

Programme Specification: Undergraduate

For students starting in Academic Year 2019/2020

1. Course Summary

Names of programme(s) and award title(s)	BSc (Hons) Rehabilitation and Exercise Science BSc (Hons) Rehabilitation and Exercise Science (with International Year) (see Annex A for details)
Award type	Single Honours
Mode of study	Full time
Framework of Higher Education Qualification (FHEQ) level of final award	Level 6
Duration	3 years 4 years with International Year between years 2 and 3
Location of study	Keele University – main campus
Accreditation (if applicable)	Not applicable
Regulator	Office for Students (OfS)
Tuition Fees	UK/EU students: Fee for 2019/20 is £9,250* International students: Fee for 2019/20 is £14,800** The fee for the international year abroad is calculated at 15% of the standard year fee
Additional Costs	Please refer to the Additional costs section

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.

2. What is a Single Honours programme?

The Single Honours programme described in this document allows you to focus more or less exclusively on Rehabilitation and Exercise Science. In keeping with Keele's commitment to breadth in the curriculum, the programme also gives you the opportunity to take some modules outside Rehabilitation and Exercise Science, in

* 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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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 psychosocial 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 lead 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.

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

Keele Graduate attributes

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

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

6. How is the Programme taught?

Learning and teaching methods used on the programme vary according to the subject matter and level of the module. They include the following:

- 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.
- 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 Personal Tutors 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 course to course, 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;
- Elective modules – a free choice of modules that count towards the overall credit requirement but not the number of subject-related credits.

A summary of the credit requirements per year is as follows, with a minimum of 90 subject credits (compulsory plus optional) required for each year.

Year	Compulsory	Optional		Electives	
		Min	Max	Min	Max
1	90	0	15	15	30
2	90	0	30	0	30
3	90	0	30	0	30

Module lists

Year 1 (Level 4)

Compulsory modules	Module Code	Credits	Semester
Anatomy, Physiology and Movement Science – Musculoskeletal (MSK)	PTY-10053	15	1
Anatomy, Physiology and Movement Science – Neurological, Cardiovascular and Respiratory (N, CVR)	PTY-10055	15	1
Health and Wellbeing (MSci/BSc RES)	PTY-10062	15	1
Principles of Rehabilitation (MSci/BSc RES)	PTY-10056	15	2
Principles of Assessment & Measurement MSci/BSc RES)	PTY-10061	15	2
Professionalism and Effective Communication (MSci/BScRES)	PTY-10059	15	2
Optional modules	Module Code	Credits	Semester
Applied Anatomy, Physiology and Movement Science (MSci/BSc RES)	PTY-10058	15	1

Year 2 (Level 5)

Compulsory modules	Module Code	Credits	Semester
Evidence Based Health and Rehabilitation (MSci/BSc RES)	PTY-20050	15	1
Exercise Testing and Prescription in Healthy Populations	PTY-20063	15	1
Lifestyle Risk Factor Modification	PTY-20061	15	1
Research Skills	PTY-20043	15	2
Health and the Environment	PTY-20020	15	2
Exercise Science for Specialist Populations	PTY-20032	15	2
Optional modules	Module Code	Credits	Semester
Ergonomics in the Workplace	PTY-20045	15	1
Rehabilitation in Sport (Level 5)	PTY-20047	15	2

Year 3 (Level 6)

Compulsory modules	Module Code	Credits	Semester
Research Project	PTY-30047	30	1-2
Integrated Rehabilitation Strategies	PTY-30074	15	1
Global Healthcare Matters	PTY-30037	15	1
Organisation and Management in the Rehabilitation Setting	PTY-30039	30	2
Optional modules	Module Code	Credits	Semester
Physiology for Rehabilitation	PTY-30053	15	1
Cardiac and Pulmonary Rehabilitation	PTY-30054	15	2
Rehabilitation in Sport (Level 6)*	PTY-30052	15	
Module rules: Rehabilitation in Sport (Level 6) is only permitted as an elective if Rehabilitation in Sport (Level 5) was not taken as an elective in Year 2.			

For further information on the content of modules currently offered, including the list of elective modules, please visit: www.keele.ac.uk/recordsandexams/az

Learning Outcomes

The table below sets out what students learn in each year of the Programme, the modules in which that learning takes place, and the main ways in which students are assessed on their learning. In Year 1 (Level 4) and Year 2 (Level 5) these learning outcomes are achieved in the compulsory modules which all students are required to take. Some of these outcomes may also be achieved or reinforced in optional modules together with other outcomes not stated here. In Year 3 (Level 6) the stated outcomes are achieved by taking any of the modules offered in each semester.

Year 1 (Level 4)

Subject Knowledge and Understanding		
Learning Outcome	Module in which this is delivered	Principal forms of assessment (of the Level Outcome) used
<i>Successful students will be able to:</i>		
Demonstrate theoretical underpinning knowledge of body systems and their changes across the lifespan in response to external stimuli.	Principles of Rehabilitation; Anatomy, Physiology and Movement Science (MSK) (APMS (MSK)); Anatomy, Physiology and Movement Science (N, CVR) (APMS (N, CVR)); Health and Wellbeing (H&WB)	Assignment – Essay Oral Examination; MCQ Examination
Demonstrate an understanding of the application of scientific principles to prevent disability and restore functioning, health and wellbeing	Health and Wellbeing; Principles of Rehabilitation (PoR);	Assignment – Essay
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;	Assignment – Essay
Demonstrate personal and professional development	Professionalism and Effective Communication (PEC)	Assignment – Reflective piece and peer assessment (WebPA)

Subject Specific Skills		
Learning Outcome	Module in which this is delivered	Principal forms of assessment (of the Level Outcome) used
<i>Successful students will be able to:</i>		
Demonstrate skills in measurement, assessment and research of disability, functioning, and health and wellbeing	Principles of Rehabilitation (PoR); Principles of Assessment & Measurement (PoA&M)	Assignment – Essay Oral Exam
Facilitate behaviour change to enhance functioning and wellbeing	Professionalism and Effective Communication (PEC).	Assignment – Reflective piece and peer assessment (WebPA)
Analyse the public health and health promotion agendas both at a national and international level	Health and Wellbeing	Assignment – Essay

Year 2 (Level 5)

Subject Knowledge and Understanding		
Learning Outcome <i>Successful students will be able to:</i>	Module in which this is delivered	Principal forms of assessment (of the Level Outcome) used
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 (ETPHP); Health and the Environment (H&E).	Assignment – Essay Group Presentation
Demonstrate an understanding of the application of scientific principles to prevent disability and restore functioning, health and wellbeing	Exercise Testing and Prescription in Healthy Populations; Exercise Science for Specialist Populations (ESSP);	Oral Examination Assignment - Workbook
Demonstrate personal and professional development	All modules	

Subject Specific Skills		
Learning Outcome <i>Successful students will be able to:</i>	Module in which this is delivered	Principal forms of assessment (of the Level Outcome) used
Demonstrate skills in measurement, assessment and research of disability, functioning, and health and wellbeing	Evidence Based Health and Rehabilitation (EBHR) Research Skills (RS);	Computer based task Assignment - Essay Project Proposal
Facilitate behaviour change to enhance functioning and wellbeing	Lifestyle Risk Factor Modification (LRFM)	Assignment – Literature Review

Year 3 (Level 6)

Subject Knowledge and Understanding		
Learning Outcome <i>Successful students will be able to:</i>	Module in which this is delivered	Principal forms of assessment (of the Level Outcome) used
Demonstrate theoretical underpinning knowledge of body systems and their changes across the lifespan in response to external stimuli.	Integrated Rehabilitation Strategies (IRS);	Assignment – Essay
Demonstrate an understanding of the application of scientific principles to prevent disability and restore functioning, health and wellbeing	Integrated Rehabilitation Strategies;	Assignment – Essay
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 (GHM)	Assignment – Essay
Demonstrate personal and professional development	Organisation and Management in a Rehabilitation Setting	Group Presentation Assignment – Report

	Research Project (OMRS)	Research Report
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Subject Specific Skills		
Learning Outcome	Module in which this is delivered	Principal forms of assessment (of the Level Outcome) used
<i>Successful students will be able to:</i>		
Demonstrate skills in measurement, assessment and research of disability, functioning, and health and wellbeing	Research Project (RP); Global Healthcare Matters	Research Report Assignment – Essay
Facilitate behaviour change to enhance functioning and wellbeing	Global Healthcare Matters	Assignment – Essay
<i>Knowledge and...</i> Analyse the public health and health promotion agendas both at a national and international level	Integrated Rehabilitation Strategies; Global Healthcare Matters	Assignment – Essay

Key or Transferable Skills (graduate attributes) - Presented as a single list			
Learning Outcome	Module in which this is delivered ([Optional Module])		
	Year 1 (Level 4)	Year 2 (Level 5)	Year 3 (Level 6)
<i>Successful students will have the opportunity to develop:</i>			
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	HWB PEC	EBHR LRFM H&E ESSP	RP IRS [PFR]
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	APMS (MSK) APMS (N, CVR) [AAPMS] PoR PEC	LRFM ETPHP H&E ESSP	IRS OMRS GHM [CR and PR]
Information literacy: the ability to locate, evaluate and synthesise large amounts of frequently conflicting information, ideas and data	HWB (PoA&M)	EBHR RS H&E ETPHP ESSP [REHABILITATION IN SPORT (L5)]	RP IRS OMRS GHM [CR and PR] [PFR] [REHAB IN SPORT (L6)]
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	[AAPMS] PoR (PoA&M)	LRFM ESSP ETPHP [ERG]	OMRS
An appreciation of the social, environmental and global implications of the programme content and other activities,	HWB PEC	EBHR H&E [ERG] [REHAB IN SPORT (L5)]	OMRS GHM [REHAB IN SPORT (L6)]

including recognition of any ethical implications			
The ability to communicate clearly and effectively in written and verbal forms for different purposes and to a variety of audiences	APMS (MSK) APMS (N, CVR) [AAPMS] HWB PoR (PoA&M) PEC	EBHR RS H&E LRFM ESSP [ERG] [REHAB IN SPORT (L5)]	RP IRS GHM OMRS [CR and PR] [P&R] [REHAB IN SPORT (L6)]
The knowledge, skills, self-confidence and self-awareness actively to pursue their future goals	PoR PEC	ETPHP LRFM ESSP [REHAB IN SPORT (L5)]	GHM OMRS [REHAB IN SPORT (L6)]
The ability and motivation to participate responsibly and collaboratively as an active citizen in the communities in which they live and work	[AAPMS] PEC	RS ETPHP H&E	GHM OMRS
A professional and reflective approach, including qualities of leadership, responsibility, personal integrity, empathy, care and respect for others, accountability and self-regulation	PEC	EBHR RS ETPHP LRFM ESSP [ERG]	RP GHM OMRS
The flexibility to thrive in rapidly changing and uncertain external environments and to update skills and knowledge as circumstances require	APMS (MSK) APMS (N, CVR) HWB [AAPMS] PoR PEC	H&E LRFM ESSP	RP GHM OMRS [CR and PR] [P&R]

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 Rehabilitation and Exercise Science (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 Rehabilitation and Exercise Science.
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

Rehabilitation and Exercise Science with International Year: in addition to the above students must pass a module covering the international year in order to graduate with a named degree in Rehabilitation and Exercise Science with international year. Students who do not complete, or fail the international year, will be transferred to the three-year BSc Hons Rehabilitation and Exercise Science programme.

10. How is the Programme assessed?

The wide variety of assessment methods used within Rehabilitation and Exercise Science 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 within Rehabilitation and Exercise Science:

- **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)

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	Year 1 (Level 4)	Year 2 (Level 5)	Year 3 (Level 6)
Scheduled learning and teaching activities	32%	30%	28%
Guided independent Study	68%	70%	72%
Placements	0%	0%	0%

12. Accreditation

This programme does not have accreditation from an external body.

13. Regulations

The University Regulations form the framework for learning, teaching and assessment and other aspects of the student experience. Further information about the University Regulations can be found at: <http://www.keele.ac.uk/student-agreement/>

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

Subject	A-level	Subjects not included	International Baccalaureate	BTEC	Access to Higher Education Diploma	GCSE requirements
Rehabilitation and Exercise Science	BBC To include one Science subject or Physical Education (PE)	General Studies and Critical Thinking	30 points to include a Higher Level Science subject	DDM You must have taken sufficient Science units, please contact us for advice	Obtain Access to Higher Education Diploma with 30 Level 3 credits at Distinction with 15 Level 3 credits in a Science subject	Maths at C (or 4) English Language at C (or 4)

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.

Please note: All non-native English speaking students are required to undertake a diagnostic English language assessment on arrival at Keele, to determine whether English language support may help them succeed with their studies. An English language module may be compulsory for some students during their first year at Keele.

Accreditation of Prior Learning (APL) is considered on a case-by-case basis and those interested should contact the Programme Director. The University's guidelines on this can be found here: <http://www.keele.ac.uk/ga/accreditationofpriorlearning/>

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 a personal tutor who is responsible for reviewing and advising on students' academic progress. Personal tutors also offer pastoral support, acting as a first point of contact for students on non-academic issues which may affect their learning. Personal tutors 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 modern teaching rooms in the School of Allied Health Professions, all of which are equipped with computers, 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 at Annex A.

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 the module 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

Rehabilitation and Exercise Science Programme 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	£40 (£10 returned)
Practical clothing	£100

As to be expected there will be additional costs for inter-library loans and potential overdue library fines, print and graduation.

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%.

We do not anticipate any further costs for this undergraduate programme.

19. Quality management and enhancement

The quality and standards of learning in Rehabilitation and Exercise Science are subject to a continuous process of monitoring, review and enhancement.

- The Learning and Teaching Committee of the School of Allied Health Professions is responsible for reviewing and monitoring quality management and enhancement procedures and activities across the School.
- Individual modules and the Rehabilitation and Exercise Science 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 and as part of the University’s Curriculum Annual Review and Development (CARD) process.
- The programmes are run in accordance with the University’s Quality Assurance procedures and are subject to periodic reviews under the Internal Quality Audit (IQA) process.

Student evaluation of, and feedback on, the quality of learning on every Rehabilitation and Exercise Science 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 the Curriculum Annual Review and Development (CARD) process.
- Findings related to the Rehabilitation and Exercise Science 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 Rehabilitation and Exercise Science Programme is considered and acted on at regular meetings of the Student Staff Voice Committee.

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

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

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

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

20. The principles of programme design

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

- UK Quality Code for Higher Education, Quality Assurance Agency for Higher Education: <http://www.qaa.ac.uk/quality-code>
- Keele University Regulations and Guidance for Students and Staff: <http://www.keele.ac.uk/regulations>

21. Document Version History

Date of first approved version (v1.0): 19th November 2018

Revision history

Version number ¹	Author	Date	Summary of and rationale for changes
1.1	Helen Humphreys	02.09.19	School name change and updated version of one year 1

¹ 1.1, 1.2 etc. are used for minor changes and 2.0, 3.0 etc. for major changes (as defined in the University’s Guidance on processes supporting curriculum changes)

			module (Professionalism and Effective Communication)

Annex A

BSc (Hons) Rehabilitation and Exercise Science with International Year

International Year Programme

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

Students who successfully complete both the second year (Level 5) and the International Year will be permitted to progress to Level 6. Students who fail to satisfy the examiners in respect of the International Year will normally revert to the BSc (Hons) Rehabilitation and Exercise Science 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 'BSc (Hons) Rehabilitation and Exercise Science with International Year'.

International Year Programme Aims

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

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

Entry Requirements for the International Year

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

The criteria to be applied are:

- Academic Performance (an average of 60% across all modules at Level 5 is normally required)
- 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 personal tutor, 1st and 2nd year tutors and programme director)

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 Personal Tutoring 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:

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

within an international setting.

In addition, students who complete 'BSc (Hons) Rehabilitation and Exercise Science with International Year' will be able to:

- iv) 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.
- v) Critically review the data entries within the reflective diary
- vi) 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.

Course Regulations

Students registered for the 'BSc (Hons) Rehabilitation and Exercise Science with International Year' are subject to the course 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 Rehabilitation and Exercise Science module with significant overlap to Level 6 modules to be studied 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 studying in Erasmus+ destinations 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.