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

Welcome to the M.A. .......................... 1
Key Contacts ................................ 2

**INFORMATION, POLICIES AND PROCEDURES**

Communication ................................ 3
eVision ........................................ 3
Keele Learning Environment (KLE) .......... 3
Timetabling ..................................... 3
IT Services ...................................... 3
University Policies and Regulations ........ 4
Library ........................................... 4
Student Support and Wellbeing ................ 5
Careers and Employability .................... 6
English Language Support for International students .......... 6
Attendance Requirements ..................... 6
The Keele Approach to Education .......... 7
PGT Marking Criteria and Assessment Procedure .... 8
Student Representation and Feedback .......... 10
Exceptional Circumstances ................... 11
Leave of Absence ............................. 11
Academic Appeals ............................ 11
Academic Misconduct ......................... 12
Plagiarism .................................... 12
Process for Investigating Alleged Ethics Offences at School Level (regarding research projects/dissertations) .......... 12
Undertaking research that involves access to and/or storage of security sensitive material .......... 12
Welcome to the M.A.

The M.A. provides an opportunity to develop your disciplinary skills and produce original research under the supervision of specialised scholars, and to undertake wide-ranging, systematic training in research skills within and beyond your chosen discipline. You plan, research and produce work which locates your specific topic within the context of relevant debates within your discipline and the humanities and/or social sciences more generally. The M.A. is thus an excellent foundation not only for doctoral (Ph.D.) work, but also professional development. The M.A. encourages practical, analytical and critical research skills and project management – capacities relevant to a variety of professional and intellectual contexts.

History is the study of the attempts of human beings in past societies, from the earliest times to the very recent past, to organise life materially and conceptually, individually and collectively. Studying the past widens our experience and develops qualities of perception and judgement. History can help understand the present, plan for the future, understand our selves, and our places within human history. We take it as self-evident that knowledge and understanding of the past are essential both to individuals and to wider society, and that an understanding of societies in the distant past is as relevant as that of more recent History. The MA in History at Keele is founded upon these core principles. The range of material covered in its programmes extends in chronological terms from the earlier middle ages to the present day, and offers a broad geographical coverage from England to Europe, Asia and Africa. We also place great emphasis upon exploring the insights offered by other disciplines, as well as on using up-to-date methods and techniques for studying historical, historiographical and methodological issues.

The M.A. in History is taught within the School of Humanities, which is part of the Faculty of Humanities and Social Sciences. The M.A. is coordinated overall by myself as PGT Director for the Humanities. Each discipline (History, English Literature, etc.) also has its own Programme Director who acts as your Personal Tutor (if your supervisor is Programme Director, you will be assigned a different personal tutor). It is likely that you will have most contact with the Supervisor of your dissertation. Throughout your degree you will record your progress and each supervisory meeting in your Personal Development and Learning Plan (PDLP).

The Research Training Coordinator (Dr. Ben Anderson) oversees the two core modules (HIS-40017, Research Skills in the Humanities in semester 1; HIS-40016, Reflective Practice in the Humanities in semester 2) which are taken by all M.Res. students as well as M.A. students from English Literature, Music, Creative Music Technology and History. For further information, consult more detailed module documentation on the website or through eVision.

If you need to apply for an extension or to register exceptional circumstances you should contact me. I am happy to discuss more general issues around the M.A. and to act in the role of independent advisor.

For more information on other staff involved with the programme, see below.

I wish you every success in your studies.

Dr. Rachel Bright
PGT Director
September 2017
# Key Contacts

**2017/2018**

<table>
<thead>
<tr>
<th>PGT Coordinator: Dr Rachel Bright</th>
<th><a href="mailto:r.k.bright@keele.ac.uk">r.k.bright@keele.ac.uk</a></th>
</tr>
</thead>
<tbody>
<tr>
<td>PGT Administrator: Fenella Webster (until end of February 2018)</td>
<td><a href="mailto:f.webster@keele.ac.uk">f.webster@keele.ac.uk</a></td>
</tr>
<tr>
<td>PGT Administrator: Michaela Rhodes (from March 2018)</td>
<td><a href="mailto:m.rhodes@keele.ac.uk">m.rhodes@keele.ac.uk</a></td>
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## MASTERS

<table>
<thead>
<tr>
<th>Programme Director</th>
<th>Contact details</th>
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<tbody>
<tr>
<td>MA Contemporary Literature and Film</td>
<td>Dr Nick Bentley</td>
</tr>
<tr>
<td>MA Creative Writing</td>
<td>Mr James Sheard</td>
</tr>
<tr>
<td>MA English Literatures</td>
<td>Dr Rachel Adcock</td>
</tr>
<tr>
<td>MA Global Media and Culture</td>
<td>Dr Pawan Bisht</td>
</tr>
<tr>
<td>MA History</td>
<td>Dr Rachel Bright</td>
</tr>
<tr>
<td>MA Creative Music Technology</td>
<td>Prof. Miroslav Spasov</td>
</tr>
<tr>
<td>MA Music</td>
<td>Prof. Alastair Williams</td>
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## MRES HUMANITIES

<table>
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<tr>
<th>Programme Director</th>
<th>Contact details</th>
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<tbody>
<tr>
<td>American Studies</td>
<td>Dr David Ballantyne</td>
</tr>
<tr>
<td>English</td>
<td>Dr Rachel Adcock</td>
</tr>
<tr>
<td>Film Studies</td>
<td>Dr Neil Archer</td>
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<tr>
<td>History</td>
<td>Dr Rachel Bright</td>
</tr>
<tr>
<td>Media Communications and Culture</td>
<td>Dr Pawan Bisht</td>
</tr>
<tr>
<td>Music and Music Technology</td>
<td>Prof. Alastair Williams</td>
</tr>
</tbody>
</table>
INFORMATION, POLICIES AND PROCEDURES

Communication
The School(s) and other University services will contact you intermittently with important information related to your studies. The primary channel for communication will be your Keele email address. It is expected that you will check your Keele email regularly, ideally on a daily basis, and you are responsible for reading University emails and taking action if appropriate. The secondary channel for communication is through the post so please ensure that you keep your address details up-to-date on eVision.

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. eVision is then accessible through ‘The Office’ tab.

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

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

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

Support for the KLE can be found 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.

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. You can contact them by phone 01782 733838 or by email it.service@keele.ac.uk. For further information regarding IT Services, or to report a problem or seek advice, please visit: http://www.keele.ac.uk/it/.

University Policies and Regulations

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/paa/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:
http://www.keele.ac.uk/paa/academicadministration/policies/lateandfailureretosubmitwrittenwork/

Library

The Library is here to provide you with access to the resources and academic information you need. Library staff are also available to help support your learning; if you need advice on using the Library or any of our resources please ask.

Our two Library sites: the main Campus Library and the Health Library at Royal Stoke University Hospital both libraries offer extensive opening hours. The Campus Library is open all year with 24/7 access during semester; the Health Library is open seven days a week. Full details are available from the Library website.

Our academic collections are provided both online and in print. We subscribe 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. You can use Library Search, our dedicated discovery service, to search and access items from our print and online collections. You can borrow books for two weeks, one week or three days, and they will be renewed automatically unless reserved by another borrower, in which case fines will be charged when they become overdue. You can also view your reading lists online and gain direct access to course readings via our online reading list service.

There are plenty of places for you to study in the Library (approximately 1,100 study spaces) in groups, on your own, or in silence. Both group and individual study rooms are available to book.
There is also a refreshment area in the Campus Library and Wi-Fi access is provided throughout both sites.

You can request help at any time from the Library service points or can book an appointment with a librarian for subject specific support. Librarians also provide an extensive range of training tailored to help students develop their research and information skills. This includes an online resource: ‘Getting Started with the Library: from beginner to expert in seconds’ which is available on the KLE via the Academic and Professional Toolkits or the Development Strand modules.

For further information and to access all our resources go to the Library website.

**Student Support and Wellbeing**

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

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 are here for.

**Student Services Centre**

The Student Services Centre should be your first stop for 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 any issues or concerns that you have at any point during your time here at Keele.

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

**Mental Health Support**

Your wellbeing is of paramount importance to us. As such we ask that should you need to, that you talk to us but also engage with the Counselling and Mental Health Support service. The team of trained and specialist professionals are all committed to providing effective, sensitive support and specifically understand the challenging experiences that students and young people often face.

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

**Keele Mentors Scheme**

Staff 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 go to:

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

**Advice and Support at Keele (ASK)**

Located on the ground floor of KeeleSU (the Students’ Union), ASK delivers independent advice on a whole range of issues, including academic, health, family, wellbeing, accommodation, finance, legal, international and employment. The advice and support that ASK offers is free, confidential, non-judgemental and impartial. Our trained Education and Welfare Advisors are here to help, just ASK. For more information, please visit [www.keellesu.com/advice](http://www.keellesu.com/advice) or come and see us between Mon-Fri 10.00am to 12.30pm and 1.00pm to 4.00pm.
**Personal Tutoring**

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.

As a postgraduate student, your personal tutor will be the relevant Programme Director.

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](#)

**Careers and Employability**

Whilst starting a career may seem a long way into the future, the Careers and Employability Team are an excellent source of information, advice and support for students throughout their Keele experience (and beyond). If at any stage you want to get your CV looking great, look for work experience or internship or are just uncertain of what to do after you graduate then get in touch with them and talk things through. Visit: [http://www.keele.ac.uk/careers/](http://www.keele.ac.uk/careers/) or pay them a visit in the Library, where they are based.

To find out more about all of the services above go to [www.keele.ac.uk/student](http://www.keele.ac.uk/student)

**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.

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

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

To book a 30-minute ‘One-to-One’ see:

[keele.ac.uk/lc/academicenglish/supportforinternationalstudents/](http://keele.ac.uk/lc/academicenglish/supportforinternationalstudents/)

**Attendance Requirements**

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/

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

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/

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/

To get the most out of your studies, improve your performance and achieve your full potential there are a number of development opportunities available to you, including Development Strand workshops and activities. Some of these are embedded into your academic programmes whilst others can be found on the Tune IN events calendar at: https://www.keele.ac.uk/studentlearning/tuneincalendar/
You can reflect on your development in your Keele University Skills Portfolio (KUSP) with an option of gaining an Institute of Leadership and Management accreditation if you meet certain criteria. Full details are available at: https://www.keele.ac.uk/kusp/

**PGT Marking Criteria and Assessment Procedure**

**Grading**
The pass mark for all work is 50%, and this must be achieved in each module and the dissertation.

60% is a merit grade. To attain a merit, you must get (i) an average mark of 60% over all M.Res. modules (calculated in accordance with any weightings specified in the course regulations) and (ii) a mark of at least 60% in the dissertation.

70% is a distinction grade. To attain a distinction, you must get (i) an average mark of 70% over all M.Res. modules (calculated in accordance with any weightings specified in the course regulations) and (ii) a mark of at least 70% in the dissertation.

If you fail a piece of work (i.e., obtain a mark lower than 50%) you are asked to resubmit the assignment. The resubmission is capped at 50%.

**Marking criteria**
You are assessed on a wide range of skills, and there is obviously no single model of academic excellence. Nevertheless, tutors are looking in particular for evidence of the following abilities:

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

**Final Graduation Mark Formula Guidelines:**

**Level 7 Degree Mark Averaging**

**Credit Value**
15 credits is worth 8.3325 of the average
30 credits is worth 16.665 of the average
60 credits is worth 33.33 of the average

**Averaging examples**
If you receive 58% in a 15 credit module then 58 x 8.3325 = 483.285
If you receive 63% in a 15 credit module then 63 x 8.3325 = 524.947
If you receive 67% in a 15 credit module then 67 x 8.3325 = 558.277
If you receive 71% in a 15 credit module then 71 x 8.3325 = 591.607
If you receive 52% in a 30 credit module then 52 x 16.665 = 866.58
If you receive 75% in a 30 credit module then 75 x 16.665 = 1249.875
If you receive 68% in a 60 credit module then 68 x 33.33 = 2266.44
Total Credits = 180. Total mark based on 1 credit is determined by adding all the marks up above
483.285 + 524.947 + 558.277 + 591.607 + 866.58 + 1249.875 + 2266.44
This is 6541.011

So we then want to divide that by 100 to get it back into an overall %.

The overall mark is 65.41%

You will need 60% or greater in the dissertation plus an overall average of 60% or greater to get a Merit.

For a Distinction it is 70% or greater in the dissertation plus an overall average of 70% or higher.

Marking Procedures
All work will be double-marked. The second marker will mark with sight of the first marker’s comments and mark. In cases where the first and second marker cannot agree a mark within the same overall grade (i.e. fail, pass, merit or distinction) and in other cases of significant disagreement between the first and second marker, the submission will be referred to a third marker. The third marker will have sight of both markers’ comments and marks. The third marker will return a mark which should not normally fall outside the high and low limits set by the first and second marker. In other words, if the first marker gives 70 and the second marker 48, the third marker should not normally go over 70 or below 48. The third marker’s decision is final.

In their written feedback, markers will explain to the student (and to the external examiner) how they arrived at their mark. They will set out the strengths and weaknesses of the work in a fair, balanced and constructive way. Where relevant, markers will offer advice for future work. Markers will also make reference to FHEQ Level 7 (master’s) marking criteria where appropriate.

Word limits are set out in Student Handbooks and module documents. The School generally operates a policy in which the word limit is defined by a range (usually 4,000 to 5,000 words for an essay). You should make sure you know word limits for all assignments as there is sometimes variation. Your word count should exclude the bibliography. Please read your programme’s own handbook for subject-specific guidance on word counts. Penalties may be imposed as follows for over- or under-length work:

Minor: deduction of 5 marks (when the work is up to 10% [inclusive] over the upper limit or under the lower limit)
Medium: deduction of 10 marks (when the work is more than 10% and up to 20% [inclusive] over the upper limit or under the lower limit)
Major: deduction of 15 marks (when the work is more than 20% over the upper limit or under the lower limit)

For example, a 5,550-word submission for a 4,000-5,000-word essay is eleven per cent over the upper limit and loses 10 marks.

Please note that disregarding word counts might potentially result in a failed assessment marked below 50%.

All work is scrutinized by an external examiner who returns comments which are considered at examination board meetings. External examiner comments are not normally made available to students. All marks are subject to confirmation by the Final Examination Board, normally held in late October.
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, with the reassessment mark capped at a maximum of 50%.

For more information on assessment see here:
https://www.keele.ac.uk/regulations/regulation2a/#d.en.19289

PGT dissertation re-submission fee

There is a standard, non-refundable fee of £200 which is applicable to all students who are required to re-submit their PGT dissertation.

Marking and Feedback Arrangements

We aim to give written work back to students with a provisional mark after around 3 weeks. Your marks will remain provisional until they have been agreed by the External Examiner and Senate.

External Examiners

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

Their duties involve approving examination papers, checking that marking has been carried out consistently and within the regulations, advising on changes to programme content and writing an annual report. Schools share the reports with students, usually in SSLC meetings, and you can find the latest reports, along with a response from the School, here:
http://www.keele.ac.uk/qa/externalexaminers/reportsandresponses/. NB: you must not contact external examiners directly as they have no remit in relation to individual students.

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

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/.
● **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).

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

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

**Deadlines for ECs**
The deadlines for submission of exceptional circumstances are set by the School and will be dependent on the date of your assignment hand-in. Please see below deadline dates when students can submit ECs to the School.

- Semester I Wednesday, 17 January, 2018
- Semester II Wednesday, 23 May, 2018

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

**Academic Appeals**
Academic Misconduct refers to a number of situations where you might attempt to gain an advantage for yourself and/or another student by doing something that goes against University Regulations. This could refer to your conduct during assessments, coursework, and exams. The University takes any breach of the regulations seriously, and in a minority of cases students are
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.

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**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.

Plagiarism in Keele’s regulations includes:

- copying and pasting from an electronic source into your own work, or re-typing it from a paper source;
- collusion, where two or more students produce work jointly but claim it as their individual work;
- buying work to present as your own, either existing work or written for the purpose, including using Web sites that offer that service;
- submitting your own work for more than one coursework assessment.

More information can be found here:

http://www.keele.ac.uk/studentacademicconduct/
http://www.keele.ac.uk/turnitin

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

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

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

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

**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:
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/.

Complaints

A complaint is the expression of a specific concern about the provision of a service, either academic or non-academic, by the University. In all cases, you are strongly encouraged to attempt to resolve a problem at the lowest level possible. A problem should initially be made known to the member of staff who is most directly concerned with the issue: if the problem is explained to them they can often provide an immediate explanation or solution. If this does not lead to a solution, or it is not appropriate to discuss the issue with the member of staff, there are further steps you can follow to see if a problem can be resolved:

- **Early Resolution**
  Every School and Service within the University has an Early Resolution Officer (and at least one Deputy) to act as a first point of contact for students experiencing issues with an academic or non-academic service. If you have attempted to resolve a problem direct with the member(s) of staff involved but believe it has not been resolved, you can contact the relevant Early Resolution Officer. Email addresses and contact details for Early Resolution Officers are provided in the Early Resolution section at: http://www.keele.ac.uk/studentcomplaints/.

- **Formal Complaint**
  If Early Resolution of a problem has been attempted but has not lead to a satisfactory solution, you can submit a formal complaint. You may also wish to submit a formal complaint where Early Resolution has not been attempted due to the issues being serious or complex in nature. Details on this process and how to submit a formal complaint are provided here: http://www.keele.ac.uk/studentcomplaints/.

A student may raise a concern for early resolution normally no later than eight weeks after the event concerned. In cases where it is not appropriate, or where a student does not choose to enter into early resolution, then the eight week deadline after the event applies for submission of a formal complaint. For further information on how to submit a complaint please refer to the guidance and regulations which can be found on the website at: http://www.keele.ac.uk/studentcomplaints/.

Student Discipline

All students of the University are expected to conduct themselves in a manner that is responsible and respectful to others, whether they be other students, members of staff, visitors to the University or members of the local community. The University treats disciplinary offences very seriously and penalties will be given for proven cases, including permanent exclusion from the University for very serious or repeat offences. It is therefore very important that you are aware of Regulation 20 **Student Discipline** and the types of behaviour that will not be tolerated. Information on the student discipline procedure can be found here: http://www.keele.ac.uk/studentdiscipline/.
Visas and Immigration

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

If you choose to change your course, extend your course by an addition year (for example for a work placement or international year) or need to repeat part of your course it is likely you will need to apply for a new Visa from outside the UK at your own cost.

The rules and requirements regarding your visa to study at Keele are very strict and are underpinned by University Regulation 6. The University is duty bound to report to the Home Office UK Visas and Immigration (UKVI) on students who do not adhere to their immigration conditions, which will result in their visa being cancelled.

Examples of what is reported to the UKVI include:

- 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 course;
- if you do not pay your Fees on time;
- if you do not make satisfactory progress on your course;
- if you do not provide documentation when requested by the University;
- if you do not keep your UK contact address up-to-date;
- if you take a leave of absence or intermit from your studies;
- if you leave Keele University during your course;
- if you exceed your working limits as stated on your visa;
- if you withdraw or are withdrawn from your studies.

Please note this is not an exhaustive list.

These requirements are subject to change in line with UK Immigration Law and the requirements on the University as a Tier 4 sponsor by the UKVI. For more information please refer to the immigration pages on the Keele University website: www.keele.ac.uk/visa

Equality and Diversity

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

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

- Equality of educational opportunity;
- 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: http://www.keele.ac.uk/hrss/equalitydiversity/
Dignity and 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/

Useful Programme Documentation

It is important that you consult the School’s website and KLE at regular intervals. Other key documentation can be found as follows:

Programme Specs

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

MA + MRES Personal Development and Learning Plan

In order to help you keep track of your academic progress and effectively set out and manage your personal learning goals, you will be required to fill out and regularly update a PDLP form. It will ensure that you remember key points addressed at each meeting you have with your dissertation supervisor keep up with your assessment work. It will also be useful when moving on from your Masters in setting out your personal academic achievements during the course of the degree. This electronic document will be visible to your supervisor and the PGT Director.

PROGRAMME SPECIFIC INFORMATION

M.A. History at Keele

The principal purpose of the MA History programme is to familiarise students with a variety of historical periods, historiographical perspectives and approaches. It will also equip students with the tools to undertake independent research in their chosen area. It offers students the opportunity to choose from a wide range of option modules whilst also maintaining a central coherence through dedicated core modules. These will equip students to excel in any career within which critical thinking, communications skills, and the gathering, assessment and analysis of data and evidence is important. This may include a wide range of careers in both the public and private sectors, for example (but not limited to) the law, teaching, libraries, archives, museums, the civil service, journalism, politics, research for charities, NGOs, government bodies, or think tanks, broadcasting, advertising or continued research at PhD-level.

The Masters programme aims to enable students to:

- Understand historical change over time and the nature of human societies in the past.
- Develop the ability to construct an historical argument, and to present this coherently, economically and elegantly with the appropriate supporting evidence
- Deepen their historical knowledge of a variety of periods, places, topics and themes.
Evaluate and critically assess a range of different kinds of primary sources and to use them appropriately in the development of historical analysis relevant at Masters Level.

Evaluate and critically assess secondary sources and historiographical debates, and to use them appropriately in the development of historical analysis relevant at Masters Level.

Develop the ability to research, plan and write a substantial independent project.

Work both constructively and critically, by themselves and as part of a team, to deliver specific projects.

Develop research skills commensurate with postgraduate study in the field of History.

Reflect productively on their strengths, weaknesses, and methods of learning.

Students who complete the MA in History will be able to:

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

**How is the Programme taught?**

All modules offered are taught by staff who are research active and experts in their fields with a commitment to lively and innovative teaching methods. The programme can be studied either full or part-time. As well as the Master of Arts award, Postgraduate Diploma and Postgraduate Certificate routes are also available.

The taught element of the Masters programme comprises:

1. HIS-40002 Approaches to Historical Research (core, 30 Credits)
2. HIS-40017 Research Skills in the Humanities (core, 15 credits)
3. HIS-40016 Reflective Practice in the Humanities (core, 15 credits)
4-5. two option modules (each 30 credits)
6. HIS-40028 Dissertation (60 credits)
Course structure (full time)

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<th>SEMESTER 1 (credits)</th>
<th>SEMESTER 2 (credits)</th>
<th>SEMESTER 3 (credits)</th>
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The course structure for part-time students is by negotiation with the Programme Director, though usually part-time students are expected to take the two option modules in the first year and the four core modules in the second year.

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

- Seminars, wherein key issues can be discussed in depth. Students are expected to play a full part, and occasionally to lead, these discussions. Some seminars may consist largely of student presentations, where they will be asked to reflect on how particular historiographical or methodological approaches illuminate a particular historical topic and how such approaches can be applied to a range of textual and non-textual primary sources.
- Workshops in research skills where students discuss and reflect on a range of research techniques, including archival work and utilising historical databases online, and how to apply for research-based jobs.
- One-on-one time with the MA director and their dissertation supervisor, to discuss their specific research and writing plans.
- Focused group work and collective class discussions.
- Independent study based on directed reading from primary sources, methodological and historiographical texts, research monographs, academic journals, and historical databases online.
- Web-based learning using the Keele Learning Environment (KLE). The KLE is accessible to all students on and off campus and is used to give students easy access to a wide range of resources and research tools, and as a platform for online discussions and blogs. The KLE is an online learning environment that provides a range of tools to support students including access to documents and other resources, quizzes, discussion boards, assignments and announcements.
- In the case of the dissertation module, the opportunity to undertake a piece of advanced, independent research supervised and supported by a member of staff with expertise in the area.
- In addition to these formal activities, students are provided with regular opportunities to talk through particular areas of difficulty, and any particular learning needs they may have, with their personal tutor and their dissertation supervisors on a one-to-one basis.
These learning and teaching methods enable students to achieve the learning outcomes of the programme in a variety of ways. For example:

- Independent learning is vital to the successful study of History, where of necessity considerable time is spent in archives (or in archival research via the Internet). It provides students with the requisite time and space in which to conduct research, to read critically and to develop critical analyses of historical change and continuity. Prior independent study is central to effective work in seminars and workshops.

- Seminars and workshops provide opportunities for students to ask questions about the interpretation and analysis of historical documents, their meaning and their historiographical interpretations, and to present their own ideas to members of staff and other students using an appropriate medium of communication. This also provides useful space to work as a group in a more collaborative setting.

- Undertaking an advanced research dissertation with the support of an experienced and active researcher allows students to formulate relevant research questions and devise a feasible strategy for answering them.

- Throughout, students will be developing their writing, researching, and wider communications skills, both through formal assessment, class discussion, personal contact with members of staff, and through utilising different forms of technology.

The permanent teaching staff on the History Programme currently consists of three professors, two readers, two senior lecturers, and seven lecturers. All members of staff have doctorates (PhDs or equivalent) in History or a related discipline. All are active researchers and experienced teachers whose work has been widely published in books and leading international journals. Several are Fellows or Associate Fellows of the Higher Education Academy. In the most recent government-run assessment of research, the REF 2014, 82% of our research was judged to be in the top two categories of 'World Leading' [3*] and 'Internationally Excellent' [4*]. Keele historians are enthusiastic, reflective and ambitious scholars whose expertise ranges in time from the eleventh century to the very recent past, and in place from the immediate environment of the north midlands to continental Europe, the United States, Asia and Africa. We support a long-standing, flourishing Centre for Local History, and have further shared interests in the history of political violence, social movements, migration, gender, religion and print culture. We have close links with American historians whose work is supported by the successful David Bruce Centre. The staff group has extensive experience of teaching at undergraduate and postgraduate level in universities in the UK, continental Europe, and North America.

What is the Structure of the Programme?

All students take four core modules.

**Full time:** Students take four core modules (120 credits total) and two optional modules (60 credits total) throughout three semesters.

**Part time:** Students usually take the two optional modules (60 credits) in year 1, and the four core modules (120 credits) in year two, although this can be reversed if there is a particular reason to take the core modules first. The current arrangement is designed to give students more guidance on how to do History at a Masters level and on their general area of interest, before focusing on a specific dissertation topic in the second year.
Dissertation supervision availability should be considered when deciding which order to complete the MA modules.

**HIS-40002 Approaches to Historical Research (30 Credits)**
This module introduces different approaches to the research and writing of history, engages with debates on the status of historical knowledge, and examines the sources and resources available. The course aims to broaden students’ understanding of methodological debates within history and to provide conceptual and other tools for their own research work. The seminars are led by specialists within History. Throughout, students are encouraged to reflect on the relevance of the material under consideration for their own research topic.

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

**HIS-40017 Research Skills in the Humanities (15 credits)**
This is a practical guide to conducting research in the Humanities, largely in preparation for your dissertation.

**Assessment**
- Dissertation outline (c.1000 words) 50%
- Annotated bibliography (c.2000 words; only the annotations count) 50%

**HIS-40016, Reflective Practice in the Humanities (15 credits)**
You will be introduced to a variety of key theoretical and methodological texts and encouraged to engage in interdisciplinary discussion. You will also be asked to reflect on the place of your own work within your discipline and the Humanities more broadly. Keele is proud of its reputation as an inter-disciplinary university, and this course seeks to explore the value of such approaches as we discuss what methods and assumptions our various disciplines share, and how they differ.

**Assessment**
- Reflective Diary (100%)

**HIS-40028 Dissertation (60 credits)**
The dissertation module allows students to produce their own piece of independent historical research, guided by a supervisor who will be a world-leading expert in the field. Students taking this module will be offered up to 10 hours of one-to-one supervision, in order to undertake a piece of advanced, independent historical research supervised and supported by a member of staff with expertise in the area.

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

**Option modules (30 credits each)**
In both semester 1 and 2, students choose one of a number of optional modules, each of which is worth 30 credits. In these optional modules, Masters students are expected to read and reflect independently on additional sources/historiographical debates as set by the module tutor. In addition the Masters-level enhancement will include at least four hours of either special workshops for Masters students or one-on-one tutorials. These will intensively
focus on the discussion of critical materials, and the understanding of the research field in which the critical literature is situated.

**Assessment**
- Participation in seminars and workshops (formative)
- Reflective Diary (20%)
- 4000-5000 word essay (80%)

Former undergraduates at Keele may not take a module which overlaps with their previous third year modules.

**Options for 2017/18:**

**Semester 1**
- HIS-40029 Religion, Rebellion and the Raj: The Partition of India I
- HIS-40031 The English Civil War, c.1640-46
- HIS-40048 The Making of Contemporary Africa I
- HIS-40049 Urban Lives in Modern Europe, 1890-1914
- HIS-40058 Gender and Sexuality in Georgian Britain (MA)
- HIS-40061 Crisis, Rupture, and Opportunity: German 'Modernity', 1900-1933 I
- HIS-40063 Crime Worlds in early Modern England I
- TBC The Making of Middle Britain: A Northumbrian Nativity

**Semester 2**
- HIS-40039 The World Turned Upside Down: the English Revolution, c.1646-53
- HIS-40045 From Sawbones to Social Hero? Doctors and medicine 1808-1886
- HIS-40050 Urban Lives in Modern Europe, 1914-1939
- HIS-40059 Gender and Sexuality in Victorian Britain (MA)
- HIS-40060 Constructing Nations
- HIS-40065 Crime Worlds in early Modern England II
- TBC The Making of Middle Britain: A Mercian Moment

Full descriptions of these modules can be found on eVision or our programme website.

Students may leave the History Programme with one of three final awards.

**Master of Arts Degree (180 credits).** To be awarded a Master of Arts Degree in History, a student normally requires a total of at least 180 credits. This will be made up of 60 credits for the core modules; 60 credits for the option modules; and 60 credits for the dissertation.

**Postgraduate Diploma (120 credits).** To be awarded a Diploma in Higher Education, a student requires a total of at least 120 credits. This will be made up of 60 credits for the core modules; and 60 credits for the option modules.

**Postgraduate Certificate (60 credits).** To be awarded a Postgraduate Certificate a student requires a total of at least 60 credits.
If your programme of study is interrupted (dependent on meeting the maximum period of registration criteri, Ordinance IV), or you opt to take modules individually as part of CPD, you can be awarded the Postgraduate Diploma (120 credits) or the Postgraduate Certificate in History (60 credits).

**How is the Programme assessed?**
The function of the assessments listed in the table above is to test students’ achievement of the learning outcomes of the History Programme. For example:

- **Essays** test the quality and application of subject knowledge. They allow students to demonstrate their ability to carry out bibliographic research and to communicate their ideas effectively in writing in an appropriate scholarly style using appropriate systems of referencing.

- **Critical Analyses** of other scholars’ work test students’ ability to identify and summarise the key points of a text and to evaluate the quality of arguments and the evidence used to support them. Critical analyses also assess students’ knowledge of research methodologies and their ability to make critical judgements about the appropriateness of different approaches.

- **Annotated Bibliographies** test students’ ability to analyse and evaluate critically a range of secondary literature and primary source materials with a view towards specific areas of research.

- **Project Outlines** test students’ ability to plan, prepare, and structure a viable research project. They also test the students’ knowledge of relevant and important areas of research within History, and assess the originality and impact of certain areas of research to the field.

- **Reflective Study Diaries** test students’ ability to engage self-reflexively with their study and practice within their field. They encourage students to develop a critical engagement with their modes and practices of study, learning and development of research topics.

- **Research design projects and short research papers** test student’s knowledge of different research methodologies, the limits of historical knowledge, and their ability to assess and analyse sources. They also enable students to demonstrate their ability to formulate research questions and to answer them using an appropriate strategy and sources.

- **Oral presentations, either by individual students or in groups**, assess students’ subject knowledge and understanding. Where applicable, they also test their ability to work effectively as members of a team, to communicate what they know orally and visually, and to reflect on these processes as part of their own personal development.

- **Dissertations** test students’ ability to carry out independent research and communicate findings in an extended piece of written work following recognised academic standards of presentation.
Students are also assessed formatively to enable them to monitor their own progress and to assist staff in identifying and addressing any specific learning needs. Formative assessment is not formally marked. The exact form varies between modules, but can include preparing presentations or short pieces of written analysis for class discussion or even writing a CV for future job applications. Feedback, including guidance on how students can improve the quality of their work, is also provided on all summative assessments and more informally in the course of tutorial and seminar discussions.

**Other learning opportunities**

Students will be encouraged to engage in the postgraduate research culture promoted at Keele. They will be invited to Postgraduate meetings hosted within the Faculty and School of Humanities and Social Sciences, and offered the opportunity to contribute to the annual Postgraduate Symposium at Keele: ([https://www.keele.ac.uk/humssr/newsandevents/humanitiespgrsymposium/](https://www.keele.ac.uk/humssr/newsandevents/humanitiespgrsymposium/)).

Students will also be invited to the Modern History Seminars, The Keele Interdisciplinary Early Modern Seminars, David Bruce Centre Visiting Speaker series, the Keele Writing series of events and any other singular events in the School of the Humanities or in the University generally that is of relevance. The Keele Postgraduate Association ([http://kpa.org.uk/](http://kpa.org.uk/)) often hosts events, and provides some hardship funding. Students will be notified of relevant events by email and on KLE and occasionally also via Twitter. A calendar of events can be found at: [https://www.keele.ac.uk/humssr/newsandevents/calendarofevents/](https://www.keele.ac.uk/humssr/newsandevents/calendarofevents/).