

Programme Specification: Undergraduate

For students starting in Academic Year 2023/24

1. Course Summary

Names of programme and award title(s)	BA (Hons) History BA (Hons) History with International Year (see Annex for details) BA (Hons) History with Work Placement Year (see Annex for details)
Award type	Single Honours
Mode of study	Full-time
Framework of Higher Education Qualification (FHEQ) level of final award	Level 6
Normal length of the programme	3 years; 4 years with either the International Year or Placement Year between years 2 and 3
Maximum period of registration	The normal length as specified above plus 3 years
Location of study	Keele Campus
Accreditation (if applicable)	n/a
Regulator	Office for Students (OfS)
Tuition Fees	<p>UK students:</p> <p>Fee for 2023/24 is £9,250*</p> <p>International students:</p> <p>Fee for 2023/24 is £17,700**</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/>

** 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

History is the study of the attempts of human beings in past societies, from the earliest times to the very recent past or even present, to organise life materially and conceptually, individually and collectively. Studying history is about observing continuities and changes, discerning patterns in all these processes, and interrogating the reasons that shaped past and present. Studying the past widens our experience and develops qualities of perception and judgement.

History at Keele

Students studying History at Keele are able to study a wide range of modules covering periods from the fall of the Roman Empire in the fifth century to the present day, and a broad geographical coverage from England to Europe, Asia, Africa and America. On the teaching staff they will encounter a body of enthusiastic, reflective and ambitious scholars whose expertise 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. We take it as self-evident that knowledge and understanding of the past are essential both to individuals and to wider society, and that an understanding of societies in the distant past is as relevant as that of more recent history. A wide range of compulsory and optional modules in History is available in all three years of the Programme. We place particular emphasis upon exploring the insights offered by other disciplines, as well as on using up-to-date methods and techniques for studying historical issues.

Students receive a comprehensive training in all the skills of the historian and a firm, foundation knowledge of history. The programme has been designed to guide students from a core-teaching format in Year 1 (introduction to the discipline of history and research methods, skills, broad chronological and thematic coverage) to a research-based format in Years 2 and especially 3 (independent research and study, collaboration and group project work).

4. Aims of the programme

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

- foster an appreciation of the historical past which students can carry through to the rest of their lives, and with it an enquiring, open-minded and creative attitude encouraging lifelong learning
- understand change over time and the nature of human societies in the past
- construct an historical argument, and to present this coherently, economically and elegantly with the appropriate supporting evidence
- develop intellectual skills, such as effective reading, note taking, and the collation, interpretation and comparison of information from a broad range of sources, which are not only central to the study of history but also vital in a wide variety of careers
- deepen your historical knowledge of a variety of periods, places, topics and themes
- extend and develop your skills base, by maintaining both a programme of skills training throughout the course and also by introducing increasing challenges through it. As a student progresses from Year 1 to Year 3, the course will demand but also foster greater levels of knowledge, intellectual independence, interpretative skill and sustained analysis, to prepare them either for postgraduate study or a career outside the university system

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:

- explain the complexities of selected historical trends and issues in Medieval European History and/or Early Modern European History and/or Modern World History
- understand different approaches to history and the range of skills and methods employed in its pursuit

- recognise some of the uses and abuses of history

Subject specific skills

Successful students will be able to:

- evaluate historical evidence, arguments and assumptions.
- analyse knowledge, spanning eras, continents, cultures and varieties of history (political, social, cultural, religious, etc.)

Key or transferable skills (including employability skills)

Successful students will be able to:

- analyse large quantities of textual and other materials and present their conclusions clearly and concisely
- use digital tools in research, organisation, and presentation of knowledge
- research solutions to problems
- work individually and in groups in order to solve complex intellectual problems

Keele Graduate attributes

Engagement with this programme will enable you to develop your intellectual, personal and professional capabilities. At Keele, we call these our ten Graduate Attributes and they include independent thinking, synthesizing information, creative problem solving, communicating clearly, and appreciating the social, environmental and global implications of your studies and activities. Our educational programme and learning environment is designed to help you to become a well-rounded graduate who is capable of making a positive and valued contribution in a complex and rapidly changing world, whichever spheres of life you engage in after your studies are completed.

Further information about the Keele Graduate Attributes can be found here: <http://www.keele.ac.uk/journey/>

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
- **Tutorials and 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 find resources, organise material, discuss responses, and present findings to the rest of the cohort.
- **Digital learning (synchronous and asynchronous)** 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 an online learning environments that provides 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
- **Independent study** based on directed reading from text books, research monographs, academic journals, historical documents and other sources
- **Independent research** supervised and supported by a member of staff

Apart from these formal activities, students are also provided with regular opportunities to talk through particular areas of difficulty, and any special learning needs they may have, with their 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

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 was deemed as 'Internationally Excellent' while 60% was judged to be in the top category ('World-Leading' [4*]). The staff group has extensive experience of teaching at undergraduate and postgraduate level in universities in the UK, continental Europe, and North America. The majority of staff hold teaching qualifications.

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 three 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 (students studying at Level 6 in 2023/24 may take electives instead) - a choice of modules from different subject areas within the University that count towards the overall credit requirement but not the number of subject-related credits.

Students at Level 4 and Level 5 in 2023/24 have the option of taking a Global Challenge Pathway, which includes one 15-credit module in each year of the degree. Alternatively, a language module or an additional optional module can be taken instead. Information about Global Challenge Pathways can be found after the module lists for Level 5.

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		Electives	
		Min	Max	Min	Max
Level 4	75	30	45	0	15
Level 5	15	90	105	0	15
Level 6	30	60	90	0	30

Module Lists

Level 4

Compulsory modules	Module Code	Credits	Period
Medieval Europe and Its World	HIS-10041	15	Semester 1
Defining Moments in World History, c.1000-2000	HIS-10044	30	Semester 1-2
Histories of the Extraordinary and the Everyday	HIS-10034	15	Semester 2
The Early Modern World, 1490-1700	HIS-10045	15	Semester 2

Optional modules	Module Code	Credits	Period
Childhood, Policy and Education	EDU-10029	15	Semester 1
Understanding Learning	EDU-10033	15	Semester 1
Back to the Future: issues in the history of schooling	EDU-10067	15	Semester 1
Gothic Nightmares: Robots, Monsters and Witches	ENG-10050	15	Semester 1
History, Media, Memory: The Presentation of the Past in Contemporary Culture	HIS-10026	15	Semester 1
'Empire of Liberty': Enslavement and Emancipation in American History	HIS-10047	15	Semester 1
10 Problems of Philosophy	PHI-10010	15	Semester 1
Why Politics Matters	PIR-10038	15	Semester 1
Education in Britain: past, present, future	EDU-10030	15	Semester 2
Playing Parts: Studying Drama and Poetry	ENG-10029	15	Semester 2
Global Warming or a New Ice Age?	ESC-10032	15	Semester 2
Modern History	HIS-10029	15	Semester 2
How To Think	PHI-10011	15	Semester 2
Medieval Philosophy	PHI-10018	15	Semester 2
Debates in American Politics	PIR-10039	15	Semester 2
Introduction to International Relations	PIR-10041	15	Semester 2
The Changing World: A History of International Relations since 1945	PIR-10043	15	Semester 2
Modern Democracies	PIR-10055	15	Semester 2

NB: Global Challenge Pathways (GCPs) - students at Level 4 and Level 5 in 2023/24 have the option of taking a Global Challenge Pathway, which includes one 15-credit module in each year of the degree. Information on GCPs is shown under the Level 5 modules below.

Language modules

Students on this programme will also be able to study language modules offered by the Language Centre, as part of a Global Challenge Pathway. You can enrol on either a Modern Language module [more information available at this [link](#)] (Semester 1 only) or Teaching English to Speakers of Other Languages (TESOL) (Semesters 1 and 2) module (ENL-10053).

If you choose a Modern Language, 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 GCP the following academic year.

Level 5

Compulsory modules	Module Code	Credits	Period
Sources and Debates in History	HIS-20101	15	Semester 2

Optional modules	Module Code	Credits	Period
Literature and Social Change	ENG-20064	15	Semester 1
Saints and Society in Medieval Europe	HIS-20071	15	Semester 1
Creating Britain, 1536-1707	HIS-20097	15	Semester 1
A Very Short History of Socialism	HIS-20103	15	Semester 1
The era of fascism (1919-1945)	HIS-20113	15	Semester 1
U.S Government and Politics	PIR-20071	15	Semester 1
British Government and Politics	PIR-20074	15	Semester 1
Russian Politics and Society	PIR-20078	15	Semester 1
The International Politics of the Middle East: A Century of War and Diplomacy	PIR-20094	15	Semester 1
Work Placement for Humanities Students	ENG-20055	15	Semester 1-2
Contemporary World Literature	ENG-20060	15	Semester 2
Culture and Barbarism: Literature in the Victorian Age	ENG-20068	15	Semester 2
Science Fiction Cinema: Utopias and Dystopias	FIL-20005	15	Semester 2
Castle and Cloister in Medieval Europe, c. 900-1250	HIS-20072	15	Semester 2
Company and Crown in India 1818-1928: the cultural history of the Raj	HIS-20090	15	Semester 2
Natural Cultures: Humans and their Environments since 1700	HIS-20091	15	Semester 2
Rebels and Revolutionaries in Colonial American History (1607-1776)	HIS-20105	15	Semester 2
The Practice of Politics	PIR-20065	15	Semester 2
The American South	LIB-20010	15	Semester 3

Level 5 Module Rules

Students must study at least one option module from the pre-1750 list and at least one from the post-1750 list.

- **Pre-1750 modules:**
 - HIS-20071, HIS-20072, HIS-20097, HIS-20105.
- **Post-1750 modules:**
 - HIS-20113, HIS-20090, HIS-20091, HIS-20103.

Global Challenge Pathways (GCPs)

Students at Level 4 and Level 5 in 2023/24 have the option of taking a Global Challenge Pathway, which includes one 15-credit module in each year of the degree. Students at Level 5 will continue the Global Challenge Pathway

they started at Level 4.

Global Challenge Pathways offer students the chance to fulfil an exciting, engaging route of interdisciplinary study. Choosing a pathway, students will be presented with a global issue or 'challenge' which directly relates to societal issues, needs and debates. They will be invited to take part in academic and external facing projects which address these issues, within an interdisciplinary community of students and staff. Students completing a Global Challenge Pathway will receive recognition on their degree certificate.

<p>Digital Futures</p>	<p>The Digital Futures pathway offers you the opportunity to become an active contributor to current debates, cutting-edge research, and projects with external partners, addressing both the exciting potential and the challenges of disruptive digital transformation across all spheres of life.</p> <p>Part of a diverse and interdisciplinary pathway community, you will engage in exciting, impactful collaborative project work in innovative formats. Engaged in real-world scenarios, you will use digital technology and creativity to promote inclusive, empowering, and sustainable change at local and global levels.</p> <p>Level 4 Module: A digital life: challenges and opportunities (GCP-10005)</p> <p>Level 5 Module: Digital World - People, Spaces, and Data (GCP-20005)</p>
<p>Climate Change & Sustainability</p>	<p>Through the Climate Change & Sustainability pathway you will develop the skills, understanding and drive to become agents of change to tackle climate change and wider sustainability challenges.</p> <p>You will work with international partners to explore climate change and sustainability in different international contexts; lead your own projects to drive real change in your communities; and be part of educating others to help achieve a more sustainable future.</p> <p>Level 4 Module: Climate Change and Sustainable Futures: Global Perspectives (GCP-10009)</p> <p>Level 5 Module: Climate Change and Sustainability: Action and Activism (GCP-20009)</p>
<p>Social Justice</p>	<p>Students on this pathway will embark on a reflective journey drawing upon decolonising, feminist, and ethical perspectives on social justice, forging transformative outputs as agents of change.</p> <p>You will enter a dialogue with local, national, and international partners from Universities, NGOs, International Human Rights Committees. You will engage with key societal challenges, for example Covid 19 as a social crisis with impact on gender and racial identities. The pathway will allow you to monitor and critically evaluate policies and human rights treaties, and produce and disseminate digitally fluent, international and sustainable project findings.</p> <p>Level 4 Module: Reflections on Social Injustices, Past and Present (GCP-10003)</p> <p>Level 5 Module: Strategic Interventions for Social Justice (GCP-20003)</p>
<p>Enterprise & the Future of Work</p>	<p>If we are to achieve the promise of Sustainable Development Goals, solve the climate crisis and take advantage of the changes that the digital revolution provide, we need to understand the power of enterprise and prepare for future contexts of work, creativity and disruption.</p> <p>Supporting you to be part of future-facing solutions, this pathway will give you the ability to make judgements on the utilisation of resources, labour and capital. It will support you in developing creative, original thinking, allowing you to collaborate on projects that persuade and effect change, setting you up to thrive in future environments of work and innovation.</p> <p>Level 4 Module: Enterprise and the Future of Work (GCP-10007)</p> <p>Level 5 Module: Enterprise and the Future of Work: Collaborate to Innovate (GCP-20007)</p>

<p>Global Health Challenges</p>	<p>By taking the global health challenge pathway you will develop solutions to improve the health and quality of life for particular people and communities, engaging with these groups to co-design interventions.</p> <p>This pathway will provide you with skills that go beyond a focus on health and will allow you to develop your ability to work in a team and lead change in society. The knowledge, skills and work experience will complement your core degree and enhance your career opportunities and graduate aspirations.</p> <p>Level 4 Module: Key concepts and challenges in global health (GCP-10001)</p> <p>Level 5 Module: Using Evidence to Improve Global Health (GCP-20001)</p>
<p>Languages & Intercultural Awareness</p>	<p>An understanding of language and culture opens the doorway to understanding what happens, why it happens and how you can make a difference. Why learn Russian now? How will an understanding of intercultural values impact on global development? How can you use English to work your way around the world? Importantly - how do language and culture impact on the UN Sustainability Goals?</p> <p>The Languages and Intercultural Awareness pathway offers you four distinct strands.</p> <p>The Language Specialist: Become a specialist in one of our languages and graduate with a degree title that includes '... with competency in (Language)'.</p> <p>The Language Taster: Explore a new language every year</p> <p>The Certificate in TESOL (Teaching English to Speakers of Other Languages): Train to teach English as a Foreign Language, gain a globally recognised teaching qualification and work with asylum seekers and refugees.</p> <p>The Intercultural Explorer: Explore cultural practices around the world and discover how the power of language and culture can be forces for breaking down barriers and achieving intercultural understanding, but how they can also be used to create political and social barricades.</p> <p>Modules available:</p> <p>The Language Specialist:</p> <p>Any Semester 1 Language Module (the level at which you enter will be determined by your previous language learning experiences).</p> <p>The Language Taster:</p> <p>Any Semester 1 Language Module (the level at which you enter will be determined by your previous language learning experiences)</p> <p>The Certificate in TESOL:</p> <p>ENL-10053 TESOL 1</p> <p>ENL-20007 TESOL 2</p> <p>The Intercultural Explorer:</p> <p>ENL-10057 The stories we live by</p> <p>ENL-20009 Who do you think you are?</p>

Information on Global Challenge Pathways can be found here:
<https://www.keele.ac.uk/study/undergraduate/globalchallengepathways/>

Language modules

You can enrol on the continuing Modern Language module [more information available at this [link](#)] (Semester 1 only) or the continuing TESOL (Semesters 1 and 2) module (ENL-20007).

If you choose a Modern Language, you will automatically be enrolled on a Semester 2 Modern Language module as a continuation of your GCP Modern Language of choice. Undertaking a Modern Languages module in Semester 2 is compulsory if you wish to continue to the language GCP the following academic year.

Level 6

Compulsory modules	Module Code	Credits	Period
Dissertation for History - ISP	HIS-30103	30	Semester 1-2

Optional modules	Module Code	Credits	Period
The American South: US Summer School (Level 6)	LIB-30004	15	Semester 0
The English Civil War, c.1640-46	HIS-30086	15	Semester 1
Crisis, Rupture, and Opportunity: German 'Modernity', 1900-1933 I	HIS-30128	15	Semester 1
Sites of Sexual Conflict in South Asia I	HIS-30130	15	Semester 1
The Making of Middle Britain: The Mercian Moment	HIS-30135	15	Semester 1
Extinction: Existential Panic since 1945	HIS-30145	15	Semester 1
'Eyes on the Prize': The Struggle for Civil Rights in America	HIS-30157	15	Semester 1
Work Placement for Humanities Final-Year Students	ENG-30088	15	Semester 1-2
Work Placement Year	ENG-30090	0	Semester 1-2
Gender and Sexuality in Victorian Britain	HIS-30126	15	Semester 2
Sickness and Suffering? Health, illness and medicine in England 1628-1808	HIS-30147	15	Semester 2
Religion, Reform and Social Change in Eleventh-century Europe, I	HIS-30153	15	Semester 2
Violence and Power in Antebellum America	HIS-30159	15	Semester 2

Language modules: You can enrol on a Modern Language module (Semester 1 or Semester 2).

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.

Year 1 (Level 4)

First-year modules provide students with a thorough grounding in the study skills needed for History and an introduction to the nature and scope of History as a discipline.

Subject Knowledge and Understanding	
Learning Outcome	Module in which this is delivered
understand the contested nature of history	Medieval Europe and Its World - HIS-10041 History, Media, Memory: The Presentation of the Past in Contemporary Culture - HIS-10026 Defining Moments in World History, c.1000-2000 - HIS-10044 Modern History - HIS-10029 The Early Modern World, 1490-1700 - HIS-10045 Histories of the Extraordinary and the Everyday - HIS-10034 All modules approved as part of the History Programme
distinguish between different types of historical sources and their uses	Medieval Europe and Its World - HIS-10041 History, Media, Memory: The Presentation of the Past in Contemporary Culture - HIS-10026 Defining Moments in World History, c.1000-2000 - HIS-10044 The Early Modern World, 1490-1700 - HIS-10045 Modern History - HIS-10029 Histories of the Extraordinary and the Everyday - HIS-10034 All modules approved as part of the History Programme
distinguish between narrative and analysis and be able to structure an argument	Histories of the Extraordinary and the Everyday - HIS-10034 Modern History - HIS-10029 Medieval Europe and Its World - HIS-10041 History, Media, Memory: The Presentation of the Past in Contemporary Culture - HIS-10026 The Early Modern World, 1490-1700 - HIS-10045 Defining Moments in World History, c.1000-2000 - HIS-10044 All modules approved as part of the History Programme
compare and contrast the approaches taken by historians to past examples of 'the extraordinary' and 'the everyday'	Histories of the Extraordinary and the Everyday - HIS-10034 All modules approved as part of the History Programme

Subject Specific Skills	
Learning Outcome	Module in which this is delivered
use the library and electronic resources to locate and critically evaluate secondary sources	Modern History - HIS-10029 Histories of the Extraordinary and the Everyday - HIS-10034 Defining Moments in World History, c.1000-2000 - HIS-10044 History, Media, Memory: The Presentation of the Past in Contemporary Culture - HIS-10026 Medieval Europe and Its World - HIS-10041 The Early Modern World, 1490-1700 - HIS-10045 All modules approved as part of the History Programme

Subject Specific Skills	
Learning Outcome	Module in which this is delivered
develop the ability to assess the balance between change and continuity, and to relate detailed evidence and case studies to more general issues	Modern History - HIS-10029 The Early Modern World, 1490-1700 - HIS-10045 Defining Moments in World History, c.1000-2000 - HIS-10044 History, Media, Memory: The Presentation of the Past in Contemporary Culture - HIS-10026 Medieval Europe and Its World - HIS-10041 Histories of the Extraordinary and the Everyday - HIS-10034 All modules approved as part of the History Programme
develop the ability to make critical evaluations of different historical explanations	History, Media, Memory: The Presentation of the Past in Contemporary Culture - HIS-10026 Medieval Europe and Its World - HIS-10041 Modern History - HIS-10029 Defining Moments in World History, c.1000-2000 - HIS-10044 Histories of the Extraordinary and the Everyday - HIS-10034 All modules approved as part of the History Programme
demonstrate and develop their ability to communicate orally with greater clarity about key historical ideas and concepts, and engage in debate	Defining Moments in World History, c.1000-2000 - HIS-10044 Medieval Europe and Its World - HIS-10041 History, Media, Memory: The Presentation of the Past in Contemporary Culture - HIS-10026 The Early Modern World, 1490-1700 - HIS-10045 Modern History - HIS-10029 Histories of the Extraordinary and the Everyday - HIS-10034 All modules approved as part of the History Programme
develop further their general skills in reading effectively, note-taking from reading material, oral presentations and debate and essay writing	Histories of the Extraordinary and the Everyday - HIS-10034 Modern History - HIS-10029 The Early Modern World, 1490-1700 - HIS-10045 Defining Moments in World History, c.1000-2000 - HIS-10044 History, Media, Memory: The Presentation of the Past in Contemporary Culture - HIS-10026 Medieval Europe and Its World - HIS-10041 All modules approved as part of the History Programme

Key or Transferable Skills (graduate attributes)	
Learning Outcome	Module in which this is delivered
use appropriate citations and bibliographic conventions and understand what plagiarism is	Defining Moments in World History, c.1000-2000 - HIS-10044 All modules approved as part of the History Programme
develop general skills in reading effectively, note-taking, oral presentation and debate, and essay writing	Defining Moments in World History, c.1000-2000 - HIS-10044 All modules approved as part of the History Programme

In the second year students build on the foundations laid in the first year. Modules provide a comprehensive introduction to historiography and allow students to specialise in a range of more specialised options.

Subject Knowledge and Understanding	
Learning Outcome	Module in which this is delivered
understand the complexities of selected historical trends and issues in Medieval, Early Modern European and/or Modern World History	Sources and Debates in History - HIS-20101 All modules approved as part of the History Programme

Subject Specific Skills	
Learning Outcome	Module in which this is delivered
acquire a general understanding of historiography and its key issues and debates	Sources and Debates in History - HIS-20101 All modules approved as part of the History Programme
appreciate the advantages and problems of using various source materials available to the historian	Sources and Debates in History - HIS-20101 All modules approved as part of the History Programme
empathise with other views and other cultures, separated from the student's own by distance or time	Sources and Debates in History - HIS-20101 All modules approved as part of the History Programme
develop historical imagination	Sources and Debates in History - HIS-20101 All modules approved as part of the History Programme

Key or Transferable Skills (graduate attributes)	
Learning Outcome	Module in which this is delivered
communicate complex arguments supported by appropriate evidence both orally and in writing	Sources and Debates in History - HIS-20101 All modules approved as part of the History Programme
devise, develop and produce an extended personal project	Work Placement for Humanities Students - ENG-20055 Sources and Debates in History - HIS-20101

Level 6

In the third year students hone their research skills by choosing to undertake a research project and writing it up as a dissertation under the guidance of a member of a staff group with a wealth of experience in historical research. They also deepen their knowledge of selected historical topics by choosing History modules which offer in-depth, usually source-based study of a particular, focussed period or theme.

Subject Knowledge and Understanding	
Learning Outcome	Module in which this is delivered
understand the themes of and historiographical background to a detailed theme or focussed period of history in a highly reflective manner, demonstrating verbal, organizational, intellectual, and reflective skills.	Dissertation for History - ISP - HIS-30103 Dissertation & All Year 3 modules approved as part of the History Programme

Subject Specific Skills	
Learning Outcome	Module in which this is delivered
read critically and assess primary materials and to judge their historical significance in a highly reflective manner, demonstrating a deep understanding of historical and intellectual context	Dissertation for History - ISP - HIS-30103 Dissertation & All Year 3 modules approved as part of the History Programme
formulate a question or series of questions to answer an historical problem	Dissertation for History - ISP - HIS-30103 Dissertation & All Year 3 modules approved as part of the History Programme

Key or Transferable Skills (graduate attributes)	
Learning Outcome	Module in which this is delivered
devise, develop and produce an extended research project involving a detailed study of historical materials	Dissertation for History - ISP - HIS-30103
orally communicate effectively, persuasively and articulately	Work Placement for Humanities Final-Year Students - ENG-30088 Dissertation for History - ISP - HIS-30103 All Year 3 modules approved as part of the History Programme
write persuasively and fluently to sustain a case in depth over an extended piece of writing	Dissertation for History - ISP - HIS-30103

9. Final and intermediate awards

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

Honours Degree	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: https://www.keele.ac.uk/regulations/regulationc3/
Diploma in Higher Education	240 credits	You will require at least 120 credits at level 4 or higher and at least 120 credits at level 5 or higher
Certificate in Higher Education	120 credits	You will require at least 120 credits at level 4 or higher

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

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

year version of the programme.

10. How is the Programme Assessed?

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

- **Examinations** in different formats test students' knowledge of history, historiography and the interpretation of sources. Examinations may consist of essay, short answer and/or document commentary questions, and may be seen or unseen.
- **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.
- **Digital assignments** may typically range from creating/contributing to websites, to authoring blogs, to producing podcasts/videocasts.

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.

Assessment rationale

Summative assessment for first-year modules is designed to introduce students to the potential variety of history assessments in higher education, and to establish conventions for their completion. To this end the Defining Moments in History c.1000-2000 core Year-1 module assesses component parts of an essay in a formative way (bibliography and essay plan) in addition to shorter exercises aimed at developing students' ability to critique the work of professional historians and develop their ability to comment critically on primary sources and an essay. Content-driven modules consolidate essay skills while levying practice in different sorts of examination question (both the timed essay and the document or extract question) and presentation skills. Second-year modules are assessed in ways which will secure progression for students and enhance their engagement with classes. Modules typically request an essay, an unseen examination, and a portfolio of work which may include online project work. The introduction of a portfolio was explicitly designed to reward seminar participation in the form of prior preparation and reading; in other words, the portfolio often comprises formal presentations or informal presentations and /or commentaries on the reading. Portfolio work energises seminar discussion and fosters a deeper understanding of reading (where students can consolidate their reading by discussion with others, who share identical or very similar reading experiences). Third-year modules exhibit greater diversity of assessment modes in that they may require essays and unseen examinations but also seen examinations, book reviews, or even creative writing. This is designed to reinforce and diversify the students' experience and aptitude for writing specialised, continuous prose for different purposes and audiences while remaining securely allied to the essay/ extended essay/ dissertation/ thesis model which is the gold standard of progression for humanities disciplines throughout British higher education.

11. Contact Time and Expected Workload

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

Undergraduate courses at Keele contain an element of module choice; therefore, individual students will

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

Activity

	Scheduled learning and teaching activities	Guided independent Study	Placements
Year 1 (Level 4)	25%	75%	0%
Year 2 (Level 5)	23%	77%	0%
Year 3 (Level 6)	18%	82%	0%

12. Accreditation

This programme does not have accreditation from an external body.

13. University Regulations

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

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

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

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

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

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

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

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

English for Academic Purposes

Please note: All new international students entering the university will sit a diagnostic language assessment. Using this assessment, 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

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:

<http://www.keele.ac.uk/qa/accreditationofpriorlearning/>

15. How are students supported on the programme?

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

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

All members of teaching staff on the 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. Some of this material is also accessible online to Keele students from anywhere in the world with a University username and password
- Teams and the Keele Learning Environment (KLE) which 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. 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.

Other opportunities

Enhanced Degree: With Language Competency/With Advanced Language Competency

History students successfully completing a series of language elective modules have the opportunity to gain an enhanced degree title including their language competency such as, "BA (Hons) History with competency in Japanese". Students taking language modules of at least 60 credits counting towards their main degree at Keele, and successfully completing minimum stage 6 in the chosen language, will be awarded an enhanced degree title with the designation 'with competency in [Language]'. Students taking language modules of at least 60 credits counting towards their main degree at Keele, and successfully completing stage 10 in the chosen language, will be awarded an enhanced degree title with the designation 'with advanced competency in [Language]'.

18. Additional Costs

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 undergraduate 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: History (2022) <https://www.qaa.ac.uk/quality-code/subject-benchmark-statements/history>
- c. Keele University Regulations and Guidance for Students and Staff: <http://www.keele.ac.uk/regulations>

21. Annex - International Year

History with International Year

International Year Programme

Students registered for this Single Honours programme may either be admitted for or apply to transfer during their period of study at Level 5 to the International Year option. Students accepted onto this option will have an extra year of study (the International Year) at an international partner institution after they have completed Year 2 (Level 5) at Keele.

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.

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

International Year Programme Aims

In addition to the programme aims specified in the main body of this document, the international year programme of study aims to provide students with:

1. Personal development as a student and a researcher with an appreciation of the international dimension of their subject
2. Experience of a different culture, academically, professionally and socially

Entry Requirements for the International Year

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

The criteria to be applied are:

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

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

Student Support

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

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

Learning Outcomes

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

1. Describe, discuss and reflect upon the cultural and international differences and similarities of different learning environments
2. Discuss the benefits and challenges of global citizenship and internationalisation
3. Explain how their perspective on their academic discipline has been influenced by locating it within an international setting.
4. Design, plan and critically evaluate historical research projects with respect to global or transnational history, record relevant information accurately and systematically and be able to reflect upon a range of sources in a critical manner.
5. Integrate, apply and develop enhanced principles relating to historical analysis, to recognise, describe, and explain cultural phenomena across national boundaries and reflect critically on problems relating to contemporary society and culture.

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

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 is 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. 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 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 (minimum 30 weeks full time (1,050 hours), or equivalent, work placement), will be automatically transferred onto the 3-year degree programme.

The criteria to be applied are:

- A good University attendance record and be in 'good academic standing'.
- Passed all Year-1 and Year-2 Semester 1 modules
- Students undertaking work placements will be expected to complete a Health and Safety checklist and/or training 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 are permitted to undertake a placement, however 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.

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 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; for more information please contact Student Services.

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. Whilst on Placement students are still classed as full-time students and so eligible for Council Tax exemption, student discounts for travel etc

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: 19 September 2023

What's Changed

Removal of HIS-30141 and HIS-30151 due to low student registration numbers

Previous documents

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