SCHOOL OF HUMANITIES
Undergraduate Student Handbook

2018-19

HISTORY
PREFACE
Life as a student at university is an exciting time associated with a range of new experiences, environments and opportunities. It is also associated with a number of changes and new challenges that can include living and learning more independently, managing your time effectively and getting to grips with a variety of new learning environments and assessment types.

In order to help you settle in and to ease your transition into life at university, Keele provides an extended induction programme for all new students that focuses on your social life and wellbeing, your academic programme, and your future careers and employability. This handbook is designed to provide information and guidance of relevance to your time at Keele on issues that include:

- Communication - staying in touch
- Key University policies and regulations
- Key learning resources available to you as a student
- Study and assessment in Higher Education
- Student Support

The Undergraduate Student Handbook for History supplements the information in part 1 of the module handbook for each undergraduate History module. Much information is duplicated between the two handbooks, though this handbook also contains some information not in the other. Here you will find information from and about the School of Humanities and the Department of History (also known as the History Programme) relevant to your undergraduate studies in History at Keele, such as how to contact members of staff in the Department of History and School of Humanities, assessment criteria, and Departmental, School and University policies on a range of subjects from assessment to equality. Please note that the information in this handbook is liable to be updated, especially at the beginning of each academic year, so you should ensure that you are not referring to an out-of-date copy.

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

DISCLAIMER
Every effort is made to ensure that the information contained in this Handbook and in all other documentation provided by the School is correct at the time of publication.

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

The University will do all it reasonably can to provide the programme as described in this document. Given the duration of the programme, circumstances beyond the University's reasonable control may mean that it cannot deliver the programme as described. In addition to the other information provided, the University seeks to identify below the circumstances in which it may be required to make changes. Where any such changes are made, the University will notify the relevant students as early as reasonably possible and will take all reasonable steps to minimise any disruption which may result, for example, by delivering a modified version of the programme, affording the opportunity to withdraw and providing help to transfer to another institution or, where relevant, by providing alternative optional modules.

It may be helpful to remember that Schools sometimes operate different procedures and you are advised to refer to the relevant School Handbook for modules being taken in another School.
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1  THE KEELE APPROACH TO EDUCATION

‘Your Keele Journey’ explains the Keele approach to education, which covers not only your academic curriculum, but also all the opportunities Keele offers you to develop additional skills and knowledge alongside the subjects you are studying. The Keele approach to education provides you with an opportunity to design your individual student experience, in order to develop your knowledge, skills, attitudes and values and enhance your talents so you can make a difference to your world.

Your Keele journey will give you the opportunity to benefit from the highest quality research-informed academic experience. We will offer you the support that you need to make the most of your education. The skills and attributes you develop will help to make you highly employable and able to make informed career choices about your future.

At Keele, we want you not only to fulfil your academic potential, but also be able to contribute effectively to the wider community. You will have the chance to engage in volunteering, sports and other activities so that you can develop as a person, try new things and give something back.

We will also support you to become well-informed about the issues surrounding the sustainability of our planet’s natural systems and its inhabitants, so that you can use your knowledge and skills to create a more sustainable world. As a Keele student, you will join an international academic community, and we will help you to play your part in a globalised society.

As a Keele graduate we want you to leave us clear about who you are and what you want to be, and be equipped to achieve your goals. It’s little wonder the Keele educational approach is considered an amazing foundation for life. It’s the Keele difference. You can find more information on the Keele Approach to Education here: http://www.keele.ac.uk/journey/

Higher Education Achievement Report (HEAR)
The HEAR will provide you with a comprehensive record of all your university achievements, including some of your co-curricular and extracurricular activities, both during and upon completion of your academic studies at Keele. It is an extended academic transcript and will contain detailed information about your learning and achievements and, along with your degree certificate, will support applications for employment and further study.

Keele is working in partnership with Gradintelligence to produce your HEAR. You will receive a registration email from Gradintelligence during your studies at Keele and must complete your registration with them so you can access your HEAR. Your HEAR is a secure, digitally signed document and when logged into Gradintelligence you can share your HEAR with employers, employment agencies or other universities.

For more information on what will appear in your HEAR, and the benefits of having one, please visit http://www.keele.ac.uk/hear/.

2  SCHOOL OF HUMANITIES

Welcome to the School of Humanities
The School of Humanities is one of the Schools within the Faculty of Humanities and Social Sciences. It consists of a large number of diverse disciplines which include the programmes: American Studies, English and American Literature (EALS), English Literature, Film Studies, History, Media, Culture and Creative Practice (MCC), Music, and Music Technology. The School has approximately 1500 undergraduate and postgraduate students.
Support staff for all Humanities subjects are located in the Humanities School Office which is in Chancellor’s Building, ‘A’ extension, room CBA1.017. Music and Music Technology are based in the Clock House.

Details of the Head of School, Senior School Manager and Programme Director for History and the support staff are as follows:

**Head of School**

Dr Tim Lustig  
Room: CBB1.038 (Chancellor’s Building, ‘B’ Extension)  
Telephone: 01782 (7)33011  
Email: t.j.lustig@keele.ac.uk

**Senior School Manager**

Mr Scott Dean  
Room: CBA1.001 (Chancellor’s Building, ‘A’ Extension)  
Telephone: 01782 (7)33203  
Email: s.dean@keele.ac.uk

**Programme Director**

Dr Kate Cushing  
Room: CBB0.044 (Chancellor’s Building, ‘B’ Extension)  
Telephone: 01782 (7)33207  
Email: k.cushing@keele.ac.uk

**Support Staff**

Miss Amanda Roberts (Administrator & Team Co-ordinator)  
Room: CBA1.017 (Chancellor’s Building, ‘A’ Extension)  
Telephone: 01782 (7)33196  
Email: a.roberts@keele.ac.uk

Ms Helen Swift (Administrator)  
Room: CBA1.017 (Chancellor’s Building, ‘A’ Extension)  
Telephone: 01782 (7)34286  
Email: h.swift1@keele.ac.uk
# KEELE’S HISTORIANS

History is a principal programme within the School of Humanities. History at Keele offers a community of lively and ambitious teachers and researchers. More information on the teaching staff is available on the History pages of the web at: [http://www.keele.ac.uk/history/people](http://www.keele.ac.uk/history/people).

<table>
<thead>
<tr>
<th><strong>Main departmental roles</strong></th>
<th><strong>Main research interests</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Dr Ben Anderson</td>
<td>Urban Cultures in 19th- and 20th-century Europe</td>
</tr>
<tr>
<td>Director of Teaching and Learning; Early Resolutions Officer (Semester 1)</td>
<td>Early Modern England, Staffordshire History, Cathedrals</td>
</tr>
<tr>
<td>Dr Ian Atherton</td>
<td>American South, Race Relations</td>
</tr>
<tr>
<td>History PGT MA Programme Director and MRes Coordinator</td>
<td>Modern British Imperial and African History</td>
</tr>
<tr>
<td>Dr David Ballantyne</td>
<td>American Civil War, Race, Gender</td>
</tr>
<tr>
<td>Dr Rachel Bright</td>
<td>Medieval Canon Law</td>
</tr>
<tr>
<td>Programme Director; Website/social media; Equalities and Diversity</td>
<td></td>
</tr>
<tr>
<td>Dr Kate Cushing</td>
<td>Modern British History, History of Art, History of Queerness</td>
</tr>
<tr>
<td>Prof. Dominic Janes</td>
<td>Modern European History, Fascism/Radical Right, Modernism</td>
</tr>
<tr>
<td>Alumni (semester 1)</td>
<td>Modern European History, Jewish History, History of Psychology</td>
</tr>
<tr>
<td>Dr Michael A. Kozakowski</td>
<td>Modern and Contemporary European History. Transnational migration and colonialism.</td>
</tr>
<tr>
<td>Admissions</td>
<td></td>
</tr>
<tr>
<td>Dr Elena Liapi</td>
<td>Popular Culture, Print Culture, Representations of Deviance, Rhetoric and Material Studies</td>
</tr>
<tr>
<td>Careers</td>
<td></td>
</tr>
<tr>
<td>Prof. Philip Morgan</td>
<td>English Medieval History, Local History</td>
</tr>
<tr>
<td>Centre for Local History/VCH Staffordshire</td>
<td>Medieval History</td>
</tr>
<tr>
<td>Dr Andrew Sargent</td>
<td>Colonial and Post-colonial history, particularly India</td>
</tr>
<tr>
<td>School PGT MA Coordinator</td>
<td>Early Modern British and European Economic and Social History</td>
</tr>
<tr>
<td>Dr Shalini Sharma</td>
<td>Local History, Poverty in 18th-Century England</td>
</tr>
<tr>
<td>Dr Siobhan Talbott</td>
<td>Local History; Medieval Ecclesiastical History</td>
</tr>
<tr>
<td>Dr Alannah Tomkins</td>
<td>Editor, Victoria County History of Staffordshire; CPE Convenor</td>
</tr>
<tr>
<td>Dr Nigel Tringham</td>
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</tbody>
</table>
The Head of Programme (also known as the Director of Programmes) has overall responsibility for all teaching within the Department. The Deputy Programme Director has overall responsibility for all undergraduates studying history courses. The Examination Officer has overall responsibility for all examinations.

The overall teaching programme is reviewed by History's Learning & Teaching Committee.

<table>
<thead>
<tr>
<th>Here’s the problem…</th>
<th>…To whom do I turn first?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Something specific to a seminar or lecture</td>
<td>Your seminar tutor or lecturer</td>
</tr>
<tr>
<td>Something specific to a module</td>
<td>Your seminar tutor or the module’s convenor</td>
</tr>
<tr>
<td>Something about my overall academic progress or time at Keele</td>
<td>Your Personal Tutor</td>
</tr>
<tr>
<td>I need an extension to complete my essay</td>
<td>Deputy Programme Director</td>
</tr>
<tr>
<td>I want to make a complaint</td>
<td>Your Personal Tutor, or the Deputy Programme Director</td>
</tr>
</tbody>
</table>

How You Can Contact Us
History staff offices are located on ground, first and second floors at the end of Chancellor’s Building B (CBB: also known as the ‘banana’). Our administrators are based in the School of Humanities Office, which is Chancellor’s building, ‘A’ Extension.

<table>
<thead>
<tr>
<th>Teaching Staff</th>
<th>Room</th>
<th>Phone</th>
<th>E-mail</th>
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</thead>
<tbody>
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<td></td>
<td></td>
<td></td>
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<tr>
<td>(semester 2 only)</td>
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<tr>
<td>Dr Andrew Sargent</td>
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<td><a href="mailto:a.sargent@keele.ac.uk">a.sargent@keele.ac.uk</a></td>
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<tr>
<td>Dr Shalini Sharma</td>
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</tr>
</tbody>
</table>

All staff engaged in teaching have at least one office hour each teaching week of the year when you can drop in and see them without an appointment. Details will be posted on each tutor’s office door. You can also contact tutors by phone, e-mail, post, or by leaving a note at the School of Humanities Office.

<table>
<thead>
<tr>
<th>Office Staff</th>
<th>Room</th>
<th>Phone</th>
<th>E-mail</th>
</tr>
</thead>
<tbody>
<tr>
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<td>CBA1.017</td>
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<td><a href="mailto:a.roberts@keele.ac.uk">a.roberts@keele.ac.uk</a></td>
</tr>
<tr>
<td>Team Co-ordinator</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ms Helen Swift,</td>
<td>CBA1.017</td>
<td>734286</td>
<td><a href="mailto:h.swift1@keele.ac.uk">h.swift1@keele.ac.uk</a></td>
</tr>
<tr>
<td>Administrator</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
School of Humanities Office:
Location: CBA1.017 (Chancellor’s Building A)
Opening hours: Monday to Friday 8:45am-5pm
Closed 1pm-2pm for lunch during vacations only
History webpages: http://www.keele.ac.uk/history
Postal address: Department of History, School of Humanities, Keele University, ST5 5BG

How We Will Contact You
Information for students will be posted on the KLE. Much information will be sent to your Keele email address. Please check the KLE and your email frequently, at least once a day, to ensure you don’t miss any important information.

4 ONLINE RESOURCES

Communication
The School(s) and other University services will contact you throughout your studies with important information.

The primary channel for communication will be your Keele email address. We expect you to check your Keele email regularly, ideally on a daily basis, and you are responsible for reading University emails and taking action if appropriate.
Secondary channels of communication include the KLE (more below), social media, phone and post. Please ensure that you keep your phone number and address details up-to-date in eVision.

You can find links to all Keele social media accounts by visiting https://www.keele.ac.uk/social-media/. In particular, you will find it useful to follow the ‘Keele University Student Services’ page on Facebook, as this is a one-stop-shop for support and information services available to you at Keele.

eVision
You will also need to make yourself familiar with eVision. eVision provides an opportunity to:

- View your current and previous module marks
- View and update your personal information and contact details
- Request a course change
- View your credit requirements
- View your absence record
- Re-register for your course each year

You can access eVision through the student login on the Keele homepage. Once logged in, go to ‘The Office’ tab (top right), and select ‘e:Vision’ from the secondary tab list which appears.

Keele Learning Environment (KLE)
The KLE, or Blackboard, provides every student and member of staff with a personal teaching and learning workspace that can be accessed through the Internet.
The KLE gives you access to information, activities and resources associated with the modules you are studying. These might include resources such as lecture notes and slides, pictures and other materials, and interactive features too, such as discussion groups. The KLE is also a useful place to find information about student support and activities happening on campus.

You should regularly access the KLE, ideally on a daily basis, because it provides the most accurate and up-to-date information with regard to your modules.
You can get KLE help and support from the IT Department. Details here: http://www.keele.ac.uk/it/itservicedesk/

**Timetabling**
Information on how to access your timetable and where to go to resolve any timetabling issues can be found at http://www.keele.ac.uk/timetabling/

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

Remember when using Keele University IT systems that you are bound by the IT Conditions of Use, a link to which can be found on http://www.keele.ac.uk/it/. It is important that you familiarise yourself with these to ensure that you use the systems within the terms of the Acceptable Use Policy.

Keep yourself safe whilst online:

- Make sure that before connecting to the network your antivirus, web browser and operating system are all up to date.
- Protect your personal information; secure your account by changing your password to something that is memorable but secure, a combination of capital and lowercase letters.
- Ensure that your online presence, particularly in social media, has the security set to a level you are comfortable with.
- If you receive an email or message that sounds too good to be true you are probably best deleting it. Do not give out personal information to a non-accredited website or link.
- Never share your Keele Username and Password.
- Always be suspicious of emails asking for your Username and Password, never respond to them and report them to IT Services.

If in doubt about staying safe whilst online check with someone you can trust like IT Services.

IT Connect is the first point of call for anything IT-related. It is based in the Campus Library and is open 7 days a week throughout the semester.

The online Self Service portal is also available 24/7 servicedesk.keele.ac.uk and connects you with services across the University.

You can contact them by phone 01782 733838 or by email it.service@keele.ac.uk or check out www.keele.ac.uk/it

## 5 HISTORY AT KEELE

This handbook is designed to provide you all the key information you will need for your History programme. The handbook may be periodically updated and so you should check the latest version (available on the Keele Learning Environment or KLE, and also the History web pages at http://www.keele.ac.uk/history/currentundergraduates/).

History is not only an absorbing and enjoyable subject, but it also helps you understand many aspects of life. If you trust us, you will learn not only about the past but also about the present; not only about past peoples but also about yourself. If there is one general rule, it is: Be prepared to be surprised.
Aims of the Keele History Course
The aims of the Keele History Programme are to enable students 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;
- develop the ability to 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, both by maintaining a programme of skills training throughout the course and also by introducing increasing challenges through it. As a student progresses from year 1 (Level 4) to year 3 (Level 6), the course will demand, but also foster, greater levels of knowledge, intellectual independence, interpretative skill and sustained analysis, to prepare him/her either for postgraduate study or for a career outside the university system.

6 STRUCTURE OF THE KEELE UNDERGRADUATE HISTORY PROGRAMME

This section sets out the current pattern of the History programme. Please note that the particular modules offered each year may change according to staff interests, availability and teaching and learning needs.

Course Structure
In your first principal year we aim to give you a broad introduction to the study of history. You will also have the chance to taste different types of history in periods from the fall of the Roman Empire to the very recent past, along with various ways of approaching the study of the past. These will equip you with the essential historical skills and enable you to make an informed choice of the areas in which you wish to specialise in Years 2 (level 5) and 3 (level 6).

Structure of Modules
Each module has a Convenor who is responsible for the academic content of that course. Questions about the course may be directed to the convenor.

All courses in years 1 and 2 are a combination of lectures and seminars. In your final year, many of the modules are seminar-taught only.

Week 7 in semester 1 and week 7 in semester 2 are designated Reading Weeks, in which there are normally no lectures or seminars. Note that the dates of Reading Weeks are set by each individual Programme and only apply to the teaching of that Programme. So you should still be attending all History lectures and seminars during your other principal subject's Reading Week and vice versa. It is not a University-wide half-term holiday!

In order to progress from the first year into the second year you need to satisfy the University requirements set out on the following web link: level 4 and 5 progression guidelines (UG Years 1 and 2). The simplest way is to make sure that you pass all your modules.
Year I (Level 4)
In your first year (level 4) we lay the basis for you to make an informed decision about the specific historical questions you want to study in future, by introducing you to different periods and types of history. Single and combined honours students will take the compulsory module HIS-10039 Defining Moments over two semesters. In addition, HIS-10034 Histories of the Extraordinary and the Everyday is compulsory for single honours students in semester two.

In addition to your two compulsory History modules, you will be asked to select a number of extra modules, known as option and elective modules. The precise number will depend on the combination of your degree subjects. Elective modules can be drawn from any discipline, but we recommend that at least one is an additional History module.

Please note that there is a limit on the size of all modules (to ensure we can keep seminars to a manageable size) and so places may not be available on some elective modules. Further details about History modules are available on the History web pages at www.keele.ac.uk/history/currentundergraduates/.

Year II (Level 5)
In year 2 (level 5) you will be required to do HIS-20067 Sources and Debates in semester 2 along with option and elective modules, chosen from the range available. Again, as at Level 4 (year 1), we recommend that at least one elective is an additional History module.

Second-year courses provide a more detailed understanding of specific periods or particular themes, while developing both the critical and the practical skills that an historian needs for research. An idea of the kinds of modules on offer in the second year can be gleaned by looking at the History web pages for the modules on offer this year – though all offerings are subject to change depending on staff availability.

The second year is a ‘step up’ intellectually because your marks count as part of your final degree. You will need to work harder. If you do not, you will come unstuck in the first set of exams.

Most option modules are built along standard lines.

Teaching:
- a programme of 10 lectures covering a broad period or range of issues.
- six substantive seminars (plus essay return meetings and, perhaps, an introductory meeting), which will generally look in greater detail at part of the overall topic.

Assessment:
- seminar participation and a portfolio of written tasks: 20% of the total mark
- an essay of 1,700-2,000 words: 40% of the total mark
- a two-hour written exam at the end of the semester, based on the lectures and additional reading: 40% of the total mark.

For the particular pattern of teaching and assessment for each module, you must consult the relevant module handbook.

Sources and Debates
This second-semester course is designed both to prepare you in researching and writing longer personal research pieces and also expose you to current debates about history. This is just a brief outline of the module – you will receive fuller details at the start of the second year and a course book for it at the beginning of semester 2 of that year.
Instead of the usual module pattern, you will attend a course of lectures on general issues relating to history, why it is important, how it is studied and practical discussion of the historian's skills and sources used (from local history to the internet). You will also sign up with a tutor who will be offering supervision on a broad area related to his or her own speciality (these will be confirmed nearer to the time). You will agree a title relating to this topic and then, over the semester, research and write an extended essay (4,000 words), with occasional supervision meetings with your tutor. This essay will count for the full module mark, and it will be marked for the range and significance of the sources examined, your understanding of them and the quality of your argument and presentation.

You should note that:
- second-year module marks count towards your final degree assessment
- marks are liable to second marking and scrutiny by History’s external examiners
- progression into year 3 (level 6) is subject to the University’s progression guidelines (available at level 4 and 5 progression guidelines (UG Years 1 and 2).

The simplest way is to make sure that you pass all your modules.

Programme specifications are the definitive, formal document summarising the structure and content of your programme. Link: http://www.keele.ac.uk/qa/programmespecifications/

The Module Catalogue provides an overview of all core and elective modules. You can find more information here: http://www.keele.ac.uk/recordsandexams/az/

Reading lists for your modules can be found here: http://lists.lib.keele.ac.uk/index.html

Year III (Level 6)
In the final year you can devote yourself to the in-depth study of a Special Subject, including a dissertation of 8,000-12,000 words, usually based on research in primary source material. So, having trained you in the discipline, we will invite you to make your own contribution to History before you graduate.

The structure of the year is designed to let you immerse yourself in one field of history. You can choose modules that are taught in one semester only or modules that are linked thematically to cover the entire academic year. In the latter case, in most instances, you need to complete the first semester module to continue on to the second semester module. To get the most out of your final year we would encourage you to opt for the linked modules, which allow you study particular topics/periods in much greater depth. In both semesters your modules will involve weekly two-hour seminars, possibly with additional field trips, film showings, document classes etc, as is appropriate to the individual course. We also encourage you to write a dissertation with the same module tutor. The dissertation is usually the most rewarding piece of work you'll do in the course of your three years here. However, it is only compulsory for Single Honours students.

Dissertation (ISP)
A dissertation is a piece of personal research, testing your ability to ask interesting questions, find and assess evidence in the quest to answer them and put them together in an extended piece of written work that expresses your final conclusions in a convincing and coherent way. Having identified a topic with your tutor, it then becomes your responsibility to research and write a substantive and original study (8,000-12,000 words in length).

This may sound daunting, but many students regard it as the best and most exciting part of their degree course, the time when they truly feel like ‘proper’ historians. Similarly, tutors often learn much from good dissertations, and the best have in the past been published or used as the springboard into postgraduate study. Above all, don’t worry!

You will have received two years' training to prepare you for this, and will have the guidance and support of the tutor. More detailed information will be distributed at the start of your final
year. Although the exact date changes, you will be notified of the deadline at the start of your final year. Failure to hand this work in by the due date, or failure to submit an electronic copy on KLE along with the hard copy, renders you liable to penalties up to and including a ZERO mark, which would therefore represent TWO FAILED modules.

**Process for Investigating Alleged Ethics Offences at School Level (Regarding Research Projects/Dissertations)**

If your project/dissertation involves the participation of human subjects, it must not be undertaken without the prior approval of your School’s Student Project Ethics Committee (See Regulation 8.11.5 [https://www.keele.ac.uk/regulations/regulation8/#d.en.19989](https://www.keele.ac.uk/regulations/regulation8/#d.en.19989)). If you do not get ethical approval for your project, the offence will be considered by either your School’s Student Project Ethics Committee (minor offences) or the Academic Misconduct Committee (major offences). A penalty for the offence will be imposed.

The process for investigating alleged offences at School level can be accessed at [https://www.keele.ac.uk/raise/researchsupport/projectassurance/researchethics/](https://www.keele.ac.uk/raise/researchsupport/projectassurance/researchethics/) (section 4)

**Undertaking Research That Involves Access to and/or Storage of Security Sensitive Material**

The University’s guidance note is for all students and their supervisors who engage in or supervise security sensitive research. It is available via the following link: [https://www.keele.ac.uk/media/keeleuniversity/res/RIG-QMS-GUI01%20-%20Guidance%20document%20for%20undertaking%20research%20involving%20SSRM%20V1-0%20docx.pdf](https://www.keele.ac.uk/media/keeleuniversity/res/RIG-QMS-GUI01%20-%20Guidance%20document%20for%20undertaking%20research%20involving%20SSRM%20V1-0%20docx.pdf)

**Study Abroad**

**Student Exchange – Studying Abroad in Year 2 (Level 5) During 2018-19**

*Who is eligible to go on exchange?*

Students, both international and UK, of virtually any subject area can apply to study abroad on exchange for the first (or second) semester of Year 2 at the discretion of their schools. Students must attend all compulsory sessions presented by the Global Education Team and be supported by their Personal and Subject Tutor(s). Students must also be in good academic standing in order to be confirmed and have an overall average in Level 4 (Year 1) of 60% (2.1).

*When do I need to apply?*

Students considering exchange in Year 2 need to apply in Semester 1 of Year 1 after attending the Global Education Fair in October and attending a compulsory Information Session. In addition to Information Sessions, students should meet with their Subject Tutor(s) and seek guidance from Peer Advisors to gather the information that they need to select the appropriate University and make a successful application. Grades will be converted to Keele grades and will impact on your overall degree classification.

International students studying at Keele should also highlight early in the process the passport that they hold to the Global Education Team who will follow it up with the Immigration and Compliance Team depending on the UKVI rules at the time.

**Student Exchange – Studying Abroad Between Years 2 and 3 of an Undergraduate Degree (‘International Year’)**

The International Year option provides complementary study to the main degree area and provides additional skills leading to personal development and employability. This opportunity is available to students enrolled on the majority of undergraduate programmes except for the School of Medicine, and to both Single & Combined Honours students. Students should attend the Global Education Fair in October and must also attend all compulsory sessions
and be supported by their Personal and Subject Tutor(s). Applications are completed in Semester 1 of Level 5 (Year 2). Students must also be in good academic standing in order to be considered and must have an overall average in Level 4 (Year 1) of 60% (2.1) to apply.

Students will have the option of studying at one university for the year or to split the year with two different universities and/or destinations. A requirement of 40% of your Keele degree area must be studied while abroad with 60% of your study complementing your degree. This could include language study, a research project or an internship, in addition to modules that have been discussed with the Global Education Team and their Subject Tutor(s).

Students passing the additional year of study will receive a degree title that recognises the international year of study.

If you are on a Visa to study at the University, we recommend that you talk to Immigration Compliance in the Student Services Centre as early as possible. This is because they will need to check if you are able to take an ‘International Year’ on your visa or not. The UK Home Office change the rules on student visas and so the options will be different for each student. The information and options will be specific to you and your circumstances.

Students are encouraged to find out more from the Global Education Team and Peer Adviser Resource Room early in their first semester (ground floor of IC2- International Office) for both options.

http://www.keele.ac.uk/studyabroad/keelestudentsstudyingabroad/

Erasmus+

Exchange
Students who elect to go on a European exchange placement will be eligible for Erasmus funding in 2017/18. Information on Erasmus will be available at the Global Education Fair and Information Sessions.

Summer Placements
Students who elect to go to Europe for a language placement of 12 weeks or an approved work placement of no less than 8 weeks will be eligible for Erasmus funding.

Traineeships
Students can elect to do a traineeship in Europe up to a year after graduation, as long as the placement is approved and arranged before graduation. Erasmus funding is available for this opportunity. More information is available from the Global Education Team – please contact Lisa Stoker (l.j.stoker@keele.ac.uk).

FINAL DEGREE ASSESSMENT
The University’s degree classification scheme – in other words, how your final degree assessment will be reached – is at:
http://www.keele.ac.uk/paa/academicadministration/degreclassification/.

7 EXPECTATIONS

One function of this handbook is to ensure that you have as clear an understanding as possible of what the Department and School expect of you, and what you should expect of the programme. This section attempts to draw the various threads together in a single set of statements.
What the Department and School Expect of You

1. That you will attend all tutorials or seminars (which are compulsory elements of the programme) and examinations or, if unable to do so for good reason, see that an adequate explanation reaches the tutor. This is especially important if you are due to make a class presentation.
2. That you will attend lectures. If you miss a lecture then please take steps to familiarise yourself with the ground covered in the lecture.
3. That you will submit all written work by the required date, subject only to medically certified reasons for lateness.
4. That you will not plagiarise, collude or cheat in any way.
5. That you will make full preparation for any tutorial presentation you are required to make.
6. That you will come to tutorials, seminars and workshops adequately prepared to discuss the set topic or topics and be an active participant.
7. That you will acquire such basic textbooks as may be prescribed for your courses.
8. That, in addition to meeting formal assignments, you will read widely around the subject.
9. That you will monitor the appropriate programme notice-boards regularly for any announcements that may affect you, and also check your pigeonhole for notes from the Department and School.
10. That you will inform the School Office of any change of term-time or home address.
11. That, if you are experiencing difficulties which are affecting your work, you will inform either the tutor in charge of your seminar group or the Deputy Programme Director, in order that the School can discuss the situation with you in a supportive and confidential manner.
12. That you respond promptly to communications from tutors, the Department and the School.
13. That you treat the office staff courteously at all times.
14. That you check your results for each module.

What You Can Expect of the Department or School

1. That it will keep you as fully informed as possible about your progress.
2. That if your progress at any time gives rise to concern, the School will not only warn you clearly about these inadequacies but will offer its best guidance on how the situation may be remedied.
3. That lectures and tutorials/seminars/workshops will be held as advertised, with any variations being notified as early and as fully as possible.
4. That in all its modules the School will at all times do its best to ensure that both the nature of the modules and their delivery reflect high professional standards and the current state of knowledge.
5. That you will be given full details of the modules you will be taking.
6. That you will be notified clearly of the assessments you received for each module.
7. That work that you hand in for assessment will be marked and returned to you promptly – provided you yourself have met the deadline. Speed of return will inevitably vary with the volume of work that an individual tutor has to mark, but the School’s aim is to have work marked and available for collection within three teaching weeks. Where an examination follows submission of an essay, the School aims to have essays marked and available before the examination.
8. That all work will be given a mark and with sufficient commentary so that you will be able to understand why it has received that mark, together with any pointers that may help you to achieve better marks subsequently.
9. That the School will provide you with guides to reading in respect of tutorial and essay preparation.
10. That, subject to the availability of resources, the School will use its best endeavours to see that adequate material of an appropriate level is available for tutorial/seminar/workshop and essay topics in the university library.

11. That the School will give serious attention, subject to availability of resources, to your suggestions or complaints, when channelled through either the appropriate tutor or the Staff-Student Voice Committee.

12. That tutors will be responsive and supportive if you should have problems, once they have been acquainted with them.

8 YOUR FEEDBACK

Student Representation and Feedback

Student feedback is important at Keele and there are a number of opportunities for you to get involved. You are also encouraged to speak with staff informally if you have any suggestions for improvements or to seek advice regarding issues with your programme.

- **Student Voice Representatives**
  All students have the opportunity to stand for election as a Student Voice Representative, with at least two reps per year per programme. Each School also has a lead representative. Student Voice Representatives represent the views of other students on their programme, gathering feedback and attending Student Staff Voice Committees to discuss items raised by their peers and developments to the programme. It is an important role, which is recognised by being HEAR-recordable. There are even awards each year to celebrate the achievements of those who have gone above and beyond the standard duties of a student rep. Look out for further information publicised by KeeleSU, including details of elections, which are held online at the start of the year. More information can be found here: [http://keelesu.com/yourunion/](http://keelesu.com/yourunion/).

- **Student Staff Voice Committees**
  These meetings provide a forum for discussion between Student Voice Representatives and staff on the programme about programme issues. They are held at least once a semester. The meetings are normally chaired by a student rep and act as the principal means for staff to be made aware of the collective opinion of students. Their success depends upon students getting involved, either as reps or by supporting the reps by providing them with your feedback.

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

  Final year undergraduate students also take part in the National Student Survey (NSS) between January and April, with results and comments carefully analysed at programme and School level.

9 ACADEMIC APPEALS

We pride ourselves on being friendly, efficient and responsive in History, making decisions in as transparent a way as possible. However, with the best will in the world, sometimes things go wrong. This is a guide to let you know to whom you should turn should you be unhappy with some aspect of your History course:
If you are unhappy with your Personal Tutor, then speak first with the Senior Tutor (you will be told who the School's Senior Tutor is when you register).

If you are unhappy with the marking of coursework, or the conduct of your seminars, then the best thing is first to speak directly with the tutor concerned. If you are still unhappy, then approach your Personal Tutor. If the problem has still not been resolved, then contact the Deputy Programme Director.

If you are unhappy with the conduct and assessment of examinations, then follow the same route as above. However, please note that there is no right of appeal against the academic judgement of the examiners, although you can bring any concerns about the conduct of the exams to our attention.

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

- a procedural irregularity in the conduct of the assessment or the academic warnings procedure;
- exceptional circumstances, providing that these circumstances were not already considered by an Exceptional Circumstances Panel, that these circumstances can be substantiated in accordance with University guidelines of admissible evidence, and that there is a reason deemed valid by the University for not notifying the relevant Exceptional Circumstances Panel by the specified deadline in accordance with the relevant provisions of Regulation 13.

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

10 COMPLAINTS

If you are not satisfied with a service provided by the University, whether academic or non-academic, you must let us know as soon as possible so that we can look into the problem for you. We have a set process for dealing with concerns and complaints from students. As part of this process you must let us know about a problem as soon as possible and at least within eight weeks of it happening. It can be difficult for us to help you with a problem if you do not let us know about it soon enough.

First, please explain the problem to the member of staff who is most directly involved as they can often provide an immediate explanation or solution. If this does not lead to a solution, or you believe it is not appropriate to discuss the problem with the member of staff, you can contact an Early Resolution Officer. Every School and Service in the University has an Early Resolution Officer and their role is to look into concerns and complaints from students. The Early Resolution Officer for the School of Humanities is Dr Ian Atherton and they can be contacted by email on earlyresolution.humanities@keele.ac.uk.

Early Resolution Officers will acknowledge your email to them within two working days, and will provide a response to your concern or complaint within two weeks of their acknowledgement. If you have contacted an Early Resolution Officer and they have not replied within these timeframes, please let the central Complaints team know on complaints@keele.ac.uk.

Email addresses and contact details for all Early Resolution Officers are listed at: http://www.keele.ac.uk/studentcomplaints/ in the section titled “Early Resolution”

As mentioned above, you must contact an Early Resolution Officer normally within eight weeks of the problem happening. If there is no valid reason for making your problem known after eight weeks your complaint will not be dealt with.
If an Early Resolution Officer has looked into the problem but you believe their response was not right you can submit a formal complaint to explain why. **You must submit a formal complaint within ten calendar days of the end of your Early Resolution complaint.**

You can also submit a formal complaint if you believe the problems you are experiencing are serious or complex, such as a problem that involves more than one part of the University.

If you are submitting a formal complaint without first going through Early Resolution you must submit your complaint within eight weeks of the problem having taken place. We may decide to reject your complaint if you submit it more than eight weeks after the problem happened.

For all formal complaints, we will look at whether there is a way to solve the problem sooner. This can include dealing with it at the Early Resolution stage instead of a full formal investigation. There are also rules on what can be dealt with through a formal complaint. If your complaint is not eligible, we will tell you this.

Guidance on the complaints process and details on how to submit a formal complaint are provided here: [http://www.keele.ac.uk/studentcomplaints/](http://www.keele.ac.uk/studentcomplaints/)

11 ASSESSMENT

The pattern of assessment for each module may vary, but is typically made up of a combination of assessed written work such as essays or portfolios of work, written exams, and assessments of your contribution to seminars.

**Essays and Dissertations**
Continuous assessment is primarily based on your written work, usually an essay. The academic marking criteria on page Error! Bookmark not defined. Essays and dissertations should be based on wide reading (and on more than just general text-books). Over-reliance on encyclopaedias (online or otherwise) will be penalised.

- **Essays or dissertations must be word-processed and submitted electronically through the KLE.** It is up to you to present your essay in a legible form. Leave substantial left and right margins (approx. 3 cm each). Use double-spacing and a font size of 12 point. Indent the beginning of paragraphs or leave a clear line between each paragraph. Poorly-presented essays will be penalised.

- **Written work displaying poor or incorrect use of English will be penalised.** There is no excuse in essays or other written work produced in the student’s own time for grammatical or spelling errors. Please check your grammar and spelling. For help with punctuation and grammar please consult L. Truss, *Eats, Shoots and Leaves* (2004) and/or the recently published *Oxford English Dictionary for Students* (2006). The marks awarded on academic criteria will be reduced for poor English according to the following tariff:
  - The penalty for consistently poor grammar, such that it makes the argument difficult to follow, is 10 marks;
  - The penalty for poor punctuation, paragraphing and sentence structure is 5 to 10 marks.
  - **Provide a full bibliography.** At the end of the essay or dissertation list those books and articles you have used.
  - The failure to give a full bibliography carries a penalty of 10 marks;
  - The failure to set the bibliography out correctly carries a penalty of 5 marks (see below and also p.28-29), for examples of how to set out references and bibliographic entries).
- **Referencing**
  Your essay/dissertation should include referencing (if using MS Word, use the footnoting facility via ‘Insert’ on your computer). Essays or dissertations lacking any references will lose 10 marks; Incorrect referencing (e.g. absence of page numbers) carries a penalty of 5 marks.

- **Plagiarism**
  Failure to acknowledge and indicate direct quotations is plagiarism (this applies even when the odd word has been changed or the word-order has been altered). *Plagiarised essays are liable to a ZERO mark*, risking overall failure in that module and possible University disciplinary action. If you submit the same piece of work for different forms of assessment this is self-plagiarism and will be treated in the same way as plagiarism (see section on academic misconduct on page 20).

- **Word-length**
  Written work which exceeds the word-limit by 10% or more will incur a penalty of 10 marks.

Please submit ONE electronic copy into the KLE site, by the due date (e-mail attachments are NOT acceptable). Essays submitted after the deadline (whether one minute, one hour or one day) will be considered late essays (see below). **Note that electronic copies will be automatically scanned for plagiarism.**

Ensure that the following are clearly printed on your front page:
- Module title and number
- Name of your seminar tutor
- Your student number (all essays are marked anonymously) – not your name
- Essay title

Late essays gain the full mark only in exceptional circumstances, which must be agreed in advance by the Deputy Programme Director (see below). Essays submitted up to a week after the deadline qualify only for a maximum mark of 40%; essays received thereafter will be awarded a zero mark.

**Portfolios**
In some modules you will be asked to complete a written portfolio, which is likely to consist of a variety of written exercises such as commentaries on documents, book reviews, short answers to questions and the like. You may have to complete a short exercise in advance of each seminar in a module, or there may be a smaller number of longer pieces of work to complete. Each piece of written work should be approached, completed and presented in the same way as an essay, following the same rules about plagiarism, deadlines, referencing, literacy.

**Proofreading Guidance**
If you decide that you would like someone to proofread your work or you wish to use a proofreading company it is very important that you read the document ‘Proofreading - a Guide for Students.’ Failure to follow the guidance in this document, if you have your work proofread, could result in you being found guilty of academic misconduct due to you having unpermitted assistance. The proofreading guidance document can be downloaded from the website at: [http://www.keele.ac.uk/studentacademicconduct/](http://www.keele.ac.uk/studentacademicconduct/). If you have work proofread, you must keep a copy of the draft work that you give to the proofreader, the changes that the proofreader suggests, and all communication with the proofreader. You will be asked to provide this evidence if the marker is concerned that the work has not been written by you and you are asked to attend an interview about your work.

**Written Examinations**
Many modules are assessed in whole or part by a two-hour written exam. The examination will be based on topics from the lectures, so it is important that you attend all the lectures. Exams are held in the examination periods, which come at the end of the appropriate
A written examination tests your ability to work under pressure and within strict time constraints. Whilst the general points for essays apply, we are looking here for ability to construct a well-evidenced argument in answer to the question asked. You are expected to read widely in preparation for your exams. **Examination answers which simply reproduce lecture notes will score low marks.** Poor answers are those which do not address the question asked. The written examination is more than a memory test, although it is that too; it is a test of your ability to think and perform as an historian. **Scripts displaying poor or incorrect use of English** will be penalised. Please check your grammar and spelling.

**A ZERO mark will be recorded for failure to attend the examination without good reason.** In any re-sit the maximum mark available for the whole module will be 40%.

You can find Information relating to all aspects of sitting examinations at Keele, including timetables, personalised examination arrangements, the University policy on the use of calculators in examinations and a link to frequently asked questions, at the following webpage: http://www.keele.ac.uk/recordsandexams/examinations/

You must make yourself available to sit examinations for the entire published examination period. All examinations must be sat at the Keele University campus. Holidays or other social commitments will not be accepted as a reason for missing an examination. If you miss an examination without good reason, you will be recorded as absent and will lose an attempt.

We have produced a short video, which we hope will help you as you prepare to sit your examinations and ease any pre-examination anxiety you may have about examination regulations, what to expect when you arrive at the examination venue, how to complete your examination answer book etc. This is especially important if you are new to Keele and have not sat examinations here before. You are strongly encouraged to watch the video which is available here: https://www.youtube.com/watch?v=GgxexwN3BQk

**Seminar Performance**

Your performance in seminars, including your level of preparation for the seminars, contribution to discussions, and answers to questions in seminars, may be assessed as part of your mark for the module. Some tutors will require you to give formal or informal presentations to the rest of the seminar, and these may also be marked. Your mark for seminar performance is not a mark for attendance – you are not rewarded merely for attending, but for contributing to the seminar. Nonetheless, if you are absent from a seminar without good cause, you cannot be given any marks at all for your performance in that seminar.

**Reading**

It goes without saying that you are expected to read as widely as possible of each module – the more the better. You will get much more out of seminars if you prepare for them. Read for exams as well as essays. Never rely solely on lecture notes. We recommend that you buy at least one book for each module. Tutors arrange with Blackwell’s (on campus) to purchase adequate stocks of the principal course-books.

**Assessment Criteria**

Assessment criteria are used by staff to mark assessed work. The generic assessment criteria are a reference point used to define standards of achievement across all subject areas. Where appropriate, separate criteria are used by schools specific to a programme or assessment type and these will be provided in module guides. The generic criteria can be found here: https://www.keele.ac.uk/sas/academicservices/assessment/markingscheme/
The University’s Code of Practice on Assessment can be found at: https://www.keele.ac.uk/regulations/index/toallregulations/regulation8/#d.en.19980.

It is the responsibility of students to ensure that:

a) they attend examinations, produce all pieces of required written work and complete other assessed activities by the due date.

b) they inform tutors of illness or other circumstances which they consider will affect their academic performance.

c) they inform the tutor in charge of the course or the Head of School as appropriate of any reason for absence from examinations or for failure to attend or submit required work. Evidence substantiating the reason for absence should be provided if possible.

d) they inform the Student & Course Information and Examinations Office in the Directorate of any reason for absence from University examinations.

e) they inform themselves of any published examination or assessment results at the end of semester before leaving the University.

Feedback
It is important for you not only to know your academic progress but also to learn from your successes and difficulties. Feedback for essays and other written work will be via the KLE. Turnaround times for written work will vary, but essays will generally be marked within three term-time weeks of the deadline. However, staff illness, other commitments and the like may delay marking. You will usually also receive comments on your seminar performance, especially if above or below average standard.

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

Their duties involve approving examination papers, checking that marking has been carried out consistently and within the regulations, advising on changes to programme content and writing an annual report. Schools share the reports with students, usually in Student Staff Voice Committee (SSVC) meetings, and you can find the latest reports, along with a response from the School, here: http://www.keele.ac.uk/qa/externalexaminers/reportsandresponses/.

NB: you must not contact external examiners directly as they have no remit in relation to individual students.

The list of current External Examiners for each subject can be found here: http://www.keele.ac.uk/qa/externalexaminers/currentexternalexaminers/

Publication of Results
You can expect to know the published results of assessments as soon as possible after the examination board has completed its deliberations for your Level at the end of a given semester. Normally, year 3 (Level 6) results will be published first, followed by year 2 and 1 (Levels 5 and 4). The results will be released to you by email and will be available in eVision. All results are subject to ratification by the University Senate. It is your responsibility to check your results.
Assessment Attempts

*What happens if I fail a module?*

Provided you have engaged appropriately with your studies during the academic year, you would normally be allowed one reassessment opportunity to pass the module, normally to be completed before the start of the next academic year, with the reassessment mark capped at a maximum of 40% (or 50% for Level 7 modules). Core modules must be passed within the maximum allowed two attempts in total, but failed elective modules may be replaced with an alternative elective module.

Reassessment of Level 6 modules is not offered until degree results have been classified, except where Exceptional Circumstances have been approved (see Section on Exceptional Circumstances). Normally only students who fail to achieve a degree or are only awarded a pass degree at the first attempt will be offered reassessment of failed Level 6 modules capped at 40%. These students will remain eligible for an honours degree if reassessment is successfully completed to the standard required for an honours degree.

*Module Condonement*

Students who, after undertaking reassessment, have failed modules with a mark of at least 30% may be entitled to have their module marks condoned, meaning that the credits will be awarded for the failed modules, subject to the limits outlined below. This is provided the failed module marks are not deemed to be qualified fails, where one or more assessment components within the modules have not been completed to a specified standard. The limits on condonation are:

- a maximum of 60 credits of condonements across a 3-year programme, with
- a maximum of 30 credits of condonement across Level 4 and Level 5, and
- a maximum of 30 credits of condonement at Level 6.

For more information on re-assessment of failed modules, see the [University's Regulations](#)

1A 11 and 12

*Progression*

The guidelines used by Examination Boards can be found here. Please speak to staff, such as your Personal Tutor, if you need help understanding the information.

[Link to University Level 4 and Level 5 Progression Guidelines (UG Years 1 and 2)](#)

*Degree Classification*

To find out how your final degree classification is calculated, please visit: [https://www.keele.ac.uk/sas/academicservices/degreeclassification/](https://www.keele.ac.uk/sas/academicservices/degreeclassification/)

*Importance of dissertation for final degree mark*

In cases where an examination board is exercising discretion to recommend the award of a degree in the higher classification, one of the criteria includes performance in a key module such as a dissertation. In other words, if your mark is considered to be borderline, the examination board may raise your grade if your dissertation reflects the higher classification.

**12 DEADLINES, EXTENSIONS AND EXCEPTIONAL CIRCUMSTANCES**

*Exceptional Circumstances*

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

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

Detailed information on exceptional circumstances criteria, the claims process and evidence requirements can be found on the University web pages at: http://www.keele.ac.uk/ec/

**Deadlines for ECs**
The deadlines for submission of exceptional circumstances are set by the School and will depend on the date of your assignment hand-in. The deadlines for exceptional circumstances in the School of Humanities will be communicated to you at the start of term.

Advice and support in making a claim can also be sought from your Personal Tutor, School Office, Student Support and Development Services and ASK at the Keele SU.

**13 ACADEMIC MISCONDUCT**

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

- **Exam Regulations**
  It is important that you are familiar with the exam regulations. If you don't follow the regulations, you may be found guilty of academic misconduct and be given a penalty, which could impact on your marks and your degree classification, and in some instances may lead to permanent exclusion from Keele. The exam regulations concern all aspects of cheating in exams, including: taking unauthorised notes into exam halls; using unauthorised calculators and other equipment; talking during exams; having or using a mobile phone or other communication device during exams. You will be found guilty of academic misconduct in an exam if you are found to have unauthorised material or electronic devices in your possession. We do not have to prove that you have used the unauthorised material or device.

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

- **Plagiarism**
  Plagiarism, which is the most common type of academic misconduct, occurs when the work you are submitting is not your own, but in fact somebody else’s.
  http://www.keele.ac.uk/studentacademicconduct/
  http://www.keele.ac.uk/turnitin

- **Commissioning**
  Commissioning is a very serious form of academic misconduct. If a marker is concerned that the work has not been written by you, you will be asked to attend an interview where you will be asked questions about the content of the work to demonstrate that you understand the work. You will also be asked to provide evidence of how you prepared and wrote the work. This may include copies of any drafts of the work, the articles/books that you read and the notes you made from them. If the work was proofread you must bring copies of the work before and after it was proofread, along with any communication between yourself and the proofreader.
So when you submit work to your School, you must keep everything you used to produce the work in case you are asked to demonstrate that the work is your own.

**Crass Derivation** occurs when a student has cut and pasted work from a web-site or book but cited its source. Although this cannot be treated as cheating like plagiarism, the student has deployed little effort or intellectual skill in writing the essay and the work will also be awarded zero. As a general rule, always acknowledge direct quotation, but keep it to a minimum. **An important part of the discipline of History is writing in your own words.**

### 14 ACADEMIC WARNINGS

**Attendance and Engagement with Studies**

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

Information on University procedures for issuing academic warnings can be found at: [http://www.keele.ac.uk/paa/academicwarnings/](http://www.keele.ac.uk/paa/academicwarnings/)

There is an expectation that students will engage appropriately with all forms of University assessments. If you do not attend your exams or fail to hand in assessments then you may be affected by Regulation 1A Section 9: Appropriate Engagement with Studies. This regulation states that any non-engagement without good cause may result in you being withdrawn from your studies: [https://www.keele.ac.uk/regulations/regulation1a/#d.en.19127](https://www.keele.ac.uk/regulations/regulation1a/#d.en.19127)

It is therefore very important that if you miss an examination or are unable to submit your coursework that you follow the University’s exceptional circumstances process (please see Section on Exceptional Circumstances).

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

**Student Discipline**

You are expected to conduct yourself in a manner that is responsible and respectful to others. This includes other students, members of staff, visitors to the University and members of the local community. We treat discipline offences very seriously and penalties will be given for proven cases, including permanent exclusion from the University for very serious or repeat offences. Information on the types of behaviour that will not be tolerated and the student discipline procedure can be found at: [http://www.keele.ac.uk/studentdiscipline/](http://www.keele.ac.uk/studentdiscipline/)

### 15 STUDENT SUPPORT

While we know that you will have a great experience at Keele, there are likely to be times when you need support, advice or just somebody to talk to. We have specialist and professional student support and wellbeing services in place to offer you support, if and when you need it.

Please take the time now to familiarise yourself with these services, and if at any point you feel like you need some help or want somebody to talk to, then don’t hesitate to ask – that’s what we’re here for.

**Student Services Centre**

The Student Services Centre should be your first stop for any queries, including academic advice, exams information, timetabling queries, electives information, money support,
support in accommodation, disability and dyslexia support, international student support, critical incident support, and personal issues, i.e. bullying, homesickness, etc. Staff in the Centre are experienced in dealing with a wide range of issues and will work with you to resolve issues or concerns that you have at any point during your time here at Keele. We offer drop-ins every weekday:

- Monday and Friday 10-12pm
- Tuesday, Wednesday and Friday, 2-4pm
- Evening drop-ins every Tuesday, 5-7pm (term time only)

Visit: https://www.keele.ac.uk/studentservices/
Email: student.services@keele.ac.uk
Call: 01782 734481

Counselling and Mental Health Support
Your mental health is something that we take very seriously. Please make contact with us if you want to discuss how we might support you during your time at Keele. Our team of mental health professionals are all committed to providing effective, appropriate support within an academic environment.
Visit: www.keele.ac.uk/studentcounselling/
Email: counselling@keele.ac.uk
Call: 01782 734187

Disability and Dyslexia Support
Our support team provides ongoing, holistic support for individual student needs. If you have a physical and/or sensory disability, severe mental health issues, or are on the autistic spectrum, please contact us as soon as possible.
Visit: https://www.keele.ac.uk/disability/
Email: support.dds@keele.ac.uk

Faith and Chaplaincy
Our chaplaincy team are here for those of all faiths and none, and run lots of events and activities throughout the year which everyone is welcome to take part in. We have Christian and Muslim chaplains, and faith advisers from other religions who can offer you support and guidance.
Visit: https://www.keele.ac.uk/faith/

International Students
We have a dedicated International Student Support team to support all International, EU and EEA students. They are trained to provide specialist help and advice with visa or immigration queries, information on working in the UK, and assistance with any personal or academic queries you might have. If English is not your native language, then the Language Centre (keele.ac.uk/lc) is here to support you throughout your studies.
Visit: https://www.keele.ac.uk/internationalstudents/

Keele Mentors Scheme
The team in the Student Services Centre also co-ordinate the Keele Mentors Scheme, which is open to all new students. For more information about Keele Mentors and to sign up online, visit:
Visit: https://www.keele.ac.uk/keelementors/

Nightline
We are very proud of the way our students support one another throughout their university experience. Nightline is our student-led information and listening service, offering confidential support from other students by phone, Skype, text, email or online chat. The service is available to all students from 9pm to 3am every night during term-time.
Visit: https://keelenightline.co.uk/

Advice and Support at Keele (ASK)
ASK delivers independent advice on a whole range of issues, including academic, health, family, wellbeing, accommodation, finance, legal, international and employment. The advice and support that ASK offers is free, confidential, non-judgemental and impartial. Our trained Education and Welfare Advisors are here to help, just ASK. We are open Mon-Fri 10am-12pm and 1pm-4pm, and are on the ground floor of KeeleSU.
Visit: www.keelesu.com/advice
Email: su.ask@keele.ac.uk
Call: 01782 734800

Student Learning
Student Learning can work with you to improve your academic skills and practices, such as critical thinking, essay writing, and giving presentations. You can make use of the following services:

- Write Direction are one-to-one coaching sessions.
- HOW 2 are a series of workshops.
- Academic and Professional Toolkits is an online learning module found under the ‘learning’ tab on the KLE.

Careers and Employability
Whilst starting a career may seem a long way into the future, the Careers and Employability Team can help you to find work experience, internships, graduate opportunities and can support you to think through your career plans. If at any stage you want to get your CV looking great, want to meet employers, or are just uncertain of what to do after you graduate then get in touch with us and talk things through. Look out for our events, Careers Fair, coffee with employers and ‘how to’ workshops Visit: http://www.keele.ac.uk/careers/ or pay us a visit in the Library, where we are based.

Tutors are usually happy to provide references for employment, but it is generally both wise and a courtesy to check with them first.

Personal Tutors
Your Personal Tutor is a first point of contact for general guidance on academic and career development and, in consultation with yourself, may refer you to specialist academic support services within the University. Your Personal Tutor can also provide advice, support and general guidance on non-academic issues or, again, in consultation with yourself refer you to pastoral support services within the University, where necessary.

Every student is allocated a Personal Tutor at the very beginning of their studies and he or she will normally meet with you on a one-to-one basis to discuss your academic development throughout your time at Keele. Where possible, you will have the same Personal Tutor throughout your studies. Arrangements will be made for you to meet your Personal tutor during your first few days at Keele. You must attend scheduled meetings with your Personal Tutor as required.

You must ensure that you notify your Personal Tutor promptly if you are having academic, health or personal problems that are affecting your academic work and must be an active participant in finding a solution to the problem. Your Personal Tutor’s contact details are available through eVision. You share a joint responsibility with your personal tutor to arrange meetings. If you wish to meet up with your Personal Tutor outside their scheduled office hours, you should make an appointment with them directly. Students are entitled to change their personal tutor, with good reason. Contact the School Office for information.
You can find the University’s Code of Practice for Personal Tutoring at: [Link to Code of Practice on Personal Tutoring]

**Recording Lectures**
When formally recommended by Student Support you may make an audio recording of a lecture from which you should then make notes. The purpose of the recording is to assist the learning-outcome which, in brief, is to reach an understanding of the principal points in the lecture. It is not a substitute for making notes, nor for further private study. The notes are the revision-aid, not the recorded lecture.

*Lecture recordings may not be retained for longer than a week. The lecture remains the intellectual property of the lecturer; you should not reproduce it or pass it on to anyone else.*

**Lecture Notes, Handouts and PowerPoint slides**
We do not provide lecture notes, which we regard as inimical to learning, though many lectures are accompanied by handouts. For practical reasons these cannot always be made available in advance. The same applies to PowerPoint slides in many cases. Wherever possible we provide advance copies and machine-readable copies for students with visual impairment. If used in a lecture, PowerPoint slides may sometimes be available afterwards through the KLE.

**Prompt Sheets**
When formally recommended by Student Support we are happy to permit the use of pre-approved prompt sheets in examinations, but you should be aware that these are of limited use and are NOT the same as revision notes. All prompt sheets have to be cleared with the Disabilities Officer.

**16 THE UNIVERSITY LIBRARY**

Our Libraries offer fantastic facilities, a choice of study spaces, free WiFi, excellent support, and access to extensive print and online resources.

We have two Library sites: the main Campus Library and the Health Library at Royal Stoke University Hospital. Both Libraries are open seven days a week with the Campus Library open 24/7 during semester. Full details are available from the [Library website](#).

We provide academic collections online and in print, subscribing to over 20,000 e-journals, 300,000 e-books and there are over half a million items on our shelves. You can access the majority of online collections anytime, anywhere, both on and off-campus. Use Library Search, our discovery service, to search for and access items from our collections. You can borrow books for two weeks, one week or three days, and they will be renewed automatically unless requested by another borrower, in which case fines will be charged for overdue items. Use our online reading list service to view and access module readings.

There are over 1,100 study spaces for you to work in groups, on your own, or in silence. Both group and individual study rooms are available to book. There is Wi-Fi access throughout both sites and a refreshment area in the Campus Library.

Library staff will help you at any time and for more subject specific support you can book an appointment with a Librarian at either the Campus Library or Health Library. We also provide a range of training workshops to help you develop your information research skills including sessions such as finding journal articles for your assignment and reference management (using RefWorks). In addition, an online resource 'Getting Started with the Library: from beginner to expert in seconds’ is available on the KLE via the Academic and Professional Toolkits module.
For further information and to access all our resources go to the Library website.

The most important classification area for History students is D. This is subdivided by a second letter according to country (such as DA for Great Britain, DC for France), and then by numbers. Within any country general works come first, then works on more particular aspects of that country's history, such as political, military or social life, then works in chronological order, and finally works on local history. Spend half an hour browsing through the collections relating to any one country and you will soon get the idea.

Many other subjects of importance to historians are classified in other areas; for instance, ecclesiastical history will be found in BR and BX, economic history in HC, social history in HN, legal history in KE and so on.

The main library catalogue (called Library Search) is online at http://www.keele.ac.uk/library/

Works which are in high demand are often placed in the short loan section of the library.

Many useful reference books are kept out of sequence in the Reference section on the ground floor of the library. This is sometimes a good place to start if you know nothing about a topic. The collection includes dictionaries of dates, historical encyclopaedias, dictionaries and historical atlases which can be very useful.

Much recent work will be found in articles in periodicals such as Past and Present, The Journal of African History, English Historical Review, History, the Journal of Medieval History, and many others. Periodicals are located in the basement and since they cannot be borrowed they should be readily available on the shelves. To find an article locate the journal using the online catalogue. Then find the relevant volume on the shelf and look in the contents page. To trace an article, you will need to know the title, volume and year of publication of the periodical and the author and title of the article.

17 STUDY SKILLS

Study is no different from other activities in that it requires skills. Some you have, but others you will need to learn. Here are a few brief suggestions.

- **Manage and use your time effectively.** Some find making a weekly schedule or work-diary listing formal commitments and other work to be done helpful (and a diary is crucial to enable you to keep track of appointments, e.g., with your Personal Tutor).

- **Your first priority in a lecture is to listen carefully.** Don't try to take down everything the lecturer says; a lecture is not designed as dictation. Listen critically. Go over your notes later; what you do not understand follow up in discussion with friends and through reading.

- **Prepare for your seminars.** There is nothing worse than having total ignorance exposed. That said, be prepared to risk an opinion. No one expects you to know a great deal at this stage; what is required is an honest approach to the question under discussion.

- **It is not for nothing one is said to read for a degree.** The more you read, the more you will get out of the course. Don't stay with text-books; once you have the broad outline, try specialised periodical articles and monographs and/or some primary source material. If a book bores you, discard it because you will get nothing of value from it. If all books bore you, you'd better leave now!

- **Be economical in your note-making.** If you copy word-for-word from a book or article into your notes, put it in inverted commas in your notes; this will prevent inadvertent plagiarism.
Writing should be a creative and enjoyable experience, but you do need certain skills. Here are some tips. Use simple sentences. Avoid passive verbs (for the most part). Don't use words you don't know the meaning of (don't try to show off!). Check your spelling and grammar.

Your tutor will be looking for the following in your essay (and in your examination answers) which you might consider using as a check-list:

- How well informed are you?
- Have you understood the implications of the question set?
- Have you marshalled your material effectively?
- Do you present your argument and its supporting evidence in a coherent fashion?

There are useful study guides on sale from Counselling. A short internally produced guide, *Studying History*, is available. In addition you may find one or more of the following books helpful:

- H. Arksey (ed.), *How to Get a First Class Degree* (1992)

Referencing

**Footnotes**
This list leads us naturally on to how to give references (footnotes, placed at the foot of each page, or endnotes, grouped together at the end of the essay or dissertation).

You must footnote – provide the specific reference for – every direct quotation. You should also provide a footnote for every non-obvious fact. For example, you do not need to provide a reference for the dates of the First World War, but you would need to provide a reference if you were citing the numbers killed in combat. You must also footnote the sources of particularly distinctive ideas. Look to see how the history books and articles you read use references.

Give the source and page number of any specific quotation, statistic, etc. Footnotes should generally be used for references, not text. Don't use footnotes artificially to extend your word-limit.

The first time in an essay you refer to a particular source, you should give full bibliographic details for that source. Note that p. means page, pp. means pages

**Books**
For a book that means the author's initials and surname, the book title (which should be in italics to distinguish it as a printed source), the place and date of publication, and the page number or numbers from which the information, idea or quotation is taken, viz:


**Journal articles**
For a journal article that means the author’s initials and surname, the title of the article (which should be enclosed within single inverted commas), the name of the journal (which should be in
*italics* to distinguish it as a printed source), the volume number, the date of publication, and the page number or numbers from which the information, idea or quotation is taken, viz:


**Essays/chapters in edited collections**

In the case of an essay in an edited collection, you need the author's initials and surname, the title of the essay (which should be enclosed within single inverted commas), the initials and surname of the editor(s) of the collection, the title of the collection (which should be in *italics* to distinguish it as a printed source), the place and date of publication, and the page number or numbers from which the information, idea or quotation is taken, viz:


**Newspapers**

For newspapers, you require the author (if given), title in inverted commas (if given), title of publication in *italics*, date of publication (featuring date, month and year), as well as the page number.

‘Funeral of Dr. Hennis’, *Trewman’s Exeter Flying Post* 30 May 1833, p. 2.
OR

**Websites**

For a website that means the title of the page (with the author, if known), the title of the site (if appropriate), the full URL, and the date you accessed the site, viz:


For blogs, podcasts and electronic books, please use the conventions suggested in:

https://owl.english.purdue.edu/owl/resource/717/05/

If you refer to the same source again in the footnotes of the same essay, then you can use a short title, giving only the author's surname, short title of the work, and the page number or numbers from which the information, idea or quotation is taken, viz:

Slack, *Impact of Plague*, p. 19
Wenig, ‘Reformation in the Diocese of Ely’, p. 149

In the footnote system citations are given in notes at the foot of the page. The footnotes are usually numbered consecutively throughout, and the note number placed at the end of the appropriate phrase, sentence or section (your computer has a footnote facility, accessible via ‘Insert’). A single footnote can cite more than one publication.

You may also give the name of the publisher of books if you wish. Do not use the author-date or Harvard system of references (often used in the social sciences), as it is not appropriate for History.
A piece of text with footnote referencing might look like this:
In the first civil war of 1642-6, explanations for Parliamentarian victory and Royalist defeat may be sought in terms of the resources available to the two sides, and how those resources were obtained, mobilised and deployed. 1 so testing James Scott Wheeler’s claim that ‘Royalist financial and administrative failings reflected the single greatest royalist weakness, and the most important cause of the king’s defeat’. 2 Ronald Hutton has suggested that local garrisons depended ‘ever more heavily’ upon sequestration to keep themselves afloat ‘as the yield of the local tax diminished’, but contribution was not a declining resource for Lichfield, and it is far from clear that there was a general decline in the yield of the contribution elsewhere. 3

3 Hutton, Royalist War Effort, p. 158.

Bibliography
You must include a bibliography listing all the sources you used – whether or not they are also footnoted – at the end of an essay. If you omit this, you may be penalised. Here is the recommended way of listing different types of source:

Manuscripts
Location and title and location of collection, e.g.
Keele University Archives, Early Paget Correspondence, box 9

Edition of documents
Editor (ed.) + full title (italics) + date and place of publication and perhaps publisher (in brackets), e.g.

Edition of documents in a series
Editor (ed.) + full title (italics) + date of publication and perhaps publisher (in brackets), Record Society or series (in brackets), e.g.
Thomas Wright (ed.), Three chapters of letters relating to the suppression of the monasteries (Camden Society, first series, vol. xxvi, 1843)

Citing a transcript of a document in a book
Title (in inverted commas) + in + author + book title + date and perhaps publisher (in brackets), e.g.

Citing a transcript of a document in an article
Title (in inverted commas) + in + author + article title + Journal (underlined or italics) + journal no. (or volume, number) and date + page numbers, e.g.

Standard Book
Author + full title (in italics) + date of publication and perhaps publisher (in brackets), e.g.

Modern edition of an old book
Author + title (in italics) + original date (in brackets) + editor + date and perhaps publisher of modern edition (in brackets), e.g.

**Standard journal article**

*Author + title of article (in inverted commas) + title of periodical (in italics) + volume and year of periodical (year in brackets) + page references of article, e.g.*


**Article in a collection**

*Author + title of article (in inverted commas) + editors + title of collection (in italics) + volume and year of periodical (year in brackets) + perhaps page references of article, e.g.*


**Internet Site**

*Title of page + site (if appropriate) + full URL (the long web ‘address’, usually beginning http:) + date accessed (in brackets) (as pages may change), e.g.*


**Thesis or dissertation**

*Author + title (in inverted commas or italics) + place & status & date (in brackets), e.g.*

Smith, Jane, ‘The Poor Law in Elizabethan Stafford’ (Keele BA dissertation, 1996)

**Unpublished paper**

*Author + title (in inverted commas or italics) + place & status & date (in brackets), e.g.*

Harrison, Christopher, ‘Manor courts and the governance of Tudor England’ (typescript, Keele, 1995)

For blogs, podcasts and electronic books, please use the conventions suggested in:

https://owl.english.purdue.edu/owl/resource/717/05/

**Word Count**

The word count excludes references (footnotes, endnotes) and bibliographies.

**Language Centre**

Modern Languages Electives – Languages for All

As language skills are increasingly seen as a ‘must-have’ in graduates, all Keele students are encouraged to learn a new language or enhance their existing language skills by taking one or more of the Language Centre’s 15-credit elective modules in BSL, French, German, Italian, Japanese, Mandarin Chinese, Russian and Spanish, offered from absolute beginners’ to advanced level. Students taking language modules can also join popular intensive summer immersion courses at partner universities abroad.

Students who take language modules as freestanding electives on their degree programme can work towards an enhanced degree title including the designation ‘with competency in [Language]’.

Learning a language will not just help you to communicate with a wider range of people but it can be deeply transformative and life-enhancing. As employers have repeatedly pointed out, successful language learners demonstrate a highly valued willingness to adapt to new circumstances and to think differently. This is the most fundamental way in which we come to understand other cultures, and therefore achieve a deeper appreciation of our own culture and ourselves.

For further details please see keele.ac.uk/lc/modernlanguages or contact the Language Centre at languages@keele.ac.uk or stop by the Language Centre in the heart of campus, in CBB0.001 at the foot of Chancellor’s Building B.
**English Language Support for International students**

The Language Centre provides individual and group language guidance and assistance to international students at all levels - from Foundation Year to PhD researchers, from beginners to near-native speakers. Credit-bearing Academic English modules help international undergraduate and postgraduate students develop the skills essential to succeed with their studies, and year-round ‘One-to-One’ tutorials ensure as-needed, personalised English language support.

If you are an incoming non-native English speaking international student, you will take a diagnostic English language assessment during your first weeks at Keele, after which we will make personalised recommendations for modules or other forms of English Language support.

To contact us, email enl@keele.ac.uk, or for more information see: keele.ac.uk/lc/academicenglish

To book a 30-minute ‘One-to-One’ see: keele.ac.uk/lc/academicenglish/supportforinternationalstudents/.

**18 POSTGRADUATE STUDIES**

History at Keele offers a wide range of postgraduate research degrees, ranging from the MA and MRes, which both offer students the opportunity to produce a substantial piece of independent research while also undertaking systematic training in appropriate skills, through to MPhil and PhD work.

Both the MA and MRes are one-year full-time (or two-year part-time) taught degrees that offer students the opportunity to produce a substantial piece of independent research and writing while developing wide-ranging research skills.

A MA/MRes project can be conducted broadly within any of the fields below:

- Medieval History: England, Europe, Intellectual and Religious History, Anglo-Saxons
- Early Modern History: England, Scotland, Continental Europe.
- Modern History: Africa, Germany, Italy, Jewish History, Britain, India, United States
- Local History: Staffordshire, Shropshire, Cheshire.
- Thematic History: Crime & Punishment, Medicine, Religious History and History of Psychology, Fascism, Gender, Queer Studies, Slavery, Race Relations

We welcome inter-disciplinary approaches, and programmes covering seventeenth-century England or Victorian Studies can be co-supervised with English where appropriate.

History at Keele provides a dynamic and supportive environment for postgraduate study and research. All research students are entitled to facilities within the School as well as access to limited research funding to cover some travel and other expenses. Postgraduates are encouraged to participate in all the research activities of the School and Research Institute, from attending and giving papers at regular research seminars to taking part in academic events beyond the university.

For further details about postgraduate study in History, see: http://www.keele.ac.uk/history/currentpostgraduates/
19 UNIVERSITY AND SCHOOL POLICIES

Student Agreement: https://www.keele.ac.uk/student-agreement/ - this sets out both yours and the University’s responsibilities regarding your studies at Keele.

University regulations: https://www.keele.ac.uk/sas/academicservices/governance/actcharterstatutesordinancesandregulations/universityregulations/

Regulations on examinations and assessments: http://www.keele.ac.uk/regulations/regulation8/

Key University dates: http://www.keele.ac.uk/keydates/

University Policy on Late Submission of Assessed Work: https://www.keele.ac.uk/sas/academicservices/policies/lateandfailuretosubmitwrittenwork/

School of Humanities Safety Policy
The School of Humanities Safety Adviser, Mr Scott Dean, oversees all matters relating to health and safety within the School and is responsible for periodic inspections of teaching rooms and offices. Any concerns about health or safety should be reported in the first instance to the School Safety Adviser, who will take them up with the University Health and Safety Officer.

20 VISAS AND IMMIGRATION

If you are a student who needs or has a visa to be in the UK (including if you have a Tier 4 Student Visa) you must comply with the UK Immigration rules.

If you change, repeat or extend your programme of study; for example an additional year for a work placement or international year, it is likely that you will need to apply for a new Visa from outside the UK at your own cost.

We have a regulation for Visas and Immigration, this is regulation 6 which can be found online here: www.keele.ac.uk/regulations/regulation6/

You must also be aware of the University’s Regulations and that we must let the UK Home Office (UKVI) know about your student status, progress and if you breach your Immigration Conditions or the UK Immigration rules.

Examples of what we have to tell the UK Home Office (UKVI) are:

- if you do not: enrol, attend your classes, supervisory meetings, checkpoints and meetings with Officers of the University;
- if you choose to repeat or change your programme of study;
- if you do not pay your fees on time;
- if you do not make satisfactory progress on your programme of study;
- if you do not provide documentation when requested by us;
- if you do not keep your UK contact address up-to-date;
- if you take a leave of absence or intermit from your programme of study;
- if you leave the University during your programme of study;
- if you exceed your working limits as stated on your visa;
- if you withdraw or are withdrawn from your programme of study.
If you are withdrawn from the University we have to let the UK Home Office know which will cancel your Visa. This is because your Tier 4 Visa is linked to the programme of study at the University, which the Visa that was given to you for (when you applied for it with your CAS).

We must also comply with the UK Immigration rules, and what we have to do can change. For example, with changes to UK Immigration Law and what we must do as a UK Home Office (UKVI) Sponsor.

You can find out more information on the immigration pages on the Keele University website here: [www.keele.ac.uk/visa](http://www.keele.ac.uk/visa)

21 EQUALITY AND DIVERSITY STATEMENT

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

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

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

These values will underpin everything that we do, helping to ensure that equality and diversity is mainstreamed across the University and is evident in our day to day practice. Further details of our work on Equality & Diversity can be found on the University website via: [https://www.keele.ac.uk/equalitydiversity/](https://www.keele.ac.uk/equalitydiversity/)

The equality objectives support all three aims of the general duty (to eliminate unlawful discrimination, advance equality, and foster good relations) and are specific and measurable. The four equality objectives are listed below and they are further detailed in our Equality, Diversity and Inclusion (EDI) Strategy. Work to ensure relevant action is taken and monitored is carried out by our Directorates EDI Action Group together with EDI groups in academic departments. Strategy is driven by the EDI Steering Group with oversight from a committee including members of Council and UEC (the EDI Oversight Group).

Equality Objectives:

1. Inclusive leadership and decision making at all levels of the organisation.
2. Inclusive student experience/student lifecycle.
3. Accessible and inclusive campus.
4. Progressive, informed, diverse and supported workforce.

22 DIGNITY & RESPECT FRAMEWORK

Dignity and respect are at the heart of the core values of the University. Keele is a diverse, inclusive and professional community that respects individuals and enables them to strive for success in order to contribute positively and sustainably in the local region, wider society and national economy.
The purpose of the Dignity and Respect Framework is to translate these strategic commitments into everyday working practice at Keele. There is a need to define, in fairly flexible terms, what dignity and respect feels like and looks like. The Framework aims to promote positive relationships by helping to focus and interpret these mutual expectations within a complex and diverse organisation.

https://www.keele.ac.uk/equalitydiversity/dignityandrespectframeworks/

Prof. Anthony Kauders
Deputy Programme Director
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