

## Course Information Document: Undergraduate

### For students starting in Academic Year 2017/2018

#### 1. Course Summary

<b>Names of programme(s) and award title(s)</b>	BA (Hons) History BA (Hons) History with International Year (see Annex A for details)
<b>Award type</b>	Single Honours
<b>Mode of study</b>	Full time
<b>Framework of Higher Education Qualification (FHEQ) level of final award</b>	Level 6
<b>Duration</b>	3 years 4 years with International Year
<b>Location of study</b>	Keele University – main campus
<b>Accreditation (if applicable)</b>	Not applicable
<b>Regulator</b>	Higher Education Funding Council for England (HEFCE)
<b>Tuition Fees</b>	<b>UK/EU students:</b> Fee for 2017/18 is £9,250*  <b>International students:</b> Fee for 2017/18 is £13,000**  The fee for the international year abroad is calculated at 15% of the standard year fee
<b>Additional Costs</b>	Refer to section 16

**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.

#### 2. What is a Single Honours programme?

The Single Honours programme described in this document allows you to focus more or less exclusively on History. In keeping with Keele's commitment to breadth in the curriculum, the programme also gives you the opportunity to take some modules outside History, in other disciplines and in modern foreign languages as part

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\* 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/>

of a 360-credit Honours degree. Thus it enables you to gain, and be able to demonstrate, a distinctive range of graduate attributes.

### **3. Overview of the Programme**

History is the study of the attempts of human beings in past societies, from the earliest times to the very recent past, to organise life materially and conceptually, individually and collectively. Studying the past widens our experience and develops qualities of perception and judgement.

#### **History at Keele**

Students studying History at Keele are able to study a wide range of modules covering periods from the fall of the Roman Empire in the fifth century to the present day, and a broad geographical coverage from England to Europe, Asia, Africa and America. On the teaching staff they will encounter a body of enthusiastic, reflective and ambitious scholars whose expertise ranges in time from the eleventh century to the very recent past, and in place from the immediate environment of the north midlands to continental Europe, Asia, Africa and America. We take it as self-evident that knowledge and understanding of the past are essential both to individuals and to wider society, and that an understanding of societies in the distant past is as relevant as that of more recent history. A wide range of core and elective modules in History is available in all three years of the Programme. We place great emphasis upon exploring the insights offered by other disciplines, as well as on using up-to-date methods and techniques for studying historical issues.

Students will find themselves in seminars with others who may be combining History with English, Politics, American Studies, or many other subjects which can enrich their study of the past in a number of exciting ways. At the same time we expect them to take the perspectives they develop in their study of History and use them to enhance their exploration of their other Principal course. They receive a comprehensive training in all the skills of the historian and a firm, foundation knowledge of history.

### **4. Aims of the Programme**

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

- foster an appreciation of the historical past which students can carry through to the rest of their lives, and with it an enquiring, open-minded and creative attitude encouraging lifelong learning
- understand change over time and the nature of human societies in the past
- construct an historical argument, and to present this coherently, economically and elegantly with the appropriate supporting evidence
- develop intellectual skills, such as effective reading, note taking, and the collation, interpretation and comparison of information from a broad range of sources, which are not only central to the study of history but also vital in a wide variety of careers
- deepen their historical knowledge of a variety of periods, places, topics and themes
- extend and develop their skills base, by maintaining both a programme of skills training throughout the course and also by introducing increasing challenges through it. As a student progresses from Year 1 to Year 3, the course will demand but also foster greater levels of knowledge, intellectual independence, interpretative skill and sustained analysis, to prepare them either for postgraduate study or a career outside the university system

### **5. What you will learn**

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

- Subject knowledge and understanding
- Subject specific skills
- Key or transferable skills (including employability skills)

Students who complete all three years of the programme and graduate with a BA (Hons) in History will be able to:

- explain the complexities of selected historical trends and issues in Medieval European History and/or Early Modern European History and/or Modern World History
- explore and analyse a breadth of historical knowledge, spanning eras, continents, cultures and varieties of history (political, social, cultural, religious, etc)
- understand different approaches to history and the range of skills and methods employed in its pursuit
- evaluate historical evidence, arguments and assumptions.
- recognise some of the uses and abuses of history

## 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** where the lecturer provides students with a framework for reading and independent study
- **Tutorials and seminars** in groups of up to 15 students where key issues can be discussed in depth. Students are expected to play a full part, and occasionally to lead, these discussions
- **Independent study** based on directed reading from text books, research monographs, academic journals, historical documents and other sources
- **Web-based learning** using the Keele Learning Environment (KLE). The KLE is used to give students easy access to a wide range of resources and research tools, and as a platform for online discussions and quizzes. The KLE is an online learning environment that provides a range of tools to support learning, including access to documents and other resources, quizzes, discussion boards, assignments and announcements
- **Independent research** supervised and supported by a member of staff

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. For example:

- lectures and independent study allow students to gain a systematic understanding of aspects of the past
- seminars, tutorials and online discussions provide opportunities for students to ask questions about, and suggest answers to, historical problems, and to present their own ideas to members of staff and other students using an appropriate medium of communication
- seminars, tutorials and web-based activities encourage students to reflect on their own learning and take responsibility for its development by addressing areas of difficulty
- undertaking a research dissertation with the support of an experienced and active researcher allows students to formulate relevant research questions and devise a strategy for answering them

## 7. Teaching Staff

All current members of permanent teaching staff have doctorates (PhDs or equivalent) in History or a related discipline. All are active researchers and experienced teachers whose work has been widely published in books and leading international journals. In the most recent government-run assessment of research, the REF 2014, 82% of our research was judged to be in the top two categories of 'World Leading' [3\*] and 'Internationally Excellent' [4\*] and as such was placed =17<sup>th</sup> in the country. The staff group has extensive experience of teaching at undergraduate and postgraduate level in universities in the UK, continental Europe, and North America. The majority of staff hold teaching qualifications, and one is a fellow of the Higher Education Academy.

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 four types of module delivered as part of this programme. They are:

- Compulsory core module – a module that you are required to study on this course;
- Optional core module – these allow you some limited choice of what to study from a list of modules;
- Programme approved elective module – subject-related modules that count towards the number of subject credits required by your degree;
- Free-standing elective module – a free choice of modules that count towards the overall credit requirement but not the number of subject-related credits.

At Level 4 (Year 1), all students will take the compulsory core modules in semesters 1 and 2.

At Level 5 (Year 2), all students must choose at least one optional core module in semester 1, and will take the compulsory core module in semester 2.

At Level 6 (Year 3), all students taking History as Single Honours will take the Dissertation module, a double module worth 30 credits taught over both semesters.

### Year 1 (Level 4)

Compulsory Core modules	Credits	Elective modules	Credits
Historical Research and Writing	15	Anglo-Saxon England	15
Histories of the Extraordinary and the Everyday	15	The American Past (AMS)	15
<b>Optional Core / Programme Approved Elective modules</b>			
Modern History	15		
History Media & Memory	15		
Modern Local History, from c.1750.	15		
Medieval Europe	15		
Princes and Peoples: European History, c.1490-c.1700	15		
Places and Peoples: Local History c.1750- c.2000	15		

### Year 2 (Level 5)

Compulsory Core modules	Credits	Elective modules	Credits
Sources & Debates	15	Work Experience for Historians (sems 1-2)	15

		History of the US in the Twentieth Century (	15
<b>Optional Core / Programme Approved Elective modules</b>		Discovering America from Empires to Revolutions	15
State & Empire in Britain, c.1530-c.1720	15	New World in Chains	15
Castle and Cloister in Medieval Europe, c. 900-1250	15		
Right-Wing Movements in Interwar-Europe 1918-1938	15		
Imperialism & Empire	15		
English Radicals and Writers	15		
Power in the Modern World	15		
Anglo-Gascon Aquitaine	15		
Natural Cultures: Humans and their Environments since 1700	15		
Company and Crown in India 1818-1928: the cultural history of the Raj	15		
The History of the Camp: From the GULAG to The Jungle	15		

### Year 3 (Level 6)

<b>Compulsory Core modules</b>	<b>Credits</b>		
History Dissertation	30		
<b>Optional Core / Programme Approved Elective modules</b>			
The English Civil War, c.1640-46	15	Kingship of Edward II part two	15
Health, illness and Medicine 1628-1808	15	Gender and Sexuality in Victorian Britain	15
Urban Lives in Modern Europe 1890-1914	15	Eyes on the Prize: The Struggle for Civil Rights in America	15
Religion, Rebellion and the Raj	15	Violence and Power in Civil War America	15
Kingship of Edward II part one	15	Urban Lives in Modern Europe, 1914-1939	15
Crisis, Conflict and Commerce I	15	Crisis, Rupture and Opportunity: German 'Modernity', 1900-1933 I	15
Gender and Sexuality in Georgian Britain	15	The whole United States is southern! The Modern South and America	15
The World Turned Upside Down: English Revolution, c.1646-53	15	The Making of Contemporary Africa II	15
Doctors and medicine 1808-1886	15	History and Biography	15
The Making of Contemporary Africa, I	15	Constructing Nations	15
Negotiating Nationalisms	15	Crisis, Rupture and Opportunity: German 'Modernity', 1900-1933 II	15
Crisis, Conflict and Commerce II	15	High Rise Cities	15
The Art of Dying: Death and Society in Medieval and Early Modern Europe	15		

In addition to the elective modules listed in this table, students may choose to study modules which are offered as part of other programmes across the University.

For further information on the content of modules currently offered please visit:

[www.keele.ac.uk/recordsandexams/az](http://www.keele.ac.uk/recordsandexams/az)

## 9. Final and intermediate awards

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

<b>Honours Degree</b>	360 credits	You will require at least 120 credits at levels 4, 5 and 6.  You must accumulate at least 255 credits in History (out of 360 credits overall), with at least 60 credits in each of the three years of study, to graduate with a named single honours degree in History.
<b>Diploma in Higher Education</b>	240 credits	You will require at least 120 credits at level 4 or higher and at least 120 credits at level 5 or higher
<b>Certificate in Higher Education</b>	120 credits	You will require at least 120 credits at level 4 or higher

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

## 10. How is the Programme assessed?

The wide variety of assessment methods used within History 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 within History:

- **Examinations** in different formats test students' knowledge of history, historiography and the interpretation of sources. Examinations may consist of essay, short answer and/or document commentary questions, and may be seen or unseen.
- **Essays**, including those based on case study material, also test the quality and application of subject knowledge. In addition they allow students to demonstrate their ability to carry out basic bibliographic research and to communicate their ideas effectively in writing in an appropriate scholarly style
- **Class tests** taken either conventionally or online via the Keele Learning Environment (KLE) assess students' subject knowledge and their ability to apply it in a more structured and focused way
- **Reviews** of other scholars' work test students' ability to identify and summarise the key points of a text and to evaluate the quality of arguments and the evidence used to support them
- **Research design projects and short research papers** test student's knowledge of different research methodologies, the limits of historical knowledge, and their ability to assess and analyse sources. They also enable students to demonstrate their ability to formulate research questions and to answer them using an appropriate strategy and sources
- **Oral presentations and reports** assess students' subject knowledge and understanding. They also test their ability to work effectively as members of a team, to communicate what they know orally and visually, and to reflect on these processes as part of their own personal development
- **Portfolios** may consist of a range of different pieces of work.

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.

## Assessment rationale

Summative assessment for first-year modules is designed to introduce students to the potential variety of history assessments in higher education, and to establish conventions for their completion. To this end the Historical Research and Writing module assesses component parts of an essay in a formative way (bibliography and essay plan) in addition to short exercises and an essay. Content-driven modules consolidate essay skills while levying practice in different sorts of examination question (both the timed essay and the document or extract question) and presentation skills. Second-year modules are assessed in ways which will secure progression for students and enhance their engagement with classes. Modules typically request an essay, an unseen examination, and a portfolio of work. The introduction of a portfolio was explicitly designed to reward seminar participation in the form of prior preparation and reading; in other words, the portfolio comprises the notes from reading which might always have been expected of students preparing for seminars but which in the past has not been credited with any portion of the module mark. Portfolio work energises seminar discussion and fosters a deeper understanding of reading (where students can consolidate their reading by discussion with others, who share identical or very similar reading experiences). Third-year modules exhibit greater diversity of assessment modes in that they may require essays and unseen examinations but also seen examinations, book reviews, or even creative writing. This is designed to reinforce and diversify the students' experience and aptitude for writing specialised, continuous prose for different purposes and audiences while remaining securely allied to the essay/ extended essay/ dissertation/ thesis model which is the gold standard of progression for humanities disciplines throughout British higher education.

## 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	Year 1 (Level 4)	Year 2 (Level 5)	Year 3 (Level 6)
Scheduled learning and teaching activities	16%	13%	14%
Guided independent Study	84%	87%	86%
Placements	0%	0%	0%

## 12. Accreditation

This programme does not have accreditation from an external body.

## 13. Regulations

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

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

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

Subject	A-level	Subjects not included	International Baccalaureate	BTEC	Access to Higher Education Diploma	GCSE requirements
History (Single Honours)	BBB/ABC	None	32 points	DDM	Obtain Access to HE Dip with 30 L3 credits @ Distinction	English Language @ C (or 4)

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.

Accreditation of Prior Learning (APL) 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/ga/accreditationofpriorlearning/>

## 15. Other learning opportunities

### Study abroad (semester)

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

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

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

Whilst students are studying abroad any Student Finance eligibility will continue, where applicable students may be eligible for specific travel or disability grants. Students studying in Erasmus+ destinations may be eligible for grants as part of this programme. Students studying outside of this programme may be eligible for income dependent bursaries at Keele.

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

### 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 at Annex A.

## 16. Additional costs



Students registered for the elective “Work Experience for Historians” module may incur additional costs in terms of travel and subsistence.

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 additional costs for this undergraduate programme.

### **17. Document Version History**

<b>Version history</b>	<b>Date</b>	<b>Notes</b>
Date first created	October 2016	
Revision history		
Date approved		

## Annex A

### BA History with International Year

International Year Programme
<p>Students registered for Single Honours History may either be admitted for or apply to transfer during their period of study at Level 5 to the Single Honours 'History with International Year'. Students accepted onto this programme will have an extra year of study (the International Year) at an international partner institution after they have completed Year 2 (Level 5) at Keele.</p> <p>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 BA (Hons) History and progress to Level 6 on that basis. The failure will be recorded on the student's final transcript.</p> <p>Study at Level 4, Level 5 and Level 6 will be as per the main body of this programme specification. The additional detail contained in this annex will pertain solely to students registered for 'BA (Hons) History with International Year'.</p>
International Year Programme Aims
<p>In addition to the programme aims specified in the main body of the programme specification, the international year programme of study aims to provide students with:</p> <ol style="list-style-type: none"><li>1. Personal development as a student and a researcher with an appreciation of the international dimension of their subject</li><li>2. Experience of a different culture, academically, professionally and socially</li></ol>
Entry Requirements for the International Year
<p>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.</p> <p>The criteria to be applied are:</p> <ul style="list-style-type: none"><li>• Academic Performance (an average of 60% across all modules at Level 5 is normally required)</li><li>• General Aptitude (to be demonstrated by application for study abroad, interview during the 2<sup>nd</sup> semester of year 2 (Level 5), and by recommendation of the student's personal tutor, 1<sup>st</sup> and 2<sup>nd</sup> year tutors and programme director)</li></ul>
Student Support
<p>Students will be supported whilst on the International Year via the following methods:</p> <ul style="list-style-type: none"><li>• Phone or Skype conversations with Study Abroad tutor, in line with recommended Personal Tutoring meeting points.</li><li>• Support from the University's Global Education Team</li></ul>
Learning Outcomes
<p>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:</p> <ol style="list-style-type: none"><li>a. Describe, discuss and reflect upon the cultural and international differences and similarities of different learning environments</li><li>b. Discuss the benefits and challenges of global citizenship and internationalisation</li><li>c. Explain how their perspective on their academic discipline has been influenced by locating it</li></ol>

within an international setting.

In addition, students who complete 'BA (Hons) History with International Year' will be able to:

- i) Design, plan and critically evaluate historical research projects with respect to global or transnational history, record relevant information accurately and systematically and be able to reflect upon a range of sources in a critical manner.
- ii) Integrate, apply and develop enhanced principles relating to historical analysis, to recognise, describe, and explain cultural phenomena across national boundaries and reflect critically on problems relating to contemporary society and culture.

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 BA (Hons) with International Year' are subject to the course 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 History module with significant overlap to 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](http://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 studying in Erasmus+ destinations 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.