

Programme Specification: Undergraduate

For Academic Year 2025/26

1. Course Summary

Names of programme and award title(s)	BA (Hons) Education and Sociology BA (Hons) Education and Sociology with International Year (see Annex for details) BA (Hons) Education and Sociology with Work Placement Year (see Annex for details)
Award type	Single Honours
Mode of study	Full-time
Framework of Higher Education Qualification (FHEQ) level of final award	Level 6
Normal length of the programme	3 years; 4 years with either the International Year or Placement Year between years 2 and 3
Maximum period of registration	The normal length as specified above plus 3 years
Location of study	Keele Campus
Accreditation (if applicable)	Not applicable
Regulator	Office for Students (OfS)
Tuition Fees	<p>UK students:</p> <p>Fee for 2025/26 is £9,535*</p> <p>International students:</p> <p>Fee for 2025/26 is £17,700**</p> <p>The fee for the international year abroad is calculated at 15% of the standard year fee</p> <p>The fee for the work placement year is calculated at 20% of the standard year fee</p>

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

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

** 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 on studying Education and Sociology to gain valuable academic subject expertise and professional skills, enabling you to become changemakers in society, particularly within the broad fields of teaching and working with learners. In line with Keele's learning strategy and Keele's graduate attributes, our single honours degree delivers active social learning through interactive teaching and experiential learning, working with you to develop your skills and personal effectiveness through authentic, inclusive, and diverse modes of assessment.

3. Overview of the Programme

The Education and Sociology programme at Keele explores the relationship between education and society, equipping you with the tools to understand, critique, and address social inequalities and contemporary challenges in education. Whether you aspire to work as a teacher, youth worker, educational policymaker, or in other roles that shape lives and communities, this programme prepares you to make a meaningful difference with sensitivity to injustice and a commitment to change.

In your first year, you will be introduced to foundational concepts and theories in Education and Sociology, developing essential skills for university-level study. You will explore the nature and purpose of education, the role it plays in overcoming inequalities, and the shifting identities of those working within educational systems. This year builds a strong foundation for understanding how education can drive social and political change.

The second year deepens your understanding of core sociological debates and theories, engaging with contemporary, intersectional, and global perspectives. You will examine pressing educational issues, such as inclusion, against the backdrop of social change and digital transformations. Through methods-focused modules and applied assessments, you will develop key research, data-handling, and communication skills while engaging with external partners to build networks and enhance your professional readiness.

In your final year, you will focus on how education and sociology can be mobilised to improve social conditions and shape a better future. You will explore critical challenges facing education, such as the role of AI, and have opportunities to connect with professionals in public and community sectors to apply your knowledge in real-world contexts. This year culminates in an independent research project, allowing you to investigate a topic of personal interest and showcase the analytical, practical, and leadership skills you have developed.

By the end of the programme, you will have gained a strong foundation in critical thinking, research, and practical skills that prepare you for a range of careers or further study. While many graduates pursue teaching, this degree also opens pathways to careers working with young people, community organisations, policymaking, and beyond. Wherever your ambitions lie, the Education and Sociology programme empowers you to make a positive impact on society and transform the life chances of others.

4. Aims of the programme

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

- Think critically and reflexively about social structures, educational institutions, and develop a questioning approach to understanding the underlying causes of social issues and educational inequalities.
- 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.
- Identify and employ appropriate social research tools and data analysis skills to design and carry out empirical research, including quantitative and qualitative methods, and data analysis, considering the ethical issues related to this.
- Engage with education and community professionals in addressing social and educational challenges and promoting sustainable change.
- Confidently conduct authentic research on a topic of your choice and make a contribution to the field of education and sociology.
- 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.

5. What you will learn

The programme ILOs follow Keele's four Graduate Attributes (**academic expertise, professional skills, personal and effectiveness, social and ethical responsibility**) and entail Keele's four main curriculum themes (**inclusivity, digital capability, external engagement, and active learning**).

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 factors accounting for social and educational change, focusing on their own role in becoming informed and active practitioners and citizens with a continuing interest in education and sociology
- established concepts and theoretical approaches to sociology and the relationship to divisions and inequalities that exist in different social and cultural contexts
- 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.
- 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.
- how those in the education profession (broadly imagined) can be mobilised to imagine and advance social change to benefit children and young people
- contemporary sociological theories and approaches, recognising intersectional and non-Western forms of knowledge, the changing global and digital landscape, and the non-human world
- the range of possible careers open to Education 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:

- construct reasoned arguments, synthesise relevant information and exercise critical judgement to engage with debates, concepts and empirical findings
- formulate and investigate sociologically and educationally informed questions to address complex social phenomena
- employ major educational theoretical perspectives, concepts and empirical evidence to analyse and interpret various aspects and patterns within education and schooling
- identify, assess, and analyse diverse sources of theoretical and empirical evidence, to construct robust arguments in favour of 'good' educational practice
- evaluate the accuracy and reliability of sources, and use that knowledge to appropriately discuss and apply evidence
- identify, interpret and apply appropriate methods of data collection and analysis
- identify, investigate, analyse, formulate and advocate solutions to problems
- identify a suitable topic for research; develop and evaluate research questions and hypotheses; systematically search for and identify the most relevant literature; and assess and analyse the ethical implications of research and enquiry.

Key or transferable skills (including employability skills)

Successful students will be able to:

- Understand and demonstrate the leadership skills necessary to effect social and political change in the communities in which they live and in workplace situations.
- Effectively communicate through a variety of formats in speech and in writing to different internal and external audiences and to create and produce information and media in an innovative manner.
- Interpret, analyse, apply and present numerical, textual and other forms of data.
- Work independently, demonstrating initiative, self-organisation and time management, to become a mature, independent learner able to complete tasks efficiently.
- Collaborate with others to achieve common goals and to pursue research projects across a range of issues using methods grounded in social science.
- Develop and demonstrate the ethical awareness and personal effectiveness that is crucial in today's changing society and that will make them active and informed citizens.
- Engage with external partners and develop their networking skills, engaging with and presenting information to external partners as required.

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 follows Keele Learning Principles and the Education and Sociology programmes' Learning Strategies. They follow the logic of scaffolding and thus vary according to the subject matter and level of the module. They include the following:

- **Traditional lectures** where the lecturer or external partner (where appropriate) provides students with content and a framework for reading and independent study. Most lecturers employ presentation software such as Microsoft PowerPoint, while sometimes also making use of video and audio presentations in the lecture hall. Lectures allow students to gain a systematic understanding both of key theoretical approaches to education and sociology and of fundamental concepts employed in studying the subjects.
- **Interactive learning** in large classes where students can work together in smaller groups, interact with the lecturer and reflect on their own learning. Interactive lectures may, for example, involve the use of voting systems or involve students in a variety of other learning activities.
- **Tutorials and seminars** where current topics and challenges can be discussed in greater depth with academics, peers and external partners (where appropriate) in smaller groups of students. Students have opportunities to ask questions about, and suggest answers to, problems encountered in education and sociology and to present their own ideas. Students are expected to play a full part in, and occasionally to lead, these discussions, either individually, or as part of a small team. Some tutorials and seminars involve presentations, from individual students or students working in small groups.
- **Workshops** where students can gain hands-on skills related to the subject. Examples include data-based workshops where students can examine and interpret data, developing their data analysis skills either independently or in small groups with the support of the lecturer; and research skills workshops, where students can reflect on their own skills and practice and learn from others.
- **Independent study** is based on directed reading from textbooks, research monographs, academic journals, official government publications, the printed media and appropriate internet resources. When combined with lectures, independent study is an integral part of developing proper understanding of key concepts, approaches and debates in the field.
- **Web-based learning** using the Keele Learning Environment (KLE) and Microsoft Teams and related MS programmes and services. The KLE and MS Teams are accessible to all students on and off campus and provide easy access to a wide range of resources and research tools and can be used as a platform for online discussions, quizzes and blogs.
- **Dissertation**. The dissertation module in Education provides the opportunity to receive training in designing a research project and then implementing it independently, with the supervision and support of experienced and active researchers.
- **Simulations and experiential learning** in tutorials, seminars and extra-curricular activities, where students can simulate real political and social situations in groups including designing and communicating manifestos for change, leadership simulations and more.

Apart from these formal activities, students will also be provided with regular opportunities to talk through areas of difficulty, and any additional learning needs they may have, with their Academic Mentors, module leaders or seminar tutors on a one-to-one basis.

These learning and teaching methods have a diverse set of assessment types that enable students to develop their subject specific and key transferable skills through the subject knowledge and understanding they have gained on a module, enabling students to achieve the learning outcomes of the programme in a variety of ways. For example:

- Lectures and independent study allow students to gain a systematic understanding of key theoretical approaches to Education and Sociology and of fundamental concepts employed in the disciplines, and of how they may be used during seminars and tutorials to analyse a variety of contemporary problems in education.
- Seminars, tutorials and online discussions provide opportunities for students to ask questions about, and suggest answers to, problems encountered in education and sociology in a responsible way, and to present their own ideas to members of staff and other students using an appropriate medium of communication.
- Interactive lectures, seminars and web-based activities encourage students to reflect on their own learning and take responsibility for its development by addressing areas of difficulty, perhaps by discussing them with fellow students or by getting additional help from a member of staff.
- Undertaking a research dissertation with the support of an experienced and active researcher allows students to formulate relevant research questions and devise a feasible and ethically sound strategy for

answering them.

- Participating in simulations and real-world scenarios allows students to apply their knowledge and skills to relevant issues in contemporary politics and sociology.

7. Teaching Staff

The teaching staff consist of academics with substantial experience in teaching and research. All members of staff have doctorates in Education, Sociology or closely related social science subjects. Staff are involved in research or scholarship and have published widely in international journals and through monographs. The work of some members of staff has been used directly in shaping policy in their areas of expertise at local, national and international levels. The programmes also contain staff who have extensive media experience, having appeared on international, national and local news. All members of staff in the Education and Sociology programmes complete appropriate training as part of their induction to university teaching and all are members or associates of Advance HE and/or have a formal teaching qualification.

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 students 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 based on 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 modules delivered as part of the programme. They are:

- Compulsory modules - a module that students are required to study on this course
- Optional modules - these allow 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 (at Level 5 this is a faculty-funded module). 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:

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

Year	Compulsory	Optional	
		Min	Max
Level 4	75	45	45
Level 5	105	15	15
Level 6	45	75	75

Module Lists

Level 4

Compulsory modules	Module Code	Credits	Period
Education Past and Present	EDU-10078	30	Semester 1-2
Understanding Inequalities	SOC-10041	30	Semester 1-2
Becoming a Social Scientist	SSC-10001	15	Semester 1-2

Optional modules	Module Code	Credits	Period
Understanding Learning in the Classroom	EDU-10084	30	Semester 1
Children and Learners in Society	EDU-10080	15	Semester 1-2
Society, People, Place: Global Issues and Local Realities	SOC-10039	30	Semester 1-2
Imagining Social Order and Deviance	SSC-10002	15	Semester 2

Level 5

Compulsory modules	Module Code	Credits	Period
Redefining Social Theory: Digital and Global Perspectives	SOC-20081	30	Semester 1
Social Sciences at Work	SSC-20005	15	Semester 1
Social Science Research Methods and Data Analysis	SSC-20003	30	Semester 1-2
Diversity and Inclusion in Education	EDU-20054	30	Semester 2

Optional modules	Module Code	Credits	Period
Critical Issues in Higher Education	EDU-20052	15	Semester 1-2
Social Design	SOC-20079	15	Semester 2
Social Sciences Placement	SSC-20001	15	Semester 2

Level 5 Module Rules

Students can choose 15 credits of optional modules:

They must choose ONE of EDU-20052 Critical Issues in Higher Education, SSC-20001 Social Sciences Placement or SOC-20079 Social Design or a Global Challenges Pathway or Languages module.

Level 6

Compulsory modules	Module Code	Credits	Period
Educational Trends and Futures	EDU-30134	30	Semester 1
Engaged Social Science	SSC-30005	15	Semester 1-2

Optional modules	Module Code	Credits	Period
Independent Research Project - ISP	EDU-30071	30	Semester 1-2
What is Education For?	EDU-30136	15	Semester 1-2
Dissertation - ISP	SOC-30028	30	Semester 1-2
Gender, Sexuality and Power	SOC-30057	30	Semester 1-2
Home and Belonging in a Precarious World	SOC-30059	30	Semester 1-2
Advanced Professional Placement in Social Sciences	SSC-30003	15	Semester 1-2
Educational Policy: Making Change	EDU-30132	30	Semester 2
Beyond Human	SSC-30001	15	Semester 2

Level 6 Module Rules

Students choose 75 credits of optional modules:

They must complete a Dissertation/ISP, so students must take EITHER Independent Research Project (Education) OR Independent Study Project in Sociology.

They must also choose ONE module from EDU-30136 What is Education For; SSC-30003 Work Placement for Social Sciences Final Year Students or a Global Challenges Pathway or Languages 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.	Education Past and Present
Evaluate historical and contemporary education practices within local and national contexts.	Education Past and Present
Understand the role of education in promoting social justice, equity and inclusion.	Education Past and Present
Demonstrate knowledge and understanding of established concepts and theoretical approaches to sociology and the relationship to divisions and inequalities that exist in different social and cultural contexts	Understanding Inequalities; Society, People and Place: Global Issues and Local Realities
Demonstrate knowledge and understanding of the factors accounting for social and political change, focusing on their own role in becoming informed and active citizens with a continuing interest in education and sociology	Understanding Inequalities; Education Past and Present
Identify the causes and impacts of various forms of discrimination and inequalities across different cultures and societies.	Education Past and Present; Educational Identities and Spaces; Society, People and Place: Global Issues and Local Realities; Understanding Inequalities
Describe the theories and methodological approaches used by sociologists for investigating culture and society and identify where sociology can be mobilised through community engagement.	Society, People and Place: Global Issues and Local Realities

Subject Specific Skills	
Learning Outcome	Module in which this is delivered
Communicate effectively in written and oral forms to a variety of audiences.	Education Past and Present; People and Place: Global Issues and Local Realities; Understanding Inequalities
Manage time effectively and undertake self-directed learning to achieve academic goals.	Education Past and Present; Society, People and Place: Global Issues and Local Realities; Understanding Inequalities
Active listening and engagement with a diverse range of people.	Education Past and Present; Society, People and Place: Global Issues; Understanding Inequalities and Local Realities; Imagining Social Order and Deviance
Apply basic sociological concepts and theories to real-world examples and case studies to illustrate their relevance and implications.	Understanding Inequalities; Society, People and Place: Global Issues and Local Realities

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.	All level 4 modules.
Written communication skills through the preparation of structured and coherent essays, reports, and other written assignments.	All level 4 modules.
Active listening and note-taking abilities during lectures, seminars, and group discussions.	All level 4 modules.
Collaborate effectively with peers in group discussions or group activities, demonstrating interpersonal and teamwork skills.	All level 4 modules.
Basic information and digital literacy skills to locate, evaluate, and ethically use online resources and digital tools for research and assignments.	All level 4 modules.
Reflect on personal skills attributes, identify where there may be gaps, and recognize how these might be addressed.	All level 4 modules.

Level 5

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
Understand and evaluate the importance of the historical, social, political and cultural contexts in which education occurs	Diversity and Inclusion in Education
Analyse and critically assess social science research using appropriate methodologies	Social Science Research Methods and Data Analysis
Develop an awareness of ethical considerations and professional standards in education	Social Science Research Methods and Data Analysis
Foster a positive and inclusive learning environment that supports the well-being and development of all learners	Diversity and Inclusion in Education; Social Science Research Methods and Data Analysis; Redefining Social Theory
Engage with current research literature and identify areas for further investigation	Diversity and Inclusion in Education; Social Science Research Methods and Data Analysis; Redefining Social Theory
Critically evaluate contemporary sociological theories, including poststructural, intersectional, and non-Western perspectives, in the context of global and digital transformations.	Redefining Social Theory
Critically assess the complexities and challenges of the modern world and the role of sociological perspectives in understanding and navigating these issues.	Redefining Social Theory
Examine how sociological theories have evolved to incorporate debates about positionality, difference, and the non-human world, developing a critical appreciation of competing perspectives to formulate theoretically informed questions about the social world.	Redefining Social Theory

Subject Specific Skills	
Learning Outcome	Module in which this is delivered
Develop and adapt curricula to meet the diverse needs of learners and educational standards	Diversity and Inclusion in Education
Conform to academic conventions, reflect on own performance, and present materials in a coherent and professional fashion.	All level 5 modules.
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
Demonstrate a critical appreciation for how sociological concepts and theories can be applied to real-world examples and case studies to illustrate their relevance and implications.	Redefining Social Theory
Identify and distinguish between various quantitative and qualitative research methods and data sources used by educational researchers.	Social Science Research Methods and Data Analysis
Interpret, analyze and explain patterns of data relating to international systems of schooling outside of the 'Global North'.	Diversity and Inclusion in Education
Explain the process of producing research in education, the difference between methodology and method, and the suitability of different data collection procedures for various research problems.	Social Science Research Methods and Data Analysis
Identify potential career paths and opportunities within the broad field of education (and not limited to teaching), so as to consider the transferability of knowledge and skills.	Social Science at Work.

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.	All Level 5 modules
Preparation of well-structured and coherent written assignments for the exposition of complex information and data.	All Level 5 modules
Reflect on personal skills attributes, identify where there may be gaps, and recognize how these might be addressed.	Social Science at Work
Evaluate strategies and methods for answering research questions or hypotheses, constructing appropriate strategies and methods considering the ethical implications of such designs.	Social Science Research Methods and Data Analysis

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	Independent Research Project in Education; Independent Study Project in Sociology
Design and integrate educational technologies and digital tools to enhance learning experiences	Education Trends and Futures
Apply educational theories to address real-world challenges in educational settings	Education Trends and Futures; Education Policy: Making Change
Cultivate independent skills in defining problems and developing expertise in interpreting and evaluating research within particular areas of sociology.	Gender, Sexuality, and Power; Home and Belonging; Beyond Human
Demonstrate systematic understandings of key aspects of social life, judging the merits of competing sociological explanations	All modules taken as part of the Education and Sociology programme.
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; Independent Study Project in Sociology
Critically analyse educational literature or a practice-based issue to address a specific problem/issue.	Independent Research Project in Education; Independent Study Project in Sociology
Develop a personal and professional roadmap for navigating future educational change and propose alternatives for the future.	All modules taken as part of the Education and Sociology programme.
Understand the ways in which pedagogic knowledge can be transformative for the lives of children and young people and how that can be mobilized in practice.	All level 6 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 modules offered as part of the education and sociology programme
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 modules offered as part of the education and sociology programme
Evaluate the increasing complexity of educational and pedagogic knowledge.	All level 6 modules offered as part of the education and sociology programme
Assess social thought and recognise the contingency and critique of the sociological enterprise, suggesting possibilities for future work.	All level 6 modules offered as part of the education and sociology programme
Evaluate the increasing complexity of sociological knowledge.	All level 6 modules offered as part of the education and sociology programme
Critically evaluate primary and secondary source material, synthesise arguments, and present discussions in written form.	All level 6 modules offered as part of the education and sociology programme
Assess usefulness and application of social scientific knowledge in the context of a range of possible careers and opportunities.	Engaged Social Science; Education Trends and Futures

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 modules
Locate, review, evaluate and analyse literature and empirical data on a research topic.	All level 6 modules
Mobilize advanced written and oral skills into different personal and professional settings.	All level 6 modules

9. Final and intermediate awards

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

BA (Hons) Education and Sociology	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 provide students with the opportunity to formulate arguments and develop ideas using evidence obtained from library research or other valid sources. As such, the essay assessment enables students to develop their research skills, which involve the ability to sort legitimate from illegitimate source materials, and other academic conventions, such as referencing.
- Oral Presentations assess students' subject knowledge and understanding. They may also test their ability to work effectively as members of a team, to communicate what they know orally and visually to a range of different stakeholders, and to reflect on these processes as part of their own personal development.
- Reflective Diaries require students to write a reflexive account of their experiences of school and university and link these experiences to learning theory acquired in the classroom. The purpose of this assessment is to encourage students to reflect on their own experiences in order to become more successful learners as well as preparing them for reflexive practice in the classroom or other settings involving young people.
- 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.
- The Research Proposal requires students to design and develop an independent research project and think through theoretical problems surrounding methodology and practical concerns relating to, for example, availability of sample, financial restrictions, and time limits. Again, this form of assessment is key to the development of independent research skills and a portfolio of employability skills.
- 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,
- Creating digital resources such as a blog or vlog exposes students to key aspects of digital education and learning and encourages them to present content in ways which are imaginative and engages a wide variety of stakeholders including more marginalized communities. Such dissemination is crucial to promoting access and is an important tool for future educators.
- 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)	24%	76%	0%
Year 2 (Level 5)	17%	83%	0%
Year 3 (Level 6)	16.8%	76.5%	6.7%

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.
- The School of Social Science also has a dedicated student experience and support officer.
- All members of teaching staff in Education and Sociology 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 is 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 Education materials relevant to undergraduate study held in the University Library. These materials include books, journals, and government publications. Much of this material is also accessible online to Keele students from anywhere in the world with a University username and password.
- The Keele Learning Environment (KLE) which provides easy access to a wide range of learning resources including lecture notes, 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.
- Most modules have electronic resource lists generated using Talis Aspire, a software package that allows students to access online journal articles, digitised readings, websites and other resources by clicking on links in a single document.
- 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.

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.

NOTE - If you choose to take the semester abroad you will only complete 15 credits of the Social Science Research Methods and Data Analysis which will be taken in semester 1. This will involve completing an assessment commensurate with a 15 credit module.

18. Additional Costs

Activity	Estimated Cost
Education Identities and Spaces field trips	£30
Education Inequalities field trips	£30
Total estimated additional costs	£60

These costs have been forecast by the University as accurately as possible but may be subject to change as a result of factors outside of our control (for example, increase in costs for external services). Forecast costs are reviewed on an annual basis to ensure they remain representative. Where additional costs are in direct control of the University we will ensure increases do not exceed 5%.

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 for Education (2019): https://www.qaa.ac.uk/docs/qaa/subject-benchmark-statements/subject-benchmark-statement-education-studies.pdf?sfvrsn=3ae2cb81_5

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

21. Annex - International Year

BA (Hons) Education and Sociology with International Year

<p>International Year Programme</p> <p>Students registered for this Single Honours programme may either be admitted for or apply to transfer during their period of study at Level 5 to the International Year option. Students accepted onto this option will have an extra year of study (the International Year) at an international partner institution after they have completed Year 2 (Level 5) at Keele.</p> <p>Students who successfully complete both the second year (Level 5) and the International Year will be permitted to progress to Level 6. Students who fail to satisfy the examiners in respect of the International Year will normally revert to the standard programme and progress to Level 6 on that basis. The failure will be recorded on the student's final transcript.</p> <p>Study at Level 4, Level 5 and Level 6 will be as per the main body of this document. The additional detail contained in this annex will pertain solely to students registered for the International Year option.</p>
<p>International Year Programme Aims</p> <p>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:</p> <ol style="list-style-type: none"> 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
<p>Entry Requirements for the International Year</p>

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.

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 Sociology 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. 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. The opportunity to develop and consolidate the knowledge and skills they have gained during the course of their studies at Level 4 and 5.
4. A professional CV and portfolio that they can use when applying for employment

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 the variety of ways in which skills developed during the study of Social Sciences 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 critically reflect on their enhanced skill set in front of an audience
4. Understand the aims and priorities, as well as the strengths and possible limitations, of an external organisation and complete tasks as directed
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 (SOC30051) 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 Social, Political and Global Studies 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 (SOC-30051).
- 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 March 2025

Previous documents

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