

Programme Specification: Undergraduate

For students starting in Academic Year 2017/2018

1. Course Summary

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

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

2. What is a Single Honours programme?

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

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

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

3. Overview of the Programme

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

History at Keele

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

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

4. Aims of the Programme

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

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

5. What you will learn

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

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

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

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

Keele Graduate attributes

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

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

6. How is the Programme taught?

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

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

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

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

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

students to formulate relevant research questions and devise a strategy for answering them

7. Teaching Staff

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

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

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

8. What is the Structure of the Programme?

The academic year runs from September to June and is divided into two semesters. The number of weeks of teaching will vary from course to course, but you can generally expect to attend scheduled teaching sessions between the end of September and mid-December, and from mid-January to the end of April.

Our degree courses are organised into modules. Each module is usually a self-contained unit of study and each is usually assessed separately with the award of credits on the basis of 1 credit = 10 hours of student effort. An outline of the structure of the programme is provided in the tables below.

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

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

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

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

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

Year 1 (Level 4)

Compulsory Core modules	Credits	Elective modules	Credits
Historical Research and Writing	15	Anglo-Saxon England	15
Histories of the Extraordinary and the Everyday	15	The American Past (AMS)	15
Optional Core / Programme Approved Elective modules			
Modern History	15		
History Media & Memory	15		

Modern Local History, from c.1750.	15		
Medieval Europe	15		
Princes and Peoples: European History, c.1490-c.1700	15		
Places and Peoples: Local History c.1750- c.2000	15		

Year 2 (Level 5)

Compulsory Core modules	Credits	Elective modules	Credits
Sources & Debates	15	Work Experience for Historians (sems 1-2)	15
		History of the US in the Twentieth Century (AMS)	15
Optional Core / Programme Approved Elective modules		Discovering America from Empires to Revolutions (AMS)	15
State & Empire in Britain, c.1530-c.1720	15	New World in Chains (AMS)	15
Castle and Cloister in Medieval Europe, c. 900-1250	15		
Right-Wing Movements in Interwar-Europe 1918-1938	15		
Imperialism & Empire	15		
English Radicals and Writers	15		
Power in the Modern World	15		
Anglo-Gascon Aquitaine	15		
Natural Cultures: Humans and their Environments since 1700	15		
Company and Crown in India 1818-1928: the cultural history of the Raj	15		
The History of the Camp: From the GULAG to The Jungle	15		

Year 3 (Level 6)

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

Negotiating Nationalisms	15		
Crisis, Conflict and Commerce II	15		

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

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

www.keele.ac.uk/recordsandexams/az

Learning Outcomes

Year 1 (Level 4)

First-year modules provide students with a thorough grounding in the study skills needed for History and an introduction to the nature and scope of History as a discipline.

Subject Knowledge and Understanding		
Learning Outcome <i>Successful students will be able to:</i>	Module in which this is delivered	Principal forms of assessment (of the Level Outcome) used
understand the contested nature of history	Historical Research and Writing	Essay; portfolio
distinguish between different types of historical sources and their uses	Historical Research and Writing	Document exercise; essay
distinguish between narrative and analysis and be able to structure an argument	Historical Research and Writing	Essay
acquire a broad understanding the most significant political, economic, social and religious developments in European history of the eleventh to thirteenth centuries	Medieval Europe	Essay; exam
recognise and explain the most significant political, economic, social and religious developments in European history of the fifteenth to seventeenth centuries, and to discuss sympathetically a society and culture distinct from their own	Princes and Peoples: European History, c.1490- c.1700	Essay; exam
demonstrate their knowledge of the outlines of the core historical processes identified and explored in the lectures (the rise of nationalism, revolutions, the impact of industrialisation and mass society, secularisation, the emergence of political ideologies, gender history, crime and deviance, imperialism and globalisation) through both oral and written work	Modern History	Essay; exercise; exam

Subject Specific Skills		
Learning Outcome <i>Successful students will be able to:</i>	Module in which this is delivered	Principal forms of assessment (of the Level Outcome) used
use the library and electronic	Historical Research and Writing	Essay; portfolio

resources to locate and critically evaluate secondary sources		
develop the ability to assess the balance between change and continuity, and to relate detailed evidence and case studies to more general issues	Medieval Europe; Princes & Peoples; Modern History	Essay; exam
develop the ability to make critical evaluations of different historical explanations	Medieval Europe; Princes & Peoples; Modern History	Essay; exam
demonstrate and develop their ability to communicate orally with greater clarity about key historical ideas and concepts, and engage in debate	Medieval Europe; Princes & Peoples; Modern History	Essay; exam
identify key themes from lectures and consolidate these ideas through reading and discussion	Medieval Europe; Princes & Peoples; Modern History	Essay; exam
develop further their general skills in reading effectively, note-taking from lectures and reading material, oral presentations and debate and essay writing	Medieval Europe; Princes & Peoples; Modern History	Essay; exam

Key or Transferable Skills (graduate attributes)		
Learning Outcome <i>Successful students will be able to:</i>	Module in which this is delivered	Principal forms of assessment (of the Level Outcome) used
use appropriate citations and bibliographic conventions and understand what plagiarism is	Historical Research and Writing	Essay
develop general skills in reading effectively, note-taking from lectures and reading material, oral presentation and debate, and essay writing and exam revision	Historical Research and Writing; Medieval Europe; Princes & Peoples; Modern History	Essay; exam

Year 2 (Level 5)

In the second year students build on the foundations laid in the first year. Modules provide a comprehensive introduction to historiography and allow students to specialise in a range of more specialised options.

Subject Knowledge and Understanding		
Learning Outcome <i>Successful students will be able to:</i>	Module in which this is delivered	Principal forms of assessment (of the Level Outcome) used
understand the complexities of selected historical trends and issues in Medieval, Early Modern European and/or Modern World History	All modules approved as part of the History Programmes	Modules are assessed in a variety of ways including essays; exams; portfolios and presentations

Subject Specific Skills		
Learning Outcome <i>Successful students will be able to:</i>	Module in which this is delivered	Principal forms of assessment (of the Level Outcome) used

acquire a general understanding of historiography and its key issues and debates	Sources and Debates	Essay
appreciate the advantages and problems of using various source materials available to the historian	Sources and Debates	Essay
empathise with other views and other cultures, separated from the student's own by distance or time	All modules approved as part of the History Programmes	Modules are assessed in a variety of ways including essays; exams; portfolios and presentations
develop historical imagination	All modules approved as part of the History Programmes	This is not examined directly, but its absence will often produce work which is dull or derivative, with obvious implications for assessment

Key or Transferable Skills (graduate attributes)		
Learning Outcome <i>Successful students will be able to:</i>	Module in which this is delivered	Principal forms of assessment (of the Level Outcome) used
communicate complex arguments supported by appropriate evidence both orally and in writing	All modules approved as part of the History Programmes	Essay; presentation; exam; portfolio; seminar contributions
devise, develop and produce an extended personal project	Sources and Debates	Essay
make presentations that communicate information, ideas and arguments effectively	Work Experience, and many other modules such as State and Empire	Presentation
work with other team members to identify, distribute and undertake tasks	Several modules such as Power in the Modern World	Presentation; seminar contributions

Year 3 (Level 6)

In the third year most students hone their research skills by choosing to undertake a research project and writing it up as a Dissertation of 8-12,000 words, under the guidance of a member of a staff group with a wealth of experience in historical research. They can also deepen their knowledge of selected historical topics by choosing to take one or more History electives which offer in-depth, usually source-based study of a particular, focussed period or theme.

Subject Knowledge and Understanding		
Learning Outcome <i>Successful students will be able to:</i>	Module in which this is delivered	Principal forms of assessment (of the Level Outcome) used
understand the themes of and historiographical background to a detailed theme or focussed period of history in a highly reflective manner, demonstrating verbal, organizational, intellectual, and reflective skills.	Dissertation All Year 3 modules approved as part of the History Programme	Dissertation Essay; exam

Subject Specific Skills		
Learning Outcome <i>Successful students will be able to:</i>	Module in which this is delivered	Principal forms of assessment (of the Level Outcome) used
read critically and assess primary materials and to judge their	Dissertation	Dissertation

historical significance in a highly reflective manner, demonstrating a deep understanding of historical and intellectual context	All Year 3 modules approved as part of the History Programme	Essay; exam
formulate a question or series of questions to answer an historical problem	Dissertation All Year 3 modules approved as part of the History Programme	Dissertation Essay

Key or Transferable Skills (graduate attributes)		
Learning Outcome <i>Successful students will be able to:</i>	Module in which this is delivered	Principal forms of assessment (of the Level Outcome) used
devise, develop and produce an extended research project involving a detailed study of historical materials	Dissertation	Dissertation
orally communicate effectively, persuasively and articulately	Dissertation	Presentation
write persuasively and fluently to sustain a case in depth over an extended piece of writing	Dissertation	Dissertation

9. Final and intermediate awards

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

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

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

10. How is the Programme assessed?

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

- **Examinations** in different formats test students' knowledge of history, historiography and the interpretation of sources. Examinations may consist of essay, short answer and/or document commentary questions, and may be seen or unseen.

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

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

Assessment rationale

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

11. Contact Time and Expected Workload

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

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

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

12. Accreditation

This programme does not have accreditation from an external body.

13. Regulations

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

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

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

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

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

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

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

Accreditation of Prior Learning (APL) is considered on a case-by-case basis and those interested should contact the Programme Director. The University's guidelines on this can be found here:

<http://www.keele.ac.uk/qa/accreditationofpriorlearning/>

15. How are students supported on the programme?

Support for student learning on the Programme is provided in the following ways:

- module and tutorial group leaders are responsible for providing support for learning on the modules and in the tutorial groups for which they are responsible. They also give individual feedback on in-course assessments and more general feedback on examinations

- every student is allocated to a personal tutor who is responsible for reviewing and advising on students' academic progress in History and on their other Principal Programme
- personal tutors also act as a first point of contact for students on non-academic issues which may affect their learning and can refer students on to a range of specialist health, welfare and financial services co-ordinated by the University's Student Support and Development Services
- non-native English-speaking students are offered language classes, facilities and services by the University's English Language Unit. In addition to credit-bearing modules on English for academic study, students also have access to one-to-one tutorials for individual help and advice, and to a wealth of resources for self-study and practice
- additional help with University-level study skills and development can be sought from the Curriculum Support and Development team within Keele's Student Support and Development Services.

All members of teaching staff on the History Programmes are available to see students during advertised weekly office hours and at other times by appointment.

16. Learning Resources

History is taught in modern teaching rooms across the University, almost all of which are equipped with computers, internet access and electronic whiteboards or projection equipment. Rooms may be arranged either in traditional lecture format or more informally to allow students to work together in small groups. The learning resources available to students on the Programme include:

- the extensive collection of primary and secondary sources relevant to undergraduate study held in the University Library. Some of this material is also accessible online to Keele students from anywhere in the world with a University username and password
- the Keele Learning Environment (KLE) which provides easy access to a wide range of learning resources including lecture notes, electronic materials available in a repository maintained by the University Library and other resources – video, audio and text-based – accessible from external providers via the internet.

17. Other learning opportunities

Study abroad (semester)

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

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

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

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

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

Study Abroad (International Year)

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

18. Additional costs

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

As to be expected there will be additional costs for inter-library loans and potential overdue library fines, print and graduation.

We do not anticipate any further additional costs for this undergraduate programme.

19. Quality management and enhancement

The History Programme Director is responsible for the overall direction of learning and teaching on the Programme supported by the History Programme Board. The Programme Board consists of student representatives plus all members of staff teaching on the History programme.

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

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

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

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

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

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

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

20. The principles of programme design

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

- a. UK Quality Code for Higher Education, Quality Assurance Agency for Higher Education:
<http://www.qaa.ac.uk/quality-code>
- b. QAA Subject Benchmark Statement: History (2014) http://www.qaa.ac.uk/docs/qaa/subject-benchmark-statements/sbs-history-14.pdf?sfvrsn=269ff781_10
- c. Keele University Regulations and Guidance for Students and Staff: <http://www.keele.ac.uk/regulations>

21. Document Version History

Version history	Date	Notes
Date first created	October 2016	
Revision history	V1.1: January 2019	Changes to Level 6 optional modules
Date approved		

Annex A

BA History with International Year

International Year Programme

Students registered for Single Honours History may either be admitted for or apply to transfer during their period of study at Level 5 to the Single Honours 'History with International Year'. Students accepted onto this programme will have an extra year of study (the International Year) at an international partner institution after they have completed Year 2 (Level 5) at Keele.

Students who successfully complete both the second year (Level 5) and the International Year will be permitted to progress to Level 6. Students who fail to satisfy the examiners in respect of the International Year will normally revert to the BA (Hons) History and progress to Level 6 on that basis. The failure will be recorded on the student's final transcript.

Study at Level 4, Level 5 and Level 6 will be as per the main body of this document. The additional detail contained in this annex will pertain solely to students registered for 'BA (Hons) History with International Year'.

International Year Programme Aims

In addition to the programme aims specified in the main body of this document, the international year programme of study aims to provide students with:

1. Personal development as a student and a researcher with an appreciation of the international dimension of their subject
2. Experience of a different culture, academically, professionally and socially

Entry Requirements for the International Year

Students may apply to the 4-year programme during Level 5. Admission to the International Year is subject to successful application, interview and references from appropriate staff.

The criteria to be applied are:

- Academic Performance (an average of 60% across all modules at Level 5 is normally required)
- General Aptitude (to be demonstrated by application for study abroad, interview during the 2nd semester of year 2 (Level 5), and by recommendation of the student's personal tutor, 1st and 2nd year tutors and programme director)

Student Support

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

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

Learning Outcomes

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

- a. Describe, discuss and reflect upon the cultural and international differences and similarities of different learning environments
- b. Discuss the benefits and challenges of global citizenship and internationalisation
- c. Explain how their perspective on their academic discipline has been influenced by locating it

within an international setting.

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

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

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

Course Regulations

Students registered for the BA (Hons) with International Year' are subject to the course specific regulations (if any) and the University regulations. In addition, during the International Year, the following regulations will apply:

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

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

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

Additional costs for the International Year

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

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

Students studying in Erasmus+ destinations may be eligible for grants as part of this programme. Students studying outside of this programme may be eligible income dependent bursaries at Keele.

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