Programme Specification: Undergraduate

For Academic Year 2025/26

1. Course Summary

Names of programme and award title(s)	BA (Hons) Education and English BA (Hons) Education and English with International Year (see Annex for details) BA (Hons) Education and English 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	**UK students:** Fee for 2025/26 is £9,535* **International students:** Fee for 2025/26 is £17,700** The fee for the international year abroad is calculated at 15% of the standard year fee The fee for the work placement year is calculated at 20% of the standard year fee

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/

** These fees are for new students. 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

Education and English at Keele blends the academic and practical study of education with a deep engagement in English literature, allowing you to explore how educational theories and practices intersect with the cultural, historical, and social contexts of literary works.

Throughout the course, you will engage with essential questions in education¿such as *What should students learn, and why?*; *How can teaching and assessment be most effective?*; and *What role do schools play in shaping individuals' futures?* These questions will guide your studies through the lenses of sociology, history, psychology, and philosophy. In parallel, you will delve into the world of English literature, critically examining texts from a wide range of time periods, cultures, and genres to understand how literature reflects and shapes social values and ideas. By studying these two fields side by side, you will discover how the disciplines complement and enhance one another, deepening your understanding of the educational contexts for teaching literature and the value of literature for evaluating learning strategies and theories.

The degree also includes practical, hands-on opportunities to connect your academic studies with real-world experiences. You will go on field trips and have a range of experiential learning, including spending time in classrooms with children and working with the local community. You will also be able to develop your skills and enhance your employability further through work placement modules and the option of a work placement year. These placements will enhance your professional development, helping you to build a strong portfolio of experience and establish valuable professional connections.

Additionally, the programme offers the flexibility to undertake a final-year project in either Education or English - or do both! - allowing you to tailor your studies to your personal interests and career aspirations. By the end of the degree, you will have acquired a deep understanding of both the education system and the power of literature, equipping you to critically engage with complex ideas and make a positive impact in a variety of professional fields, including teaching, educational policy, publishing, journalism, and beyond.

4. Aims of the programme

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

- Explore a range of contemporary topics relevant to working with young people in schools and within wider society. Drawing on the domains of sociology, curriculum studies, cultural studies, psychology, and global education, acquire skills to help you gain employment in the Education sector.
- Engage in wide, varied and enjoyable reading among the regional and global varieties of literature and among key literary genres (such as prose fiction, poetry, and drama) from different historical periods.
- Gain practical experience through placements of your choice in schools, nurseries, local authorities, third sector organisations, or the private sector.
- Develop your powers of analysis, research, and interpretation, especially your capacity for close, analytical, imaginative readings of texts, handling of data, and of interpretation of original sources
- Confidently conduct authentic research on a topic of your choice and make a contribution to the field of education.
- Learn how to express yourself effectively in a variety of contexts and how to communicate your ideas with clarity in numerous different forms (essay, review, web projects, podcasts, oral presentation, creative work for example), using language and techniques of presentation appropriate to the audiences you are addressing
- Develop a range of skills including those of independent research, collaborative teamwork, the writing of essays and reports, presentations, as well as the composition of multi-media resources designed to assist the most deprived sectors of the community.
- Develop the critical and questioning skills and attitudes which will enable you to become a lifelong learner and enhance and change the lives of young people.
- Engage with stakeholders in addressing social issues and promoting social change.
- Discover the very wide range of different career paths that Education and English graduates go into and to experience some of those directly if you so wish, developing a wide range of professional skills to strengthen your employability profile

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 and understanding of:

- The qualities of literary texts from a wide range of historical periods and geographical origins. They will be able to identify their form, figures of speech and genres, and will be able to articulate the ways in which they communicate their meaning.
- Recent changes in contemporary education in Britain and the significance of historical, social, political and economic contexts on shaping education policy.
- the richness of language, and the capacity of texts to carry multiple and sometimes ambiguous meanings.
- Contemporary educational theories and approaches, recognising intersectional forms of knowledge, the changing global and digital landscape, and the role of education in advancing solutions to global issues.
- Different approaches to Education and English and the range of skills and methods employed in their pursuit.
- The social research methodologies, tools and skills used to design and conduct empirical research in educational settings, including quantitative and qualitative methods, and data analysis, and the importance of ethical issues related to this.
- The range of possible careers open to Education and English graduates including (but not limited to) working with young people in and outside of classroom environments.

Subject specific skills

Successful students will be able to:

- Formulate and investigate educationally centred questions to address complex social phenomena.
- read texts closely, analytically and critically, paying attention to form and to figures of speech and articulating interpretations of language that might not be apparent to a less specialist reader.
- Employ major educational and literary theoretical perspectives, concepts and empirical evidence to analyse and interpret various aspects and patterns of educational practice and literary texts.
- Build and sustain an argument based on independent research.
- Identify and employ social science research methodologies, tools and forms of data analysis to investigate educational phenomena, considering the ethical issues related to this.
- Design appropriate resources (digital and non-digital) of their own devising so as to meet the needs of marginalized communities within society.
- Disseminate the findings of their own research and their views on education and literature to a diverse range of audiences and stakeholders.

Key or transferable skills (including employability skills)

Successful students will be able to:

- identify, gather, synthesise, organise, and deploy evidence in the support of an argument.
- Locate and evaluate information and ideas from a variety of sources, including online and digital materials.
- Engage with debates, negotiate disagreements, understand complexity and tolerate (even enjoy) ambiguity.
- Work both constructively and critically, by themselves and as part of a team, to deliver specific projects.
- Engage with a range of diverse communities with a view to promoting social action and forms of equality.
- Reflect productively on their strengths and weaknesses.
- Evaluate the arguments of others, balance different perspectives, and give constructive feedback to their peers.
- Become adept with technology and digital communication and proficient in the use of a variety of digital platforms.

Keele Graduate Attributes

The Keele Graduate Attributes are the qualities (skills, values and mindsets) which you will have the opportunity to develop during your time at Keele through both the formal curriculum and also through co- and extra-curricular activities (e.g., work experience, and engagement with the wider University community such as acting as ambassadors, volunteering, peer mentoring, student representation, membership and leadership of clubs and societies). Our Graduate Attributes consist of four themes: **academic expertise, professional skills, personal effectiveness, and social and ethical responsibility.** You will have opportunities to engage actively with the range of attributes throughout your time at Keele: through your academic studies, through self-assessing your own strengths, weaknesses, and development needs, and by setting personal development goals. You will have opportunities to discuss your progress in developing graduate attributes with, for example,

Academic Mentors, to prepare for your future career and lives beyond Keele.

6. How is the programme taught?

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

- **Lectures** where the lecturer provides students with a framework for reading and independent study.
- **Seminars** in groups of typically 15-20 students where key issues can be discussed in depth. Students are expected to play a full part, and occasionally to lead, these discussions.
- **Workshops** where students are given a research problem and work in groups to gather resources, organise material, discuss responses, and present findings to the rest of the cohort.
- **Digital learning** using Microsoft Teams and the Keele Learning Environment (KLE). Teams and the KLE are used to give students easy access to a wide range of resources and research tools, and as a platform for online discussions and quizzes. Teams and the KLE are online learning environments that provide a range of tools to support learning, including access to documents and other resources, quizzes, virtual classrooms and breakout spaces, discussion boards, assignments and announcements.
- **One-to-one supervisions** where a member of staff supervises students to complete independent study based on directed reading from textbooks, research monographs, academic journals, historical documents and other sources.
- **Experiential learning activities** to give students the opportunity to apply their knowledge to situations and scenarios outside of the classroom. Such activities may include, but are not limited to, field trips to partner organisations, observation and/or participation in outreach sessions, responding to industry briefs and tasks, short and long-term work placements, etc.
- **Independent study** based on directed reading of the texts, as well as academic writing about them or other media such as historical documents or online material.
- **Employer-led or project-based sessions**, sometimes taking place outside the classroom. Students participate in masterclasses led by employers working in various sectors which are delivered on campus and through field trips. Follow-up teaching sessions support students in using this knowledge to complete collaborative real-world projects individually and with their peers. If students choose to complete a placement or project as part of their course, they will be supervised by an external provider in addition to the support they will receive from teaching 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 Academic Mentors or module lecturers on a one-to-one basis.

7. Teaching Staff

All current members of staff in Education and English have doctorates (PhDs or the equivalent). The core teaching staff of the Education Programme have expertise in the history of education, educational policy, sociology of education, anthropology, or youth studies and all have accredited teaching qualifications such as Fellowship or Senior Fellowship of Advance HE with many also having worked in schools. The Education group regularly publish books, book chapters, and articles with academic presses and in international journals. The teaching group also has extensive experience of teaching at undergraduate and postgraduate level at universities in the UK and internationally. Additionally, the programme is supplemented by overseas staff who bring with them international and special educational needs expertise.

Each member of the English staff is an active researcher in their field and as a group we cover a very wide range of interests in literatures in English, as well as in film and creative writing. Our work has been published in books and leading international journals as well as in the form of novels, poetry collections and drama. The staff group has extensive experience of teaching at undergraduate and postgraduate level in universities in the UK, continental Europe, and North America. Members of staff have taken leadership roles on Advisory Boards and Executive Committees of numerous national bodies dedicated to advancing the health of English across the UK and Northern Ireland, and one of our staff members was Deputy Chair of the review group of the most recent revision of the National "Subject Benchmark Statement' for English (the Benchmark statement describes the parameters to which all English degrees in the United Kingdom and Northern Ireland must broadly conform). 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 course to course, but you can generally expect to attend scheduled teaching sessions between the end of September and mid-December, and from mid-January to the end of April. Our degree courses are organised into modules. Each module is usually a self- contained unit of study and each is usually assessed separately with the award of credits on the basis of 1 credit = 10 hours of student effort. An outline of the structure of the programme is provided in the tables below.

There are two 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.

Global Challenge Pathways

This programme includes the option for you to take a Global Challenge Pathway. These modules offer you an exciting opportunity to work with students and staff from different disciplines to explore topical global issues such as power and conflict, health inequalities, climate change, generative AI, social justice, global citizenship, and enterprise from different perspectives.

Global Challenge Pathways can either be taken as one 15-credit module at Levels 4, 5 and 6, or one 15-credit module at Levels 5 and 6. For more information about our Global Challenge Pathways please visit: https://www.keele.ac.uk/study/undergraduate/globalchallengepathways/

Modern Languages or Certificate in TESOL

Alternatively, you could choose to study modules with the University Language Centre. The Language Centre offers three pathways; The Language Specialist, The Language Taster, and The Trinity Certificate in Teaching English to Speakers of Other Language (TESOL). Language Centre modules are available separately for students at Level 4. At Levels 5 and 6 they are included within the Global Challenge Pathways.

If you choose the Language Specialist pathway, you will automatically be enrolled on a Semester 2 Modern Language module as a continuation of your language of choice. Undertaking a Modern Languages module in Semester 2 is compulsory if you wish to continue to the Language Specialist Global Challenge Pathway the following academic year.

For more information about Language Centre option modules available to you please visit the following webpages.

For new (Level 4) students please visit: https://www.keele.ac.uk/study/languagecentre/

For current (Level 5 and Level 6) students please visit: https://www.keele.ac.uk/students/academiclife/global-challenge-pathways/

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

A summary of the credit requirements per year is as follows.¿

Year	Compulsory	Optional	
		Min	Max
Level 4	60	60	60
Level 5	60	60	60
Level 6	0	120	120

Module Lists

Level 4

Compulsory modules	Module Code	Credits	Period
Understanding Learning in the Classroom	EDU-10084	30	Semester 1
Becoming a Critic	ENG-10068	30	Semester 1-2

Optional modules	Module Code	Credits	Period
Discoveries: Self and Society in Post-war British Children's Fiction	ENG-10062	15	Semester 1
Classic Literature and Its Adaptations	ENG-10070	30	Semester 1
Writing Fiction	ENG-10074	15	Semester 1
Becoming a Social Scientist	SSC-10001	15	Semester 1
Education Past and Present	EDU-10078	30	Semester 1-2
Children and Learners in Society	EDU-10080	15	Semester 1-2
Education Identities and Spaces	EDU-10082	30	Semester 2
Voices and Audiences: Building Your Professional Communication Skills	ENG-10064	15	Semester 2
Gothic Nightmares: Robots, Monsters and Witches	ENG-10078	30	Semester 2

Level 4 Module Rules

Students MUST take EITHER Becoming a Social Scientist OR Voices and Audiences. If they take Becoming a Social Scientist, they must also take at least one further ENG- branded module. If they take Voices and Audiences they must take at least one further EDU- branded module.

Level 5

Compulsory modules	Module Code	Credits	Period
Revolutions in Thought: Medieval Pioneers to Romantic Rebels	ENG-20104	30	Semester 1
Diversity and Inclusion in Education	EDU-20054	30	Semester 2

Optional modules	Module Code	Credits	Period
The American South: US Summer School (Level 5)	LIB-20012	15	Semester 0
Educational Inequalities	EDU-20050	30	Semester 1
Literature and Society	ENG-20098	15	Semester 1
Radical Writing: From Modernity to Counterculture	ENG-20114	15	Semester 1
Social Sciences at Work	SSC-20005	15	Semester 1
Critical Issues in Higher Education	EDU-20052	15	Semester 1-2
Professional Experience with English 1	ENG-20092	15	Semester 1-2
Pathways with English: Developing Your Profile	ENG-20094	15	Semester 1-2
Social Sciences Placement	SSC-20001	15	Semester 1-2
Social Science Research Methods and Data Analysis	SSC-20003	30	Semester 1-2
Teenage Dreams: Youth Subcultures in Fiction, Film and Theory	ENG-20106	15	Semester 2
Cultures in Conflict: Victorian to Contemporary World Literature	ENG-20108	30	Semester 2

Level 5 Module Rules

Students must take ONE of the FOUR available professional development modules: Professional Experience in English (Year 2); Pathways in English; Social Science at Work; Work Placement for Social Science. If they take Social Science at Work or Work Placement for Social Science, they must also take at least one further ENG-branded module. If they take Professional Experience in English (Year 2) or Pathways in English, they must take at least one further EDU- branded module.

Level 6

Optional modules	Module Code	Credits	Period
The American South: US Summer School (Level 6)	LIB-30006	15	Semester 0
Subject Identity and Pedagogy	EDU-30104	15	Semester 1
Shakespeare on Film	ENG-30114	15	Semester 1
The Alcohol Question	ENG-30134	15	Semester 1
Independent Research Project - ISP	EDU-30071	30	Semester 1-2
What is Education For?	EDU-30136	15	Semester 1-2
Professional Experience with English 2	ENG-30116	15	Semester 1-2
Employing English: Putting Your Subject into Practice	ENG-30118	15	Semester 1-2
English Project	ENG-30150	30	Semester 1-2
Advanced Professional Placement in Social Sciences	SSC-30003	15	Semester 1-2
Engaged Social Science	SSC-30005	15	Semester 1-2
Educational Policy: Making Change	EDU-30132	30	Semester 2
Not just Superheroes! Contemporary Comics and Graphic Novels	ENG-30124	15	Semester 2
Thresholds: Young Adult Fiction	ENG-30142	15	Semester 2

Level 6 Module Rules

Students MUST choose AT LEAST ONE of Final Year Education Project AND/OR English Project. They may choose both.

Students MUST take ONE of the FOUR available professional development modules: Engaged Social Science; Work Placement for Social Science (Year 3); Professional Experience in English (Year 3); Employing English: Putting Your Subject into Practice. If they take Engaged Social Science or Work Placement for Social Science (Year 3), they must take at least one further ENG-branded module. If they take Professional Experience in English (Year 3) or Employing English, they must take at least one further EDU- branded module.

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

Subject Knowledge and Understanding	
Learning Outcome	**Module in which this is delivered**
Demonstrate an understanding of key concepts, theories and principles in education.	Understanding Learning in the Classroom
Demonstrate an understanding of examples of literary forms (prose, poetry and drama)	Becoming a Critic
Evaluate historical and contemporary education practices within local and national contexts.	Understanding Learning in the Classroom
Understand the technique of close reading and the power of rhetoric	Becoming a Critic
Understand the role of education in promoting social justice, equity and inclusion.	Understanding Learning in the Classroom
Understand the importance of socio-historical contexts in interpreting literary meaning	Becoming a Critic
Synthesize information from a variety of sources to construct coherent arguments.	Understanding Learning in the Classroom; Becoming a Critic
Apply theoretical knowledge and concepts to literary texts and educational scenarios and challenges.	Understanding Learning in the Classroom; Becoming a Critic
Appreciate a broad range of literature and educationally focused contexts and explore these in relation to individual careers.	Understanding Learning in the Classroom; Becoming a Critic

Subject Specific Skills	
Learning Outcome	**Module in which this is delivered**
Communicate effectively in written and oral forms to a variety of audiences.	Understanding Learning in the Classroom; Becoming a Critic
Manage time effectively and undertake self-directed learning to achieve academic goals.	Understanding Learning in the Classroom; Becoming a Critic
Develop analytic skills: close reading, description and analysis of form, meaning, and discourse.	Becoming a Critic
Active listening and engagement with a diverse range of people.	Understanding Learning in the Classroom
Reflect critically on the range of individual learning experiences and opportunities.	Understanding Learning in the Classroom
Present written work in English in an appropriate scholarly style using the Harvard system of citation and using word processing skills	Becoming a Critic

Key or Transferable Skills (graduate attributes)	
Learning Outcome	**Module in which this is delivered**
Effective time-management and organizational skills to meet deadlines and prioritize tasks.	Understanding Learning in the Classroom; Becoming a Critic
Work constructively with others, weighing up differing or opposing critical positions and assessing their relative value	Understanding Learning in the Classroom; Becoming a Critic
Acquire, assess, organize and engage with a wide variety of sources as part of the practice of research	Understanding Learning in the Classroom; Becoming a Critic
Written communication skills through the preparation of structured and coherent essays, reports, and other written assignments.	Understanding Learning in the Classroom; Becoming a Critic
Basic information and digital literacy skills to locate, evaluate, and ethically use online resources and digital tools for research and assignments.	Understanding Learning in the Classroom; Becoming a Critic
Develop a facility for self-reflective thinking, acting appropriately on feedback from tutors and peers	Understanding Learning in the Classroom; Becoming a Critic

Level 5

Key or Transferable Skills (graduate attributes)	
Learning Outcome	**Module in which this is delivered**

Subject Knowledge and Understanding	
Learning Outcome	**Module in which this is delivered**
Critically evaluate historical and contemporary education policies and practices within local, national and global contexts.	Diversity and Inclusion in Education
Identify some of the distinctive formal and thematic features of literature in English from different periods and places	Revolutions in Thought: Medieval Pioneers to Romantic Rebels
Understand and evaluate the importance of the historical, social, political and cultural contexts in which literature and education occurs	Diversity and Inclusion in Education Revolutions in Thought: Medieval Pioneers to Romantic Rebels
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	Revolutions in Thought: Medieval Pioneers to Romantic Rebels
Analyse and critically assess social science and literary research using appropriate methodologies	Diversity and Inclusion in Education Revolutions in Thought: Medieval Pioneers to Romantic Rebels
Engage in contextualised close analysis of a more than one literary genre: poetry, prose, drama	Revolutions in Thought: Medieval Pioneers to Romantic Rebels
Explain some of the ways in which the interpretation of literary meaning is enhanced by knowledge of the theoretical and cultural contexts that may have informed it	Revolutions in Thought: Medieval Pioneers to Romantic Rebels
Evaluate strategies and methods for answering research questions or hypotheses, constructing appropriate strategies and methods considering the ethical implications of such designs.	Diversity and Inclusion in Education
Understanding the variety of career paths that are open to graduates in English	Pathways with English / Professional Experience with English (Year 2) / Social Science at Work / Work Placement for Social Science.
Learn how to articulate skills in ways that will be attractive to employers	Pathways with English/ Professional Experience with English (Year 2) / Social Science at Work/ Work Placement for Social Science.

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	Diversity and Inclusion in Education Revolutions in Thought: Medieval Pioneers to Romantic Rebels
Develop and adapt curricula to meet the diverse needs of learners and educational standards	Diversity and Inclusion in Education
Weigh up differing or opposing critical positions and articulate a clear assessment of them demonstrating skills of judgment and reasoning	Revolutions in Thought: Medieval Pioneers to Romantic Rebels
Demonstrate a critical appreciation for how educational ideas, theories, and concepts can be applied to real-world examples and case studies to illustrate their relevance and implications.	Diversity and Inclusion in Education
Interpret, analyze and explain patterns of data relating to international systems of schooling outside of the 'Global North'.	Interpret, analyze and explain patterns of data relating to international systems of schooling outside of the 'Global North'.
Proficiency in different forms and styles of writing and comprehension of writing for an audience	Diversity and Inclusion in Education Revolutions in Thought: Medieval Pioneers to Romantic Rebels
Identify potential career paths and opportunities within the disciplines, so as to consider the transferability of knowledge and skills.	Pathways with English/ Professional Experience with English (Year 2) / Social Science at Work/ Work Placement for Social Science.

Key or Transferable Skills (graduate attributes)	
Learning Outcome	**Module in which this is delivered**
Advanced time-management and organizational skills to work to meet deadlines and prioritise tasks.	Diversity and Inclusion in Education Revolutions in Thought: Medieval Pioneers to Romantic Rebels
Preparation of well-structured and coherent written assignments for the exposition of complex information and data.	Diversity and Inclusion in Education Revolutions in Thought: Medieval Pioneers to Romantic Rebels
Evaluate strategies and methods for answering research questions or hypotheses, constructing appropriate strategies and methods considering the ethical implications of such designs.	Diversity and Inclusion in Education
Demonstrate skills in oral and written communication	Diversity and Inclusion in Education Revolutions in Thought: Medieval Pioneers to Romantic Rebels
Articulate examples of both abstract thought and historical and textual fact	Revolutions in Thought: Medieval Pioneers to Romantic Rebels

Level 6

Subject Knowledge and Understanding	
Learning Outcome	**Module in which this is delivered**
Conduct independent research projects that contribute to the field of education or literature	Independent Research Project in Education; English Project
Design and integrate educational technologies and digital tools to enhance learning experiences	All Level 6 Education modules
Assess and evaluate the relevance of aspects of critical theory to the practice of literary criticism	All level 6 English modules
Identify, design and conduct an original educational research study, recognising the importance of ethics, applying theoretical and methodological frameworks and using appropriate tools to analyse findings.	Independent Research Project in Education
Exploring in depth an area of particular interest through a substantial piece of focused research and writing.	English Project
Critically analyse educational literature or a practice-based issue to address a specific problem/issue.	All Level 6 Education modules
Appreciation of the pluralities of possible meanings, and of the values and limitations of ambiguity	All level 6 English modules

Subject Specific Skills	
Learning Outcome	**Module in which this is delivered**
Reflect on own practice to identify areas for improvement and professional development	All Level 6 Education modules
Apply skills in textual analysis and intellectual argument and engagement in a diverse range of contexts	All level 6 English modules
Assess complex education texts and identify possible directions for further theoretical and empirical research in education based on a broadening knowledge of future challenges.	All Level 6 Education modules
Demonstrate complex skills in literacy and reasoning	All level 6 English modules
Evaluate the increasing complexity of educational and pedagogic knowledge.	All Level 6 Education modules
Plan, research and produce work within the limitations of time and resources available to them and responding to feedback on this work positively.	All level 6 English modules
Critically evaluate primary and secondary source material, synthesise arguments, and present discussions in written form.	All Level 6 Education modules

Key or Transferable Skills (graduate attributes)	
Learning Outcome	**Module in which this is delivered**
Construct a range of strategies and methods for answering research questions and testing hypothesis	All level 6 Education modules
Think logically, reason and analyse, write and communicate effectively.	All English modules
Locate, review, evaluate and analyse literature and empirical data on a research topic.	All level 6 Education modules
Mobilize advanced written and oral skills into different personal and professional settings.	All level 6 Education modules
Work independently to produce significant research projects using advanced skills of written expression, analysis, argument and persuasion	Independent Research Project in Education English Project

9. Final and intermediate awards

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

BA (Hons) Education and English	360 credits	You will require at least 120 credits at levels 4, 5 and 6 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.
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.

Work Placement Year option: in addition to the above students must pass a non-credit bearing module covering the work placement year in order to graduate with a named degree including the 'with Work Placement Year' wording. Students who do not complete, or fail the work placement 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, including those based on case study material, also test the quality and application of subject knowledge. In addition, they allow you to demonstrate their ability to carry out basic bibliographic research and to communicate your ideas effectively in writing in an appropriate scholarly style.

- **Essay plans** enable you to test in advance the ideas in and structure of your essays. Plans might be

formative (i.e., just for practice) or they may count for a small proportion of the final mark of the module.

- **Close reading exercises** test skills of close textual reading. They train you to identify key aspects of literary form, and to articulate the connections between form and meaning.
- **Class tests** taken either conventionally or online via Teams or the Keele Learning Environment (KLE) assess your subject knowledge and your ability to apply it in a focused way
- **Individual and group presentations** develop your skills in communicating what you know orally and visually to a range of audience types and encourage you to reflect on these processes. Group presentations train you in working effectively as members of a team.
- **Portfolios** may consist of a range of different pieces of work, including reflective exercises on the development of subject-specific and employability skills.
- **Case Studies** provide an opportunity for students to not only undertake a 'deep dive' into the surrounding area of North Staffordshire but also to explore how particular patterns of localized inequality contribute to unequal educational outcomes. This allows students to find 'best-fit' and practical, pragmatic solution to real-world problems.
- **Book Reviews** test students' ability to summarise the key points of scholarly work and evaluate the arguments of particular authors in light of seminal educational theories. This therefore allows them to critically challenge and interrogate dominant and taken-for-granted narratives.
- **Authentic assignments** may include creating/contributing to websites; authoring blogs; producing podcasts/videocasts; designing posters; producing creative and/or journalistic writing; outlining and/or delivering an outreach session.
- **Annotated Bibliographies** test your ability to construct a bibliography . You reflect briefly and critically on the content, usefulness and importance of the secondary sources you have encountered.
- **Podcasts** allow you to record a presentation on a chosen subject in response to a set theme. They test your ability to present arguments and critical analysis in oral form and help develop your confidence in tailoring information to particular audiences. (We help you with use of recording technology.)
- **Blog posts** enable you to practice writing for different audiences.
- **Reflective Diaries** ask you to record your critical or creative responses to the texts you read. You are assessed on the quality of your reflection and on your ability to respond constructively to the challenges and difficulties you encounter in the process of your own development and learning.
- **Discussion threads** encourage you to reflect on the contents of your seminars, lectures and reading, and engage with the views of your peers.
- **Oral History Interviews** require students to actively engage with older people and conduct interviews to gain an understanding of their memories of their own school experiences. This is important for developing key inter-personal and inter-generational skills which students can reflect on as they identify differences across time thereby using forms of collaboration as a means to promote social change
- **The Dissertation** allows students to undertake a significant piece of their own research under supervision by a research-active member of staff and make use of their theoretical and practical learning on the programme to formulate this significant piece of work.

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

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)	18.3%	81.7%	0%
Year 2 (Level 5)	17.7%	82.3%	0%
Year 3 (Level 6)	18.1%	81.9%	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/

If this programme has any exemptions, variations or additions to the University Regulations these will be detailed in an Annex at the end of this document titled 'Programme-specific regulations'.

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.

English for Academic Purposes¿¿

Please note: All new international students entering the university will provide a sample of Academic English during their registration Using this sample, the Language Centre may allocate you to an English language module which will become compulsory. This will replace any GCP modules. *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 modules in the same academic year.¿

English Language Modules at Level 4:¿

- Business - ENL-90003 Academic English for Business Students (Part 1); ENL-90004 Academic English for Business Students (2)¿
- Science - ENL-90013 Academic English for Science Students¿
- General - ENL-90006 English for Academic Purposes 2; ENL-90001 English for Academic Purposes 3; ENL-90002 English for Academic Purposes 4¿

English Language Modules at Level 5:¿

- Business - ENL-90003 Academic English for Business Students (Part 1); ENL-90004 Academic English for Business Students (2)¿
- Science - ENL-90013 Academic English for Science Students¿
- General - ENL-90006 English for Academic Purposes 2; ENL-90001 English for Academic Purposes 3; ENL-90002 English for Academic Purposes 4¿

English Language Modules at Level 6:¿

- Business - ENL-90003 Academic English for Business Students (Part 1); ENL-90004 Academic English for Business Students (2); ENL-90005 Advanced Business English Communication¿
- Science - ENL-90013 Academic English for Science Students¿
- General - ENL-90006 English for Academic Purposes 2; ENL-90001 English for Academic Purposes 3; ENL-90002 English for Academic Purposes 4¿

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: https://www.keele.ac.uk/qa/programmesandmodules/recognitionofpriorlearning/

15. How are students supported on the programme?

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

- Module and seminar group leaders are responsible for providing support for learning on the modules and in the seminar groups for which they are responsible. There is opportunity for formative feedback for all summative assessments and opportunities to discuss this formative work are built into each module.
- Every student is allocated to an Academic Mentor who is responsible for reviewing and advising on students' academic progress. The University has a team of life and learning developers based in Student Services who are responsible for supporting students and enhancing their ability to access the curriculum and everything else that the University has to offer throughout their time at Keele.
- Academic Mentors 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 Student Services for additional help in relation to health, disability, welfare, finance and careers. Specialist help and advice on these and other issues is also available for international students.
- Students on the programme benefit from a dedicated student experience and support officer.
- All members of teaching staff in Education and English are available to see students during weekly office hours and at other times by appointment. These meetings take place in person or online.

16. Learning Resources

Education and English are taught in teaching rooms equipped with computers, internet access, whiteboards, and projection equipment. Rooms may be arranged either in traditional lecture format or more informally to allow students to work together in small groups.

The learning resources available to students on the Programme include the extensive collection of primary and secondary sources relevant to undergraduate study held in or accessed through the University Library. Much of this material is also accessible online to Keele students from anywhere in the world with a University username and password. There is a dedicated Liaison Librarian to support students' research queries.

The Keele Learning Environment (KLE) provides easy access to a wide range of learning resources including lecture notes, digitised readings (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.

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.

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. Please note that students cannot take both a Global Challenge Pathway (GCP) and the semester abroad option.

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

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

Whilst students are studying abroad any Student Finance eligibility will continue, where applicable students may be eligible for specific travel or disability grants. Students who meet external eligibility criteria may be eligible for grants as part of this programme. Students studying outside of this programme may be eligible for income dependent bursaries at Keele. Students travel on a comprehensive Keele University insurance plan, for which there are currently no additional charges. Some governments and/or universities require additional compulsory health coverage plans; costs for this will be advised during the application process.

Study Abroad (International Year)

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

Study Abroad (Summer School)

In addition to the Study Abroad options of spending a semester or a year at one of Keele's international partner universities, students can choose a unique 4-week study abroad optional module (15 credits), taking place in the summer before either Year 2 or Year 3: *The American South: US Summer School.* Previous placements on the module have been funded in part by the Turing Scheme, with additional funding made available for students from Widening Participation backgrounds.

Work Placement Year

Students have the opportunity to apply directly for the 4-year 'with Work Placement Year' degree programme or to transfer onto the 4-year degree programme at the end of Year-1 and in Year-2 at the end of Semester 1. 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 their year-long placement. Eligibility rules are included in the Annex.

Students wishing to take the work placement year should meet with the Programme Director to obtain their signature to confirm agreement before they will be allowed to commence their placement.

International students who require a Tier 4 visa must check with the Immigration Compliance Team prior to commencing any form of placement.

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

Other opportunities

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 Revalidation 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. QAA Subject Benchmark Statement: Education Studies (2019) https://www.qaa.ac.uk/docs/qaa/subject-benchmark-statements/subject-benchmark-statement-education-studies.pdf?sfvrsn=3ae2cb81_5 / English (2023) https://www.qaa.ac.uk/the-quality-code/subject-benchmark-statements/subject-benchmark-statement-english

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

21. Annex - International Year

BA (Hons) Education and English with International Year

International Year Programme
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. 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. 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.
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 in Semester 1 at Level 5 is normally required. Places on the International Year are then conditional on achieving an average mark of 55% across all Level 5 modules. 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 Academic Mentor, 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 Academic Mentoring 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. Pose meaningful and incisive historical questions in a global context.

In addition, students who complete the International Year will be able to:

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 who meet external eligibility criteria may be eligible for grants as part of this programme. Students studying outside of this programme may be eligible income dependent bursaries at Keele.

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

22. Annex - Work Placement Year

BA (Hons) Education and English 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 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. In-depth experience of a relevant workplace and the variety of ways in which their skills can be used in the world outside the university.
2. The opportunity to further develop their employability through skills development and reflection, enhanced organisational and sector knowledge, and networking and interpersonal communication.

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 the end of Year-1 and in Year-2 at the end of Semester 1. 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, (* or equivalent, work placement), will be automatically transferred onto the 3-year degree programme.

* We recommend where possible students undertake a placement of between 9 - 12 months on a full-time basis to maximize academic and personal growth. However, the Work Placement Year mandates a minimum of 24 weeks in duration, ideally on a full-time basis, but no less than 21 hours per week. This enables those undertaking an unpaid placement to work on a part-time basis alongside.

The criteria to be applied are:

- A good University attendance record and be in 'good academic standing'.
- Academic Performance (an average of 50% across all modules in Semester 1 at Level 5 is normally required. Places on the Work Placement Year are then conditional on achieving an average mark of 50% across all Level 5 modules. Students with up to 15 credits of re-assessment who meet the 50% requirement may progress to the Work Placement Year. Where no Semester 1 marks have been awarded performance in 1st year marks and ongoing 2nd year assessments are taken into account).
- Students undertaking work placements will be expected to complete a Health and Safety checklist 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 only)* 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 in their placement organization at around 5 weeks after the placement has commenced, and then visit again (or conduct a telephone/video call tutorial) at around 15 weeks into the placement.
- Weekly supervision sessions will take place with the placement supervisor (or his/her nominee) throughout the duration of 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 and discuss the variety of ways in which skills developed during the study of English Literature can be deployed in non-academic contexts.
2. Develop broader organisational/sector understanding and reflect upon their activities in this context.
3. Assess their own strengths and weaknesses in an employment context.
4. Articulate their placement skills and experiences effectively and through a variety of means (verbal and written).

These learning outcomes will be assessed through the non-credit bearing Work Placement Year module (ENG-30090) which provides a structure to ensure that students make the most of the placement as a learning experience. They will complete an initial plan when they begin their placement, deliver a presentation focusing on their placement progress, and submit a final portfolio.

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 ENG-30090.
- In order to ensure a high quality placement experience, each placement agency will sign up to a placement contract (analogous to a service level agreement).
- Once a student has been accepted by a placement organisation, the student will make a pre-placement visit and a member of staff identified within the placement contract will be assigned as the placement supervisor. 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; 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 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.

A small stipend may be available to students from the placement provider during the placement but this will need to be explored on a placement-by-placement basis as some organisations, such as charities, may not have any extra money available. Students should budget with the assumption that their placement will be unpaid.

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: 28 April 2025

Previous documents

Version No	Year	Owner	Date Approved	Summary of and rationale for changes