

## Programme Specification: Undergraduate

### For Academic Year 2026/27

#### 1. Course Summary

<b>Names of programme and award title(s)</b>	BA (Hons) History BA (Hons) History with International Year (see Annex for details) BA (Hons) History with Work Placement Year (see Annex for details)
<b>Award type</b>	Single Honours
<b>Mode of study</b>	Full-time
<b>Framework of Higher Education Qualification (FHEQ) level of final award</b>	Level 6
<b>Normal length of the programme</b>	3 years; 4 years with either the International Year or Placement Year between years 2 and 3
<b>Maximum period of registration</b>	The normal length as specified above plus 3 years
<b>Location of study</b>	Keele Campus
<b>Accreditation (if applicable)</b>	n/a
<b>Regulator</b>	Office for Students (OfS)
<b>Tuition Fees</b>	<p><b>UK students:</b></p> <p>Fee for 2026/27 is £9,790*</p> <p><b>International students:</b></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>

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

**How this information might change:** Please read the important information at <http://www.keele.ac.uk/student-agreement/>. This explains how and why we may need to make changes to the information provided in this document and to help you understand how we will communicate with you if this happens.

\* These fees are regulated by Government. We reserve the right to increase fees in subsequent years of study in response to changes in government policy and/or changes to the law. If permitted by such change in policy or law, we may increase your fees by an inflationary amount or such other measure as required by government policy or the law. Please refer to the accompanying Student Terms & Conditions. Further information on fees can be found at <http://www.keele.ac.uk/studentfunding/tuitionfees/>

\*\* These fees are for new students. We reserve the right to increase fees in subsequent years of study by an inflationary amount. Please refer to the accompanying Student Terms & Conditions for full details. Further information on fees can be found at <http://www.keele.ac.uk/studentfunding/tuitionfees/>

#### 2. What is a Single Honours programme?

The Single Honours programme described in this document allows you to focus more or less exclusively on this subject. In keeping with Keele's commitment to breadth in the curriculum, the programme also gives you the opportunity to take some modules in other disciplines and in modern foreign languages as part of a 360-credit Honours degree. Thus it enables you to gain, and be able to demonstrate, a distinctive range of graduate attributes.

#### 3. Overview of the Programme

At Keele, you will embark on an exciting and interactive journey through History, studying societies 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.

The programme is carefully constructed over three years to develop your skills and support you to become the best historian you can be. In your first year, you will be introduced to chronology; in your second year, you will build on this chronological knowledge to explore

themes; in your third year, you will apply the knowledge and methods refined over the last two years to specialist case studies and produce your own final year History project. Your academic studies will be complemented and enhanced with discipline-specific professional development modules to engage with the wider applications of History beyond the classroom. You will also have the option to undertake a work placement in year two and/or year three. Across the programme, you will acquire key employability skills, including but not limited to: communication of ideas to a wide range of audiences; critical analysis and interpretation of information; and the creation of original and effective arguments.

## 4. Aims of the programme

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

- Extend your knowledge of History, both chronologically and geographically
- Develop your understanding of key historical themes and issues, and how they have affected societies across time and place
- Apply key historical approaches to develop your own original analyses and arguments, and in doing so, build your independence as a historian
- Enhance your communication, research and critical evaluation skills, both working as an individual and collaboratively in groups
- Apply History in a hands-on interactive way, through experiential learning models and a public-facing assessment regime
- Engage with an inclusive curriculum that showcases a commitment to equality, diversity and accessibility in both teaching methods and learning content
- Contribute to timely sustainability issues and situate them in their relevant historical contexts, particularly in terms of your study of heritage, environmental and public history
- Foster an appreciation for interdisciplinary approaches and perspectives through a sustained and deep engagement with cognate Humanities disciplines
- Demonstrate a wide range of professional skills acquired over the course of the programme to strengthen your employability profile

## 5. What you will learn

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

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

### Subject knowledge and understanding

Successful students will be able to:

- complexities of historical issues in medieval, early modern and modern world histories
- different approaches to history and the range of skills and methods employed in its pursuit
- key concepts that shaped the past and continue to shape the present
- processes of change and continuity over time
- the uses and abuses of history

### Subject specific skills

Successful students will be able to:

- pose meaningful and incisive historical questions
- critically evaluate and interpret historical sources, both primary and secondary
- 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:

- work individually and in groups in order to solve complex problems
- communicate ideas persuasively to a wide range of audiences
- critically analyse and synthesise information from a range of sources
- evaluate the arguments of others and balance different perspectives
- appreciate inclusivity, sustainability and accessibility in a range of contexts

### [Keele Graduate Attributes](#)

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

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 module tutors/convenors and/or their Academic Mentors 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

At Keele History, you will encounter a supportive community of enthusiastic tutors committed to developing your skills and knowledge on every step of your student journey. We support you to develop not only as historians, but as individuals, and your Academic Mentors and module tutors are available to provide academic guidance and to direct you to pastoral support if needed. Our teaching content ranges in time from the eighth century to the very recent past, and in place from the immediate environment of the North Midlands to continental Europe, Asia, Africa and America. All current members of permanent teaching staff have doctorates (PhDs or equivalent) in History or a related discipline. All are active researchers and experienced teachers whose work has been widely published in books and leading international journals. In the most recent government-run assessment of research, the REF 2021, 84% of our research outputs (e.g. books and articles) were deemed to be 'Internationally Excellent' [3\*], while 60% were judged to be in the top category ('World-Leading' [4\*]).

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

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

## 8. What is the structure of the Programme?

The academic year runs from September to June and is divided into two semesters. The number of weeks of teaching will vary from 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 (at Level 4 this is a faculty funded 'additional' module). Undertaking a Modern Languages module in Semester 2 is compulsory if you wish to continue to the Language Specialist Global Challenge Pathway the following academic year.

For more information about Language Centre option modules available to you please visit the following webpages.

For 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/>

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For further information on the content of modules currently offered, please visit:

<https://www.keele.ac.uk/recordsandexams/modulecatalogue/>

A summary of the credit requirements per year is as follows.

Year	Compulsory	Optional	
		Min	Max
Level 4	105	15	15
Level 5	60	60	60
Level 6	30	90	90

## Module Lists

### Level 4

Compulsory modules	Module Code	Credits	Period
Modern History: From the Industrial Revolution to the Global Pandemic	HIS-10048	30	Semester 1
Defining Moments in World History, c.1000-2000	HIS-10049	30	Semester 1-2
Power, Belief and Identity: The Medieval and Early Modern Worlds, 500-1789	HIS-10051	30	Semester 2
Applied History 1: What's Past is Present	HIS-10052	15	Semester 2

Optional modules	Module Code	Credits	Period
History in Media and Film: The Presentation of the Past in Contemporary Culture	HIS-10050	15	Semester 1

### Level 5

Compulsory modules	Module Code	Credits	Period
Themes, Debates and Sources in History	HIS-20129	30	Semester 1
History in the Headlines	HIS-20123	30	Semester 2

Optional modules	Module Code	Credits	Period
The American South: US Summer School (Level 5)	LIB-20012	15	Semester 0
Reformation and Revolution: Creating Britain and America	HIS-20125	15	Semester 1
Persecution in Medieval Europe	HIS-20133	15	Semester 1
Colonial Legacies: The Inconvenient Histories of Individuals, Families, and Communities since 1800	HIS-20137	15	Semester 1
Race, The Environment and Struggles for Justice in American History	HIS-20145	15	Semester 1
Professional Experience with History (Year 2)	HIS-20141	15	Semester 1-2
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 take either Applied History: Working with the Past or Professional Experience with History (Year 2). Students taking Professional Experience and/or The American South will not be allowed to do the equivalent versions of those modules again at Level 6.

### Level 6

<b>Compulsory modules</b>	<b>Module Code</b>	<b>Credits</b>	<b>Period</b>
Dissertation for History - ISP	HIS-30177	30	Semester 1-2

<b>Optional modules</b>	<b>Module Code</b>	<b>Credits</b>	<b>Period</b>
The American South: US Summer School (Level 6)	LIB-30004	15	Semester 0
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
Professional Experience with History 2	HIS-30187	15	Semester 1-2
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
Applied History 3: Looking to the Future	HIS-30185	15	Semester 2
Sites of Sexual Conflict in South Asia	HIS-30193	15	Semester 2

### **Level 6 Module Rules**

Students must take either Applied History: Looking to the Future or Professional Experience with History (Year 3). Students who took LIB-20012 at Level 5 may not also take LIB-30004 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**

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 optional modules together with other outcomes not stated here. In Year 3 (Level 6) the stated outcomes are achieved by taking any of the modules offered in each semester.

<b>Subject Knowledge and Understanding</b>	
<b>Learning Outcome</b>	<b>Module in which this is delivered</b>
Understand the contested nature of history over time and across place	Defining Moments in World History, 1000-2000 Power, Belief and Identity: Medieval and Early Modern Worlds, 500-1789 Modern History: From the Industrial Revolution to the Global Pandemic History in Media and Film
Distinguish between different types of historical sources and their uses	Defining Moments in World History, 1000-2000 Power, Belief and Identity: Medieval and Early Modern Worlds, 500-1789 Modern History: From the Industrial Revolution to the Global Pandemic History in Media and Film
Recognise processes of change and continuity in History from the Medieval period to the present	Defining Moments in World History, 1000-2000 Power, Belief and Identity: Medieval and Early Modern Worlds, 500-1789 Modern History: From the Industrial Revolution to the Global Pandemic History in Media and Film

<b>Subject Specific Skills</b>	
<b>Learning Outcome</b>	<b>Module in which this is delivered</b>
Compare and contrast different approaches to History	Defining Moments in World History, 1000-2000 Power, Belief and Identity: Medieval and Early Modern Worlds, 500-1789 Modern History: From the Industrial Revolution to the Global Pandemic History in Media and Film
Initiate your growth in academic reading, writing and research skills	Defining Moments in World History, 1000-2000 Power, Belief and Identity: Medieval and Early Modern Worlds, 500-1789 Modern History: From the Industrial Revolution to the Global Pandemic History in Media and Film
Consider the relevance of History to the world we live in today	Defining Moments in World History, 1000-2000 Power, Belief and Identity: Medieval and Early Modern Worlds, 500-1789 Modern History: From the Industrial Revolution to the Global Pandemic History in Media and Film

<b>Key or Transferable Skills (graduate attributes)</b>	
<b>Learning Outcome</b>	<b>Module in which this is delivered</b>
Identify relevant information and evidence	Defining Moments in World History, 1000-2000 Power, Belief and Identity: Medieval and Early Modern Worlds, 500-1789 Modern History: From the Industrial Revolution to the Global Pandemic History in Media and Film
Explain key historical ideas and issues in a cogent way	Defining Moments in World History, 1000-2000 Power, Belief and Identity: Medieval and Early Modern Worlds, 500-1789 Modern History: From the Industrial Revolution to the Global Pandemic History in Media and Film
Show initiative and questioning skills	Defining Moments in World History, 1000-2000 Power, Belief and Identity: Medieval and Early Modern Worlds, 500-1789 Modern History: From the Industrial Revolution to the Global Pandemic History in Media and Film Applied History: What's Past is Present

## **Level 5**

<b>Subject Knowledge and Understanding</b>	
<b>Learning Outcome</b>	<b>Module in which this is delivered</b>
Explore the complexities of selected themes, sources and debates in Medieval, Early Modern European and Modern World History	Themes, Sources and Debates in History Optional modules
Evaluate the presentation of History in different contexts, including the present	Themes, Sources and Debates in History History in the Headlines Optional modules
Interrogate the significance of inclusivity, diversity and sustainability in History	Themes, Sources and Debates in History History in the Headlines Optional modules

<b>Subject Specific Skills</b>	
<b>Learning Outcome</b>	<b>Module in which this is delivered</b>
Develop independent research skills	Themes, Sources and Debates in History
Acquire methods and approaches to address historical issues	Themes, Sources and Debates in History History in the Headlines Optional modules
Analyse historical debates, concepts and uses of History beyond the classroom	Themes, Sources and Debates in History History in the Headlines Optional modules Applied History: Working with the Past Professional Experience with History (Year 2)

<b>Key or Transferable Skills (graduate attributes)</b>	
<b>Learning Outcome</b>	<b>Module in which this is delivered</b>
Present arguments in an effective way	Themes, Sources and Debates in History History in the Headlines Optional modules
Organise information acknowledging the limitations of some information sources	Themes, Sources and Debates in History History in the Headlines Optional modules
Use questioning skills in the pursuit of answers to complex problems, working as an individual and in groups	Themes, Sources and Debates in History History in the Headlines Optional modules Applied History: Working with the Past Professional Experience with History (Year 2)

## **Level 6**

<b>Subject Knowledge and Understanding</b>	
<b>Learning Outcome</b>	<b>Module in which this is delivered</b>
Critically reflect on inclusivity, diversity and sustainability in your own historical practice	Final Year History Project Optional modules
Form your own judgments on major themes, issues and debates in History across time and place	Final Year History Project Optional modules
Conclude to what extent you think History shapes modern society	Final Year History Project Optional modules

<b>Subject Specific Skills</b>	
<b>Learning Outcome</b>	<b>Module in which this is delivered</b>
Apply your skills in methods and approaches to produce original arguments	Final Year History Project Optional modules
Create your own original piece of historical scholarship using your own independent research skills	Final Year History Project
Engage in debate to critically evaluate the ideas of others related to nuanced historical themes, issues and the impact of History beyond the classroom	Final Year History Project Optional modules Applied History: Looking to the Future Professional Experience with History (Year 3)

<b>Key or Transferable Skills (graduate attributes)</b>	
<b>Learning Outcome</b>	<b>Module in which this is delivered</b>
Argue persuasively to a wide range of audiences	Final Year History Project Optional modules
Synthesise information from a range of sources to create arguments	Final Year History Project Optional modules
Apply inclusivity, sustainability and accessibility to individual projects and collaborative working environments	Final Year History Project Optional modules Applied History: Looking to the Future Professional Experience with History (Year 3)

## 9. Final and intermediate awards

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

<b>BA (Hons) History</b>	360 credits	You will require at least 120 credits at levels 4, 5 and 6 You must accumulate at least 270 credits in your main subject (out of 360 credits overall), with at least 90 credits in each of the three years of study*, to graduate with a named single honours degree in this subject. *An exemption applies for students transferring from a Combined Honours programme - see point 3.4 here: <a href="https://www.keele.ac.uk/regulations/regulationc3/">https://www.keele.ac.uk/regulations/regulationc3/</a>
<b>Diploma in Higher Education</b>	240 credits	You will require at least 120 credits at level 4 or higher and at least 120 credits at level 5 or higher
<b>Certificate in Higher Education</b>	120 credits	You will require at least 120 credits at level 4 or higher

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

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

## 10. How is the Programme Assessed?

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

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

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

## 11. Contact Time and Expected Workload

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

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

### Activity

	Scheduled learning and teaching activities	Guided independent Study	Placements
<b>Year 1 (Level 4)</b>	17.5%	82.5%	0%
<b>Year 2 (Level 5)</b>	18.5%	81.5%	0%
<b>Year 3 (Level 6)</b>	13%	84.6%	2.3%

## 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/>

## 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. Academic Mentors also act as a first point of contact for students on non-academic issues which may affect their learning and can refer students on to a range of specialist health, welfare and financial services co-ordinated by the University's Student Services.
- Non-native English-speaking students are offered language classes, facilities and services by the University's Language Centre.
- In addition to credit-bearing modules on English for academic study, students also have access to one-to-one tutorials for individual help and advice, and to a wealth of resources for self-study and practice.
- Additional help with University-level study skills and development can be sought from Student Services.
- All members of teaching staff on the History Programmes are available to see students during advertised weekly consultation hours and at other times by appointment.

## 16. Learning Resources

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.

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.)

Students who take one of our optional Work 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>

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

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

## 19. Quality management and enhancement

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

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

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

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

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

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

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

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

## 20. The principles of programme design

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

- UK Quality Code for Higher Education, Quality Assurance Agency for Higher Education: <http://www.qaa.ac.uk/quality-code>
- QAA Subject Benchmark Statement: [https://www.qaa.ac.uk/docs/qaa/sbs/sbs-history-22.pdf?sfvrsn=beaedc81\\_4](https://www.qaa.ac.uk/docs/qaa/sbs/sbs-history-22.pdf?sfvrsn=beaedc81_4)
- Keele University Regulations and Guidance for Students and Staff: <http://www.keele.ac.uk/regulations>

## 21. Annex - International Year

### History with International Year

<p><b>International Year Programme</b></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><b>International Year Programme Aims</b></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"> <li>1. Personal development as a student and a researcher with an appreciation of the international dimension of their subject</li> <li>2. Experience of a different culture, academically, professionally and socially</li> </ol>
<p><b>Entry Requirements for the International Year</b></p> <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"> <li>• 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)</li> <li>• 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)</li> </ul> <p>Students may not register for both an International Year and a Placement Year.</p>
<p><b>Student Support</b></p>

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

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

### Learning Outcomes

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

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

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

### Regulations

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

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

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

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

### Additional costs for the International Year

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

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

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

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

## 22. Annex - Work Placement Year

### 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 are responsible for securing their placement to enable complete flexibility in terms of when and where the placement is conducted, taking into consideration potential living and travel expenses which may be incurred, for which the student responsible. However, students are supported throughout the process by the School, Keele Careers and Employability team, and various other departments across the university.

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 any point prior to undertaking the year-long work placement. 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 or contact them virtually in their placement organization at around the 5 weeks after the placement has commenced, and then visit again or contact them virtually at around 15 weeks into the placement.
- Weekly supervision sessions will take place with the placement supervisor (or his/her nominee) throughout the duration of the placement.

### **Learning Outcomes**

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

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

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

### **Regulations**

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

- Students undertaking the Work Placement Year must successfully complete the zero-credit rated 'Work Placement Year' module (ENG-30090)
- In order to ensure a high-quality placement experience, each Placement is required to satisfy an approval process including a Health & Safety Checklist completed by the Placement Provider. Each party (Placement Provider, Student and University) will agree and sign a Learning Agreement outlining the rights and responsibilities associated with their participation in the Placement Year.
- Once a student has been accepted by a placement organisation, the student will inform the University as soon as possible. The placement supervisor will be responsible for ensuring that the placement experience meets the agreed contract agreed with the University.
- The placement student will also sign up an agreement outlining his/her responsibilities in relation to the requirements of each organisation.

Students will be expected to behave professionally in terms of:

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

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

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

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

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

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

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

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

## **Version History**

### **This document**

**Date Approved:** 31 March 2026

### **Previous documents**

<b>Version No</b>	<b>Year</b>	<b>Owner</b>	<b>Date Approved</b>	<b>Summary of and rationale for changes</b>
1	2025/26	KRISTEN BRILL	14 March 2025	
2.4	2024/25	KRISTEN BRILL		Additional costs updated.
2.3	2024/25	KRISTEN BRILL	07 July 2025	Optional module changes: PIR-20094 removed.
2.2	2024/25	KRISTEN BRILL	11 June 2025	Optional module HIS-30135 The Making of Middle Britain: The Mercian Moment removed and replaced by FIL-30019 British Social Realism
2.1	2024/25	KRISTEN BRILL	02 June 2025	HIS-20119 added as an optional module
2	2024/25	KRISTEN BRILL	12 May 2025	Optional module changes
1	2024/25	KRISTEN BRILL	31 May 2024	HIS-20107 & HIS-20115 moved from Semester 2 to Semester 1 HIS-20119 moved from Semester 2 to Semester 1 HIS-30086 & HIS-30157 moved from Semester 1 to Semester 2 Added ENG-30090 to LV4 SEM2
1.2	2023/24	KRISTEN BRILL		
1.1	2023/24	KRISTEN BRILL	19 September 2023	Removal of HIS-30141 and HIS-30151 due to low student registration numbers
1	2023/24	ARISTOTLE KALLIS	14 February 2023	
1	2022/23	KATHLEEN CUSHING	29 March 2022	
1	2021/22	KATHLEEN CUSHING	04 February 2021	
1	2020/21	KATHLEEN CUSHING	13 December 2019	
1	2019/20	KATHLEEN CUSHING	13 December 2019	