

Programme Specification: Undergraduate

For Academic Year 2026/27

1. Course Summary

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

Game Design at Keele will enable students to work at the frontiers of computer game design and development. Students will acquire academic knowledge and understanding of games theory and practice, and they will undertake the creative and reflective application of technology for game design.

The programme aims to develop students' technical skills, creative practice, artistic imagination and production, and academic knowledge. Students will work creatively with the latest game engines, digital video, and audio principles, while understanding critical and cultural theory, recognising the importance of the social context of games.

The programme recognises the wide variety of potential destinations for students after completion of their course and therefore draws on a combination of compulsory and optional modules, in addition to a final year creative project module. Students will be able to build a portfolio of creative work throughout the degree.

A series of compulsory modules in Year 1 (Level 4) and Year 2 (Level 5) will cover all programme learning outcomes at those levels. Most of these outcomes will be achieved or reinforced in optional modules. In Year 3 (Level 6) the stated outcomes are achieved by taking any of the modules offered in each semester.

Our students will have opportunities for employer engagement and to apply their skills in a real-world settings by taking an optional Work Placement module at both L5 and L6 that could be enhanced as a work placement year opportunity.

At Keele, studying BA Game Design will empower you to work at the cutting edge of computer game design and development. You will gain a deep understanding of games theory and practice, while applying technology creatively and reflectively in your game design work.

The programme is designed to help you develop technical skills, creative practices, artistic imagination, and production expertise, alongside academic knowledge. You will work hands-on with the latest game engines, digital video, and audio tools while exploring critical and cultural theories that emphasize the social contexts of gaming.

Recognising the wide range of career pathways available to you, the course combines compulsory and optional modules, culminating in a final-year creative project. Throughout your degree, you will build an impressive portfolio of creative work to showcase your skills and ideas.

In Year 1 (Level 4) and Year 2 (Level 5), you will cover the full range of programme learning outcomes through a series of compulsory modules, with opportunities to reinforce and expand these outcomes through optional modules. By Year 3 (Level 6), you will achieve the stated outcomes by selecting from a variety of modules offered each semester.

You will also have opportunities to engage with employers and apply your skills in real-world settings through an optional Work Placement module, available at both Level 5 and Level 6. This can even be extended into a year-long work placement to further enhance your experience.

4. Aims of the programme

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

- acquire knowledge and in-depth understanding of the key issues (theoretical and applied), technologies, and concepts in games design;
- gain awareness of the culture of games and of games' relationship to and position within the wider society;
- specialise in particular areas of games design, building a professional profile and portfolio of creative products throughout the Programme;
- acquire a rigorous educational experience in a specialist discipline within the context of the creative industries;
- acquire technical skills in game scripting and programming, and working with hardware and software to design games;
- develop interpretive skills to evaluate the historical, theoretical, creative, practical and wider cultural dimensions of the field of games design;
- develop critical, analytical and problem-based learning skills through a different array of teaching methods and creative assessments;
- develop communication, numeracy, time management, self-management, and general professional transferable skills;
- develop skills for team working in the context of creative collaboration, and within frameworks including legislative, regulatory, and commercial contexts;

- give students opportunities to develop knowledge and understanding of areas related to games design, such as scripting and programming for games, computer science, Esports business management, media practice and theory, and film;
- develop employability skills and experiences to prepare students for future employment, either within or outside the gaming industry, including via optional placement modules and/or placement year.

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:

- Develop awareness of the range of game industry products and professional discourses;
- Identify the core competencies required to achieve success within a games industry specialism;
- Demonstrate an informed awareness of how historically relevant game design precedents can inform students work;
- Explain and evaluate the properties and manipulation of 3D visual elements, in the context of game design.
- Critically engage with and evaluate cultural and aesthetic issues relating to gaming industry, visual art and film.
- Recognise and assess critically issues, methods, and approaches in collaborative and interdisciplinary game design work.
- Develop a clear understanding of the professional opportunities available within the areas of study;
- Identify pathways into employment or further study in the creative industries.
- Demonstrate an informed awareness of how historically relevant artistic and cultural precedents can inform your work in game design.
- Demonstrate knowledge of legal, ethical and social issues surrounding marketing and monetisation.

Subject specific skills

Successful students will be able to:

- Solve technical and creative problems associated with games design using game engines and/or coding platforms for software development.
- Develop skills and aptitude with cameras, sound recording devices, and audiovisual software in the context of games design.
- Demonstrate competence with games design industry standard software packages used for 3D modelling and surface texturing workflows.
- Explain the applications of theoretical, technical and contextual foundations of games design to achieving artistic ends.
- Apply and evaluate a range of analytical skills and strategies to a variety of game design
- Apply game design skills to original work
- Apply creatively techniques for game design.
- Apply skills and techniques required to develop a game in a collaborative environment.
- Develop a personal profile for employment in gaming industry
- Apply creatively techniques for game design, scripting and programming.
- Comprehend project and asset management tools used to develop and publish to a gaming platform.
- Produce a substantial game design project that promotes themselves as an industry specialist, in a format recognised by the games industry.
- Identify the challenges and opportunities offered by individual and/or collaborative game design creative endeavours and demonstrate strategies to tackle them through project teamwork.
- Work independently, deploying judgement in the appropriate choice of business, process and market.

Key or transferable skills (including employability skills)

Successful students will be able to:

- Find and make use of a range of bibliographic and specialised web-based resources.
- Identify and summarise the main points in a variety of texts.
- Engage with complex processes in the context of game design, using specialised software, thus further enhancing IT skills.
- Make use of some basic theories and research skills in developing arguments and making judgements about specific issues.
- Communicate appropriately both orally and in writing using relevant information and communication

- technologies, where appropriate.
- Make decisions and plan actively in uncertain and unpredictable contexts while working on a collaborative project
- Evaluate and apply abstract ideas in resolving problems ethically
- Use information technology in undertaking research
- Plan, research and produce an industry standard product
- Make decisions and plan actively in uncertain and unpredictable contexts
- Work productively as individuals and as a member of a group in both structured and unstructured contexts exercising initiative and personal responsibility

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. All teaching is research-led and social learning is encouraged in sessions. They include the following:

Lectures provide a basic outline for a module and a framework for students' creative and applied engagement. A lecture relays principles, concepts, ideas and theoretical knowledge about a relevant topic. Guest speakers and masterclasses from industry will bring specialisms and real-world contextualisation.

Seminars involve a two-way communication between lecturers and participants; active discussions, reflections and debates are key components of seminars. They are more interactive and involve student participation in the learning. Students are required to prepare for seminars either by carrying out assigned reading, watching, game-playing or creative tasks.

Tutorials are either one-to-one sessions with the tutor, at the request of the tutor or student, to discuss aspects of their work and preparation for assignments, or they involve small group discussion to address specific issues with the tutor.

Workshops and demonstrations are more practical than seminars, lectures or tutorials. They may also involve guest speakers or tutor and student cohort to demonstrate relevant creative work.

Plenaries. Modules involving mainly small-group seminar teaching or tutorials (such as ISPs and dissertation) often have plenary sessions to discuss the structure of the module teaching, explain practical arrangements and assessment. Plenary sessions may also be arranged to review lesson objectives and consolidate learning. This is a good opportunity for students and lecturers to reflect on the learning process, ask questions, discuss next steps and revise learning outcomes.

Most modules involve aspects of the Keele Learning Environment (KLE) as part of their learning or assessment process. The KLE is an online learning environment that provides a range of tools to support your learning, including access to documents and other resources, quizzes, discussion boards, pre-recorded tasks and explanations, assignments and announcements. Students are sometimes asked to submit course work, other short assignments or complete quizzes using the KLE, or are referred to it for reading, listening and for contributing to online discussions. TEAMS may also be used for creative tasks. Lecturers will be clear on which platform is expected to be used at the beginning of term.

All modules involve independent study, which can include prescribed reading, listening, practising and designing. In addition to prescribed work, effective independent study depends on students being able to identify, access, evaluate and use a range of additional materials for themselves. All students have access to the University Library, the internet, separate Game Design resources to support learning on the Programme, and to materials accessible electronically via the Keele Learning Environment (KLE) or TEAMS.

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.

Game Design provides clear opportunities for students to engage with external partners at all levels of study. In

years 1 and 2, core modules may feature master classes by guest lecturers, who may be figures in industry or in local organisations. In years 2 and 3, students can take work placement modules to build up their experience of applying the skills acquired on the programme to real-world settings. Students can choose to undertake a placement year as part of the degree. Finally, students' final-year project work will give them chances both to do projects that involve external partners and there will be an event at Keele that showcases their work. The assessments have been designed to support students' abilities to publicise their work, including digitally, both during and after their studies.

7. Teaching Staff

The programme is informed and inspired by successful gaming industry practitioners and researchers, and balances creativity with critical-theoretical approaches. The international group of staff has a range of specialisms including creative work.

All current members of staff are active researchers with international and world-class reputations. Our staff group has extensive experience of undergraduate and postgraduate teaching. Staff have gained University-level teaching qualifications accredited by the Higher Education Academy (HEA).

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/languagecentroptions/>

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	30	30
Level 6	90	30	30

Module Lists

Level 4

Compulsory modules	Module Code	Credits	Period
Crafting Games and Worldmaking	GAM-10011	30	Semester 1
Problem Solving and Computer Programming	CSC-10084	30	Semester 1-2
Introduction to Game Design	GAM-10009	30	Semester 1-2
Becoming a Cultural Citizen	MDS-10051	15	Semester 2

Optional modules	Module Code	Credits	Period
Popular Music and Digital Platforms	MUS-10126	15	Semester 1

Level 4 Module Rules

To reach the 120 credits needed to complete Level 4, students can take the optional module, take a part in Global Challenge Pathways or take a language module.

Level 5

Compulsory modules	Module Code	Credits	Period
Game Modelling and Animation	GAM-20011	30	Semester 1
Game Environment, Level Design and Immersive Media	GAM-20013	30	Semester 1
Collaborative Game Prototyping	GAM-20015	30	Semester 2

Optional modules	Module Code	Credits	Period
The American South: US Summer School (Level 5)	LIB-20012	15	Semester 0
Creative Arts and Humanities in Society	LIB-20008	15	Semester 1
Professional Experience for Game Design (Year 2)	GAM-20017	15	Semester 1-2
Pathways with Game Design: Developing Your Profile	GAM-20019	15	Semester 2

Level 5 Module Rules

Game Design students must take either 'Professional Experience for Game Design (Year 2)' or 'Pathways with Game Design: Developing Your Profile'. To reach the 120 credits needed to complete Level 5, students can take an additional optional module, take a part in Global Challenge Pathways or take a language module.

If students take 'LIB-20012 The American South: US Summer School' and/or 'MUS-20088 Professional Experience with Music Production and Sound Design' they will not be able to take the equivalent modules again at L6.

Level 6

Compulsory modules	Module Code	Credits	Period
User Experience and Interactive Design	GAM-30011	30	Semester 1
Creative Game Design Project (ISP)	GAM-30019	30	Semester 1-2
Game Enterprise, Marketing and Monetisation	GAM-30013	30	Semester 2

Optional modules	Module Code	Credits	Period
The American South: US Summer School (Level 6)	LIB-30006	15	Semester 0
Professional Experience with Game Design (Year 3)	GAM-30015	15	Semester 1-2
Employing Game Design: Putting Your Subject into Practice	GAM-30017	15	Semester 2

Level 6 Module Rules

Game Design Single Honours students must take either 'Professional Experience for Game Design (Year 3)' or 'Employing Game Design: Putting Your Subject into Practice'. To reach the 120 credits needed to complete Level 6, students can take an additional optional module, take a part in Global Challenge Pathways or take a language module.

Learning Outcomes

The table below sets out what students learn in the programme and the modules in which that learning takes place. Details of how learning outcomes are assessed through these modules can be found in module specifications.

Level 4

In Year 1 (Level 4) 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 optional modules together with other outcomes not stated here.

Subject Knowledge and Understanding	
Learning Outcome	Module in which this is delivered
Develop awareness of the range of game industry products and professional discourses;	Introduction to Game Design - GAM-10009 Introduction to Game Design;
Identify the core competencies required to achieve success within a games industry specialism;	Crafting Games and Worldmaking - GAM-10011 Crafting Games and World Making;
Demonstrate an informed awareness of how historically relevant game design precedents can inform students work;	Introduction to Game Design - GAM-10009 Crafting Games and Worldmaking - GAM-10011 Crafting Games and World Making; Introduction to Game Design;

Subject Specific Skills	
Learning Outcome	Module in which this is delivered
Solve technical and creative problems associated with games design using game engines and/or coding platforms for software development.	Problem Solving and Computer Programming - CSC-10084 Introduction to Game Design - GAM-10009 Crafting Games and Worldmaking - GAM-10011 Introduction to Game Design Crafting Games and Worldmaking Introduction to Programming
Demonstrate competence with games design industry standard software packages used for 3D modelling and surface texturing workflows.	Crafting Games and Worldmaking - GAM-10011 Crafting Games and Worldmaking
Explain the applications of theoretical, technical and contextual foundations of games design to achieving artistic ends.	Problem Solving and Computer Programming - CSC-10084 Introduction to Game Design - GAM-10009 Crafting Games and Worldmaking - GAM-10011 Becoming a Cultural Citizen - MDS-10051 Introduction to Game Design Crafting Games and Worldmaking Sound for Moving Image Introduction to Programming Becoming a Cultural Citizen
Deploy effectively the tools used for the construction and documentation of computer applications, with particular emphasis on understanding the whole process involved in the effective deployment of computers to solve practical problems.	Problem Solving and Computer Programming - CSC-10084 Problem Solving and Computer Programming

Key or Transferable Skills (graduate attributes)	
Learning Outcome	Module in which this is delivered
Find and make use of a range of bibliographic and specialised web-based resources.	All modules
Identify and summarise the main points in a variety of texts.	All modules
Engage with complex processes in the context of game design, using specialised software, thus further enhancing IT skills.	All modules
Make use of some basic theories and research skills in developing arguments and making judgements about specific issues.	All modules
Communicate appropriately both orally and in writing using relevant information and communication technologies, where appropriate.	All modules

Level 5

Subject Knowledge and Understanding	
Learning Outcome	Module in which this is delivered
Explain and evaluate the properties and manipulation of 3D visual elements, in the context of game design.	Game Modelling and Animation - GAM-20011 Game Environment, Level Design and Immersive Media - GAM-20013 Game Modelling and Animation Game Environment, Level Design and Immersive Media
Critically engage with and evaluate cultural and aesthetic issues relating to gaming industry, visual art and film.	Game Modelling and Animation - GAM-20011 Game Environment, Level Design and Immersive Media - GAM-20013 Game Modelling and Animation Game Environment, Level Design and Immersive Media
Recognise and assess critically issues, methods, and approaches in collaborative and interdisciplinary game design work.	Game Environment, Level Design and Immersive Media - GAM-20013 Collaborative Game Prototyping - GAM-20015 Collaborative Game Prototyping Game Environment, Level Design and Immersive Media CSC-20081 Computer Game Development
Computational thinking including its relevance to everyday life.	Animation and Game Design

Subject Specific Skills	
Learning Outcome	Module in which this is delivered
Apply and evaluate a range of analytical skills and strategies to a variety of game design	Game Modelling and Animation - GAM-20011 Game Environment, Level Design and Immersive Media - GAM-20013 Collaborative Game Prototyping - GAM-20015 Collaborative Game Prototyping; Game Environment, Level Design and Immersive Media; Game Modelling and Animation
Apply game design skills to original work	Game Environment, Level Design and Immersive Media - GAM-20013 Collaborative Game Prototyping - GAM-20015 Professional Experience for Game Design (Year 2) - GAM-20017 Professional Experience for Game Design (Year 2); Collaborative Game Prototyping; Game Environment, Level Design and Immersive Media; Computer Game Development
Apply creatively techniques for game design.	Game Environment, Level Design and Immersive Media - GAM-20013 Collaborative Game Prototyping - GAM-20015 Professional Experience for Game Design (Year 2) - GAM-20017 Professional Experience for Game Design (Year 2); Collaborative Game Prototyping; Game Environment, Level Design and Immersive Media; Computer Game Development
Apply skills and techniques required to develop a game in a collaborative environment.	Collaborative Game Prototyping - GAM-20015 Collaborative Game Prototyping
Develop a personal profile for employment in gaming industry	Pathways with Game Design: Developing Your Profile - GAM-20019 Pathways with Game Design: Developing Your Profile
Specify, design and construct reliable, secure and usable computer-based systems.	Animation and Game Design

Key or Transferable Skills (graduate attributes)	
Learning Outcome	Module in which this is delivered

Key or Transferable Skills (graduate attributes)	
Learning Outcome	Module in which this is delivered
Make decisions and plan actively in uncertain and unpredictable contexts while working on a collaborative project	<p>Game Modelling and Animation - GAM-20011 Game Environment, Level Design and Immersive Media - GAM-20013 Collaborative Game Prototyping - GAM-20015 Professional Experience for Game Design (Year 2) - GAM-20017 Pathways with Game Design: Developing Your Profile - GAM-20019 Creative Arts and Humanities in Society - LIB-20008 The American South: US Summer School (Level 5) - LIB-20012 Game Modelling and Animation; Professional Experience for Game Design (Year 2); Creative Arts and Humanities in Society; Collaborative Game Prototyping; Game Environment, Level Design and Immersive Media; Computer Game Development ; Pathways with Game Design: Developing Your Profile; The American South: US Summer School (Level 5);</p>
Evaluate and apply abstract ideas in resolving problems ethically	<p>Game Modelling and Animation - GAM-20011 Game Environment, Level Design and Immersive Media - GAM-20013 Collaborative Game Prototyping - GAM-20015 Professional Experience for Game Design (Year 2) - GAM-20017 Pathways with Game Design: Developing Your Profile - GAM-20019 The American South: US Summer School (Level 5) - LIB-20012 Game Modelling and Animation; Professional Experience for Game Design (Year 2) Collaborative Game Prototyping; Game Environment, Level Design and Immersive Media; Computer Game Development ; Pathways with Game Design: Developing Your Profile; The American South: US Summer School (Level 5);</p>
Use information technology in undertaking research	<p>Game Modelling and Animation - GAM-20011 Game Environment, Level Design and Immersive Media - GAM-20013 Collaborative Game Prototyping - GAM-20015 Professional Experience for Game Design (Year 2) - GAM-20017 Pathways with Game Design: Developing Your Profile - GAM-20019 Creative Arts and Humanities in Society - LIB-20008 The American South: US Summer School (Level 5) - LIB-20012 Game Modelling and Animation; Professional Experience for Game Design (Year 2) Collaborative Game Prototyping; Game Environment, Level Design and Immersive Media; Computer Game Development ; Pathways with Game Design: Developing Your Profile; The American South: US Summer School (Level 5); Creative Arts and Humanities in Society;</p>

Level 6

Subject Knowledge and Understanding	
Learning Outcome	Module in which this is delivered
Develop a clear understanding of the professional opportunities available within the areas of study;	Game Enterprise, Marketing and Monetisation - GAM-30013 Professional Experience with Game Design (Year 3) - GAM-30015 Creative Game Design Project (ISP) - GAM-30019 Game Enterprise, Marketing and Monetisation; Creative Game Design Project (ISP); Professional Experience for Game Design (Year 3);
Identify pathways into employment or further study in the creative industries.	Professional Experience with Game Design (Year 3) - GAM-30015 Employing Game Design: Putting Your Subject into Practice - GAM-30017 Employing Game Design: Putting Your Subject into Practice Professional Experience for Game Design (Year 3)
Demonstrate an informed awareness of how historically relevant artistic and cultural precedents can inform your work in game design.	User Experience and Interactive Design - GAM-30011 Creative Game Design Project (ISP) - GAM-30019 User Experience and Interactive Design; Creative Game Design Project (ISP);
Demonstrate knowledge of legal, ethical and social issues surrounding marketing and monetisation.	Game Enterprise, Marketing and Monetisation - GAM-30013 Game Enterprise, Marketing and Monetisation

Subject Specific Skills	
Learning Outcome	Module in which this is delivered
Apply creatively techniques for game design, scripting and programming.	User Experience and Interactive Design - GAM-30011 Creative Game Design Project (ISP) - GAM-30019 Creative Game Design Project (ISP); User Experience and Interactive Design; Programming for Virtual Worlds
Comprehend project and asset management tools used to develop and publish to a gaming platform.	User Experience and Interactive Design - GAM-30011 Game Enterprise, Marketing and Monetisation - GAM-30013 Creative Game Design Project (ISP) - GAM-30019 User Experience and Interactive Design; Game Enterprise, Marketing and Monetisation; Programming for Virtual Worlds; Creative Game Design Project (ISP);
Produce a substantial game design project that promotes themselves as an industry specialist, in a format recognised by the games industry.	Creative Game Design Project (ISP) - GAM-30019 Creative Game Design Project (ISP)
Identify the challenges and opportunities offered by individual and/or collaborative game design creative endeavours and demonstrate strategies to tackle them through project teamwork.	Creative Game Design Project (ISP) - GAM-30019 Creative Game Design Project (ISP); Programming for Virtual Worlds
Work independently, deploying judgement in the appropriate choice of business, process and market.	Game Enterprise, Marketing and Monetisation - GAM-30013 Professional Experience with Game Design (Year 3) - GAM-30015 Game Enterprise, Marketing and Monetisation; Professional Experience for Game Design (Year 3);
Deploy effectively the tools used for the construction and documentation of computer applications, with particular emphasis on understanding the whole process involved in the effective deployment of computers to solve practical problems.	Game Technologies and Applications

Key or Transferable Skills (graduate attributes)	
Learning Outcome	Module in which this is delivered
Plan, research and produce an industry standard product	Professional Experience with Game Design (Year 3)¿ - GAM-30015 Creative Game Design Project (ISP) - GAM-30019 Creative Game Design Project (ISP); Professional Experience for Game Design (Year 3);
Make decisions and plan actively in uncertain and unpredictable contexts	Professional Experience with Game Design (Year 3)¿ - GAM-30015 Creative Game Design Project (ISP) - GAM-30019 Creative Game Design Project (ISP); Professional Experience for Game Design (Year 3);
Work productively as individuals and as a member of a group in both structured and unstructured contexts exercising initiative and personal responsibility	User Experience and Interactive Design - GAM-30011 Game Enterprise, Marketing and Monetisation - GAM-30013 Professional Experience with Game Design (Year 3)¿ - GAM-30015 Employing Game Design: Putting Your Subject into Practice - GAM-30017 Creative Game Design Project (ISP) - GAM-30019 The American South: US Summer School (Level 6) - LIB-30006 Game Enterprise, Marketing and Monetisation; Creative Game Design Project (ISP); Professional Experience for Game Design (Year 3); Employing Game Design: Putting Your Subject into Practice; User Experience and Interactive Design; Game Enterprise, Marketing and Monetisation ; Programming for Virtual Worlds; Games Computing; The American South: US Summer School (Level 6)

9. Final and intermediate awards

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

Honours Degree		You will require at least 120 credits at levels 4, 5 and 6
BA (Hons) Game Design	360 credits	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 authentic and innovative 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:

Creative project work with accompanying reflective documentation - for example a major game product or a portfolio of games, plus a series of reflections on the work undertaken, i.e., its aims and methods, process and creative decisions.

Written coursework: devised in consultation with the tutor, such as essays, commentaries, reports, blog entries, etc. Written coursework tests the quality and application of subject knowledge. In addition it allows students to communicate their ideas effectively.

Oral presentations (e.g. posters, pitch projects, etc) assess students' subject knowledge and understanding, as well as their ability to communicate what they know orally and visually. When delivered by groups of students, they also test students' ability to work effectively as members of a team.

Demonstrations and simulations to test studio-based modules. These seek to evaluate technical skills through the simulation of real-life game production scenarios.

Individual Study Project, including options to present a Game Design portfolio. ISP's focus on a subject related to staff research expertise. Students work closely with their supervisor to produce work in an area of student choice.

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)	19.1%	80.9%	0%
Year 2 (Level 5)	16.3%	77.4%	6.3%
Year 3 (Level 6)	16.3%	83.7%	0%

12. Accreditation

This programme does not have accreditation from an external body. We intend to apply for TIGA accreditation when eligible, which is once two cohorts of students have graduated.

13. University Regulations

The University Regulations form the framework for learning, teaching and assessment and other aspects of the student experience. Further information about the University Regulations can be found at:

<http://www.keele.ac.uk/student-agreement/>

If this programme has any exemptions, variations or additions to the University Regulations these will be detailed in an Annex at the end of this document titled 'Programme-specific regulations'.

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

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

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

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

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

English for Academic Purposes

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

English Language Modules at Level 4:

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

English Language Modules at Level 5:

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

English Language Modules at Level 6:

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

Recognition of Prior Learning (RPL) is considered on a case-by-case basis and those interested should contact the Programme Director. The University's guidelines on this can be found here: <https://www.keele.ac.uk/qa/programmesandmodules/recognitionofpriorlearning/>

15. How are students supported on the programme?

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

- Module tutors who are responsible for providing support for learning on the modules for which they are responsible.
- Staff office hours (advertised weekly and by appointment) for one-to-one discussions on any aspect of the course, and email contact.
- The Academic Mentor system which advises students on their academic progress and also act of a first point of contact for other issues, including pastoral support.
- Induction meetings at the start of their studies.
- Introductory lectures at the start of each semester.
- Individual and detailed written feedback on all assessments.
- A Student Handbook updated every year.
- KLE and TEAM platforms for information such as reading lists, teaching material, assessments.
- The University's Student Services provides specialist support, for example, to international students and students with disabilities and/or special educational needs.
- Other support services such as Student Counselling.
- University library stocks and e-journals and resources.
- Opportunities and advice for Study Abroad.
- Additional help with University level study skills is available from Student Services.

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.

16. Learning Resources

There are specialised editing suites in the Chancellor's Building, with facilities open for students to implement and challenge their practical skills alongside their theoretical learning. They will have access to the photographic studio, screening room featuring a small cinema, and Apple Macintosh labs. This will help to develop their editing skills further and enhance their employability prospects having used specialist equipment as well as Nikon and Canon cameras.

School of Computer Science and Mathematics

Computer Science modules are taught in lecture theatres, teaching rooms and computer laboratories. The learning resources available to students on the Programme include:

Dedicated networked PC laboratories within the School of Computer Science and Mathematics, which use the Microsoft Windows and GNU/Linux operating systems and provide a wide range of supported software. The School buildings are accessible 24 hours a day (via a purchasable key fob). Students have individual email accounts and file stores on University and School servers. Additional facilities are provided for final year projects.

The Clock House

The Clock House, which is the home of the Music Production and Sound Design provides a cutting-edge facilities and equipment for game audio. It features recording studios, individual and group rehearsal rooms, a computer lab, a dedicated band rehearsal space, lecture and seminar rooms, staff offices and equipment storage.

The Studios

- The Courtyard Studio:

A brand-new, purpose-built multi-room studio complex for live sound recording, mixing, and mastering.

Facilities include:

- UAD interfaces and software.

- ATC and Genelec monitoring systems up to full Dolby Atmos configuration (7.1.4).
- Outboard from SSL and Empirical Labs amongst others.
- A control room, 2 large live rooms and an isolation booth (VO Booth).
- Large screens in every room for sound effects and foley recording applications.
- An SSL Nucleus 2 Controller.
- Microphones from Neumann, AKG, Oktava, Sennheiser, Electro-Voice, Coles, Beyer Dynamic and more.
- The Tim Souster Studio:

A creative studio space featuring a control room, live room and an eclectic mix of instruments and hardware.

Facilities include:

- Audient 8024 mixing console.
- Neve pre-amps.
- An Antelope interface.
- Synthesizers including models from Dave Smith Instruments, Yamaha, Roland, Behringer, EMS and more.
- A range of professional outboard including Neve, Warm Audio, Drawmer, Yamaha, SSL and Empirical Labs.
- Microphones from Neumann, AKG, Oktava, Sennheiser, Electro-Voice, Coles, Beyer Dynamic and more.
- Yamaha Disklavier piano, various instruments, full backline and Gretch Drumkit and a CMI Fairlight workstation.
- The Snowdon Studio:

A compact studio ideal for composition, mixing, mastering, and audio-visual work.

- The Alcove Studio:

A compact studio featuring individual workstation and surround sound capabilities for single user or small group editing and sound design.

Computer Lab

- The Studio Garage Lab: A computer lab with iMac workstations, Arturia MIDI controllers and a Genelec surround sound system.

KLE

The Keele Learning Environment (KLE) which provides easy online access to a range of learning resources including lecture notes and other resources supplied in modules.

Keele University Library

The extensive collection of books and journals relevant to undergraduate study held in the University Library. Much of this material is also accessible online to Keele students from anywhere in the world with a University username and password.

17. Other Learning Opportunities

Study abroad (semester)

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

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

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

Whilst students are studying abroad any Student Finance eligibility will continue, where applicable students may be eligible for specific travel or disability grants. Students who meet external eligibility criteria may be eligible for grants as part of this programme. Students studying outside of this programme may be eligible for income dependent bursaries at Keele. Students travel on a comprehensive Keele University insurance plan, for which

there are currently no additional charges. Some governments and/or universities require additional compulsory health coverage plans; costs for this will be advised during the application process.

Study Abroad (International Year)

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

Study Abroad (Summer School)

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

Work Placement Year

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

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

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

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

18. Additional Costs

- Equipment - studio quality headphones for private sound monitoring (estimated cost £80-£120)
- 'Students who take one of our optional GAM-20017-Professional Experience for Game Design (Year 2) module at level 5 and GAM-30015-Professional Experience with Game Design (Year 3) at Level 6 may be expected to pay travel costs (usually one day weekly) to their placement.'
- 'Students who take our optional USA 4-week summer school module may expect to pay an estimated maximum total cost (after taking into account Turing scheme funding) of £820 for Widening Access students; £1675 for other students.'

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

As to be expected there will be additional costs for inter-library loans and potential overdue library fines, print and graduation. We do not anticipate any further costs for this programme.

19. Quality management and enhancement

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

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

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

- The results of student evaluations of all modules are reported to module leaders and reviewed by the Programme Committee as part of annual programme review.

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

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

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

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

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

20. The principles of programme design

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

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

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

b. QAA Subject Benchmark Statement: Music (2019) https://www.qaa.ac.uk/docs/qaa/subject-benchmark-statements/subject-benchmark-statement-music.pdf?sfvrsn=61e2cb81_4

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

21. Annex - International Year

Game Design with International Year

<p>International Year Programme</p> <p>Students registered for this Single Honours programme may either be admitted for or apply to transfer during their period of study at Level 5 to the International Year option. Students accepted onto this option will have an extra year of study (the International Year) at an international partner institution after they have completed Year 2 (Level 5) at Keele.</p> <p>Students who successfully complete both the second year (Level 5) and the International Year will be permitted to progress to Level 6. Students who fail to satisfy the examiners in respect of the International Year will normally revert to the standard programme and progress to Level 6 on that basis. The failure will be recorded on the student's final transcript.</p> <p>Study at Level 4, Level 5 and Level 6 will be as per the main body of this document. The additional detail contained in this annex will pertain solely to students registered for the International Year option.</p>
<p>International Year Programme Aims</p> <p>In addition to the programme aims specified in the main body of this document, the international year programme of study aims to provide students with:</p> <ol style="list-style-type: none"> 1. Personal development as a student and a researcher with an appreciation of the international dimension of their subject 2. Experience of a different culture, academically, professionally and socially
<p>Entry Requirements for the International Year</p>

Students may apply to the 4-year programme during Level 5. Admission to the International Year is subject to successful application, interview and references from appropriate staff.

The criteria to be applied are:

- Academic Performance (an average of 55% across all modules in Semester 1 at Level 5 is normally required. Places on the International Year are then conditional on achieving an average mark of 55% across all Level 5 modules. Students with up to 15 credits of re-assessment who meet the 55% requirement may progress to the International Year. Where no Semester 1 marks have been awarded performance in 1st year marks and ongoing 2nd year assessments are taken into account)
- General Aptitude (to be demonstrated by application for study abroad, interview during the 2nd semester of year 2 (Level 5), and by recommendation of the student's Academic Mentor, 1st and 2nd year tutors and programme director)

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

Student Support

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

- Phone or Skype conversations with Study Abroad tutor, in line with recommended Academic Mentoring meeting points.
- Support from the University's Global Education Team

Learning Outcomes

In addition to the learning outcomes specified in the main text of the Programme Specification, students who complete a Keele undergraduate programme with International Year will be able to:

1. Describe, discuss and reflect upon the cultural and international differences and similarities of different learning environments
2. Discuss the benefits and challenges of global citizenship and internationalisation
3. Explain how their perspective on their academic discipline has been influenced by locating it within an international setting.

In addition, students who complete the International Year will be able to:

These learning outcomes will all be assessed by the submission of a satisfactory individual learning agreement, the successful completion of assessments at the partner institution and the submission of the reflective portfolio element of the international year module.

Regulations

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

Students undertaking the International Year must complete 120 credits, which must comprise *at least 40%* in the student's discipline area.

This may impact on your choice of modules to study, for example you will have to choose certain modules to ensure you have the discipline specific credits required.

Students are barred from studying any module with significant overlap to the Level 6 modules they will study on their return. Significant overlap with Level 5 modules previously studied should also be avoided.

Additional costs for the International Year

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

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

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

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

22. Annex - Work Placement Year

Game Design 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. A professional CV and portfolio that they can use when applying for employment (see below)

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 Humanities subjects 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 reflect on their enhanced skill set in front of an audience, using visual aids
4. Understand the aims and priorities, as well as the strengths and possible limitations, of an external organisation and design and complete activities/projects/materials that recognise and support these
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 (ENG-30090) 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 Humanities 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 (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	MIROSLAV SPASOV	13 March 2025	
1	2024/25	MIROSLAV SPASOV	26 September 2024	Added ENG-30090 to LV4 SEM2