

## Programme Specification: Undergraduate

### For students starting in Academic Year 2023/24

#### 1. Course Summary

<b>Names of programme and award title(s)</b>	BSc (Hons) Rehabilitation and Exercise Science BSc (Hons) Rehabilitation and Exercise Science (with International Year) (see Annex for details)
<b>Award type</b>	Single Honours
<b>Mode of study</b>	Full-time
<b>Framework of Higher Education Qualification (FHEQ) level of final award</b>	Level 6
<b>Normal length of the programme</b>	3 years; 4 years with the International Year between years 2 and 3
<b>Maximum period of registration</b>	The normal length as specified above plus 3 years
<b>Location of study</b>	Keele Campus
<b>Accreditation (if applicable)</b>	CIMSPA - see section 12
<b>Regulator</b>	Office for Students (OfS)
<b>Tuition Fees</b>	<p><b>UK students:</b></p> <p>Fee for 2024/25 is £9,250*</p> <p><b>International students:</b></p> <p>Fee for 2024/25 is £24,100**</p> <p>The fee for the international year abroad is calculated at 15% of the standard year fee</p>

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

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

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

\*\* 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

The BSc (Hons) Rehabilitation and Exercise Science programme is an innovative, sector leading undergraduate degree in the UK. The Rehabilitation and Exercise Science curriculum explores the science surrounding rehabilitation concepts and management from a physical and psycho-social health perspective. The many factors that have an influence on rehabilitation and its success are investigated. The varied forms of disability are analysed and students consider how disability can impact upon physiological functioning from the individual as well as national and global perspective.

The programme focuses on disabling conditions in six categories, these categories being: Cardiorespiratory, Metabolic, Neurological, Musculoskeletal, Lifestyle and Global matters. Particular emphasis within the curriculum is placed upon the scientific research evidence relating to the management of frequently encountered global conditions associated with these categories. Examples include: Coronary Heart Disease and Chronic Obstructive Pulmonary Disease, Osteoarthritis; Low Back Pain, Stroke, Obesity, type 2 diabetes mellitus, anxiety and depression; HIV/AIDS and malaria.

The programme draws on experience and knowledge from many health disciplines including physiotherapy, occupational therapy, psychology, nutrition, public health and health and wellbeing promotion and is founded on the principles of physical and behavioural science. The Keele BSc (Hons) Rehabilitation and Exercise Science programme reflects the diverse input of professions, topics and concepts. This exciting programme gives students the opportunity to not only shape themselves in terms of personal and professional development but also to contribute to the development and future growth of rehabilitation and exercise science in the UK.

Rehabilitation is the process by which strategies are employed in the promotion, maintenance and restoration of an individual's physical, psychological and social wellbeing, encompassing variations in health status. This Rehabilitation and Exercise Science programme places a strong emphasis on the underpinning theory and research evidence of the scientific basis of promoting, maintaining, optimising and restoring health and wellbeing.

During the programme, students will develop responsibility for their own continuing professional development and will be confident to function in partnership and leadership roles. As graduates from Keele key attributes will be actively developed during the curriculum to include: a professional reflective approach to life and study, flexibility to thrive in an uncertain and changing world, curiosity and independent thought, interdisciplinarity, an appreciation of social, environmental and global implications, self-confidence and self-awareness, information literacy, creative problem solving and communication skills as well as the ability to participate responsibly and collaboratively.

*In your programme you will sometimes be expected to role play and engage in simulated clinical scenarios with other students, such as the practice and observation of practical skills in physical contact with other students. For some specific practices, this may necessitate modification of dress - e.g., to shorts and t-shirt. These activities will be conducted in a professional, safe, respectful and culturally sensitive way, under the supervision of academic staff, according to a defined protocol.*

## 4. Aims of the programme

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

- gain the knowledge, skills, attitudes and values that underpin contemporary rehabilitation and prevention strategies
- develop your research awareness, reasoning and decision-making skills to enable you to undertake a higher degree, establish a role in management or pursue a career in a health-related field
- develop attributes required to function autonomously in a diverse range of employment or study settings
- become research aware and conversant with its application in a wider health and wellbeing context
- adapt and respond positively to change. In doing this, you will develop key transferable skills to prepare you for graduate employment or study
- enhance your communication and presentation skills along with effective team working, leadership, management and entrepreneurial skills
- engage in lifelong learning; a key graduate attribute

### Studying Rehabilitation and Exercise Science at Keele

Key features of the BSc (Hons) Rehabilitation and Exercise Science programme are:

- Delivered in a School with a track record of excellent staff student relationships.
- Taught by a range of highly skilled, highly qualified and knowledgeable staff, some of whom are nationally and internationally recognised as experts in their field.
- Optional modules/electives in all years of study to promote independence and choice.
- A comprehensive range of student support mechanisms.

## 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 theoretical underpinning knowledge of body systems and their changes across the lifespan in response to external stimuli
- Demonstrate an understanding of the application of scientific principles to prevent disability and restore functioning, health and wellbeing
- Demonstrate knowledge of, and an ability to analyse, the public health and health promotion agendas both at a national and international level

### Subject specific skills

Successful students will be able to:

- Demonstrate skills in measurement, assessment and research of disability, functioning, and health and wellbeing
- Facilitate behavioural change to enhance functioning and wellbeing

### Key or transferable skills (including employability skills)

Successful students will be able to:

- Demonstrate personal and professional development

### 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:

- Traditional lectures where the lecturer provides students with a framework and context for further reading and independent study; some lectures may feature invited external speakers who are clinicians, active researchers or academics in the field.
- Communication platforms such as Microsoft Teams may be used for synchronous learning activities such as online lectures, workshops and seminars to complement in-situ sessions
- Interactive lectures to engage students in their learning, for example, the use of Audience Response

Systems.

- Practical work to allow students to observe the application of, or develop the acquisition of practical skills underpinned by theoretical concepts. These occur under the supervision of academic staff.
- Small group workshops when students work together to, for example, critically appraise papers relating to some aspect of research into rehabilitation.
- Group workshops which require students to work together over an extended period of time to develop a piece of work.
- Individual and group presentations where students research and present a topic with relevance to the topic area to the whole group with time allowed for interactive questions and discussion.
- Student and tutor-led tutorials which encourage topics of interest and relevance to be discussed in depth within a small group; problem-solving scenarios and case studies may be used as a vehicle for such discussion.
- Web-based learning using the Keele Virtual Learning Environment (KLE): this is used by all modules and provides a platform for students to share online discussions and to access a wide range of learning resources. KLE based learning resources may include discussion boards, supervised by module tutors, work packages supported by online formative assessments, links to instructional videos and narrated presentations/videoed lectures.
- Independent study will be required in each module; some study will be guided by tutors where necessary, but will also be self-directed in relation to the various demands of each module and its assessment. This type of learning may be facilitated by use of various resources such as work packages and access to specific web based programmes. Independent study also forms an important part of the development of the final year research project, which is supported by a designated member of the academic staff.

Apart from these formal activities, students are also provided with regular opportunities to talk through particular areas of difficulty, and any special learning needs they may have, with their academic mentor 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 enable students to broaden and deepen their existing knowledge and understanding of the core scientific principles and concepts of rehabilitation, and to transfer scientific knowledge from theory into application.
- Practical work enables students to develop, enhance and update their learning of new skills under the supervision of experts to integrate theoretical and practical knowledge.
- Small group work, such as seminars and workshops, provides opportunities for students to clarify and exchange ideas, and to question and challenge professional concepts.
- Guided independent study and tutorials assist the student to explore and evaluate aspects of taught content.
- Seminars, tutorials and web-based activities encourage students to reflect upon their learning and to take responsibility for its development, and to collaborate with others to share, explore, and evaluate ideas in greater depth.
- Undertaking a research-based project, using the support of small group workshops (where relevant) and tutorial supervision, further develops the student's independent learning and research capability; it also enables the student to plan, implement and document a piece of research with relevance to rehabilitation. This piece of work encourages competence with IT skills including use of software packages for data analysis.

## **7. Teaching Staff**

The permanent academic staff contributing to the programme are drawn from the University's School of Allied Health Professions along with contributions from specialist experts when appropriate. The School Team includes: professors, senior lecturers, lecturers, teaching fellows and academic related staff. The staff group has extensive experience of teaching at undergraduate and postgraduate level and includes individuals with expertise in learning and teaching and research. The work of research active staff has been widely published and shared via conference presentations.

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;

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

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## Module Lists

### Level 4

<b>Compulsory modules</b>	<b>Module Code</b>	<b>Credits</b>	<b>Period</b>
Anatomy, Physiology and Movement Science - Musculoskeletal (MSK)	PTY-10053	15	Semester 1
Anatomy, Physiology and Movement Science - Neurological, Cardiovascular and Respiratory (N, CVR)	PTY-10055	15	Semester 1
Health and Wellbeing (MSci/BScRES)	PTY-10062	15	Semester 1
Principles of Rehabilitation (MSci/BScRES)	PTY-10056	15	Semester 2
Professionalism and Effective Communication (MSci/BScRES)	PTY-10059	15	Semester 2
Principles of Assessment & Measurement (MSci/BScRES)	PTY-10061	15	Semester 2
Applied Practice in Coaching, Exercise and Fitness	PTY-10072	15	Semester 2

<b>Optional modules</b>	<b>Module Code</b>	<b>Credits</b>	<b>Period</b>
Distress and Mental Health	PSY-10026	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**

<b>Compulsory modules</b>	<b>Module Code</b>	<b>Credits</b>	<b>Period</b>
Evidence Based Health and Rehabilitation (MSci/BScRES)	PTY-20050	15	Semester 1
Lifestyle Risk Factor Modification	PTY-20061	15	Semester 1
Exercise Testing and Prescription in Healthy Populations	PTY-20063	15	Semester 1
Health and the Environment	PTY-20020	15	Semester 2
Exercise Science For Specialist Populations	PTY-20032	15	Semester 2
Research skills	PTY-20043	15	Semester 2

<b>Optional modules</b>	<b>Module Code</b>	<b>Credits</b>	<b>Period</b>
Advanced Practice in Coaching, Exercise and Fitness	EXS-20005	15	Semester 1
Rehabilitation in Sport (Level 5)	PTY-20047	15	Semester 2

### **Level 6**

<b>Compulsory modules</b>	<b>Module Code</b>	<b>Credits</b>	<b>Period</b>
Global Healthcare Matters	PTY-30037	15	Semester 1
Integrated Rehabilitation Strategies	PTY-30074	15	Semester 1
Research Project	PTY-30047	30	Semester 1-2
Organisational Management in Exercise, Health and Rehabilitation	PTY-30100	15	Semester 2
Biomechanical techniques in sport, exercise and rehabilitation	PTY-30102	15	Semester 2

<b>Optional modules</b>	<b>Module Code</b>	<b>Credits</b>	<b>Period</b>
Physiology for Rehabilitation	PTY-30053	15	Semester 1
Advanced Clinical Exercise Practice	EXS-30003	15	Semester 2

## **Level 6 Module Rules**

Rehabilitation in Sport (Level 6) is only permitted as an optional module if Rehabilitation in Sport (Level 5) was not taken as an optional module in Year 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.

<b>Digital Futures</b>	<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><b>Level 4 Module: A digital life: challenges and opportunities (GCP-10005)</b></p> <p><b>Level 5 Module: Digital World - People, Spaces, and Data (GCP-20005)</b></p> <p><b>Level 6 Module: Digital Citizenship and Sustainable Futures (GCP-30005)</b></p>
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<b>Climate Change &amp; Sustainability</b>	<p>Through the Climate Change &amp; 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><b>Level 4 Module: Climate Change and Sustainable Futures: Global Perspectives (GCP-10009)</b></p> <p><b>Level 5 Module: Climate Change and Sustainability: Action and Activism (GCP-20009)</b></p> <p><b>Level 6 Module: Skills for Sustainability (GCP-30009)</b></p>
<b>Social Justice</b>	<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><b>Level 4 Module: Reflections on Social Injustices, Past and Present (GCP-10003)</b></p> <p><b>Level 5 Module: Strategic Interventions for Social Justice (GCP-20003)</b></p> <p><b>Level 6 Module: Transforming Social Justice; Global Perspectives (GCP-30003)</b></p>
<b>Enterprise &amp; the Future of Work</b>	<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><b>Level 4 Module: Enterprise and the Future of Work (GCP-10007)</b></p> <p><b>Level 5 Module: Enterprise and the Future of Work: Collaborate to Innovate (GCP-20007)</b></p> <p><b>Level 6 Module: Enterprise and the Future of Work: Designing Change (GCP-30007)</b></p>



<p><b>Global Health Challenges</b></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><b>Level 4 Module: Key concepts and challenges in global health (GCP-10001)</b></p> <p><b>Level 5 Module: Using Evidence to Improve Global Health (GCP-20001)</b></p> <p><b>Level 6 Module: Working to Improve Global Health (GCP-30001)</b></p>
<p><b>Languages &amp; Intercultural Awareness</b></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><b>The Language Specialist:</b> 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><b>The Language Taster:</b> Explore a new language every year.</p> <p><b>The Certificate in TESOL</b> (Teaching English to Speakers of Other Languages): <b>(NB: only available if starting from Level 4)</b> 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><b>The Intercultural Explorer:</b> 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><b>Modules available:</b></p> <p><b>The Language Specialist:</b></p> <p>Any Semester 1 Language Module (the level at which you enter will be determined by your previous language learning experiences).</p> <p><b>The Language Taster:</b></p> <p>Any Semester 1 Language Module (the level at which you enter will be determined by your previous language learning experiences)</p> <p><b>The Certificate in TESOL (NB: only available if starting from Level 4):</b></p> <p>ENL-10053 TESOL 1</p> <p>ENL-20007 TESOL 2</p> <p>ENL-30009 TESOL 3</p> <p><b>The Intercultural Explorer:</b></p> <p>ENL-10057 The stories we live by</p> <p>ENL-20009 Who do you think you are?</p>

## 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

<b>Subject Knowledge and Understanding</b>	
<b>Learning Outcome</b>	<b>Module in which this is delivered</b>
Demonstrate theoretical underpinning knowledge of body systems and their changes across the lifespan in response to external stimuli.	Anatomy, Physiology and Movement Science - Neurological, Cardiovascular and Respiratory (N, CVR) - PTY-10055 Health and Wellbeing (MSci/BScRES) - PTY-10062 Anatomy, Physiology and Movement Science - Musculoskeletal (MSK) - PTY-10053 Principles of Rehabilitation (MSci/BScRES) - PTY-10056
Demonstrate an understanding of the application of scientific principles to prevent disability and restore functioning, health and wellbeing	Health and Wellbeing (MSci/BScRES) - PTY-10062 Principles of Rehabilitation (MSci/BScRES) - PTY-10056 Applied Practice in Coaching, Exercise and Fitness - PTY-10072
Demonstrate knowledge of, and an ability to analyse the public health and health promotion agendas both at a national and international level	Health and Wellbeing (MSci/BScRES) - PTY-10062
Demonstrate personal and professional development	Professionalism and Effective Communication (MSci/BScRES) - PTY-10059 Applied Practice in Coaching, Exercise and Fitness - PTY-10072

<b>Subject Specific Skills</b>	
<b>Learning Outcome</b>	<b>Module in which this is delivered</b>
Demonstrate skills in measurement, assessment and research of disability, functioning, and health and wellbeing	Principles of Assessment & Measurement (MSci/BScRES) - PTY-10061 Applied Practice in Coaching, Exercise and Fitness - PTY-10072 Principles of Rehabilitation (MSci/BScRES) - PTY-10056
Facilitate behaviour change to enhance functioning and wellbeing	Professionalism and Effective Communication (MSci/BScRES) - PTY-10059 Applied Practice in Coaching, Exercise and Fitness - PTY-10072
Analyse the public health and health promotion agendas both at a national and international level	Applied Practice in Coaching, Exercise and Fitness - PTY-10072 Health and Wellbeing (MSci/BScRES) - PTY-10062

<b>Key or Transferable Skills (graduate attributes)</b>	
<b>Learning Outcome</b>	<b>Module in which this is delivered</b>
An open and questioning approach to ideas, demonstrating curiosity, independence of thought and the ability to appreciate a range of perspectives on the natural and social worlds	Health and Wellbeing (MSci/BScRES) - PTY-10062 Professionalism and Effective Communication (MSci/BScRES) - PTY-10059 Applied Practice in Coaching, Exercise and Fitness - PTY-10072

<b>Key or Transferable Skills (graduate attributes)</b>	
<b>Learning Outcome</b>	<b>Module in which this is delivered</b>
An appreciation of the development and value of chosen subjects of study, awareness of their contexts, the links between them, and awareness of the provisional and dynamic nature of knowledge	Principles of Rehabilitation (MSci/BScRES) - PTY-10056 Anatomy, Physiology and Movement Science - Neurological, Cardiovascular and Respiratory (N, CVR) - PTY-10055 Anatomy, Physiology and Movement Science - Musculoskeletal (MSK) - PTY-10053 Professionalism and Effective Communication (MSci/BScRES) - PTY-10059
Information literacy: the ability to locate, evaluate and synthesise large amounts of frequently conflicting information, ideas and data	Health and Wellbeing (MSci/BScRES) - PTY-10062 Principles of Assessment & Measurement (MSci/BScRES) - PTY-10061
The creative ability to solve problems using a range of different approaches and techniques, and to determine which techniques are appropriate for the issue at hand	Principles of Rehabilitation (MSci/BScRES) - PTY-10056 Principles of Assessment & Measurement (MSci/BScRES) - PTY-10061
An appreciation of the social, environmental and global implications of the programme content and other activities, including recognition of any ethical implications	Health and Wellbeing (MSci/BScRES) - PTY-10062 Professionalism and Effective Communication (MSci/BScRES) - PTY-10059
The ability to communicate clearly and effectively in written and verbal forms for different purposes and to a variety of audiences	Professionalism and Effective Communication (MSci/BScRES) - PTY-10059 Principles of Rehabilitation (MSci/BScRES) - PTY-10056 Health and Wellbeing (MSci/BScRES) - PTY-10062 Anatomy, Physiology and Movement Science - Neurological, Cardiovascular and Respiratory (N, CVR) - PTY-10055 Anatomy, Physiology and Movement Science - Musculoskeletal (MSK) - PTY-10053 Applied Practice in Coaching, Exercise and Fitness - PTY-10072 Principles of Assessment & Measurement (MSci/BScRES) - PTY-10061
The knowledge, skills, self-confidence and self-awareness actively to pursue their future goals	Professionalism and Effective Communication (MSci/BScRES) - PTY-10059 Principles of Rehabilitation (MSci/BScRES) - PTY-10056
The ability and motivation to participate responsibly and collaboratively as an active citizen in the communities in which they live and work	Applied Practice in Coaching, Exercise and Fitness - PTY-10072 Professionalism and Effective Communication (MSci/BScRES) - PTY-10059
A professional and reflective approach, including qualities of leadership, responsibility, personal integrity, empathy, care and respect for others, accountability and self-regulation	Professionalism and Effective Communication (MSci/BScRES) - PTY-10059
The flexibility to thrive in rapidly changing and uncertain external environments and to update skills and knowledge as circumstances require	Principles of Rehabilitation (MSci/BScRES) - PTY-10056 Professionalism and Effective Communication (MSci/BScRES) - PTY-10059 Health and Wellbeing (MSci/BScRES) - PTY-10062 Anatomy, Physiology and Movement Science - Neurological, Cardiovascular and Respiratory (N, CVR) - PTY-10055 Anatomy, Physiology and Movement Science - Musculoskeletal (MSK) - PTY-10053

## **Level 5**

<b>Subject Knowledge and Understanding</b>	
<b>Learning Outcome</b>	<b>Module in which this is delivered</b>
Demonstrate theoretical underpinning knowledge of body systems and their changes across the lifespan in response to external stimuli.	Exercise Testing and Prescription in Healthy Populations - PTY-20063 Health and the Environment - PTY-20020
Demonstrate an understanding of the application of scientific principles to prevent disability and restore functioning, health and wellbeing	Advanced Practice in Coaching, Exercise and Fitness - EXS-20005 Exercise Science For Specialist Populations - PTY-20032 Exercise Testing and Prescription in Healthy Populations - PTY-20063
Demonstrate personal and professional development	Research skills - PTY-20043 Advanced Practice in Coaching, Exercise and Fitness - EXS-20005 Exercise Testing and Prescription in Healthy Populations - PTY-20063 Exercise Science For Specialist Populations - PTY-20032 All modules

<b>Subject Specific Skills</b>	
<b>Learning Outcome</b>	<b>Module in which this is delivered</b>
Demonstrate skills in measurement, assessment and research of disability, functioning, and health and wellbeing	Health and the Environment - PTY-20020 Evidence Based Health and Rehabilitation (MSci/BScRES) - PTY-20050 Research skills - PTY-20043
Facilitate behaviour change to enhance functioning and wellbeing	Lifestyle Risk Factor Modification - PTY-20061 Advanced Practice in Coaching, Exercise and Fitness - EXS-20005 Exercise Testing and Prescription in Healthy Populations - PTY-20063

<b>Key or Transferable Skills (graduate attributes)</b>	
<b>Learning Outcome</b>	<b>Module in which this is delivered</b>
An open and questioning approach to ideas, demonstrating curiosity, independence of thought and the ability to appreciate a range of perspectives on the natural and social worlds	Exercise Science For Specialist Populations - PTY-20032 Lifestyle Risk Factor Modification - PTY-20061 Health and the Environment - PTY-20020 Evidence Based Health and Rehabilitation (MSci/BScRES) - PTY-20050
An appreciation of the development and value of chosen subjects of study, awareness of their contexts, the links between them, and awareness of the provisional and dynamic nature of knowledge	Lifestyle Risk Factor Modification - PTY-20061 Advanced Practice in Coaching, Exercise and Fitness - EXS-20005 Exercise Testing and Prescription in Healthy Populations - PTY-20063 Exercise Science For Specialist Populations - PTY-20032 Health and the Environment - PTY-20020

<b>Key or Transferable Skills (graduate attributes)</b>	
<b>Learning Outcome</b>	<b>Module in which this is delivered</b>
Information literacy: the ability to locate, evaluate and synthesise large amounts of frequently conflicting information, ideas and data	Exercise Testing and Prescription in Healthy Populations - PTY-20063 Exercise Science For Specialist Populations - PTY-20032 Evidence Based Health and Rehabilitation (MSci/BScRES) - PTY-20050 Rehabilitation in Sport (Level 5) - PTY-20047 Health and the Environment - PTY-20020 Research skills - PTY-20043
The creative ability to solve problems using a range of different approaches and techniques, and to determine which techniques are appropriate for the issue at hand	Lifestyle Risk Factor Modification - PTY-20061 Exercise Testing and Prescription in Healthy Populations - PTY-20063 Exercise Science For Specialist Populations - PTY-20032
An appreciation of the social, environmental and global implications of the programme content and other activities, including recognition of any ethical implications	Health and the Environment - PTY-20020 Rehabilitation in Sport (Level 5) - PTY-20047 Evidence Based Health and Rehabilitation (MSci/BScRES) - PTY-20050
The ability to communicate clearly and effectively in written and verbal forms for different purposes and to a variety of audiences	Advanced Practice in Coaching, Exercise and Fitness - EXS-20005 Rehabilitation in Sport (Level 5) - PTY-20047 Evidence Based Health and Rehabilitation (MSci/BScRES) - PTY-20050 Health and the Environment - PTY-20020 Research skills - PTY-20043 Lifestyle Risk Factor Modification - PTY-20061 Exercise Science For Specialist Populations - PTY-20032
The knowledge, skills, self-confidence and self-awareness actively to pursue their future goals	Rehabilitation in Sport (Level 5) - PTY-20047 Exercise Science For Specialist Populations - PTY-20032 Exercise Testing and Prescription in Healthy Populations - PTY-20063 Lifestyle Risk Factor Modification - PTY-20061
The ability and motivation to participate responsibly and collaboratively as an active citizen in the communities in which they live and work	Health and the Environment - PTY-20020 Exercise Testing and Prescription in Healthy Populations - PTY-20063 Advanced Practice in Coaching, Exercise and Fitness - EXS-20005 Research skills - PTY-20043
A professional and reflective approach, including qualities of leadership, responsibility, personal integrity, empathy, care and respect for others, accountability and self-regulation	Exercise Testing and Prescription in Healthy Populations - PTY-20063 Lifestyle Risk Factor Modification - PTY-20061 Exercise Science For Specialist Populations - PTY-20032 Evidence Based Health and Rehabilitation (MSci/BScRES) - PTY-20050 Research skills - PTY-20043
The flexibility to thrive in rapidly changing and uncertain external environments and to update skills and knowledge as circumstances require	Lifestyle Risk Factor Modification - PTY-20061 Health and the Environment - PTY-20020 Exercise Science For Specialist Populations - PTY-20032

## **Level 6**

<b>Subject Knowledge and Understanding</b>	
<b>Learning Outcome</b>	<b>Module in which this is delivered</b>
Demonstrate theoretical underpinning knowledge of body systems and their changes across the lifespan in response to external stimuli.	Biomechanical techniques in sport, exercise and rehabilitation - PTY-30102 Integrated Rehabilitation Strategies - PTY-30074
Demonstrate an understanding of the application of scientific principles to prevent disability and restore functioning, health and wellbeing	Advanced Clinical Exercise Practice - EXS-30003 Integrated Rehabilitation Strategies - PTY-30074 Biomechanical techniques in sport, exercise and rehabilitation - PTY-30102
Demonstrate knowledge of, and the ability to analyse the public health and health promotion agendas both at a national and international level	Global Healthcare Matters - PTY-30037 Organisational Management in Exercise, Health and Rehabilitation - PTY-30100
Demonstrate personal and professional development	Organisational Management in Exercise, Health and Rehabilitation - PTY-30100 Research Project - PTY-30047 Advanced Clinical Exercise Practice - EXS-30003

<b>Subject Specific Skills</b>	
<b>Learning Outcome</b>	<b>Module in which this is delivered</b>
Demonstrate skills in measurement, assessment and research of disability, functioning, and health and wellbeing	Research Project - PTY-30047 Biomechanical techniques in sport, exercise and rehabilitation - PTY-30102 Global Healthcare Matters - PTY-30037
Facilitate behaviour change to enhance functioning and wellbeing	Advanced Clinical Exercise Practice - EXS-30003 Global Healthcare Matters - PTY-30037
Analyse the public health and health promotion agendas both at a national and international level	Global Healthcare Matters - PTY-30037 Integrated Rehabilitation Strategies - PTY-30074

<b>Key or Transferable Skills (graduate attributes)</b>	
<b>Learning Outcome</b>	<b>Module in which this is delivered</b>
An open and questioning approach to ideas, demonstrating curiosity, independence of thought and the ability to appreciate a range of perspectives on the natural and social worlds	Physiology for Rehabilitation - PTY-30053 Integrated Rehabilitation Strategies - PTY-30074 Biomechanical techniques in sport, exercise and rehabilitation - PTY-30102 Organisational Management in Exercise, Health and Rehabilitation - PTY-30100 Research Project - PTY-30047
An appreciation of the development and value of chosen subjects of study, awareness of their contexts, the links between them, and awareness of the provisional and dynamic nature of knowledge	Global Healthcare Matters - PTY-30037 Integrated Rehabilitation Strategies - PTY-30074 Biomechanical techniques in sport, exercise and rehabilitation - PTY-30102
Information literacy: the ability to locate, evaluate and synthesise large amounts of frequently conflicting information, ideas and data	Integrated Rehabilitation Strategies - PTY-30074 Global Healthcare Matters - PTY-30037 Research Project - PTY-30047 Physiology for Rehabilitation - PTY-30053
The creative ability to solve problems using a range of different approaches and techniques, and to determine which techniques are appropriate for the issue at hand	Advanced Clinical Exercise Practice - EXS-30003 Biomechanical techniques in sport, exercise and rehabilitation - PTY-30102 Organisational Management in Exercise, Health and Rehabilitation - PTY-30100
An appreciation of the social, environmental and global implications of the programme content and other activities, including recognition of any ethical implications	Global Healthcare Matters - PTY-30037
The ability to communicate clearly and effectively in written and verbal forms for different purposes and to a variety of audiences	Physiology for Rehabilitation - PTY-30053 Research Project - PTY-30047 Biomechanical techniques in sport, exercise and rehabilitation - PTY-30102 Integrated Rehabilitation Strategies - PTY-30074 Global Healthcare Matters - PTY-30037 Organisational Management in Exercise, Health and Rehabilitation - PTY-30100
The knowledge, skills, self-confidence and self-awareness actively to pursue their future goals	Global Healthcare Matters - PTY-30037
The ability and motivation to participate responsibly and collaboratively as an active citizen in the communities in which they live and work	Organisational Management in Exercise, Health and Rehabilitation - PTY-30100 Advanced Clinical Exercise Practice - EXS-30003 Global Healthcare Matters - PTY-30037
A professional and reflective approach, including qualities of leadership, responsibility, personal integrity, empathy, care and respect for others, accountability and self-regulation	Research Project - PTY-30047 Global Healthcare Matters - PTY-30037 Organisational Management in Exercise, Health and Rehabilitation - PTY-30100
The flexibility to thrive in rapidly changing and uncertain external environments and to update skills and knowledge as circumstances require	Research Project - PTY-30047 Global Healthcare Matters - PTY-30037 Physiology for Rehabilitation - PTY-30053 Organisational Management in Exercise, Health and Rehabilitation - PTY-30100

## 9. Final and intermediate awards

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

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

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

## 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:

- **Written work/ assignments** test the quality and application of subject knowledge. In addition, they allow students to demonstrate their ability to carry out basic literature searches, communicate their ideas effectively in writing and support their arguments with appropriate referencing. Written pieces vary in their length depending upon the module.
- **Written examinations** in different formats such as essays or multiple-choice questions test students' knowledge and (as appropriate) their ability to apply that knowledge.
- **Oral presentations** 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.
- **Research project** is a student led piece of independent research. Nominated supervisors support each student throughout the process, which includes gaining ethical approval from the Student Project Ethics Committee (SPEC) within the School of Allied Health Professions or other appropriate ethics committee. This assessment develops capacity as an independent learner and ability to engage in the research process. It also develops IT skills in use of various software for presentation and data analysis (e.g. Word, Excel, SPSS).

Communication platforms such as Microsoft Teams may be used for assessments such as oral examinations or presentations

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

## 11. Contact Time and Expected Workload

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

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



## Activity

	Scheduled learning and teaching activities	Guided independent Study	Placements
<b>Year 1 (Level 4)</b>	26%	74%	0%
<b>Year 2 (Level 5)</b>	19.3%	80.7%	0%
<b>Year 3 (Level 6)</b>	18.9%	81.1%	0%

## 12. Accreditation

This programme does not have accreditation from an external body.

## 13. University Regulations

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

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

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

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

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

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

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?

The School provides a comprehensive range of support for student learning on the Programme in addition to that provided by the University. Key to the success of this support are the following:

- Every student is allocated to an Academic Mentor who is responsible for reviewing and advising on students' academic progress. Academic Mentors also offer pastoral support, acting as a first point of contact for students on non-academic issues which may affect their learning. Academic Mentors can refer students on to a range of specialist health, welfare and financial services coordinated by the University's Student Services. For students undertaking an international year, during their international year they will also be allocated a Keele Link tutor who will continue to support them whilst studying abroad.
- Module leaders provide support for learning on the modules and the related assessments. They ensure that appropriate tutorial support is available via the module team and that the team provides feedback in a timely manner. Module leaders also ensure that individual feedback on in-course assessments is available to all students.
- Disability Liaison Officer provides support for students with disabilities (including specific learning difficulties) and works closely with wider university student support staff.
- First year students are offered a student mentor.

Throughout the year members of academic staff operate an 'open door' policy during normal working hours. All members of academic staff are available to see students on an individual basis outside normal working hours via a flexible appointments system.

## 16. Learning Resources

The programme is delivered mainly in teaching rooms in the School of Allied Health Professions, all of which are equipped with a computer, internet access and projection equipment. Rooms are designed to be flexible and can be used for larger groups, also more informally for small groups working together. The learning resources available to students on the programme include:

- An extensive collection of materials relevant to undergraduate study held in both the main University Library on Keele campus and in the Health Library on the campus of the Royal Stoke Hospital. A number of relevant journals are also accessible online to all registered students and are accessible from anywhere in the world with a University username and password.
- Keele University Library's 'reading list system' enables students to access the reading lists for all modules of the programme of study via the library web-site. The University's reading list system ensures that reading lists remain up to date.
- The Keele Virtual Learning Environment (KLE) provides easy access to a wide range of learning resources including lecture notes, presentations and discussion boards enabling students and tutors to discuss topics, all information about the programme and all modules and other materials designed specifically for particular modules. It can also be used to develop reusable learning objects (RLOs) and integrate learning with assessment.
- The School of Allied Health Professions has a wide range of relevant teaching materials available including a large selection of anatomical models, video and DVD materials, and an extensive range of equipment related to exercise therapy, including small apparatus, and adjustable plinths. Various pieces of specialised exercise testing equipment are also available (e.g. gas analysis, cycle ergometer, treadmill, sensory testing kits, heart rate monitors, video etc.)
- Wi-Fi is available across the campus and computers for student use are situated in both the Main Library and in the Health Library.

## 17. Other Learning Opportunities

### 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

Opportunities for study in self-selected industry-based placements are available within the BSc (Hons) Rehabilitation and Exercise Science programme timetable as the School appreciates the value of including such placements in a programme of this nature. These placements will be available for students in Years 2 and 3 and will support University based teaching. It is anticipated that students will normally identify placements themselves, which may be local to or geographically distant from Keele, however, the School will liaise with local potential providers to facilitate this option. The School will offer appropriate guidance and support for students to ensure students focus their learning and achieve placement objectives. Once a student has identified a potential host, a member of the course team will visit the placement provider to ensure the appropriate infrastructure is in place to support the student and enable them to undertake a safe relevant placement. All industry-based placements will be funded by the student. It is anticipated that the placement provider will provide feedback on the student's performance whilst on placement but any formal assessment will be undertaken by the School.

Students will also have the opportunity to study a parallel award such as the Level 2 Fitness Instructing (Gym) award during the programme. Such parallel awards enhance employability.

Some students may have the opportunity to present their 3rd year project work via poster or presentation at conferences. A contribution from the School towards the costs incurred by the student in these ventures may be available and will be considered on an individual basis. Such opportunities occur outside the normal timetabled programme thus a commitment of time will be required from the student.

## 18. Additional Costs

During the programme there will be no additional mandatory costs incurred by students. However, there may be some variable costs associated with industry-based placements. Should students choose to undertake a placement, this may incur travel, health and liability insurance costs to be paid by the student. The student must get prior School approval in writing before the start of the placement before any associated placement costs (accommodation or travel) can be reimbursed.

- Accommodation costs: There may be some associated accommodation costs with attending industry based placements. Some incurred costs can be reimbursed providing there is prior agreement by the School and upon provision of a receipt. Claims must be submitted to the School within six months of completion of the placement.

NB: many students continue to fund their own university/ private accommodation whilst accessing additional accommodation for less local placements.

- Travel expenses: Students incurring travel costs relating to the Programme will be advised to submit a travel claim form and detail driver's travel costs (that are incurred over and above the student's usual daily commute to and from the University). These will be reimbursed to students at the current mileage rate.
- Public transport via buses or trains (not taxis) together with other associated costs (car parking/ tolls) are reimbursed upon production of receipts. N.B. All calculations of costing are based on the latest guidelines within the School and are accurate at time of publication.
- Electives: Some costs may be incurred as a result of your elective choices; however, any such costs could be identified in advance of you having to make your choice. It would be possible for you to select electives that would not incur any additional costs.
- Conference presentations: Third year project work may be presented at conferences. A contribution from the School towards the costs incurred by the student in these ventures may be available with prior agreement by the School and upon provision of a receipt. Each request will be considered on an individual basis

Activity	Estimated Cost
Equipment: Loan of half skeleton Year 1	£35
Practical clothing	£100
<b>Total estimated additional costs</b>	<b>£135</b>

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

## 21. Annex - International Year

### Rehabilitation and Exercise Science with International Year

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

## 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:

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

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

- Design, plan and document a reflective diary systematically summarising differences in education and /or health-related care between the UK and the country of study.
- Critically review the data entries within the reflective diary
- Prioritise and synthesise data entries to create a summative portfolio critically reflecting on experiences studying at an international partner institution, with reference to how this may impact upon future career choices.

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

## Regulations

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

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

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

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

## Additional costs for the International Year

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

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

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

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

## Version History

### This document

**Date Approved:** 03 June 2024

### What's Changed

Update PTY modules

### Previous documents

Version No	Year	Owner	Date Approved	Summary of and rationale for changes
1.1	2023/24	SAM JONES	11 July 2023	PSY-10026 (Distress and Mental Health) replaces PSC-10003 (Academic, Personal and Employability Development) as a Level 4 optional module due to the withdrawal of the Public Health degree
1	2023/24	SAM JONES	02 February 2023	
3	2022/23	SAM JONES		Major modification on hold
2	2022/23	SAM JONES	31 May 2022	Correcting module names following approval of modules
1	2022/23	SAM JONES	28 January 2022	
1	2021/22	FRASER PHILP	11 February 2021	
1	2020/21	FRASER PHILP	19 December 2019	
1	2019/20	FRASER PHILP	19 December 2019	

