

Programme Specification: Undergraduate

For Academic Year 2024/25

1. Course Summary

Names of programme and award title(s)	BSc (Hons) Rehabilitation and Exercise Therapy
Award type	Single Honours
Mode of study	Full-time
Framework of Higher Education Qualification (FHEQ) level of final award	Level 6
Normal length of the programme	4 years
Maximum period of registration	The normal length as specified above plus 3 years
Location of study	Chengdu University of Traditional Chinese Medicine
Accreditation (if applicable)	Not applicable
Regulator	Office for Students (OfS); Ministry of Education (China)
Tuition Fees	69,000 RMB*

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.

**In reference to Section D (Fees) of your Student Agreement; the tuition fees payable during the duration of your programme will be set by and be subject to the terms of Chengdu University of Traditional Chinese Medicine and local authorities. The tuition fee payable will be communicated to you by Chengdu University of Traditional Chinese Medicine and you are responsible for paying the tuition fee when due.*

2. What is a Dual Award Programme?

NB: this award is part of a dual parchment arrangement where upon successful completion students also receive, in addition to the Keele award, a Bachelors Degree in Rehabilitation and Exercise Therapy awarded by Chengdu University of Traditional Chinese Medicine.

This joint programme is a dual award collaboration between Keele University and Chengdu University of Traditional Chinese Medicine (CDUTCM). Students who successfully complete the joint programme as described in this Programme Specification will be awarded a BSc (Hons) Rehabilitation and Exercise Therapy from Keele University and, upon successful completion of additional CDUTCM modules, also a Bachelors Degree in Rehabilitation and Exercise Therapy from CDUTCM. This Programme Specification describes the award details for the BSc (Hons) Rehabilitation and Exercise Therapy from Keele University. The programme is unique and has been jointly designed to draw on the teaching and research strengths of both Keele and CDUTCM. Both universities contribute modules to the programme and the main teaching language is English, although some CDUTCM modules may be taught in Mandarin.

3. Overview of the Programme

The collaborative design of the programme between CDUTCM and Keele sees a truly unique programme within

Rehabilitation and Exercise Therapy being offered. The content of the degree has been collaboratively designed selecting from both current CDUTCM and Keele University (KU) specialist modules surrounding the topics of Rehabilitation, Therapy and Exercise. Examples of CDUTCM specialist content include expertise in Traditional Chinese Medicine, approaches to therapeutic management such as acupuncture and massage and application of physiology, pathology, and epidemiology. Examples of KU specialist content includes practical assessment and application of exercise prescription, global health concerns for specialist populations such as cardiovascular, respiratory, neurological, infectious diseases, and musculoskeletal presentations as well as critique of evidence informed practice in rehabilitation practice. This collaborative approach ensures all content prepares a graduate to work anywhere in the world and represents a unique global perspective of rehabilitation and exercise therapy.

The BSc Rehabilitation and Exercise Therapy programme is an innovative, global focussed, sector leading undergraduate degree in collaboration with the Chengdu University of Traditional Chinese Medicine (CDUTCM). The Rehabilitation and Exercise Therapy 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, Chronic Obstructive Pulmonary Disease, Osteoarthritis, Low Back Pain, Stroke, Obesity, Type 2 Diabetes Mellitus, Anxiety, 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 University BSc Rehabilitation and Exercise Therapy 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 therapy globally.

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 Therapy 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 University 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.

The programme features an academic internship throughout the first semester of year four which is designed to enhance graduate employability by providing real-life work experience within the field of rehabilitation and exercise therapy. This opportunity will broaden the knowledge base of the student and its application within real world rehabilitation issues as well as enhance the students' Curriculum Vitae. The collaborative design of the programme between CDUTCM and Keele means that the expertise of Traditional Chinese Medicine, approaches to rehabilitation, exercise prescription and analysis of evidence are included within the taught programme all of which are needed within an international job market.

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 Therapy with Keele University

Key features of the BSc Rehabilitation and Exercise Therapy programme are:

- Content designed by a recognised experts with a track record of excellence in the field of rehabilitation and allied health professions.
- Taught by a range of highly skilled, qualified and knowledgeable staff, some of whom are nationally and internationally recognised as experts in their field.

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, 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 function and wellbeing
- Prescribe exercise and rehabilitation strategies for a wide range of clinical populations

Key or transferable skills (including employability skills)

Successful students will be able to:

- Demonstrate personal and professional development
- To analyse data and compile reports
- Presentation skills
- Communication within various sized groups

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?

The Keele University Learning Principles (<https://www.keele.ac.uk/media/keeleuniversity/policyzone20/kiite/keele-learning-principles.pdf>) support and promote all aspects of student learning in relation to four key themes:

- Active social learning as our underlying principle.

- Digital enhancement of learning.
- Flexibility and responsiveness to students' learning and study needs.
- Diverse and authentic assessment for learning.
- Feedback as integral to learning.

The learning and teaching methods used on the programme support the notion of repeated engagements to improve knowledge development and understanding, but will vary according to the subject matter and level of the module. They include the following blended learning approaches that make use of the University's virtual learning environment to facilitate online discussions, 'blogs', conditional release tasks and access to a wide range of learning resources and research tools including:

- **Lectures** - delivered with creative methods of imparting information, stimulate interest and provide a medium for the considered application of theory and provide students with a framework and context for further reading and independent study, to broaden and deepen their existing professional knowledge and understanding of the core concepts of public and global health.
- **Group work** - where the lecturer will facilitate the group to learn together by researching a topic area and sharing learning with each other. This enables students to grow in confidence and recognise peer support and learning.
- **Seminars** - where the lecturer will focus on a topic of interest and relevance to the module with in-depth discussion in a small group to further develop students' confidence, competence and communication skills. Seminars will be arranged as small group sessions with an emphasis on individual student development and opportunity given to:
- **Case study work** - the lecturer and / or students will present a specific case and use this as a vehicle for discussion and critical analysis.
- **Individual Study** - students will be self-directed in relation to the various study demands of each module and its assessment. This is particularly relevant to portfolio development and the dissertation in the final year.

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

Keele celebrates active social learning and has committed to reserving the advances the University has made with the following Keele Education Principles:

1. We must sustain the richness of our 'digital framing' and online enhancement, even as we return to more familiar timetabled structures of teaching.
2. We must continue to challenge 'broadcast delivery' in teaching and design more social, collaborative and active learning for students within our taught sessions.
3. We must inject in-situ teaching with 'added value' activities and resources that on-campus presence allows, drawing on existing methods and stretching our own ideas of how teaching can link to space, place and people in campus and civic contexts.
4. Where we have found alternatives, we must not step back into default settings of in-situ exams, time-limited tests and other conventions. Given the extraordinary effort we spent creating more authentic and inclusive assessments, we need to preserve and finesse these alternatives and design them in at the core of our programmes.
5. We must not forget or disband the creativity, accessibility and equity offered by the online variants of support and guidance we turned to.
6. We must continue to be there 'face to face' 'personally' and authentically for our students when we are online. In forms that are mediated and framed by digital tools, but also made more democratic and inclusive by them. This will complement our in-situ presence and engagement.
7. We must celebrate the developments we have made as digital content producers, and continue to define ourselves not just by the resources we list or capture, but by the digital learning resources we curate and create.
8. We must be clear in our expectations about the ways students should engage, interact with, and co-produce digital content, and the ways in which they contribute to online communities. In this way, students take ownership of learning resources and the process of learning itself.
9. We must explore ways of using our digital resources to save on the effort we habitually put into preparing & delivering certain forms of in-situ broadcast, presentation and guidance: only in this way can we balance the significant investment we put into developing new forms of content.
10. We must capture and sustain the agile, open and high quality collaboration that we have seen in times of crisis and contingency, and make this concrete through established networks of sharing and scholarship.
11. We must acknowledge and reward the extraordinary (and often supplementary) work we have invested in our educational adaptations and advances. We must seek ways of saving on effort, too, and move away from seeing innovation as 'additive', embracing ways that new modes of teaching and support can replace or move on from the old, freeing us from certain cycles and conventions of educational work.

7. Teaching Staff

The programme is delivered by: 1) staff from Keele University, who design and moderate all the Keele modules across the four years of the programme; 2) Keele Associate Tutors in China, who deliver the Keele modules and; 3) staff from CDUTCM who teach the state compulsory modules in the first year and the CDUTCM modules across the four years of the programme.

The Keele School of Allied Health Professions and CDUTCM comprise of professors, lecturers and teaching fellows with expertise in rehabilitation and exercise therapy. Most staff members have teaching qualifications and those that do not are encouraged to attain them. Most staff have PhD qualifications and a number have professional qualifications. Both Keele and CDUTCM maintain a strong commitment to excellence and innovation in teaching and research. Teaching is informed by research with teaching staff presenting and publishing academic papers at national and international conferences, in books and in internationally ranked journals. All members of staff seek to ensure that module content represents up to date research, including the results of their own research.

Both Universities will attempt to minimise changes to their 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. Both Universities 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 at both universities runs from September to June and is divided into two semesters. At CDUTCM students can generally expect to attend scheduled teaching sessions between the beginning of September and end of December, with examinations in January, followed by a winter vacation (including Chinese New Year). The second semester teaching begins in early March and finishes in June, followed by examinations.

At Keele, the schedule for the first semester is similar to CDUTCM, beginning in late September with teaching until mid-December and examinations in January. The second semester usually begins in the fourth week in January with nine or ten weeks of teaching before an Easter vacation and then two or three weeks of teaching in late April and May. This is followed by an examination period in May. The number of weeks of teaching will vary from programme to programme, but you can generally expect to attend scheduled teaching sessions between September and (end of) June. Your academic calendar will outline the plan for your annual programme of study.

Our degree courses are organised into modules. At Keele, 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. The programme also operates within the Chinese regulatory framework (Ministry of Education (MoE)), which allocates credits on the basis of 1 credit = 18 hours of tutor-led activity.

Students must complete 480 credits across the four years with 120 credits in each year. To enable conversion from the Chinese to the UK system, CDUTCM modules have been allocated UK credits using a mathematical approach whereby credits are divided between the modules at the relevant level, rather than based on the calculation of student effort as described above.

An outline of the structure of the programme is provided in the tables below. There is one type of module delivered as part of your Keele degree programme:

- Compulsory modules - a module that you are required to study on this course.

A summary of the credit requirements per year is as follows, with a minimum of 60 Keele subject credits required in year 2 (Level 4) and a minimum of 90 Keele subject credits required each year from year 3 (Level 5) onwards. Students will also study a range of CDUTCM credit-bearing modules from year 1 onwards.

Year	Compulsory	Optional	
		Min	Max
Foundation Year	120	0	0
Level 4	120	0	0
Level 5	120	0	0
Level 6	120	0	0

In addition at Level 3, students will normally study additional Chinese compulsory modules and CDUTCM optional modules, as set out by CDUTCM. These modules are not accredited towards the Keele award.

In addition at Level 4, students will normally study additional CDUTCM optional modules, as set out by CDUTCM.

These modules are not accredited towards the Keele award.

In addition at Level 5, students will normally study additional CDUTCM optional modules, as set out by CDUTCM. These modules are not accredited towards the Keele award.

Module Lists

Foundation Year

Level 3 accommodates 90 module credits of Keele University English language material taught in English to develop students' language capabilities prior to entering Level 4 (Year 2) of the programme.

Students will undertake CDUTCM modules in Chinese.

Compulsory modules	Module Code	Credits	Period
Academic English Proficiency	ENL-00069	30	Semester 1-2
General English for Health and Rehabilitation Science	ENL-00081	30	Semester 1-2
Academic Study and Seminar Skills (CDUTCM)	ENL-00083	30	Semester 1-2
Introduction to Chinese Medicine	CDU-00017	30	Semester 2

In addition, students will normally study additional Chinese compulsory modules and CDUTCM optional modules, as set out by CDUTCM. These modules are not accredited towards the Keele award.

Level 4

Level 4 accommodates 60 module credits of Keele University programme specific material taught in English with an additional 30 module credits of academic English material to develop students' language capabilities prior to entering Level 5 (Year 3) of the programme.

Students will undertake CDUTCM modules in Chinese.

Compulsory modules	Module Code	Credits	Period
Human Development	CDU-10013	10	Semester 1
Academic English for Health and Rehabilitation Science 1	ENL-10047	15	Semester 1
Applied Anatomy, Physiology and Movement Science (CDUTCM)	PTY-10068	15	Semester 1
Professionalism and Effective Communication (CDUTCM)	PTY-10074	15	Semester 1
Acupuncture	CDU-10025	10	Semester 2
Massage	CDU-10027	10	Semester 2
Academic English for Health and Rehabilitation Science 2	ENL-10055	15	Semester 2
Health and Wellbeing (CDUTCM)	PTY-10070	15	Semester 2
Principles of Rehabilitation (CDUTCM)	PTY-10076	15	Semester 2

In addition, students will normally study additional CDUTCM optional modules, as set out by CDUTCM. These modules are not accredited towards the Keele award.

Level 5

Level 5 accommodates 90 module credits of Keele University programme specific material taught in English.

Students will undertake CDUTCM modules in Chinese.

Compulsory modules	Module Code	Credits	Period
Physiotherapy	CDU-20011	6	Semester 1
Occupational Therapy	CDU-20013	4	Semester 1
Rehabilitation Engineering	CDU-20015	4	Semester 1
Diagnostics	CDU-20017	4	Semester 1
Lifestyle Risk Factor Modification (CDUTCM)	PTY-20065	15	Semester 1
Exercise Testing and Prescription in Healthy Populations (CDUTCM)	PTY-20067	15	Semester 1
Rehabilitation Therapy Assessment (CDUTCM)	PTY-20069	15	Semester 1
Internal Medicine	CDU-20019	3	Semester 2
Speech and Speech Therapy	CDU-20021	3	Semester 2
Clinical Rehabilitation	CDU-20023	6	Semester 2
Exercise Science For Specialist Populations (CDUTCM)	PTY-20071	15	Semester 2
Health and the Environment (CDUTCM)	PTY-20073	15	Semester 2
Research skills (CDUTCM)	PTY-20075	15	Semester 2

In addition, students will normally study additional CDUTCM optional modules, as set out by CDUTCM. These modules are not accredited towards the Keele award.

Level 6

Level 6 accommodates 120 module credits of Keele University programme specific material taught in English.

Level 6 modules are delivered predominantly in Semester 2 of Year 4, however, as CDUTCM require 24 weeks of internship in order to satisfy the minimum requirements for students on graduation to gain employment in rehabilitation and exercise therapy, this will run from the end of Level 5 (Year 3) during part of the summer vacation and all of Level 6 Semester 1 (Year 4). It is amalgamated with the Research Project and accounts for 60 module credits at Level 6.

Compulsory modules	Module Code	Credits	Period
Research Project and Clinical Internship (CDUTCM)	PTY-30088	60	Semester 1-2
Global Healthcare Matters (CDUTCM)	PTY-30090	15	Semester 2
Integrated Rehabilitation Strategies (CDUTCM)	PTY-30092	15	Semester 2
Cardiac and Pulmonary Rehabilitation (CDUTCM)	PTY-30094	15	Semester 2
Principles of Rehabilitation Practice (CDUTCM)	PTY-30096	15	Semester 2

Learning Outcomes

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

specifications.

Level 4

Subject Knowledge and Understanding	
Learning Outcome	Module in which this is delivered
Demonstrate theoretical underpinning knowledge of body systems and their changes across the lifespan in response to external stimuli.	Applied Anatomy, Physiology and Movement Science (CDUTCM) - PTY-10068 Health and Wellbeing (CDUTCM) - PTY-10070
Demonstrate an understanding of the application of scientific principles to prevent disability and restore functioning, health and wellbeing.	Health and Wellbeing (CDUTCM) - PTY-10070
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 (CDUTCM) - PTY-10070

Subject Specific Skills	
Learning Outcome	Module in which this is delivered
Analyse the public health and health promotion agendas both at a national and international level.	Health and Wellbeing (CDUTCM) - PTY-10070

Key or Transferable Skills (graduate attributes)	
Learning Outcome	Module in which this is delivered
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 (CDUTCM) - PTY-10070
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.	Applied Anatomy, Physiology and Movement Science (CDUTCM) - PTY-10068
Information literacy: the ability to locate, evaluate and synthesise large amounts of frequently conflicting information, ideas and data.	Health and Wellbeing (CDUTCM) - PTY-10070
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.	Applied Anatomy, Physiology and Movement Science (CDUTCM) - PTY-10068
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 (CDUTCM) - PTY-10070
The ability to communicate clearly and effectively in written and verbal forms for different purposes and to a variety of audiences.	Health and Wellbeing (CDUTCM) - PTY-10070 Applied Anatomy, Physiology and Movement Science (CDUTCM) - PTY-10068
The ability and motivation to participate responsibly and collaboratively as an active citizen in the communities in which they live and work.	Applied Anatomy, Physiology and Movement Science (CDUTCM) - PTY-10068
The flexibility to thrive in rapidly changing and uncertain external environments and to update skills and knowledge as circumstances require.	Applied Anatomy, Physiology and Movement Science (CDUTCM) - PTY-10068 Health and Wellbeing (CDUTCM) - PTY-10070

Level 5

Subject Knowledge and Understanding	
Learning Outcome	Module in which this is delivered
Demonstrate theoretical underpinning knowledge of body systems and their changes across the lifespan in response to external stimuli.	Health and the Environment (CDUTCM) - PTY-20073 Rehabilitation Therapy Assessment (CDUTCM) - PTY-20069 Exercise Testing and Prescription in Healthy Populations (CDUTCM) - PTY-20067
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 (CDUTCM) - PTY-20067 Rehabilitation Therapy Assessment (CDUTCM) - PTY-20069 Exercise Science For Specialist Populations (CDUTCM) - PTY-20071
Demonstrate personal and professional development	Lifestyle Risk Factor Modification (CDUTCM) - PTY-20065 Exercise Testing and Prescription in Healthy Populations (CDUTCM) - PTY-20067 Rehabilitation Therapy Assessment (CDUTCM) - PTY-20069 Exercise Science For Specialist Populations (CDUTCM) - PTY-20071 Health and the Environment (CDUTCM) - PTY-20073 Research skills (CDUTCM) - PTY-20075
Demonstrate an application of scientific principles to assess disability and restore functioning, health and wellbeing.	Exercise Testing and Prescription in Healthy Populations (CDUTCM) - PTY-20067 Rehabilitation Therapy Assessment (CDUTCM) - PTY-20069

Subject Specific Skills	
Learning Outcome	Module in which this is delivered
Demonstrate skills in measurement, assessment and research of disability, functioning, and health and wellbeing.	Research skills (CDUTCM) - PTY-20075 Rehabilitation Therapy Assessment (CDUTCM) - PTY-20069
Facilitate behaviour change to enhance functioning and wellbeing.	Lifestyle Risk Factor Modification (CDUTCM) - PTY-20065

Key or Transferable Skills (graduate attributes)	
Learning Outcome	Module in which this is delivered
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.	Lifestyle Risk Factor Modification (CDUTCM) - PTY-20065 Rehabilitation Therapy Assessment (CDUTCM) - PTY-20069 Exercise Science For Specialist Populations (CDUTCM) - PTY-20071 Health and the Environment (CDUTCM) - PTY-20073 Exercise Testing and Prescription in Healthy Populations (CDUTCM) - PTY-20067

Key or Transferable Skills (graduate attributes)	
Learning Outcome	Module in which this is delivered
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.	Exercise Testing and Prescription in Healthy Populations (CDUTCM) - PTY-20067 Rehabilitation Therapy Assessment (CDUTCM) - PTY-20069 Exercise Science For Specialist Populations (CDUTCM) - PTY-20071 Health and the Environment (CDUTCM) - PTY-20073 Lifestyle Risk Factor Modification (CDUTCM) - PTY-20065
Information literacy: the ability to locate, evaluate and synthesise large amounts of frequently conflicting information, ideas and data.	Exercise Science For Specialist Populations (CDUTCM) - PTY-20071 Research skills (CDUTCM) - PTY-20075 Health and the Environment (CDUTCM) - PTY-20073 Rehabilitation Therapy Assessment (CDUTCM) - PTY-20069 Exercise Testing and Prescription in Healthy Populations (CDUTCM) - PTY-20067 Lifestyle Risk Factor Modification (CDUTCM) - PTY-20065
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.	Health and the Environment (CDUTCM) - PTY-20073 Exercise Science For Specialist Populations (CDUTCM) - PTY-20071 Rehabilitation Therapy Assessment (CDUTCM) - PTY-20069 Exercise Testing and Prescription in Healthy Populations (CDUTCM) - PTY-20067 Lifestyle Risk Factor Modification (CDUTCM) - PTY-20065
An appreciation of the social, environmental and global implications of the programme content and other activities, including recognition of any ethical implications.	Lifestyle Risk Factor Modification (CDUTCM) - PTY-20065 Health and the Environment (CDUTCM) - PTY-20073
The ability to communicate clearly and effectively in written and verbal forms for different purposes and to a variety of audiences.	Lifestyle Risk Factor Modification (CDUTCM) - PTY-20065 Exercise Science For Specialist Populations (CDUTCM) - PTY-20071 Health and the Environment (CDUTCM) - PTY-20073 Rehabilitation Therapy Assessment (CDUTCM) - PTY-20069 Exercise Testing and Prescription in Healthy Populations (CDUTCM) - PTY-20067 Research skills (CDUTCM) - PTY-20075
The knowledge, skills, self-confidence and self-awareness actively to pursue their future goals.	Rehabilitation Therapy Assessment (CDUTCM) - PTY-20069 Exercise Testing and Prescription in Healthy Populations (CDUTCM) - PTY-20067 Exercise Science For Specialist Populations (CDUTCM) - PTY-20071
The ability and motivation to participate responsibly and collaboratively as an active citizen in the communities in which they live and work.	Exercise Testing and Prescription in Healthy Populations (CDUTCM) - PTY-20067 Rehabilitation Therapy Assessment (CDUTCM) - PTY-20069 Exercise Science For Specialist Populations (CDUTCM) - PTY-20071

Key or Transferable Skills (graduate attributes)	
Learning Outcome	Module in which this is delivered
A professional and reflective approach, including qualities of leadership, responsibility, personal integrity, empathy, care and respect for others, accountability and self-regulation.	Research skills (CDUTCM) - PTY-20075 Health and the Environment (CDUTCM) - PTY-20073 Exercise Science For Specialist Populations (CDUTCM) - PTY-20071 Exercise Testing and Prescription in Healthy Populations (CDUTCM) - PTY-20067 Rehabilitation Therapy Assessment (CDUTCM) - PTY-20069 Lifestyle Risk Factor Modification (CDUTCM) - PTY-20065
The flexibility to thrive in rapidly changing and uncertain external environments and to update skills and knowledge as circumstances require.	Exercise Science For Specialist Populations (CDUTCM) - PTY-20071 Rehabilitation Therapy Assessment (CDUTCM) - PTY-20069 Exercise Testing and Prescription in Healthy Populations (CDUTCM) - PTY-20067

Level 6

Subject Knowledge and Understanding	
Learning Outcome	Module in which this is delivered
Demonstrate theoretical underpinning knowledge of body systems and their changes across the lifespan in response to external stimuli.	Integrated Rehabilitation Strategies (CDUTCM) - PTY-30092 Principles of Rehabilitation Practice (CDUTCM) - PTY-30096
Demonstrate an understanding of the application of scientific principles to prevent disability and restore functioning, health and wellbeing.	Integrated Rehabilitation Strategies (CDUTCM) - PTY-30092 Principles of Rehabilitation Practice (CDUTCM) - PTY-30096
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 (CDUTCM) - PTY-30090
Demonstrate personal and professional development.	Principles of Rehabilitation Practice (CDUTCM) - PTY-30096 Research Project and Clinical Internship (CDUTCM) - PTY-30088

Subject Specific Skills	
Learning Outcome	Module in which this is delivered
Demonstrate skills in measurement, assessment and research of disability, functioning, and health and wellbeing	Research Project and Clinical Internship (CDUTCM) - PTY-30088 Principles of Rehabilitation Practice (CDUTCM) - PTY-30096
Facilitate behaviour change to enhance functioning and wellbeing.	Global Healthcare Matters (CDUTCM) - PTY-30090
Analyse the public health and health promotion agendas both at a national and international level.	Global Healthcare Matters (CDUTCM) - PTY-30090 Integrated Rehabilitation Strategies (CDUTCM) - PTY-30092

Key or Transferable Skills (graduate attributes)	
Learning Outcome	Module in which this is delivered
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.	Research Project and Clinical Internship (CDUTCM) - PTY-30088 Principles of Rehabilitation Practice (CDUTCM) - PTY-30096
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 Practice (CDUTCM) - PTY-30096 Cardiac and Pulmonary Rehabilitation (CDUTCM) - PTY-30094 Integrated Rehabilitation Strategies (CDUTCM) - PTY-30092
Information literacy: the ability to locate, evaluate and synthesise large amounts of frequently conflicting information, ideas and data.	Cardiac and Pulmonary Rehabilitation (CDUTCM) - PTY-30094 Integrated Rehabilitation Strategies (CDUTCM) - PTY-30092 Global Healthcare Matters (CDUTCM) - PTY-30090 Research Project and Clinical Internship (CDUTCM) - PTY-30088 Principles of Rehabilitation Practice (CDUTCM) - PTY-30096
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 Practice (CDUTCM) - PTY-30096
An appreciation of the social, environmental and global implications of the programme content and other activities, including recognition of any ethical implications.	Integrated Rehabilitation Strategies (CDUTCM) - PTY-30092 Global Healthcare Matters (CDUTCM) - PTY-30090
The ability to communicate clearly and effectively in written and verbal forms for different purposes and to a variety of audiences.	Principles of Rehabilitation Practice (CDUTCM) - PTY-30096 Cardiac and Pulmonary Rehabilitation (CDUTCM) - PTY-30094 Integrated Rehabilitation Strategies (CDUTCM) - PTY-30092 Global Healthcare Matters (CDUTCM) - PTY-30090 Research Project and Clinical Internship (CDUTCM) - PTY-30088
The knowledge, skills, self-confidence and self-awareness actively to pursue their future goals.	Global Healthcare Matters (CDUTCM) - PTY-30090 Cardiac and Pulmonary Rehabilitation (CDUTCM) - PTY-30094 Principles of Rehabilitation Practice (CDUTCM) - PTY-30096
The ability and motivation to participate responsibly and collaboratively as an active citizen in the communities in which they live and work.	Global Healthcare Matters (CDUTCM) - PTY-30090 Cardiac and Pulmonary Rehabilitation (CDUTCM) - PTY-30094
A professional and reflective approach, including qualities of leadership, responsibility, personal integrity, empathy, care and respect for others, accountability and self-regulation.	Research Project and Clinical Internship (CDUTCM) - PTY-30088 Global Healthcare Matters (CDUTCM) - PTY-30090
The flexibility to thrive in rapidly changing and uncertain external environments and to update skills and knowledge as circumstances require.	Cardiac and Pulmonary Rehabilitation (CDUTCM) - PTY-30094 Integrated Rehabilitation Strategies (CDUTCM) - PTY-30092 Research Project and Clinical Internship (CDUTCM) - PTY-30088 Principles of Rehabilitation Practice (CDUTCM) - PTY-30096

For further information on the content of the modules currently offered that contribute towards the Keele award, please visit: <https://www.keele.ac.uk/recordsandexams/modulecatalogue/>

Level 3 modules:

Year	Semester	Module Code	UK System Credits	Chinese System Credits
1	1-2	ENL-00081	30	8
		ENL-00083	30	8
		ENL-00069	30	8
	2	CDU-00017	30	4

Level 4 modules:

Year	Semester	Module Code	UK System Credits	Chinese System Credits
2	1	PTY-10074	15	4
		PTY-10068	15	4
		ENL-10047	15	4
		CDU-10013	10	1.5
	2	PTY-10070	15	4
		PTY-10076	15	4
		ENL-10055	15	4
		CDU-10025	10	4
		CDU-10027	10	4

Level 5 modules:

Year	Semester	Module Code	UK System Credits	Chinese System Credits
3	1	PTY-20065	15	4
		PTY-20067	15	4
		PTY-20069	15	4
		CDU-20015	4	4
		CDU-20017	4	4
		CDU-20013	4	3
		CDU-20011	6	6
	2	PTY-20071	15	4
		PTY-20073	15	4
		PTY-20075	15	4
		CDU-20019	3	3
		CDU-20021	3	3
		CDU-20023	6	6

Level 6 modules:

Year	Semester	Module Code	UK System Credits	Chinese System Credits
4	1-2	PTY-30088	60	16
	2	PTY-30090	15	4
		PTY-30092	15	4
		PTY-30094	15	4
		PTY-30096	15	4

9. Final and intermediate awards

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

Honours Degree	360 credits	You must accumulate at least 360 credits overall to graduate with a named single honours degree in this subject. You will require at least 120 credits at level 4 or higher, at least 120 credits at level 5 or higher and at least 120 credits at level 6 or higher.
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.

Please note that the final award of BSc Rehabilitation and Exercise Therapy, or any intermediate awards, do not meet the criteria within the United Kingdom (UK) for eligibility for registration as a physiotherapist with the Health and Care Professions Council (HCPC).

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).

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, 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.

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.

Activity

	Scheduled learning and teaching activities	Guided independent Study	Placements
Foundation Year	32%	68%	0%
Year 1 (Level 4)	25%	75%	0%
Year 2 (Level 5)	27%	73%	0%
Year 3 (Level 6)	16%	84%	0%

12. Accreditation

This programme does not have accreditation from an external body.

13. University Regulations

Keele University's academic regulations will apply to this programme except for those modules contributed to the programme by CDUTCM, in which case CDUTCM's academic regulations will apply. Keele University Regulations form the framework for learning, teaching and assessment and other aspects of the student experience. Further information about Keele 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?

This programme will be included in the national enrolment plan of China's colleges and universities. Students need to take part in the national unified entrance examination of colleges and universities in China and be admitted as set out by CDUTCM in accordance with admissions policies in China.

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

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

15. How are students supported on the programme?

The Joint Institute Management Office, based on the CDUTCM campus will coordinate support for students studying the programme and act as a first port of call for all student queries.

- Module coordinators and tutorial group leaders provide support for learning on the modules and in the tutorial groups for which they are responsible. They also give individual feedback on in-course assessments and more general feedback on examinations.
- Every student has access to an Academic Mentor/advisor who is responsible for reviewing and advising on students' academic progress. Academic Mentors also act as a first point of contact for students on non-academic issues which may affect their learning.
- At CDUTCM, students have access to all student services facilities available on campus, such as career advice, mental health support and finance advice. At Keele, students will have access to the full range of specialist health, welfare and financial services which can be accessed online.
- All staff teaching on the programme are normally available to see students during advertised weekly office hours and at other times by appointment.
- Student Voice Representatives provide a focus for issues at module and year level to be raised and an

important opportunity to provide feedback on the programme and student experience.

16. Learning Resources

Students on the CDUTCM campus should expect to make use of the excellent facilities provided including teaching rooms of various sizes and the on-campus IT and library facilities. A Virtual Learning Environment (VLE) will be utilised as a resource to support and complement the learning and teaching approach of the curriculum.

In addition students will be able to access the Keele University Learning Resource Centre and Library facilities that provide an extensive range of books, journals and electronic resources (e.g. <http://www.keele.ac.uk/healthlibrary/>). Information skills training and academic writing skills sessions are available from library staff. The Keele Virtual Learning Environment (KLE) will be utilised via Blackboard as a resource to support and complement the learning and teaching approach of the curriculum.

17. Quality management and enhancement

As this is a collaborative programme, the responsibility for quality and academic standards for the programme is shared by both universities. The following processes for monitoring, review and enhancement of the programme apply:

Joint:

- The Joint Management Committee, the Joint Board of Studies, Student Staff Voice Committee and the Joint Examination Board will ensure oversight over the joint aspects of the programme.
- The programme as a whole is reviewed every year at Keele in the annual partnership review which takes place at the end of the academic year and as part of Keele University's Annual Partnership Review process.

In addition at Keele:

- 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.

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 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 years of the programme is considered and acted on.

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/>

18. The principles of programme design

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

- a. UK Quality Code for Higher Education, Quality Assurance Agency for Higher Education: <http://www.qaa.ac.uk/quality-code>
- b. QAA Subject Benchmark Statement: Health Studies (https://www.qaa.ac.uk/docs/qaa/subject-benchmark-statements/subject-benchmark-statement-health-studies.pdf?sfvrsn=7a35c881_4)
- c. Keele University Regulations and Guidance for Students and Staff: <http://www.keele.ac.uk/regulations>
- d. Ministry of Education (Beijing) Chinese-Foreign Co-operative Education License standards

19. Annex - Programme-specific regulations

Programme Regulations: BSc (Hons) Rehabilitation and Exercise Therapy

Final Award and Award Titles	BSc (Hons) Rehabilitation and Exercise Therapy
Intermediate Award(s)	Diploma in Higher Education; Certificate in Higher Education
Last modified	October 2024
Programme Specification	https://www.keele.ac.uk/qa/programmespecifications

The University's Academic Regulations which can be found on the Keele University website (<https://www.keele.ac.uk/regulations/>)[1] apply to and regulate the programme, other than in instances where the specific programme regulations listed below over-ride them. These programme regulations list:

- *Exemptions* which are characterised by the omission of the relevant regulation.
- *Variations* which are characterised by the replacement of part of the regulation with alternative wording.
- *Additional Requirements* which set out what additional rules that apply to students in relation to this programme.

The following **exemptions, variations** and **additional requirements** to the University regulations have been checked by Academic Services and have been approved by the Faculty Education Committee.

A) EXEMPTIONS

The clause(s) listed below describe where an exemption from the University's Academic Regulations exists:

For the whole duration of their studies, students on this Programme are exempt from the following regulations:

- None

Please note however the following framework applies to students with regards to their progression:

To successfully meet the Keele criteria to progress to the next level (year) of study, students must achieve 120 credits at their current level of study to meet eligibility criteria to progress, in line with Keele's [Regulation D2: Progression and Classification Rules](#).

The Joint Examination Board is convened in accordance with Keele's [Regulation D3: Board of Examiners](#), and will receive and review all module results from modules delivered in Semesters 1 and 2 of that academic year, across each available level of study, confirming Keele module results, noting CDUTCM module results, and determining a progression decision for each student.

In the event a student fails to meet a Keele module's pass threshold, the Joint Examination Board will confirm a student has failed at the first assessment attempt, and students will receive an opportunity to carry out reassessment on the module components they failed during set reassessment periods, normally during the summer (normally August) following the Joint Examination Board. All reassessment on Keele modules is carried out in accordance with Keele's [Regulation: D1: Assessment](#) and [Assessment and Feedback Code of Practice](#). Unless a student has a valid Exceptional Circumstance, in accordance with Keele's [Regulation B3: Exceptional Circumstances](#) and [Exceptional Circumstances Code of Practice](#), all marks achieved on reassessment are ultimately capped at the component's pass threshold (normally 40%).

Students will normally only be permitted two attempts at each assessment component, for every assessment component for each Keele module at the corresponding level of study.

Following completion of reassessment for any failed modules delivered initially in Semester's 1 and 2 of the corresponding academic year, the Joint Examination (Resit) Board will reconvene in accordance with Keele's [Regulation D3: Board of Examiners](#), and will receive and review all Keele module reassessment results from modules delivered in Semesters 1 and 2 of that academic year, across each available level of study, confirming reassessment results and a progression decision for each student.

Students that successfully meet the module's pass threshold following reassessment, will then be permitted to

progress to the next level of study following confirmation at the Joint Examination (Resit) Board. In the event a student fails to meet the overall progression threshold following reassessment, the Joint Examination (Resit) Board will consider whether a student meets the eligibility criteria for module condonement, as set out in Keele's [Regulation D5: Module Condonement and Compensation](#), and any applicable deviations as set out in the corresponding programme specification. In the case of this programme and those delivered through the CDUTCM-Keele Joint Health and Medical Sciences Institute, up to 15 credits per level of study at levels 4 and 5 can be condoned, for Keele subject modules only and not English language modules. Up to 30 credits can be condoned at level 6. No condonement will be applied to the year 1/level 3 provision and will therefore only apply to levels 4, 5 and 6. Condonement will not be applied to the CDUTCM modules and students will not be required to have passed CDUTCM modules accredited by Keele at the corresponding level of study to be eligible for condonement. Condonement can only be applied after the maximum allowed assessment attempts have been completed (normally 2, the first attempt and then the reassessment).

Where a student fails to meet the overall progression threshold following reassessment because of failed Keele modules and does not meet the eligibility criteria for module condonement (or a student still fails to meet the progression threshold regardless of whether condonement is applied), students will not normally be permitted to progress to the next level of study. Students in this circumstance may have the option to repeat the failed modules, either on a modular basis, or by repeating the entire level of study, normally joining the cohort below in scheduled learning and teaching activities. Students will only be permitted to repeat on the basis they continue to fall within Keele's maximum period of registration, as set out in Keele [Regulation C1: Maximum Periods of Registration](#).

In the event that a student passes all Keele modules but fails CDUTCM modules accredited by Keele at the corresponding level of study, and therefore fails to ultimately achieve the overall progression threshold by achieving 120 credits, students will undertake reassessment during set reassessment periods determined by CDUTCM, which will then be considered by the Joint Examination Board to determine whether a student has met the overall progression threshold.

Where a student fails to meet the overall progression threshold following reassessment on the CDUTCM modules, but has passed all Keele modules (either at the first assessment attempt or following reassessment) students will be permitted to progress to the next level of study, and repeat the failed CDUTCM modules, normally on a modular basis, normally joining the cohort below in scheduled learning and teaching activities for the modules they failed. In this circumstance, students will continue to study Keele and CDUTCM modules at the next level of study at the same time.

Students repeating CDUTCM modules that have been permitted to progress to the next level of study must complete their repeated modules and successfully pass module assessment for all repeated modules (either at the first attempt or following reassessment) within the academic year or will not be permitted to progress further, and will have their studies terminated in accordance with Keele's [Regulation B8: Termination of Studies by the University](#).

Where a student has already completed a repeat option, repeating either Keele modules or a full level of study, they would not normally be permitted to repeat again. In instances where a student cannot repeat the failed modules or full level of study their studies would be terminated, meaning they will no longer be eligible for the full Keele award. Dependent on their accumulated credits and the level of study the credits correspond to, students may be eligible for an exit award.

B) VARIATIONS

The clause(s) listed below describe where a variation from the University's Academic Regulations exists:

Variation 1: The programme deviates from Regulation D5:

There is a variation to [Regulation D5: Module Condonement and Compensation](#). Up to 15 Keele credits per level of study are condonable at levels 4 and 5. Up to 30 Keele credits are condonable at level 6. Condonement can be applied to Keele University subject modules only and cannot be applied to English language and study skills modules.

Condonement will not be applied to CDUTCM modules and students will not be required to have passed CDUTCM modules accredited by Keele at the corresponding level of study in order to be eligible for condonement.

To obtain a Keele award, students must achieve 120 credits at each level of study, with all 90 Keele credits at level 5 and 120 Keele credits at level 6 used in the degree classification. Only Keele credits are used in the degree classification for the Keele award.

[1] References to University Regulations in this document apply to the content of the University's Regulatory Framework as set out on the University website here <https://www.keele.ac.uk/regulations/>.

Version History

This document

Date Approved: 15 October 2024

What's Changed

Further details provided on progression arrangements for CDUTCM-Keele Joint Health and Medical Sciences Institute

Previous documents

Version No	Year	Owner	Date Approved	Summary of and rationale for changes
1	2024/25	ADAM WINTERTON	12 June 2024	Amendments to CDUTCM modules as agreed with the partner. This includes removal of optional modules from the Keele programme specification, adjustments to CDUTCM module credit values to align with the requirement for 120 credits per year, and an updated narrative in section 8 'What is the structure of the Programme?' regarding the credit allocation of modules in the Keele PST and the MoE submitted documents.
1.1	2023/24	ADAM WINTERTON	07 February 2024	Change of module code in Year 1 for Social Medicine from CDU-00015 to CDU-00003. CDU-00003 module specification states 8 credits which is correct when CDU-00015 module specification states 13 credits which is incorrect and hence why removed. Edited module semester of CDU-00003, CDU-00011 and CDU-00013 to Semester 1-2 instead of Semester 1. This reflects the course structure information received from CDUTCM.
1	2023/24	ADAM WINTERTON	10 October 2023	
1	2022/23	ADAM WINTERTON	10 October 2023	