

Programme Specification: Undergraduate

For students starting in Academic Year 2024/25

1. Course Summary

Names of programme and award title(s)	BA (Hons) Education BA (Hons) Education with International Year (see Annex for details) BA (Hons) Education with Work Placement Year (see Annex for details)
Award type	Single Honours
Mode of study	Full-time
Framework of Higher Education Qualification (FHEQ) level of final award	Level 6
Normal length of the programme	3 years; 4 years with either the International Year or Placement Year between years 2 and 3
Maximum period of registration	The normal length as specified above plus 3 years
Location of study	Keele Campus
Accreditation (if applicable)	Not applicable
Regulator	Office for Students (OfS)
Tuition Fees	<p>UK students:</p> <p>Fee for 2024/25 is £9,250*</p> <p>International students:</p> <p>Fee for 2024/25 is £19,500**</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/>

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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

The academic study of Education has evolved from being part of the teacher education programme in the 1960s to a subject in its own right. Education courses vary in their focus but most explore education from many different angles - including how education relates to the economy, how it has been shaped historically, how it affects people's life chances, how it helps form their identities, how those who work in education are organised and how learners learn. Though not a programme of training in itself, an undergraduate Education programme provides knowledge, understanding and critical analysis to inform current and future professionals. The subject offers students a strong basis for a wide range of employment opportunities now available in educational institutions, as well as in other organisations and economic enterprises engaged in education and training.

Education at Keele

Keele's undergraduate degree in Education began in 1994 as a Combined Honours Programme and which has since grown both in the size of the programme and the module offerings. With new markets in education and the need for a programme which focuses studies exclusively on education in 2015 we launched this Single Honours degree programme. What makes the Keele programme particularly distinctive is the strong focus on contemporary issues in education and education policy, driven by the research and scholarship activities of the members of staff teaching on the programme.

4. Aims of the programme

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

- Introduce students to major perspectives from which education may be studied, and to explore the inter-connexions between them. Such perspectives include philosophical, historical, psychological, cultural and sociological approaches.
- Enable students to become informed and constructive participants in discussions about present and future developments in education and professional practice, against the wider background of social, cultural and economic change.
- Enable students to become competent and confident independent researchers, capable of higher degree study, and of conducting informed, critical enquiry in their chosen profession.
- Contribute to students' development of a range of skills - including those of independent research, collaborative teamwork, the writing of essays and reports, and the composition of presentations of various kinds, involving both writing and wider, multi-media resources.
- Help students develop skills and attitudes, which will enable them to become lifelong learners.

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:

- Demonstrate a conceptually informed understanding of contemporary education policy in Britain and explain and analyse the significance of historical, social, political and economic contexts on education policy and responses to it
- Describe and evaluate key educational concepts, theories and issues of policy in a systematic way and apply key principles across educational systems

Subject specific skills

Successful students will be able to:

- Define and describe the process of learning including some of the key paradigms and their impact on

- educational practices and evaluate their own learning in the context of higher education
- Read, analyse and evaluate key texts in the form of policy documents, speeches or reports for the purpose of engaging in debates about educational issues
- Formulate research questions and identify the most appropriate research strategies for answering them taking into account relevant ethical considerations

Key or transferable skills (including employability skills)

Successful students will be able to:

- Present and comment on the conclusions of theoretical and empirical work on education to a range of audiences and in a variety of appropriate formats
- Use the knowledge and skills they have acquired as the basis for more advanced learning or professional training

The 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 and ethical awareness**. 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** which provide students with a framework for reading and independent study. Some lectures will draw on the perspectives of professionals or those working in the educational system and/or will make use of video and audio presentations.
- **Workshops** where students have the opportunity to work together in smaller groups and interact with the lecturer and reflect on their own learning. Essay support workshops are offered in the first semester of year 1, you will attend weekly workshops in year 2 to support your learning on the research methods and strategies module and the dissertation, in year 3, is also supported by workshops.
- **Seminars** in small groups where key issues can be discussed in more depth. These meetings rely on the active participation of students and in some cases students will be asked to lead the seminar or tutorial individually, in pairs or groups and to make presentations based on their reading and understanding of key policy and research issues in Education.
- **Independent study**, which is supported by directed reading. Module guides or booklets, which accompany each module, specify the weekly content and direct students to key reading from textbooks, research monographs, academic journals, official government publications and the media.
- **Web-based learning** using Keele University's virtual learning environment (KLE). The KLE is an online learning environment that provides a range of tools to support your learning, including access to documents and other resources such as quizzes, discussion boards, assignments and announcements.
- **Individual meetings** with members of staff (supervisors) to support students as they engage in a piece of independent research.
- **Individual tutorials** may also be arranged informally with module tutors or supervisors and which enable students to discuss particular areas of difficulty and any particular learning needs they may have.

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

These learning and teaching methods enable students to achieve the learning outcomes of the programme in a variety of ways. For example:

- Lectures and independent study allow students to gain a systematic understanding of key concepts, ideas and policy issues and how they may be used in the course of seminars and tutorials to analyse a variety of contemporary educational problems.
- Seminars, tutorials and online discussions provide opportunities for students to ask questions about, and suggest answers to, educational problems, and to present their own ideas to members of staff and other students using an appropriate medium of communication.

- Workshops, 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, perhaps by discussing them with their fellow students or by getting additional help from a member of staff.
- Undertaking a research dissertation with the support of a supervisor (an experienced member of staff) allows students to formulate relevant research questions and devise a feasible and ethically sound strategy for answering them.

7. Teaching Staff

Currently, our core teaching staff comprises a reader, senior lecturers and lecturers. Our team all have doctorates and are active researchers whose work across many aspects of Education has been widely published in books, research monographs and leading international journals. Students studying Education at Keele benefit from being taught by staff working across a diverse range of programmes within the School of Social, Political and Global Studies.

The current staff group has extensive experience of teaching at undergraduate and postgraduate levels in both universities in the UK and internationally. They all hold teaching qualifications and are (or are in the process of becoming) members of the Higher Education Academy.

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.

Optional modules include Global Challenge Pathways - a choice of modules from different subject areas that count towards the overall credit requirement but not the number of subject-related credits.

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 (except for the TESOL pathway). **Information about Global Challenge Pathways can be found after the module lists for Level 6.**

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) Teaching English to Speakers of Other Languages (TESOL) (Semesters 1 and 2) module (ENL-10053), or the Intercultural Explorer pathway (ENL-10057). See the Global Challenges Pathway information under the module lists for more details.

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

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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	60	60	60
Level 5	60	60	60
Level 6	30	90	90

Module Lists

Level 4

Compulsory modules	Module Code	Credits	Period
Childhood, Policy and Education	EDU-10029	15	Semester 1
Understanding Learning	EDU-10033	15	Semester 1
Education in Britain: past, present, future	EDU-10030	15	Semester 2
Too Poor to Learn: Poverty, Education and Social Policy	EDU-10072	15	Semester 2

Optional modules	Module Code	Credits	Period
Media, Culture, and Power	MDS-10023	15	Semester 1
Moral Philosophy	PHI-10013	15	Semester 1
Investigating Social Issues	SOC-10021	15	Semester 1
Discoveries: Self and Society in Post-war British Children's Fiction	ENG-10062	15	Semester 2
British Politics Since 1945	PIR-10046	15	Semester 2
Foundations in Sociology	SOC-10033	15	Semester 2

NB: Global Challenge Pathways (GCPs) - students have the option of taking a Global Challenge Pathway, which 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 (except for the TESOL pathway). Information on GCPs is shown under the Level 6 modules below.

Level 5

Compulsory modules	Module Code	Credits	Period
Play, Power and Pedagogy	EDU-20023	15	Semester 1
Education Matters: Contemporary Issues and Debates in Education	EDU-20024	15	Semester 1
Research Strategies and Methods in Education	EDU-20020	15	Semester 2
COMPARATIVE EDUCATION	EDU-20022	15	Semester 2

Optional modules	Module Code	Credits	Period
Progressive Education and its Discontents	EDU-20034	15	Semester 1
Pedagogical Innovation with EdTech	EDU-20046	15	Semester 1
Social Media and Society	MDS-20036	15	Semester 1
Contemporary Social Theory	SOC-20049	15	Semester 1
Special Education: introduction to theory and practice	EDU-20019	15	Semester 2
Education placement	EDU-20029	15	Semester 2
Why Policy Changes	PIR-20068	15	Semester 2
Families and Households: Diversity and Change	SOC-20041	15	Semester 2

Level 6

Compulsory modules	Module Code	Credits	Period
Independent Research Project - ISP	EDU-30071	30	Semester 1-2

Optional modules	Module Code	Credits	Period
Inclusive Education	EDU-30093	15	Semester 1
Education developments around the world	EDU-30124	15	Semester 1
Education professionals: identity and practice	EDU-30126	15	Semester 1
Sociology of Parenting and Early Childhood	SOC-30030	15	Semester 1
Race, Politics and Education	EDU-30072	15	Semester 2
Education, Work and Identity	EDU-30073	15	Semester 2
Higher Education: policy and the student experience	EDU-30074	15	Semester 2
History Beyond the Curriculum	EDU-30130	15	Semester 2
Gender, Power and Representation	SOC-30053	15	Semester 2

Global Challenge Pathways (GCPs)

Students have the option of taking a Global Challenge Pathway, which includes one 15-credit module at Levels 4, 5 and 6, or one 15-credit module at Levels 5 and 6. Students who started a Global Challenge Pathway at Level 4 will continue with the same pathway at Level 5. Students joining Global Challenge Pathways at Level 5 can join any pathway (except TESOL). Students at Level 6 will continue with the same Global Challenge Pathway they studied at Levels 4 and/or Level 5.

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 take an active role in 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 on areas that matter most to you. Engaged in real-world scenarios as digital citizens, you will expand, deepen, and mobilise knowledge and skills to drive 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>Level 6 Module: Digital Citizenship and Sustainable Futures (GCP-30005)</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 hear from international partners to learn about climate change and sustainability in different international contexts; lead your own projects to drive real change in your communities; and be part of educating and supporting 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>Level 6 Module: Skills for Sustainability (GCP-30009)</p>
<p>Social Justice</p>	<p>The Social Justice pathway is based upon a transformative methodology which centres the student's role as 'agents of change' to reflect upon decolonising and feminist, perspectives on social justice, to forge critical outputs to transform the Sustainable Development Goals.</p> <p>You will develop research and engagement skills with local, national, and international partners from Universities, NGOs, International Human Rights frameworks. You will engage with key societal challenges focused upon the Sustainable Development Goals, to develop an intersectional response from identity-based perspectives on race, gender, sexualities and disabilities. 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>Level 6 Module: Transforming Social Justice; Global Perspectives (GCP-30003)</p>

<p>Enterprise & the Future of Work</p>	<p>In order to meet the challenges set out in the UN's Sustainable Development Goals we need to understand the power of enterprise and prepare for the future contexts of work, creativity and disruption. By providing you with the skills, knowledge and understanding of global challenges this pathway will prepare you to be part of future-facing solutions. This module 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>Level 6 Module: Enterprise and the Future of Work: Designing Change (GCP-30007)</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>Level 6 Module: Working to Improve Global Health (GCP-30001)</p>

<p>Languages & Intercultural Awareness</p>	<p>Communication within and across cultures is inseparable from language, and development of intercultural awareness can enable you to actively contribute to the shaping of an international future. The Language and Intercultural Awareness pathway allows you to engage in genuine interdisciplinary and international exchange and to understand and explore the link between language, culture and communication. Each of the strands we offer provides you with skills and direct experience for active engagement in working to face global challenges.</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)' or '... with advanced 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): (NB: only available if starting from Level 4) Enhance your undergraduate degree by studying the Trinity College Certificate in Teaching English to Speakers of Other Languages (TESOL). As an internationally recognised qualification, you can teach around the world, enabling you to travel whilst helping people develop their English Language Skills. You will also develop many transferable skills which will enhance your future employability.</p> <p>The Intercultural Explorer: Through an interdisciplinary understanding of intercultural communication - as both an academic discipline and as a tool to promote and engage in global activity, you will explore the concept of culture. Module content and assessments allow you to examine in-depth the role of both culture and language in, for example, the UN sustainability goals.</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 (NB: only available if starting from Level 4):</p> <p>ENL-10053 TESOL 1</p> <p>ENL-20007 TESOL 2</p> <p>ENL-30009 TESOL 3</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>
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Information on Global Challenge Pathways can be found here:
<https://www.keele.ac.uk/study/undergraduate/globalchallengepathways/>

Learning Outcomes

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

Level 4

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

taking any of the modules offered in each semester.

First year modules are designed so that they establish the themes of the course as a whole. Students are introduced to core concepts and issues underpinning the study of education as an academic subject. First year modules are also designed to enable students to develop core academic and assessment skills.

Subject Knowledge and Understanding	
Learning Outcome	Module in which this is delivered
a) identify the main phases of education policy in Britain in the period 1870 - 2015	Education in Britain:past, present, future - EDU-10030
b) define, describe and work with key concepts such as equality of opportunity, class, gender, marketization and social exclusion	Education in Britain:past, present, future - EDU-10030 Too Poor to Learn: Poverty, Education and Social Policy - EDU-10072
c) relate contemporary education policy to wider processes of global, economic, cultural and social change	Too Poor to Learn: Poverty, Education and Social Policy - EDU-10072 Education in Britain:past, present, future - EDU-10030 Childhood, Policy and Education - EDU-10029
d) articulate the central contribution of a number of theorists to an understanding of the learning process and some of the limitations and reservations to which they are subject	Childhood, Policy and Education - EDU-10029 Understanding Learning - EDU-10033
e) comment on ways in which theorists contribute to academic studies in education and educational practice	Childhood, Policy and Education - EDU-10029 Understanding Learning - EDU-10033
f) reflectively apply their knowledge to some substantial areas related to learning and education including their own learning in the context of higher education	Understanding Learning - EDU-10033 Education in Britain:past, present, future - EDU-10030
g) recognise and contribute to debates about formal and informal contexts for learning	Childhood, Policy and Education - EDU-10029 Understanding Learning - EDU-10033
h) communicate ideas and arguments about different Educational learning environments - of their own education system and other educational learning contexts, and the values underpinning their organisation	Understanding Learning - EDU-10033 Education in Britain:past, present, future - EDU-10030

Subject Specific Skills	
Learning Outcome	Module in which this is delivered
a) retrieve, sift and select information from a variety of sources including research evidence in order to develop arguments and judgements about educational issues	Childhood, Policy and Education - EDU-10029 Understanding Learning - EDU-10033 Education in Britain:past, present, future - EDU-10030 Too Poor to Learn: Poverty, Education and Social Policy - EDU-10072
b) read and analyse texts in the form of policy documents, speeches or reports for the purpose of communicating ideas about educational issues	Childhood, Policy and Education - EDU-10029 Education in Britain:past, present, future - EDU-10030
c) present written work in an appropriate scholarly style using the Harvard system of citation and referencing.	Understanding Learning - EDU-10033 Childhood, Policy and Education - EDU-10029 Education in Britain:past, present, future - EDU-10030 Too Poor to Learn: Poverty, Education and Social Policy - EDU-10072
d) identify and apply key principles across educational environments and contexts	Education in Britain:past, present, future - EDU-10030 Understanding Learning - EDU-10033

Key or Transferable Skills (graduate attributes)	
Learning Outcome	Module in which this is delivered
a) participate in group discussions and present and/or communicate information, ideas and arguments effectively and to different audiences. This may include making use of appropriate visual presentation aids such as projected slides, handouts, posters, and web pages to enhance the quality of their presentation, where appropriate	Childhood, Policy and Education - EDU-10029 Too Poor to Learn: Poverty, Education and Social Policy - EDU-10072
b) communicate ideas and arguments in written format and for different purposes such as essays and presentations using language appropriate to a variety of audiences	Understanding Learning - EDU-10033 Too Poor to Learn: Poverty, Education and Social Policy - EDU-10072
c) make use of information retrieved from closed (Virtual learning environments including KLE) and open Web sources including library catalogues, databases and on-line searches to present ideas and arguments	Childhood, Policy and Education - EDU-10029 Understanding Learning - EDU-10033 Education in Britain: past, present, future - EDU-10030 Too Poor to Learn: Poverty, Education and Social Policy - EDU-10072
d) interpret, manipulate and present numerical information in support of ideas and arguments	Education in Britain: past, present, future - EDU-10030 Childhood, Policy and Education - EDU-10029
e) identify how they best learn, and the strengths and weaknesses of their individual approach to learning	Understanding Learning - EDU-10033
f) plan, organise and reflect on their learning activities in order to improve the effectiveness of their learning	Understanding Learning - EDU-10033
g) work with others, as a result of the development of interpersonal skills, to demonstrate the capacity to plan, share goals, and work as a member of a team	Education in Britain: past, present, future - EDU-10030
h) recognise, analyse, synthesise, evaluate, and identify problems and solutions	Understanding Learning - EDU-10033 Education in Britain: past, present, future - EDU-10030

Level 5

The second year builds on the foundations laid in the first year. Modules provide a comprehensive introduction to the research methods and strategies utilised by education. Second year modules also look in detail at how educational researchers have tried to understand and conceptualise debates about the purpose of and values underpinning the structure of the education system in Britain against the background of globalisation and other processes of social change.

Subject Knowledge and Understanding	
Learning Outcome	Module in which this is delivered
a) comment on key changes in the aims and purposes of education over recent decades.	Education Matters: Contemporary Issues and Debates in Education - EDU-20024
b) locate educational changes within wider cultural, social and economic contexts.	COMPARATIVE EDUCATION - EDU-20022 Education Matters: Contemporary Issues and Debates in Education - EDU-20024
c) identify and discuss key debates and controversies in education.	Education Matters: Contemporary Issues and Debates in Education - EDU-20024 COMPARATIVE EDUCATION - EDU-20022
d) identify and critically discuss underlying principles and aims behind contemporary educational policy and practice	Play, Power and Pedagogy - EDU-20023 Education Matters: Contemporary Issues and Debates in Education - EDU-20024
e) draw upon a variety of theoretical resources on contemporary education practice and policy	Education Matters: Contemporary Issues and Debates in Education - EDU-20024
f) describe and evaluate the key paradigms of educational research	Research Strategies and Methods in Education - EDU-20020
g) explain the relationship between theory, methodology and method	Research Strategies and Methods in Education - EDU-20020
h) recognise and evaluate particular techniques of data collection used in educational research	Research Strategies and Methods in Education - EDU-20020

Subject Specific Skills	
Learning Outcome	Module in which this is delivered
a) plan a small-scale independent research project on a chosen aspect of education	Research Strategies and Methods in Education - EDU-20020
b) recognise and apply a variety of theoretical resources for the purpose of communicating ideas about contemporary education practice	Education Matters: Contemporary Issues and Debates in Education - EDU-20024 Research Strategies and Methods in Education - EDU-20020
c) analyse and evaluate texts in the form of policy documents, speeches or reports for the purpose of communicating ideas about educational issues	Education Matters: Contemporary Issues and Debates in Education - EDU-20024 Research Strategies and Methods in Education - EDU-20020
d) apply key principles across educational environments and contexts and reflect upon the implications of contemporary educational issues for their future professional role	Education Matters: Contemporary Issues and Debates in Education - EDU-20024

Key or Transferable Skills (graduate attributes)	
Learning Outcome	Module in which this is delivered
a) make presentations (individual and group) that communicate complex ideas and arguments effectively and to different audiences making use of appropriate visual presentation aids such as projected slides, handouts, posters, and web pages to enhance the quality of their presentation	Education Matters: Contemporary Issues and Debates in Education - EDU-20024 Play, Power and Pedagogy - EDU-20023
b) confidently communicate ideas and arguments in written format and for different purposes such as essays, proposals and presentations using language appropriate to a variety of audiences	Education Matters: Contemporary Issues and Debates in Education - EDU-20024 Research Strategies and Methods in Education - EDU-20020
c) interpret, manipulate and evaluate numerical information in support of ideas and arguments	Research Strategies and Methods in Education - EDU-20020
d) design a research plan and evaluate their learning in order to improve the effectiveness of their learning	Research Strategies and Methods in Education - EDU-20020
e) work productively with others, and give constructive feedback to peers on their presentations	Research Strategies and Methods in Education - EDU-20020 Education Matters: Contemporary Issues and Debates in Education - EDU-20024
f) recognise, analyse, synthesise, evaluate, and identify problems and solutions	Research Strategies and Methods in Education - EDU-20020 All modules
g) give presentations (individual and group), communicating complex ideas and arguments effectively and to different audiences, as well as making use of appropriate visual presentation aids such as projected slides, handouts, posters, and web pages to enhance the quality of their presentation	Education Matters: Contemporary Issues and Debates in Education - EDU-20024
h) confidently communicate ideas and arguments in written format and for different purposes such as essays, proposals and presentations using language appropriate to a variety of audiences	Education Matters: Contemporary Issues and Debates in Education - EDU-20024 Research Strategies and Methods in Education - EDU-20020

Level 6

In the third year students who have opted for the Dissertation module work independently, guided by a supervisor and a programme of workshops to produce a significant piece of original research for their dissertation. Optional/ elective modules taken alongside the dissertation also enable students to deepen their knowledge of selected topics at the forefront of the discipline.

Subject Knowledge and Understanding	
Learning Outcome	Module in which this is delivered
a) recognise, interpret and evaluate theories, concepts, research evidence and policy in defined areas at the forefront of academic studies in Education	Independent Research Project - ISP - EDU-30071
b) apply established theories and methods of inquiry to understanding and resolving new and unfamiliar problems in areas of current research activity	Independent Research Project - ISP - EDU-30071
c) assess the ethical issues that may arise in relation to educational research	Independent Research Project - ISP - EDU-30071
d) critically reflect on the social and political conditions that have brought about particular educational policies and practices	Inclusive Education - EDU-30093 Education, Work and Identity - EDU-30073 Race, Politics and Education - EDU-30072
e) apply, critique and evaluate key concepts and alternative theories about educational policy and practice	Inclusive Education - EDU-30093 Education, Work and Identity - EDU-30073 Race, Politics and Education - EDU-30072
f) compare and contrast different educational and related structures in the UK	Race, Politics and Education - EDU-30072 Education, Work and Identity - EDU-30073 Inclusive Education - EDU-30093

Subject Specific Skills	
Learning Outcome	Module in which this is delivered
a) design, undertake and evaluate an extended piece of research as a project with due regard for the ethical issues posed by such research	Independent Research Project - ISP - EDU-30071
b) describe and make critical judgements about developments in areas of research and policy in education	Independent Research Project - ISP - EDU-30071
c) identify possible directions in which further empirical research and theoretical development might take place in areas of Education	Independent Research Project - ISP - EDU-30071
d) identify and apply key principles across educational environments and contexts	Independent Research Project - ISP - EDU-30071
e) make theoretically informed arguments about contemporary issues relating to the social context and impacts of educational policies and practices	Race, Politics and Education - EDU-30072 Inclusive Education - EDU-30093 Education, Work and Identity - EDU-30073
f) make theoretically-informed judgements about educational policies in relation to their social and political contexts	Education, Work and Identity - EDU-30073 Inclusive Education - EDU-30093 Race, Politics and Education - EDU-30072

Key or Transferable Skills (graduate attributes)	
Learning Outcome	Module in which this is delivered
a) work productively in a largely unstructured context exercising initiative and personal responsibility	Independent Research Project - ISP - EDU-30071
b) manage their own learning making use of appropriate theories, research and policy evidence in a current area of research activity	Independent Research Project - ISP - EDU-30071
c) confidently communicate complex ideas to a variety of different audiences in an appropriate scholarly style including referencing	Independent Research Project - ISP - EDU-30071
d) recognise, analyse, synthesise, evaluate, and identify problems and solutions	Independent Research Project - ISP - EDU-30071
e) orally present and discuss their analysis of policies and practices, and respond to questions	Education, Work and Identity - EDU-30073 Race, Politics and Education - EDU-30072 Inclusive Education - EDU-30093
f) analyse primary sources to see how theories and values are reflected in policy documentation	Independent Research Project - ISP - EDU-30071

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.
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:

- **Essays** 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 using the Harvard system of referencing
- **Reviews** of other scholars' work or policy initiatives 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** test students' knowledge of different research methodologies and the limits and provisional nature of educational knowledge. They also enable students to demonstrate their ability to formulate research questions and to answer them using an appropriate strategy and to report the findings of their research
- **Oral presentations** and reports assess students' subject knowledge and understanding. They also test their ability to manage their learning and work effectively 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 but routinely include a requirement that students provide some evidence of critical reflection on the development of their own learning.
- **Workshops** require students to design a teaching and learning activity that can be used in school-based settings, preparing students for a teaching career.

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

11. Contact Time and Expected Workload

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

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

Activity

	Scheduled learning and teaching activities	Guided independent Study	Placements
Year 1 (Level 4)	21.3%	78.7%	0%
Year 2 (Level 5)	17.5%	79%	3.6%
Year 3 (Level 6)	13.6%	86.4%	0%

12. Accreditation

This programme does not have accreditation from an external body.

13. University Regulations

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

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

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

Year option.

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

See the relevant course page on the website for the admission requirements relevant to this programme:
<https://www.keele.ac.uk/study/>

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

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

English for Academic Purposes

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

English Language Modules at Level 4:

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

English Language Modules at Level 5:

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

English Language Modules at Level 6:

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

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

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

15. How are students supported on the programme?

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

- Module and tutorial group leaders 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 Education.
- 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.
- All members of teaching staff on the Education SH Programme are available to see students during advertised weekly office hours and at other times by appointment.
- Keele Student Union runs an independent advice service (ASK) which is located on the ground floor of the Student Union building. For more information see <https://keelesu.com/advice/>
- In addition to the University's Academic Mentoring system, Education students achieving a mark of less than 50% in any module will be invited to attend a progress meeting with a member of staff in Education.

16. Learning Resources

The teaching for the BA Education takes place in modern rooms almost all of which are equipped with computers, internet access and electronic whiteboards or projection equipment. Teaching rooms may be arranged to facilitate a traditional lecture format or they may be arranged to allow students to work together in small groups. The learning resources available to students on the Programme include:

- Education learning materials and resources including books, journals and government publications are held in the University Library. Much of this material is also accessible online to Keele students from anywhere in the world with a University username and password.
- The Education Resources Room houses a smaller collection of materials. This room is located in the University's main Chancellor's Building and is open at regular times during teaching periods. Resources are specifically related to the needs of students on the Education SH Programme.
- The Keele Learning Environment (KLE) provides 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.

Work Placement Year

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

Other opportunities

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

18. Additional Costs

Disclosure and Barring Service (DBS)

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

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

The costs are an initial £45.40 plus £3.80 for a digital ID check (the preferred option) totalling £49.20 for the enhanced DBS check, plus £13 per year for the update service.

Travel

If a student registers for any of these optional modules, they will also be expected to arrange and pay for travel to and from their placement school for each of the six placement visits (Education Placement Module). Distances vary and indicative distances range from 2 to 7 miles from the Keele Campus.

Activity	Estimated Cost
Field courses - optional (for students taking 'Education Placement') - DBS check	£49.20 (plus £13 per year for the update service, if required)
Travel - optional (for students taking 'Education Placement' - travel to and from placements (when required)	£30
Travel - optional (for students taking optional modules 'Progressive Education and its discontents' and/or 'History beyond the Curriculum')	£10 (per excursion)
Total estimated additional costs	£81.80

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%.

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

19. Quality management and enhancement

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

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

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

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

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

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

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

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

20. The principles of programme design

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

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

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

b. QAA Subject Benchmark Statement: Education Studies (2015) <https://www.qaa.ac.uk/quality-code/subject-benchmark-statements?indexCatalogue=document-search&searchQuery=education&wordsMode=AllWords>

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

21. Annex - International Year

Education with International Year

<p>International Year Programme</p> <p>Students registered for this Single Honours programme may either be admitted for or apply to transfer during their period of study at Level 5 to the International Year option. Students accepted onto this option will have an extra year of study (the International Year) at an international partner institution after they have completed Year 2 (Level 5) at Keele.</p> <p>Students who successfully complete both the second year (Level 5) and the International Year will be permitted to progress to Level 6. Students who fail to satisfy the examiners in respect of the International Year will normally revert to the standard programme and progress to Level 6 on that basis. The failure will be recorded on the student's final transcript.</p> <p>Study at Level 4, Level 5 and Level 6 will be as per the main body of this document. The additional detail contained in this annex will pertain solely to students registered for the International Year option.</p>
<p>International Year Programme Aims</p> <p>In addition to the programme aims specified in the main body of this document, the international year programme of study aims to provide students with:</p> <ol style="list-style-type: none">1. Personal development as a student and a researcher with an appreciation of the international dimension of their subject2. Experience of a different culture, academically, professionally and socially
<p>Entry Requirements for the International Year</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">• Academic Performance (an average of 55% across all modules in Semester 1 at Level 5 is normally required. Places on the International Year are then conditional on achieving an average mark of 55% across all Level 5 modules. Students with up to 15 credits of re-assessment who meet the 55% requirement may progress to the International Year. Where no Semester 1 marks have been awarded performance in 1st year marks and ongoing 2nd year assessments are taken into account)• General Aptitude (to be demonstrated by application for study abroad, interview during the 2nd semester of year 2 (Level 5), and by recommendation of the student's Academic Mentor, 1st and 2nd year tutors and programme director) <p>Students may not register for both an International Year and a Placement Year.</p>
<p>Student Support</p> <p>Students will be supported whilst on the International Year via the following methods:</p> <ul style="list-style-type: none">• Phone or Skype conversations with Study Abroad tutor, in line with recommended Academic Mentoring meeting points.• Support from the University's Global Education Team
<p>Learning Outcomes</p>

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

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

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

Regulations

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

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

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

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

Additional costs for the International Year

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

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

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

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

22. Annex - Work Placement Year

Education with Work Placement Year

Work Placement Year summary

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

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

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

Work Placement Year Programme Aims

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

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

Entry Requirements for the Work Placement Year

Admission to the Work Placement Year is subject to successful application, interview and references from appropriate staff. Students have the opportunity to apply directly for the 4-year 'with work placement year' degree programme, or to transfer onto the 4-year programme at the end of Year-1 and in Year-2 at the end of Semester 1. Students who are initially registered for the 4-year degree programme may transfer onto the 3-year degree programme at any point in time, prior to undertaking the year-long work placement. Students who fail to pass the work placement year, and those who fail to meet the minimum requirements of the work placement year module (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 prior to commencing their work experience and will be required to satisfy the Health and Safety regulations of the company or organisation at which they are based.
- (*International students only*) Due to visa requirements, it is not possible for international students who require a Tier 4 Visa to apply for direct entry onto the 4-year with Work Placement Year degree programme. Students wishing to transfer onto this programme should discuss this with student support, the academic tutor for the work placement year, and the Programme Lead. Students should be aware that there are visa implications for this transfer, and it is the student's responsibility to complete any and all necessary processes to be eligible for this programme. There may be additional costs, including applying for a new Visa from outside of the UK for international students associated with a transfer to the work placement programme.

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

Student Support

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

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

Learning Outcomes

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

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

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

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

Regulations

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

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

Students will be expected to behave professionally in terms of:

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

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

Additional costs for the Work Placement Year

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

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: 30 May 2024

Previous documents

Version No	Year	Owner	Date Approved	Summary of and rationale for changes
1.1	2023/24	EMMA HEAD	07 September 2023	SOC-10019 has been added as a optional module to semester two.
1	2023/24	SIAN EDWARDS	21 April 2023	
1	2022/23	JOHN HOWLETT	28 January 2022	
1	2021/22	MARK FEATHERSTONE	05 February 2021	
1	2020/21	MARK FEATHERSTONE	04 February 2020	
1	2019/20	EDWARD MCCAULEY	18 June 2019	