

Programme Specification: Undergraduate

For students starting in Academic Year 2022/23

1. Course Summary

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

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

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

** We reserve the right to increase fees in subsequent years of study by an inflationary amount. Please refer to the accompanying Student Terms & Conditions for full details. Further information on fees can be found at <http://www.keele.ac.uk/studentfunding/tuitionfees/>

2. What is a Single Honours programme?

The Single Honours programme described in this document allows you to focus more or less exclusively on this subject. In keeping with Keele's commitment to breadth in the curriculum, the programme also gives you

the opportunity to take some modules in other disciplines and in modern foreign languages as part 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

English Literature and Creative Writing is a wide-ranging discipline which combines the rigorous, critical study of Anglophone literature with opportunities to apply knowledge of how literary texts are structured into students' original writing. It is an exciting and deeply rewarding subject that allows students to develop skills in both critical argument and composition. It involves imaginative engagement with literary texts from both the past and the present, and with the work of other students on the course. The subject also demands an understanding of how literary texts function within the cultures of which they are part; thus students of English Literature and Creative Writing become aware of the historical, socio-political, ethnic, gender, and geographical contexts of the texts they study, and of their own creative writing. Students will find their creative voice and learn to write in different genres and modes and for different audiences under the guidance of our award-winning novelists and poets.

English Literature at Keele

The English programme at Keele is founded on the core principles of tradition, innovation, and diversity. The historical range of the programme runs from the Renaissance period to the present day, and its formal and cultural range extends to include courses in creative writing, American literature, film, and literature in translation. Thus students on the programme may combine their study of 'classic' texts and genres in English with other creative and cultural interests within the field of English. All modules offered will be taught by a team of staff with a commitment to lively and innovative teaching methods, who are research active and experts in their fields.

4. Aims of the programme

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

- Engage in wide and varied reading among the regional and global varieties of literature and literary criticism.
- Think both critically and creatively about literature in English.
- Develop skills of critical analysis (on paper and in person) when assessing the form and meaning of literary texts.
- Understand, evaluate, and apply a range of critical ideas and theories relevant to textual criticism.
- Develop a critical understanding of the defining characteristics of some key literary genres (prose fiction, poetry, and drama) and periods.
- Communicate ideas and arguments with clarity and care in a number of different forms (essay, review, web projects, oral presentation, etc.) using appropriate language and techniques of presentation.
- Work both constructively and critically, by yourself and as part of a team, to deliver specific projects and be able to reflect productively on your strengths and weaknesses.
- Obtain the knowledge, skills and personal qualities necessary for you to find a fulfilling and rewarding career and maintain a lifelong interest in literature and related fields.

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)

Subject knowledge and understanding

Successful students will be able to:

- Demonstrate knowledge of a range of literary texts from the Renaissance period to the present day
- Demonstrate knowledge of the techniques and characteristics of written genres, forms and modes
- Apply knowledge and understanding of a range of literary texts and critical materials
- Describe and evaluate key concepts and theories in literary criticism and apply these approaches critically

Subject specific skills

Successful students will be able to:

- Apply skills of bibliographical, library and internet research
- Construct clearly articulated and effective arguments using advanced literacy and communication skills, and be able to harness these skills in oral presentation and in writing
- Use the knowledge and abilities they have acquired as the basis for more advanced learning or training
- Demonstrate knowledge of creative processes
- Demonstrate understanding of the connections between creative and critical practice
- Work both constructively and critically, by themselves and as part of a team, to deliver specific projects and be able to reflect productively on their strengths and weaknesses

Key or transferable skills (including employability skills)

Successful students will be able to:

- Record and reflect on their achievements
- Locate and evaluate information and ideas from a variety of sources, including on-line and digital materials
- Present materials in a written form, with clarity in the use of language, professional referencing, and lucid and effective layout
- Present materials orally in a clear and effective manner
- Write and think under pressure, and meet deadlines
- Organise their own learning through self-management
- Work with others in a constructive and respectful way
- Give and receive constructive and critical feedback

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:

- **Traditional lectures** where the lecturer provides students with a framework for reading and further independent study. Occasionally these may also involve a degree of interaction when students are asked to consider and then respond to tasks or questions set by the lecturer
- **Workshops and seminars** in groups of about 20 students where key issues can be discussed in more depth. Students may be provided with worksheets in advance of these classes outlining their minimum preparation requirement (usually a primary text and some associated reading) together with some questions to consider in advance of the class. Students are expected to play a full part in - and occasionally to lead - these discussions. Some tutorials and seminars consist largely of student presentations or of group work set by the tutor. Creative Writing is shared with peers and lecturers in discussion in a supportive, seminar environment.
- **Independent study** based on directed reading from text books, research monographs, academic journals, creative writing and other media
- **Web-based learning** using the University's virtual 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, quizzes, and blogs. MS Teams is also used to provide resources and tools for study, and as a platform for synchronous online seminars, workshops, supported writing retreats and one-to-one consultations
- The English Literature and Creative Writing **dissertation** modules (Independent Study Projects) in the final year give students the opportunity to undertake a piece of independent research and develop enhanced creative expression 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 wider understanding of the contexts (cultural and historical) in which literature in English may be understood as well as giving students ideas and examples for their own creative practice and for further study of the texts they will be discussing, both in tutorials and in their own written work
- **Seminars, workshops, and online discussions** provide opportunities for students to ask questions about, and suggest answers to, questions arising from literary and critical analysis in a responsible way, and to present their own creative and critical ideas to members of staff and other students using an appropriate medium of communication
- **Interactive lectures, seminars, workshops and web-based activities** encourage students to reflect on their own learning and take responsibility for its development by addressing areas of difficulty, perhaps by discussing them with their fellow students or by getting additional help from a member of staff. They enable students to gain and provide feedback on creative assignments and discover new ways of enhancing and refining their writing.
- Undertaking **a research dissertation** with the support of an experienced and active researcher allows students to choose an appropriate and manageable subject; to formulate research questions and devise a feasible (and, where appropriate, ethically sound) strategy for answering them within a constrained time frame.

7. Teaching Staff

The permanent teaching staff on the English Programme currently consists of professors, senior lecturers, and lecturers in English Literature as well, as senior lecturers and lecturers in Creative Writing. All current members of staff in English Literature have doctorates (PhDs or the equivalent). All current members of staff in Creative Writing are published authors. Each member of staff is an active researcher or published creative writer in their field and as a group the staff cover a very wide range of interests in literatures in English, as well as in film and creative writing. Their work has been widely published in books, research monographs and leading international journals as well as in the form of novels and poetry collections.

The staff group has extensive experience of teaching at undergraduate and postgraduate level in universities in the UK, continental Europe, and North America. Several members of staff are involved with the English Subject Centre, an organisation that coordinates events and research to allow academics in the field of literary studies to reflect on best practice and in the teaching of literature in English. All new members of staff take Keele's Teaching and Learning in Higher Education Programme approved by 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 programme to programme, but you can generally expect to attend scheduled teaching sessions between the end of September and mid-December, and from mid-January to the end of April. Our degree courses are organised into modules. Each module is usually a self-contained unit of study and each is usually assessed separately with the award of credits on the basis of 1 credit = 10 hours of student effort. An outline of the structure of the programme is provided in the tables below.

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

- Compulsory modules - a module that you are required to study on this course;
- Optional modules - these allow you some limited choice of what to study from a list of modules;
- Elective modules (Global Challenge Pathways at Level 4) - a choice of modules from different subject areas within the University that count towards the overall credit requirement but not the number of subject-related credits.

A summary of the credit requirements per year is as follows, with a minimum of 90 subject credits (compulsory plus optional) required for each year.

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

Year	Compulsory	Optional		Electives	
		Min	Max	Min	Max
Level 4	75	30	45	0	15
Level 5	60	30	60	0	30
Level 6	30	60	90	0	30

Module Lists

Level 4

Compulsory modules	Module Code	Credits	Period
Poetry through practice	ENG-10022	15	Semester 1
Reading Literature	ENG-10026	15	Semester 1
Texts and Contexts	ENG-10034	30	Semester 1-2
Fiction Through Practice	ENG-10023	15	Semester 2

Optional modules	Module Code	Credits	Period
Transatlantic Gothic: Studies in Nineteenth-Century English and American Literature	AMS-10027	15	Semester 1
Childhood, Policy and Education	EDU-10029	15	Semester 1
English for Academic Purposes 4 (EAP 4)	ENL-90002	15	Semester 1
Certificate in Teaching English as a Foreign Language 1	ENL-90009	15	Semester 1
Essay Writing for University Study	ENL-90016	15	Semester 1
Reading Film and Media	FIL-10015	15	Semester 1
History, Media, Memory: The Presentation of the Past in Contemporary Culture	HIS-10026	15	Semester 1
The British and Global Economy	ECO-10025	15	Semester 2
Education in Britain: past, present, future	EDU-10030	15	Semester 2
Playing Parts: Studying Drama and Poetry	ENG-10029	15	Semester 2
Literature as History: Writing the Americas	ENG-10036	15	Semester 2
Certificate in Teaching English as a Foreign Language 2	ENL-90010	15	Semester 2
The Early Modern World, 1490-1700	HIS-10045	15	Semester 2
Audiences: From Moral Panics to Digital Cultures	MDS-10027	15	Semester 2
Applied Psychology	PSY-10019	15	Semester 2

Level 4 Module Rules

As well as their compulsory modules, students must take at least 15 credits of optional modules badged as AMS- or ENG-.

Additional optional modules: Languages and English for Academic Purposes

Students on this programme will also be able to study language modules offered by the Language Centre, either as part of a Global Challenge Pathway or as optional modules, and may be able to achieve an enhanced degree title with the designation 'With (advanced) Competency in [language]', depending on the level of language attainment they achieve at Keele. For full details of how language modules can be accommodated within your programme of study, click <https://www.keele.ac.uk/study/languagecentre/modernlanguages/enhanceddegreetitles/>

Students who are required to take an English for Academic Purposes (EAP) module as a result of their language competency test result will be required to pick this as their first option choice. *NB:* students can take an EAP module only with the approval of the English Language Programme Director and are not able to take any other Language module in the same academic year.

Global Challenge Pathways (GCPs) - Level 4 (year 1) students only

Students at Level 4 in 2022/23 have the option of taking a Global Challenge Pathway, which includes one 15-credit module in each year of the degree. Global Challenge Pathways offer students the chance to fulfil an exciting, engaging route of interdisciplinary study. Choosing a pathway, students will be presented with a global issue or 'challenge' which directly relates to societal issues, needs and debates. They will be invited to take part in academic and external facing projects which address these issues, within an interdisciplinary community of students and staff. Students completing a Global Challenge Pathway will receive recognition on their degree certificate.

<p>Digital Futures</p>	<p>The Digital Futures pathway offers you the opportunity to become an active contributor to current debates, cutting-edge research, and projects with external partners, addressing both the exciting potential and the challenges of disruptive digital transformation across all spheres of life.</p> <p>Part of a diverse and interdisciplinary pathway community, you will engage in exciting, impactful collaborative project work in innovative formats. Engaged in real-world scenarios, you will use digital technology and creativity to promote inclusive, empowering, and sustainable change at local and global levels.</p> <p>Module: A digital life: challenges and opportunities (GCP-10005)</p>
<p>Climate Change & Sustainability</p>	<p>Through the Climate Change & Sustainability pathway you will develop the skills, understanding and drive to become agents of change to tackle climate change and wider sustainability challenges.</p> <p>You will work with international partners to explore climate change and sustainability in different international contexts; lead your own projects to drive real change in your communities; and be part of educating others to help achieve a more sustainable future.</p> <p>Module: Climate Change & Sustainable Futures: Global Perspectives (GCP-10009)</p>
<p>Social Justice</p>	<p>Students on this pathway will embark on a reflective journey drawing upon decolonising, feminist, and ethical perspectives on social justice, forging transformative outputs as agents of change.</p> <p>You will enter a dialogue with local, national, and international partners from Universities, NGOs, International Human Rights Committees. You will engage with key societal challenges, for example Covid 19 as a social crisis with impact on gender and racial identities. The pathway will allow you to monitor and critically evaluate policies and human rights treaties, and produce and disseminate digitally fluent, international and sustainable project findings.</p> <p>Module: Reflections on Social Injustices, Past and Present (GCP-10003)</p>

<p>Enterprise & the Future of Work</p>	<p>If we are to achieve the promise of Sustainable Development Goals, solve the climate crisis and take advantage of the changes that the digital revolution provide, we need to understand the power of enterprise and prepare for future contexts of work, creativity and disruption.</p> <p>Supporting you to be part of future-facing solutions, this pathway will give you the ability to make judgements on the utilisation of resources, labour and capital. It will support you in developing creative, original thinking, allowing you to collaborate on projects that persuade and effect change, setting you up to thrive in future environments of work and innovation.</p> <p>Module: Enterprise and the Future of Work 1 (GCP-10007)</p>
<p>Global Health Challenges</p>	<p>By taking the global health challenge pathway you will develop solutions to improve the health and quality of life for particular people and communities, engaging with these groups to co-design interventions.</p> <p>This pathway will provide you with skills that go beyond a focus on health and will allow you to develop your ability to work in a team and lead change in society. The knowledge, skills and work experience will complement your core degree and enhance your career opportunities and graduate aspirations.</p> <p>Module: Key concepts and challenges in global health (GCP-10001)</p>
<p>Languages & Intercultural Awareness</p>	<p>By choosing modules from this pathway, will develop a practical knowledge of a specific language, allowing you to graduate with an enhanced degree title, or develop skills to teach English as a Foreign Language. You will meet and communicate with speakers different linguistic and cultural communities, ranging from students at partner universities in Japan and China, to refugees in Hanley, and develop an understanding of how languages and cultures interact.</p> <p>This pathway explores the power of language as a force both for breaking down and building cultural and political barriers - words can be weapons as well as bridges. You will examine how language is used, examine linguistic choices and how these impact on intercultural understanding. Throughout the pathway we also examine the practice of communication across cultural contexts, exploring cultural differences such as the language of ethnicity and gender.</p> <p>Modules: you will be able to select from either a Modern Language of your choice OR Certificate in TESOL Level 1.</p>

Level 5

Compulsory modules	Module Code	Credits	Period
Writing Genre and Mode	ENG-20049	15	Semester 1
Literature and Social Change	ENG-20064	15	Semester 1
Creative Writing: Poetry & Prose	ENG-20030	15	Semester 2
Methods and Approaches to Literature	ENG-20066	15	Semester 2

Optional modules	Module Code	Credits	Period
Romanticisms	ENG-20033	15	Semester 1
The Renaissance: Shakespeare and Beyond	ENG-20050	15	Semester 1
Transatlantic Modernisms	ENG-20070	15	Semester 1
Creative Arts and Humanities in Society	LIB-20008	15	Semester 1
Work Placement for Humanities Students	ENG-20055	15	Semester 1-2
Contemporary World Literature	ENG-20060	15	Semester 2
Culture and Barbarism: Literature in the Victorian Age	ENG-20068	15	Semester 2
21st Century Apocalypses	FIL-20023	15	Semester 2

Level 6

Compulsory modules	Module Code	Credits	Period
Creative Writing: Portfolio - ISP	ENG-30069	30	Semester 1-2

Optional modules	Module Code	Credits	Period
Words and Pictures: the Contemporary American Graphic Novel	AMS-30030	15	Semester 1
High Culture: Drink, Drugs, and the American Dream	AMS-30038	15	Semester 1
Postmodernism: Fiction, Film and Theory	ENG-30053	15	Semester 1
Shakespeare on Film: Adaptation and Appropriation	ENG-30070	15	Semester 1
Dissertation in English - ISP	ENG-30057	30	Semester 1-2
Work Placement for Humanities Final-Year Students	ENG-30088	15	Semester 1-2
Work Placement Year	ENG-30090	0	Semester 1-2
Postcolonial and World Literature in English	ENG-30056	15	Semester 2
The Alcohol Question	ENG-30073	15	Semester 2
Modernist Manifestos and Magazines	ENG-30078	15	Semester 2
Violence and death in Shakespeare's theatre	ENG-30083	15	Semester 2
Hitchcock's Queer Cinema	ENG-30094	15	Semester 2

Learning Outcomes

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

Level 4

First year modules provide students with a thorough grounding in the study skills needed for English Literature and Creative Writing and an introduction to the study of English Literature as a discipline. Students will cover a wide range of primary texts (poetry, prose and drama) and will be introduced to some of the key critical and historical contexts for studying these. In Creative Writing students begin to study the short story and poetry as a way of developing their own practice in those forms.

Subject Knowledge and Understanding	
Learning Outcome	Module in which this is delivered
Engage in description and analysis of varied examples of literary forms: prose, poetry and drama	Reading Literature - ENG-10026 Texts and Contexts - ENG-10034
Identify, and demonstrate insight into, some of the critical and theoretical traditions that have shaped the understanding of literature	Texts and Contexts - ENG-10034 Reading Literature - ENG-10026
Draw on varied and demanding reading from a range of authors within the literary period 1500 to the present	Reading Literature - ENG-10026 Texts and Contexts - ENG-10034
Articulate an appreciation of the regional and global varieties of English literature	Reading Literature - ENG-10026 Texts and Contexts - ENG-10034
Demonstrate an awareness of the importance of questions of socio-historical contexts in understanding literary meaning	Texts and Contexts - ENG-10034 Reading Literature - ENG-10026
Develop knowledge of different forms and styles of writing and issues of writing for an audience	Poetry through practice - ENG-10022 Fiction Through Practice - ENG-10023
Recognise the key features of poetry and the short story in relation to the development of the student's own writing practice	Poetry through practice - ENG-10022 Fiction Through Practice - ENG-10023

Subject Specific Skills	
Learning Outcome	Module in which this is delivered
Use appropriate bibliographic search tools to find relevant primary and secondary literary materials in hard copy and electronic formats	Reading Literature - ENG-10026 Texts and Contexts - ENG-10034
Develop analytic skills: close reading, description and analysis of form, meaning, and discourse	Texts and Contexts - ENG-10034 Reading Literature - ENG-10026
Present written work in English in an appropriate scholarly style using the Harvard system of citation and using basic word processing skills	Reading Literature - ENG-10026 Texts and Contexts - ENG-10034
Develop a clear, readable style of writing	Poetry through practice - ENG-10022 Fiction Through Practice - ENG-10023

Key or Transferable Skills (graduate attributes)	
Learning Outcome	Module in which this is delivered
Work constructively with others, weighing up differing or opposing critical positions and assessing their relative value	All core modules
Construct a clear and convincing argument using reasoning, analysis and judgment	Reading Literature - ENG-10026 Texts and Contexts - ENG-10034
Acquire, assess, organize and engage with a wide variety of sources as part of the practice of research	Reading Literature - ENG-10026 Texts and Contexts - ENG-10034
Develop a facility for self-reflective and critical thinking	All core modules
Reflect on and adapt their own learning by acting appropriately on feedback from their tutor and their peers	All core modules

Level 5

In the second year students build on the skills and subject knowledge they will have acquired in the core modules of the first year. Students combine the culturally and theoretically focused compulsory modules and the creative writing modules with a choice of modules based on specific periods of literary history. In Creative Writing modules, students develop their writing in poetry and prose.

Subject Knowledge and Understanding	
Learning Outcome	Module in which this is delivered
Identify some of the distinctive formal and thematic features of literature in English from different periods and places	Methods and Approaches to Literature - ENG-20066 Literature and Social Change - ENG-20064
Explore literature's relationship with key issues such as gender, race, class and economics and the role of the humanities in shaping critical thinking about them	Methods and Approaches to Literature - ENG-20066 Literature and Social Change - ENG-20064
Reflect critically on the values which inform the study of literature and how these shape critical debates	Methods and Approaches to Literature - ENG-20066 Literature and Social Change - ENG-20064
Engage in contextualised close analysis	Methods and Approaches to Literature - ENG-20066 Literature and Social Change - ENG-20064
Begin the process of becoming a writer in prose and/or in poetry	Creative Writing: Poetry & Prose - ENG-20030
Begin the process of learning to write in, and understand the formal properties of, specific genres	Writing Genre and Mode - ENG-20049

Subject Specific Skills	
Learning Outcome	Module in which this is delivered
Construct clear and convincing arguments using advanced literacy and communication skills on paper and orally	Methods and Approaches to Literature - ENG-20066 Literature and Social Change - ENG-20064
Weigh up differing or opposing critical positions and articulate a clear assessment of them demonstrating skills of judgment and reasoning	Methods and Approaches to Literature - ENG-20066 Literature and Social Change - ENG-20064
Harness a range of communication skills in appropriate contexts, and for particular audiences, through oral presentation and in writing	Literature and Social Change - ENG-20064 Methods and Approaches to Literature - ENG-20066
Reflect on the procedures of writing creatively	Writing Genre and Mode - ENG-20049 Creative Writing: Poetry & Prose - ENG-20030

Key or Transferable Skills (graduate attributes)	
Learning Outcome	Module in which this is delivered
Work under pressure of time to produce examples of writing that is clear, logical and analytical	Literature and Social Change - ENG-20064 Methods and Approaches to Literature - ENG-20066
Demonstrate skills in oral and written communication	Literature and Social Change - ENG-20064 Methods and Approaches to Literature - ENG-20066
Articulate examples of both abstract thought and historical and textual fact	Literature and Social Change - ENG-20064 Methods and Approaches to Literature - ENG-20066
Manage their time and organise resources	All core modules

Level 6

In the third year students take the 30-credit Creative Writing Independent Study Project, and create a portfolio of their own creative prose or poetry. For this, they work closely under the guidance of a member of staff with extensive creative writing experience, and will become aware of work at the forefront of their discipline. They will also deepen their knowledge of selected authors, genres and literary periods by choosing from a range of modules that vary from year to year but reflect the specialist expertise and active research interests of members of staff. Students may choose to undertake a further 30-credit research dissertation in English literature, working under the supervision of a member of staff with expertise in the subject.

Subject Knowledge and Understanding	
Learning Outcome	Module in which this is delivered
Critically assess and evaluate the relevance of aspects of critical theory to the practice of literary criticism	All modules approved as part of the English Literature Programme
Clearly articulate and substantiate through argument and detailed analysis (in person and on paper) their critical judgements about literature	All modules approved as part of the English Literature Programme
Write a sustained piece of creative work and to situate it in relation to contemporary literature and their own creative practice	Creative Writing: Portfolio - ISP - ENG-30069
Reflect on the status and value of the subject	All modules approved as part of the English Literature Programme

Subject Specific Skills	
Learning Outcome	Module in which this is delivered
Apply skills in textual analysis and intellectual argument and engagement in a diverse range of contexts	All modules approved as part of the English Literature Programme
Demonstrate complex skills in literacy and reasoning	All modules approved as part of the English Literature Programme
Work productively as individuals and as group members, in both structured and unstructured contexts, exercising initiative and personal responsibility.	All modules approved as part of the English Literature Programme
Plan, research and produce work within the limitations of time and resources available to them and responding to feedback on this work positively.	All modules approved as part of the English Literature Programme

Key or Transferable Skills (graduate attributes)	
Learning Outcome	Module in which this is delivered
Think logically, reason and analyse, write and communicate effectively.	All modules approved as part of the English Literature Programme
Think and write creatively. Write with style and verve	Creative Writing: Portfolio - ISP - ENG-30069
Reflect on the acquirement of key and transferable skills	All modules approved as part of the English Programme

9. Final and intermediate awards

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

Honours Degree	360 credits	<p>You will require at least 120 credits at levels 4, 5 and 6</p> <p>You must accumulate at least 270 credits in your main subject (out of 360 credits overall), with at least 90 credits in each of the three years of study*, to graduate with a named single honours degree in this subject.</p> <p>*An exemption applies for students transferring from a Combined Honours programme - see point 3.4 here: https://www.keele.ac.uk/regulations/regulationc3/</p>
Diploma in Higher Education	240 credits	You will require at least 120 credits at level 4 or higher and at least 120 credits at level 5 or higher
Certificate in Higher Education	120 credits	You will require at least 120 credits at level 4 or higher

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

10. How is the Programme Assessed?

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

- **Essays** allow students to demonstrate their ability to articulate their ideas clearly using argument and reasoning skills and with close reference to the contexts and critical concepts covered in the modules. They will also be asked to carry out basic bibliographic research and to communicate their ideas effectively in writing in an appropriate scholarly style using the Harvard system of referencing
- **Close reading exercises** test students' skills in close textual reading, their ability to identify key aspects of literary form, and their ability to articulate the connection between form and meaning in a text or textual extract
- **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
- **Peer Review** requires students to offer constructive feedback on the draft copies of work (essay or exam drafts, for example) submitted by other students. They are assessed on the quality of reflection, insight and thoughtfulness that they bring to the process
- **Individual and group presentations** to the seminar or tutorial group allow students to give an oral presentation to the larger group on an aspect of a text, author, critical debate or theoretical concept. These will develop their skills to communicate what they know orally and visually, and to reflect on these processes as part of their own personal development. Group presentations also test their ability to work effectively as members of a team. Students will be supported in the use of appropriate technology and visual aids
- **Reviews** of books, poetry, drama or films, as well as of other scholars' work, test students' ability to identify the key differences between academic and journalistic discourse, as well as distinctions within these fields on literature and film as well as to summarise the key points of a text and to evaluate the quality of arguments (in an academic work) and the evidence used to support them
- **Creative Writing Reflective Commentaries** give students the opportunity to situate their own creative practice in relation to the history of English literature and to contemporary literary practice
- **Reflective Diaries** require students to keep a record of their critical or creative responses to the work of the module. They are assessed on the quality of this reflection and on their ability to respond constructively to the challenges and difficulties they encounter in the process of their own creative development and learning
- **Annotated Bibliographies** test students' ability to construct a bibliography according to the Harvard system of citation. Students are also asked to reflect briefly and critically on the content, usefulness and

- importance of the secondary sources they have encountered and their contribution to their own learning
- **Podcasts** allow students to record a presentation on a chosen subject in response to a set theme. They test students' ability to present arguments and critical analysis in oral form. Podcasts increase student confidence in addressing, and tailoring information to, an audience. Students are supported in the use of the recording technology

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

In the first year (Level 4), students are introduced to a range of assessments to develop and test a number of key skills and knowledge sets which will be of use to them as they proceed onto more specialised modules in Levels 5 and 6. First-year assessments therefore include short papers involving close reading of texts (for example on Reading Literature), portfolios (for example on Poetry through Practice) as well as essays and examinations.

Assignments typically get longer and more challenging as students progress through their degree, culminating in the independent dissertation for final-year students, as students begin to dig more deeply into more specific topics and, using skills and approaches acquired in the first year, applying them to longer, more discursive pieces of writing.

The trend in assessments, as in the module subjects more generally, is toward increased depth and specialisation. On Creative Writing modules, commentaries and portfolios of student work are the main forms of assessment throughout the three years, but the final-year individual study project is a more substantial submission (for example a series of poems or a longer prose work).

11. Contact Time and Expected Workload

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

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

Activity

	Scheduled learning and teaching activities	Guided independent Study	Placements
Year 1 (Level 4)	17%	83%	0%
Year 2 (Level 5)	16%	84%	0%
Year 3 (Level 6)	12%	88%	0%

12. Accreditation

This programme does not have accreditation from an external body.

13. University Regulations

The University Regulations form the framework for learning, teaching and assessment and other aspects of

the student experience. Further information about the University Regulations can be found at: <http://www.keele.ac.uk/student-agreement/>

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?

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

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

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

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

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

15. How are students supported on the programme?

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 English.
- 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 Services.
- Additional help with University level study skills is available from Student Services.
- Students for whom English is not their first language are offered language classes, facilities and services by the University's Language Centre. 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.
- All members of teaching staff on the English Programme are available to see students during advertised weekly Advice and Feedback hours and at other times by appointment.

16. Learning Resources

English 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 research materials relevant to undergraduate study held in the University Library. Built up over 50 years of delivering courses in English Literature at this level, these materials include books, journals, newspapers, and DVDs. Much 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 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 or for income dependent bursaries at Keele. Students travel on a comprehensive Keele University insurance plan, for which there are currently no additional charges. Some governments and/or universities require additional compulsory health coverage plans; costs for this will be advised during the application process.

Study Abroad (International Year)

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

Other opportunities

Students on the English Literature and Creative Writing programme have the opportunity to take advantage of the many Creative Writing events and resources available at Keele. Keele has a flourishing Creative Writing Society, with its own Facebook group. They run their own writers' workshops, and help organise regular and varied literary and social events, including open mic nights and readings by guest speakers. English students are also involved in running, organising and performing in productions put on by the Drama Society.

Enhanced Degree: With Language Competency/With Advanced Language Competency

English Literature and Creative Writing students successfully completing a series of language optional modules have the opportunity to gain an enhanced degree title including their language competency such as, "BA (Hons) English and Creative Writing with competency in Japanese". Students taking language modules of at least 60 credits counting towards their main degree at Keele, and successfully completing minimum stage 6 in the chosen language, will be awarded an enhanced degree title with the designation 'with competency in [Language]'. Students taking language modules of at least 60 credits counting towards their main degree at Keele, and successfully completing stage 10 in the chosen language, will be awarded an enhanced degree title with the designation 'with advanced competency in [Language]'.

TESOL (Teaching English to Speakers of Other Languages) optional pathway

English Literature and Creative Writing students who successfully complete a series of 4 TESOL optional modules have the opportunity to acquire the externally accredited and internationally recognised teaching qualification 'Trinity (London) Cert TESOL'. An administration charge of currently c.£175 is payable to Trinity College (London) if students opt for external accreditation.

18. Additional Costs

The Keele Library and online resources will provide most of the texts necessary for students to be able to complete their degree. However, there is an expectation that they will buy key primary texts for some modules.

As to be expected, there will be additional costs for books (this will vary, but you should expect to pay c.£25-60 for books per module studied), inter-library loans and potential overdue library fines, print and graduation. We do not anticipate any further costs for this undergraduate programme.

19. Quality management and enhancement

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

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

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

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

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

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

Information about current external examiner(s) can be found here:

<http://www.keele.ac.uk/qa/externalexaminers/currentexternalexaminers/>

20. The principles of programme design

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

- UK Quality Code for Higher Education, Quality Assurance Agency for Higher Education: <http://www.qaa.ac.uk/quality-code>
- QAA Subject Benchmark Statement: English (2015) http://www.qaa.ac.uk/docs/qaa/subject-benchmark-statements/sbs-english-15.pdf?sfvrsn=4f9df781_10
- Keele University Regulations and Guidance for Students and Staff: <http://www.keele.ac.uk/regulations>
- In at the Deep End? The First Year in Undergraduate English*, Report 17, The English Subject Centre, David Ellis, June 2008

21. Annex - International Year

English Literature and Creative Writing with International Year

International Year Programme
<p>Students registered for this Single Honours programme may either be admitted for or apply to transfer during their period of study at Level 5 to the International Year option. Students accepted onto this option will have an extra year of study (the International Year) at an international partner institution after they have completed Year 2 (Level 5) at Keele.</p> <p>Students who successfully complete both the second year (Level 5) and the International Year will be permitted to progress to Level 6. Students who fail to satisfy the examiners in respect of the International Year will normally revert to the standard programme and progress to Level 6 on that basis. The failure will be recorded on the student's final transcript.</p> <p>Study at Level 4, Level 5 and Level 6 will be as per the main body of this document. The additional detail contained in this annex will pertain solely to students registered for the International Year option.</p>
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 55% across all modules at Level 5 is required. Students with up to 15 credits of re-assessment who meet the 55% requirement may progress to the International Year. Where no Semester 1 marks have been awarded performance in 1st year marks and ongoing 2nd year assessments are taken into account)
- 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)

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

Student Support

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

- Phone or Skype conversations with Study Abroad 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:

1. Describe, discuss and reflect upon the cultural and international differences and similarities of different learning environments
2. Discuss the benefits and challenges of global citizenship and internationalisation
3. Explain how their perspective on their academic discipline has been influenced by locating it within an international setting.
4. Design, plan and critically evaluate literary critical and/or creative projects within the field of English literary studies, record relevant information accurately and systematically and be able to reflect upon a range of sources in a critical manner.
5. Integrate, apply and develop principles relating to literary production in history, or creative practice in the present, to describe and explain cultural phenomena 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.

Regulations

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

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

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

Students are barred from studying any module with significant overlap to the Level 6 modules they will study 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 may be eligible for income dependent travel bursaries at Keele.

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

22. Annex - Work Placement Year

English Literature and Creative Writing with Work Placement Year

Work Placement Year summary

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

Students are responsible for securing their placement to enable complete flexibility in terms of when and where the placement is conducted, taking into consideration potential living and travel expenses which may be incurred, for which the student responsible. However, students are supported throughout the process by the School, Keele Careers and Employability team, and various other departments across the university.

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

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

Work Placement Year Programme Aims

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

1. The opportunity to carry out a long-term, placement-based learning experience between Years 2 and 3 of their degree programme
2. Enhanced employability
3. A professional CV and portfolio that they can use when applying for employment (see below)

Entry Requirements for the Work Placement Year

Admission to the Work Placement Year is subject to successful application, interview and references from appropriate staff. Students have the opportunity to apply directly for the 4-year 'with work placement year' degree programme, or to transfer onto the 4-year programme at any point prior to undertaking the year-long work placement. Students who are initially registered for the 4-year degree programme may transfer onto the 3-year degree programme at any point in time, prior to undertaking the year-long work placement. Students who fail to pass the work placement year, and those who fail to meet the minimum requirements of the work placement year module (minimum 30 weeks full time (1,050 hours), or equivalent, work placement), will be automatically transferred onto the 3-year degree programme.

The criteria to be applied are:

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

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

Student Support

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

- Regular contact between the student and a named member of staff who will be assigned to the student as their University supervisor. The University supervisor will be in regular contact with the student throughout the year, and be on hand to provide advice (pastoral or academic) and liaise with the Placement supervisor on the student's behalf if required.
- Two formal contacts with the student during the placement year: the University supervisor will visit the student or contact them virtually in their placement organization at around the 5 weeks after the placement has commenced, and then visit again or contact them virtually at around 15 weeks into the placement.

Learning Outcomes

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

1. Understand the variety of ways in which skills developed during the study of Humanities subjects can be deployed in non-academic contexts
2. Assess their own strengths and weaknesses in an employment context through a SWOT analysis, design learning outcomes, and reflect on their own progress throughout the module
3. Articulate their placement experiences effectively and reflect on their enhanced skill set in front of an audience, using visual aids
4. Understand the aims and priorities, as well as the strengths and possible limitations, of an external organisation and design and complete activities/projects/materials that recognise and support these
5. Reflect on and critically evaluate their learning from the work placement, showing evidence that they have researched their sector and evaluated the effectiveness of their activities with this in mind

These learning outcomes will be assessed through the non-credit bearing Work Placement Year module (ENG-30090) which involves:

1. Supporting students in locating and securing a relevant work placement in any workplace where the research, analytical, and communication skills as a developed part of a Humanities degree can be used
2. Students completing a SWOT analysis (strengths, weaknesses, opportunities and threats) at the beginning of the placement, reflecting on their employability skills in terms of their assessment of sector skill demands. This will be used to create Intended Placement Outcomes and contribute to Continuing Professional Development. The action plan will be negotiated and agreed by the student, module convenor and employer.
3. Students creating a professional CV and portfolio that can be used when seeking employment after graduation
4. Students completing a 15-20 minute presentation in June/July, critically reflecting on the activities/projects they have completed so far, and the skills they have learned/developed. The audience will primarily be other students on this module, to ensure shared experiences and to create connections in preparation for returning to Keele for third year (Level 6)
5. Students developing a heightened awareness of the various ways in which their knowledge and skills can be utilised in real-world situations

Regulations

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

- Students undertaking the Work Placement Year must successfully complete the zero-credit rated 'Work Placement Year' module (ENG-30090)
- In order to ensure a high-quality placement experience, each Placement is required to satisfy an approval process including a Health & Safety Checklist completed by the Placement Provider. Each party (Placement Provider, Student and University) will agree and sign a Learning Agreement outlining the rights and responsibilities associated with their participation in the Placement Year.
- Once a student has been accepted by a placement organisation, the student will inform the University as soon as possible. The placement supervisor will be responsible for ensuring that the placement experience meets the agreed contract agreed with the University.
- The placement student will also sign up an agreement outlining his/her responsibilities in relation to the requirements of each organisation.

Students will be expected to behave professionally in terms of:

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

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

Additional costs for the Work Placement Year

Tuition fees for students on the Work Placement Year will be charged at 20% of the annual tuition fees for that year of study, as set out in Section 1. The Work Placement Year can be included in your Student Finance allocation; for more information please contact Student Services.

Students will have to bear the costs of travelling to and from their placement provider, accommodation, food and personal costs. Depending on the placement provider additional costs may include parking permits, travel and transport, suitable clothing, DBS checks, and compulsory health checks. Whilst on Placement students are still classed as full-time students and so eligible for Council Tax exemption, student discounts for travel etc

Eligibility for student finance will depend on the type of placement and whether it is paid or not. If it is paid, this is likely to affect student finance eligibility, however if it is voluntary and therefore unpaid, should not affect student finance eligibility. Students are required to confirm eligibility with their student finance provider.

International students who require a Tier 4 visa should check with the Immigration Compliance team prior to commencing any type of paid placement to ensure that they are not contravening their visa requirements.

Version History

This document

Date Approved: 29 March 2022

Previous documents

Version No	Year	Owner	Date Approved	Summary of and rationale for changes
1	2021/22	BECKY YEARLING	11 February 2021	
1.1	2020/21	BECKY YEARLING	30 November 2020	Additional costs updated
1	2020/21	JONATHON SHEARS	12 December 2019	Amended by QA to reflect MM from July
1	2019/20	JONATHON SHEARS	12 December 2019	