

## Programme Specification: Undergraduate

### For Academic Year 2026/27

#### 1. Course Summary

<b>Names of programme and award title(s)</b>	BA (Hons) Education BA (Hons) Education with International Year (see Annex for details) BA (Hons) Education with Work Placement Year (see Annex for details)
<b>Award type</b>	Single Honours
<b>Mode of study</b>	Full-time
<b>Framework of Higher Education Qualification (FHEQ) level of final award</b>	Level 6
<b>Normal length of the programme</b>	3 years; 4 years with either the International Year or Placement Year between years 2 and 3
<b>Maximum period of registration</b>	The normal length as specified above plus 3 years
<b>Location of study</b>	Keele Campus
<b>Accreditation (if applicable)</b>	Not applicable
<b>Regulator</b>	Office for Students (OfS)
<b>Tuition Fees</b>	<p><b>UK students:</b> Fee for 2026/27 is £9,790*</p> <p><b>International students:</b> Fee for 2026/27 is £18,200**</p> <p>The fee for the international year abroad is calculated at 15% of the standard year fee</p> <p>The fee for the work placement year is calculated at 20% of the standard year fee</p>

**Please note that this document applies to Level 4 and 5 (Year 1 and 2) students only in 2026/27. Level 6 (Year 3) students should refer instead to the document labelled '2024/25'.**

**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**

Whether you want to work in a school, as a youth worker, as a child psychologist, or maybe shape educational policy, this dynamic and forward-looking course is your gateway to changing the lives of young people and adults in the future. With a proven track record in teacher education going back over fifty years, our course will be the first step on your journey to becoming a successful and dynamic educational professional whether in the classroom or elsewhere. Uniquely, our programme is founded on getting you to think about the big questions surrounding education such as, 'What should young people study at school and why?'; 'How should learners be taught and assessed?'; 'What difference can schools really make to children's life chances?', and 'What are the major challenges facing education around the world today?'

Our distinctive approach focuses on two core elements. You will firstly study education as an academic subject, where you will explore learning theories, how the education system works, and themes such as social mobility and inequality. You will explore these aspects by being exposed to a range of exciting ideas and theories from disciplines like sociology, history, psychology, and philosophy. The second element is the practical side where 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 the use of field trips, visiting speakers, placements in schools, and experiential learning opportunities, we aim to expose you to real world situations to help you advance your career in education as well as building a portfolio of work experience and wider skills.

Your degree will be structured such that each year builds upon the one before it. The first year will encourage strong foundations by introducing you to the landscape of schooling and education in the modern world. You will start to get to grips with how education has developed over time, what sort of learning approaches you can use to support learners, as well as thinking about the different non-school settings in which learning can take place such as museums, prisons, forests, and in the home. You will also be encouraged to reflect on what it means to be a successful professional in Education in the 21st century. Alongside your Education degree, you will also receive support with developing key study skills such as essay writing and also begin to think about the range of careers available within education.

Having understood what education 'is', the second year is designed to show you the ways in which government policies often contribute to the marginalization of particular groups in education such as the working class, those from ethnically diverse backgrounds, or children with Special Educational Needs (SEN). By working closely with groups in the local community you will have the chance to see how not just how inequalities manifest in society but what you as future teachers and those working with young people can do about it. Assessments are constructed for you to design artifacts such as lesson plans and digital resources which will aid your transformation into a 'change-making' practitioner. To complement this, you will have opportunities for work placements either in schools (for those wishing to teach) or other related areas such as the youth justice sector, prisons, charities, or pupil referral units.

The final year of your degree focuses on education into the future and your role in making a difference to the lives of young people. 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 education can help to address them. You will develop your own ideas around policy and practice and present these at an external conference. To help develop this spirit of enquiry, you will be supported to explore an educational concern that interests you in the form of an independent study project. There will also be additional opportunities for work placements for you to get as many experiences as possible working with young people.

By the end of your 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 careers working with young people or perhaps further study. Wherever you go, our unique combination of educational theory combined with active practical application will set you up to make changes to the life chances of others in society.

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

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

- Explore a range of contemporary topics relevant to working with young people in schools and within wider society. Drawing on the domains of sociology, curriculum studies, cultural studies, psychology, and global education, acquire skills to help you gain employment in the Education sector.
- Gain practical experience through placements of your choice in schools, nurseries, local authorities, third sector organisations, or the private sector.
- Confidently conduct authentic research on a topic of your choice and make a contribution to the field of education.
- Develop a range of skills including those of independent research, collaborative teamwork, the writing of essays and reports, presentations, as well as the composition of multi-media resources designed to assist the most deprived sectors of the community.
- Develop the critical and questioning skills and attitudes which will enable you to become a lifelong learner and enhance and change the lives of young people.
- Engage with stakeholders in addressing social issues and promoting social change.

## 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:

- Recent changes in contemporary education in Britain and the significance of historical, social, political and economic contexts on shaping education policy.
- Contemporary educational theories and approaches, recognising intersectional forms of knowledge, the changing global and digital landscape, and the role of education in advancing solutions to global issues.
- The social research methodologies, tools and skills used to design and conduct empirical research in educational settings, including quantitative and qualitative methods, and data analysis, and the importance of ethical issues related to this.
- The range of possible careers open to Education graduates including (but not limited to) working with young people in and outside of classroom environments.
- How those in the education profession (broadly imagined) can be mobilised to imagine and advance social change to benefit children and young people.

### Subject specific skills

Successful students will be able to:

- Formulate and investigate educationally centred questions to address complex social phenomena.
- Employ major educational theoretical perspectives, concepts and empirical evidence to analyse and interpret various aspects and patterns within education and schooling.
- Identify, assess, and analyse diverse sources of theoretical and empirical evidence, to construct robust arguments in favour of 'good' educational practice.
- Identify and employ social science research methodologies, tools and forms of data analysis to investigate educational phenomena, considering the ethical issues related to this.
- Design appropriate resources (digital and non-digital) of their own devising so as to meet the needs of marginalized communities within society.
- Disseminate the findings of their own research and their views on education to a wide and diverse range of audiences and stakeholders.
- Employ their knowledge of education and the learning process to recognise educational challenges and formulate robust and ethical responses for positive social change.

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

Successful students will be able to:

- Identify, manage, and analyse information from a range of legitimate primary and secondary text-based and digital sources.
- Design and carry out research, including the formulation of research questions, sampling strategies, the collection of quantitative and qualitative data, and data analysis, considering the ethical issues related to this.

- Employ digital tools for storing, collating, and analysing data.
- Engage with a range of diverse communities with a view to promoting social action and forms of equality.
- Effectively manage time in the planning, preparation and delivery of work to a set deadline.
- Work independently and collaboratively, and assess and address personal strengths and weaknesses for continuous improvement.
- Communicate ideas and arguments effectively in written and oral form to different audiences.

## **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, environmental 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:

- Interactive lectures enable the communication of core materials on modules and are central to the teaching of modules at years 1, 2, and 3. Skills of active listening and notetaking will be developed.
- Seminars accompany lectures on modules in years 1, 2 and 3. They provide students with the opportunity to discuss lecture content and key readings with a tutor. Students are encouraged to contribute and activities will include close readings, open discussions, and student-led debates, moderated by the tutor. These activities take place in groups of approximately 20 students with one tutor.
- Workshops enable the simultaneous communication and discussion of module material. These take the form of two-hour classes of around 30 students. Much of the learning that takes place here will be collaborative in nature and students are expected to engage actively with their peers.
- Placements, where possible in a setting of the student's choosing, will provide clear and relevant experience of particular sectors of work which will directly aid in career development.
- Field trips will be used to enhance learning and provide valuable experiential learning opportunities
- Independent study forms a core component at every level of the programme. Students are expected to become increasingly independent over the course of the programme.
- Supervision accompanies independent study in order to provide students with a point of contact in the programme teaching group. Supervision takes the form of one-to-one student-tutor discussion in (and outside of) office hours at all levels of the programme and support by a member of staff for students who choose to take the dissertation module in Education in year three.
- Active web-based learning using the Keele Learning Environment (KLE): the KLE is an online learning environment used to give students easy access to a wide range of resources including interactive reading lists, lecture notes, assessment questions and guidance, and supporting resources. Microsoft Teams may also be used to facilitate online communication.

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

## **7. Teaching Staff**

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

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 Levels 4 and 5. At Level 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 Level 4 and 5 students please visit: <https://www.keele.ac.uk/study/languagecentre/languagecentreoptions/>

For 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	105	15	15
Level 5	90	60	60
Level 6	105	15	15

---

## Module Lists

### Level 4

<b>Compulsory modules</b>	<b>Module Code</b>	<b>Credits</b>	<b>Period</b>
Understanding Learning in the Classroom	EDU-10084	30	Semester 1
Education Past and Present	EDU-10078	30	Semester 1-2
Becoming a Social Scientist	SSC-10001	15	Semester 1-2
Education Identities and Spaces	EDU-10082	30	Semester 2

<b>Optional modules</b>	<b>Module Code</b>	<b>Credits</b>	<b>Period</b>
Children and Learners in Society	EDU-10080	15	Semester 1-2

## **Level 5**

<b>Compulsory modules</b>	<b>Module Code</b>	<b>Credits</b>	<b>Period</b>
Educational Inequalities	EDU-20050	30	Semester 1
Social Science Methods	SSC-20007	15	Semester 1
Diversity and Inclusion in Education	EDU-20054	30	Semester 2
Data Analysis in Social Sciences	SSC-20009	15	Semester 2

<b>Optional modules</b>	<b>Module Code</b>	<b>Credits</b>	<b>Period</b>
The American South: US Summer School (Level 5)	LIB-20012	15	Semester 0
Critical Issues in Higher Education	EDU-20052	15	Semester 1-2
Social Sciences Placement	SSC-20001	15	Semester 1-2
Social Sciences at Work	SSC-20005	15	Semester 2

## **Level 5 Module Rules**

You must choose EITHER the Social Sciences Placement module OR SSC-2005.

Students who choose American South and/or Work Placement can't do them again at Level 6.

Students doing study abroad should not choose the year-long EDU-20052 option.

## **Level 6**

<b>Compulsory modules</b>	<b>Module Code</b>	<b>Credits</b>	<b>Period</b>
Educational Trends and Futures	EDU-30134	30	Semester 1
Independent Research Project - ISP	EDU-30071	30	Semester 1-2
Engaged Social Science	SSC-30005	15	Semester 1-2
Educational Policy: Making Change	EDU-30132	30	Semester 2

<b>Optional modules</b>	<b>Module Code</b>	<b>Credits</b>	<b>Period</b>
What is Education For?	EDU-30136	15	Semester 1-2
Work Placement for Social Sciences Final Year Students	SSC-30003	15	Semester 1-2

## **Level 6 Module Rules**

You can choose EITHER a Global Challenge Pathways (GCP) module, Work Placement module OR 'What is Education For?'. If the GCP module is chosen, then this will be a continuation of Level 5.

## **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**

In Year 1 (Level 4) and Year 2 (Level 5) these learning outcomes are achieved in the compulsory modules which all students are required to take. Some of these outcomes may also be achieved or reinforced in elective modules together with other outcomes not stated here. In Year 3 (Level 6) the stated outcomes are achieved by taking any of the modules offered in each semester.

<b>Subject Knowledge and Understanding</b>	
<b>Learning Outcome</b>	<b>Module in which this is delivered</b>
Demonstrate an understanding of key concepts, theories and principles in education.	Education Past and Present; Understanding Learning in the Classroom; Educational Identities and Spaces; Children and Learners in Society
Evaluate historical and contemporary education practices within local and national contexts.	Education Past and Present; Understanding Learning in the Classroom; Educational Identities and Spaces; Children and Learners in Society
Understand the role of education in promoting social justice, equity and inclusion.	Education Past and Present; Understanding Learning in the Classroom; Educational Identities and Spaces; Children and Learners in Society
Synthesize information from a variety of sources to construct coherent arguments in response to educational issues.	Education Past and Present; Understanding Learning in the Classroom; Educational Identities and Spaces; Children and Learners in Society
Apply theoretical knowledge and concepts to real-world scenarios and challenges.	Education Past and Present; Understanding Learning in the Classroom; Educational Identities and Spaces; Children and Learners in Society
Appreciate a broad range of educationally focused contexts and explore these in relation to individual careers.	Education Past and Present; Understanding Learning in the Classroom; Educational Identities and Spaces

<b>Subject Specific Skills</b>	
<b>Learning Outcome</b>	<b>Module in which this is delivered</b>
Communicate effectively in written and oral forms to a variety of audiences.	Education Past and Present; Understanding Learning in the Classroom; Educational Identities and Spaces; Children and Learners in Society
Manage time effectively and undertake self-directed learning to achieve academic goals.	Education Past and Present; Understanding Learning in the Classroom; Educational Identities and Spaces; Children and Learners in Society
Active listening and engagement with a diverse range of people.	Education Past and Present; Understanding Learning in the Classroom; Educational Identities and Spaces; Children and Learners in Society
Reflect critically on the range of individual learning experiences and opportunities.	Educational Identities and Spaces

<b>Key or Transferable Skills (graduate attributes)</b>	
<b>Learning Outcome</b>	<b>Module in which this is delivered</b>
Effective time-management and organizational skills to meet deadlines and prioritize tasks.	All level 4 Education modules
Written communication skills through the preparation of structured and coherent essays, reports, and other written assignments.	All level 4 Education modules
Active listening and note-taking abilities during lectures, seminars, and group discussions.	All level 4 Education modules
Collaborate effectively with peers in group discussions or group activities, demonstrating interpersonal and teamwork skills.	All level 4 Education modules
Basic information and digital literacy skills to locate, evaluate, and ethically use online resources and digital tools for research and assignments.	All level 4 Education modules
Reflect on personal skills attributes, identify where there may be gaps, and recognize how these might be addressed.	All level 4 Education modules

## **Level 5**

<b>Subject Knowledge and Understanding</b>	
<b>Learning Outcome</b>	<b>Module in which this is delivered</b>
Critically evaluate historical and contemporary education policies and practices within local, national and global contexts.	Educational Inequalities; Diversity and Inclusion in Education; Critical Issues in Higher Education
Understand and evaluate the importance of the historical, social, political and cultural contexts in which education occurs	Educational Inequalities; Diversity and Inclusion in Education; Critical Issues in Higher Education
Analyse and critically assess social science research using appropriate methodologies	Social Science Research Methods and Data Analysis
Develop an awareness of ethical considerations and professional standards in education	Social Science Research Methods and Data Analysis
Foster a positive and inclusive learning environment that supports the well-being and development of all learners	Educational Inequalities; Diversity and Inclusion in Education; Critical Issues in Higher Education
Engage with current research literature and identify areas for further investigation	Social Science Research Methods and Data Analysis

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

<b>Key or Transferable Skills (graduate attributes)</b>	
<b>Learning Outcome</b>	<b>Module in which this is delivered</b>
Advanced time-management and organizational skills to work to meet deadlines and prioritise tasks.	All Level 5 Education modules
Preparation of well-structured and coherent written assignments for the exposition of complex information and data.	All Level 5 Education modules
Reflect on personal skills attributes, identify where there may be gaps, and recognize how these might be addressed.	Social Science at Work
Evaluate strategies and methods for answering research questions or hypotheses, constructing appropriate strategies and methods considering the ethical implications of such designs.	Social Science Research Methods and Data Analysis

## **Level 6**

<b>Subject Knowledge and Understanding</b>	
<b>Learning Outcome</b>	<b>Module in which this is delivered</b>
Conduct independent research projects that contribute to the field of education	Independent Research Project - ISP - EDU-30071
Design and integrate educational technologies and digital tools to enhance learning experiences	Educational Trends and Futures - EDU-30134
Apply educational theories to address real-world challenges in educational settings	Educational Policy: Making Change - EDU-30132 Educational Trends and Futures - EDU-30134
Identify, design and conduct an original educational research study, recognising the importance of ethics, applying theoretical and methodological frameworks and using appropriate tools to analyse findings.	Independent Research Project - ISP - EDU-30071
Critically analyse educational literature or a practice based issue to address a specific problem/issue.	Independent Research Project - ISP - EDU-30071 Educational Policy: Making Change - EDU-30132 Educational Trends and Futures - EDU-30134 What is Education For? - EDU-30136
Develop a personal and professional roadmap for navigating future educational change and propose alternatives for the future.	Educational Policy: Making Change - EDU-30132 Educational Trends and Futures - EDU-30134 What is Education For? - EDU-30136

<b>Subject Specific Skills</b>	
<b>Learning Outcome</b>	<b>Module in which this is delivered</b>
Reflect on own practice to identify areas for improvement and professional development;	Educational Policy: Making Change - EDU-30132 Educational Trends and Futures - EDU-30134 What is Education For? - EDU-30136
Assess complex education texts and identify possible directions for further theoretical and empirical research in education based on a broadening knowledge of future challenges.	All level 6 Education modules
Evaluate the increasing complexity of educational and pedagogic knowledge.	All level 6 Education modules
Critically evaluate primary and secondary source material, synthesise arguments, and present discussions in written form.	All level 6 Education modules
Assess usefulness and application of educational knowledge in the context of a range of possible careers and opportunities involving children and young people.	Educational Trends and Futures - EDU-30134 Engaged Social Science - SSC-30005

<b>Key or Transferable Skills (graduate attributes)</b>	
<b>Learning Outcome</b>	<b>Module in which this is delivered</b>
Construct a range of strategies and methods for answering research questions and testing hypothesis	All level 6 Education modules
Locate, review, evaluate and analyse literature and empirical data on a research topic.	All level 6 Education modules
Mobilize advanced written and oral skills into different personal and professional settings.	All level 6 Education modules
Understand the ways in which pedagogic knowledge can be transformative for the lives of children and young people and how that can be mobilized in practice.	All level 6 Education modules

## **9. Final and intermediate awards**

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

<b>Honours Degree</b> <b>BA (Hons) Education</b>	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.
<b>Diploma in Higher Education</b>	240 credits	You will require at least 120 credits at level 4 or higher and at least 120 credits at level 5 or higher
<b>Certificate in Higher Education</b>	120 credits	You will require at least 120 credits at level 4 or higher

**International Year option:** in addition to the above students must pass a module covering the international year in order to graduate with a named degree including the 'international year' wording. Students who do not complete, or fail the international year, will be transferred to the three-year version of the programme.

**Work Placement Year option:** in addition to the above students must pass a non-credit bearing module covering the work placement year in order to graduate with a named degree including the 'with Work Placement Year' wording. Students who do not complete, or fail the work placement year, will be transferred to the three-year version of the programme.

## 10. How is the Programme Assessed?

The wide variety of assessment methods used on this programme at Keele reflects the broad range of knowledge and skills that are developed as you progress through the degree programme. Teaching staff pay particular attention to specifying clear assessment criteria and providing timely, regular and constructive feedback that helps to clarify things you did not understand and helps you to improve your performance. The following list is representative of the variety of assessment methods used on your programme:

- Essays provide students with the opportunity to formulate arguments and develop ideas using evidence obtained from library research or other valid sources. As such, the essay assessment enables students to develop their research skills, which involve the ability to sort legitimate from illegitimate source materials, and other academic conventions, such as referencing.
- Oral Presentations assess students' subject knowledge and understanding. They may also test their ability to work effectively as members of a team, to communicate what they know orally and visually to a range of different stakeholders, and to reflect on these processes as part of their own personal development.
- Reflective Diaries require students to write a reflexive account of their experiences of school and university and link these experiences to learning theory acquired in the classroom. The purpose of this assessment is to encourage students to reflect on their own experiences in order to become more successful learners as well as preparing them for reflexive practice in the classroom or other settings involving young people.
- Case Studies provide an opportunity for students to not only undertake a 'deep dive' into the surrounding area of North Staffordshire but also to explore how particular patterns of localized inequality contribute to unequal educational outcomes. This allows students to find 'best-fit' and practical, pragmatic solution to real-world problems.
- Book Reviews test students' ability to summarise the key points of scholarly work and evaluate the arguments of particular authors in light of seminal educational theories. This therefore allows them to critically challenge and interrogate dominant and taken-for-granted narratives.
- The Research Proposal requires students to design and develop an independent research project and think through theoretical problems surrounding methodology and practical concerns relating to, for example, availability of sample, financial restrictions, and time limits. Again, this form of assessment is key to the development of independent research skills and a portfolio of employability skills.
- Oral History Interviews require students to actively engage with older people and conduct interviews to gain an understanding of their memories of their own school experiences. This is important for developing key inter-personal and inter-generational skills which students can reflect on as they identify differences across time thereby using forms of collaboration as a means to promote social change,
- Creating digital resources such as a blog or vlog exposes students to key aspects of digital education and learning and encourages them to present content in ways which are imaginative and engages a wide variety of stakeholders including more marginalized communities. Such dissemination is crucial to promoting access and is an important tool for future educators.
- The Dissertation allows students to undertake a significant piece of their own research under supervision by a research-active member of staff and make use of their theoretical and practical learning on the programme to formulate this significant piece of work.

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

## 11. Contact Time and Expected Workload

This contact time measure is intended to provide you with an indication of the type of activity you are likely to undertake during this programme. The data is compiled based on module choices and learning patterns of students on similar programmes in previous years. Every effort is made to ensure this data is a realistic representation of what you are likely to experience, but changes to programmes, teaching methods and assessment methods mean this data is representative and not specific.

Undergraduate courses at Keele contain an element of module choice; therefore, individual students will experience a different mix of contact time and assessment types dependent upon their own individual choice of modules. The figures below are an example of activities that a student may expect on your chosen course by year stage of study. Contact time includes scheduled activities such as: lecture, seminar, tutorial, project supervision, demonstration, practical classes and labs, supervised time in labs/workshop, fieldwork and external visits. The figures are based on 1,200 hours of student effort each year for full-time students.

### Activity

	Scheduled learning and teaching activities	Guided independent Study	Placements
<b>Year 1 (Level 4)</b>	23.9%	76.1%	0%
<b>Year 2 (Level 5)</b>	21%	76.7%	2.2%
<b>Year 3 (Level 6)</b>	21.6%	78.4%	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/>

A student who has completed a semester abroad will not normally be eligible to transfer onto the International Year option.

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

See the relevant course page on the website for the admission requirements relevant to this programme:

<https://www.keele.ac.uk/study/>

Applicants who are not currently undertaking any formal study or who have been out of formal education for more than 3 years and are not qualified to A-level or BTEC standard may be offered entry to the University's Foundation Year Programme.

Applicants for whom English is not a first language must provide evidence of a recognised qualification in English language. The minimum score for entry to the Programme is Academic IELTS 6.0 or equivalent.

### English for Academic Purposes

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

with the approval of the English Language Programme Director and are not able to take any other Language modules in the same academic year.

English Language Modules at Level 4:

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

English Language Modules at Level 5:

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

English Language Modules at Level 6:

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

**Recognition of Prior Learning (RPL)** is considered on a case-by-case basis and those interested should contact the Programme Director. The University's guidelines on this can be found here:

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

## 15. How are students supported on the programme?

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

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

## 16. Learning Resources

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

The learning resources available to students on the Programme include:

- The extensive collection of Education materials relevant to undergraduate study held in the University Library. These materials include books, journals, and government publications. Much of this material is also accessible online to Keele students from anywhere in the world with a University username and password.
- The Keele Learning Environment (KLE) which provides easy access to a wide range of learning resources including lecture notes, digitised readings (electronic materials available in a repository maintained by the University Library), and other resources - video, audio and text-based - accessible from external providers via the internet.
- Most modules have electronic resource lists generated using Talis Aspire, a software package that allows students to access online journal articles, digitised readings, websites and other resources by clicking on links in a single document.
- Students for whom English is not their first language are offered language classes, facilities and services by the University's Language Centre. In addition to credit-bearing modules on English for academic study,

students also have access to one-to-one tutorials for individual help and advice, and to a wealth of resources for self-study and practice.

## 17. Other Learning Opportunities

### Study abroad (semester)

Students on the programme have the potential opportunity to spend a semester abroad in their second year studying at one of Keele's international partner universities. Please note that students cannot take both a Global Challenge Pathway (GCP) and the semester abroad option.

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

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

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

### Study Abroad (International Year)

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

### Work Placement Year

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

### Other opportunities

Students are also regularly invited to attend seminars hosted within the School of Social Sciences and those held more widely within the University. Students also learn through placements in schools and in the wider community.

## 18. Additional Costs

### Mandatory costs

You can expect some additional costs as a student on this course, which may support learning activities, specialist equipment, fieldwork, placements, or other course-related requirements. Details of these mandatory costs are outlined below to help you plan accordingly.

£15: for field trips to Children's Museum Sudbury (Education Past and Present)

£15: field trip to Forest School

£15: field trip to alternative school (Education Identities and Spaces)

£15: Summerhill field trip (Progressive Education module)

### Optional costs

In addition to the mandatory costs listed below, there may be optional costs that students can choose to incur

to enhance their learning experience. These are not required to complete the course. Details of these optional costs are outlined below to help you plan accordingly.

Students registered for the optional second-year Placement module will be required to complete a DBS check ahead of the start of the module.

Enhanced DBS check with digital ID check: £60.70\*

Registration to the DBS Update Service: £16 per year\*.

\*This price is not set by the University and is liable to increase.

Optional 4-week US Summer School trip:

Estimated maximum total cost (after taking into account Turing scheme funding): £820 for Widening Access students; £1675 for other students. (Estimated maximum cost of £2220 (£950 for flights; £1250 for accommodation; £20 for visa waiver application) to be sourced by student, in addition to usual subsistence costs. Based on 2025 figures, Turing funding is expected to reimburse student costs to a value of approximately £1400 for Widening Access students, and approximately £545 for other students.)

### Disclosure and Barring Service (DBS)

For any students without a current DBS, students registered for the optional second-year Placement module will be required to complete a DBS check ahead of the start of the module.

Students will be provided with instructions on how to apply for a DBS check, including a link to apply via a company called UCheck. There is also an online DBS update service to sign up for once the DBS certificate has been received, which allows employers to check DBS status and lets students keep their DBS certificates up to date online.

Activity	Estimated Cost
<b>Mandatory costs</b>	
Field trips to Children's Museum Sudbury:	£15
Field trip to Forest School:	£15
Field trip to alternative school:	£15
Summerhill field trip:	£15
<b>Optional costs</b>	
Enhanced DBS check with digital ID check:	£60.70*
Registration to the DBS Update Service:	£16 per year*
Optional 4-week US Summer School trip:	£820 for Widening Access students; £1675 for other students (after taking into account Turing scheme funding)
<b>Total estimated additional costs:</b>	<b>£60 - £1843.70</b>

\*This price is not set by the University and is liable to increase. The current costs for a DBS check are detailed on the additional costs webpage:

<https://www.keele.ac.uk/study/undergraduate/tuitionfeesandfunding/undergraduatetuitionfees/additionalcosts>

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%.

Students may also incur general expenses related to university study, such as for printing, textbooks and other materials. Students who undertake a placement may be responsible for additional costs, such as travel, accommodation, and subsistence costs. For further information, please refer to the [additional costs](#) information.

## 19. Quality management and enhancement

The quality and standards of learning in this programme are subject to a continuous process of monitoring,

review and enhancement.

- The School Education Committee is responsible for reviewing and monitoring quality management and enhancement procedures and activities across the School.
- Individual modules and the programme as a whole are reviewed and enhanced every year in the annual programme review which takes place at the end of the academic year.
- The programmes are run in accordance with the University's Quality Assurance procedures and are subject to periodic reviews under the Revalidation process.

Student evaluation of, and feedback on, the quality of learning on every module takes place every year using a variety of different methods:

- The results of student evaluations of all modules are reported to module leaders and reviewed by the Programme Committee as part of annual programme review.
- Findings related to the programme from the annual National Student Survey (NSS), and from regular surveys of the student experience conducted by the University, are subjected to careful analysis and a planned response at programme and School level.
- Feedback received from representatives of students in all three years of the programme is considered and acted on at regular meetings of the Student Staff Voice Committee.

The University appoints senior members of academic staff from other universities to act as external examiners on all programmes. They are responsible for:

- Approving examination questions
- Confirming all marks which contribute to a student's degree
- Reviewing and giving advice on the structure and content of the programme and assessment procedures

Information about current external examiner(s) can be found here:

<http://www.keele.ac.uk/qa/externalexaminers/currentexternalexaminers/>

## 20. The principles of programme design

The programme described in this document has been drawn up with reference to, and in accordance with the guidance set out in, the following documents:

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

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

**b.** QAA Subject Benchmark Statement: Education Studies (2019): [https://www.qaa.ac.uk/docs/qaa/subject-benchmark-statements/subject-benchmark-statement-education-studies.pdf?sfvrsn=3ae2cb81\\_5](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

### Education with International Year

<b>International Year Programme</b>
<p>Students registered for this Single Honours programme may either be admitted for or apply to transfer during their period of study at Level 5 to the International Year option. Students accepted onto this option will have an extra year of study (the International Year) at an international partner institution after they have completed Year 2 (Level 5) at Keele.</p> <p>Students who successfully complete both the second year (Level 5) and the International Year will be permitted to progress to Level 6. Students who fail to satisfy the examiners in respect of the International Year will normally revert to the standard programme and progress to Level 6 on that basis. The failure will be recorded on the student's final transcript.</p> <p>Study at Level 4, Level 5 and Level 6 will be as per the main body of this document. The additional detail contained in this annex will pertain solely to students registered for the International Year option.</p>
<b>International Year Programme Aims</b>

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. Design, plan and critically evaluate research projects with respect to education, record relevant information accurately and systematically and be able to reflect on a range of sources in a critical manner.
5. Integrate, apply and develop enhanced principles relating to the analysis of education; recognise, describe and explain cultural phenomena across national boundaries and reflect critically upon problems relating to education.

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](http://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**

### **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. The opportunity to carry out a long-term, placement-based learning experience between Years 2 and 3 of their degree programme
2. Enhanced employability
3. The opportunity to develop and consolidate the knowledge and skills they have gained during the course of their studies at Level 4 and 5.
4. A professional CV and portfolio that they can use when applying for employment

### **Entry Requirements for the Work Placement Year**

Admission to the Work Placement Year is subject to successful application, interview and references from appropriate staff. Students have the opportunity to apply directly for the 4-year 'with work placement year' degree programme, or to transfer onto the 4-year programme at the end of Year-1 and in Year-2 at the end of Semester 1. Students who are initially registered for the 4-year degree programme may transfer onto the 3-year degree programme at any point in time, prior to undertaking the year-long work placement. Students who fail to pass the work placement year, and those who fail to meet the minimum requirements of the work placement year module, (\* or equivalent, work placement), will be automatically transferred onto the 3-year degree programme.

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

The criteria to be applied are:

- A good University attendance record and be in 'good academic standing'.
- Academic Performance (an average of 50% across all modules in Semester 1 at Level 5 is normally required. Places on the Work Placement Year are then conditional on achieving an average mark of 50% across all Level 5 modules. Students with up to 15 credits of re-assessment who meet the 50% requirement may progress to the Work Placement Year. Where no Semester 1 marks have been awarded performance in 1st year marks and ongoing 2nd year assessments are taken into account)
- Students undertaking work placements will be expected to complete a Health and Safety checklist prior to commencing their work experience and will be required to satisfy the Health and Safety regulations of the company or organisation at which they are based.
- (*International students only*) Due to visa requirements, it is not possible for international students who require a Tier 4 Visa to apply for direct entry onto the 4-year with Work Placement Year degree programme. Students wishing to transfer onto this programme should discuss this with student support, the academic tutor for the work placement year, and the Programme Lead. Students should be aware that there are visa implications for this transfer, and it is the student's responsibility to complete any and all necessary processes to be eligible for this programme. There may be additional costs, including applying for a new Visa from outside of the UK for international students associated with a transfer to the work placement programme.

Students may not register for both an International Year and a Work Placement Year.

### **Student Support**

Students will be supported whilst on the Work Placement Year via the following methods:

- Regular contact between the student and a named member of staff who will be assigned to the student as their University supervisor. The University supervisor will be in regular contact with the student throughout the year, and be on hand to provide advice (pastoral or academic) and liaise with the Placement supervisor on the student's behalf if required.
- Two formal contacts with the student during the placement year: the University supervisor will visit the student in their placement organization at around 5 weeks after the placement has commenced, and then visit again (or conduct a telephone/video call tutorial) at around 15 weeks into the placement.
- Weekly supervision sessions will take place with the placement supervisor (or his/her nominee) throughout the duration of the placement.

### **Learning Outcomes**

In addition to the learning outcomes specified in the main text of the Programme Specification, students who complete the 'with Work Placement Year' option will be able to:

1. Understand the variety of ways in which skills developed during the study of Social Sciences can be deployed in non-academic contexts
2. Assess their own strengths and weaknesses in an employment context through a SWOT analysis, design learning outcomes, and reflect on their own progress throughout the module
3. Articulate their placement experiences effectively and critically reflect on their enhanced skill set in front of an audience
4. Understand the aims and priorities, as well as the strengths and possible limitations, of an external organisation and complete tasks as directed
5. Reflect on and critically evaluate their learning from the work placement, showing evidence that they have researched their sector and evaluated the effectiveness of their activities with this in mind

These learning outcomes will be assessed through the non-credit bearing Work Placement Year module (SOC-30051) which involves:

1. Supporting students in locating and securing a relevant work placement in any workplace where the research, analytical, and communication skills as a developed part of a Social, Political and Global Studies degree can be used
2. Students completing a SWOT analysis (strengths, weaknesses, opportunities and threats) at the beginning of the placement, reflecting on their employability skills in terms of their assessment of sector skill demands. This will be used to create Intended Placement Outcomes and contribute to Continuing Professional Development. The action plan will be negotiated and agreed by the student, module convenor and employer.
3. Students creating a professional CV and portfolio that can be used when seeking employment after graduation
4. Students completing a 15-20 minute presentation in June/July, critically reflecting on the activities/projects they have completed so far, and the skills they have learned/developed. The audience will primarily be other students on this module, to ensure shared experiences and to create connections in preparation for returning to Keele for third year (Level 6)
5. Students developing a heightened awareness of the various ways in which their knowledge and skills can be utilised in real-world situations

## **Regulations**

Students registered for the 'with Work Placement Year' option are subject to programme-specific regulations (if any) and the University regulations. In addition, during the Work Placement Year, the following regulations will apply:

- Students undertaking the Work Placement Year must successfully complete the zero-credit rated 'Work Placement Year' module (SOC-30051)
- In order to ensure a high quality placement experience, each placement agency will sign up to a placement contract (analogous to a service level agreement).
- Once a student has been accepted by a placement organisation, the student will make a pre-placement visit and a member of staff identified within the placement contract will be assigned as the placement supervisor. The placement supervisor will be responsible for ensuring that the placement experience meets the agreed contract agreed with the University.
- The placement student will also sign up an agreement outlining his/her responsibilities in relation to the requirements of each organisation.

Students will be expected to behave professionally in terms of:

(i) conforming to the work practices of the organisation; and

(ii) remembering that they are representatives of the University and their actions will reflect on the School and have an impact on that organisation's willingness (or otherwise) to remain engaged with the placement.

## **Additional costs for the Work Placement Year**

Tuition fees for students on the Work Placement Year will be charged at 20% of the annual tuition fees for that year of study, as set out in Section 1. The Work Placement Year can be included in your Student Finance allocation; to find out more about your personal eligibility see: [www.gov.uk](http://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:** 23 April 2026

### ***What's Changed***

SSC-20007 and 20009 changed to compulsory

### **Previous documents**

<b>Version No</b>	<b>Year</b>	<b>Owner</b>	<b>Date Approved</b>	<b>Summary of and rationale for changes</b>
1.1	2025/26	JOHN HOWLETT		
1	2025/26	JOHN HOWLETT	24 March 2025	
1.5	2024/25	JOHN HOWLETT	31 March 2026	Version for 2026/27
1.4	2024/25	JOHN HOWLETT	08 August 2025	Optional module changes: PIR-20108 replaced with SSC-20001 (SEM1-2); module rules updated.; SSC-30003 added.
1.3	2024/25	JOHN HOWLETT	24 June 2025	PIR-30166 removed
1.2	2024/25	JOHN HOWLETT	20 June 2025	Optional modules: SOC-20056 replaced by CRI-20038
1.1	2024/25	JOHN HOWLETT	20 March 2025	Slight amendment to the modules offered at Level 5. These changes relate to availability of staffing but also a choice more relevant and pertinent to the needs of our students.
1	2024/25	SIAN EDWARDS	30 May 2024	
1.1	2023/24	EMMA HEAD	07 September 2023	SOC-10019 has been added as a optional module to semester two.
1	2023/24	SIAN EDWARDS	21 April 2023	
1	2022/23	JOHN HOWLETT	28 January 2022	
1	2021/22	MARK FEATHERSTONE	05 February 2021	
1	2020/21	MARK FEATHERSTONE	04 February 2020	
1	2019/20	EDWARD MCCAULEY	18 June 2019	