

Programme Specification: Undergraduate

For Academic Year 2026/27

1. Course Summary

Names of programme and award title(s)	BA (Hons) English and History BA (Hons) English and History with International Year (see Annex for details) BA (Hons) English and History 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)	n/a
Regulator	Office for Students (OfS)
Tuition Fees	<p>UK students: Fee for 2026/27 is £9,790*</p> <p>International students: 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>

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

English and History at Keele provides graduates with a combination of skills acquired through studying these two closely aligned subjects alongside each other. The topics you will study feed into both disciplines, enabling you to make connections between major events in global history and the kinds of writing people from diverse backgrounds and eras produced in response. The programme is carefully constructed over three years to provide you with a well-rounded and valuable education, giving you opportunities to choose where you want to focus. You'll have opportunities to produce innovative assessments that develop skills that employers seek - critical thinking, creativity, independence, and working effectively with others. You can choose to do work-based learning via placements and to study abroad if you wish.

Studying English allows you to undertake rigorous and critical study of literature from the English-speaking world. It is a very exciting subject: it encourages you to engage imaginatively with texts from near and far and from the past and the present and in so doing, to

understand the world from many different perspectives. It will broaden your mind and widen your horizons. You will think about how the texts you study function within the cultures of which they are a part; and you'll see how they reflect, generate or counter the dominant ideas of their time. Studying History alongside English means you will investigate societies from around the world from the medieval period to the present day. You will explore how understandings of the past continue to shape the present, and you will learn how to apply History to address urgent issues facing the world today. In a global framework, you will explore economic, political, social and cultural approaches to History and grapple with a wide range of themes including war cultures, mobility, gender, religion and revolution. You'll see issues you study as a historian cropping up when you study the literature of the past, putting you in an excellent position to make connections and understand how societies of the past and present function.

You'll combine your study of English and History to study the ways in which the formal characteristics of literature develop both over time and across diverse cultures, you will appreciate the importance of historical context in the production of those literatures, and you will engage with richness, with complexity, and with the very different stories people tell about their worlds and their places in those worlds. You will learn how to deploy rigorous, reasoned and well-evidenced arguments to express complex ideas, and you will develop the skills that will allow you in your life after university to communicate effectively and persuasively to a variety of audiences about the things that interest you.

Throughout the course, you will make connections between the writing people have produced and the historical circumstances that shaped why and how they did so. Keele has major strengths in postcolonial writing and history, in American studies (the David Bruce Centre for the Study of the Americas hosts events of interest to all History and English students), and in public history and creative writing. You have the opportunity to write creatively and to produce coursework that showcases your ability to communicate your ideas about history and literature to different audiences. Interdisciplinary study in English and History is an exciting chance to show your originality. In your final-year project work, for example, you can bring your expertise in these two areas together to do a project that you are passionate about.

Your academic studies will be complemented and enhanced with discipline-specific professional development modules to engage with the wider applications of English and History beyond the classroom. You will also have the option to undertake a work placement module in year two and/or year three - or you can do a year-long work placement between your second and third years of study. Equally, you can do that intervening year studying abroad at one of Keele's many partner universities, gaining an opportunity to study different histories and areas of literature - you can also do study abroad for one semester in year 2 of the three-year degree.

If you are passionate about history and love to read (and perhaps to write) fiction, drama, and poetry, Keele's English and History course is just for you.

4. Aims of the programme

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

- Extend your knowledge of English and History, both chronologically and geographically
- Engage in wide, varied and enjoyable reading among the regional and global varieties of literature and among key literary genres (such as prose fiction, poetry, and drama) from different historical periods.
- Develop your powers of analysis, research, and interpretation, especially your capacity for close, analytical, imaginative readings of texts, handling of data, and of interpretation of original sources
- Enhance your communication, research and critical evaluation skills, both working as an individual and collaboratively in groups
- Engage with an inclusive curriculum that showcases a commitment to equality, diversity and accessibility in both teaching methods and learning content
- Learn how to express yourself effectively in a variety of contexts and how to communicate your ideas with clarity in numerous different forms (essay, review, web projects, podcasts, oral presentation, creative work for example), using language and techniques of presentation appropriate to the audiences you are addressing
- Foster an appreciation for interdisciplinary approaches and perspectives through a sustained and deep engagement with cognate Humanities disciplines
- Discover the very wide range of different career paths that History and English graduates go into and to experience some of those directly if you so wish, developing a wide range of professional skills to strengthen your employability profile

5. What you will learn

The intended learning outcomes of the programme (what students should know, understand and be able to do at the end of the programme), can be described under the following headings:

- Subject knowledge and understanding
- Subject specific skills
- Key or transferable skills (including employability skills)

Subject knowledge and understanding

Successful students will be able to:

- the qualities of literary and non-literary texts from a wide range of historical periods and geographical origins. They will be able to identify their form, figures of speech and genres, and will be able to articulate the ways in which they communicate their meaning
- the richness of language, and the capacity of texts to carry multiple and sometimes ambiguous meanings
- complexities of historical issues in medieval, early modern and modern world histories
- different approaches to English and History and the range of skills and methods employed in their pursuit
- key concepts that shaped the past and continue to shape the present
- processes of change and continuity over time

Subject specific skills

Successful students will be able to:

- read texts closely, analytically and critically, paying attention to form and to figures of speech and articulating interpretations of language that might not be apparent to a less specialist reader.
- critically evaluate and interpret historical sources, both primary and secondary, including the ability to identify, organise and apply historical evidence
- build and sustain an argument based on independent research
- recognise problems in historical materials and limitations in knowledge

Key or transferable skills (including employability skills)

Successful students will be able to:

- Identify, gather, synthesise, organise, and deploy evidence in the support of an argument
- Locate and evaluate information and ideas from a variety of sources, including online and digital materials
- Engage with debates, negotiate disagreements, understand complexity and tolerate (even enjoy) ambiguity
- Work both constructively and critically, by themselves and as part of a team, to deliver specific projects
- Present materials in oral and in a written form, with clarity in the use of language, professional referencing, and effective layout
- Write and think under pressure, meet deadlines, and organise their own learning through self-management
- Reflect productively on their strengths and weaknesses
- Evaluate the arguments of others, balance different perspectives, and give constructive feedback to their peers
- Become adept with technology and digital communication and proficient in the use of a variety of digital platforms.

Keele Graduate Attributes

The Keele Graduate Attributes are the qualities (skills, values and mindsets) which you will have the opportunity to develop during your time at Keele through both the formal curriculum and also through co- and extra-curricular activities (e.g., work experience, and engagement with the wider University community such as acting as ambassadors, volunteering, peer mentoring, student representation, membership and leadership of clubs and societies). Our Graduate Attributes consist of four themes: **academic expertise, professional skills, personal effectiveness, and social, 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:

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

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

These learning and teaching methods enable 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 broad understanding of key aspects of the past; seminars, tutorials, workshops, and online collaboration provide opportunities for students to ask questions about, and suggest answers to, historical problems, and to present their own ideas to members of staff and other students using an appropriate medium of communication; seminars, tutorials and web-based activities encourage students to reflect on their own learning and take responsibility for its development by addressing areas of difficulty; undertaking a research dissertation with the support of an experienced and active researcher allows students to formulate relevant research questions and devise a strategy for answering them.

7. Teaching Staff

Teaching staff in English and History typically have doctorates (PhDs or the equivalent), and all are active researchers. In the most recent government-run assessment of research, the REF 2021, 84% of our History research outputs (e.g. books and articles) were deemed to be 'Internationally Excellent' [3*], while 60% were judged to be in the top category ('World-Leading' [4*]). In English, Members of staff have taken leadership roles on Advisory Boards and Executive Committees of numerous national bodies dedicated to advancing the health of English across the UK and Northern Ireland. All new members of staff must work towards a teaching qualification approved by the Higher Education Academy; existing staff also hold or are working towards such a qualification. Work from staff across both programmes has been published in books and international journals, as well as in the form of novels, poetry collections, and drama.

The University will attempt to minimise changes to our core teaching teams, however, delivery of the programme depends on having a sufficient number of staff with the relevant expertise to ensure that the programme is taught to the appropriate academic standard.

Staff turnover, for example where key members of staff leave, fall ill or go on research leave, may result in changes to the programme's content. The University will endeavour to ensure that any impact on students is limited if such changes occur.

8. What is the structure of the Programme?

The academic year runs from September to June and is divided into two semesters. The number of weeks of teaching will vary from course to course, but you can generally expect to attend scheduled teaching sessions between the end of September and mid-December, and from mid-January to the end of April. Our degree courses are organised into modules. Each module is usually a self-contained unit of study and each is usually assessed separately with the award of credits on the basis of 1 credit = 10 hours of student effort. An outline of

the structure of the programme is provided in the tables below.

There are two types of module delivered as part of your programme. They are:

- Compulsory modules - a module that you are required to study on this course;
- Optional modules - these allow you some limited choice of what to study from a list of modules.

Global Challenge Pathways

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

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

Modern Languages or Certificate in TESOL

Alternatively, you could choose to study modules with the University Language Centre. The Language Centre offers three pathways; The Language Specialist, The Language Taster, and The Trinity Certificate in Teaching English to Speakers of Other Language (TESOL). Language Centre modules are available separately for students at 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	60	60	60
Level 5	60	60	60
Level 6	0	120	120

Module Lists

Level 4

Compulsory modules	Module Code	Credits	Period
Becoming a Critic	ENG-10068	30	Semester 1-2
Defining Moments in World History, c.1000-2000	HIS-10049	30	Semester 1-2

Optional modules	Module Code	Credits	Period
Discoveries: Self and Society in Post-war British Children's Fiction	ENG-10062	15	Semester 1
Classic Literature and Its Adaptations	ENG-10070	30	Semester 1
Writing Fiction	ENG-10074	15	Semester 1
Modern History: From the Industrial Revolution to the Global Pandemic	HIS-10048	30	Semester 1
History in Media and Film: The Presentation of the Past in Contemporary Culture	HIS-10050	15	Semester 1
Voices and Audiences: Building Your Professional Communication Skills	ENG-10064	15	Semester 2
Gothic Nightmares: Robots, Monsters and Witches	ENG-10078	30	Semester 2
Power, Belief and Identity: The Medieval and Early Modern Worlds, 500-1789	HIS-10051	30	Semester 2
Applied History: What's Past is Present	HIS-10052	15	Semester 2

Level 4 Module Rules

Students must take either 'Voices and Audiences: Building Your Professional Communication Skills' or 'Applied History: What's Past is Present'.

In total, students at L4 must take at least 45 credits of ENG-coded and 45 credits of HIS-coded modules (this includes the compulsory ones).

Level 5

Compulsory modules	Module Code	Credits	Period
Themes, Debates and Sources in History	HIS-20129	30	Semester 1
Cultures in Conflict: Victorian to Contemporary World Literature	ENG-20108	30	Semester 2

Optional modules	Module Code	Credits	Period
The American South: US Summer School (Level 5)	LIB-20012	15	Semester 0
Literature and Society	ENG-20098	15	Semester 1
Revolutions in Thought: Medieval Pioneers to Romantic Rebels	ENG-20104	30	Semester 1
Radical Writing: From Modernity to Counterculture	ENG-20114	15	Semester 1
Persecution in Medieval Europe	HIS-20133	15	Semester 1
Colonial legacies: the inconvenient histories of individuals, since 1800. families, and communities	HIS-20137	15	Semester 1
American Dreams and Nightmares: Race, the Environment, and Struggles for Justice	HIS-20145	15	Semester 1
Professional Experience with English (Year 2)	ENG-20092	15	Semester 1-2
Professional Experience with History (Year 2)	HIS-20141	15	Semester 1-2
Pathways with English: Developing Your Profile	ENG-20094	15	Semester 2
Brave New Worlds: Science Fiction and Fantasy	ENG-20096	15	Semester 2
Teenage Dreams: Youth Subcultures in Fiction, Film and Theory	ENG-20106	15	Semester 2
History in the Headlines	HIS-20123	30	Semester 2
Digital Curation and History	HIS-20131	15	Semester 2
Applied History 2: Working with the Past	HIS-20139	15	Semester 2
World Wars and the Age of Extremes	HIS-20143	15	Semester 2

Level 5 Module Rules

Students must choose **one (and only one)** of the following professional development modules: Professional Experience in English (Year 2); Pathways in English; Professional Experience with History (Year 2); Applied History: Working with the Past.

In total, students at Level 5 must take at least 45 credits of ENG-coded and 45 credits of HIS-coded modules (this includes the compulsory ones).

Students who take The American South and/or one of the work placement modules at Level 5 will not be able to take the equivalent module(s) again at Level 6.

Level 6

Optional modules	Module Code	Credits	Period
The American South: US Summer School (Level 6)	LIB-30006	15	Semester 0
Shakespeare on Film	ENG-30114	15	Semester 1
Mean Streets: Literary Detectives and the American City	ENG-30122	15	Semester 1
Into the Matrix: Postmodernism in Fiction, Film and Theory	ENG-30132	30	Semester 1
The Alcohol Question	ENG-30134	15	Semester 1
The Social History of Medicine in England, 1710-1860	HIS-30169	15	Semester 1
The Age of Migration in Global Perspective: gender, disability, race, and place	HIS-30173	15	Semester 1
Slavery and Abolition in America since 1619	HIS-30175	15	Semester 1
Christians, Muslims and Crusaders 1095-1204	HIS-30179	15	Semester 1
Gender and Sexuality in Britain since 1700	HIS-30195	15	Semester 1
The Twisted Road to Hitler	HIS-30201	15	Semester 1
Professional Experience with English (Year 3)	ENG-30116	15	Semester 1-2
Employing English: Putting Your Subject into Practice	ENG-30118	15	Semester 1-2
English Project	ENG-30150	30	Semester 1-2
Dissertation for History - ISP	HIS-30177	30	Semester 1-2
Applied History 3: Looking to the Future	HIS-30185	15	Semester 1-2
Professional Experience with History (Year 3)	HIS-30187	15	Semester 1-2
Angels and Demons: Conflict and Rebellion in Seventeenth-Century Literature	ENG-30120	15	Semester 2
Not just Superheroes! Contemporary Comics and Graphic Novels	ENG-30124	15	Semester 2
Thresholds: Young Adult Fiction	ENG-30142	15	Semester 2
The 'Information Revolution' in the Early Modern World	HIS-30167	15	Semester 2
Killing the King: The English Revolution 1640-49	HIS-30181	15	Semester 2
The Apocalypse will be Televised: Extinction on film since 1945	HIS-30183	15	Semester 2
Sites of Sexual Conflict in South Asia	HIS-30193	15	Semester 2

Level 6 Module Rules

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

Students **MUST** take at least 45 credits of ENG-coded and 45 credits of HIS-coded modules at Level 6.

Students **MUST** take ONE of the FOUR available professional development modules: 'Professional Experience in English (Year 3)'; 'Employing English: Putting Your Subject into Practice'; 'Professional Experience with History (Year 3)'; 'Applied History: Looking to the Future'.

Students who took LIB-20012 (The American South: US Summer School (Level 5)) at level 5 may not take LIB-30006 at level 6.

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

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.

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.

Subject Knowledge and Understanding	
Learning Outcome	Module in which this is delivered
Understand that literary and non-literary texts hail from a wide range of historical periods and geographical origins.	Becoming a Critic - ENG-10068
Understand that texts can carry multiple and sometimes ambiguous meanings	Becoming a Critic - ENG-10068 Classic Literature and Its Adaptations - ENG-10070
Gain an appreciate of medieval, early modern and modern world histories	Modern History: From the Industrial Revolution to the Global Pandemic - HIS-10048 Defining Moments in World History, c.1000-2000 - HIS-10049 Power, Belief and Identity: The Medieval and Early Modern Worlds, 500-1789 - HIS-10051
Learn that there are different approaches to English and History	Discoveries: Self and Society in Post-war British Children's Fiction - ENG-10062 Becoming a Critic - ENG-10068 Writing Fiction - ENG-10074 Defining Moments in World History, c.1000-2000 - HIS-10049
Learn that there are key concepts that shaped the past and continue to shape the present	Becoming a Critic - ENG-10068 Defining Moments in World History, c.1000-2000 - HIS-10049 History in Media and Film: The Presentation of the Past in Contemporary Culture - HIS-10050
Appreciate processes of change and continuity over time	Modern History: From the Industrial Revolution to the Global Pandemic - HIS-10048 Defining Moments in World History, c.1000-2000 - HIS-10049 Power, Belief and Identity: The Medieval and Early Modern Worlds, 500-1789 - HIS-10051

Subject Specific Skills	
Learning Outcome	Module in which this is delivered
Begin to learn to read texts closely, noticing form and figures of speech	Becoming a Critic - ENG-10068 Defining Moments in World History, c.1000-2000 - HIS-10049
Learn to interpret historical sources, both primary and secondary	Modern History: From the Industrial Revolution to the Global Pandemic - HIS-10048 Defining Moments in World History, c.1000-2000 - HIS-10049 Power, Belief and Identity: The Medieval and Early Modern Worlds, 500-1789 - HIS-10051
Begin to acquire the skills necessary to build and sustain an argument based on independent research	Becoming a Critic - ENG-10068 Gothic Nightmares: Robots, Monsters and Witches - ENG-10078 Defining Moments in World History, c.1000-2000 - HIS-10049
Learn to recognise problems in historical materials and limitations in knowledge	Becoming a Critic - ENG-10068 Modern History: From the Industrial Revolution to the Global Pandemic - HIS-10048 Defining Moments in World History, c.1000-2000 - HIS-10049 Power, Belief and Identity: The Medieval and Early Modern Worlds, 500-1789 - HIS-10051

Key or Transferable Skills (graduate attributes)	
Learning Outcome	Module in which this is delivered
Be able to identify, organise, and deploy evidence in the support of an argument	Becoming a Critic - ENG-10068 Defining Moments in World History, c.1000-2000 - HIS-10049
Be able to evaluate information and ideas from a variety of sources, including online and digital materials	Becoming a Critic - ENG-10068 Defining Moments in World History, c.1000-2000 - HIS-10049
Engage with debates and negotiate disagreements	Becoming a Critic - ENG-10068 Defining Moments in World History, c.1000-2000 - HIS-10049
Be able to work by themselves and as part of a team	Voices and Audiences: Building Your Professional Communication Skills - ENG-10064 Becoming a Critic - ENG-10068 Defining Moments in World History, c.1000-2000 - HIS-10049 Applied History: What's Past is Present - HIS-10052
Be able to presenting materials in oral and in written form	Becoming a Critic - ENG-10068 Defining Moments in World History, c.1000-2000 - HIS-10049
Be able to write and think under pressure and meet deadlines	Becoming a Critic - ENG-10068 Defining Moments in World History, c.1000-2000 - HIS-10049
Begin to appreciate different perspectives	Becoming a Critic - ENG-10068 Defining Moments in World History, c.1000-2000 - HIS-10049
Develop skills in technology and digital communication	Becoming a Critic - ENG-10068 Defining Moments in World History, c.1000-2000 - HIS-10049

Level 5

Subject Knowledge and Understanding	
Learning Outcome	Module in which this is delivered
Appreciate the qualities of literary and non-literary texts from a wide range of historical periods and geographical origin; begin to identify the forms of these texts	Cultures in Conflict: Victorian to Contemporary World Literature - ENG-20108 Themes, Debates and Sources in History - HIS-20129
Understand that texts carry multiple and sometimes ambiguous meanings and begin to identify the differences in language used in different types of text	Cultures in Conflict: Victorian to Contemporary World Literature - ENG-20108
Begin to appreciate the complexities of historical issues in medieval, early modern and modern world histories	Themes, Debates and Sources in History - HIS-20129
Be able to identify different approaches to English and History and begin to understand the range of skills and methods employed in their pursuit	Cultures in Conflict: Victorian to Contemporary World Literature - ENG-20108 Themes, Debates and Sources in History - HIS-20129
Understand the key concepts that shaped the past and continue to shape the present	Cultures in Conflict: Victorian to Contemporary World Literature - ENG-20108 Themes, Debates and Sources in History - HIS-20129
Identify processes of change and continuity over time	Cultures in Conflict: Victorian to Contemporary World Literature - ENG-20108 Themes, Debates and Sources in History - HIS-20129

Subject Specific Skills	
Learning Outcome	Module in which this is delivered
Be able to read texts closely, identifying form and figures of speech; begin to articulate interpretations of language that might not be apparent to a less specialist reader	Cultures in Conflict: Victorian to Contemporary World Literature - ENG-20108
Be able to evaluate and interpret historical sources, both primary and secondary, including a burgeoning ability to identify, organise and apply historical evidence	Themes, Debates and Sources in History - HIS-20129
Consolidate skills in building and sustaining an argument based on research	Cultures in Conflict: Victorian to Contemporary World Literature - ENG-20108 Themes, Debates and Sources in History - HIS-20129
Be able to recognise problems in historical materials and limitations in knowledge	Themes, Debates and Sources in History - HIS-20129

Key or Transferable Skills (graduate attributes)	
Learning Outcome	Module in which this is delivered
Be able to identify, gather, synthesise, organise, and deploy evidence in the support of an argument	Cultures in Conflict: Victorian to Contemporary World Literature - ENG-20108 Themes, Debates and Sources in History - HIS-20129
Be able to locate and evaluate information and ideas from a variety of sources, including online and digital materials	Cultures in Conflict: Victorian to Contemporary World Literature - ENG-20108 Themes, Debates and Sources in History - HIS-20129
Engage with debates and negotiate disagreements	Cultures in Conflict: Victorian to Contemporary World Literature - ENG-20108 Themes, Debates and Sources in History - HIS-20129
Be able to work by themselves and as part of a team, to deliver specific projects	Cultures in Conflict: Victorian to Contemporary World Literature - ENG-20108 Themes, Debates and Sources in History - HIS-20129
Be able to presenting materials in oral and in written form, with clarity in the use of language, professional referencing, and effective layout	Cultures in Conflict: Victorian to Contemporary World Literature - ENG-20108 Themes, Debates and Sources in History - HIS-20129
Be able to write and think under pressure and meet deadlines	Cultures in Conflict: Victorian to Contemporary World Literature - ENG-20108 Themes, Debates and Sources in History - HIS-20129
Learn to evaluate the arguments of others and balance different perspectives	Cultures in Conflict: Victorian to Contemporary World Literature - ENG-20108 Themes, Debates and Sources in History - HIS-20129
Begin to become adept with technology and digital communication and in the use of a variety of digital platforms.	Cultures in Conflict: Victorian to Contemporary World Literature - ENG-20108 Themes, Debates and Sources in History - HIS-20129

Level 6

Subject Knowledge and Understanding	
Learning Outcome	Module in which this is delivered
Be able to identify and articulate the range of qualities of literary and non-literary texts from a wide range of historical periods and geographical origins. Be able to identify their form, figures of speech and genres, and be able to articulate the ways in which they communicate their meaning	Not just Superheroes! Contemporary Comics and Graphic Novels - ENG-30124 Into the Matrix: Postmodernism in Fiction, Film and Theory - ENG-30132 The Alcohol Question - ENG-30134 English Project - ENG-30150
Appreciate the richness of language and the capacity of texts to carry multiple and sometimes ambiguous meanings	Angels and Demons: Conflict and Rebellion in Seventeenth-Century Literature - ENG-30120 Mean Streets: Literary Detectives and the American City - ENG-30122 Thresholds: Young Adult Fiction - ENG-30142 English Project - ENG-30150
Identify and critically assess the complexities of historical issues in medieval, early modern and modern world histories	English Project - ENG-30150 The Age of Migration in Global Perspective: gender, disability, race, and place - HIS-30173 Christians, Muslims and Crusaders 1095-1204 - HIS-30179 Sites of Sexual Conflict in South Asia - HIS-30193
Identify and be able to apply different approaches to English and History, showcases a range of skills and methods	The Alcohol Question - ENG-30134 English Project - ENG-30150 The 'Information Revolution' in the Early Modern World - HIS-30167 The Social History of Medicine in England, 1710-1860 - HIS-30169 The Apocalypse will be Televised: Extinction on film since 1945 - HIS-30183
Understand and critically analyse key concepts that shaped the past and continue to shape the present	Shakespeare on Film - ENG-30114 Angels and Demons: Conflict and Rebellion in Seventeenth-Century Literature - ENG-30120 English Project - ENG-30150 Slavery and Abolition in America since 1619 - HIS-30175 Gender and Sexuality in Britain since 1700 - HIS-30195
Identify and critically assess processes of change and continuity over time	English Project - ENG-30150 The Age of Migration in Global Perspective: gender, disability, race, and place - HIS-30173 Slavery and Abolition in America since 1619 - HIS-30175 Killing the King: The English Revolution 1640-49 - HIS-30181 The Twisted Road to Hitler - HIS-30201

Subject Specific Skills	
Learning Outcome	Module in which this is delivered
Be skilled in reading texts closely, analytically and critically, paying attention to form and to figures of speech and articulating interpretations of language that might not be apparent to a less specialist reader	Shakespeare on Film - ENG-30114 Into the Matrix: Postmodernism in Fiction, Film and Theory - ENG-30132 English Project - ENG-30150
Be competent in critically evaluating and interpreting historical sources, both primary and secondary, including the ability to identify, organise and apply historical evidence	English Project - ENG-30150 Sites of Sexual Conflict in South Asia - HIS-30193 The Twisted Road to Hitler - HIS-30201
Be competent in building and sustaining an argument based on independent research	Not just Superheroes! Contemporary Comics and Graphic Novels - ENG-30124 The Alcohol Question - ENG-30134 English Project - ENG-30150 The Social History of Medicine in England, 1710-1860 - HIS-30169 Slavery and Abolition in America since 1619 - HIS-30175
Be able to recognise problems in historical materials and limitations in knowledge, and to independently deal with such problems	Slavery and Abolition in America since 1619 - HIS-30175 Dissertation for History - ISP - HIS-30177 Killing the King: The English Revolution 1640-49 - HIS-30181

Key or Transferable Skills (graduate attributes)	
Learning Outcome	Module in which this is delivered
Be able to independently identify, gather, synthesise, organise, and deploy evidence in the support of an argument	English Project - ENG-30150 Dissertation for History - ISP - HIS-30177
Be able to locate and evaluate information and ideas from a variety of sources, including online and digital materials	English Project - ENG-30150 Dissertation for History - ISP - HIS-30177
Engage critically with debates, negotiate disagreements, understand complexity and tolerate (even enjoy) ambiguity	English Project - ENG-30150 Dissertation for History - ISP - HIS-30177
Be able to work both constructively and critically, by themselves and as part of a team, to deliver specific projects	Professional Experience with English (Year 3) - ENG-30116 Employing English: Putting Your Subject into Practice - ENG-30118 English Project - ENG-30150 Dissertation for History - ISP - HIS-30177 Applied History 3: Looking to the Future - HIS-30185 Professional Experience with History (Year 3) - HIS-30187
Be skilled in presenting materials in oral and in written form, with clarity in the use of language, professional referencing, and effective layout	Professional Experience with English (Year 3) - ENG-30116 Employing English: Putting Your Subject into Practice - ENG-30118 English Project - ENG-30150 Dissertation for History - ISP - HIS-30177 Applied History 3: Looking to the Future - HIS-30185 Professional Experience with History (Year 3) - HIS-30187
Be able to write and think under pressure, meet deadlines, and organise their own learning through self-management	English Project - ENG-30150 Dissertation for History - ISP - HIS-30177
Be able to reflect productively on their strengths and weaknesses	Professional Experience with English (Year 3) - ENG-30116 Employing English: Putting Your Subject into Practice - ENG-30118 English Project - ENG-30150 Dissertation for History - ISP - HIS-30177 Applied History 3: Looking to the Future - HIS-30185 Professional Experience with History (Year 3) - HIS-30187
Evaluate the arguments of others, balance different perspectives, and give constructive feedback to their peers	English Project - ENG-30150 Dissertation for History - ISP - HIS-30177
Become adept with technology and digital communication and proficient in the use of a variety of digital platforms.	Professional Experience with English (Year 3) - ENG-30116 Employing English: Putting Your Subject into Practice - ENG-30118 English Project - ENG-30150 Dissertation for History - ISP - HIS-30177 Applied History 3: Looking to the Future - HIS-30185 Professional Experience with History (Year 3) - HIS-30187

9. Final and intermediate awards

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

BA (Hons) English and History	360 credits	You will require at least 120 credits at levels 4, 5 and 6 You must accumulate at least 270 credits in your main subject (out of 360 credits overall), with at least 90 credits in each of the three years of study, to graduate with a named single honours degree in this subject.
Diploma in Higher Education	240 credits	You will require at least 120 credits at level 4 or higher and at least 120 credits at level 5 or higher
Certificate in Higher Education	120 credits	You will require at least 120 credits at level 4 or higher

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

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

10. How is the Programme Assessed?

The wide variety of assessment methods used on this programme at Keele reflects the broad range of knowledge and skills that are developed as you progress through the degree programme. Teaching staff pay particular attention to specifying clear assessment criteria

and providing timely, regular and constructive feedback that helps to clarify things you did not understand and helps you to improve your performance. The following list is representative of the variety of assessment methods used on your programme. Support for unfamiliar assessments is provided in teaching and learning activities, through one-to-one meetings and/or through centrally-organised support sessions:

- **Examinations** in 'take home' formats, which may consist of essay, short answer and/or document commentary questions.
- **Essays**, including those based on case study material, also test the quality and application of subject knowledge. In addition, they allow you to demonstrate their ability to carry out basic bibliographic research and to communicate your ideas effectively in writing in an appropriate scholarly style.
- **Essay plans** enable you to test in advance the ideas in and structure of your essays. Plans might be formative (i.e., just for practice) or they may count for a small proportion of the final mark of the module.
- **Close reading exercises** test skills of close textual reading. They train you to identify key aspects of literary form, and to articulate the connections between form and meaning.
- **Class tests** taken either conventionally or online via Teams or the Keele Learning Environment (KLE) assess your subject knowledge and your ability to apply it in a focused way
- **Research design projects** test your knowledge of different research methodologies, the limits of knowledge, and your ability to assess and analyse sources and/or texts. They also enable you to demonstrate your ability to formulate research questions and to answer them independently using an appropriate strategy.
- **Individual and group presentations** develop your skills in communicating what you know orally and visually to a range of audience types and encourage you to reflect on these processes. Group presentations train you in working effectively as members of a team.
- **Portfolios** may consist of a range of different pieces of work, including reflective exercises on the development of subject-specific and employability skills.
- **Authentic assignments** may include creating/contributing to websites; authoring blogs; producing podcasts/videocasts; designing posters; producing creative and/or journalistic writing; outlining and/or delivering an outreach session.
- **Annotated Bibliographies** test your ability to construct a bibliography. You reflect briefly and critically on the content, usefulness and importance of the secondary sources you have encountered.
- **Podcasts** allow you to record a presentation on a chosen subject in response to a set theme. They test your ability to present arguments and critical analysis in oral form and help develop your confidence in tailoring information to particular audiences. (We help you with use of recording technology.)
- **Blog posts** enable you to practice writing for different audiences.
- **Reflective Diaries** ask you to record your critical or creative responses to the texts you read. You are assessed on the quality of your reflection and on your ability to respond constructively to the challenges and difficulties you encounter in the process of your own development and learning.
- **Discussion threads** encourage you to reflect on the contents of your seminars, lectures and reading, and engage with the views of your peers.

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)	16.4%	83.6%	0%
Year 2 (Level 5)	16.3%	83.7%	0%
Year 3 (Level 6)	12.3%	87.8%	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/>

English for Academic Purposes

Please note: All new international students entering the university will provide a sample of Academic English during their registration. Using this sample, the Language Centre may allocate you to an English language module which will become compulsory. This will replace any GCP modules. *NB:* students can take an EAP module only with the approval of the English Language Programme Director and are not able to take any other Language modules in the same academic year.

English Language Modules at Level 4:

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

English Language Modules at Level 5:

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

English Language Modules at Level 6:

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

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

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

15. How are students supported on the programme?

Support for student learning on the Programme is provided in the following ways: Module Convenors are responsible for providing support for learning on the modules and in the tutorial groups for which they are responsible. They also give individual feedback on in-course assessments and more general feedback on examinations. Every student is allocated to an Academic Mentor who is responsible for reviewing and advising on students' academic progress in History and on their other Principal Programme. Academic Mentors also act as a first point of contact for students on non-academic issues which may affect their learning and can refer students on to a range of specialist health, welfare and financial services co-ordinated by the University's Student Services. Non-native English-speaking students are offered language classes, facilities and services by the University's Language Centre. In addition to credit-bearing modules on English for academic study, students also have access to one-to-one tutorials for individual help and advice, and to a wealth of resources for self-study and practice. Additional help with University-level study skills and development can be sought from Student Services. All members of teaching staff on the English and History Programmes are available to see students during advertised weekly consultation hours and at other times by appointment.

16. Learning Resources

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

17. Other Learning Opportunities

Study abroad (semester)

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

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 studying in Erasmus+ destinations may be eligible for grants as part of this programme. Students studying outside of this programme may be eligible for income dependent bursaries at Keele. Students travel on a comprehensive Keele University insurance plan, for which there are currently no additional charges. Some governments and/or universities require additional compulsory health coverage plans; costs for this will be advised during the application process.

Study Abroad (International Year)

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

Study Abroad (Summer School)

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

Work Placement Year

Students have the opportunity to apply directly for the 4-year 'with Work Placement Year' degree programme or to transfer onto the 4-year degree programme at the end of Year-1 and in Year-2 at the end of Semester 1. Students who are initially registered for the 4-year degree programme may transfer onto the 3-year degree programme at any point in time, prior to undertaking their year-long placement. Eligibility rules are included in the Annex.

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

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

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

18. Additional Costs

Optional costs

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 who opt to take our work-based placement modules at level 5 and 6 may be expected to pay travel costs (usually one day weekly) to their placement.

Students who take one of our optional Work Placement modules, or our Work Placement year, may need to apply for a Disclosure and Barring Service (DBS) check, if they plan to work with e.g. schools and charities. The current costs for a DBS check are detailed on the additional costs webpage: <https://www.keele.ac.uk/study/undergraduate/tuitionfeesandfunding/undergraduatetuitionfees/additionalcosts>

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.)

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/ga/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: <https://www.qaa.ac.uk/the-quality-code/subject-benchmark-statements/history/> / <https://www.qaa.ac.uk/the-quality-code/subject-benchmark-statements/subject-benchmark-statement-english>
- c. Keele University Regulations and Guidance for Students and Staff: <http://www.keele.ac.uk/regulations>

21. Annex - International Year

BA (Hons) English and History with International Year

International Year Programme
<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>
International Year Programme Aims
<p>In addition to the programme aims specified in the main body of this document, the international year programme of study aims to provide students with:</p> <ol style="list-style-type: none">1. Personal development as a student and a researcher with an appreciation of the international dimension of their subject2. Experience of a different culture, academically, professionally and socially
Entry Requirements for the International Year
<p>Students may apply to the 4-year programme during Level 5. Admission to the International Year is subject to successful application, interview and references from appropriate staff.</p> <p>The criteria to be applied are:</p> <ul style="list-style-type: none">• 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) <p>Students may not register for both an International Year and a Placement Year.</p>
Student Support
<p>Students will be supported whilst on the International Year via the following methods:</p> <ul style="list-style-type: none">• 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
<p>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:</p> <ol style="list-style-type: none">1. Describe, discuss and reflect upon the cultural and international differences and similarities of different learning environments2. Discuss the benefits and challenges of global citizenship and internationalisation3. Explain how their perspective on their academic discipline has been influenced by locating it within an international setting. <p>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.</p>
Regulations
<p>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:</p> <p>Students undertaking the International Year must complete 120 credits, which must comprise <i>at least 40%</i> in the student's discipline area.</p> <p>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.</p> <p>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.</p>
Additional costs for the International Year

Tuition fees for students on the International Year will be charged at 15% of the annual tuition fees for that year of study, as set out in Section 1. The International Year can be included in your Student Finance allocation, to find out more about your personal eligibility see: www.gov.uk

Students will have to bear the costs of travelling to and from their destination university, accommodation, food and personal costs. Depending on the destination they are studying at additional costs may include visas, study permits, residence permits, and compulsory health checks. Students should expect the total costs of studying abroad be greater than if they study in the UK, information is made available from the Global Education Team throughout the process, as costs will vary depending on destination.

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

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

22. Annex - Work Placement Year

BA (Hons) English and History with Work Placement Year

Work Placement Year summary

Students registered for this programme may either be admitted for or apply to transfer during their studies to the 'with Work Placement Year' option (NB: for Combined Honours students the rules relating to the work placement year in the subject where the placement is organised are to be followed). Students accepted onto this programme will have an extra year of study (the Work Placement Year) with a relevant placement provider after they have completed Year 2 (Level 5) at Keele.

Students who successfully complete both the second year (Level 5) and the Work Placement Year will be permitted to progress to Level 6. Students who fail to satisfactorily complete the Work Placement Year will normally revert to the 3-year programme and progress to Level 6 on that basis. The failure will be recorded on the student's final transcript.

Study at Level 4, Level 5 and Level 6 will be as per the main body of this document. The additional detail contained in this annex will pertain solely to students registered for the Work Placement Year option.

Work Placement Year Programme Aims

In addition to the programme aims specified in the main body of this document, the Work Placement Year aims to provide students with:

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

Entry Requirements for the Work Placement Year

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

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

The criteria to be applied are:

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

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

Student Support

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

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

Learning Outcomes

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

1. Understand and discuss the variety of ways in which skills developed during the study of Film Studies can be deployed in non-academic contexts.
2. Develop broader organisational/sector understanding and reflect upon their activities in this context.
3. Assess their own strengths and weaknesses in an employment context.
4. Articulate their placement skills and experiences effectively and through a variety of means (verbal and written)

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

Regulations

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

- Students undertaking the Work Placement Year must successfully complete the zero-credit rated module (ENG-30090)
- In order to ensure a high quality placement experience, each placement agency will sign up to a placement contract (analogous to a service level agreement).
- Once a student has been accepted by a placement organisation, the student will make a pre-placement visit and a member of staff identified within the placement contract will be assigned as the placement supervisor. The placement supervisor will be responsible for ensuring that the placement experience meets the agreed contract agreed with the University.
- The placement student will also sign up an agreement outlining his/her responsibilities in relation to the requirements of each organisation.

Students will be expected to behave professionally in terms of:

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

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

Additional costs for the Work Placement Year

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

Students will have to bear the costs of travelling to and from their placement provider, accommodation, food and personal costs. Depending on the placement provider additional costs may include parking permits, travel and transport, suitable clothing, DBS checks, and compulsory health checks.

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

Eligibility for student finance will depend on the type of placement and whether it is paid or not. If it is paid, this is likely to affect student finance eligibility, however if it is voluntary and therefore unpaid, should not affect student finance eligibility. Students are required to confirm eligibility with their student finance provider.

International students who require a Tier 4 visa should check with the Immigration Compliance team prior to commencing any type of paid placement to ensure that they are not contravening their visa requirements.

Version History

This document

Date Approved: 31 March 2026

Previous documents

Version No	Year	Owner	Date Approved	Summary of and rationale for changes
1	2025/26	ANDREA WITHINGTON	28 April 2025	