# Programme Specification: Undergraduate

# For Academic Year 2025/26

## 1. Course Summary

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| **Names of programme and award title(s)** | BSc (Hons) Politics and Sociology<br>BSc (Hons) Politics and Sociology with International Year (see Annex for details)<br>BSc (Hons) Politics 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** | **UK students:**<br>Fee for 2025/26 is £9,535*<br>**International students:**<br>Fee for 2025/26 is £17,700**<br>The fee for the international year abroad is calculated at 15% of the standard year fee<br>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/](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/](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/](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 Politics and Sociology to gain valuable academic subject expertise and professional skills, enabling you to become changemakers in society. 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

Politics and Sociology at Keele explores the core elements of Sociology and Politics and provides an understanding of how these two areas interact with each other. You will research and identify social issues and global political matters, developing a theoretical understanding of contemporary challenges impacting politics and society. This includes topics such as the environment, political systems, law and governance. You will learn to critically evaluate and develop your problem-solving skills, whilst building your awareness of various complex scenarios and real-world problems such as conspiratorial politics that can impair people's judgements and decision-making regarding individual circumstances and lives. You will consider the past, present and future and reflect on the core elements and changes that have played a key role in positive developments in society or the lack of change and its consequences.

The first year focuses on cultivating the skills necessary for transitioning to university-level study and appreciating the intellectual diversity of Politics and Sociology as subjects. You will study foundational concepts and ideas in Politics and Sociology, reflecting on the nature of power and how we can overcome inequalities. By the end of the first year, you will have explored your own beliefs and opinions and how these relate to political and social activism, laying the foundations for enacting political change. The second year builds on the first year and concentrates on the process of political and social change, focusing on the actors involved in this process at the individual, local, national and global levels, exploring how decisions are made and how political systems operate in practice. You will deepen your understanding of the core theories and debates in Sociology by engaging with contemporary, intersectional, and non-western perspectives against the backdrop of challenges wrought by global entanglements and digital transformations. Alongside the School of Social Sciences' methods module, you will enhance your data-handling skills, communication skills (such as report writing) and develop your own skills through a series of authentic assessments which replicate the tasks you will be expected to complete in your future careers. This is supported by engagement with external partners, helping you to develop skills and build networks. The third year focuses on some of the biggest challenges facing the world and how we can build a better political and social future, consolidating and showcasing the skills you have developed over the previous two years as you prepare to enter the workplace or continue with further study after graduation. You can focus on how sociology can be mobilised to improve social conditions and the lives of individuals and have opportunities to engage with people working in public and community sectors to show how sociology can be mobilised in real-world situations. You can also explore some of the greatest challenges facing global democracy. With an explicit focus on developing the skills demanded by graduate employers, you will develop your analysis skills, reflect on your own leadership skills and undertake an independent study project which allows you to focus on an area of particular interest, bringing together and showcasing the skills you have developed over the previous two years of study.

## 4. Aims of the programme

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

- develop a critical and evidence-based understanding of how politics and sociology are shaped and how knowledge is produced, questioning and subjecting to rigorous analysis not only the diverse world in which they live but also the concepts and theories constructed to understand this.
- think critically and reflexively about social structures, institutions and phenomena, question assumptions, and understand the underlying causes of social issues.
- develop an understanding of the nature and significance of politics, enabling students to become active participants and future leaders, understanding how best to effect change in the world around them.
- mobilise their sociological imagination in the understanding and application of sociological theory and evidence to real-world contexts.
- develop a knowledge and understanding of government and society, and how values are allocated, and resources distributed and contested, via the study of the interaction of people, ideas and institutions at the local, sectoral, national, regional and global levels.
- understand the contested nature and problematic character of inquiry in the discipline of politics, by exploring questions of power, justice, order, legitimacy, accountability, obligation, sovereignty, mediation, governance and decision-making.
- investigate and critically analyse how power, governance, participation and decision-making shape the political world.
- appreciate how power is used to create and reproduce patterns of privilege and in/exclusion, and how these structures and patterns are resisted and challenged.
- acquire knowledge and understanding in appropriate areas of political theory and political analysis, understanding and using the concepts, approaches, methods and research strategies of the discipline,

including a range of quantitative and qualitative methods.

- develop a range of cognitive and social skills relevant to their intellectual, vocational and personal development.
- build empathy and respect for diverse perspectives in preparation for the workplaces of the future.
- benefit from a curriculum supported by scholarship and a research culture that promotes breadth and depth of intellectual enquiry and debate.

# 5. What you will learn

The programme ILOs (Intended Learning Outcomes) 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 political change, focusing on their own role in becoming informed and active citizens with a continuing interest in politics and sociology
- established concepts and theoretical approaches to sociology and the relationship to divisions and inequalities that exist in different social and cultural contexts
- concepts, theories and methods used in the study of politics and be able to apply these to the analysis of political ideas, actors, institutions and behaviour
- political systems, the nature and distribution of power in them, the contexts within which they operate, and the relationships between them
- the inherent contestability of the concepts of power and democracy, and the vocabulary of political debate
- contemporary sociological theories and approaches, recognising intersectional and non-Western forms of knowledge, the changing global and digital landscape, and the non-human world
- key concepts from a range of theoretical approaches to the study of politics, appreciating the strengths and weaknesses of those different approaches
- the social, economic, historical and cultural contexts of political behaviour
- the normative and positive foundations of political ideas

## 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 informed questions to address complex social phenomena
- 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 a 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 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 politics 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 politics 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/ISP module 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 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 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 politics 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 politics

- Seminars, tutorials and online discussions provide opportunities for students to ask questions about, and suggest answers to, problems encountered in politics 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 politics, 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 Politics and Sociology programmes complete appropriate training as part of their induction to university teaching and all are members 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 programme to programme, but you can generally expect to attend scheduled teaching sessions between the end of September and mid-December, and from mid-January to the end of April. Our degree courses are organised into modules. Each module is usually a self-contained unit of study and each is usually assessed separately with the award of credits on the basis of 1 credit = 10 hours of student effort. An outline of the structure of the programme is provided in the tables below.

There are 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 as a faculty funded 'additional' 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/

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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 | 45 | 75 | 75 |
| Level 5 | 105 | 15 | 15 |
| Level 6 | 15 | 105 | 105 |

## Module Lists

### Level 4

| Compulsory modules | Module Code | Credits | Period |
|---|---|---|---|
| Making Sense of Politics | PIR-10069 | 30 | Semester 1-2 |
| Becoming a Social Scientist | SSC-10001 | 15 | Semester 1-2 |

| Optional modules | Module Code | Credits | Period |
|---|---|---|---|
| Exploring Political Inequalities | PIR-10071 | 30 | Semester 1-2 |
| Power, Identity and Resistance | SOC-10037 | 30 | Semester 1-2 |
| Society, People, Place: Global Issues and Local Realities | SOC-10039 | 30 | Semester 1-2 |
| Understanding Inequalities | SOC-10041 | 30 | Semester 1-2 |
| British Politics: Welfare, Economy and Society | PIR-10081 | 15 | Semester 2 |

### Level 4 Module Rules

You must choose EITHER Exploring Political Inequalities OR Understanding Inequalities

You must also choose EITHER Society, People, Place: Global Issues and Local Realities OR Power, Identity and Resistance.

You must also choose ONE of British Politics: Welfare, Economy and Society, or a Global Challenges Pathway or Languages module.

### Level 5

| Compulsory modules | Module Code | Credits | Period |
|---|---|---|---|
| Global Democracy under Threat: Resilience or Retreat? | PIR-20116 | 30 | Semester 1 |
| 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 |

| Optional modules | Module Code | Credits | Period |
|---|---|---|---|
| Elections, Voters and Public Opinion | PIR-20118 | 15 | Semester 2 |
| Social Design | SOC-20079 | 15 | Semester 2 |
| Social Sciences Placement | SSC-20001 | 15 | Semester 2 |

## *Level 6*

| Compulsory modules | Module Code | Credits | Period |
|---|---|---|---|
| Engaged Social Science | SSC-30005 | 15 | Semester 1 |

| Optional modules | Module Code | Credits | Period |
|---|---|---|---|
| Dissertation in Politics and IR - ISP | PIR-30130 | 30 | Semester 1-2 |
| The Dark Side of Politics | PIR-30174 | 30 | Semester 1-2 |
| Building A Better Future | PIR-30182 | 30 | 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 |
| Social Futures | SOC-30061 | 30 | Semester 1-2 |
| Parliamentary Studies | PIR-30160 | 15 | Semester 2 |
| Beyond Human | SSC-30001 | 15 | Semester 2 |
| Work Placement for Social Sciences Final Year Students | SSC-30003 | 15 | Semester 2 |

## Level 6 Module Rules

You must complete a Dissertation/ISP, so you must take EITHER Dissertation in Politics OR Independent Study Project in Sociology.

You must also choose AT LEAST ONE module from Social Futures, Gender, Sexuality and Power, and Home and Belonging in a Precarious World.

You must also choose AT LEAST ONE module from Building a Better Future and The Dark Side of Politics.

You must also choose ONE module from Parliamentary Studies; Beyond Human; 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*

Level 4 introduces the study of the socio-political world, focusing on concepts, ideas, the nature of power, and empowering citizens to make change in an unequal world.

| Subject Knowledge and Understanding | |
| --- | --- |
| **Learning Outcome** | **Module in which this is delivered** |
| 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 politics and sociology. | Understanding Inequalities |
| 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; Power, Identity and Resistance |
| Demonstrate knowledge and understanding of concepts, theories and methods used in the study of politics and be able to apply these to the analysis of political ideas, actors, institutions and behaviour. | Making Sense of Politics; Power, Identity and Resistance. |
| Demonstrate knowledge and understanding of the inherent contestability of the concepts of power and democracy, and the vocabulary of political debate. | Making Sense of Politics; Power, Identity and Resistance. |
| Demonstrate knowledge and understanding of key concepts from a range of theoretical approaches to the study of politics, appreciating the strengths and weaknesses of those different approaches. | Making Sense of Politics |
| Demonstrate knowledge and understanding of the social, economic, historical and cultural contexts of political behaviour. | Making Sense of Politics |
| Demonstrate knowledge and understanding of the normative and positive foundations of political idea. | Making Sense of Politics |

| Subject Specific Skills | |
| --- | --- |
| **Learning Outcome** | **Module in which this is delivered** |
| Construct reasoned arguments, synthesise relevant information and exercise critical judgement to engage with debates, concepts and empirical findings. | Making Sense of Politics; Understanding Inequalities; Power, Identity and Resistance |
| Formulate and investigate sociologically informed questions to address complex social phenomena. | Understanding Inequalities; Power, Identity and Resistance. |
| Evaluate the accuracy and reliability of sources, and use that knowledge to appropriately discuss and apply evidence. | Making Sense of Politics; Understanding Inequalities; Power, Identity and Resistance |
| Identify, investigate, analyse, formulate and advocate solutions to problems. | Making Sense of Politics; Power, Identity and Resistance. |

| Key or Transferable Skills (graduate attributes) | |
|---|---|
| **Learning Outcome** | **Module in which this is delivered** |
| Understand and demonstrate the leadership skills necessary to effect change in the communities in which they live and in workplace situations. | Understanding Inequalities. |
| 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. | Understanding Inequalities; Power, Identity and Resistance. |
| Interpret, analyse, apply and present numerical, textual and other forms of data. | Making Sense of Politics. |
| Work independently, demonstrating initiative, self-organisation and time management, to become a mature, independent learner able to complete tasks efficiently. | Making Sense of Politics; Understanding Inequalities; Power, Identity and Resistance; Becoming a Social Scientist. |
| Collaborate with others to achieve common goals and to pursue research projects across a range of issues using methods grounded in social science. | Making Sense of Politics; Understanding Inequalities; Power, Identity and Resistance; Becoming a Social Scientist. |
| 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. | Making Sense of Politics; Understanding Inequalities; Power, Identity and Resistance; Becoming a Social Scientist. |
| Engage with external partners and develop their networking skills, engaging with and presenting information to external partners as required. | Making Sense of Politics; Understanding Inequalities; Becoming a Social Scientist. |

## *Level 5*

Level 5 focuses on the process of social and political change and the actors involved in the process of change at the individual, local, national and global levels. Students will explore the ways in which socio-political change can be realised through their own actions.

| Subject Knowledge and Understanding | |
| --- | --- |
| **Learning Outcome** | **Module in which this is delivered** |
| 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 politics and sociology. | Redefining Social Theory: Global and Digital Contexts; Global Democracy under Threat? |
| Demonstrate knowledge and understanding of concepts, theories and methods used in the study of politics and be able to apply these to the analysis of political ideas, actors, institutions and behaviour, | Global Democracy under Threat? |
| demonstrate knowledge and understanding of different political systems, the nature and distribution of power in them, the contexts within which they operate, and the relationships between them. | Global Democracy under Threat? |
| Demonstrate knowledge and understanding of the inherent contestability of the concepts of power and democracy, and the vocabulary of political debate. | Global Democracy under Threat? |
| Demonstrate knowledge and understanding of contemporary sociological theories and approaches, recognising intersectional and non-Western forms of knowledge, the changing global and digital landscape, and the non-human world. | Redefining Social Theory: Global and Digital Contexts. |
| Demonstrate knowledge and understanding of the social, economic, historical and cultural contexts of political behaviour. | Redefining Social Theory: Global and Digital Contexts; Global Democracy under Threat? |

| Subject Specific Skills | |
| --- | --- |
| **Learning Outcome** | **Module in which this is delivered** |
| Construct reasoned arguments, synthesise relevant information and exercise critical judgement to engage with debates, concepts and empirical findings. | Redefining Social Theory: Global and Digital Contexts; Global Democracy under Threat?; Social Science Research Methods and Data Analysis. |
| Formulate and investigate sociologically informed questions to address complex social phenomena. | Redefining Social Theory: Global and Digital Contexts. |
| Evaluate the accuracy and reliability of sources, and use that knowledge to appropriately discuss and apply evidence. | Redefining Social Theory: Global and Digital Contexts; Global Democracy under Threat? |
| Identify, interpret and apply appropriate methods of data collection and analysis. | Global Democracy under Threat?; Social Science Research Methods and Data Analysis |
| Identify, investigate, analyse, formulate and advocate solutions to problem. | Redefining Social Theory: Global and Digital Contexts; Global Democracy under Threat? |

| Key or Transferable Skills (graduate attributes) | |
|---|---|
| **Learning Outcome** | **Module in which this is delivered** |
| Understand and demonstrate the leadership skills necessary to effect change in the communities in which they live and in workplace situations. | Social Science at Work. |
| 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. | Redefining Social Theory: Global and Digital Contexts; Global Democracy under Threat? |
| Interpret, analyse, apply and present numerical, textual and other forms of data. | Global Democracy under Threat?; Social Science Research Methods and Data Analysis. |
| work independently, demonstrating initiative, self-organisation and time management, to become a mature, independent learner able to complete tasks efficiently. | Redefining Social Theory: Global and Digital Contexts; Global Democracy under Threat?; Social Science Research Methods and Data Analysis; Social Science at Work. |
| Collaborate with others to achieve common goals and to pursue research projects across a range of issues using methods grounded in social science. | Redefining Social Theory: Global and Digital Contexts; Global Democracy under Threat? |
| 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. | Redefining Social Theory: Global and Digital Contexts; Social Science at Work. |

## *Level 6*

Level 6¿exposes students to some of the biggest challenges facing global society and the political world as students reflect on and enhance their leadership skills as active global citizens, leading social and political change. Students will also pursue their own independent research projects.

| Subject Knowledge and Understanding | |
| --- | --- |
| **Learning Outcome** | **Module in which this is delivered** |
| 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 politics and sociology. | The Dark Side of Politics; Social Futures. |
| 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. | Social Futures. |
| Demonstrate knowledge and understanding of concepts, theories and methods used in the study of politics and be able to apply these to the analysis of political ideas, actors, institutions and behaviour. | The Dark Side of Politics. |
| Demonstrate knowledge and understanding of different political systems, the nature and distribution of power in them, the contexts within which they operate, and the relationships between them. | The Dark Side of Politics. |
| Demonstrate knowledge and understanding of key concepts from a range of theoretical approaches to the study of politics, appreciating the strengths and weaknesses of those different approaches. | The Dark Side of Politics. |
| Demonstrate knowledge and understanding of the social, economic, historical and cultural contexts of political behaviour. | The Dark Side of Politics; Social Futures. |

| Subject Specific Skills | |
| --- | --- |
| **Learning Outcome** | **Module in which this is delivered** |
| Construct reasoned arguments, synthesise relevant information and exercise critical judgement to engage with debates, concepts and empirical findings. | The Dark Side of Politics; Social Futures; Either Dissertation in Politics or Independent Study Project in Sociology. |
| Formulate and investigate sociologically informed questions to address complex social phenomena. | Social Futures; Independent Study Project in Sociology |
| Evaluate the accuracy and reliability of sources, and use that knowledge to appropriately discuss and apply evidence. | The Dark Side of Politics; Social Futures; Either Dissertation in Politics or Independent Study Project in Sociology. |
| Identify, interpret and apply appropriate methods of data collection and analysis. | The Dark Side of Politics; Either Dissertation in Politics or Independent Study Project in Sociology. |
| Identify, investigate, analyse, formulate and advocate solutions to problems. | The Dark Side of Politics; Social Futures |
| Identify a suitable a 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. | Either Dissertation in Politics or Independent Study Project in Sociology. |

| Key or Transferable Skills (graduate attributes) | |
|---|---|
| **Learning Outcome** | **Module in which this is delivered** |
| Understand and demonstrate the leadership skills necessary to effect change in the communities in which they live and in workplace situations. | Engaged Social Science. |
| 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. | The Dark Side of Politics; Social Futures. |
| Work independently, demonstrating initiative, self-organisation and time management, to become a mature, independent learner able to complete tasks efficiently. | The Dark Side of Politics; Social Futures; Either Dissertation in Politics or Independent Study Project in Sociology. |
| Collaborate with others to achieve common goals and to pursue research projects across a range of issues using methods grounded in social science. | The Dark Side of Politics; Social Futures. |
| 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. | The Dark Side of Politics; Social Futures; Engaged Social Science. |

# 9. Final and intermediate awards

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

| **BSc (Hons) Politics and Sociology** | 360 credits | You will require at least 120 credits at levels 4, 5 and 6<br><br>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 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 ensuring assessments are inclusive and authentic, 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 summative assessment strategy will be supported by formative work and is designed to introduce students to a range of authentic assessment types that will be developed throughout their studies. The following list is representative of the variety of assessment methods used on this programme:

- **Essays** test the quality and application of subject knowledge. They allow students to demonstrate their

ability to carry out basic bibliographic research and to communicate their ideas effectively in writing in an appropriate scholarly style using the Harvard system of referencing. Essays range from 1,500 to 3,000 words, the length usually associated with the year (Level) of instruction.

- **Critical 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.
- **Group oral presentations** assess students' subject knowledge and understanding. They also test their ability to work effectively as members of a team, to communicate what they know orally and visually, and to reflect on these processes as part of their own personal development.
- **Open book assessments** are designed to test students' ability to analyse, evaluate or synthesise knowledge within a limited time scale, rather than simply their ability to recall facts or information as with a traditional examination.
- **Poster presentations** assess students' subject knowledge and understanding. They also test their ability to communicate what they know visually, and to summarise key information succinctly and creatively, engaging with external partners where applicable.
- **Portfolios** may consist of a range of different pieces of work but routinely include a requirement that students provide some evidence of critical reflection on the development of their own learning and skills developed that is essential for career development and in the workplace.
- **Projects** enable students to focus on a case study of their choice within the sociological field under investigation and apply a range of theoretical and conceptual tools to analyse real-world situations.
- **The dissertation/independent study project** allows students to demonstrate their ability to formulate a research question, identify an appropriate research methodology and conduct their own research in an ethically responsible manner.
- **Research design projects, research proposals 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.
- **Reports and case studies** assess students' ability to apply knowledge in a practical manner. For example, this may include a data analysis report demonstrating understanding and analysis of data. Case studies enable students to apply knowledge in a practical way, focusing on a specific example to draw out key themes and trends.
- **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)** | 25.7% | 74.3% | 0% |
| **Year 2 (Level 5)** | 17% | 83% | 0% |
| **Year 3 (Level 6)** | 18.9% | 81.1% | 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:

- 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:

- 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:

- 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. They also give individual feedback on in-course assessments.
- Every student is allocated to an Academic Mentor who is responsible for reviewing and advising on students' academic progress. 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.
- The School has a SESO (Student Experience and Support Officer), based in Student Services, who works closely with the School's Senior Academic Mentor to provide help and advice to students on a range of academic and non-academic issues.
- All members of teaching staff on the Politics and Sociology programmes are available to see students during advertised weekly office hours and at other times by appointment.
- The International Student Support section in the Student Services Centre provides specialist help and advice to international students on visa and immigration matters, information about working and assistance with any personal or academic issues that might arise during their time at Keele.
- The Academic and Digital Skills section within Student Services can provide additional help with skills for studying at university level.
- 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.

## 16. Learning Resources

Politics and Sociology are taught in teaching rooms 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 politics and sociology 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.
- The web spaces created in the KLE for each module host material tailor-made to support students. They contain a wealth of electronically accessible materials giving often interactive guidance on almost all aspects of study, including: finding and evaluating sources of information; planning and writing essays, research papers and dissertations; acknowledging sources appropriately using the Harvard system; working with others in groups and teams, and preparing and delivering oral presentations. Students will find a number of Interactive Study Skills Resources, in particular for assistance with understanding plagiarism, how to properly reference, and tips for note-taking.
- Most modules have electronic resource lists generated using Talis Aspire, a software package that allows students to access electronic journal articles, websites and other resources by clicking on links in a single document.
- Student Services at Keele can provide additional help with skills for studying at university level.

## 17. Other Learning Opportunities

### 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 can apply directly for the 4-year 'with Work Placement Year' degree programme or to transfer onto the 4-year degree programme at the end of Year-1 and in Year-2 at the end of Semester 1. Students who are initially registered for the 4-year degree programme may transfer onto the 3-year degree programme at any point in

time, prior to undertaking their year-long placement. Eligibility rules are included in the Annex.

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

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

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

**Other opportunities**

# 18. Additional Costs

Students who elect to take and gain places on our work-based placement modules at Level 5 and 6 may be expected to pay travel costs (usually one day weekly) to their placement. Distances vary and indicative distances range from 10 miles from Keele Campus to 40 miles (maximum). Opportunities are available to students, subject to availability and based on the number of partner agencies who offer such places, for work-based placements. Allocation for places is competitive, based on academic performance and selective application process. This usually involves the submission of an application and an interview process involving the host partners and administered by the programme.

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: Politics and International Relations (2023) Subject Benchmark Statement - Politics and International Relations (qaa.ac.uk)

**c.** QAA Subject Benchmark Statement: Sociology (2019) Subject Benchmark Statement - Sociology (qaa.ac.uk)

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

# 21. Annex - International Year

**BSc Politics and Sociology 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.<br><br>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.<br><br>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:<br><br>1. Personal development as a student and a researcher with an appreciation of the international dimension of their subject<br>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.<br><br>The criteria to be applied are:<br><br>• 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, 1st year marks and ongoing 2nd year assessments are taken into account)<br>• 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)<br><br>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:<br><br>• Phone or Skype conversations with Study Abroad tutor, in line with recommended Academic Mentoring meeting points.<br>• 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

**BSc Politics 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 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 the 5 weeks afters 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 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 15-20minute 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 situation.

## 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.
- 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:** 09 May 2025

## Previous documents

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