MA CREATIVE WRITING

HANDBOOK
2015-16

School of the Humanities
Keele University
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Welcome to the Master of Arts in Creative Writing at Keele University.

The MA Degree, located within the School of Humanities, is a postgraduate taught programme in the discipline area of English. The programme offers students the opportunity to produce a substantial piece of creative writing in prose or poetry and to gain the knowledge and practical skills that will allow them to develop as writers. The core module, The Writer as Critic, The Critic as Writer, encourages students to think critically about their own work in the context of contemporary literary and cultural trends. The writing modules are taught as two-hour intensive workshops, where students benefit from working with the writing tutor and their fellow students. The module The Writer in the Community offers students the opportunity to create and deliver a professional project. The MA culminates in a major piece of work written in close consultation with one of the writing tutors. During the course, there will be numerous writing events, with readings and workshops by visiting writers, publishers and literary agents.

I should like to wish your every success in your studies here at Keele.

James Sheard  
*Programme Director*
CONTACT INFORMATION

Programme Director, MA in Creative Writing
James Sheard, Room CBB 2.056; j.r.j.sheard@keele.ac.uk

Postgraduate administrator
Until 13 October 2015:
Tracy Di-Piazza, Room CBB0.072; Tel. 01782 733147 or email t.di-piazza@keele.ac.uk

After 13 October 2015
Michaela Owen, Room CBB0.072; Tel. 01782 733147 or email m.owen@keele.ac.uk

Tutors
Emma Henderson, Room CBB2.047 e.l.henderson@keele.ac.uk
Gwendoline Riley, Room CBB2.055 g.riley@keele.ac.uk
Tim Lustig, Room CBB1.049 t.j.lustig@keele.ac.uk
James Sheard, Room CBB 2.056 j.r.j.sheard@keele.ac.uk
Nick Bentley, Room CBB2.050 mailto:n.bentley@keele.ac.uk

For other staff contact details, see the websites of each discipline through the links at http://www.keele.ac.uk/faculties/
Creative Writing as a discipline
Creative Writing is a relatively new discipline in British universities, despite several long established programmes. It has long had a role in education in North America.

At MA level the emphasis is on guiding and advising talented students towards imaginative writing of an advanced, publishable standard. Publishable does not mean that every student will get published, but that their work is of a standard to be published were market conditions to be favourable.

The Keele MA in Creative Writing is aimed at students who are already writers with a body of work, who wish to improve and develop their writing to the point where they have a manuscript that could potentially be offered to a publisher. It offers such students an opportunity to develop and improve their writing by working with published authors and other students in a workshop situation.

Of equal importance is the opportunity it offers for writers to understand their work in a critical context and in relation to contemporary writing and culture. The Keele MA in Creative Writing exposes writers to the kinds of discussion and critical interaction that will enable them to see their writing not just as self-expression, but as part of an evolving literary tradition.

Programme Outcomes
Students will benefit by gaining knowledge and understanding of the following:

- critical self-awareness about the writing process and the literary work;
- a thorough understanding of the history and development of at least one specified literary genre;
- writing a specified literary genre to a publishable standard
COURSE COMPONENTS

A. Core modules

The Writer as Critic, The Critic as Writer (30 Credits)
The module is taught as a two-hour seminar. Usually taught by two members of staff: one a creative writing tutor; one a literary critic, this module explores the relationship between writing and different modes of literary and cultural criticism. In the first half of the module, students read their own work in progress inviting comment, especially on areas of difficulty. The tutors and students present on critical questions in their own research and/or writing and on key areas of debate in contemporary culture.

<table>
<thead>
<tr>
<th>Assessment</th>
<th>%</th>
<th>Deadline</th>
</tr>
</thead>
<tbody>
<tr>
<td>Seminar performance</td>
<td>20%</td>
<td></td>
</tr>
<tr>
<td>Critical Essay (3500 words)</td>
<td>50%</td>
<td>26/1/2016</td>
</tr>
</tbody>
</table>

ENG – 40013 Portfolio (90 Credits)
The module is taught through a series of individual supervisions. Students develop a portfolio of original writing to a professional standard through the production of either a complete piece of written work or a substantial part of a complete piece of written work, e.g.: a collection of poetry; a collection of short stories; a short novel; or a substantial part of a longer novel. Students will also be required to write a critical commentary which reflects critically on the portfolio and puts the portfolio in the context of other contemporary literary works and the literary marketplace.

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.

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 18 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 all of the 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.

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Word Count</th>
<th>% of mark</th>
<th>Deadline</th>
</tr>
</thead>
<tbody>
<tr>
<td>Critical Commentary</td>
<td>2000 words</td>
<td>20%</td>
<td></td>
</tr>
<tr>
<td>Portfolio</td>
<td>20000 words prose or 40 pages of poetry</td>
<td>80%</td>
<td>13/9/2016</td>
</tr>
</tbody>
</table>

**Notes On Dissertation:**

1. This is the standard word limit for MA dissertation submissions in Humanities. In the case of MACW, however, such factors as the agendas of publishers need to be taken into account. The 20,000 word/40 pages figure is to be seen as a lower limit. You are free to negotiate with your supervisor/programme director and to agree a higher word limit. This will neither advantage nor disadvantage you: your work will be marked as a whole according to the usual criteria. But it does give you the flexibility to produce work in what may be a more marketable form without incurring the risk of a penalty for over-length work.

2. For part-time students who started in 2014/15, the Dissertation deadline is 18th December 2016.
B. Option Modules

**ENG- 40020 Writing Poetry (30 Credits)**
Writing Poetry is taught through a series of intensive workshops. The module gives students the opportunity to develop their own poetry and creative practice while working alongside other practitioners. It explores contemporary practice in relation to the history of poetry, enabling students to develop their own work in relation to a better understanding of the forms and structures of contemporary poetry.

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Word Count</th>
<th>% of mark</th>
<th>Deadline</th>
</tr>
</thead>
<tbody>
<tr>
<td>Work in Progress</td>
<td>Oral Presentation</td>
<td>0%</td>
<td></td>
</tr>
<tr>
<td>Critical Commentary Pamphlet</td>
<td>2000 words</td>
<td>20%</td>
<td>10/5/2016</td>
</tr>
<tr>
<td></td>
<td>10-15 poems</td>
<td>80%</td>
<td></td>
</tr>
</tbody>
</table>

**ENG – 40019 Writing Fiction (30 Credits)**
Writing Fiction is taught through a series of intensive workshops. The module gives students the opportunity to develop their own prose writing and creative practice while working alongside other practitioners. It explores contemporary practice in relation to the history of fiction, enabling students to develop their own work in relation to a better understanding of the forms and structures of contemporary prose writing. Students will learn how to make best use of the drafting, revising and editing process of creative practice.

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Word Count</th>
<th>% of mark</th>
<th>Deadline</th>
</tr>
</thead>
<tbody>
<tr>
<td>Critical Commentary Portfolio</td>
<td>2000 words</td>
<td>20%</td>
<td>26/1/2016</td>
</tr>
<tr>
<td></td>
<td>4000-8000 words</td>
<td>80%</td>
<td></td>
</tr>
</tbody>
</table>

**Life/Writing (30 Credits)**
The last few years have seen the publication of major autobiographical and biographical works in Britain and the United States, as well as a surge of academic interest in life writing. Life/Writing responds to these new energies in the field, and aims to create a creative environment in which students work together and apart to produce high quality work. The emphasis of the module will be primarily on autobiographical writing, though biographical projects are also welcomed. Students will examine a range of autobiographical and biographical materials during weekly two-hour seminar/workshops. There will be discussion of selected passages drawn from classic and more recent works. Students will read draft materials and discuss work produced during the semester by their peers.
The Writer in the Community (30 Credits)
This module aims “to equip the student with skills and experience in the design and delivery of services commonly undertaken by writers in the community and cultural landscape in which they work.”

The module gives students a chance to create and deliver a professional project. Possible 12-week projects include:
- designing and delivering creative writing workshops
- mentoring less experienced writers
- steering a literary editing project
- setting up and putting on a literary event
- creating a web-based literary resource

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Word Count</th>
<th>% of mark</th>
<th>Deadline</th>
</tr>
</thead>
<tbody>
<tr>
<td>Work in Progress</td>
<td>Presentation</td>
<td>0%</td>
<td></td>
</tr>
<tr>
<td>Critical Commentary</td>
<td>2000 words</td>
<td>20%</td>
<td>10/5/2016</td>
</tr>
<tr>
<td>Portfolio</td>
<td>4000-8000 words</td>
<td>80%</td>
<td>10/5/2016</td>
</tr>
</tbody>
</table>

*As the Portfolio can take many forms and might involve mixed media, this is a nominal word count. Discuss this with your tutor.

You may also choose a Module from the **MA English Literatures**. Please ask for more information about this, if it interests you.
**MA Course Structure – ‘typical’ year charts**

*Full-time students* take the core module and two option modules over 12 months.

<table>
<thead>
<tr>
<th>Semester 1</th>
<th>Semester 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Writer as Critic, The Critic as Writer (30 credits)</td>
<td>Writing Fiction (30 Credits)</td>
</tr>
<tr>
<td>Writing Poetry (30 credits)</td>
<td>The Writer in the Community (30 Credits)</td>
</tr>
<tr>
<td></td>
<td>Life/Writing (30 Credits)</td>
</tr>
</tbody>
</table>

Work on Final Specialist Portfolio (90 credits)

*Part-time students* take the core module and two option modules over 24 months

**Year 1**

<table>
<thead>
<tr>
<th>Semester 1</th>
<th>Semester 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Writer as Critic, The Critic as Writer (30 credits)</td>
<td>Writing Fiction (30 credits)</td>
</tr>
<tr>
<td><em>OR</em></td>
<td><em>OR</em></td>
</tr>
<tr>
<td>Writing Poetry (30 credits)</td>
<td>The Writer in the Community (30 credits)</td>
</tr>
<tr>
<td><em>OR</em></td>
<td><em>OR</em></td>
</tr>
<tr>
<td></td>
<td>Life/Writing (30 credits)</td>
</tr>
<tr>
<td>Year 2</td>
<td>Semester 1</td>
</tr>
<tr>
<td>------</td>
<td>-----------------------------------------</td>
</tr>
<tr>
<td></td>
<td>Core Module: The Writer as Critic, The Critic as Writer (30 credits)</td>
</tr>
<tr>
<td></td>
<td>OR</td>
</tr>
<tr>
<td></td>
<td>Writing Poetry (30 credits)</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Final Specialist Portfolio (90 credits)</td>
</tr>
</tbody>
</table>
Presentation of Work, Deadlines, Extensions and Marking Criteria

1. Presentation of Work
You are required to submit one typed copy, double-spaced of each piece of submitted work, and one copy submitted electronically to the KLE (via Web-CT). Where relevant, these should be complete with footnotes/endnotes and bibliography.

You should ensure that essays are submitted in separate plastic folders with metal clips for hole-punched papers. Longer portfolios will need more substantial ring-binding. The title page will state the title of your work, the title of your programme of study, your supervisor, the date and your student number. In the case of a portfolio it should also include a contents page. DO NOT use paperclips, staples or slide binders, as work may come apart in transit.

All written work must be submitted with a Receipt and Declaration Form, which proves that you have submitted work and certifies that the work is wholly your own. This form will be distributed before the deadlines.
You should submit your essay/dissertation to the MA Creative Writing Administrator, Tracy Di-Piazza, who is entitled to refuse unacceptably presented work (i.e. single copies, poorly bound, without cover sheets or accompanying forms).

Lapses in these respects may result in either a lower grade, a request for resubmission, or, in extremis, failure.

For more comprehensive advice on all aspects of written works, including footnotes and bibliographies, see the advice on writing essays on Blackboard.

Return of Written Work and Feedback
One copy of each piece of written work will be returned to you with comments and you are encouraged to arrange for feedback sessions with your tutor.

Extenuating Circumstances
A variety of personal circumstances can have serious effects on your academic work, and we want to do all we can to support you. If your personal circumstances are affecting your studies you should speak with your tutor or discipline lead as soon as possible. You may be able to submit a claim for extenuating circumstances. It is in your 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 help. Extensions cannot be granted by module tutors or supervisors.

You can find more information on submitting a claim here:

http://www.keele.ac.uk/ec/
Extenuating circumstances forms are submitted online via eVision.

Marking Criteria and Results

Pass marks
The pass mark for all work is 50%, and this must be achieved in each module and the dissertation. 70% is a distinction grade.

You will be assessed on a very wide range of skills, and there is obviously no single model of academic excellence. Nevertheless, tutors will be looking in particular for evidence of the following abilities in critical work:

- Research excellence as evidenced in the quality of the material located and selected.
- The ability to produce clearly structured and coherently argued written work.
- Critical analysis of existing scholarly interpretations.
- Analytical depth in evaluating primary sources.
- The quality of your bibliographic and presentational skills.
- Writing skills, as evidenced in the production of effective, thoughtful, sensitive and interesting prose.
- The academic commitment and engagement you bring to your chosen topic

And the following abilities in creative work:

- use of correct English (apart from the very occasional slip) in grammar, sentence-structure, punctuation and control of appropriate literary forms (stanzas, metre, paragraphs, dialogue etc);
- evidence of technical control, control of literary form and control of voice, style, idiom and register;
- elements of originality in a conventional framework skilfully constructed (may be strikingly original but not well-organised; or it may be extremely skilful in its use of convention but show little originality);
- showing the potential to be eloquent and memorable;
- the subject-matter of the work will have been explored with some insight and breadth of viewpoint.
- knowledge and understanding of form and subject-matter will be evident.

In addition to these specific criteria, the University has General Assessment Criteria for MA-level work. These are available in a document – Assessment Criteria Level 7 – which is included below.

Please note that all work will be double-marked internally and then by the discipline-specific external examiner. All marks are subject to final confirmation by the MA Creative Writing Final Examination Board, held in late October/early November 2016.
Publication of Final Results
Following the meeting of the MA Examination Board, late October/early November. Results are communicated to the Department of Academic Affairs. Your overall result will be sent to you, and you will receive information about arrangements for the Graduation Ceremony, normally held in July.
## FHEQ Generic Assessment Criteria Level 7

<table>
<thead>
<tr>
<th>Criteria</th>
<th>50.5</th>
<th>60.6</th>
<th>70.7</th>
<th>80.8</th>
<th>90.1</th>
</tr>
</thead>
<tbody>
<tr>
<td>%</td>
<td>99%</td>
<td>99%</td>
<td>99%</td>
<td>99%</td>
<td>99%</td>
</tr>
</tbody>
</table>

### Application

<table>
<thead>
<tr>
<th>Knowledge understanding and application</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
<td>9%</td>
</tr>
<tr>
<td>Very good work demonstrating good understanding of issues, including some complex issues. Able to describe and examine a range of ideas with a good and well argued analysis.</td>
<td>9%</td>
</tr>
<tr>
<td>Excellent work demonstrating a very good level of understanding of complex issues and methodologies at the forefront of the subject or practice.</td>
<td>9%</td>
</tr>
<tr>
<td>Outstanding work demonstrating an excellent level of understanding of complex issues and methodologies at the forefront of the subject or practice.</td>
<td>9%</td>
</tr>
<tr>
<td>Exceptional work showing extremely high levels of understanding of complex issues and methodologies at the forefront of the subject or practice.</td>
<td>9%</td>
</tr>
</tbody>
</table>

### Coherence, presentation, and communication skills

<table>
<thead>
<tr>
<th>Very good communication skills, clear and logical presentation.</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Good communication skills and generally coherent.</td>
<td>9%</td>
</tr>
<tr>
<td>Very good communication skills. Organised, logical and coherent presentation.</td>
<td>9%</td>
</tr>
<tr>
<td>Excellent communication skills. Demonstrates the ability to interpret and/or data in a critical and constructive way.</td>
<td>9%</td>
</tr>
<tr>
<td>Excellent communication skills. Demonstrates the ability to interpret and/or data in a very critical and constructive way.</td>
<td>9%</td>
</tr>
<tr>
<td>Excellent communication skills. Demonstrates the ability to interpret and/or data in an extremely critical and constructive way.</td>
<td>9%</td>
</tr>
</tbody>
</table>

### Use of appropriate literature

<table>
<thead>
<tr>
<th>Excellent use of appropriate literature.</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sufficient familiarity with a proportion of the basic reading but with minor errors and/or omissions of essential material. Generally satisfactory use of academic literature.</td>
<td>9%</td>
</tr>
<tr>
<td>Accurately supported by evidence derived from a wide range of source material.</td>
<td>9%</td>
</tr>
<tr>
<td>Excellent use of evidence derived from a wide range of source material.</td>
<td>9%</td>
</tr>
<tr>
<td>Excellent use of evidence derived from a wide range of source material.</td>
<td>9%</td>
</tr>
</tbody>
</table>

### Analysis and argument

<table>
<thead>
<tr>
<th>Excellent analysis and argument.</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Argument identified and some analysis of key issues, but with limited critical judgement. Ability to begin to connect aspects of subject knowledge.</td>
<td>9%</td>
</tr>
<tr>
<td>A good and well organised argument and evaluation with the ability to critically evaluate competing ideas.</td>
<td>9%</td>
</tr>
<tr>
<td>The work displays independent critical thought and a strong organised argument. Is able to reflect on the limitations of theory and/or research.</td>
<td>9%</td>
</tr>
<tr>
<td>The work displays independent critical thought, is strong and sophisticated, with well organised argument. Is able to reflect on the limitations of theory and/or research.</td>
<td>9%</td>
</tr>
<tr>
<td>The work shows exceptional evidence of original independent critical thinking and is based upon a sophisticated and rigorous argument. Is able to reflect on the limitations of theory and/or research.</td>
<td>9%</td>
</tr>
</tbody>
</table>

### Comprehension, evaluation and synthesis

<table>
<thead>
<tr>
<th>Excellent comprehension, evaluation and synthesis.</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Knowledge understanding and application</td>
<td>9%</td>
</tr>
<tr>
<td>Argument identified and some analysis of key issues, but with limited critical judgement. Ability to begin to connect aspects of subject knowledge.</td>
<td>9%</td>
</tr>
<tr>
<td>A good and well organised argument and evaluation with the ability to critically evaluate competing ideas.</td>
<td>9%</td>
</tr>
<tr>
<td>The work displays independent critical thought and a strong organised argument. Is able to reflect on the limitations of theory and/or research.</td>
<td>9%</td>
</tr>
<tr>
<td>The work displays independent critical thought, is strong and sophisticated, with well organised argument. Is able to reflect on the limitations of theory and/or research.</td>
<td>9%</td>
</tr>
<tr>
<td>The work shows exceptional evidence of original independent critical thinking and is based upon a sophisticated and rigorous argument. Is able to reflect on the limitations of theory and/or research.</td>
<td>9%</td>
</tr>
</tbody>
</table>

### Critical thinking

<table>
<thead>
<tr>
<th>Excellent critical thinking.</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Critical thinking.</td>
<td>9%</td>
</tr>
<tr>
<td>Competent level of understanding of complex issues and methodologies at the forefront of the subject or practice.</td>
<td>9%</td>
</tr>
<tr>
<td>Exceptional level of understanding of complex issues and methodologies at the forefront of the subject or practice.</td>
<td>9%</td>
</tr>
</tbody>
</table>

### Use of appropriate sources

<table>
<thead>
<tr>
<th>Excellent use of appropriate sources.</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sufficient familiarity with a proportion of the basic reading but with minor errors and/or omissions of essential material. Generally satisfactory use of academic literature.</td>
<td>9%</td>
</tr>
<tr>
<td>Accurately supported by evidence derived from a wide range of source material.</td>
<td>9%</td>
</tr>
<tr>
<td>Excellent use of evidence derived from a wide range of source material.</td>
<td>9%</td>
</tr>
<tr>
<td>Excellent use of evidence derived from a wide range of source material.</td>
<td>9%</td>
</tr>
</tbody>
</table>
**General Information**

**The Keele Writing Room** (Chancellor’s Building CBB 1.056) is a flexible space used for seminars, events, meetings and socialising. We intend it to be a relaxed and familiar place where all those who are studying Creative Writing, or who are interested in writing, can meet and develop their interest in the literary arts.

Both Undergraduate and Postgraduate sessions take place in the room. Evening events such as readings and extra workshops are held there, and many of the additional events organised by Keele Writing (the Union Creative Writing Society), and our colleagues in Film Studies, take advantage of this dedicated space - and if you just want to bring your lunch along and meet some fellow writers, do so between 1.00 and 2.00.

**Communication**

The School and other University services contact you from time to time with important information related to your studies. The primary channel for communication is your Keele email address. It is your responsibility to check your Keele email regularly and take action if appropriate.

To access your university email from a home computer or computer that is not on the Keele University Network go to the Keele Homepage: [www.keele.ac.uk](http://www.keele.ac.uk) and click ‘Students’, located at the top of the screen:
You then need to log in. To do this, enter your user name and password. Next click ‘Log In’. This gives you access to your emails from any PC.

**eVision**

You need to make yourself familiar with eVision. This 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;
- submit an Extenuating Circumstances form.

You can access eVision through your student login on the Keele homepage. eVision 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 lecture notes and slides, pictures and other material together with interactive features such as discussion groups. You should regularly access the KLE because it provides the most accurate and up-to-date information with regard to your modules.

For online help with the KLE go to:

[http://www.keele.ac.uk/klehelp/](http://www.keele.ac.uk/klehelp/)
**Timetabling**
To access your timetable go to:

http://www.keele.ac.uk/timetabling/

Please note that some module information is informally arranged at PGT level and will not appear on the electronic timetable.

**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. They provide help and advice about using Keele’s systems (email, eVision, the KLE, office software and apps) and advice when connecting to the wireless network (eduroam). When using Keele University IT systems remember that you are bound by the IT Conditions of Use, which can be found at:

http://www.keele.ac.uk/it/

It is important 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 a week throughout the semester. For further information regarding IT Services, or to report a problem or seek advice, go to:

http://www.keele.ac.uk/it/

Keep yourself safe whilst online:

- keep a clean machine and make sure that your antivirus, web browser and operating system are all up to date;
- protect your personal information, secure your account by changing your password to something that is memorable but secure, a combination of capital and lowercase letters;
- ensure that your online presence, particularly in social media, has the security set to a level you are comfortable with;
- think before you act, if you are wary of a communication as it sounds too good to be true or asks for personal information you are probably best deleting it.
Student Resources

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 1,000 study spaces and extensive opening hours – the Campus Library is open 24/7 during semester and the Health Library is open 7 days a week throughout the year (except bank holidays). You 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. You 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. You can get help from our staff at the Library’s InfoPoint. Liaison Librarians provide an extensive range of training tailored to help students with their research and information skills.

Please see the booklet titled Information Services: Library and Computing Facilities for Staff and Research Students, which provides essential basic information.

Find out more about our services at:

http://www.keele.ac.uk/library/

Keele Postgraduate Association (KPA)
The KPA is an association of university postgraduates, run by postgraduates and an appointed general manager, of which you automatically become a member. The KPA represents the many postgraduates at Keele and can assist with any academic or welfare problems encountered during your time at Keele. It also offers a bar, hot and cold food, lounge and TV, pool table and meeting room, and organises special events. The KPA is located directly behind the Students Union building at the entrance to Horwood Hall. For further information, go to:

http://kpa.org.uk.
Student Support Centre
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.

The Student Support Centre should be your first stop for academic advice, financial support, support in accommodation, international student support, critical incident support, and personal issues such as bullying, homesickness, and so on. 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. For more information, go to:

http://www.keele.ac.uk/ssc

Student Wellbeing
Your wellbeing is of paramount importance to us. Should you need to, we urge that you talk not only to us but also engage with Wellbeing Services. These include 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 of all ages may face. For more information, go to:

http://www.keele.ac.uk/studentcounselling/
http://www.keele.ac.uk/dds/
www.keele.ac.uk/studentsupport

Keele Mentors Scheme
Staff within Student Support also co-ordinate the Keele Mentors Scheme, which is open to all new students. For more information about Keele Mentors and to sign up online go to:

http://www.keele.ac.uk/keelementors/

Advice and Support at Keele (ASK)
Located on the ground floor of Keele Student Union, 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](http://www.keeleSU.com/advice) or come and see us. We are open Monday–Friday 10.00 am to 12.30 pm and 1.00 pm to 4.00 pm.

**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 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

For more information, go to: [keele.ac.uk/llu/englishlanguage/](http://www.keele.ac.uk/llu/englishlanguage/).

To book a 30-minute ‘One-to-One’, go to: [keele.ac.uk/llu/englishlanguage/supportforinternationalstudents/](http://www.keele.ac.uk/llu/englishlanguage/supportforinternationalstudents/).

**Proofreading**

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 *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. For proofreading guidance, go to:

[http://www.keele.ac.uk/paa/studentappealscomplaintsandconduct/studentacademicconduct/](http://www.keele.ac.uk/paa/studentappealscomplaintsandconduct/studentacademicconduct/).

**Student Representation**

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.

**Student Academic Representatives (StARs)**

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 Staff-Student Liaison Committees (SSLCs) 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. For more information, go to:

http://keelesu.com/activities/stars/.

Staff-Student Liaison Committee (SSLC)
The PGT SSLC provides a forum for discussion between student representatives (StARs) and staff about programme issues. Volunteer representatives from (ideally) each of the M.Res. disciplines will be sought at induction and subsequently. Two meetings of the PGT SSLC will be held in the first semester, at 1 pm on 26 November and at 1 pm on 25 March. Two meetings (t.b.a.) will be held in the second semester. SSLC meetings are held in the David Bruce Centre (CBB0.30) and chaired by the PGT Director, who acts as the principal means for students to feed comments and questions to the School Learning and Teaching Committee. To make sure the M.Res. is what it should be, we need to know your opinions, and this depends upon you collectively getting involved.

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 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.

University policies and regulations

Student Charter

http://www.keele.ac.uk/aboutus/studentcharter/

Student-related Regulations

http://www.keele.ac.uk/paa/governance/actcharter/statutesordinancesandregulations/universityregulations/student-relatedregulations/

Discipline Procedures
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 (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 who take a leave of absence or intermit from their studies
- students who leave Keele University during their course
- students who exceed the working limits as stated in their visa
- students who withdraw or are withdrawn from their studies.

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

Equality and Diversity
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
- values the rights, responsibilities and dignity of individuals through our commitment to equality and diversity
- values probity and ethical behaviour.

These values underpin everything 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 and diversity can be found at:

http://www.keele.ac.uk/hrss/equalitydiversity/

Disclaimer

The information in this Handbook is as accurate and up to date as we can make it. You will be notified directly of any important changes, but the **online** version of this document is taken as the current one.

The Handbook does not replace the entries in the University Prospectus and Calendar, which are authoritative statements. In case of conflict, university regulations take priority.