# Programme Specification: Undergraduate

# For students starting in Academic Year 2020/21

## 1. Course Summary

| | |
|---|---|
| **Names of programme and award title(s)** | BA or BSc (Hons) Human Geography<br>BA or BSc (Hons) Human Geography with International Year (see Annex for details)<br>BA or BSc (Hons) Human Geography with Work Placement Year (see Annex for details) |
| **Award type** | Combined Honours |
| **Mode of study** | Full-time |
| **Framework of Higher Education Qualification (FHEQ) level of final award** | Level 6 |
| **Normal length of the programme** | 3 years; 4 years with either the International Year or Placement Year between years 2 and 3 |
| **Maximum period of registration** | The normal length as specified above plus 3 years |
| **Location of study** | Keele Campus |
| **Accreditation (if applicable)** | Not applicable |
| **Regulator** | Office for Students (OfS) |
| **Tuition Fees** | **UK students:**<br><br>Fee for 2022/23 is £9,250*<br><br>**International students:**<br><br>Fee for 2022/23 is £16,800** *(if combined with a non-laboratory-based Principal Subject)*<br><br>*or* £17,900** *(if combined with a laboratory-based Principal Subject)*<br><br>The fee for the international year abroad is calculated at 15% of the standard year fee |

> ***Please note that this document applies to Level 6 students only in 2022/23***

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

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

*** We reserve the right to increase fees in subsequent years of study by an inflationary amount. Please refer*

*to the accompanying Student Terms & Conditions for full details. Further information on fees can be found at http://www.keele.ac.uk/studentfunding/tuitionfees/*

## 2. What is a Combined Honours programme?

*NB:* Students who study their two Principal subjects in humanities and/or social science subjects will be awarded the degree of Bachelor of Arts (with Honours) (BA Hons). All students who study a science Principal subject are candidates for the degree of Bachelor of Science (with Honours) (BSc Hons) irrespective of their second Principal subject.

Combined Honours degrees are degrees that are taken in two different subjects, resulting in an X and Y degree title. If you are taking a Combined Honours programme, these will be the two subjects you applied for. These are referred to as your Principal Subjects.

In a Combined Honours degree you must take at least 135 credits in each Principal Subject (270 credits in total), accrued over all three levels of study, with at least 45 credits at each level of study (Levels 4, 5 and 6) in each of two Principal Subjects (90 credits per year). The remaining available credits can be filled with modules from these subjects or other subjects entirely.

As a Combined Honours student you can choose to study just one subject in your final year of study, taking a minimum of 90 credits in this subject. This will result in an X with Y degree title.

## 3. Overview of the Programme

The Dual Honours Human Geography degree route provides students with the opportunity to explore the full range of this dynamic discipline within a flexible dual honours pathway. The majority of students take Human Geography as a conventional three-year Dual Honours programme in combination with another principal subject, leading to either a BA or BSc degree depending on the other subject chosen. This dual honours programme enables students studying Human Geography with another subject at levels 4 and 5 to specialise in Human Geography in their final year.

Students with a particular interest in Human Geography may elect to take the course as a Major Route programme. In this case, students read a second subject alongside Human Geography for the first two years of the course and then focus solely on Human Geography during their third year. Similarly, Human Geography can be taken as a Minor Route programme in which Geography is dropped in year 3 (level 6) in favour of the other principal. Finally, this degree route can also be taken as part of the Foundation Year programmes in both Sciences and Social Sciences. These options are designed for students who wish to study Social Science or Science subjects at Keele but lack the necessary background qualifications.

The first year involves a broad-based introductory programme that provides a platform from which knowledge, understanding and skills can subsequently be developed. The second year involves more in-depth and critical exploration of key issues within Human Geography, practical "hands-on" experience of a range of geographical research techniques, and an opportunity to put these skills into practice during an overseas field course. The final year provides the opportunity to specialise in areas of most interest to the student, by selecting from a broad range of option modules that reflect staff members' cutting-edge research interests. Fieldwork is a crucial aspect of any Geography degree programme and field excursions within both the U.K. and overseas are integral to the programme. Students also carry out an independent research project on a topic of their choice in the final year.

## 4. Aims of the programme

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

- achieve a knowledge and understanding of a range of different approaches to Human Geography, while recognising both the diversity of the discipline and its unifying themes
- acquire a range of cognitive, generic and transferable skills, including practical and technical skills and techniques appropriate to Human Geography, and to deploy these skills to tackle a range of geographical issues
- make critical assessments of sources of information, to engage effectively in their own independent research, and to communicate ideas in a concise and effective way
- explore the key elements of current knowledge and understanding of subjects of study within Human Geography, including the research foundations and reliability of that knowledge and understanding

## 5. What you will learn

The intended learning outcomes of the programme (what students should know, understand and be able to do at the end of the programme), can be described under the following headings:

- Subject knowledge and understanding

- Subject specific skills
- Intellectual skills
- Key or transferable skills (including employability skills)

### Subject knowledge and understanding

Successful students will be able to:

- the contribution of research to the development of knowledge in Human Geography
- the dynamic, plural and contested nature of the discipline
- patterns of spatial variation as dynamic characteristics of the human environment
- characteristics, diversity and interdependence of places outside their own everyday experience
- the way that human environments change through time
- the relationship between human activity and the physical environment
- the significance of spatial and temporal scale in human processes
- the use of systems at a range of scales to conceptualise patterns, processes, interactions and change in the human world
- different methodological strategies used in the observation, analysis, interpretation and representation of geographical information
- applications and limitations of Human Geography in problem solving, wealth creation and improving quality of life

Teaching and learning employed to achieve these outcomes include: Formal classes (lectures, practicals, fieldcourses, seminars, workshops and tutorials); Directed reading and web-supported study; Independent study and reflection. The acquisition of knowledge and understanding underpins most of the programme, but is most explicitly addressed in lecture modules. The Dissertation ultimately allows students to combine knowledge, understanding and skills in a research project.

Assessment of students' knowledge and understanding is achieved by: formative assessment in individual or small group tutorials; coursework essays, posters, technical reports and web-pages; in-class and online exercises and tests; individual or group oral presentations; end-of-course examinations.

### Subject specific skills

Successful students will be able to:

- plan, design and execute a piece of research in Human Geography, including production of a final report
- undertake effective fieldwork with due regard for safety and risk assessment
- work safely in a map/computer laboratory and in an archive, with awareness of standard procedures
- prepare effective maps and diagrams using a range of appropriate technologies
- employ a variety of technical, statistical and qualitative methods for the collection and analysis of spatial, social,  and environmental information
- assess and use different types of documentary data sources
- combine and interpret different types of evidence in Human Geography

Subject specific skills are taught most explicitly in the practical and field course programmes and in the ISP modules. Teaching and learning strategies and methods employed to achieve these outcomes include: Practical classes, field courses and independent project work; Individual dissertation tutorials; Directed reading and independent study.

Assessment of students' subject-specific skills is achieved (depending on option choices) by: a 6,000 or 11,000 word independent research project (dissertation); a formal research proposal and risk assessment; in-class exercises and tests; coursework essays, posters, technical reports and web-pages; fieldcourse or practical class reports.

### Intellectual skills

Successful students will be able to:

- assess the merits of contrasting theories, explanations and policies
- analyse and solve problems
- make reasoned decisions
- evaluate evidence and make critical judgements
- make critical interpretations of data and text
- abstract and synthesise information
- develop a reasoned argument

- take responsibility for their own learning and develop a habit of reflection upon that learning

Intellectual skills are developed throughout the course, and handled most explicitly in tutorial, workshop and practical classes, as well as in the dissertation and in individual progress interviews. Teaching and learning strategies and methods employed to achieve these outcomes include: Formal classes (lectures, practicals, fieldcourses, seminars, workshops and tutorials); Individual dissertation tutorials and Individual progress interviews; Independent project work; Directed reading and web-supported study; Independent study and reflection.

Assessment of students' intellectual skills is achieved (depending on option choices) by: Tutorial assignments and group discussion; a 6,000 or 11,000 word independent research project; Coursework presentations; End of course examinations; Practical class exercises; Formative assessment and feedback in individual progress interviews.

## Key or transferable skills (including employability skills)

Employability Skills are embedded within the modules in all three years in order to equip students with core skills and knowledge, which are transferable into post-University experience. In addition, where relevant, modules seek to highlight relevant employment opportunities for geography graduates. Generic employability skills included within the programme include:

- Written communication skills: The development of written communication skills is a key element of the programme. Students complete various written assignments in all three years including essays, poster presentations, technical reports and a large dissertation. Specific training is provided in the year 1 tutorial programme, addressing academic writing skills such as referencing.
- Oral presentation skills: Students gain experience in oral presentation skills within many modules including the year 1 tutorial programme.
- Communication skills: Students are encouraged to discuss and debate ideas in small-group tutorial sessions in year 1, and are encouraged to discuss specific aspects of their work with their peers and their module tutors. This is facilitated by the open-door policy operated by the geography staff.
- Problem solving: The ability to resolve problems with complex solutions is an important part of the programme and is included within a number of module assessments and fieldwork activities.
- Fieldwork skills: Students are introduced to a range of field skills such as surveying during the course of the degree programme. They are also trained in risk assessment techniques that are central to safe working in the field.
- Numeracy skills: Numerous practical exercises include the analysis and manipulation of numerical datasets. The first year practical programme in particular involves the geographical application of a variety of statistical techniques.
- Working independently: Successful completion of the degree programme requires students to work independently. This ranges from the wider reading required to expand on material covered within the lectures, to the final completion of a major independent research project in year 3.
- Literature searching: In years 2 and 3 in particular, students are required to make use of journal literature. Effective engagement with these advanced sources requires the development of sophisticated search skills that are introduced in the year 1 tutorials and further developed in the year 2 programme.
- Team working: Team work is an integral part of the field courses in years 1 and 2 and students therefore have numerous opportunities to work as part of a team. Some modules include assessments that require students to work as a group (e.g. GEG-20010: Practical Human Geography).
- IT skills: Key IT skills are taught to all undergraduates at the beginning of Year 1. Instruction is given in core software applications (e.g. spreadsheet software) so that all students have the same level of core knowledge of essential computing techniques. Particular emphasis is placed on the use of industry-standard GIS software (ArcGIS) to analyse, visualise and integrate spatial datasets.
- Learning to Learn: The first-year tutorial programme recognises the challenge posed by the transition from Secondary to Higher Education (Goal 2, University and School Learning and Teaching Strategies) and consequently focuses on introducing students to the key study skills required to work effectively in a university environment (e.g. time management, note taking, use of feedback and reflection, how to find relevant literature, referencing and plagiarism etc.). This is facilitated by the small-group learning and close support from a nominated member of staff from their arrival at Keele.

## Keele Graduate attributes

Human Geography at Keele University is proud of its distinctive educational environment, which is designed to enable students to develop into *distinctive graduates* able to balance *specialist and expert knowledge* with a *broad outlook* and an *independent approach*. Keele identifies a set of distinctive graduate attributes that characterise successful Keele students.

Engagement with this programme will enable you to develop your intellectual, personal and professional

capabilities. At Keele, we call these our ten Graduate Attributes and they include independent thinking, synthesizing information, creative problem solving, communicating clearly, and appreciating the social, environmental and global implications of your studies and activities. Our educational programme and learning environment is designed to help you to become a well-rounded graduate who is capable of making a positive and valued contribution in a complex and rapidly changing world, whichever spheres of life you engage in after your studies are completed.

The content, structure and intended learning outcomes of our programme, which are described in this Programme Specification, are explicitly designed to facilitate the achievement of these capabilities.

Specifically, we provide:

- opportunities throughout Human Geography to develop the subject-specific skills and knowledge that are at the heart of the programme
- opportunities throughout Human Geography to develop personal and professional attributes, abilities and attitudes appropriate to lifelong learning, employability and citizenship
- opportunities within the wider Keele framework to develop a broad set of attributes that are not subject specific but define an intellectually well-rounded and confident graduate
- a supportive network of staff within Human Geography who aim to demonstrate these attributes by their own example and who are dedicated to working alongside students exploring and developing them as they progress through the programme.

The preceding sections in the Programme Specification illustrate the ways in which these attributes can be achieved through what we include in the course, and a more detailed analysis of how specific Graduate Attributes relate to specific elements of the course can be found below.

Keele's Graduate Attributes are listed in the table below, along with comments about how they apply to Human Geography students.

**Keele Graduate Attribute 1.**

**An open and questioning approach to ideas, demonstrating curiosity, independence of thought and the ability to appreciate a range of perspectives on the natural and social worlds**

Human Geography students:

- encounter a huge range of ideas as they explore our "plural and contested" discipline
- are rewarded for recognising and making sense of different points of view
- are required to develop their own well-informed opinions on controversial topics
- are explicitly taught to explore, research and investigate the world around them
- can do hands-on fieldwork and project work throughout the programme

**Keele Graduate Attribute 2.**

**An appreciation of the development and value of Geography, awareness of its context and links with other disciplines, and awareness of the provisional and dynamic nature of knowledge**

Human Geography students:

- learn explicitly about the history, development and applications of the discipline
- are rewarded for appreciating the "plural and contested" nature of Geography
- explore work at the cutting edge of new ideas that constantly renew or replace our knowledge of the world around us
- carry out their own independent research close to the forefront of the discipline

**Keele Graduate Attribute 3.**

**Information literacy: the ability to locate, evaluate and synthesise large amounts of frequently conflicting information, ideas and data**

Human Geography students:

- have specific training in information literacy and are rewarded for good practice
- learn to evaluate sources critically and make choices between alternative sources
- access, evaluate and use many different types of information
- create original data of their own by fieldwork or experimentation, and use this in combination with previously published data
- become adept  in collecting, analysing, and representing data in different forms

**Keele Graduate Attribute 4.**

**The ability creatively to solve problems using a range of different approaches and techniques, and to determine which techniques are appropriate for the issue at hand**

Human Geography students:

- learn a wide range of research and analytical techniques
- carry out group and independent project work doing real research
- are taught research-design skills, and apply them in both field and laboratory
- are given the flexibility to try out different approaches in their own work
- are set a variety of different challenges requiring different solutions

**Keele Graduate Attribute 5.**

**An appreciation of the social, environmental and global implications of your studies and other activities, including recognition of any ethical implications**

Human Geography students:

- are explicitly trained to recognise ethical and safety issues related to their work
- are assessed on the completion of risk and ethics assessments for projects
- explore environmental hazards, resources, and environmental change
- study the global environment as the home of humankind
- study within a School with strong environmental, social and ethical commitments

**Keele Graduate Attribute 6.**

**The ability to communicate clearly and effectively in written and verbal forms for different purposes and to a variety of audiences**

Human Geography students:

- have clarity of communication at the heart of their idea of professional good practice
- work to a clearly articulated "House Style" that encourages careful discipline
- learn presentation skills including report writing, giving talks, and creating posters
- have the opportunity to take part in conference-style presentations
- are taught to present work in particular styles for particular purposes or audiences

**Keele Graduate Attribute 7.**

**The knowledge, skills, self-confidence and self-awareness actively to pursue your future goals**

Human Geography students:

- have  the opportunity to develop real expertise in their chosen options
- can carry out advanced independent project work to an extremely high level
- are offered challenges within the course, and gain confidence in meeting them
- are provided with tools and training to record their progress and achievements
- work within a community that is supportive and constructive but critical and reflective
- are taught to see their subject knowledge and skills in an employability context
- are encouraged to aspire to goals that exceed their pre-University expectations

**Keele Graduate Attribute 8.**

**The ability and motivation to participate responsibly and collaboratively as an active citizen in the communities in which you live and work**

Human Geography students:

- learn to work individually and in groups within a larger academic community
- engage in complex collaborative project work and team-based exercises
- learn about the broad international community of scientific practice
- work in a subject that has clear links to wider society and environment
- have very clear career opportunities linked to the wellbeing of the community

**Keele Graduate Attribute 9.**

**A professional and reflective approach, including qualities of leadership, responsibility, personal integrity, empathy, care and respect for others, accountability and self-regulation**

Human Geography students:

- are taught about professional standards by tutors with professional qualifications

- are rewarded in assessments for adopting good professional practice
- follow clear guidelines in their work, including rules about personal integrity and respect for others
- have opportunities to develop leadership skills through teamwork
- are given the freedom that requires them to exercise self-regulation
- are taught by staff who value, adopt and exemplify these characteristics

**Keele Graduate Attribute 10.**

**The flexibility to thrive in rapidly changing and uncertain external environments and to update skills and knowledge as circumstances require**

Human Geography students:

- work closely with the idea of environmental change and dynamic systems
- learn that old techniques can be adapted and re-applied for use with new problems
- learn explicitly about the provisional and dynamic nature of knowledge
- become familiar with working in rapidly changing environments
- gain confidence both in their expertise and in their own flexibility by tackling difficult challenges within their work

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

## 6. How is the programme taught?

Learning and teaching methods used on the programme vary according to the subject matter and level of the module. They include the following:

- Lectures
- Tutorials
- Seminars
- Practical classes
- Field courses
- Individual progress interviews, including personal development planning (PDP)
- Directed reading
- Group presentations and linked discussion
- Independent study and project work
- Use of e-learning/the Keele Learning Environment (KLE)

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

These learning and teaching methods enable students to achieve the learning outcomes of the programme in a variety of ways.

## 7. Teaching Staff

Human Geography is a modular programme taught within the School of Geography, Geology and the Environment, which includes lecturers with expertise in Geography, Social Science, and Earth Sciences and Environmental Sciences. All the current Human Geography lecturers hold PhDs and most are internationally recognised experts in their fields.

The teaching team are all are actively engaged in the delivery and ongoing development of the geography teaching programme. All academic staff are research active and most have extensive track records in publication, the generation of grant income and peer review. This ensures that the material delivered within the modules reflects the most recent developments within the discipline. In addition to this geographical research, several staff are actively involved with pedagogic research that seeks to identify ways in which the student learning experience within geography can be enhanced. Additionally, many staff contribute to widening participation and science outreach activities both at Keele and through active involvement in national organisations such as the British Science Association.

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

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

## 8. What is the structure of the Programme?

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

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

- Compulsory modules - a module that you are required to study on this course;
- Optional modules - these allow you some limited choice of what to study from a list of modules;
- Elective modules - a free choice of modules that count towards the overall credit requirement but not the number of subject-related credits.

A summary of the total credit requirements per year is as follows, with a minimum of 90 subject credits (compulsory plus optional) required for each year across both of your Principal Subjects. This document has information about *Human Geography* modules only; please also see the document for your other subject.

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

| Year | Compulsory | Optional | | Electives | |
|---|---|---|---|---|---|
| | | Min | Max | Min | Max |
| Level 4 | 60 | 0 | 0 | 0 | 0 |
| Level 5 | 60 | 0 | 0 | 0 | 0 |
| Level 6 | 0 | 45 | 60 | 0 | 15 |

In year 3 there is the option to choose to specialise in one of your subjects, taking a minimum of 90 credits in this subject rather than taking modules from both subjects.

---

## Module Lists

### *Level 4*

It is assumed that students have no previous geographical knowledge and therefore the first year provides a broad-based introduction to the subject. During the year, students acquire essential academic skills through the practical and tutorial programme, and essential knowledge and understanding concerning key geographical concepts and principles within the lecture programmes. As such, Level 4 seeks to provide a firm foundation upon which students can subsequently build. The modules utilise a variety of learning environments and a range of assessment styles. Emphasis upon and delivery of key employability skills is embedded within each of the modules.

| Compulsory modules | Module Code | Credits | Period |
|---|---|---|---|
| Human Geographies | GEG-10013 | 15 | Semester 1 |
| Geographical Skills | ESC-10035 | 15 | Semester 1-2 |
| People and the Environment | ESC-10041 | 15 | Semester 2 |
| Practising Human Geography | GEG-10012 | 15 | Semester 2 |

### *Level 5*

The programme in year 2 develops students' critical understanding of more advanced topics and conceptual issues. The programme also focuses on providing training and experience in the various skills required to undertake year independent research, which includes participation in an overseas field course.

| Compulsory modules | Module Code | Credits | Period |
|---|---|---|---|
| Practical Human Geography | GEG-20010 | 15 | Semester 1 |
| Space and Society | GEG-20015 | 15 | Semester 1 |
| Dynamic Geographies (15 credits) | ESC-20050 | 15 | Semester 2 |
| Geographical Research Training | GEG-20009 | 15 | Semester 2 |

Students choosing to do the international year take the compulsory module 'GEG-20034: International Study Module'.

Students choosing to do the work placement year take the compulsory module 'ESC-30042: Work Placement Year'.

### *Level 6*

The final year provides students with an opportunity to explore specialised topics of their choice that reflect staff members' research interests and require engagement with the most recent academic research. The programme also requires all students to complete a major piece of independent dissertation research.

| Optional modules | Module Code | Credits | Period |
|---|---|---|---|
| Hydrological and Engineering Geology | ESC-30022 | 15 | Semester 1 |
| Applied GIS | ESC-30044 | 15 | Semester 1 |
| Ecotoxicology and Risk Assessment | ESC-30056 | 15 | Semester 1 |
| Sustainability Consultancy | ESC-30060 | 15 | Semester 1 |
| Postcolonialism in South Asia | GEG-30015 | 15 | Semester 1 |
| Animals and Society | GEG-30021 | 15 | Semester 1 |
| Sustainability and Social Justice | PIR-30139 | 15 | Semester 1 |
| Geography Double Dissertation - ISP | GEG-30006 | 30 | Semester 1-2 |
| Geography (Single) Dissertation - ISP | GEG-30008 | 15 | Semester 1-2 |
| The Science of Soil | ESC-30058 | 15 | Semester 2 |
| Inspirational Landscapes | GEG-30014 | 15 | Semester 2 |
| Rural Geographies | GEG-30020 | 15 | Semester 2 |
| Health Inequalities | GEG-30029 | 15 | Semester 2 |
| Home: belonging, locality and material culture | SOC-30032 | 15 | Semester 2 |

If you choose to specialise in this subject in your final year you will study the following modules:

| Optional modules | Module Code | Credits | Period |
|---|---|---|---|
| Hydrological and Engineering Geology | ESC-30022 | 15 | Semester 1 |
| Applied GIS | ESC-30044 | 15 | Semester 1 |
| Ecotoxicology and Risk Assessment | ESC-30056 | 15 | Semester 1 |
| Sustainability Consultancy | ESC-30060 | 15 | Semester 1 |
| Economic Development and Environmental Transformation | GEG-30016 | 15 | Semester 1 |
| Animals and Society | GEG-30021 | 15 | Semester 1 |
| Geography Double Dissertation - ISP | GEG-30006 | 30 | Semester 1-2 |
| Geography (Single) Dissertation - ISP | GEG-30008 | 15 | Semester 1-2 |
| The Science of Soil | ESC-30058 | 15 | Semester 2 |
| Inspirational Landscapes | GEG-30014 | 15 | Semester 2 |
| Rural Geographies | GEG-30020 | 15 | Semester 2 |
| Health Inequalities | GEG-30029 | 15 | Semester 2 |

---

## Learning Outcomes

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

### *Level 4*

In Year 1 (Level 4) and Year 2 (Level 5) these learning outcomes are achieved in the compulsory modules which all students are required to take. Some of these outcomes may also be achieved or reinforced in elective modules together with other outcomes not stated here. In Year 3 (Level 6) the stated outcomes are achieved by taking any of the modules offered in each semester.

In the first year students acquire essential academic skills and a foundation of knowledge of the underlying concepts and principles of the subject.

| **Subject Knowledge and Understanding** | |
|---|---|
| **Learning Outcome** | **Module in which this is delivered** |
| Knowledge and understanding of core Human Geography topics and concepts. | Lecture modules |

| **Subject Specific Skills** | |
|---|---|
| **Learning Outcome** | **Module in which this is delivered** |
| Fundamental skills and techniques in practical Human Geography, including fieldwork. | Practical and fieldwork classes |

| **Key or Transferable Skills (graduate attributes)** | |
|---|---|
| **Learning Outcome** | **Module in which this is delivered** |
| Essential study and communications skills | Weekly tutorials and practical classes |

### *Level 5*

In the second year students develop a critical understanding of more advanced topics and conceptual issues, and establish skills in independent research.

| **Subject Knowledge and Understanding** | |
|---|---|
| **Learning Outcome** | **Module in which this is delivered** |
| Knowledge and understanding of advanced Human Geography topics and concepts. | Lecture modules with option-based content |

| **Subject Specific Skills** | |
|---|---|
| **Learning Outcome** | **Module in which this is delivered** |
| Advanced skills and techniques in practical Human Geography, including fieldwork. | Practical and fieldwork classes including one overseas fieldcourse |

| **Key or Transferable Skills (graduate attributes)** | |
|---|---|
| **Learning Outcome** | **Module in which this is delivered** |
| Core skills in research design and project formulation. | Practical classes, tutorials and fieldcourse |
| Advanced study skills and engagement with research-level literature. | Fortnightly tutorials, work within lecture modules |

### *Level 6*

In the third year students gain skills and knowledge specific to Human Geography, but also a range of skills and knowledge applicable to a wide range of employment opportunities that will also establish the basis for a future of lifelong learning.

| **Subject Knowledge and Understanding** | |
|---|---|
| **Learning Outcome** | **Module in which this is delivered** |
| Specialist knowledge and understanding of Human Geography topics and concepts at the cutting edge of the discipline | Option-based lecture modules |

| **Subject Specific Skills** | |
|---|---|
| **Learning Outcome** | **Module in which this is delivered** |
| Advanced research skills and practical techniques in Human Geography, including fieldwork. | Geography Double Dissertation - ISP - GEG-30006<br>Geography (Single) Dissertation - ISP - GEG-30008 |

## 9. Final and intermediate awards

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

| | | |
|---|---|---|
| **Honours Degree** | 360 credits | You will require at least 120 credits at levels 4, 5 and 6<br><br>You must accumulate a minimum of 135 credits in each Principal Subject (270 credits in total), with at least 45 credits at each level of study (Levels 4, 5 and 6) in each of two Principal Subjects (90 credits per year). Your degree title will be 'subject X and subject Y'.<br><br>If you choose to study one Principal subject in your final year of study a minimum of 90 credits in that subject is required. Your degree title will be 'subject X with subject Y'. |
| **Diploma in Higher Education** | 240 credits | You will require at least 120 credits at level 4 or higher and at least 120 credits at level 5 or higher |
| **Certificate in Higher Education** | 120 credits | You will require at least 120 credits at level 4 or higher |

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

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

## 10. How is the Programme Assessed?

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

- **End of semester examinations** test the ability of the student to describe, explain, and critically discuss the principles of the subject and to demonstrate competence in applying these principles to applications and to solve problems from appropriate areas of the discipline.
- **Essays** allow you to demonstrate your ability to articulate ideas clearly using argument and reasoning skills and with close reference to the contexts and critical concepts covered in the modules. Essays also develop and demonstrate research and presentation skills (including appropriate scholarly referencing).
- **Technical reports** - structured proformas and reports are formal summaries of work that test students' understanding of the practical aspects of the programme and develop the skills necessary to enable students to present and analyse their results.
- **Reflective diaries** require students to keep a record of their critical or creative responses to the work of the module. They are assessed on the quality of this reflection and on their ability to respond constructively to the challenges and difficulties they encounter in the process of their own creative development and learning.
- **Maps and Poster presentations** demonstrate the ability of the student to present complex concepts and information in a clear and concise manner, to interact and communicate effectively to a wide range of professional environments, including to both scientific and non-scientific audiences.
- **In-class and online exercises** taken either conventionally or online via the Keele Learning Environment (KLE) assess students' subject knowledge and their ability to apply it in a more structured and focused way.
- **Individual or group oral presentations** assess individual student's subject knowledge and understanding. They also test their ability to work effectively as members of a team, to communicate what they know orally and visually, and to reflect on these processes as part of their own personal development.
- **Field course notebook and portfolios** assess work that has been carried out in the field, and typically include field notebooks, research proposals, short quizzes and both oral and written presentations. The specific assessment portfolio will vary according to the field course destination and subject focus. Fieldwork is a distinctive core component of all the Geography courses.

- **Research proposals** require students to develop an independent research project and think through theoretical problems surrounding methodology and practical concerns relating to, for example, availability of sample, financial restrictions, and time limits. This form of assessment is key to the development of independent research skills and a portfolio of employability skills.
- **Independent Project work** test student's knowledge of different research methodologies and the limits and provisional nature of knowledge. They also enable students to demonstrate their ability to formulate research questions and to answer them using appropriate methods.

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

## 11. Contact Time and Expected Workload

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

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

**Activity**

| | **Scheduled learning and teaching activities** | **Guided independent Study** | **Placements** |
|---|---|---|---|
| **Year 1 (Level 4)** | 31% | 69% | 0% |
| **Year 2 (Level 5)** | 30% | 70% | 0% |
| **Year 3 (Level 6)** | 8% | 92% | 0% |

## 12. Accreditation

This programme does not have accreditation from an external body.

## 13. University Regulations

The University Regulations form the framework for learning, teaching and assessment and other aspects of the student experience. Further information about the University Regulations can be found at: http://www.keele.ac.uk/student-agreement/

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

A student who has completed a semester abroad will not normally be eligible to transfer onto the International Year option.

Students are expected to attend all practical classes, tutorials, seminars, fieldcourses and lectures. Attendance at all these sessions is monitored and checked by the academic support staff and course directors. Students who display a poor attendance record for no good reason may be subject to disciplinary action.

Students are required to follow the guidelines provided in the Safety and Fieldcourse Handbooks. Instructions contained in course, year and module handbooks constitute part of the regulations.

## 14. What are the typical admission requirements for the Programme?

See the relevant course page on the website for the admission requirements relevant to this programme: https://www.keele.ac.uk/study/

Applicants who are not currently undertaking any formal study or who have been out of formal education for more than 3 years and are not qualified to A-level or BTEC standard may be offered entry to the University's Foundation Year Programme.

Applicants for whom English is not a first language must provide evidence of a recognised qualification in English language. The minimum score for entry to the Programme is Academic IELTS 6.0 or equivalent.

Please note: All non-native English speaking students are required to undertake a diagnostic English language assessment on arrival at Keele, to determine whether English language support may help them succeed with their studies. An English language module may be compulsory for some students during their first year at Keele.

Recognition of Prior Learning (RPL) is considered on a case-by-case basis and those interested should contact the Programme Director. The University's guidelines on this can be found here: http://www.keele.ac.uk/qa/accreditationofpriorlearning/

## 15. How are students supported on the programme?

**Personal Tutors:** All students are allocated a Personal Tutor for the duration of their studies as part of the University's Personal Tutor system.

**Subject Tutors:** Each student in Single Honours Human Geography is supported by an individual Human Geography tutor with whom the student will meet on a weekly basis throughout the 1st year. Students have free access to these tutors at all times throughout their studies. They are also supported by the Human Geography Course Director who is always available to help.

**Use of e-learning/the Keele Learning Environment (KLE):** All modules are supported by learning materials that are accessible to students via the KLE.

**Health and Safety:** All students admitted to the programme are required to sign an acknowledgement that they have read the Earth Sciences and Geography Safety Handbook and that they will abide by the rules and regulations governing efficient working, safety and welfare both within the University and in the field. They are also required to declare any medical conditions that may influence their ability to work in the field so that these can be discussed and suitable adjustments made if necessary.

**Students with disabilities:** Students with disabilities or medical problems will meet with a member of the University's Disability & Dyslexia Support service and the Geography Disability Officer at the start of the programme in order to discuss any special requirements. Procedures will then be implemented according to the nature of the student's disability or medical problem. These procedures can range, for example, from allowing extra examination time for students diagnosed as dyslexic, to allocating additional staff or demonstrators to field classes to help students with mobility problems.

**Further information:** It is essential that students consult the course website at regular intervals for definitive versions of the Human Geography handbooks, on-line course materials, and programme and module specifications. These can be accessed at: http://www.keele.ac.uk/gge/students/geography/

On-line learning and teaching materials related to individual modules are available on the Keele Learning Environment. This handbook can be accessed at: http://www.keele.ac.uk/gge/handbooks/.

## 16. Learning Resources

Human Geography is based with the other Geography and Geoscience subjects in the William Smith Building, which contains well-equipped laboratories and lecture theatres. This concentration of facilities and staff into one building enables students to identify with a specific base within the University. The School Office is open continuously during the week from 9am to 5pm to answer student queries and deal with administrative tasks. Staff operate an open-door policy so that students can obtain easily obtain support and advice. All modules are supported by Keele's online Virtual Learning Environment. The William Smith Building is conveniently located close to the library and other campus facilities.

## 17. Other Learning Opportunities

### Study abroad (semester)

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

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

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

Whilst students are studying abroad any Student Finance eligibility will continue, where applicable students may be eligible for specific travel or disability grants. Students who meet external eligibility criteria may be eligible for grants as part of this programme. Students studying outside of this programme may be eligible for income dependent bursaries at Keele. Students travel on a comprehensive Keele University insurance plan, for which there are currently no additional charges. Some governments and/or universities require additional compulsory health coverage plans; costs for this will be advised during the application process.

### Study Abroad (International Year)

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

### Work Placement Year

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

### Other opportunities

Fieldwork is an important part of geographer's training, providing the opportunity to acquire and practice field-based skills, to develop skills of observation and recording and to work as effective members of a team.

A range of additional learning opportunities are available through 'My Keele Journey': http://www.keele.ac.uk/journey/personaldevelopment/

## 18. Additional Costs

### Human Geography Programme Costs

### Field Course Costs

All students will do mandatory field courses as part of their degree programme. There is a range of field courses and costs are dependent on degree route, module choices and the nature of the independent project work taken by students.

The University provides significant financial support to subsidise the cost of the field course programme for students. Students will have the option to choose field course destinations that involve no additional cost, or to choose destinations that, although still subsidised, will involve some additional cost to the student. In order to help students manage their field course costs, the payments are spread over the course of the academic year in which you participate in the field course, normally December, March and May. The first instalment is non-refundable due to the need to pre-book accommodation, flights, etc. in advance. The costs of field courses are indicated at the start of the year, with details posted on student notice boards to enable students to make informed decisions on the choices available.

### First Year Students

There are no charges to year 1 students taking field courses in the first year of their programme. The University pays for these costs.

### Second Year Human Geography Students

Indicative costs for field courses based on the 2016/17 academic year:

- One-week, compulsory residential field course to EITHER Barcelona, Spain (no additional cost) OR Singapore (airfares organised/paid for by student - approx. £500-£850).

**Third Year Human Geography Students**

ALL Human Geography students may undertake a dissertation, which MAY include fieldwork that is normally carried out during the summer vacation between years 2 and 3. Students are responsible for organising their own transport and accommodation as well as paying any costs incurred whilst carrying out fieldwork. These costs are extremely variable as they are dependent on where the student carries out their project. Costs are minimal if the project work is undertaken in the students' local area.

**IMPORTANT:** Students are expected to have adequate clothing for field trips.Costs are only for indicative purposes and correct at the time of printing. Costs are dependent on the options chosen by students and susceptible to changes in the number of students taking field courses and changes in external factors such as flight and accommodation costs outside the University's control. In addition, we reserve the right to change the venues of field courses due to both cost and academic considerations.

| **Activity** | **Estimated cost** |
|---|---|
| Field courses cost depends on student's choice of destination. Typically Barcelona, Spain (no additional cost) or Singapore (airfares organised/paid for by student - approx. £500-£850). | £500-£850 |
| Equipment: Waterproof clothing and footwear for field courses | £100 |
| **Total estimated additional costs** | **£600-£950** |

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

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

## 19. Quality management and enhancement

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

- The School Education Committee is responsible for reviewing and monitoring quality management and enhancement procedures and activities across the School.
- Individual modules and the programme as a whole are reviewed and enhanced every year in the annual programme review which takes place at the end of the academic year.
- The programmes are run in accordance with the University's Quality Assurance procedures and are subject to periodic reviews under the Internal Quality Audit (IQA) process.

Student evaluation of, and feedback on, the quality of learning on every module takes place every year using a variety of different methods:

- The results of student evaluations of all modules are reported to module leaders and reviewed by the Programme Committee as part of annual programme review.
- Findings related to the programme from the annual National Student Survey (NSS), and from regular surveys of the student experience conducted by the University, are subjected to careful analysis and a planned response at programme and School level.
- Feedback received from representatives of students in all three years of the programme is considered and acted on at regular meetings of the Student Staff Voice Committee.

The University appoints senior members of academic staff from other universities to act as external examiners on all programmes. They are responsible for:

- Approving examination questions
- Confirming all marks which contribute to a student's degree
- Reviewing and giving advice on the structure and content of the programme and assessment procedures

Information about current external examiner(s) can be found here:
http://www.keele.ac.uk/qa/externalexaminers/currentexternalexaminers/

## 20. The principles of programme design

The programme described in this document has been drawn up with reference to, and in accordance with the guidance set out in, the following documents:

**a.** UK Quality Code for Higher Education, Quality Assurance Agency for Higher Education: http://www.qaa.ac.uk/quality-code
**b.** QAA Subject Benchmark Statement: Geography (2014) http://www.qaa.ac.uk/docs/qaa/subject-benchmark-statements/sbs-geography-14.pdf?sfvrsn=cb9ff781_12
**c.** Keele University Regulations and Guidance for Students and Staff: http://www.keele.ac.uk/regulations

## 21. Annex - International Year

**Human Geography with International Year**

Please note: in order to be eligible to take the International Year option your other subject must also offer this option. Please refer to the information published in the course document for your other subject.

| **International Year Programme** |
|---|
| Students registered for this Combined Honours programme may either be admitted for or apply to transfer during their period of study at Level 5 to the Combined Honours programme in both their principal subjects, providing that they meet the progression criteria outlined in this document. Students accepted onto the International Year programme will have an extra year of study at an international partner institution after they have completed Year 2 (Level 5) at Keele.<br><br>Students who successfully complete both the second year (Level 5) and the International Year will be permitted to progress to Level 6. Students who fail to satisfy the examiners in respect of the International Year will normally revert to the Combined Honours programme without the International Year and progress to Level 6 on that basis. The failure will be recorded on the student's final transcript.<br><br>Study at Level 4, Level 5 and Level 6 will be as per the main body of this document. The additional detail contained in this annex will pertain solely to students registered for the International Year option. |
| **International Year Programme Aims** |
| In addition to the programme aims specified in the main body of this document, the international year programme of study aims to provide students with:<br><br>1. Personal development as a student and a researcher with an appreciation of the international dimension of their subject<br>2. Experience of a different culture, academically, professionally and socially |
| **Entry Requirements for the International Year** |
| Students may apply to the 4-year programme during Level 5. Admission to the International Year is subject to successful application, interview and references from appropriate staff.<br><br>The criteria to be applied are:<br><br>• Academic Performance (an average of 55% across all modules at Level 5 is required. Students with up to 15 credits of re-assessment who meet the 55% requirement may progress to the International Year. Where no Semester 1 marks have been awarded performance in 1st year marks and ongoing 2nd year assessments are taken into account)<br>• General Aptitude (to be demonstrated by application for study abroad, interview during the 2nd semester of year 2 (Level 5), and by recommendation of the student's personal tutor, 1st and 2nd year tutors and programme director)<br><br>Students may not register for both an International Year and a Placement Year. |
| **Student Support** |

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

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

**Learning Outcomes**

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

1. Describe, discuss and reflect upon the cultural and international differences and similarities of different learning environments
2. Discuss the benefits and challenges of global citizenship and internationalisation
3. Explain how their perspective on their academic discipline has been influenced by locating it within an international setting.
4. Apply their experiences abroad to the specific graduate attributes associated with their Human Geography degree.
5. Integrate, apply and develop fundamental geographical principles to describe and explain phenomena and solve problems in the context of selected topics within contemporary Human Geography.

Please note that students on Combined Honours programmes with International Year must meet the subject-specific learning outcomes for BOTH their principal subjects.

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

**Course Regulations**

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

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

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

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

**Additional costs for the International Year**

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

Students will have to bear the costs of travelling to and from their destination university, accommodation, food and personal costs. Depending on the destination they are studying at additional costs may include visas, study permits, residence permits, and compulsory health checks. Students should expect the total costs of studying abroad be greater than if they study in the UK, information is made available from the Global Education Team throughout the process, as costs will vary depending on destination.

Students who meet external eligibility criteria may be eligible for grants as part of this programme. Students studying outside of this programme may be eligible income dependent bursaries at Keele.

Students travel on a comprehensive Keele University insurance plan, for which there are currently no additional charges. Some Governments and/or universities require additional compulsory health coverage plans; costs for this will be advised during the application process.

# 22. Annex - Work Placement Year

**Human Geography with Work Placement Year**

**Work Placement Year summary**

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

Students who successfully complete both the second year (Level 5) and the Work Placement Year will be permitted to progress to Level 6. Students who fail to satisfactorily complete the Work Placement Year will normally revert to the 3-year programme and progress to Level 6 on that basis. The failure will be recorded on the student's final transcript.

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

**Work Placement Year Programme Aims**

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

1. Substantial experience of work with a relevant placement provider, including familiarisation with the professional working environment;
2. The opportunity to apply academic theory to real situations in the work place and to expand your employability skills.

**Entry Requirements for the Work Placement Year**

To proceed to the Placement Year, students must normally achieve an average of 55% across all Year-1 and Year-2 Semester 1 modules. If students do not meet these requirements, they will revert to the Combined Honours Human Geography programme. Students have the opportunity to apply directly for the 4-year 'with work placement year' degree programme, or to transfer onto the 4-year programme at the end of Year-1 and in Year-2 at the end of Semester 1. Students who are initially registered for the 4-year degree programme may transfer onto the 3-year degree programme at any point in time, prior to undertaking the year-long work placement. Students who fail to pass the work placement year, and those who fail to meet the minimum requirements of the work placement year module (minimum 30 weeks full time (1,050 hours), or equivalent, work placement), will be automatically transferred onto the 3-year degree programme.

The criteria to be applied are:

- A good University attendance record and be in 'good academic standing'.
- Passed all Year-1 and Year-2 Semester 1 modules with an overall module average of > 55%
- Students undertaking work placements will be expected to complete a Health and Safety checklist prior to commencing their work experience and will be required to satisfy the Health and Safety regulations of the company or organisation at which they are based.
- *(International students only)* Due to visa requirements, it is not possible for international students who require a Tier 4 Visa to apply for direct entry onto the 4-year with Work Placement Year degree programme. Students wishing to transfer onto this programme should discuss this with student support, the academic tutor for the work placement year, and the Programme Lead. Students should be aware that there are visa implications for this transfer, and it is the student's responsibility to complete any and all necessary processes to be eligible for this programme. There may be additional costs, including applying for a new Visa from outside of the UK for international students associated with a transfer to the work placement programme.

Students may not register for both an International Year and a Work Placement Year.

**Student Support**

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

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

**Learning Outcomes**

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

1. evaluate their own employability skills (via a SWOT analysis);
2. create Intended Learning Outcomes for their placement in order to develop the skills areas which they have identified as needing further enhancement;
3. develop, through practice in the work place, the work-related skills identified through their SWOT
4. analysis and Intended Learning Outcomes;
5. apply academic theory learned as part of their taught degree to real situations in the work place;
6. reflect on their work placement activities and evaluate the impact on their own employability skills;
7. explain how the sector of the placement operates and identify the skills required to pursue careers within the sector.

These learning outcomes will be assessed through the non-credit bearing Work Placement Year module (ESC-30042) which involves:

1. the submission of a mid-placement portfolio comprising a SWOT analysis, action plan and an evaluation of the student's performance based on the placement supervisor's initial report;
2. the submission of a final placement report comprising a reflective diary and an evaluation of the student's performance based on the placement supervisor's final report.

**Regulations**

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

- Students undertaking the Work Placement Year must successfully complete the zero-credit rated 'Work Placement Year' module (ESC-30042);
- Students must pass Assessment 1 (mid-placement portfolio) with a mark of 40% in order to continue to take their work placement and pass the Work Placement module;
- Students failing Assessment 1 at first attempt will be required to withdraw from the Work Placement and be transferred onto the 3-year programme;
- In order to ensure a high quality placement experience, each placement agency will sign up to a placement contract (analogous to a service level agreement).
- Once a student has been accepted by a placement organisation, the student will make a pre-placement visit and a member of staff identified within the placement contract will be assigned as the placement supervisor. The placement supervisor will be responsible for ensuring that the placement experience meets the agreed contract agreed with the University.
- The placement student will also sign up an agreement outlining his/her responsibilities in relation to the requirements of each organisation.

Students will be expected to behave professionally in terms of:

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

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

| Additional costs for the Work Placement Year |
| --- |
| Tuition fees for students on the Work Placement Year will be charged at 20% of the annual tuition fees for that year of study, as set out in Section 1. The Work Placement Year can be included in your Student Finance allocation; to find out more about your personal eligibility see: www.gov.uk<br><br>Students will have to bear the costs of travelling to and from their placement provider, accommodation, food and personal costs. Depending on the placement provider additional costs may include parking permits, travel and transport, suitable clothing, DBS checks, and compulsory health checks.<br><br>A small stipend may be available to students from the placement provider during the placement but this will need to be explored on a placement-by-placement basis as some organisations, such as charities, may not have any extra money available. Students should budget with the assumption that their placement will be unpaid.<br><br>Eligibility for student finance will depend on the type of placement and whether it is paid or not. If it is paid, this is likely to affect student finance eligibility, however if it is voluntary and therefore unpaid, should not affect student finance eligibility. Students are required to confirm eligibility with their student finance provider.<br><br>International students who require a Tier 4 visa should check with the Immigration Compliance team prior to commencing any type of paid placement to ensure that they are not contravening their visa requirements. |

# Version History

## This document

**Date Approved:** 31 January 2022

### *What's Changed*

Minor changes to Level 6 optional modules

## Previous documents

| Version No | Year | Owner | Date Approved | Summary of and rationale for changes |
| --- | --- | --- | --- | --- |
| 1.1 | 2020/21 | DANIEL ALLEN | 15 March 2021 | Level 6 optional modules updated. |
| 1 | 2020/21 | PETER KNIGHT | 13 December 2019 | |
| 1 | 2019/20 | PETER KNIGHT | 13 December 2019 | |