If you require the Handbook or any other materials in an alternative format, please let us know. On request we can provide you with a printed copy, enlarged print on coloured paper, audio recording or Braille version.
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HISTORY AT KEELE

History at Keele is founded upon the core principles of tradition and innovation. The range of material covered in its programmes extends in chronological terms from the earlier middle ages to the present day, and offers a broad geographical coverage from England to Europe, Asia and Africa. We place great emphasis upon exploring the insights offered by other disciplines, as well as on using up-to-date methods and techniques for studying historical, historiographical and methodological issues. The MA programme familiarises students with a variety of historical periods, historiographical perspectives and approaches, as well as ensuring that they possess the research skills necessary to successful postgraduate study. It offers students the opportunity to choose from a wide range of option modules whilst also maintaining a central coherence through dedicated core modules.

The MA Course Director is both in charge of the overall programme and will act as a personal tutor during your time as a Masters students. Please contact them with any questions or concerns you have.

KEY CONTACT DETAILS

MA Course Director

Until 1 November 2015: Dr. Rachel Bright
CBB 0.060
External: 01782 733466
r.k.bright@keele.ac.uk

From 1 November 2015: Dr. Shalini Sharma
CBB 1.060
External: 01782 733206
s.sharma@keele.ac.uk

MA Administrator

Until 13th October 2015: Ms Tracy Di-Piazza
Room: CBB0.072
Tel: 01782 733147
Email: t.di-piazza@keele.ac.uk

From 13th October 2015: Ms Michaela Owen
Room: CBB0.072
Tel: 01782 733147
Email: m.owen@keele.ac.uk

History Programme Director

Dr. Alannah Tomkins
Room: CBB 1.055
Tel: 01782 733465
E-mail: a.e.tomkins@keele.ac.uk

School of Humanities PGT Director

Dr. Tim Lustig
Room: CBB1.049
Tel: 01782 733011
Email: t.j.lustig@keele.ac.uk
TEACHING STAFF
The current list of teaching staff in History can be found on the History programme’s website. All members of staff have doctorates (PhDs or equivalent) in History or a related discipline. All are active researchers and experienced teachers whose work has been widely published in books and leading international journals. In the most recent government-run assessment of research, the REF 2014, History was in the top 3 performing subjects at Keele: 82% of its research is recognised as world leading and internationally excellent (4* and 3*), which places it 15th out of 83 institutions. The staff group has extensive experience of teaching at undergraduate and postgraduate level in universities in the UK, continental Europe, and North America. Seven members of staff hold teaching qualifications, and one is a fellow of the Higher Education Academy. Details, profiles and roles of members of staff are available online at: http://www.keele.ac.uk/history/people/.

YOUR PERSONAL TUTOR
Undergraduate students are allocated a personal tutor during their time at Keele. In the case of postgraduates, the Programme Director of the MA in History carries out the duties of the personal tutor. The personal tutor is the first point of contact for general guidance on academic and career development and, in consultation, may refer you to specialist academic support services within the University. Your personal tutor can also provide advice, support and general guidance on non-academic issues or, again, in consultation with yourself refer you to pastoral support services within the University, where necessary.

You must ensure that you notify your personal tutor promptly if you are having academic, health or personal problems that are affecting your academic work and must be an active participant in finding a solution to the problem.

MA IN HISTORY AT KEELE
The taught element of the Masters programme comprises core modules in (1) Research Skills for Historians; (2) Approaches to Historical Research; and (3) Directed Reading in History (in which students will select one thematic/chronological based area from a range of options aimed in part to help students in identifying and preparing the research for their dissertation); and two option modules. Following the taught element of the course, students pursue a dissertation topic of their own choosing under the supervision and guidance of a relevant member of the teaching team. All modules offered are taught by staff who are research active and experts in their fields with a commitment to lively and innovative teaching methods. The programme can be studied either full- or part-time. As well as the Master of Arts award, Postgraduate Certificate and Postgraduate Diploma routes are also available.

AIMS OF THE PROGRAMME
The Masters programme aims to enable students to:

- Understand historical change over time and the nature of human societies in the past.
- Develop the ability to construct an historical argument, and to present this coherently, economically and elegantly with the appropriate supporting evidence.
- Deepen their historical knowledge of a variety of periods, places, topics and themes.
• Evaluate and critically assess a range of different kinds of primary sources and to use them appropriately in the development of historical analysis relevant at Masters Level.
• Evaluate and critically assess secondary sources and historiographical debates, and to use them appropriately in the development of historical analysis relevant at Masters Level.
• Develop the ability to research, plan and write a substantial independent project.
• Work both constructively and critically, by themselves and as part of a team, to deliver specific projects.
• Develop research skills commensurate with postgraduate study in the field of History.
• Reflect productively on their strengths, weaknesses, and methods of learning.

WHAT STUDENTS WILL LEARN
What students on the Programme will know, understand, and be able to do, can be described under three main headings:
• Subject knowledge and understanding
• Subject specific skills
• Key or transferable skills (including employability skills).

Students who complete the MA in History will able be to:
• Demonstrate knowledge of the complexities of selected historical trends and issues from different historical periods.
• Explore and analyse a breadth of historical knowledge, spanning eras, continents, cultures and varieties of History (political, social, cultural, religious, etc).
• Critically evaluate different approaches to History and the range of skills and methods employed in its pursuit.
• Evaluate historical evidence, arguments and assumptions.
• Recognise some of the uses and abuses of History.
• Construct clear persuasive arguments using advanced literacy and communication skills, and be able to harness these skills in appropriate contexts, and for a range of audiences, through oral presentation and in writing.
• Manage time and resources effectively.

THE STRUCTURE OF THE COURSE
A list of modules, aims, assessments, and key relevant dates can be found below. The MA is a taught Masters degree, and as such, two-hour seminar discussions during the first two semesters are a key part of your learning experience. Each year is broken down into three semesters, with the final one over the summer months. All students take a combination of three core and two optional modules, listed below. Ask the Course Director if you are unsure about any aspect of your module diet.

For full-time students, in the first semester, all students take the compulsory HIS-40002 Approaches to Historical Research (30 Credits), Semester 1 module, worth 30 credits.

In the second semester all students take the compulsory HIS-40026 Research Skills for Historians (15 credits), Semester 2, worth 15 credits, and the Directed Reading in History module (HIS-40027), also worth 15 credits.
In both semester 1 and 2, full-time students choose one of a number of options, each of which is worth 30 credits. These modules are based on select level 6 modules but are independently validated at level 7 to include additional workshops, guided opportunities for independent study, and a diet of assessment appropriate for Masters level. If you were an undergraduate at Keele, you may not take a module which overlaps with your third year special subject.

The **HIS-40028 Dissertation (60 credits), Semester 3** is worth 60 credits and although it runs mainly in semester 3, students will be encouraged to start thinking about dissertation topics from the beginning of the academic year. The core modules in semesters one and two have been designed partly to enable students to begin choosing and framing dissertation topic and to engage with relevant historiography and staff members.

**Part-time students** will be required to take the same core and optional modules, but over two years. In the first year, they will take one **OPTION MODULES** in semester 1 and one **OPTION MODULES** in semester 2. Across semester 2 and 3 of the first year they will take **HIS-40026 Research Skills for Historians (15 credits), Semester 2** and the **HIS-40027 Directed Reading in History (15 credits), Semester 2**. In the second year, part-time students will take **HIS-40002 Approaches to Historical Research (30 Credits), Semester 1** in semester 1 and the **HIS-40028 Dissertation (60 credits), Semester 3** across semesters 2 and 3.

**CORE MODULES**

All students take three core modules.

**HIS-40002 Approaches to Historical Research (30 Credits), Semester 1**

This module introduces different approaches to the research and writing of history, engages with debates on the status of historical knowledge, and examines the sources and resources available. The seminars are led by specialists within History and are open to all postgraduates in the Humanities and Social Sciences. Throughout, students are encouraged to reflect on the relevance of the material under consideration for their own research topic.

**Aims**

The course aims to broaden students’ understanding of methodological debates within history and to provide conceptual and other tools for their own research work.

**Assessment**

- Presentation (formative)
- Essay (4000-5000 words) 100%

**Due Dates:**

- FT student submissions (all work): 26 January 2016
- PT student submissions (all work): 10 May 2016

Please submit a hard copy to the Humanities Office (CBB0.072) and upload to the Turnitin dropbox on the KLE.

**HIS-40026 Research Skills for Historians (15 credits), Semester 2**

The module will consist of a series of workshops addressing topics such as: issues of postgraduate research in history, formal requirements and originality, along with skills development and the research process; the compilation and presentation of critical bibliographies; identifying and accessing relevant printed and
online resources and databases relevant to historians; the range of formats of academic writing in history and the process of developing a project outline; critique of students’ draft of project outlines.

**Aims**

To develop MA in History students' ability: to devise a project outline and programme of study; to plan for and conduct relevant literature searches; and also to equip them with discipline-specific skills such as information management and retrieval.

**Assessment**

- Project outline of dissertation topic (c.1000 words) 50%
- Annotated bibliography (c.2000 words; only the annotations count) 50%

**Due Dates:**

- FT student submissions (all work): 10 May 2016
- PT student submissions (all work): 12 September 2016

Please submit a hard copy to the Humanities Office (CBB0.072) and upload to the Turnitin dropbox on the KLE.

**HIS-40027 Directed Reading in History (15 credits), Semester 2**

This is a 'shell module' which will involve tutorials from one of a range of thematically/chronologically based options including: Medieval Europe, Early Modern England, Modern Britain, Twentieth-century Europe, Modern World History, Local History, Gender History and Reading and Writing Lives. Students will be given a programme of topic-specific reading by the tutor. Tutorials will involve informal student presentations and discussion of the crucial debates and issues with the theme.

**Aims**

To introduce students to key critical debates in history and to enable them to frame their dissertation topic by engaging with specific thematic or historiographical areas relating to their topic.

**Assessment**

- Presentation: formative
- Essay (c.3000 words) 100%

**Due Dates:**

- FT student submissions (all work): 9 May 2016
- PT student submissions (all work): 13 September 2016

Please submit a hard copy to the Humanities Office (CBB0.072) and upload to the Turnitin dropbox on the KLE.

**HIS-40028 Dissertation (60 credits), Semester 3**

The dissertation module allows students to produce their own piece of independent historical research, guided by a supervisor who will be a world-leading expert in the field. Students taking this module will be offered up to 10 hours of one-to-one supervision.

**Aims**

To undertake a piece of advanced, independent historical research supervised and supported by a member of staff with expertise in the area.

**Assessment**

- dissertation following recognised academic standards of presentation (c.15,000 words) 100%

**Due Dates:**

- FT student submissions (all work): 13 September 2016
- PT student submissions (all work): 12 September 2017

Please submit a hard copy to the Humanities Office (CBB0.072) and upload to the Turnitin dropbox on the KLE.
Dissertation Word Limits and Supervisor Guidelines
The word limit for the MA dissertation is 15,000 (plus or minus 10%).

Work on the dissertation is a two-way process, involving responsibilities on the part of both the student and the supervisor.

It is the student’s responsibility to engage actively in the learning process, to make his or her needs known in a timely way, and (as far as possible) to submit preparatory work and draft materials to agreed times. Students should have clear written information on the arrangements for dissertation supervision. They should know how to contact their supervisor and who to go to if they are experiencing any problems with the supervisor. Students should receive supervisor support to gain ethics approval, if necessary.

It is the supervisor’s responsibility to advise the student at each stage of the work (scope of the project, sources, methodology, structure, content, style and presentation). A guideline minimum level of support for a full-time student is a meeting of about once a month during semesters 1 and 2 and once a fortnight during semester 3. A guideline minimum level of support for a part-time student is a meeting of about once every two months during year 1 and once a month in year 2. For both full-time and part-time students the guideline minimum contact time is 12 hours in total. Most supervisors will ask their students to submit a written dissertation plan and will provide feedback on this plan. During the writing process supervisors should, at various stages, read the entire dissertation in draft form and provide written or verbal feedback to enable the student to produce work to the best possible standard. Supervisors and students will generally agree targets for completion of particular sections of the dissertation. Supervisors should ensure that students are aware of periods when the supervisor is away from Keele (in the case of holidays, for example). Supervisors are not be expected to read draft materials less than two weeks before the final deadline. Supervisors cannot copy-edit final draft dissertations.

OPTION MODULES
Full-time students take two option modules, one in semester 1 and one in semester 2, taken from the following list (for 2015-16). Part-time students will take their option modules in their second year. In these option modules, Masters’ students will be expected to read and reflect independently on additional sources/historiographical debates as set by the module tutor. In addition the M-level enhancement will include two workshops for Masters’ students (held during the undergraduate assessment periods) which will intensively focus on the discussion of critical materials, and the understanding of the research field in which the critical literature is situated.

Assessment
- Participation in seminars and workshops (formative)
- Reflective Diary weighted 20%: A reflective diary of c.1500 words in which students reflect critically on their own mode of study and learning and the development of the research topic
- Essay weighted 80% 4000 - 5000 word essay on a topic as agreed with the tutor

Semester I Due Dates:
- FT student submissions (all work): 26th January 2016
- PT student submissions (all work): 10th May 2016

Semester II Due Dates:
- FT student submissions (all work): 10 May 2016
PT student submissions (all work): 13 September 2016
Please submit a hard copy to the Humanities Office (CBB0.072) and upload to the Turnitin dropbox on the KLE.

**Semester 1**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIS-40029</td>
<td>Religion, Rebellion and the Raj</td>
</tr>
<tr>
<td>HIS-40031</td>
<td>The English Civil War, c.1640-46</td>
</tr>
<tr>
<td>HIS-40033</td>
<td>Suffrage Stories: Life Stories</td>
</tr>
<tr>
<td>HIS-40036</td>
<td>Spirituality and Social Change in the Eleventh Century, I</td>
</tr>
<tr>
<td>HIS-40042</td>
<td>The Art of Dying: Death and society in Medieval and Early Modern Europe</td>
</tr>
<tr>
<td>HIS-40053</td>
<td>After Hitler: West Germany and the Transition to Democracy I</td>
</tr>
<tr>
<td>HIS-40056</td>
<td>Crisis, Conflict and Commerce: from Union to Westphalia</td>
</tr>
<tr>
<td>HIS-40058</td>
<td>Gender and Sexuality in Georgian Britain</td>
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</tbody>
</table>

**Semester 2**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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</thead>
<tbody>
<tr>
<td>HIS-40039</td>
<td>The World Turned upside Down: the English Revolution, c 1646-53</td>
</tr>
<tr>
<td>HIS-40044</td>
<td>Spirituality and Social Change in the Eleventh Century, part II</td>
</tr>
<tr>
<td>HIS-40049</td>
<td>Urban Lives in Modern Europe, 1890-1914</td>
</tr>
<tr>
<td>HIS-40044</td>
<td>Spirituality and Social Change in the Eleventh Century II</td>
</tr>
<tr>
<td>HIS-40045</td>
<td>From Sawbones to Social Hero? Doctors and Medicine 1808-1886</td>
</tr>
<tr>
<td>HIS-40057</td>
<td>Crisis, Conflict and Commerce: from Westphalia to Paris</td>
</tr>
<tr>
<td>HIS-40059</td>
<td>Gender and Sexuality in Victorian Britain</td>
</tr>
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</table>

**MA Assessment Due Dates**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIS-40002</td>
<td>APPROACHES TO HISTORICAL RESEARCH</td>
<td></td>
</tr>
<tr>
<td>FT student submissions (all work)</td>
<td>26th January 2016</td>
<td></td>
</tr>
<tr>
<td>PT student submissions (all work)</td>
<td>10th May 2016</td>
<td></td>
</tr>
<tr>
<td>HISTORY OPTION MODULES SEM1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1 FT student submissions (all work)</td>
<td>26th January 2016</td>
<td></td>
</tr>
<tr>
<td>2 PT student submissions (all work)</td>
<td>10th May 2016</td>
<td></td>
</tr>
<tr>
<td>HIS-40026 RESEARCH SKILLS FOR HISTORIANS (sem2)</td>
<td></td>
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</tr>
<tr>
<td>1 FT student submissions (all work)</td>
<td>10th May 2016</td>
<td></td>
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<tr>
<td>2 PT student submissions (all work)</td>
<td>13th September 2016</td>
<td></td>
</tr>
<tr>
<td>HIS-40027 DIRECTED READING IN HISTORY (sem2)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1 FT student submissions (all work)</td>
<td>10th May 2016</td>
<td></td>
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<tr>
<td>2 PT student submissions (all work)</td>
<td>13th September 2016</td>
<td></td>
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<tr>
<td>HIS-40028 DISSERTATION</td>
<td></td>
<td></td>
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<tr>
<td>1 FT student Dissertations</td>
<td>13th September 2016</td>
<td></td>
</tr>
<tr>
<td>2 PT student Dissertations</td>
<td>12th September 2017</td>
<td></td>
</tr>
<tr>
<td>HISTORY OPTION MODULES SEM2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1 FT student submissions (all work)</td>
<td>10th May 2015</td>
<td></td>
</tr>
<tr>
<td>2 PT student submissions (all work)</td>
<td>13th September 2015</td>
<td></td>
</tr>
</tbody>
</table>
Communication
The School(s) and other University services will contact you intermittently with important information related to your studies. The primary channel for communication will be your Keele email address. It is expected that you will check your Keele email regularly and you are responsible for reading University emails and taking action if appropriate.

E-Vision - You will also need to make yourself familiar with eVision. EVision provides an opportunity to:
- View your current and previous module marks
- View and update your personal information and contact details
- Request a course change
- View your credit requirements
- View your absence record
- Re-register for your course each year
You can access e-Vision through the student login on the Keele homepage; e-Vision is then accessible through ‘The Office’ tab.

Keele Learning Environment (KLE) – The KLE is used by Keele to provide every student and member of staff with a personal teaching and learning workspace that can be accessed through the Internet.

The KLE gives you access to information, activities and resources associated with the modules you are studying. These might include, for example, lecture notes and slides, pictures and other material together with interactive features such as discussion groups.

You should regularly access the KLE, ideally on a daily basis, since it provides the most accurate and up-to-date information with regard to your modules.

Online help for the KLE can be found here: http://www.keele.ac.uk/klehelp/

Timetabling
You can access your timetable at http://www.keele.ac.uk/timetabling/

IT Services
IT Services are responsible for your IT systems and networks throughout the University. Their services include the wireless network, printing service, IT Suite and Labs, Laptop Loan and Laptop repair service. They provide help and advice using Keele systems such as the KLE, eVision, office software or Google Mail and Apps and advice when connecting to the wireless network (eduroam).

Remember when using Keele University IT systems that you are bound by the IT Conditions of Use, a link to which can be found on http://www.keele.ac.uk/it/. It is important that you familiarise yourself with these to ensure that you use the systems within the terms of the Acceptable Use Policy.
The IT Service Desk is the first point of call for anything IT related. It is based in the campus Library and IT Services building and is open 7 days per week throughout the Semester. For further information regarding IT Services, or to report a problem or seek advice, please visit: [http://www.keele.ac.uk/it/](http://www.keele.ac.uk/it/).

**Links to University policies and regulations**

Student Charter: [https://www.keele.ac.uk/aboutus/studentcharter/](https://www.keele.ac.uk/aboutus/studentcharter/) - *the Charter sets out what you can expect of the University and our expectations of you.*

Student-related regulations: [http://www.keele.ac.uk/paa/governance/actcharterstatutesordinancesandregulations/universityregulations/student-relatedregulations/](http://www.keele.ac.uk/paa/governance/actcharterstatutesordinancesandregulations/universityregulations/student-relatedregulations/)

Student Discipline procedures: [http://www.keele.ac.uk/studentdiscipline/](http://www.keele.ac.uk/studentdiscipline/)

Regulations on examinations and assessments: [http://www.keele.ac.uk/regulations/regulation8/](http://www.keele.ac.uk/regulations/regulation8/)

Key University dates: [http://www.keele.ac.uk/keydates/](http://www.keele.ac.uk/keydates/)

University Policy on Late Submission of Assessed Work: [http://www.keele.ac.uk/paa/academicadministration/policies/lateandfailuretosubmitwrittenwork/](http://www.keele.ac.uk/paa/academicadministration/policies/lateandfailuretosubmitwrittenwork/)

**Library**

The University Library’s mission is to provide effective access to all forms of academic information in support of the University's teaching, learning and research.

We have two Library sites, the main Campus Library and the Health Library at the University Hospital of North Staffordshire (UHNS). We offer almost 1000 study spaces and extensive opening hours - the Campus Library is open 24/7 during semester and the Health Library seven days a week all year (except bank holidays). Students can work in a variety of study environments, ranging from group to silent study, and can also book rooms for either purpose. There’s also a refreshment area in the Campus Library, and WiFi access is available on both our sites.

Our academic collections are provided both online and in print. We subscribe to around 20,000 e-journals, 300,000 e-books and have over 600,000 items on our shelves. Students can access many reading lists online, and our "Catalogue Plus" service can be used to find relevant information both in print and online via a single easy-to-use web catalogue. Books can normally be borrowed for two weeks, one week or one day, depending on demand for the title. Students can get help from our staff at the Library’s InfoPoint, and throughout the year. Liaison Librarians provide an extensive range of training tailored to help students with their research and information skills.

Find out more about our services from our website: [http://www.keele.ac.uk/library/](http://www.keele.ac.uk/library/).
**Student Support and Wellbeing:**
Whilst we know that you will have a great experience at Keele, there are likely to be times when you need support, advice or just somebody to talk to. At the University there are services and staff who are specifically in place to offer such support should you need it. We encourage you to familiarise yourself with these services and should things not feel 100% please do seek out their support - that’s what they are here for.

**Student Services Centre**
The Student Services Centre should be your first stop for Academic Advice, Electives information, Financial Support, Support in Accommodation, International Student Support, LGBT Services, Critical Incident Support, and Personal Issues, i.e. Bullying, Homesickness, Depression. The team are experienced in dealing with a wide range of issues and will work with you to resolve any issues or concerns that you have at any point during your time here at Keele. Visit:  
http://www.keele.ac.uk/studentservices/supportandwellbeing/

There are also direct links to the services which can help with Disability and Dyslexia Support, Counselling and Mental Health Support. The team of trained and specialist professionals are all committed to providing effective, sensitive support and specifically understand the challenging experiences that students and young people often face. There is a drop-in centre during weekdays and out-of-hours services are also available. For the most up-to-date information, see:  
http://www.keele.ac.uk/studentcounselling/  
http://www.keele.ac.uk/dds/

**Advice and Support at Keele (ASK)**
Located on the ground floor of KeeleSU, ASK delivers independent advice on a whole range of issues, including academic, health, family, wellbeing, accommodation, finance, legal, international and employment. The advice and support that ASK offers is free, confidential, non-judgemental and impartial. Our trained Education and Welfare Advisors are here to help, just ASK. For more information, please visit:  
www.keeleSU.com/advice

**Keele Postgraduate Association (KPA)**
The Keele Postgraduate Association provides representation and support for all postgraduate and mature students at Keele. The KPA now provides a variety of services for the postgraduate community, primarily welfare support (including the KPA Bursary), academic support (including a mentoring scheme available to all postgraduates), and social networking via the KPA Clubhouse as a social base (serving food and drinks, and since 2001, a branch of the Campaign for Real Ale). The Clubhouse also hosts regular events, including annual beer and cider festivals, as well as weekly events such as a quiz night on Tuesdays and society events including Keele’s Folk Club and Creative Writing Society. All Postgraduate students are represented by the KPA’s full-time and part-time elected officers on a number of University committees, including the University Senate, Council and Research Committee. All postgraduates are entitled to vote for these officers.
For more information about any of these services, please visit: http://kpa.org.uk

**Careers and Employability**

Whilst starting a career may seem a long way into the future the Careers and Employability Service offers an excellent source of information and support for students throughout their Keele experience (and beyond). If at any stage you want to get your CV looking great or are uncertain of what to do after you graduate then get in touch with them and talk things through. Visit: http://www.keele.ac.uk/careers/

To find out more about all of the services above go to www.keele.ac.uk/studentsupport

**SAM:**

If you need information outside of University opening times or when you’re not on campus, you can also access information and guidance at any time via SAM, our innovative new virtual student advisor offering help on a range of topics on life at Keele at isam.keele.ac.uk.

**Volunteering:**

During your studies at Keele you can gain a Volunteering Award. The minimum to receive the award is 25 hours. You simply have to do the volunteering activity, complete a reflective log and give a presentation about your experiences of being a volunteer. You can count pretty much any volunteering that you have been involved with both on and off campus. This could be very useful for your c.v.

StARs (representatives on the SSLC) can claim a maximum of 5 hours for training each academic year which can be signed off by the VP Education or a member of the Keele SU Activities Team. StARs can also claim preparation work for SSLCs as well as the time in the SSLC meeting. This is signed off by the chair of the meeting or the VP Education or Keele SU Activities.

For more information, see: http://www.keele.ac.uk/volunteer/

**Generic assessment criteria:**

The University’s generic assessment criteria are designed as a reference point for staff and students in defining standards of achievement of written work across all subject areas. They describe student achievement in four areas: Knowledge, Understanding and Application; Analysis and Argument; Use of Research-Informed; Communication Skills. These University-wide criteria form the basis for all subject-specific assessment criteria. The University Generic Assessment Criteria can be found here: http://www.keele.ac.uk/media/keeleuniversity/policyzone/paa/Generic%20Assessment%20Criteria%20final%20senate%20approved%20inc%20Level%203.pdf

*The FHEQ Level 7 (Masters) assessment criteria also appears on pp.19-20 of this handbook.*
**External Examiners:**

External Examiners are experienced academics from other institutions or professional practitioners with significant expertise in their field. Their role is to provide an independent assessment that appropriate standards are maintained in Keele’s academic awards in comparison with other universities in the UK.

Their duties involve approving examination papers, checking that marking has been carried out consistently and within the regulations, advising on changes to programme content and writing an annual report. Schools share the reports with students, usually in SSLC meetings, and you can find the latest reports, along with a response from the School, here:

http://www.keele.ac.uk/qa/externalexaminers/reportsandresponses/. NB: you must not contact external examiners directly as they have no remit in relation to individual students.

The list of External Examiners for each subject for the academic year 2014/15 can be found here: http://www.keele.ac.uk/qa/externalexaminers/currentexternalexaminers/

**Extenuating Circumstances (ECs):**

If your personal circumstances are affecting your studies then you should speak with your Programme Director as soon as possible to see if any arrangements can be made. If it is deemed necessary then you may have to submit a claim for extenuating circumstances.

It is in your best interests to speak with someone as quickly as possible, and certainly before any assessment deadline or exam. If you leave it too late then it may be more difficult to give you the necessary help. You should also not wait until you receive your end of year results and then decide to ask for extenuating circumstances to be taken into account as this will not be allowed.

The extenuating circumstances application form, as well as detailed information on the claims process and evidence requirements can be found in the “Extenuating Circumstances Guide to Students” which can be downloaded from: www.keele.ac.uk/ec

**Attendance:**

It is very important that you attend all your classes and supervisory meetings and any non-attendance will be monitored. If you have a valid reason for not attending a class then you need to notify your relevant School as soon as possible. Any non-attendance without good cause will result in an informal warning from your School. If you continue to miss classes then the University will take this very seriously and it may result in you being withdrawn from your studies.

If you are an international student, your visa depends upon class attendance and may be revoked if you miss classes. Make sure you stay in regular contact with your modules teachers about any illness or emergency.
Information on University procedures for issuing academic warnings can be found at: http://www.keele.ac.uk/paa/academicwarnings/

Leave of Absence:
If you feel you need a break from your course for personal, financial, medical or other reasons, it may be possible to take a Leave of Absence, which usually lasts for a semester or a year. Further details are available here: http://www.keele.ac.uk/ssds/changeofcircumstances/takingaleaveofabsence/

Academic Appeals:
Your final module marks, and your eventual degree classification, are confirmed by a Board of Examiners. It may be possible, in exceptional circumstances, to appeal against the outcome using the Academic Appeals process. The reason for your appeal must be based on one of the following:

- A procedural irregularity in the conduct of the assessment
- Extenuating circumstances (providing that the Board of Examiners were not already aware of them, that evidence can be provided to support them, and that there is a valid reason for not notifying the Board at an earlier stage)

For more information, please visit http://www.keele.ac.uk/appeals/

Academic Misconduct:
Academic Misconduct refers to a number of situations where you might attempt to gain an advantage for yourself and/or another student by doing something that goes against University Regulations. This could refer to your conduct during assessments, coursework, and exams. The University takes any breach of the regulations seriously, and in a minority of cases students are required to withdraw from Keele. It is important that you understand the University’s guidelines and you should speak with your Personal Tutor if you have any queries.

Exam Regulations
It is important that students are familiar with the exam regulations. If you don’t abide by the regulations, you may be given a penalty, which could impact on your marks and your degree classification. The exam regulations concern all aspects of cheating in exams, including: taking unauthorised notes into exam halls; using unauthorised calculators and other equipment; talking during exams; using a mobile phone or other communication device during exams.

For more guidance, please read the information on examination conduct at: http://www.keele.ac.uk/paa/studentappealscomplaintsandconduct/studentacademicconduct/

Plagiarism
Central resources and guidance are available on the web at:
http://www.keele.ac.uk/paa/studentappealscomplaintsandconduct/studentacademicconduct/.
The procedure for dealing with allegations of academic misconduct can be found at the same link.

**Process for Investigating Alleged Ethics Offences at School Level (regarding research projects/dissertations)**

*Point 11.5 of Regulation 8 Section 11* states ‘Student projects which involve the participation of human subjects must not be undertaken without the prior approval of a School Student Project Ethics Committee (or another Ethics Committee recognised for this purpose by the relevant School)’. The implications for students who do not obtain ethical approval are as follows:

- Any offence that is deemed to be major will be automatically referred to the Appeals, Complaints and Conduct Manager to be dealt with via Academic Misconduct Panel and the appropriate penalty imposed.
- Any offence that is deemed to be minor will be dealt with via the School Student Project Ethics Committee and an appropriate penalty imposed at School level.

The process for investigating alleged offences at School level can be accessed via [http://www.keele.ac.uk/researchsupport/researchethics/](http://www.keele.ac.uk/researchsupport/researchethics/) (section 4.1)

**Proofreading guidance:**

If you decide that you would like someone to proofread your work or you wish to use a proofreading company it is very important that you read the document ‘Proofreading - a Guide for Students.’ Failure to follow the guidance in this document, if you have your work proofread, could result in you being found guilty of academic misconduct due to you having unpermitted assistance. The proofreading guidance document can be downloaded from the website at: [http://www.keele.ac.uk/paa/studentappealscomplaintsandconduct/studentacademicconduct/](http://www.keele.ac.uk/paa/studentappealscomplaintsandconduct/studentacademicconduct/).

**Language Learning Unit (LLU):**

**English Language Support for International students**

Individual and group language guidance and assistance is available to international students at all levels - from Foundation Year to PhD researchers; beginners to near-native speakers - from the LLU’s English Language Unit (ELU). Credit-bearing Academic English modules help international undergraduate and postgraduate students develop the skills essential to succeed with their studies, and year-round ‘One-to-One’ tutorials ensure as-needed, personalised English language support.

Incoming non-native English speaking international students on taught programmes will take an ELU language assessment during their first weeks at Keele, after which personalised recommendations for modules or other forms of support are made.

To contact us, email elu@keele.ac.uk, or for more information see [keele.ac.uk/llu/englishlanguage/](http://www.keele.ac.uk/llu/englishlanguage/).

To book a 30-minute ‘One-to-One’ see [keele.ac.uk/llu/englishlanguage/supportforinternationalstudents/](http://www.keele.ac.uk/llu/englishlanguage/supportforinternationalstudents/).
Student representation and feedback:
Student feedback is fundamentally important at Keele and there are a number of formal opportunities for you to get involved. You are also encouraged to speak with staff informally if you have any suggestions for improvements or to seek advice regarding issues with your programme.

**StARs (Student Academic Representatives)**
All students have the opportunity to stand for election as a StAR, representing the views of other students on their programme. StARs gather feedback and attend the PGT Staff-Student Liaison Committee (SSLC) to discuss items raised by students and developments to the programme. It is an important role, which is recognised by being HEAR-recordable. There are even StARs awards each year to celebrate the achievements of those who have gone above and beyond the standard duties of a StAR. Look out for further information publicised by KeeleSU, including details of elections. More information can be found here: [http://keelesu.com/activities/stars/](http://keelesu.com/activities/stars/). If you would like to become a PGT StAR, please contact the Director of PGT programmes, Dr. Tim Lustig ([t.j.lustig@keele.ac.uk](mailto:t.j.lustig@keele.ac.uk)).

**Staff-Student Liaison Committees (SSLCs)**
SSLCs provide a forum for discussion between student representatives (StARs) and staff about programme issues and are usually held twice a semester. The meetings are chaired by one of the StARs and act as the principal means for staff to be made aware of the collective opinion of students. Their success depends upon students getting involved, either as StARs or by supporting the StARs by providing them with your feedback. In the first semester, the PGT SSLC will meet from 1.30 to 2.30 on Wednesday 4 November and Wednesday 2 December. Second semester meeting t.b.a.

**Module Evaluation**
At the end of each module students are invited to complete an evaluation form. These are done anonymously and give you an opportunity to have your say on the content and delivery of modules. A summary of the results are considered by the PGT SSLC and other School committees, and also form part of the annual review of the curriculum, known as CARD (Curriculum Annual Review and Development).

Keele also takes part in the Postgraduate Taught Experience Survey (PTES), which is a national survey run by the Higher Education Academy.

**Complaints**
A complaint is the expression of a specific concern about the provision of a service, either academic or non-academic, by the University. An informal complaint should initially be addressed to the member of staff who is most directly concerned with the issue; if the problem is explained to them they can often provide an immediate explanation or solution. If you are dissatisfied with the response, or do not feel able to approach the member of staff, you may submit a formal written complaint. Complaints must be submitted within three months of the date of the event(s) concerned. For further information on how to submit a complaint please refer to the guidance and regulations which can be found on the website at: [http://www.keele.ac.uk/studentcomplaints/](http://www.keele.ac.uk/studentcomplaints/)
Visas and Immigration

Any student who requires a visa to be in the UK or who has been granted a Tier 4 Student Visa is bound by the Immigration rules. These rules also apply to students who need to extend their visa to complete their course at Keele University.

The rules and requirements regarding your visa to study at Keele are very strict and you must make sure that you do not accidentally break them. The University is duty bound to report to the Home Office - UK Visas and Immigration on students who do not adhere to the rules, which will result in their visa being cancelled.

Examples on what is reported include (note: this is not an inclusive list):

- students who do not attend their classes, supervisory meetings and checkpoints;
- students who do not pay their Fees on time;
- students who do not make satisfactory progress in their course;
- students who do not provide documentation when requested by the University;
- students who do not keep their UK contact address up-to-date;
- students that take a leave of absence or intermit from their studies;
- students who leave Keele University during their course;
- students that exceed the working limits as stated in their visa;
- students that withdraw or are withdrawn from their studies.

To note, these requirements are subject to change in line with the Immigration Law and the requirements on sponsors by the Home Office - UK Visas and Immigration, formally the UKBA. For more information please refer to the immigration pages on the Keele University website: [http://www.keele.ac.uk/visa](http://www.keele.ac.uk/visa).

Equality and Diversity statement

As a leading example of an open and integrated community Keele University strives to be a place where learning, living and working is a positive experience for all. Equality and Diversity is a core value underpinning the University’s mission.

Our equality and diversity vision is for a University and community that strives for:

- Equality of educational opportunity;
- Valuing the rights, responsibilities and dignity of individuals through our commitment to equality and diversity;
- Valuing probity and ethical behaviour.

These values will underpin everything that we do, helping to ensure that equality and diversity is mainstreamed across the University and is evident in our day to day practice. Further details of our work on Equality & Diversity can be found on the University website: [http://www.keele.ac.uk/hrss/equalitydiversity/](http://www.keele.ac.uk/hrss/equalitydiversity/)
<table>
<thead>
<tr>
<th>Criteria</th>
<th>Good working showing satisfactory grasp of main issues, sufficient awareness of the subject or practice. Shows a reasonable understanding of the major empirical and/or theoretical issues involved.</th>
<th>Good work demonstrating a good level of understanding of complex issues and methodologies at the forefront of the subject or practice.</th>
<th>Outstanding work demonstrating an excellent level of understanding of complex issues and methodologies at the forefront of the subject or practice.</th>
<th>Exceptional work showing an excellent understanding of complex issues and methodologies at the forefront of the subject or practice.</th>
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<tbody>
<tr>
<td>Knowledge understanding and application</td>
<td>Argument identified and some analysis of key issues, but with limited critical judgement. Ability to begin to connect aspects of subject knowledge and some appreciation of the major empirical and/or theoretical issues involved.</td>
<td>A good and well-organised argument and evaluation with the ability to critically evaluate competing arguments.</td>
<td>The work displays independent critical thought and a strong, well-organised argument. Explores at the boundaries of existing knowledge and is able to reflect on the limitations of theory and/or research.</td>
<td>The work shows exceptional evidence of original independent critical thinking and is based upon a sophisticated and critical understanding of the subject or practice, often at times beyond the boundaries of existing knowledge and is able to reflect on the limitations of theory and/or research.</td>
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<td>Use of appropriate literature</td>
<td>Good communication skills and generally coherent.</td>
<td>Very good communication skills. Organised, logical and coherent presentation.</td>
<td>Excellent communication skills. Demonstrates the ability to interpret and/or data in a critical and constructive way.</td>
<td>Excellent communication skills. Demonstrates the ability to interpret and/or data in a variety of forms in an extremely critical and constructive way.</td>
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<td>Communication, skills and presentation</td>
<td>Sufficient familiarity with a proportion of the basic reading but with minor errors and/or omissions of essential material. Reasonable understanding of the major empirical and/or theoretical issues involved. Ability to connect aspects of subject knowledge and some appreciation of the major empirical and/or theoretical issues involved.</td>
<td>Accurately supported by an appropriate range of sources including primary sources and current research. Materials are evaluated and their assumptions appraised and/or arguments challenged. Accurate use of academic conventions.</td>
<td>Accurately supported by evidence derived from a wide range of source material, including primary sources and current research. Materials are evaluated and their assumptions appraised and/or arguments challenged. Accurate use of academic conventions.</td>
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</tr>
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<td>Application</td>
<td>Knowledge understanding and application</td>
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<td>FHEQ Level 7 (Masters) assessment criteria cont.</td>
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<td><strong>40.</strong> Unsatisfactory work showing only limited planning, although arguments are included. Inadequate attention to logical and argumentative structure. Judgement in applying issues limited or critical view is not shown. Academic conventions are used weakly.</td>
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<tr>
<td><strong>Knowledge understanding and use of appropriate literature</strong></td>
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<td><strong>41.</strong> Unsatisfactory work, showing some evidence of familiarity with a proportion of the basic material or/and argument. Shows some awareness and understanding of the empirical or theoretical issues, but with little development.</td>
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<tr>
<td><strong>Analysis and argument</strong></td>
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<tr>
<td><strong>42.</strong> Inadequate attempt to identify appropriate aspects of subject knowledge. Shows some evidence of planning, although irrelevant/unrelated material or arguments are included. Inadequate attention to logical and argumentative structure. Shows some evidence of reading, and use of sources. Academic conventions used weakly.</td>
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<tr>
<td><strong>Communications skills</strong></td>
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<td><strong>43.</strong> Basic presentation skills with significant deficiencies. Simplistic expression.</td>
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<td><strong>44.</strong> Limited ability to communicate effectively in speech and/or writing. Limited or no use of specialist vocabulary. Demonstrates difficulties in communicating simple ideas. Poor presentation skills.</td>
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</table>

| **39.** Unprofessional work, showing some evidence of familiarity with some relevant issues and necessary material and/or skills, but with major errors, omissions, or misconceptions, and with very limited awareness of the subject or practice. Shows some attempt to connect aspects of subject knowledge, but with little development. |
| **38.** Unsatisfactory work, showing some evidence of familiarity with some relevant issues and necessary material and/or skills, but with major errors, omissions, or misconceptions, and with very limited awareness of the subject or practice. Shows some attempt to connect aspects of subject knowledge, but with little development. |
| **37.** An attempt to answer the question or complete the task, but with little grasp of course material or awareness of the subject or practice. Little ability to connect subject knowledge to appropriate contexts. |
| **36.** Little or no evidence of reading. Views are unsupported and non-authoritative. Academic conventions largely are ignored. |
| **35.** Basic presentation skills with significant deficiencies. Simplistic expression. |
| **34.** Limited ability to communicate effectively in speech and/or writing. Limited use of special vocabulary. Demonstrates difficulties in communicating simple ideas. Very poor presentation skills. |
| **33.** Very limited ability to communicate effectively in speech and/or writing. Very limited or no use of specialist vocabulary. Demonstrates difficulties in communicating simple ideas. Very poor presentation skills. |
| **32.** Extremely limited ability to communicate in speech and/or writing. Very limited or no use of specialist vocabulary. Demonstrates difficulties in communicating simple ideas. Extremely poor presentation skills. |
| **31.** No evidence of reading. Views are unsupported and non-authoritative. Academic conventions largely are ignored. |
| **30.** Unprofessional work, showing very limited planning, although arguments are included. Inadequate attention to logical and argumentative structure. Shows some evidence of reading, and use of sources. Academic conventions used weakly. |
| **29.** Work shows fragmentary evidence of familiarity with course material or awareness of the subject or practice. Very little/no ability to connect to appropriate contexts. |
| **28.** No work offered; or work that is totally irrelevant to the question or task set, or fundamentally wrong. |
| **27.** No work offered; or work that is totally irrelevant to the question or task set, or fundamentally wrong. |
| **26.** No work offered; or work that is totally irrelevant to the question or task set, or fundamentally wrong. |
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Whilst every effort is made to ensure that the information contained in this Handbook and in all other documentation provided by the School is correct at the time of publication, the University does not accept liability for any inaccuracies.

The Handbook does not replace the entries in the University Regulations, which are authoritative statements. In the case of a contradiction or other discrepancy between information in this Handbook and the Regulations, the Regulations shall be authoritative, unless approval has been given for a variation. We would however, be grateful to you for drawing any sources of contradictory information to our attention.

The statements of policy in this Handbook are made in good faith. In exceptional circumstances the University reserves the right to vary programmes, procedures, and other arrangements at any time. It may be helpful to remember that Schools sometimes operate different procedures and you are advised to refer to the relevant School Handbook for modules being taken in another School.

For the most up-to-date information, please consult the online version on KLE; email will also be used to update students of any changes.