

Programme Specification: Undergraduate

For Academic Year 2025/26

1. Course Summary

Names of programme and award title(s)	BA (Hons) History and Education BA (Hons) History and Education with International Year (see Annex for details) BA (Hons) History and Education 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

At Keele, you will explore how understandings of the past continue to shape the present, and you will learn how to apply History to address urgent Education issues facing the world today. Our distinctive approach focuses on two core elements. First, you will study History and Education as academic subjects: you will explore theories, how the education system works, and themes such as changes in social mobility and inequality over time. You will examine these aspects by being exposed to a range of exciting ideas and theories from disciplines like sociology, psychology, and philosophy. The second element is practical: you will develop your skills through looking at how theoretical ideas and concepts can be applied in diverse learning environments from classrooms with children, to working with the local community. Through field trips, visiting speakers, placements in schools, and experiential learning opportunities, we will expose you to real world situations to help you to build a portfolio of work experience and wider skills.

The programme is carefully constructed over three years to develop your transferrable skills. In your first year, you will be introduced to historical chronology and the landscape of schooling and education in the modern world. In your second year, you will build on this chronological and theoretical knowledge to explore historical and contemporary themes, including marginalization and how government policies often contribute to the disenfranchisement of groups in education. By working closely with groups in the local community, you will have the chance to see just how inequalities manifest in society. In your third year, you will apply the knowledge and methods refined over the last two years to specialist case studies and produce your own final year project. You will learn about the big challenges facing the world today, such as the rise of A.I. and climate change, and the ways in which History and Education can help to address them. You will also develop your own ideas around policy and practice. By the end of the degree, you will have acquired a range of critical and practical skills which you will be able to use in your future career. Whilst many of our students go into teaching, this degree will have prepared you, if you wish, for a broader range of public-facing careers or further study. Wherever you go, our unique combination of History and Education combined with active practical application will set you up to make changes to the life chances of others in society.

Your academic studies will be complemented and enhanced with discipline-specific professional development modules to engage with the wider applications of History and Education beyond the classroom. You will have the option to undertake a work placement in year two and/or year three. You will also have the opportunity to undertake a study abroad placement in semester two of year two. Across the programme, you will acquire key employability skills, including but not limited to: communication of ideas to a wide range of audiences; critical analysis and interpretation of information; and the creation of original and effective arguments.

4. Aims of the programme

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

- Develop your understanding of key historical themes and issues, and how they have affected societies across time and place
- Interrogate the interplay between government, society and education in the past and present
- Explore a range of contemporary topics relevant to working with young people in schools and within wider society in the domains of sociology, curriculum studies, cultural studies, psychology, and global education
- Apply key approaches and theories in History and Education to develop your own original analyses and arguments
- Enhance your communication, research and critical evaluation skills, both working as an individual and collaboratively in groups
- Engage with an inclusive curriculum that showcases a commitment to equality, diversity and accessibility in both teaching methods and learning content
- Engage with stakeholders in addressing social issues and promoting social change
- Foster an appreciation for interdisciplinary approaches and perspectives through a sustained and deep engagement with cognate Humanities and Social Sciences disciplines
- Demonstrate a wide range of professional skills acquired over the course of the programme 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:

- Complexities of historical issues in medieval, early modern and modern world histories, with a focus on changes in Education across time and space
- Developments in contemporary education in Britain and the significance of historical, social, political and economic contexts on shaping education policy
- Theories and approaches in History and Education, recognising intersectional forms of knowledge, the changing global and digital landscape, and the role of History and Education in advancing solutions to global issues
- Research methodologies, tools and skills used to design and conduct empirical research across History and Education, including quantitative and qualitative methods, and data analysis, and the importance of ethical issues related to this
- The range of possible careers open to History and 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:

- apply complex ideas, theories, and approaches to historical and contemporary issues in education
- critically evaluate and interpret sources, both primary and secondary
- investigate, analyse, formulate and advocate solutions to problems

Key or transferable skills (including employability skills)

Successful students will be able to:

- work individually and in groups in order to solve complex problems
- communicate ideas persuasively to a wide range of audiences and in different formats
- appreciate inclusivity, sustainability and accessibility in a range of contexts

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.

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.

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

- lectures and independent study allow students to gain a broad understanding of key aspects of the past;
- seminars, tutorials, workshops, and online collaboration provide opportunities for students to ask questions about, and suggest answers to, historical problems, and to present their own ideas to members of staff and other students using an appropriate medium of communication;
- undertaking a research dissertation with the support of an experienced and active researcher allows students to formulate relevant research questions and devise a strategy for answering them.

7. Teaching Staff

At Keele, you will encounter a supportive community of enthusiastic tutors committed to developing your skills and knowledge on every step of your student journey. History teaching content ranges in time from the eighth century to the very recent past, and in place from the immediate environment of the North Midlands to continental Europe, Asia, Africa and America. Education teaching content includes a wide range of timely thematic and theoretical issues, including the history of education, educational policy, sociology of education, anthropology and youth studies. All current permanent teaching staff have doctorates (PhDs or equivalent). All are active researchers and members of the research institutes at Keele, including the Keele Institute for Social Inclusion, and their work has been widely published in books and leading international journals. In the most recent government-run assessment of research in History, the REF 2021, 84% of History research outputs (e.g. books and articles) were deemed to be 'Internationally Excellent' [3*], while 60% were judged to be in the top category ('World-Leading' [4*]).

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 (Semester 1), and from mid-January to the end of April (Semester 2). Our degree courses are organised into modules. Each module is usually a self-contained unit of study of either 15 or 30 credits, corresponding to either 150 or 300 hours of combined classroom and independent study. 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
Education Past and Present	EDU-10078	30	Semester 1-2
Defining Moments in World History, c.1000-2000	HIS-10049	30	Semester 1-2

Optional modules	Module Code	Credits	Period
Understanding Learning in the Classroom	EDU-10084	30	Semester 1
Power, Belief and Identity: The Medieval and Early Modern Worlds, 500-1789	HIS-10051	30	Semester 1
Becoming a Social Scientist	SSC-10001	15	Semester 1
Children and Learners in Society	EDU-10080	15	Semester 1-2
Education Identities and Spaces	EDU-10082	30	Semester 2
Modern History: From the Industrial Revolution to the Global Pandemic	HIS-10048	30	Semester 2
History in Media and Film: The Presentation of the Past in Contemporary Culture	HIS-10050	15	Semester 2
Applied History: What's Past is Present	HIS-10052	15	Semester 2

Level 4 Module Rules

Students must take ONE of the following professional development modules: Applied History: What's Past is Present or Becoming a Social Scientist. Including the compulsory modules, students must take at least 45 credits of both History and Education.

Level 5

Compulsory modules	Module Code	Credits	Period
Themes, Debates and Sources in History	HIS-20129	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
Reformation and Revolution: Creating Britain and America	HIS-20125	15	Semester 1
Colonial legacies: the inconvenient histories of individuals, since 1800. families, and communities	HIS-20137	15	Semester 1
Social Sciences at Work	SSC-20005	15	Semester 1
Social Sciences Placement	SSC-20001	15	Semester 1-2
Critical Issues in Higher Education	EDU-20052	15	Semester 2
The History of the Camp: From the GULAG to The Jungle	HIS-20092	15	Semester 2
History in the Headlines	HIS-20123	30	Semester 2
Persecution in Medieval Europe	HIS-20133	15	Semester 2
Applied History 2: Working with the Past	HIS-20139	15	Semester 2
World Wars and the Age of Extremes	HIS-20142	15	Semester 2

Level 5 Module Rules

Students must take ONE of the following professional development modules: Applied History: Working with the Past; Professional Experience with History (Year 2); Social Science at Work; or Social Sciences Work Placement. In addition, including the compulsory modules, students must take at least 45 credits of both History and Education.

Level 6

Optional modules	Module Code	Credits	Period
The American South: US Summer School (Level 6)	LIB-30006	15	Semester 0
Educational Trends and Futures	EDU-30134	30	Semester 1
The Age of Migration in Global Perspective: gender, disability, race, and place	HIS-30173	15	Semester 1
Christians, Muslims and Crusaders 1095-1204	HIS-30179	15	Semester 1
Engaged Social Science	SSC-30005	15	Semester 1
Independent Research Project - ISP	EDU-30071	30	Semester 1-2
What is Education For?	EDU-30136	15	Semester 1-2
Dissertation for History - ISP	HIS-30177	30	Semester 1-2
Work Placement for Social Sciences Final Year Students	SSC-30003	15	Semester 1-2
Educational Policy: Making Change	EDU-30132	30	Semester 2
After Hitler: West Germany and the Transition to Democracy II	HIS-30116	15	Semester 2
Killing the King: The English Revolution 1640-49	HIS-30181	15	Semester 2
Applied History 3: Looking to the Future	HIS-30185	15	Semester 2
Sites of Sexual Conflict in South Asia	HIS-30193	15	Semester 2

Level 6 Module Rules

Students must choose one of the project/dissertation options; they may do both. Students must take at least one of the following professional development modules: Applied History: Looking to the Future; Professional Experience with History (Year 3); Engaged Social Science; or Social Sciences Work Placement. In addition, including the compulsory modules, students must take at least 45 credits of both History and Education.

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
Complexities of historical issues in medieval, early modern and modern world histories, with a focus on changes in Education across time and space	Defining Moments in World History, 1000-2000 Power, Belief and Identity: The Medieval and Early Modern Worlds, 500-1789 Modern History: From the Industrial Revolution to the Global Pandemic History in Media and Film Understanding Learning in the Classroom Children and Learners in Society Education Identities and Spaces
Developments in contemporary education in Britain and the significance of historical, social, political and economic contexts on shaping education policy	Defining Moments in World History, 1000-2000 Power, Belief and Identity: The Medieval and Early Modern Worlds, 500-1789 Modern History: From the Industrial Revolution to the Global Pandemic History in Media and Film Understanding Learning in the Classroom Children and Learners in Society Education Identities and Spaces
Theories and approaches in History and Education, recognising intersectional forms of knowledge, the changing global and digital landscape, and the role of History and Education in advancing solutions to global issues	Defining Moments in World History, 1000-2000 Power, Belief and Identity: The Medieval and Early Modern Worlds, 500-1789 Modern History: From the Industrial Revolution to the Global Pandemic History in Media and Film Understanding Learning in the Classroom Children and Learners in Society Education Identities and Spaces
Research methodologies, tools and skills used to design and conduct empirical research across History and Education, including quantitative and qualitative methods, and data analysis, and the importance of ethical issues related to this	Defining Moments in World History, 1000-2000 Power, Belief and Identity: The Medieval and Early Modern Worlds, 500-1789 Modern History: From the Industrial Revolution to the Global Pandemic History in Media and Film Understanding Learning in the Classroom Children and Learners in Society Education Identities and Spaces
The range of possible careers open to History and Education graduates including (but not limited to) working with young people in and outside of classroom environments.	Defining Moments in World History, 1000-2000 Power, Belief and Identity: The Medieval and Early Modern Worlds, 500-1789 Modern History: From the Industrial Revolution to the Global Pandemic History in Media and Film Understanding Learning in the Classroom Children and Learners in Society Education Identities and Spaces

Subject Specific Skills	
Learning Outcome	Module in which this is delivered
Apply complex ideas, theories, and approaches to historical and contemporary issues in education	Defining Moments in World History, 1000-2000 Power, Belief and Identity: The Medieval and Early Modern Worlds, 500-1789 Modern History: From the Industrial Revolution to the Global Pandemic History in Media and Film Understanding Learning in the Classroom Children and Learners in Society Education Identities and Spaces
Critically evaluate and interpret sources, both primary and secondary	Defining Moments in World History, 1000-2000 Power, Belief and Identity: The Medieval and Early Modern Worlds, 500-1789 Modern History: From the Industrial Revolution to the Global Pandemic History in Media and Film Understanding Learning in the Classroom Children and Learners in Society Education Identities and Spaces
Investigate, analyse, formulate and advocate solutions to problems	Defining Moments in World History, 1000-2000 Power, Belief and Identity: The Medieval and Early Modern Worlds, 500-1789 Modern History: From the Industrial Revolution to the Global Pandemic History in Media and Film Understanding Learning in the Classroom Children and Learners in Society Education Identities and Spaces

Key or Transferable Skills (graduate attributes)	
Learning Outcome	Module in which this is delivered
Work individually and in groups in order to solve complex problems	Defining Moments in World History, 1000-2000 Power, Belief and Identity: The Medieval and Early Modern Worlds, 500-1789 Modern History: From the Industrial Revolution to the Global Pandemic History in Media and Film Understanding Learning in the Classroom Children and Learners in Society Education Identities and Spaces
Communicate ideas persuasively to a wide range of audiences and in different formats	Defining Moments in World History, 1000-2000 Power, Belief and Identity: The Medieval and Early Modern Worlds, 500-1789 Modern History: From the Industrial Revolution to the Global Pandemic History in Media and Film Understanding Learning in the Classroom Children and Learners in Society Education Identities and Spaces
Appreciate inclusivity, sustainability and accessibility in a range of contexts	Defining Moments in World History, 1000-2000 Power, Belief and Identity: The Medieval and Early Modern Worlds, 500-1789 Modern History: From the Industrial Revolution to the Global Pandemic History in Media and Film Understanding Learning in the Classroom Children and Learners in Society Education Identities and Spaces Applied History: What's Past is Present Becoming a Social Scientist

Level 5

Subject Knowledge and Understanding	
Learning Outcome	Module in which this is delivered
Complexities of historical issues in medieval, early modern and modern world histories, with a focus on changes in Education across time and space	Themes, Sources and Debates in History History in the Headlines Persecution in Medieval Europe World Wars and the Age of Extremes Colonial Legacies: The Inconvenient Histories of Individuals, Families, and Communities since 1800 Reformation and Revolution: Creating Britain and America Diversity and Inclusion in Education Educational Inequalities Critical Issues in Higher Education

Subject Knowledge and Understanding	
Learning Outcome	Module in which this is delivered
Developments in contemporary education in Britain and the significance of historical, social, political and economic contexts on shaping education policy	Themes, Sources and Debates in History History in the Headlines Persecution in Medieval Europe World Wars and the Age of Extremes Colonial Legacies: The Inconvenient Histories of Individuals, Families, and Communities since 1800 Reformation and Revolution: Creating Britain and America Diversity and Inclusion in Education Educational Inequalities Critical Issues in Higher Education
Theories and approaches in History and Education, recognising intersectional forms of knowledge, the changing global and digital landscape, and the role of History and Education in advancing solutions to global issues	Themes, Sources and Debates in History History in the Headlines Persecution in Medieval Europe World Wars and the Age of Extremes Colonial Legacies: The Inconvenient Histories of Individuals, Families, and Communities since 1800 Reformation and Revolution: Creating Britain and America Diversity and Inclusion in Education Educational Inequalities Critical Issues in Higher Education Social Science at Work Social Sciences Work Placement Applied History: Working with the Past Professional Experience with History (Year 2)
Research methodologies, tools and skills used to design and conduct empirical research across History and Education, including quantitative and qualitative methods, and data analysis, and the importance of ethical issues related to this	Themes, Sources and Debates in History History in the Headlines Persecution in Medieval Europe World Wars and the Age of Extremes Colonial Legacies: The Inconvenient Histories of Individuals, Families, and Communities since 1800 Reformation and Revolution: Creating Britain and America Diversity and Inclusion in Education Educational Inequalities Critical Issues in Higher Education Social Science at Work Social Sciences Work Placement Applied History: Working with the Past Professional Experience with History (Year 2)
The range of possible careers open to History and Education graduates including (but not limited to) working with young people in and outside of classroom environments.	Themes, Sources and Debates in History History in the Headlines Persecution in Medieval Europe World Wars and the Age of Extremes Colonial Legacies: The Inconvenient Histories of Individuals, Families, and Communities since 1800 Reformation and Revolution: Creating Britain and America Diversity and Inclusion in Education Educational Inequalities Critical Issues in Higher Education Social Science at Work Social Sciences Work Placement Applied History: Working with the Past Professional Experience with History (Year 2)

Subject Specific Skills	
Learning Outcome	Module in which this is delivered
Apply complex ideas, theories, and approaches to historical and contemporary issues in education	Themes, Sources and Debates in History History in the Headlines Persecution in Medieval Europe World Wars and the Age of Extremes Colonial Legacies: The Inconvenient Histories of Individuals, Families, and Communities since 1800 Reformation and Revolution: Creating Britain and America Diversity and Inclusion in Education Educational Inequalities Critical Issues in Higher Education
Critically evaluate and interpret sources, both primary and secondary	Themes, Sources and Debates in History History in the Headlines Persecution in Medieval Europe World Wars and the Age of Extremes Colonial Legacies: The Inconvenient Histories of Individuals, Families, and Communities since 1800 Reformation and Revolution: Creating Britain and America Diversity and Inclusion in Education Educational Inequalities Critical Issues in Higher Education
Investigate, analyse, formulate and advocate solutions to problems	Themes, Sources and Debates in History History in the Headlines Persecution in Medieval Europe World Wars and the Age of Extremes Colonial Legacies: The Inconvenient Histories of Individuals, Families, and Communities since 1800 Reformation and Revolution: Creating Britain and America Diversity and Inclusion in Education Educational Inequalities Critical Issues in Higher Education Social Science at Work Social Sciences Work Placement Applied History: Working with the Past Professional Experience with History (Year 2)

Key or Transferable Skills (graduate attributes)	
Learning Outcome	Module in which this is delivered
Work individually and in groups in order to solve complex problems	Themes, Sources and Debates in History History in the Headlines Persecution in Medieval Europe World Wars and the Age of Extremes Colonial Legacies: The Inconvenient Histories of Individuals, Families, and Communities since 1800 Reformation and Revolution: Creating Britain and America Diversity and Inclusion in Education Educational Inequalities Critical Issues in Higher Education
Communicate ideas persuasively to a wide range of audiences and in different formats	Themes, Sources and Debates in History History in the Headlines Persecution in Medieval Europe World Wars and the Age of Extremes Colonial Legacies: The Inconvenient Histories of Individuals, Families, and Communities since 1800 Reformation and Revolution: Creating Britain and America Diversity and Inclusion in Education Educational Inequalities Critical Issues in Higher Education
Appreciate inclusivity, sustainability and accessibility in a range of contexts	Themes, Sources and Debates in History History in the Headlines Persecution in Medieval Europe World Wars and the Age of Extremes Colonial Legacies: The Inconvenient Histories of Individuals, Families, and Communities since 1800 Reformation and Revolution: Creating Britain and America Diversity and Inclusion in Education Educational Inequalities Critical Issues in Higher Education Social Science at Work Social Sciences Work Placement Applied History: Working with the Past Professional Experience with History (Year 2)

Level 6

Subject Knowledge and Understanding	
Learning Outcome	Module in which this is delivered
Complexities of historical issues in medieval, early modern and modern world histories, with a focus on changes in Education across time and space	Final Year History Project Dissertation in Education Age of Migration Sites of Sexual Conflict in South Asia Christians, Muslims and Crusaders, 1094-1204 Killing the King: The English Revolution, 1640-49 Educations Trends and Futures Educational Policy: Making Change What is Education For?
Developments in contemporary education in Britain and the significance of historical, social, political and economic contexts on shaping education policy	Final Year History Project Dissertation in Education Age of Migration Sites of Sexual Conflict in South Asia Christians, Muslims and Crusaders, 1094-1204 Killing the King: The English Revolution, 1640-49 Educations Trends and Futures Educational Policy: Making Change What is Education For?
Theories and approaches in History and Education, recognising intersectional forms of knowledge, the changing global and digital landscape, and the role of History and Education in advancing solutions to global issues	Final Year History Project Dissertation in Education Age of Migration Sites of Sexual Conflict in South Asia Christians, Muslims and Crusaders, 1094-1204 Killing the King: The English Revolution, 1640-49 Educations Trends and Futures Educational Policy: Making Change What is Education For?
Research methodologies, tools and skills used to design and conduct empirical research across History and Education, including quantitative and qualitative methods, and data analysis, and the importance of ethical issues related to this	Final Year History Project Dissertation in Education Age of Migration Sites of Sexual Conflict in South Asia Christians, Muslims and Crusaders, 1094-1204 Killing the King: The English Revolution, 1640-49 Educations Trends and Futures Educational Policy: Making Change What is Education For?
The range of possible careers open to History and Education graduates including (but not limited to) working with young people in and outside of classroom environments.	Final Year History Project Dissertation in Education Age of Migration Sites of Sexual Conflict in South Asia Christians, Muslims and Crusaders, 1094-1204 Killing the King: The English Revolution, 1640-49 Educations Trends and Futures Educational Policy: Making Change What is Education For?

Subject Specific Skills	
Learning Outcome	Module in which this is delivered
Apply complex ideas, theories, and approaches to historical and contemporary issues in education	Final Year History Project Dissertation in Education Age of Migration Sites of Sexual Conflict in South Asia Christians, Muslims and Crusaders, 1094-1204 Killing the King: The English Revolution, 1640-49 Educations Trends and Futures Educational Policy: Making Change What is Education For?
Critically evaluate and interpret sources, both primary and secondary	Final Year History Project Dissertation in Education Age of Migration Sites of Sexual Conflict in South Asia Christians, Muslims and Crusaders, 1094-1204 Killing the King: The English Revolution, 1640-49 Educations Trends and Futures Educational Policy: Making Change What is Education For?
Investigate, analyse, formulate and advocate solutions to problems	Final Year History Project Dissertation in Education Age of Migration Sites of Sexual Conflict in South Asia Christians, Muslims and Crusaders, 1094-1204 Killing the King: The English Revolution, 1640-49 Educations Trends and Futures Educational Policy: Making Change What is Education For? Applied History: Looking to the Future Professional Experience with History (Year 3) Engaged Social Science Social Sciences Work Placement

Key or Transferable Skills (graduate attributes)	
Learning Outcome	Module in which this is delivered
Work individually and in groups in order to solve complex problems	Final Year History Project Dissertation in Education Age of Migration Sites of Sexual Conflict in South Asia Christians, Muslims and Crusaders, 1094-1204 Killing the King: The English Revolution, 1640-49 Educations Trends and Futures Educational Policy: Making Change What is Education For?
Communicate ideas persuasively to a wide range of audiences and in different formats	Final Year History Project Dissertation in Education Age of Migration Sites of Sexual Conflict in South Asia Christians, Muslims and Crusaders, 1094-1204 Killing the King: The English Revolution, 1640-49 Educations Trends and Futures Educational Policy: Making Change What is Education For?
Appreciate inclusivity, sustainability and accessibility in a range of contexts	Final Year History Project Dissertation in Education Age of Migration Sites of Sexual Conflict in South Asia Christians, Muslims and Crusaders, 1094-1204 Killing the King: The English Revolution, 1640-49 Educations Trends and Futures Educational Policy: Making Change What is Education For? Professional Experience with History (Year 3) Applied History: Looking to the Future Engaged Social Science Social Sciences Work Placement

9. Final and intermediate awards

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

BA (Hons) History and Education	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:

- Examinations in 'take home' formats test students' knowledge of history, historiography and the interpretation of sources. Examinations may consist of essay, short answer and/or document commentary questions.
- Essays, including those based on case study material, also test the quality and application of subject knowledge. In addition they allow students to demonstrate their ability to carry out basic bibliographic research and to communicate their ideas effectively in writing in an appropriate scholarly style.
- Class tests taken either conventionally or online via Teams or the Keele Learning Environment (KLE) assess students' subject knowledge and their ability to apply it in a more structured and focused way. Reviews of other scholars' work test students' ability to identify and summarise the key points of a text and to evaluate the quality of arguments and the evidence used to support them.
- Research design projects and short research papers test student's knowledge of different research methodologies, the limits of historical knowledge, and their ability to assess and analyse sources. They also enable students to demonstrate their ability to formulate research questions and to answer them using an appropriate strategy and sources
- Oral presentations and reports assess students' subject knowledge and understanding. They also test their ability to work effectively as members of a team, to communicate what they know orally and visually, and to reflect on these processes as part of their own personal development.
- Portfolios may consist of a range of different pieces of work, including reflective exercises on the development of subject-specific and employability skills.
- Authentic assignments may include producing podcasts/videocasts; designing posters; producing creative and/or journalistic writing; outlining and/or delivering an outreach session.
- 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.
- Research Design Projects and associated Research Papers allow students to demonstrate their ability to formulate a research question and identify an appropriate research methodology as part of the task of designing and implementing a research strategy to enable them to address the research question effectively
- 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.
- Reflective diaries provide students with an opportunity to demonstrate skills of critical reflection, reflective practice and reflexivity, critically reflecting on their own skills and learning. Students will also suggest actions arising out of these reflections, making the learning process transformative.

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%	82%	0%
Year 2 (Level 5)	17.3%	82.7%	0%
Year 3 (Level 6)	18.3%	81.7%	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 Convenors are responsible for providing support for learning on the modules and in the tutorial groups for which they are responsible. They also give individual feedback on in-course assessments and more general feedback on examinations.
- Every student is allocated to an Academic Mentor who is responsible for reviewing and advising on students' academic progress in History and Education. 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 a range of specialist health, welfare and financial services co-ordinated by the University's Student Services.
- Non-native English-speaking students 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.
- Additional help with University-level study skills and development can be sought from Student Services.
- All members of teaching staff on the History and Education Programmes are available to see students during advertised weekly consultation hours and at other times by appointment.

16. Learning Resources

History and Education is taught in modern teaching rooms across the University, almost all of which are equipped with computers, internet access and electronic whiteboards or projection equipment. Rooms may be arranged either in traditional lecture format or more informally to allow students to work together in small groups. The learning resources available to students on the Programme include the extensive collection of primary and secondary sources relevant to undergraduate study held in or accessed through the University Library. There is a dedicated Liaison Librarian to support students' research queries. Some of this material is also accessible online to Keele students from anywhere in the world. Microsoft Teams and the Keele Learning Environment (KLE) provide easy access to a wide range of learning resources, including lecture notes, electronic materials available in a repository maintained by the University Library and other resources - video, audio and text-based - accessible from external providers via the internet.

17. Other Learning Opportunities

Study abroad (semester)

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

18. Additional Costs

Work Placement costs: there may be limited costs associated with travel expenses.

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 Statements: History (2022) https://www.qaa.ac.uk/docs/qaa/sbs/sbs-history-22.pdf?sfvrsn=beaedc81_4; Education Studies (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) History and Education 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) History and Education 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: 31 March 2025

Previous documents

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