

## Programme Specification: Undergraduate

### For students starting in Academic Year 2022/23

#### 1. Course Summary

<b>Names of programme and award title(s)</b>	BSc (Hons) Medical Humanities
<b>Award type</b>	Single Honours
<b>Mode of study</b>	Full-time
<b>Framework of Higher Education Qualification (FHEQ) level of final award</b>	Level 6
<b>Normal length of the programme</b>	1 year: this intercalated degree forms one year following at least two (and not more than four) of the MBChB Medical degree
<b>Maximum period of registration</b>	The normal length as specified above plus 3 years
<b>Location of study</b>	Keele Campus
<b>Accreditation (if applicable)</b>	Not applicable
<b>Regulator</b>	Office for Students (OfS)
<b>Tuition Fees</b>	<p><b>UK students:</b> Fee for 2022/23 is £9,250</p> <p><b>International students:</b> Fee for 2022/23 is £16,800</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.

#### 2. What is an Intercalated Degree programme?

MBChB students can opt to take a year out of their undergraduate medical studies in order to study a subject area in greater depth, before returning to complete the medical course; this is called an intercalated degree. Undergraduates may suspend their medical degree for a period of 12 months to undertake either a Bachelor's degree after Year 2 or Bachelor's/Master's degree after Year 4.

An intercalated degree provides an opportunity to acquire a better understanding of basic biomedical sciences, medical humanities, research methodologies and to pursue an additional qualification in a medicine-related subject that interests you. This may help you make informed choices about specialisation later on in your career, and increase your chances of successfully gaining employment within the healthcare system, particularly if you wish to pursue a medical academic career. Other benefits could include the improvement of long-term career prospects, as you will have had the opportunity to gain key research skills, publish scientific papers, and make presentations at scientific conferences.

#### 3. Overview of the Programme

This intercalated degree comprises 240 credits at levels 4 and 5 derived from the successful completion of

the first two years of a UK MBChB degree, plus 120 credits at level 6 derived from modules in Humanities relating to perceptions and practice of medicine. Given that students will take the Humanities modules for one year at level 6, students on this programme will not be exposed to the same range of subjects or techniques as those studying for a Keele single or combined-honours BA in Humanities disciplines. Nonetheless, they receive training in many of the skills acquired by Humanities students as these skills are routinely embedded in Humanities modules, such as the History dissertation module.

### **Course Content**

- At least one dissertation or ISP (Independent Study Project) 30-credit module in a Humanities discipline, chosen from English Literature, Film, History, Media, Culture and Creative Practice, Music, or Music Technology. Students may choose to take up to two such modules.
- A least four 15-credit modules in Humanities disciplines or in related social-science programmes where there is a strong relationship with medical humanities. Students may take up to six such modules.

## **4. Aims of the programme**

The broad aims of the programme are:

- To secure an appreciation of the cultural and historical contexts of medicine, via an investigation of literary, filmic and historical texts which address connections between disease, the individual patient or practitioner, and the practice of medicine
- To offer an intercalated programme at medical humanities at the Bachelors level. At present the majority of such programmes at British universities are Masters courses but this is likely to change as institutions develop their intercalated pathways

## **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**

Students who complete the programme will be able to:

- Identify aspects of the doctor/patient relationship from the seventeenth to the twenty-first centuries.
- Analyse articulations of the doctor/patient relationship as it is depicted in different media or forums, and recognise the potential for this relationship to be modified according to the familial or socio-political context in which it is conducted, (for instance, with the introduction of additional stakeholders in the form of institutions, statutory frameworks, or other participants/factors).

### **Subject specific skills**

Students who complete the programme will be able to:

- Identify the ways in which particular linguistic or visual representations of medical conditions, institutions and scenarios, and/or relations between individual human agents, affect our understanding of them.
- Discuss the impact of changes to the medical environment (such as the shifting of disease aetiologies or the application of medical technology) on the experiences of patients, doctors, carers or others.

### **Key or transferable skills (including employability skills)**

Students who complete the programme will be able to:

- Formulate a position and synthesise an argument in relation to a specific debate or topic (to be presented at length in a dissertation/ISP).

### **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?**

The programme will be delivered principally via seminars (comprising groups of up to 20 students, where key issues can be discussed in more depth). There will be scope in some modules for workshops (involving the practical application of techniques under study). Dissertation/ISP studies will entail some one-to-one supervision.

In addition to formally-scheduled classes and meetings, it is expected that the learning and teaching entailed in this programme will be supported by student activity, specifically by independent study based on directed reading from text books, research monographs, academic journals, official government publications and other media. These forms of independent study can be supported by Keele 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.

Seminars, tutorials and online discussions provide opportunities for students to ask questions about, and articulate arguments in response to, aspects of the doctor/patient relationship, the experiences of disease, and/or responses to the institutions of medicine. These forums also offer students the opportunity to present their own ideas to members of staff and other students using an appropriate medium of communication. Independent study allows students to gain a systematic understanding of approaches and concepts inherent to the Humanities, and to understand how they may be used in the course of seminars and tutorials to analyse a variety of texts, historical accounts, or other material employed in Humanities studies.

## **7. Teaching Staff**

The permanent teaching staff in Humanities who will be responsible for delivering the modular components of this Programme currently consists of a number of full professors, readers, senior lecturers and lecturers, drawn from the disciplines of History, English, Music, Media, and American Studies. Most current members of staff either have doctorates (PhDs or the equivalent) in relevant Humanities disciplines or are published authors (in the case of creative-writing staff). Most are active researchers whose work has been widely published in books, research monographs and leading international journals. The staff group has extensive experience of teaching at undergraduate and postgraduate level in universities in the UK and North America. Several members of staff hold teaching qualifications and some are fellows or associates of the Higher Education Academy. Four have research publications in the field of either medical history or medicine in literature.

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.

Students taking the BSc in Medical Humanities MUST select one dissertation or ISP-equivalent module from a Humanities subject area, i.e. American Studies, English Literature, Film Studies, History, Media, Culture and Creative Practice, Music or Music Technology. They may choose to take two dissertation modules (in two different subject areas). They will then select a further 60 or 90 credits from taught, 15-credit modules from the School of Humanities (provided they meet any prerequisites of the module) such as:

- ENG-30053 Postmodernism: Fiction, Film and Fiction

- ENG-30073 The Alcohol Question
- HIS-30100 Sickness and Suffering? Health, illness and medicine 1628-1808
- HIS-30101 From Sawbones to Social Hero? Doctors and medicine 1808-1886
- HIS-30127 Gender and Sexuality in Georgian Britain
- AMS-30038 High Culture: Drink, Drugs and the American Dream

Or from modules in Social Science disciplines with a specific medicine, health and wellbeing dimension, including:

- EDU-30063 The Making of Professionals: Education, Health and Social Work
- LAW-30072 Child Law
- LAW-30088 Healthcare Law
- SOC-30030 Sociology of Parenting and Early Childhood
- SOC-30034 Sex, Death, Desire: Psychoanalysis in Social Context

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 6	0	90	120	0	0

## 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 6

Subject Knowledge and Understanding	
Learning Outcome	Module in which this is delivered
Recognise and explain aspects of the doctor/patient relationship from the seventeenth to the twenty-first centuries	All modules approved for the Intercolated BSc in Medical Humanities programme
Recall and relate instances, from literature, history, film or elsewhere, of specific encounters between patients and practitioners/institutions/government bodies/other stakeholders in health, illness and medicine	All modules approved for the Intercolated BSc in Medical Humanities programme
Recognise the potential for a medical relationship to be modified according to the familial or socio-political context in which it is conducted, (for instance, with the introduction of additional stakeholders in the form of institutions, statutory frameworks, or other participants/factors).	All modules approved for the Intercolated BSc in Medical Humanities programme
Critically evaluate current research and scholarship in the field of Medical Humanities	ISP (Independent Study Project) modules

<b>Subject Specific Skills</b>	
<b>Learning Outcome</b>	<b>Module in which this is delivered</b>
Identify the ways in which particular linguistic or visual representations of medical conditions, institutions and scenarios, and/or relations between individual human agents, affect our understanding of them.	All modules approved for the Intercolated BSc in Medical Humanities programme
Discuss the impact of changes to the medical environment (such as the shifting of disease aetiologies or the application of medical technology) on the experiences of patients, doctors, carers or others.	All modules approved for the Intercolated BSc in Medical Humanities programme
Formulate a position and synthesise an argument in relation to a specific debate or topic at issue in Medical Humanities	All modules approved for the Intercolated BSc in Medical Humanities programme
Plan and manage a substantial piece of research in a recognized area of Medical Humanities	ISP (Independent Study Project) modules

<b>Key or Transferable Skills (graduate attributes)</b>	
<b>Learning Outcome</b>	<b>Module in which this is delivered</b>
Work productively in both structured and unstructured contexts exercising initiative and personal responsibility	All modules approved for the Intercolated BSc in Medical Humanities programme
Communicate fluently and persuasively, both orally and in writing	All modules approved for the Intercolated BSc in Medical Humanities programme
Make use of IT resources appropriately and efficiently	All modules approved for the Intercolated BSc in Medical Humanities programme
Produce an extended piece of work	ISP (Independent Study Project) modules
Demonstrate awareness of the issues of time management and resource constraints involved in project work	ISP (Independent Study Project) modules

## 9. Final and intermediate awards

The single exit route for this programme will be the award of an Intercolated BSc (Hons) in Medical Humanities, comprising 240 credits secured via successful completion of years one and two of the MBChB Medical degree and 120 credits secured via successful completion of Humanities and other modules at Level 6.

## 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:

- **Unseen and seen examinations** in different formats test students' knowledge of theoretical approaches in different Humanities disciplines and the practical findings of relevant or associated research. Examinations also investigate students' ability to apply that knowledge in addressing different questions. Examinations may consist of essay, short answer, document extract or other types of questions
- **Essays** 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 using the Harvard system of referencing
- **Document commentaries, case studies and short papers** test the student's ability to apply disciplinary knowledge and techniques in a specified context which demands focus and succinct expression
- **Genre writing** will test the ability to adapt the prose form to express a particular voice or to articulate an opinion accurately, persuasively and creatively
- **Oral seminar presentations** 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

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.

## 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

	<b>Scheduled learning and teaching activities</b>	<b>Guided independent Study</b>	<b>Placements</b>
<b>Year 1 (Level 6)</b>	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/>

NB: this programme deviates from University Regulation C4, 8.8, in that it is technically feasible for students to avoid taking any modules that include an 'unseen' examination.

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

This programme is open to UK medical students who have successfully completed at least two (and up to four) years of their MBChB Medical Degree AND who have successfully completed a medical-humanities SSC (Student-Selected Component) in the course of their medical training or possess equivalent experience (such

as a grade C or above in a Humanities subject at A' level).

## **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.
- Students taking this intercalated degree will be accustomed to Higher Education but unfamiliar with modes of study in the Humanities. Therefore their dissertation supervisor/s in the Humanities will provide the students' first source of support in any Humanities-related question or difficulty, but students will also be allocated to a personal tutor drawn from staff in the Keele Medical School, to ensure a measure of continuity and support for candidates who have come from, and will be returning to, clinical medical studies. This will enable students to reflect on the similarities and differences between Medicine and Humanities with academic input from a clinician.
- 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 can be sought from Student Services.
- All members of teaching staff on the Medical Humanities programme will be available to see students during advertised weekly office hours and at other times by appointment.

## **16. Learning Resources**

Humanities modules are taught in modern teaching rooms across the University, many 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 books, periodicals and digital resources relevant to undergraduate study held in, or accessible via, the University Library. These materials have been built up over the period of Keele's existence as an autonomous institution offering degrees in Humanities, with a particular emphasis on acquisitions in medical humanities since the founding of the Keele Medical School (opened 2002).
- The Keele Learning Environment (KLE) which provides easy access to a wide range of learning resources including lecture PowerPoints, electronic materials available in a repository maintained by the University Library and other resources accessible from external providers via the internet.

## **17. Other Learning Opportunities**

### **Study abroad (semester)**

Study abroad usually takes place at level 5 (year 2) for students at Keele (while this programme relates chiefly to level 6 (year 3)) and therefore it is not an option on this programme.

### **Study Abroad (International Year)**

This usually takes place after the completion of year two of undergraduate study, and therefore is not an option for this programme.

The range of learning opportunities for intercalating students will be governed largely by their home Medical School (Keele, or elsewhere), but there will each year be a range of informal opportunities offered by Humanities research seminars, guest lectures and via other means (the majority of which carry no cost commitment for students).

## **18. Additional Costs**

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 costs for this 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:

a. UK Quality Code for Higher Education, Quality Assurance Agency for Higher Education:

<http://www.qaa.ac.uk/quality-code>

b. Keele University Regulations and Guidance for Students and Staff: <http://www.keele.ac.uk/regulations>

## 21. Annex - Work Placement Year

### Medical Humanities 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:** 27 January 2022

### Previous documents

Version No	Year	Owner	Date Approved	Summary of and rationale for changes
1.1	2021/22	NICHOLAS BENTLEY	09 June 2021	Amendments to the list of optional modules in section 8
1	2021/22	NICHOLAS BENTLEY	04 February 2021	
1	2020/21	NICHOLAS BENTLEY	19 December 2019	
1	2019/20	NICHOLAS BENTLEY	19 December 2019	