges in Society	Critical Review, Group Project, Essay
Analyse the virtues and limitations of proposed solutions to problems, with a view to creative work in developing new solutions.	Grand Challenges in Society	Critical Review, Group Project, Essay

<b>Key or Transferable 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 have the opportunity to develop:</i>		
A range of appropriate research/creative skills, specifics depending on the nature of their chosen ISP project.	ISP – Dissertation ISP – Creative Project	Research Report Presentation Creative Brief Presentation
Their skills in designing and applying a solution to a particular problem or project, particularly by making informed choices between approaches and recognising resource limitations.	ISP – Dissertation ISP – Creative Project	Research Report Presentation Creative Brief Presentation
Their capacity to work independently on and manage an extended project, supported by regular supervision.	ISP – Dissertation ISP – Creative Project	Research Report Presentation Creative Brief Presentation
Oral and visual presentation skills, particularly in expressing complex ideas to lay audiences.	ISP – Dissertation ISP – Creative Project Grand Challenges in Society	Presentation Presentation Group Project
Written communication skills, particularly in expressing complex ideas	ISP – Dissertation ISP – Creative Project Grand Challenges in Society	Research Report Creative Brief Critical Review, Essay

Work with others to discover creative, innovative solutions to complex issues	Grand Challenges in Society	Group Project
Analytical skills in considering problems from a range of disciplinary and inter-disciplinary perspectives.	Grand Challenges in Society	Critical Review, Group Project, Essay
Recognition of different disciplinary approaches to problems	Grand Challenges in Society	Critical Review, Group Project, Essay
Analytical skills in considering the virtues and limitations of proposed solutions to problems, with a view to creative work in developing new solutions.	Grand Challenges in Society	Critical Review, Group Project, Essay

#### Year 4 (Level 7)

<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>		
Advanced, specialist knowledge in a chosen discipline or disciplines	Subject-specific modules	Subject-specific assessments
Key theoretical approaches and debates in the chosen discipline(s)	Subject-specific modules	Subject-specific assessments
Research methods in the chosen discipline(s)	Research Training Modules	Research Training Assessments
Strengths and weaknesses of the research methods in the chosen discipline	Research Training Modules	Research Training Assessments
A chosen specific research topic or area of creative practice	Masters – Dissertation or Masters - Creative Project	Presentation, Research Report Presentation, Creative Brief

<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 higher-level research skills in the chosen specific discipline	Research Training Modules	Research Training Assessments
Appreciate the strengths and weaknesses of different processes of research/creative production within their chosen discipline, allowing them to...	Research Training Assessments	Research Training Assessments

Evaluate research/creative practice critically, and,	Research Training Assessments	Research Training Assessments
Select between approaches in developing an extended project	Masters – Dissertation or Masters - Creative Project	Presentation, Research Report Presentation, Creative Brief
Pursue research partnering liberal arts with disciplinary-specific approaches.	Masters – Dissertation or Masters - Creative Project	Presentation, Research Report Presentation, Creative Brief
Identify and design an extended project	Masters – Dissertation or Masters - Creative Project	Presentation, Research Report Presentation, Creative Brief
Gather and select information, interpreting and analysing it through the exercise of critical judgement	Masters – Dissertation or Masters - Creative Project	Presentation, Research Report Presentation, Creative Brief
Construct reasoned argument sustained by practices from the specific disciplinary field	Masters - Dissertation Masters - Creative Project	Presentation, Research Report Presentation, Creative Brief
Deliver innovative work	Masters – Dissertation, or Masters - Creative Project	Presentation, Research Report Presentation, Creative Brief

<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>		
Research skills (see previous table for specific detail)	Research Training Modules Masters - Dissertation Masters - Creative Project	Research Training Assessments Presentation, Research Report Presentation, Creative Brief
Independent working and project management skills through design of extended project	Masters - Dissertation Masters - Creative Project	Presentation, Research Report Presentation, Creative Brief
Problem-solving through a critical and analytical approach	Masters – Dissertation, or Masters - Creative Project	Presentation, Research Report Presentation, Creative Brief
Effective communication skills, dealing with written, oral and visual formats and differing audiences.	Masters – Dissertation, or Masters - Creative Project	Presentation, Research Report Presentation, Creative Brief

## 9. Final and intermediate awards

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

<b>Master in Liberal Arts Degree</b>	480 credits	You will require at least 120 credits at levels 4, 5 and 6.  You must accumulate at least 315 credits in Liberal Arts (out of 480 credits overall), with at least 60 credits in each of the four years of study, to graduate with a named Integrated
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		Master's degree in Liberal Arts.
<b>Honours Degree</b>	360 credits	You will require at least 120 credits at levels 4, 5 and 6
<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

**Master in Liberal Arts (M.LibArts) 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 Liberal Arts with International Year. Students who do not complete, or fail the international year, will be transferred to the four-year Liberal Arts programme.

## 10. How is the Programme assessed?

The wide variety of assessment methods used within Liberal Arts 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 Liberal Arts:

- **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	Year 1 (Level 4)	Year 2 (Level 5)	Year 3 (Level 6)	Year 4 (Level 7)
Scheduled learning and teaching activities	19%	17%	16%	10%
Guided independent Study	81%	81%	84%	90%
Placements	0%	2%	0%	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/>

[Course Regulations](#)

*a. Progression within the M.LibArts. programme from Level 5 to 6 and from Level 6 to 7*

From Level 5 to 6

To progress from FHEQ Level 5 of an Integrated Master's Degree to FHEQ Level 6 of the Integrated Master's Degree a student must:

- a) satisfy the normal requirements for progression from FHEQ Level 5 to FHEQ Level 6 as set out in the university's Regulation 1A 11.3 and:
- b) obtain an average of at least 58% across all FHEQ Level 5 modules.

From Level 6 to 7

To progress from FHEQ Level 6 to FHEQ Level 7 a student must at least satisfy the requirements under Regulation 1A for the award of an Honours Degree in the Lower Second Class Honours category.

Any student who fails to satisfy the requirements above shall revert to Honours Degree candidature and be considered for the award of an Honours Degree under the provisions of the university's Regulation 1A. The honours degree award shall be as specified in the programme specification for the BA in Liberal Arts.

*b. Transfer onto the Integrated Masters in Liberal Arts Programme by Single Honours BA Liberal Arts Students*

Regulation 1F, paragraph 2.3 states that the rules governing eligibility for transfer onto an Integrated Masters programme shall be governed by the relevant Course Regulations.

Single Honours BA Liberal Arts students will be eligible to transfer from the BA in Liberal Arts into the M. LibArts. programme if they have,

- met the relevant progression criteria for the BA programme at Levels 4 and 5
- completed Level 5 obtaining an average of at least 58% across all Level 5 modules
- had their transfer approved by the Programme Director

The transfer of course registration will usually be completed before commencing study at Level 6.

*c. Liberal Arts with International Year*

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
Liberal Arts (SH)	ABB	General Studies	34 points	DDD	Obtain Access to HE Dip with 30 L3 credits @ Distinction & 15 @ Merit or higher	Maths or Science @ 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 Programme is provided in the following ways:

- module and tutorial group leaders are responsible for providing support for learning on the modules and in the tutorial groups for which they are responsible. They also give individual feedback on in-course assessments
- every student is allocated to a personal tutor who is responsible for reviewing and advising on students' academic progress in Liberal Arts
- 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
- non-native English-speaking students are offered language classes, facilities and services by the University's English Language Unit. In addition to credit-bearing modules on English for academic study, students also have access to one-to-one tutorials for individual help and advice, and to a wealth of resources for self-study and practice
- additional help with University-level study skills and development can be sought from the Learning Support team within Keele's Student Support and Development Services.

All members of teaching staff on the Liberal Arts programme are available to see students during advertised weekly office hours and at other times by appointment.

## **16. Learning Resources**

Liberal Arts is taught in modern teaching rooms across the University, 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 Programme include:

- the extensive collection of primary and secondary sources relevant to undergraduate study held in the University Library. Some of this material is also accessible online to Keele students from anywhere in the world with a University username and password
- the Keele Learning Environment (KLE) which 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.
- The Keele Institute for Liberal Arts and Sciences (KILAS) is an important contributor to the Liberal Arts, hosting relevant activities including the 'Grand Challenges' Lecture Series and providing a base for students in Keele Hall.

## **17. Other learning opportunities**

### **Study abroad (semester)**

Students on the Liberal Arts 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.

## **18. Additional costs**

These costs have been forecast by the University as accurately as possible but may be subject to change as a result of factors outside of our control (for example, increase in costs for external services). Forecast costs are reviewed on an annual basis to ensure they remain representative. Where additional costs are in direct control of the University we will ensure increases do not exceed 5%.

### **Liberal Arts 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 the associated costs.

As to be expected there will be additional costs for inter-library loans and potential overdue library fines, print and graduation.

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

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

- The Learning and Teaching Committee of the School of Social Science and Public Policy is responsible for reviewing and monitoring quality management and enhancement procedures and activities across the School.
- Individual modules and the Liberal Arts 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 Liberal Arts 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 Liberal Arts 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 Liberal Arts 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 Liberal Arts Programmes described in this document have been drawn up with reference to, and in accordance with the guidance set out in, the following documents:

- UK Quality Code for Higher Education, Quality Assurance Agency for Higher Education: <http://www.qaa.ac.uk/assuring-standards-and-quality/the-quality-code>
- QAA Subject Benchmark Statement: Area Studies (2008); Languages, Cultures and Societies (2015); Philosophy (2015); Politics and International Relations (2015); Sociology (2007).
- QAA Characteristics Statement: Master's Degree (2015) <http://www.qaa.ac.uk/en/Publications/Documents/Masters-Degree-Characteristics-15.pdf>
- 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	V2.0: 05/2018	Addition of International Year option (annex A) [Major change: reissued]
Date approved		

## Annex A

### Master in Liberal Arts with International Year

#### International Year Programme

Students registered for the Master in Liberal Arts may either be admitted for or apply to transfer during their period of study at Level 5 to the 'Master in Liberal Arts (M.LibArts) with International Year'. Students accepted onto this programme 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.

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 M.LibArts Liberal Arts 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, Level 6 and Level 7 will be as per the main body of this document. The additional detail contained in this annex will pertain solely to students registered for 'Master in Liberal Arts (M.LibArts) with International Year'.

#### 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 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 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:

- 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.

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 'Master in Liberal Arts (M.LibArts) 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 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 Liberal Arts 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.