Programme Specification: Undergraduate

For students starting in Academic Year 2023/24

1. Course Summary

Names of programme and award title(s)	Master in Liberal Arts (M.LibArts) Master in Liberal Arts (M.LibArts) with International Year (see Annex for details) Master in Liberal Arts (M.LibArts) with Work Placement Year (see Annex for details)
Award type	Single Honours (Masters)
Mode of study	Full-time
Framework of Higher Education Qualification (FHEQ) level of final award	Level 7
Normal length of the programme	4 years; 5 years with the International Year between years 2 and 3
Maximum period of registration	The normal length as specified above plus 3 years
Location of study	Keele Campus
Accreditation (if applicable)	Not applicable
Regulator	Office for Students (OfS)
Tuition Fees	**UK students:** Fee for 2023/24 is £9,250* **International students:** Fee for 2023/24 is £17,700** The fee for the international year abroad is calculated at 15% of the standard year fee The fee for the work placement year is calculated at 20% of the standard year fee

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

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

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

2. What is 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-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 70 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. 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 (ILAS), which hosts the 'Grand Challenges' Lecture Series on contemporary issues. Hence ILAS helps to sustain the intellectual breadth of the programme, providing the lectures for students to attend as part of the programme's engagement with real-world problems.

While 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.

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 you 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
- decision-making techniques
- key theories of creativity
- major social and economic challenges
- conceptual frameworks such as "wicked problems" that formalise how we think about difficult and complex problems considered major societal challenges
- societal challenges effectively using explicit reference to conceptual frameworks and evidence.
- 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.

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

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

6. How is the programme taught?

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

- The programme uses a **'living labs'** approach, by which field trips engage students with local issues and their potential solutions. Students can pursue hands-on research into Britain's industrial history and current/future-oriented issues of economic regeneration, social challenges and environmental sustainability. Delivering the programme through real world locations, events, issues and problems enables students to apply critical thinking, creative practice and data collection and analysis with an eye to the practical application of their ideas and research. Ultimately, students will have a holistic learning experience that will encourage a sophisticated and sensitive approach to the world.
- **'Learning set'** meetings with a tutor-facilitator are also an important part of the programme, providing an opportunity for students to develop their communication skills and pursue interest in contemporary issues. These groups meet regularly for discussions focused on the students' personal and intellectual

development through discussion of programme seminars, current events and core module content.
- **Tutorials and seminars** where key issues can be discussed in more depth. Students are expected to play a full part in, and occasionally to lead, these discussions, either individually, or as part of a small team. Some tutorials and seminars involve presentations (from individual students or students working in small teams). Seminars and tutorials provide opportunities for students to ask questions about, and suggest answers to, problems encountered and to present their own ideas
- **Interactive workshops**; where students in large classes have the opportunity to work together in smaller groups, interact with the lecturer and reflect on their own learning. Workshops encourage students to reflect on their own learning and take responsibility for its development by addressing areas of difficulty, perhaps by discussing them with their fellow students or by getting additional help from staff
- **Traditional lectures**; where the lecturer provides students with a framework for reading and independent study. Most lecturers employ presentation software such as MS PowerPoint, while sometimes also making use of video and audio presentations. Lectures allow students to gain a systematic understanding of both key theoretical approaches and fundamental concepts
- **Independent study**; based on directed reading from text books, research monographs, academic journals, official government publications, the printed media and appropriate sources deployed on the web. When combined with lectures, independent study is an integral part of developing proper understanding of key concepts, approaches and debates in the field
- **Web-based learning** using the University's virtual learning environment (KLE). The KLE gives students easy access to a wide range of resources and research tools to assist their studies, and can be used as a platform for online discussions, quizzes and blogs
- **Dissertations**; the dissertation double module provides the opportunity to receive training in designing a research project and then implementing it independently. Undertaking a research dissertation with the supervision and support of experienced and active researchers from our staff allows students to formulate relevant research questions and devise a feasible and ethically sound strategy for answering them

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

7. Teaching Staff

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

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

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

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

8. What is the structure of the Programme?

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

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

- Compulsory modules - a module that you are required to study on this course;
- Optional modules - these allow you some limited choice of what to study from a list of modules;
- Global Challenge Pathways (students studying at Level 6 in 2023/24 may take electives instead) - a choice of modules from different subject areas within the University that count towards the overall

credit requirement but not the number of subject-related credits.

Students at Level 4 and Level 5 in 2023/24 have the option of taking a Global Challenge Pathway, which includes one 15-credit module in each year of the degree. Alternatively, a language module or an additional optional module can be taken instead. Information about Global Challenge Pathways can be found after the module lists for Level 5.

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		Electives	
		Min	Max	Min	Max
Level 4	30	75	90	0	15
Level 5	30	75	90	0	15
Level 6	15	75	75	30	30
Level 7	0	120	120	0	0

At Level 4

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

At least 30 credits from approved options.

At Level 5

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

15 credits from one of MDS-20031, ENG-20066, HIS-20101, and SOC-20046.

15 or 30 credits from approved options; 15 credits from a Global Challenge Pathway.

At level 6

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

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) or undertaking a Creative Project (60 credits).

Module Lists

Level 4

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

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

Level 4 Module Rules

Students must take at least 30 credits in a non-Liberal Arts HUMSS subject or Language.

NB: See below for information about the Optional module choices.

NB: Global Challenge Pathways (GCPs) - students at Level 4 and Level 5 in 2023/24 have the option of taking a Global Challenge Pathway, which includes one 15-credit module in each year of the degree. Information on GCPs is shown under the Level 5 modules below.

Language modules

Students on this programme will also be able to study language modules offered by the Language Centre, as part of a Global Challenge Pathway. You can enrol on either a Modern Language module [more information available at this link] (Semester 1 only) or Teaching English to Speakers of Other Languages (TESOL) (Semesters 1 and 2) module (ENL-10053).

If you choose a Modern Language, you will automatically be enrolled on a Semester 2 Modern Language module as a continuation of your language of choice. Undertaking a Modern Languages module in Semester 2 is compulsory if you wish to continue to the language GCP the following academic year.

Level 5

At level 5, students will take all the compulsory modules in semesters 1 and 2, plus one of SOC-20046, ENG-20066, HIS-20101, or MDS-20031 to a value of 45 credits, as indicated in the table below.

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

Optional modules	Module Code	Credits	Period
Researching Media, Communications and Culture	MDS-20031	15	Semester 1
Methods and Approaches to Literature	ENG-20066	15	Semester 2
Sources and Debates in History	HIS-20101	15	Semester 2
Research Methods	SOC-20046	15	Semester 2

Level 5 Module Rules

Students must take one of SOC-20046, ENG-20066, HIS-20101, or MDS-20031.

Students must take at least 30 credits in a non-Liberal Arts HUMSS subject or Language.

NB: See below for information about the Optional module choices.

Global Challenge Pathways (GCPs)

Students at Level 4 and Level 5 in 2023/24 have the option of taking a Global Challenge Pathway, which includes one 15-credit module in each year of the degree. Students at Level 5 will continue the Global Challenge Pathway they started at Level 4.

Global Challenge Pathways offer students the chance to fulfil an exciting, engaging route of interdisciplinary study. Choosing a pathway, students will be presented with a global issue or 'challenge' which directly relates to societal issues, needs and debates. They will be invited to take part in academic and external facing projects which address these issues, within an interdisciplinary community of students and staff. Students completing a Global Challenge Pathway will receive recognition on their degree certificate.

Digital Futures	The Digital Futures pathway offers you the opportunity to become an active contributor to current debates, cutting-edge research, and projects with external partners, addressing both the exciting potential and the challenges of disruptive digital transformation across all spheres of life.

Part of a diverse and interdisciplinary pathway community, you will engage in exciting, impactful collaborative project work in innovative formats. Engaged in real-world scenarios, you will use digital technology and creativity to promote inclusive, empowering, and sustainable change at local and global levels.

Level 4 Module: **A digital life: challenges and opportunities (GCP-10005)**

Level 5 Module: Digital World - People, Spaces, and Data (GCP-20005) |
| **Climate Change & Sustainability** | Through the Climate Change & Sustainability pathway you will develop the skills, understanding and drive to become agents of change to tackle climate change and wider sustainability challenges.

You will work with international partners to explore climate change and sustainability in different international contexts; lead your own projects to drive real change in your communities; and be part of educating others to help achieve a more sustainable future.

Level 4 Module: Climate Change and Sustainable Futures: Global Perspectives (GCP-10009)

Level 5 Module: Climate Change and Sustainability: Action and Activism (GCP-20009) |
| **Social Justice** | Students on this pathway will embark on a reflective journey drawing upon decolonising, feminist, and ethical perspectives on social justice, forging transformative outputs as agents of change.

You will enter a dialogue with local, national, and international partners from Universities, NGOs, International Human Rights Committees. You will engage with key societal challenges, for example Covid 19 as a social crisis with impact on gender and racial identities. The pathway will allow you to monitor and critically evaluate policies and human rights treaties, and produce and disseminate digitally fluent, international and sustainable project findings.

Level 4 Module: **Reflections on Social Injustices, Past and Present (GCP-10003)**

Level 5 Module: Strategic Interventions for Social Justice (GCP-20003) |
| **Enterprise & the Future of Work** | If we are to achieve the promise of Sustainable Development Goals, solve the climate crisis and take advantage of the changes that the digital revolution provide, we need to understand the power of enterprise and prepare for future contexts of work, creativity and disruption.

Supporting you to be part of future-facing solutions, this pathway will give you the ability to make judgements on the utilisation of resources, labour and capital. It will support you in developing creative, original thinking, allowing you to collaborate on projects that persuade and effect change, setting you up to thrive in future environments of work and innovation.

Level 4 Module: Enterprise and the Future of Work (GCP-10007)

Level 5 Module: Enterprise and the Future of Work: Collaborate to Innovate (GCP-20007) |

Global Health Challenges	By taking the global health challenge pathway you will develop solutions to improve the health and quality of life for particular people and communities, engaging with these groups to co-design interventions. This pathway will provide you with skills that go beyond a focus on health and will allow you to develop your ability to work in a team and lead change in society. The knowledge, skills and work experience will complement your core degree and enhance your career opportunities and graduate aspirations. **Level 4 Module: Key concepts and challenges in global health (GCP-10001)** **Level 5 Module: Using Evidence to Improve Global Health (GCP-20001)**
Languages & Intercultural Awareness	An understanding of language and culture opens the doorway to understanding what happens, why it happens and how you can make a difference. Why learn Russian now? How will an understanding of intercultural values impact on global development? How can you use English to work your way around the world? Importantly - how do language and culture impact on the UN Sustainability Goals? The Languages and Intercultural Awareness pathway offers you four distinct strands. The Language Specialist: Become a specialist in one of our languages and graduate with a degree title that includes '... with competency in (Language)'. The Language Taster: Explore a new language every year The Certificate in TESOL (Teaching English to Speakers of Other Languages): Train to teach English as a Foreign Language, gain a globally recognised teaching qualification and work with asylum seekers and refugees. The Intercultural Explorer: Explore cultural practices around the world and discover how the power of language and culture can be forces for breaking down barriers and achieving intercultural understanding, but how they can also be used to create political and social barricades. **Modules available:** **The Language Specialist:** Any Semester 1 Language Module (the level at which you enter will be determined by your previous language learning experiences). **The Language Taster:** Any Semester 1 Language Module (the level at which you enter will be determined by your previous language learning experiences) **The Certificate in TESOL:** ENL-10053 TESOL 1 ENL-20007 TESOL 2 **The Intercultural Explorer:** ENL-10057 The stories we live by ENL-20009 Who do you think you are?

Information on Global Challenge Pathways can be found here:
https://www.keele.ac.uk/study/undergraduate/globalchallengepathways/

Language modules

You can enrol on the continuing Modern Language module [more information available at this link] (Semester 1 only) or the continuing TESOL (Semesters 1 and 2) module (ENL-20007).

If you choose a Modern Language, you will automatically be enrolled on a Semester 2 Modern Language module as a continuation of your GCP Modern Language of choice. Undertaking a Modern Languages module in Semester 2 is compulsory if you wish to continue to the language GCP the following academic year.

Level 6

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

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

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

Level 6 Module Rules

At least one of LIB-30003 Independent Study Project - Dissertation OR LIB-30002 Independent Study Project - Creative Project must be taken.

NB: See below for information about the Optional module choices.

Language modules: You can enrol on a Modern Language module (Semester 1 or Semester 2).

Level 7

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) or undertaking a Creative Project (60 credits).

Optional modules	Module Code	Credits	Period
Masters in Liberal Arts Creative Project	LIB-40001	60	Semester 1-2
Masters - Dissertation	LIB-40002	60	Semester 1-2

Level 7 Module Rules

At least one Taught MA module and one Research Training module also to be completed

Additional information about optional modules - all Levels

The Faculty of Humanities and Social Sciences offers an extraordinarily broad range of optional modules. As illustrated above, Liberal Arts students choose optional modules to supplement the core provision in Liberal Arts. These choices are an integral part of the Liberal Arts programme. The choices available to students cover the entire range of programmes offered by the faculty. Some modules from programmes such as Geography may also be available. It is integral to our Liberal Arts approach that students will be able to choose modules from any of these subject areas, so most modules in the faculty will be available to Liberal Arts students as optional choices.

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

The table below sets out what students learn in each year of the Programme, the modules in which that learning takes place, and the main ways in which students are assessed on their learning. In Years 1, 2 and 3 (Levels 4, 5 and 6) these learning outcomes are achieved in the compulsory modules which all students are required to take. Some of these outcomes may also be achieved or reinforced in elective modules together with other outcomes not stated here. In Year 4 (Level 7) the stated outcomes are achieved by taking any of the modules offered in each semester.

Subject Knowledge and Understanding	
Learning Outcome	**Module in which this is delivered**
Perspectives and approaches associated with the study of Liberal Arts	Liberal Arts and Society's Grand Challenges - LIB-10003 Introduction to the Liberal Arts - LIB-10005
Key theoretical and methodological concepts in the Liberal Arts	Liberal Arts and Society's Grand Challenges - LIB-10003 Introduction to the Liberal Arts - LIB-10005
Issues surrounding knowledge, narrative and evidence	Liberal Arts and Society's Grand Challenges - LIB-10003 Introduction to the Liberal Arts - LIB-10005
Inter-relatedness, connectivity and complexity across art, culture, society and historical process.	Liberal Arts and Society's Grand Challenges - LIB-10003 Introduction to the Liberal Arts - LIB-10005
Explain the benefits of an interdisciplinary approach to problem-solving and exemplify this with specific reference to their chosen subject combinations	Liberal Arts and Society's Grand Challenges - LIB-10003 Introduction to the Liberal Arts - LIB-10005
Identify, discuss and reflect upon the role that Humanities and Social Sciences can play in the resolution of the major challenges facing society	Liberal Arts and Society's Grand Challenges - LIB-10003 Introduction to the Liberal Arts - LIB-10005

Subject Specific Skills	
Learning Outcome	**Module in which this is delivered**
Outline key theoretical concepts, perspectives and methods in the liberal arts	Liberal Arts and Society's Grand Challenges - LIB-10003 Introduction to the Liberal Arts - LIB-10005
Recognize the contentious nature of human knowledge	Introduction to the Liberal Arts - LIB-10005 Liberal Arts and Society's Grand Challenges - LIB-10003
Discuss and analyse a range of 'texts' using liberal arts approaches and perspectives	Liberal Arts and Society's Grand Challenges - LIB-10003 Introduction to the Liberal Arts - LIB-10005
Identify technical and formal approaches to the study of literary texts and visual materials	Introduction to the Liberal Arts - LIB-10005
Communicate clearly and effectively using appropriate academic conventions associated with the Humanities and Social Sciences in both a written and an oral form.	Liberal Arts and Society's Grand Challenges - LIB-10003 Introduction to the Liberal Arts - LIB-10005

Key or Transferable Skills (graduate attributes)	
Learning Outcome	**Module in which this is delivered**
Clear presentation of their material, in written form.	Liberal Arts and Society's Grand Challenges - LIB-10003 Introduction to the Liberal Arts - LIB-10005
Critical and creative thinking, including when reviewing their own work	Introduction to the Liberal Arts - LIB-10005 Liberal Arts and Society's Grand Challenges - LIB-10003
Capacity to synthesize information and evidence from a variety of diverse sources.	Introduction to the Liberal Arts - LIB-10005 Liberal Arts and Society's Grand Challenges - LIB-10003
Close and contextual reading skills	Introduction to the Liberal Arts - LIB-10005 Liberal Arts and Society's Grand Challenges - LIB-10003
Skills of logical reasoning and argument	Liberal Arts and Society's Grand Challenges - LIB-10003 Introduction to the Liberal Arts - LIB-10005
Locate, evaluate, and make effective use of a wide range of university-level information sources.	Liberal Arts and Society's Grand Challenges - LIB-10003

Level 5

Subject Knowledge and Understanding	
Learning Outcome	**Module in which this is delivered**
Approaches to decision-making and problem-solving	Interdisciplinary Perspectives on Wicked Problems - LIB-20006
Evaluate the potential for interdisciplinary practice in how the Liberal Arts relate to complex societal changes.	Interdisciplinary Perspectives on Wicked Problems - LIB-20006
Discuss examples with reference to relevant academic conceptual frameworks on societal challenges and on interdiscplinary practice.	Interdisciplinary Perspectives on Wicked Problems - LIB-20006
Gain knowledge of major ethical concerns associated with research approaches	One of the second-year research skills modules (SOC-20046, ENG-20066, HIS-20101, or MDS-20031)
Demonstrate knowledge and understanding of key theoretical concepts relating to creativity	Creative Arts and Humanities in Society - LIB-20008
Communicate understanding of their own creative process and demonstrate an ability to evaluate their practice through the application of key theoretical concepts	Creative Arts and Humanities in Society - LIB-20008
Identify ways the Creative Arts and Humanities can contribute to our understanding of Society	Creative Arts and Humanities in Society - LIB-20008
Critically evaluate the role of community arts projects in the formation and development of social, regional and national identities	Creative Arts and Humanities in Society - LIB-20008

Subject Specific Skills	
Learning Outcome	**Module in which this is delivered**
Use information from a wide range of appropriate sources to inform evidence-based arguments.	Interdisciplinary Perspectives on Wicked Problems - LIB-20006
Communicate evidence-based evaluations effectively in both written and oral forms.	Interdisciplinary Perspectives on Wicked Problems - LIB-20006
Gain knowledge of subject-appropriate research methodologies	One of the second-year research skills modules (SOC-20046, ENG-20066, HIS-20101, or MDS-20031)

Key or Transferable Skills (graduate attributes)	
Learning Outcome	**Module in which this is delivered**
Their capacity to analyse evidence-based argument and research	Interdisciplinary Perspectives on Wicked Problems - LIB-20006 Research Methods - SOC-20046
Their capacity to search out and synthesise information from a variety of sources	Creative Arts and Humanities in Society - LIB-20008 Interdisciplinary Perspectives on Wicked Problems - LIB-20006
Their decision-making and creative problem-solving skills	Creative Arts and Humanities in Society - LIB-20008 Interdisciplinary Perspectives on Wicked Problems - LIB-20006

Level 6

Subject Knowledge and Understanding	
Learning Outcome	**Module in which this is delivered**
Liberal arts perspectives and approaches, through both their application in developing an extended project and in analysing potential solutions to global and regional problems	Independent Study Project - Dissertation - LIB-30003 Independent Study Project - Creative Project - LIB-30002 Grand Challenges in Society - LIB-30001
Research/Creative design choices and problem solving techniques, in selecting methods and theory to address a problem	Independent Study Project - Dissertation - LIB-30003 Independent Study Project - Creative Project - LIB-30002
The requirement to take an interdisciplinary approach to the addressing of real world problems	Grand Challenges in Society - LIB-30001
Complex problems, both regional and global, alongside potential solutions and their limitations	Grand Challenges in Society - LIB-30001

Subject Specific Skills	
Learning Outcome	**Module in which this is delivered**
Deliver an extended research/creative project from within the perspective and approaches of the Liberal Arts	Independent Study Project - Creative Project - LIB-30002 Independent Study Project - Dissertation - LIB-30003
Apply knowledge of the broad spectrum of Liberal Arts approaches to both broad issues and a specific topic/project	Independent Study Project - Dissertation - LIB-30003 Grand Challenges in Society - LIB-30001 Independent Study Project - Creative Project - LIB-30002
Choose between, and apply, concepts, theories and methods to a specific problem or creative process	Independent Study Project - Dissertation - LIB-30003 Independent Study Project - Creative Project - LIB-30002
Recognise different disciplinary and inter-disciplinary approaches to societal problems	Grand Challenges in Society - LIB-30001
Analyse the virtues and limitations of proposed solutions to problems, with a view to creative work in developing new solutions	Grand Challenges in Society - LIB-30001

Key or Transferable Skills (graduate attributes)	
Learning Outcome	**Module in which this is delivered**
A range of appropriate research/creative skills, specifics depending on the nature of their chosen ISP project	Independent Study Project - Dissertation - LIB-30003 Independent Study Project - Creative Project - LIB-30002
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	Independent Study Project - Dissertation - LIB-30003 Independent Study Project - Creative Project - LIB-30002
Their capacity to work independently on and manage an extended project, supported by regular supervision	Independent Study Project - Dissertation - LIB-30003 Independent Study Project - Creative Project - LIB-30002
Oral and visual presentation skills, particularly in expressing complex ideas to lay audiences	Independent Study Project - Dissertation - LIB-30003 Independent Study Project - Creative Project - LIB-30002 Grand Challenges in Society - LIB-30001
Written communication skills, particularly in expressing complex ideas	Grand Challenges in Society - LIB-30001 Independent Study Project - Dissertation - LIB-30003 Independent Study Project - Creative Project - LIB-30002
Work with others to discover creative, innovative solutions to complex issues	Grand Challenges in Society - LIB-30001
Analytical skills in considering problems from a range of disciplinary and inter-disciplinary perspectives	Grand Challenges in Society - LIB-30001
Recognition of different disciplinary approaches to problems	Grand Challenges in Society - LIB-30001
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 - LIB-30001

Level 7

Subject Knowledge and Understanding	
Learning Outcome	**Module in which this is delivered**
Advanced, specialist knowledge in a chosen discipline or disciplines	Subject-specific modules
Key theoretical approaches and debates in the chosen discipline(s)	Subject-specific modules
Research methods in the chosen discipline(s)	Research Training Modules
Strengths and weaknesses of the research methods in the chosen discipline	Research Training Modules
A chosen specific research topic or area of creative practice	Masters in Liberal Arts Creative Project - LIB-40001 Masters - Dissertation - LIB-40002

Subject Specific Skills	
Learning Outcome	**Module in which this is delivered**
Apply higher-level research skills in the chosen specific discipline	Research Training Modules
Appreciate the strengths and weaknesses of different processes of research/creative production within their chosen discipline	Research Training Assessments
Evaluate research/creative practice critically	Research Training Assessments
Select between approaches to research in developing an extended project	Masters - Dissertation - LIB-40002 Masters in Liberal Arts Creative Project - LIB-40001
Pursue research partnering liberal arts with disciplinary-specific approaches.	Masters - Dissertation - LIB-40002 Masters in Liberal Arts Creative Project - LIB-40001
Identify and design an extended project	Masters in Liberal Arts Creative Project - LIB-40001 Masters - Dissertation - LIB-40002
Gather and select information, interpreting and analysing it through the exercise of critical judgement	Masters in Liberal Arts Creative Project - LIB-40001 Masters - Dissertation - LIB-40002
Construct reasoned argument sustained by practices from the specific disciplinary field	Masters in Liberal Arts Creative Project - LIB-40001 Masters - Dissertation - LIB-40002
Deliver innovative work	Masters in Liberal Arts Creative Project - LIB-40001 Masters - Dissertation - LIB-40002

Key or Transferable Skills (graduate attributes)	
Learning Outcome	**Module in which this is delivered**
Research skills	Masters in Liberal Arts Creative Project - LIB-40001 Masters - Dissertation - LIB-40002 Research Training Modules
Independent working and project management skills through design of extended project	Masters in Liberal Arts Creative Project - LIB-40001 Masters - Dissertation - LIB-40002
Problem-solving through a critical and analytical approach	Masters in Liberal Arts Creative Project - LIB-40001 Masters - Dissertation - LIB-40002
Effective communication skills, dealing with written, oral and visual formats and differing audiences.	Masters in Liberal Arts Creative Project - LIB-40001 Masters - Dissertation - LIB-40002

9. Final and intermediate awards

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

Master in Liberal Arts Degree	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 Master's degree in Liberal Arts.
Honours Degree	360 credits	You will require at least 120 credits at levels 4, 5 and 6 You must accumulate at least 270 credits in Liberal Arts (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 Liberal Arts.
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.

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.

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

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

and answer research questions

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

- **Unseen closed and open book examinations** in different formats test students' knowledge and understanding of the subject. Examinations may consist of essay, short answer and/or multiple choice questions, and paper comprehension
- **Laboratory reports** - structured proformas and full lab reports are formal summaries of work carried out in the laboratory and test students' understanding of the practical aspects of the programme and develop the skills necessary to enable students to present and analyse their results
- **Class tests** taken either conventionally or online via the Keele Learning Environment (KLE) assess students' subject knowledge and their ability to apply it in a more structured and focused way
- **Research projects** test student's knowledge of different research methodologies and the limits and provisional nature of knowledge. They also enable students to demonstrate their ability to formulate research questions and to answer them using appropriate methods
- **Peer assessment:** In some cases students will be involved in marking other students' work, usually with a prescriptive marking guide. This helps students to appreciate where marks are gained and lost and gives them the opportunity to see the common mistakes made by other students

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

11. Contact Time and Expected Workload

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

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

Activity

	Scheduled learning and teaching activities	Guided independent Study	Placements
Year 1 (Level 4)	18%	82%	0%
Year 2 (Level 5)	18%	82%	0%
Year 3 (Level 6)	13%	87%	0%
Year 4 (Level 7)	11%	89%	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:

If this programme has any exemptions, variations or additions to the University Regulations these will be detailed in an Annex at the end of this document titled 'Programme-specific regulations'.

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 sit a diagnostic language assessment. Using this assessment, 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

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: 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 an Academic Mentor who is responsible for reviewing and advising on students' academic progress in Liberal Arts.
- 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.
- 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.
- additional help with University-level study skills and development can be sought from the Learning Support team within Keele's Student 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 (ILAS) 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

Note regarding Study abroad (semester)

Single semester study abroad is not available to students on this programme.

Study Abroad (International Year)

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

Enhanced Degree: With Language Competency/With Advanced Language Competency

Liberal Arts students successfully completing a series of language elective modules have the opportunity to gain an enhanced degree title including their language competency such as, "BA (Hons) Liberal Arts with competency in Japanese". Further information can be found at this link: https://www.keele.ac.uk/study/languagecentre/modernlanguages/enhanceddegreetitles/. Students taking language modules of at least 60 credits* counting towards their main degree at Keele, and successfully completing minimum stage 6 in the chosen language, will be awarded an enhanced degree title with the designation 'with competency in [Language]'. Students taking language modules of at least 60 credits* counting towards their main degree at Keele, and successfully completing stage 10 in the chosen language, will be awarded an enhanced degree title with the designation 'with advanced competency in [Language]'.

For students starting their degree programme from 2022 onwards the requirement to complete 4 modules (60 credits) in your chosen language for the enhanced degree title will change to completing 3 modules (45 credits) in your chosen language.

18. Additional Costs

a. Creative Projects

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

b. Field Trips

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

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

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/qa/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 Statements: Area Studies (2008); Languages, Cultures and Societies (2015); Philosophy (2015); Politics and International Relations (2015); Sociology (2007).

c. QAA Characteristics Statement: Master's Degree (2015) http://www.qaa.ac.uk/en/Publications/Documents/Masters-Degree-Characteristics-15.pdf

d. Keele University Regulations and Guidance for Students and Staff: http://www.keele.ac.uk/regulations

21. Annex - International Year

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 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, 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 to the 5-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 both an International Year and a Placement Year.

Student Support

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

- Phone or Skype conversations with Study Abroad tutor, in line with recommended 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.

22. Annex - Work Placement Year

Liberal Arts 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 are responsible for securing their placement to enable complete flexibility in terms of when and where the placement is conducted, taking into consideration potential living and travel expenses which may be incurred, for which the student responsible. However, students are supported throughout the process by the School, Keele Careers and Employability team, and various other departments across the university.

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. A professional CV and portfolio that they can use when applying for employment (see below)

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 any point prior to undertaking the year-long work placement. 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 (minimum 30 weeks full time (1,050 hours), or equivalent, work placement), 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 and Year-2 Semester 1 modules
- Students undertaking work placements will be expected to complete a Health and Safety checklist and/or training 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 are permitted to undertake a placement, however 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 both an International Year and a 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 or contact them virtually in their placement organization at around the 5 weeks after the placement has commenced, and then visit again or contact them virtually at around 15 weeks into 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 Humanities subjects 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 reflect on their enhanced skill set in front of an audience, using visual aids
4. Understand the aims and priorities, as well as the strengths and possible limitations, of an external organisation and design and complete activities/projects/materials that recognise and support these
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 (ENG-30090) 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 Humanities 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 (ENG-30090)
- In order to ensure a high-quality placement experience, each Placement is required to satisfy an approval process including a Health & Safety Checklist completed by the Placement Provider. Each party (Placement Provider, Student and University) will agree and sign a Learning Agreement outlining the rights and responsibilities associated with their participation in the Placement Year.
- Once a student has been accepted by a placement organisation, the student will inform the University as soon as possible. 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; for more information please contact Student Services.

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. Whilst on Placement students are still classed as full-time students and so eligible for Council Tax exemption, student discounts for travel etc

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.

23. Annex - Programme-specific regulations

Programme Regulations: Liberal Arts (Integrated Masters)

Final Award and Award Titles	Master in Liberal Arts (M.LibArts) Master in Liberal Arts (M.LibArts) with International Year
Intermediate Award(s)	Honours Degree Diploma in Higher Education Certificate in Higher Education
Last modified	December 2022
Programme Specification	https://www.keele.ac.uk/qa/programmespecifications

The University's Academic Regulations which can be found on the Keele University website (https://www.keele.ac.uk/regulations/)[1] apply to and regulate the programme, other than in instances where the specific programme regulations listed below over-ride them. These programme regulations list:

- *Exemptions* which are characterised by the omission of the relevant regulation.
- *Variations* which are characterised by the replacement of part of the regulation with alternative wording.
- *Additional Requirements* which set out what additional rules that apply to students in relation to this programme.

The following **exemptions, variations** and **additional requirements** to the University regulations have been checked by Academic Services and have been approved by the Faculty Education Committee.

A) EXEMPTIONS

The clause(s) listed below describe where an exemption from the University's Academic Regulations exists:

For the whole duration of their studies, students on this Programme are exempt from the following regulations: **No exemptions apply.**

B) VARIATIONS

The clause(s) listed below describe where a variation from the University's Academic Regulations exists: **No variations apply**

Additional Requirements

The programme requirements listed below are in addition to the University's Academic Regulations:

Additional requirement 1: Progression

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 C3 11.3

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 C3 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 C3. The honours degree award shall be as specified in the programme specification for the BA in Liberal Arts.

Additional requirement 2: Course transfer

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

Regulation C6, 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 50% 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.

(International students only) Due to UK Home Office Visa (UKVI) restrictions, students who enrol on an integrated master's programme are not able to transfer to an alternative programme without the change meeting UKVI requirements. Where students wish to take an exit award of a Bachelor's Degree at the level 6 boards they are able to do so, but it is recommended to speak with Immigration Compliance and Support (visa@keele.ac.uk) before taking this option as this affects current and future Visa options.

All other students who are considering a course change or find themselves in circumstances where they need to change will need to speak to Immigration Compliance and Support (Student Services Centre) (visa@keele.ac.uk) first to check eligibility and review the consequences of the transfer and the timings of a new Visa application from outside the UK.

[1] References to University Regulations in this document apply to the content of the University's Regulatory Framework as set out on the University website here https://www.keele.ac.uk/regulations/.

Version History

This document

Date Approved: 08 February 2023

Previous documents

Version No	Year	Owner	Date Approved	Summary of and rationale for changes
1.1	2022/23	DAVID BALLANTYNE	22 December 2022	Change to progression threshold from Level 5 to Level 6: reduced to 50% (agreed by Senate in December 2022)
1	2022/23	DAVID BALLANTYNE	28 January 2022	
1	2021/22	ROB STANNARD	05 February 2021	
1	2020/21	ROB STANNARD	13 May 2020	
2	2019/20	ROB STANNARD	12 May 2020	Module changes at Levels 4 and 5, approved via a Major Modification
1	2019/20	SARAH ROBERTS	01 October 2019	