

Programme Specification: Undergraduate

For Academic Year 2025/26

1. Course Summary

Names of programme and award title(s)	BA (Hons) Philosophy BA (Hons) Philosophy with International Year (see Annex for details) BA (Hons) Philosophy with Entrepreneurship Year (see Annex for details) BA (Hons) Philosophy with Work Placement Year (see Annex for details)
Award type	Single Honours
Mode of study	Full-time
Framework of Higher Education Qualification (FHEQ) level of final award	Level 6
Normal length of the programme	3 years; 4 years with either the Entrepreneurship Year, International Year or Placement Year between years 2 and 3
Maximum period of registration	The normal length as specified above plus 3 years
Location of study	Keele Campus
Accreditation (if applicable)	n/a
Regulator	Office for Students (OfS)
Tuition Fees	<p>UK students:</p> <p>Fee for 2025/26 is £9,535*</p> <p>International students:</p> <p>Fee for 2025/26 is £17,700**</p> <p>The fee for the international year abroad is calculated at 15% of the standard year fee</p> <p>The fee for either the work placement year or entrepreneurship year is calculated at 20% of the standard year fee</p>

Please note this document applies to Level 4 (Year 1) students in 2025/26. Level 5 and 6 (Year 2 and 3) students should refer instead to the document labelled '2024/25'.

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

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

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

2. What is a Single Honours programme?

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

3. Overview of the Programme

The aim of philosophy, as it has been practiced from its origins in Ancient India and Greece to the present day, is to develop an overall conception of human life and its place within reality. Philosophy is concerned with the nature of the good human life (Ethics), the nature and rationality of religion (Philosophy of Religion), the ultimate nature of reality (Metaphysics), the extent to which we can achieve knowledge (Epistemology), the relation between language, truth and meaning (Philosophical Logic), the value of art (Aesthetics), and how society ought to be organised (Political Philosophy).

Philosophy at Keele allows you to study a range of philosophical thought from diverse philosophers, including neglected female figures and traditions in philosophy. You will be exposed to contemporary discussion, as well as traditional debates, as Keele plays host to a number of lecture series and conferences, including the Royal Institute of Philosophy and the 'Jean-Jacques Rousseau' Annual Lecture and Conference. The programme is a research-led department which hosts the Keele-Oxford-St Andrews Kantian Research Centre and has particular strengths in Kantian philosophy, the meaning of life, philosophical methodology, early modern philosophy and metaphysics in a variety of traditions.

Philosophy at Keele emphasises the importance of independent thought, critical analysis and debate, and offers an unusually global perspective to the discipline, teaching a wide variety of Western and Non-Western traditions, both contemporary and historical. The programme also looks to apply the student's understanding of philosophy to contemporary issues, such as environmentalism and the development of AI technologies. Philosophy teaches the transferable skills which employers desire more directly than most other disciplines do, since it teaches skills of logical analysis and textual criticism, as well as cooperation and leadership through its emphasis on debate and the development of original and independent thinking.

4. Aims of the programme

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

- Think, talk, and write about the central areas of philosophical theory (e.g., moral philosophy, metaphysics, aesthetics, political philosophy).
- Understand philosophical problems and evaluate the various solutions that have been offered to them.
- Understand and interrogate philosophical theories to determine which you favour and why, thereby developing high level transferrable critical faculties.
- Learn formal and symbolic logical and critical thinking skills required to understand and deploy sound argument, while identify underlying fallacies and other argumentative weaknesses.
- Be able to detect and show critical awareness of common rhetorical strategies.
- Develop skills in the interpretation of complex texts from incremental practice throughout the degree.
- Develop the ability to conduct, and report on, your own research using suitable methods of investigation and appropriate techniques of scholarship in Philosophy.
- Develop an awareness of the history and societal influence of philosophical ideas, including Analytic Philosophy, Continental Philosophy, Indian Philosophy, African Philosophy, Chinese Philosophy, Christian Philosophy, Islamic Philosophy and Buddhist Philosophy.

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:

- Explain the distinctive characteristics of philosophy as a discipline, and in its relations to ethics and religion.
- Understand different views of how Philosophy relate to science.
- Evaluate the ideas and arguments of some of the major philosophers, ethicists and religious thinkers in the history of the subject, encountered in their own writings.
- Understand the main divisions of philosophical interest, such as logic, metaphysics, epistemology and moral and political philosophy, and their relations to ethics and political philosophy.
- Understand the history of philosophy in a global context, seeing interconnections and lines of influence between the various traditions, particularly in ethics and philosophy of religion.
- Understand and evaluate a variety of different approaches to philosophy, such as analytic, phenomenological and theological approaches both in general, and as manifested in ethics and religious thinking.
- Elaborate some major issues currently at the frontiers of philosophical, ethical or religious debate, on the one hand, and, on the other, research.

Subject specific skills

Successful students will be able to:

- Use logic to formalise arguments and evaluate them for validity and soundness.
- Distinguish argument from rhetoric.
- Identify argumentative fallacies.
- Form opinions on controversial philosophical issues, specifically in ethics and philosophy of religion, but also more generally.
- Debate rationally with peers.
- Identify the main points of key texts and use them in developing arguments and making judgements about philosophical, ethical and religious issues.
- Present written work in philosophy, ethics and religious thinking in an appropriate scholarly style using the Harvard system of citation and referencing.
- Evaluate philosophical, ethical and religious theories and apply them to the analysis of contemporary social problems and institutions.
- Undertake further study at the forefront of philosophy, ethics and religious theory.
- Formulate research questions and identify appropriate research strategies to address them.
- Clearly communicate ideas informed by contemporary and historical philosophical theories both orally and in writing.
- Manage their own learning making use of appropriate philosophical materials.

Key or transferable skills (including employability skills)

Successful students will be able to:

- Use logic to formalise arguments and evaluate them for validity and soundness.
- Distinguish argument from rhetoric.
- Identify argumentative fallacies.
- Debate rationally with peers.
- Identify the main points of key texts and use them in developing arguments and making judgements.
- Listen attentively to complex presentations.
- Communicate ideas and arguments orally and in writing to an audience of their peers using appropriate visual presentation aids.
- Read carefully a variety of technical and non-technical material.
- Use libraries effectively.
- Reflect clearly and critically on oral and written sources, employing powers of imagination as well as analysis.
- Remember relevant material and bring it to mind when the moment of its relevance arises.
- Marshal a complex body of information.
- Construct cogent arguments in the evaluation of this material.
- Articulate complicated material in a variety of different modes of presentation.
- Use Information technology effectively.
- Use online resources and electronic databases to access relevant material.
- Motivate themselves and work autonomously.
- Manage their own work to time limits.
- Think creatively.
- Criticise their own work disinterestedly in order to improve it.
- Learn from feedback.
- Communicate complex arguments supported by appropriate evidence both orally and in writing.
- Design a research project and undertake a range of basic research tasks making appropriate use of information technology.

Keele Graduate Attributes

The Keele Graduate Attributes are the qualities (skills, values and mindsets) which you will have the opportunity to develop during your time at Keele through both the formal curriculum and also through co- and extra-curricular activities (e.g., work experience, and engagement with the wider University community such as acting as ambassadors, volunteering, peer mentoring, student representation, membership and leadership of clubs and societies). Our Graduate Attributes consist of four themes: **academic expertise, professional skills, personal effectiveness, and social and ethical responsibility**. You will have opportunities to engage actively with the range of attributes throughout your time at Keele: through your academic studies, through self-assessing your own strengths, weaknesses, and development needs, and by setting personal development goals. You will have opportunities to discuss your progress in developing graduate attributes with, for example, Academic Mentors, to prepare for your future career and lives beyond Keele.

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 students with a framework for reading and independent study. Most lecturers employ presentation software such as Microsoft PowerPoint, while sometimes some lectures feature also video and audio presentations;

Interactive learning in large classes where students have the opportunity to work together in smaller groups, interact with the lecturer and reflect on their own learning. Interactive lectures may involve the use of 'buzz groups', debates and quizzes;

Tutorials in groups of up to 20 students where key issues can be discussed in more depth. Students are expected to play a full part, and occasionally to lead, these discussions. Many tutorials consist of student presentations and debates;

Independent study based on directed reading from textbooks, research monographs, and academic journals;

Web-based learning using the University's virtual learning environment (KLE). The KLE is an online learning environment that provides a range of tools to support your learning, including access to documents and other resources, quizzes, discussion boards, assignments and announcements;

Undertaking a piece of independent research supervised and supported by a member of staff, as part of the Dissertation double module in Philosophy, which is compulsory for Single Honours students in their final year.

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 Academic Mentors 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:

- Lectures and independent study allow students to gain a systematic and structured knowledge of philosophical ideas and how they may be used in the course of seminars and tutorials to analyse a variety of contemporary and traditional problems;
- Tutorials and online discussions provide opportunities for students to ask questions about, and suggest answers to, philosophical problems, and to present their own ideas to members of staff and other students using an appropriate medium of communication;
- Interactive lectures, tutorials and web-based activities 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 a member of staff;
- Undertaking a research dissertation with the support of an experienced and active researcher allows students to formulate relevant research questions and develop their own strategies for answering them.

7. Teaching Staff

Currently all members of staff have doctorates (PhDs or the equivalent) in philosophy and are active researchers. Their work, across many different aspects of philosophy, has been widely published in books, research monographs and leading international journals. The Philosophy staff group has extensive experience of teaching at undergraduate and postgraduate level in a variety of leading UK and international universities. They are all either members or associates of the HEA or have a formal teaching qualification. All teaching staff on the Philosophy Programme have received awards or nominations for excellence in teaching.

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

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

Global Challenge Pathways

This programme includes the option for you to take a Global Challenge Pathway. These modules offer you an exciting opportunity to work with students and staff from different disciplines to explore topical global issues such as power and conflict, health inequalities, climate change, generative AI, social justice, global citizenship, and enterprise from different perspectives.

Global Challenge Pathways can either be taken as one 15-credit module at Levels 4, 5 and 6, or one 15-credit module at Levels 5 and 6. For more information about our Global Challenge Pathways please visit: <https://www.keele.ac.uk/study/undergraduate/globalchallengepathways/>

Modern Languages or Certificate in TESOL

Alternatively, you could choose to study modules with the University Language Centre. The Language Centre offers three pathways; The Language Specialist, The Language Taster, and The Trinity Certificate in Teaching English to Speakers of Other Language (TESOL). Language Centre modules are available separately for students at Level 4. At Levels 5 and 6 they are included within the Global Challenge Pathways.

If you choose the Language Specialist pathway, you will automatically be enrolled on a Semester 2 Modern Language module as a continuation of your language of choice as a faculty funded 'additional' module. Undertaking a Modern Languages module in Semester 2 is compulsory if you wish to continue to the Language Specialist Global Challenge Pathway the following academic year.

For more information about Language Centre option modules available to you please visit the following webpages.

For new (Level 4) students please visit: <https://www.keele.ac.uk/study/languagecentre/>

For current (Level 5 and Level 6) students please visit: <https://www.keele.ac.uk/students/academiclife/global-challenge-pathways/>

For further information on the content of modules currently offered, please visit: <https://www.keele.ac.uk/recordsandexams/modulecatalogue/>

A summary of the credit requirements per year is as follows.

Year	Compulsory	Optional	
		Min	Max
Level 4	105	15	15
Level 5	105	15	15
Level 6	105	15	15

Module Lists

Level 4

Compulsory modules	Module Code	Credits	Period
Philosophy as Reason and Wonder	PHI-10030	30	Semester 1
Becoming a Social Scientist	SSC-10001	15	Semester 1-2
What does it mean to be good?	PHI-10026	30	Semester 2
Ancient Global Wisdom	PHI-10028	30	Semester 2

Optional modules	Module Code	Credits	Period
Nietzsche's Death of God	PHI-10024	15	Semester 1

Level 5

Compulsory modules	Module Code	Credits	Period
Knowing Minds	PHI-20036	30	Semester 1
Social Sciences at Work	SSC-20005	15	Semester 1
Environmental Philosophy and Technology	PHI-20034	30	Semester 2
Enlightenment Philosophy	PHI-20038	30	Semester 2

Optional modules	Module Code	Credits	Period
Meaning and Nihilism	PHI-20032	15	Semester 1
Contemporary Business Ethics Debates	MAN-20209	15	Semester 2
Social Sciences Placement	SSC-20001	15	Semester 2

Level 6

Compulsory modules	Module Code	Credits	Period
Evaluating Science with Philosophy	PHI-30040	30	Semester 1
Engaged Social Science	SSC-30005	15	Semester 1
PHILOSOPHY DISSERTATION - ISP	PHI-30025	30	Semester 1-2
Religion and Metaphysics	PHI-30038	30	Semester 2

Optional modules	Module Code	Credits	Period
Advanced Professional Placement in Social Sciences	SSC-30003	15	Semester 1-2
Practical Philosophy	PHI-30042	15	Semester 2

Learning Outcomes

The table below sets out what students learn in the programme and the modules in which that learning takes place. Details of how learning outcomes are assessed through these modules can be found in module specifications.

Level 4

In Level 4 learning outcomes are achieved in the compulsory modules and reinforced in elective modules. Level 4 modules provide students with a thorough grounding in the study skills needed for philosophy, and present an overview of its three main areas, namely theoretical philosophy, ethics and the history of philosophy.

Subject Knowledge and Understanding	
Learning Outcome	Module in which this is delivered
Explain the distinctive characteristics of philosophy and its various sub-disciplines	Philosophy as Reason and Wonder - PHI-10030 What does it mean to be good? - PHI-10026 Ancient Global Wisdom - PHI-10028
Recognise some of the central problems of philosophy	Ancient Global Wisdom - PHI-10028 What does it mean to be good? - PHI-10026 Philosophy as Reason and Wonder - PHI-10030
Critically engage with philosophical problems	Ancient Global Wisdom - PHI-10028 Philosophy as Reason and Wonder - PHI-10030 What does it mean to be good? - PHI-10026
Recognise the main theoretical traditions in philosophy and illustrate their application to a variety of philosophical problems	Ancient Global Wisdom - PHI-10028 Philosophy as Reason and Wonder - PHI-10030 What does it mean to be good? - PHI-10026
Develop their own philosophical views and defend them using rational argument	Nietzsche's Death of God - PHI-10024 Philosophy as Reason and Wonder - PHI-10030 Ancient Global Wisdom - PHI-10028 What does it mean to be good? - PHI-10026
Recognise basic argument forms and apply the basic principles of deductive logic	Philosophy as Reason and Wonder - PHI-10030
Recognise and apply reasoning skills essential for the proper presentation, analysis and criticism of arguments	Philosophy as Reason and Wonder - PHI-10030
Identify common fallacies and rhetorical devices	Philosophy as Reason and Wonder - PHI-10030
Apply logical and critical thinking skills to philosophical problems, as well as to arguments encountered in everyday contexts	What does it mean to be good? - PHI-10026 Philosophy as Reason and Wonder - PHI-10030 Nietzsche's Death of God - PHI-10024

Subject Specific Skills	
Learning Outcome	Module in which this is delivered
Use appropriate bibliographic search tools to find relevant materials in hard copy and electronic formats	Philosophy as Reason and Wonder - PHI-10030 Ancient Global Wisdom - PHI-10028 Nietzsche's Death of God - PHI-10024 What does it mean to be good? - PHI-10026
Identify the main points of key texts, and use them in developing arguments and making judgements about philosophical positions	What does it mean to be good? - PHI-10026 Ancient Global Wisdom - PHI-10028 Philosophy as Reason and Wonder - PHI-10030 Nietzsche's Death of God - PHI-10024
Present written work in an appropriate scholarly style for contemporary philosophy, using the Harvard system of citation and referencing	Ancient Global Wisdom - PHI-10028 Nietzsche's Death of God - PHI-10024 What does it mean to be good? - PHI-10026 Philosophy as Reason and Wonder - PHI-10030
Distinguish between, and appropriately engage with both, primary and secondary sources	Philosophy as Reason and Wonder - PHI-10030 What does it mean to be good? - PHI-10026 Nietzsche's Death of God - PHI-10024 Ancient Global Wisdom - PHI-10028
Identify the general logical principles that apply to all forms of argument	Philosophy as Reason and Wonder - PHI-10030
Evaluate arguments for validity, soundness, reliance upon rhetorical devices, and fallacies	Philosophy as Reason and Wonder - PHI-10030

Key or Transferable Skills (graduate attributes)	
Learning Outcome	Module in which this is delivered
Develop and present their own views, as well as devise solutions to problems, on the basis of valid forms of argumentation	Nietzsche's Death of God - PHI-10024 Philosophy as Reason and Wonder - PHI-10030 What does it mean to be good? - PHI-10026 Ancient Global Wisdom - PHI-10028
Identify the general logical principles that apply to all forms of argument	Philosophy as Reason and Wonder - PHI-10030
Evaluate arguments for validity, soundness, reliance upon rhetorical devices, and fallacies	Philosophy as Reason and Wonder - PHI-10030
Communicate ideas and arguments orally and in writing to an audience of their peers using appropriate visual presentation aids	Philosophy as Reason and Wonder - PHI-10030 What does it mean to be good? - PHI-10026
Work with others, demonstrating the capacity to plan, share goals, cooperate and collaborate with other members of a team	What does it mean to be good? - PHI-10026 Ancient Global Wisdom - PHI-10028 Nietzsche's Death of God - PHI-10024 Philosophy as Reason and Wonder - PHI-10030
Use IT for the retrieval and presentation of information in support of ideas and arguments.	Nietzsche's Death of God - PHI-10024 Ancient Global Wisdom - PHI-10028 Philosophy as Reason and Wonder - PHI-10030 What does it mean to be good? - PHI-10026
Reflect on and plan their own learning by acting appropriately on feedback.	What does it mean to be good? - PHI-10026 Philosophy as Reason and Wonder - PHI-10030 Nietzsche's Death of God - PHI-10024 Ancient Global Wisdom - PHI-10028

Level 5

The second year builds on the foundations laid in the first, by continuing discussion of the central philosophical areas of theoretical philosophy, ethics and the history of philosophy, and begins to apply these theories and ideas to the issues in the contemporary world, such as technological development and the relationship between humans and the natural environment.

Subject Knowledge and Understanding	
Learning Outcome	Module in which this is delivered
Recognise changes to the subject matter and methodology of philosophy that occurred in the 17th and 18th centuries; relate the philosophy of this period to ancient and contemporary concerns	Enlightenment Philosophy - PHI-20038
Understand contemporary philosophical debates around technological development and come to informed views on them	Environmental Philosophy and Technology - PHI-20034
Understand contemporary philosophical issues around technological development and come to informed views on them	Environmental Philosophy and Technology - PHI-20034
Apply logical analytic methods to central problems of theoretical philosophy	Meaning and Nihilism - PHI-20032 Knowing Minds - PHI-20036 Environmental Philosophy and Technology - PHI-20034
Evaluate competing theories of the relation between brain activity and consciousness, while appreciating the importance of this issue to contemporary social issues, such as technological development	Knowing Minds - PHI-20036
Appreciate and assess the relevance of philosophical problems to the contemporary world	Environmental Philosophy and Technology - PHI-20034 Meaning and Nihilism - PHI-20032 Enlightenment Philosophy - PHI-20038

Subject Specific Skills	
Learning Outcome	Module in which this is delivered
Evaluate the theories of 17th and 18th century philosophers and apply them to traditional philosophical problems	Enlightenment Philosophy - PHI-20038
Discern relationships between rationalist and empiricist systems of philosophy, and identify their presuppositions	Enlightenment Philosophy - PHI-20038
Adjudicate between competing philosophical theories and methodologies	Enlightenment Philosophy - PHI-20038 Knowing Minds - PHI-20036
Conduct independent research in order to identify, locate, and retrieve appropriate paper and electronic materials to supplement module reading lists	Meaning and Nihilism - PHI-20032 Enlightenment Philosophy - PHI-20038 Knowing Minds - PHI-20036 Environmental Philosophy and Technology - PHI-20034
Apply philosophical ideas to issues of contemporary concern	Meaning and Nihilism - PHI-20032 Environmental Philosophy and Technology - PHI-20034
Develop personal opinions on controversial philosophical topics	Meaning and Nihilism - PHI-20032 Enlightenment Philosophy - PHI-20038 Knowing Minds - PHI-20036 Environmental Philosophy and Technology - PHI-20034

Key or Transferable Skills (graduate attributes)	
Learning Outcome	Module in which this is delivered
Summarise, analyse and collate the central ideas of highly complex and abstract theoretical texts	Environmental Philosophy and Technology - PHI-20034 Meaning and Nihilism - PHI-20032 Enlightenment Philosophy - PHI-20038 Knowing Minds - PHI-20036
Evaluate and make use of abstract theories in analysing and resolving problems working alone and as a member of a team	Environmental Philosophy and Technology - PHI-20034 Meaning and Nihilism - PHI-20032 Knowing Minds - PHI-20036 Enlightenment Philosophy - PHI-20038
Communicate ideas and persuasive arguments orally and in writing to an audience of their peers using appropriate visual presentation aids	Enlightenment Philosophy - PHI-20038 Knowing Minds - PHI-20036 Environmental Philosophy and Technology - PHI-20034 Meaning and Nihilism - PHI-20032
Undertake a range of basic research tasks making appropriate use of information technology	Meaning and Nihilism - PHI-20032 Enlightenment Philosophy - PHI-20038 Knowing Minds - PHI-20036 Environmental Philosophy and Technology - PHI-20034
Engage with global issues and challenges, being aware of different cultures and traditions	Environmental Philosophy and Technology - PHI-20034 Meaning and Nihilism - PHI-20032
Develop a reflective practice, learn from experience, reflect and act on learning points, engage in process of continuous learning	Knowing Minds - PHI-20036 Enlightenment Philosophy - PHI-20038 Meaning and Nihilism - PHI-20032 Environmental Philosophy and Technology - PHI-20034

Level 6

The final year of the Philosophy degree invites students to move beyond 'understanding' and 'applying' philosophical ideas to different contexts, to a position where they can critically analyse and evaluate information and begin creating work that is new and original. One of the ways students can do this is through their dissertation research project. Building on the skills and work already developed in year 2, there will be opportunities for students in their final year to deliver policy reports that have real life value in various philosophical contexts. Students can also build on their presentation and group work skills from their second year by working together on a group project for social action. Philosophy students will therefore be graduating from Keele as independent scholars and critical thinkers but also with the professional and personal capabilities of negotiating and working effectively with others on collaborative group projects, with resilience, and with a personal sense of social and ethical responsibility and the skills to strive for, and enact, social change.

Subject Knowledge and Understanding	
Learning Outcome	Module in which this is delivered
Recognise, interpret and critically evaluate theories, concepts and research in defined areas, some of which are at the forefront of philosophical research	Religion and Metaphysics - PHI-30038 Practical Philosophy - PHI-30042 Evaluating Science with Philosophy - PHI-30040 PHILOSOPHY DISSERTATION - ISP - PHI-30025
Apply philosophical theories and methods of inquiry to understanding and determining a personal stance on new and unfamiliar problems in areas of current research activity	Religion and Metaphysics - PHI-30038 Practical Philosophy - PHI-30042 Evaluating Science with Philosophy - PHI-30040 PHILOSOPHY DISSERTATION - ISP - PHI-30025
Demonstrate a critical understanding of philosophical theories and concepts as applied to areas of contemporary relevance	Religion and Metaphysics - PHI-30038 Evaluating Science with Philosophy - PHI-30040 Practical Philosophy - PHI-30042
Critically assess the research literature in a specific area of philosophical interest	Practical Philosophy - PHI-30042 PHILOSOPHY DISSERTATION - ISP - PHI-30025 Religion and Metaphysics - PHI-30038 Evaluating Science with Philosophy - PHI-30040

Subject Specific Skills	
Learning Outcome	Module in which this is delivered
Describe and make critical judgements about developments in current areas of philosophical research	PHILOSOPHY DISSERTATION - ISP - PHI-30025 Evaluating Science with Philosophy - PHI-30040 Practical Philosophy - PHI-30042 Religion and Metaphysics - PHI-30038
Communicate ideas effectively and fluently, informed by contemporary research in philosophy both orally and in writing	Religion and Metaphysics - PHI-30038 Practical Philosophy - PHI-30042 Evaluating Science with Philosophy - PHI-30040 PHILOSOPHY DISSERTATION - ISP - PHI-30025
Formulate research questions and identify appropriate research strategies to address them	PHILOSOPHY DISSERTATION - ISP - PHI-30025 Evaluating Science with Philosophy - PHI-30040 Practical Philosophy - PHI-30042 Religion and Metaphysics - PHI-30038
Manage their own learning, making use of appropriate materials in a current area of philosophical research	Religion and Metaphysics - PHI-30038 PHILOSOPHY DISSERTATION - ISP - PHI-30025 Evaluating Science with Philosophy - PHI-30040 Practical Philosophy - PHI-30042

Key or Transferable Skills (graduate attributes)	
Learning Outcome	Module in which this is delivered
Work productively in a largely unstructured context exercising initiative and personal responsibility	Religion and Metaphysics - PHI-30038 Evaluating Science with Philosophy - PHI-30040 Practical Philosophy - PHI-30042 PHILOSOPHY DISSERTATION - ISP - PHI-30025
Make decisions and plan activity in uncertain and unpredictable contexts	Religion and Metaphysics - PHI-30038 Practical Philosophy - PHI-30042 PHILOSOPHY DISSERTATION - ISP - PHI-30025 Evaluating Science with Philosophy - PHI-30040
Take responsibility for planning, reflecting and reviewing progress on career aspirations	Engaged Social Science - SSC-30005
Become a critical thinker, someone who challenges ideas, interprets and questions evidence	PHILOSOPHY DISSERTATION - ISP - PHI-30025 Religion and Metaphysics - PHI-30038 Evaluating Science with Philosophy - PHI-30040 Practical Philosophy - PHI-30042
Work as part of a team; learn to listen, understand, and respect the views of others; and to produce a collective output.	Evaluating Science with Philosophy - PHI-30040 Religion and Metaphysics - PHI-30038 Practical Philosophy - PHI-30042
Learn from feedback and experience in tutorials, reflecting on your actions, acting on learning points, and engaging in the process of continuous learning.	PHILOSOPHY DISSERTATION - ISP - PHI-30025 Practical Philosophy - PHI-30042 Religion and Metaphysics - PHI-30038 Evaluating Science with Philosophy - PHI-30040
Be honest, act ethically, uphold personal morals in academic and workplace settings, respecting the views of others.	Religion and Metaphysics - PHI-30038 PHILOSOPHY DISSERTATION - ISP - PHI-30025 Practical Philosophy - PHI-30042 Engaged Social Science - SSC-30005 Evaluating Science with Philosophy - PHI-30040

9. Final and intermediate awards

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

Honours Degree BA (Hons) Philosophy	360 credits	You will require at least 120 credits at levels 4, 5 and 6 You must accumulate at least 270 credits in your main subject (out of 360 credits overall), with at least 90 credits in each of the three years of study*, to graduate with a named single honours degree in this subject. *An exemption applies for students transferring from a Combined Honours programme - see point 3.4 here: https://www.keele.ac.uk/regulations/regulationc3/
Diploma in Higher Education	240 credits	You will require at least 120 credits at level 4 or higher and at least 120 credits at level 5 or higher
Certificate in Higher Education	120 credits	You will require at least 120 credits at level 4 or higher

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

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

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

10. How is the Programme Assessed?

The variety of assessment methods used on this programme at Keele reflects the broad range of knowledge and skills that are developed as you progress through the degree programme. Teaching staff pay particular attention to ensuring assessments are inclusive and authentic, 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 summative assessment strategy will be supported by formative work and is designed to introduce students to a range of authentic assessment types that will be developed throughout their philosophical studies. The following list is representative of the variety of assessment methods used on your programme:

- **Dialogues and Empathetic Monologues** are a traditional method of engaging students with philosophical ideas so as to understand different people's perspectives on them, and to encourage students to develop their own genuine opinions on philosophical matters;
- **Class tests** taken either conventionally or online via the KLE, assess students' subject knowledge and their ability to apply it in a more structured and focused way;
- **Video and podcast exercises** and a contemporary, innovative and engaging way for students to organise their understanding and present it to peers and assessors;
- **Bibliographic exercises** require students to critically evaluate the arguments of philosophers, in addition to summarising the key points of specific texts as they assemble a short annotated bibliography of published materials that they judge to be especially useful in addressing a set question or solving a particular problem;
- **Oral and group presentations** assess 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 with PowerPoint presentations, and to reflect on these processes as part of their own personal development;
- **Portfolios** are used to establish effective study routines at Lv4, and may subsequently 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 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.
- **Essays** test the quality and application of subject knowledge, as well the student's ability to empathise with philosophical problems and develop responses to them based upon the literature. In addition, they allow students to demonstrate their ability to carry out basic bibliographic research and to communicate their ideas effectively in writing in an appropriate scholarly style using the Harvard system of referencing;

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

11. Contact Time and Expected Workload

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

Undergraduate courses at Keele contain an element of module choice; therefore, individual students will experience a different mix of contact time and assessment types dependent upon their own individual choice of modules. The figures below are an example of activities that a student may expect on your chosen course by year stage of study. Contact time includes scheduled activities such as: lecture, seminar, tutorial, project

supervision, demonstration, practical classes and labs, supervised time in labs/workshop, fieldwork and external visits. The figures are based on 1,200 hours of student effort each year for full-time students.

Activity

	Scheduled learning and teaching activities	Guided independent Study	Placements
Year 1 (Level 4)	22.6%	66.7%	10.7%
Year 2 (Level 5)	31.9%	68.1%	0%
Year 3 (Level 6)	10.8%	89.2%	0%

12. Accreditation

This programme does not have accreditation from an external body.

13. University Regulations

The University Regulations form the framework for learning, teaching and assessment and other aspects of the student experience. Further information about the University Regulations can be found at:

<http://www.keele.ac.uk/student-agreement/>

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?

See the relevant course page on the website for the admission requirements relevant to this programme:

<https://www.keele.ac.uk/study/>

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.

English for Academic Purposes

Please note: All new international students entering the university will provide a sample of Academic English during their registration. Using this sample, the Language Centre may allocate you to an English language module which will become compulsory. This will replace any GCP modules. *NB:* students can take an EAP module only with the approval of the English Language Programme Director and are not able to take any other Language modules in the same academic year.

English Language Modules at Level 4:

- Business - ENL-90003 Academic English for Business Students (Part 1); ENL-90004 Academic English for Business Students (2)
- Science - ENL-90013 Academic English for Science Students
- General - ENL-90006 English for Academic Purposes 2; ENL-90001 English for Academic Purposes 3; ENL-90002 English for Academic Purposes 4

English Language Modules at Level 5:

- Business - ENL-90003 Academic English for Business Students (Part 1); ENL-90004 Academic English for Business Students (2)
- Science - ENL-90013 Academic English for Science Students
- General - ENL-90006 English for Academic Purposes 2; ENL-90001 English for Academic Purposes 3; ENL-90002 English for Academic Purposes 4

English Language Modules at Level 6:

- Business - ENL-90003 Academic English for Business Students (Part 1); ENL-90004 Academic English for Business Students (2); ENL-90005 Advanced Business English Communication
- Science - ENL-90013 Academic English for Science Students
- General - ENL-90006 English for Academic Purposes 2; ENL-90001 English for Academic Purposes 3; ENL-90002 English for Academic Purposes 4

Recognition of Prior Learning (RPL) 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: <https://www.keele.ac.uk/qa/programmesandmodules/recognitionofpriorlearning/>

15. How are students supported on the programme?

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

- Module and seminar group leaders are responsible for providing support for learning on the modules and in the seminar groups for which they are responsible. They also give individual feedback on in-course assessments and more general feedback on examinations.
- Every student is allocated to an Academic Mentor who is responsible for reviewing and advising on students' academic progress. Academic Mentors 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 Services.
- All members of teaching staff on the Philosophy Programme are available to see students during advertised weekly office hours and at other times by appointment.
- Non-native English-speaking students are offered language classes, facilities and services by the University's Language Centre. 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.

16. Learning Resources

Philosophy is taught in teaching rooms 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 philosophical materials relevant to undergraduate study held in the University Library. Built up over 75 years of delivering philosophy at this level, these materials include books, journals and government publications. Much 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, digitised readings 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.
- Most modules have electronic resource lists generated using Talis Aspire, a software package that allows students to access electronic journal articles, websites and other resources by clicking on links in a single document.

17. Other Learning Opportunities

Study abroad (semester)

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

Exactly which countries are available depends on the student's choice of degree subjects. An indicative list of countries is on the website (<http://www.keele.ac.uk/studyabroad/partneruniversities/>); however this does not guarantee the availability of study in a specific country as this is subject to the University's application process for studying abroad.

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

Whilst students are studying abroad any Student Finance eligibility will continue, where applicable students may

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

Entrepreneurship Year

Students have the opportunity to apply directly for the 4-year 'with Entrepreneurship Year' degree programme or to transfer onto the 4-year degree programme at the end of Year-1 and in Year-2 at the end of Semester 1. Students who are initially registered for the 4-year degree programme may transfer onto the 3-year degree programme at any point in time, prior to undertaking their year-long placement. To be eligible for the entrepreneurship year, students must have a good University attendance record. They must also have passed all Year 1 and Year 2 Semester 1 assessments. Students must have met the progression requirements to proceed to their final year of study prior to commencing a placement. Students will be required to put forward a proposal, give a short presentation and attend an interview prior to being accepted onto this module. Barred combinations: Placement Year and International Year.

Students wishing to take the entrepreneurship placement year should meet with the Programme Director to obtain their signature to confirm agreement before they will be allowed to commence their placement.

International students who require a Tier 4 visa must check with the Immigration Compliance Team prior to commencing any form of placement.

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

Study Abroad (International Year)

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

Work Placement Year

Students have the opportunity to apply directly for the 4-year 'with Work Placement Year' degree programme or to transfer onto the 4-year degree programme at the end of Year-1 and in Year-2 at the end of Semester 1. Students who are initially registered for the 4-year degree programme may transfer onto the 3-year degree programme at any point in time, prior to undertaking their year-long placement. Eligibility rules are included in the Annex.

Students wishing to take the work placement year should meet with the Programme Director to obtain their signature to confirm agreement before they will be allowed to commence their placement.

International students who require a Tier 4 visa must check with the Immigration Compliance Team prior to commencing any form of placement.

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

18. Additional Costs

Students who elect to take and gain places on our work-based placement modules at level 5 and 6 may be expected to pay travel costs (usually one day weekly) to their placement. Distances vary and indicative distances range from 10 miles from Keele Campus to 40 miles (maximum). Opportunities are available to students, subject to availability and based on the number of partner agencies who offer such places, for work-based placements. Allocation for places is competitive, based on academic performance and selective application process. This usually involves the submission of an application and an interview process involving the host partners and administered by the programme.

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%.

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

19. Quality management and enhancement

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

- The School Education Committee is responsible for reviewing and monitoring quality management and enhancement procedures and activities across the School.
- Individual modules and the 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.
- The programmes are run in accordance with the University's Quality Assurance procedures and are subject to periodic reviews under the Revalidation process.

Student evaluation of, and feedback on, the quality of learning on every 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 annual programme review.
- Findings related to the programme 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 programme is considered and acted on at regular meetings of the Student Staff Voice 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/ga/externalexaminers/currentexternalexaminers/>

20. The principles of programme design

The programme described in this document has 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/quality-code>
- b. QAA Subject Benchmark Statement for Philosophy (2022 version): https://www.qaa.ac.uk/docs/qaa/subject-benchmark-statements/subject-benchmark-statement-philosophy.pdf?sfvrsn=6fe2cb81_5
- c. Keele University Regulations and Guidance for Students and Staff: <http://www.keele.ac.uk/regulations>

21. Annex - Entrepreneurship Year

Philosophy with Entrepreneurship Year

Entrepreneurship Year summary
<p>The aim of this module is to provide students with the opportunity to start to develop their business ideas into a live enterprise project. The students are given a minimum of 30 weeks (full time work equivalent) and maximum of 12 months in Keele's incubator space and support from the Entrepreneurs in Residence and academic staff. This will take place between Level 5 and Level 6. Students will be required to put forward a proposal, give a short presentation and attend an interview prior to being accepted onto this module.</p> <p>Barred combinations: Placement Year and International Year</p>
Entrepreneurship Year Programme Aims
<ul style="list-style-type: none">• Create an innovative business venture and critically evaluate its potential viability.• Demonstrate understanding of the barriers to start-up enterprise growth and success.• Evaluate and apply a range of strategic decisions to maximise the viability of the start-up.• Reflect on their own entrepreneurial knowledge, skills, behaviour and learning process.• Develop a professional CV and portfolio that they can use when applying for employment.
Entry Requirements for the Entrepreneurship Year

Admission to the Entrepreneurship Year is subject to successful application, which involves a short presentation and interview. Students have the opportunity to apply directly for the 4-year 'with entrepreneurship year' degree programme, or to transfer onto the 4-year programme at the end of Year-1 and in Year-2 at the end of Semester 1. Students who are initially registered for the 4-year degree programme may transfer onto the 3-year degree programme at any point in time, prior to undertaking the year-long work placement. Students who fail to pass the entrepreneurship year will be automatically transferred onto the 3-year degree programme.

The criteria to be applied are:

- A good University attendance record and be in 'good academic standing'.
- Passed all Year-1 modules and Year-2 Semester 1 assessments.
- Students undertaking work placements will be expected to complete a Health and Safety checklist prior to commencing their work experience and will be required to satisfy the Health and Safety regulations of the company or organisation at which they are based.
- *(International students only)* Due to visa requirements, it is not possible for international students who require a Tier 4 Visa to apply for direct entry onto the 4-year with Entrepreneurship Year degree programme. Students wishing to transfer onto this programme should discuss this with student support, the academic tutor for the entrepreneurship year, and the Programme Lead. Students should be aware that there are visa implications for this transfer, and it is the student's responsibility to complete any and all necessary processes to be eligible for this programme. There may be additional costs, including applying for a new Visa from outside of the UK for international students associated with a transfer to the work placement programme.

Students may not register for more than one of the following: Entrepreneurship Year, International Year, Work Placement Year.

Student Support, Assessment and Study Hours

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

- This module enables you to spend a minimum of 30 weeks (full-time equivalent work) but can be longer, in the University's incubator hub with support from the entrepreneurs in residence and academics. You will learn tools and techniques which will help you to build your idea into a new venture and hopefully into a new business.
- Activities will include attendance at workshops, networking events and one-to-one supervision.

Assessment

- Portfolio weighted 100%, maximum 3000 words. Portfolio of activities undertaken, review of workshops attended and progress report on the development of the new business at the end of the year of activity.

Study Hours

- 10 hours - scheduled learning and teaching activities - which include workshops.
- 140 hours - guided independent study.
- 1050 hours - students will be expected to be active in the incubation hub for a MINIMUM of 30 weeks equivalent of full-time work (this is roughly equivalent to a standard university teaching period). The activity can continue for up to 12 months, providing the necessary assessments are submitted and passed for progression into the final year (FHEQ Level 6).

Regulations

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

- Students undertaking the Work Placement Year must successfully complete the zero-credit rated Entrepreneurship Year' module (MAN-30075)

Additional costs for the Entrepreneurship Year

Tuition fees for students on the Entrepreneurship Year will be charged at 20% of the annual tuition fees for that year of study, as set out in Section 1. The Work Placement Year can be included in your Student Finance allocation; to find out more about your personal eligibility see: www.gov.uk

22. Annex - International Year

Philosophy with International Year

International Year Programme

Students registered for this Single Honours programme may either be admitted for or apply to transfer during their period of study at Level 5 to the International Year option. Students accepted onto this option will have an extra year of study (the International Year) at an international partner institution after they have completed Year 2 (Level 5) at Keele.

Students who successfully complete both the second year (Level 5) and the International Year will be permitted to progress to Level 6. Students who fail to satisfy the examiners in respect of the International Year will normally revert to the standard programme and progress to Level 6 on that basis. The failure will be recorded on the student's final transcript.

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

International Year Programme Aims

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

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

Entry Requirements for the International Year

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

The criteria to be applied are:

- Academic Performance (an average of 55% across all modules in Semester 1 at Level 5 is normally required. Places on the International Year are then conditional on achieving an average mark of 55% across all Level 5 modules. Students with up to 15 credits of re-assessment who meet the 55% requirement may progress to the International Year. Where no Semester 1 marks have been awarded performance in 1st year marks and ongoing 2nd year assessments are taken into account)
- General Aptitude (to be demonstrated by application for study abroad, interview during the 2nd semester of year 2 (Level 5), and by recommendation of the student's Academic Mentor, 1st and 2nd year tutors and programme director)

Students may not register for more than one of the following: Entrepreneurship Year, International Year, Work Placement Year.

Student Support

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

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

Learning Outcomes

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

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

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

Regulations

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

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

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

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

Additional costs for the International Year

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

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 who meet external eligibility criteria 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.

23. Annex - Work Placement Year

Philosophy with Work Placement Year

Work Placement Year summary

Students registered for this programme may either be admitted for or apply to transfer during their studies to the 'with Work Placement Year' option (NB: for Combined Honours students the rules relating to the work placement year in the subject where the placement is organised are to be followed). Students accepted onto this programme will have an extra year of study (the Work Placement Year) with a relevant placement provider after they have completed Year 2 (Level 5) at Keele.

Students who successfully complete both the second year (Level 5) and the Work Placement Year will be permitted to progress to Level 6. Students who fail to satisfactorily complete the Work Placement Year will normally revert to the 3-year programme 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 document. The additional detail contained in this annex will pertain solely to students registered for the Work Placement Year option.

Work Placement Year Programme Aims

In addition to the programme aims specified in the main body of this document, the Work Placement Year aims to provide students with:

1. The opportunity to carry out a long-term, placement-based learning experience between Years 2 and 3 of their degree programme
2. Enhanced employability
3. The opportunity to develop and consolidate the knowledge and skills they have gained during the course of their studies at Level 4 and 5.
4. A professional CV and portfolio that they can use when applying for employment

Entry Requirements for the Work Placement Year

Admission to the Work Placement Year is subject to successful application, interview and references from appropriate staff. Students have the opportunity to apply directly for the 4-year 'with work placement year' degree programme, or to transfer onto the 4-year programme at the end of Year-1 and in Year-2 at the end of Semester 1. Students who are initially registered for the 4-year degree programme may transfer onto the 3-year degree programme at any point in time, prior to undertaking the year-long work placement. Students who fail to pass the work placement year, and those who fail to meet the minimum requirements of the work placement year module, (* or equivalent, work placement), will be automatically transferred onto the 3-year degree programme.

* We recommend where possible students undertake a placement of between 9 - 12 months on a full-time basis to maximize academic and personal growth. However, the Work Placement Year mandates a minimum of 24 weeks in duration, ideally on a full-time basis, but no less than 21 hours per week. This enables those undertaking an unpaid placement to work on a part-time basis alongside.

The criteria to be applied are:

- A good University attendance record and be in 'good academic standing'.
- Academic Performance (an average of 50% across all modules in Semester 1 at Level 5 is normally required. Places on the Work Placement Year are then conditional on achieving an average mark of 50% across all Level 5 modules. Students with up to 15 credits of re-assessment who meet the 50% requirement may progress to the Work Placement Year. Where no Semester 1 marks have been awarded performance in 1st year marks and ongoing 2nd year assessments are taken into account)
- Students undertaking work placements will be expected to complete a Health and Safety checklist prior to commencing their work experience and will be required to satisfy the Health and Safety regulations of the company or organisation at which they are based.
- (*International students only*) Due to visa requirements, it is not possible for international students who require a Tier 4 Visa to apply for direct entry onto the 4-year with Work Placement Year degree programme. Students wishing to transfer onto this programme should discuss this with student support, the academic tutor for the work placement year, and the Programme Lead. Students should be aware that there are visa implications for this transfer, and it is the student's responsibility to complete any and all necessary processes to be eligible for this programme. There may be additional costs, including applying for a new Visa from outside of the UK for international students associated with a transfer to the work placement programme.

Students may not register for more than one of the following: Entrepreneurship Year, International Year, Work Placement Year.

Student Support

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

- Regular contact between the student and a named member of staff who will be assigned to the student as their University supervisor. The University supervisor will be in regular contact with the student throughout the year, and be on hand to provide advice (pastoral or academic) and liaise with the Placement supervisor on the student's behalf if required.
- Two formal contacts with the student during the placement year: the University supervisor will visit the student in their placement organisation at around the 5 weeks after the placement has commenced, and then visit again (or conduct a telephone/video call tutorial) at around 15 weeks into the placement.
- Weekly supervision sessions will take place with the placement supervisor (or his/her nominee) throughout the duration of the placement.

Learning Outcomes

In addition to the learning outcomes specified in the main text of the Programme Specification, students who complete the 'with Work Placement Year' option will be able to:

1. Understand the variety of ways in which skills developed during the study of Social Sciences can be deployed in non-academic contexts
2. Assess their own strengths and weaknesses in an employment context through a SWOT analysis, design learning outcomes, and reflect on their own progress throughout the module
3. Articulate their placement experiences effectively and critically reflect on their enhanced skill set in front of an audience
4. Understand the aims and priorities, as well as the strengths and possible limitations, of an external organisation and complete tasks as directed
5. Reflect on and critically evaluate their learning from the work placement, showing evidence that they have researched their sector and evaluated the effectiveness of their activities with this in mind

These learning outcomes will be assessed through the non-credit bearing Work Placement Year module (SOC-30051) which involves:

1. Supporting students in locating and securing a relevant work placement in any workplace where the research, analytical, and communication skills as a developed part of a Social, Political and Global Studies degree can be used
2. Students completing a SWOT analysis (strengths, weaknesses, opportunities and threats) at the beginning of the placement, reflecting on their employability skills in terms of their assessment of sector skill demands. This will be used to create Intended Placement Outcomes and contribute to Continuing Professional Development. The action plan will be negotiated and agreed by the student, module convenor and employer.
3. Students creating a professional CV and portfolio that can be used when seeking employment after graduation
4. Students completing a 15-20 minute presentation in June/July, critically reflecting on the activities/projects they have completed so far, and the skills they have learned/developed. The audience will primarily be other students on this module, to ensure shared experiences and to create connections in preparation for returning to Keele for third year (Level 6)
5. Students developing a heightened awareness of the various ways in which their knowledge and skills can be utilised in real-world situations

Regulations

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

- Students undertaking the Work Placement Year must successfully complete the zero-credit rated 'Work Placement Year' module (SOC-30051)
- In order to ensure a high quality placement experience, each placement agency will sign up to a placement contract (analogous to a service level agreement).
- Once a student has been accepted by a placement organisation, the student will make a pre-placement visit and a member of staff identified within the placement contract will be assigned as the placement supervisor. The placement supervisor will be responsible for ensuring that the placement experience meets the agreed contract agreed with the University.
- The placement student will also sign up an agreement outlining his/her responsibilities in relation to the requirements of each organisation.

Students will be expected to behave professionally in terms of:

(i) conforming to the work practices of the organisation; and

(ii) remembering that they are representatives of the University and their actions will reflect on the School and have an impact on that organisation's willingness (or otherwise) to remain engaged with the placement.

Additional costs for the Work Placement Year

Tuition fees for students on the Work Placement Year will be charged at 20% of the annual tuition fees for that year of study, as set out in Section 1. The Work Placement Year can be included in your Student Finance allocation; to find out more about your personal eligibility see: www.gov.uk

Students will have to bear the costs of travelling to and from their placement provider, accommodation, food and personal costs. Depending on the placement provider additional costs may include parking permits, travel and transport, suitable clothing, DBS checks, and compulsory health checks.

A small stipend may be available to students from the placement provider during the placement but this will need to be explored on a placement-by-placement basis as some organisations, such as charities, may not have any extra money available. Students should budget with the assumption that their placement will be unpaid.

Eligibility for student finance will depend on the type of placement and whether it is paid or not. If it is paid, this is likely to affect student finance eligibility, however if it is voluntary and therefore unpaid, should not affect student finance eligibility. Students are required to confirm eligibility with their student finance provider.

International students who require a Tier 4 visa should check with the Immigration Compliance team prior to commencing any type of paid placement to ensure that they are not contravening their visa requirements.

Version History

This document

Date Approved: 17 March 2025

Previous documents

Version No	Year	Owner	Date Approved	Summary of and rationale for changes
1.1	2024/25	JAMES TARTAGLIA		Optional module changes
1	2024/25	JAMES TARTAGLIA	21 October 2024	
1	2023/24	SOPHIE ALLEN	08 March 2023	
1	2022/23	SOPHIE ALLEN	04 May 2022	
1	2021/22	JAMES TARTAGLIA	05 February 2021	
1	2020/21	JAMES TARTAGLIA	19 December 2019	
2	2019/20	JAMES TARTAGLIA	07 February 2020	Module changes at Level 5 (year 2): Philosophy of Science (PHI-20020) replaces Philosophy of Mind (PHI-20018) as a compulsory module. PHI-20018 remains available as an optional module.
1	2019/20	CLAIRE EVANS	26 July 2019	