

Programme Specification: Undergraduate For Academic Year 2026/27

1. Course Summary

Names of programme and award title(s)	BSc (Hons) Health and Social Care BSc (Hons) Health and Social Care with International Year (see Annex for details) BSc (Hons) Health and Social Care with Work Placement Year (see Annex for details)
Award type	Single Honours
Mode of study	Full-time
Framework of Higher Education Qualification (FHEQ) level of final award	Level 6
Normal length of the programme	3 years; 4 years with either the International Year or Placement Year between years 2 and 3
Maximum period of registration	The normal length as specified above plus 3 years
Location of study	Keele Campus
Accreditation (if applicable)	n/a
Regulator	Office for Students (OfS)
Tuition Fees	<p>UK students: Fee for 2026/27 is £9,790*</p> <p>International students: Fee for 2026/27 is £18,200**</p> <p>The fee for the international year abroad is calculated at 15% of the standard year fee</p> <p>The fee for the work placement year is calculated at 20% of the standard year fee</p>

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

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

** These fees are for new students. We reserve the right to increase fees in subsequent years of study by an inflationary amount. Please refer to the accompanying Student Terms & Conditions for full details. Further information on fees can be found at <http://www.keele.ac.uk/studentfunding/tuitionfees/>

2. What is a Single Honours programme?

The Single Honours programme described in this document allows you to focus more or less exclusively on this subject. In keeping with Keele's commitment to breadth in the curriculum, the programme also gives you the opportunity to take some modules in other disciplines and in modern foreign languages as part of a 360-credit Honours degree. Thus it enables you to gain, and be able to demonstrate, a distinctive range of graduate attributes.

3. Overview of the Programme

The Undergraduate BSc (Hons) in Health and Social Care will meet the needs of a growth area and popular choice for 6th Form/Further Education (FE) College applicants as well as mature students working in the health and social care sector.

The programme is outcome focussed and is aligned to a range of career opportunities within the health and social care sector professions. The BSc Health and Social Care programme is at the vanguard of health and social care curriculum since it focuses on global issues, a placement internship and elevating the higher skills of its graduates in terms of competencies to work effectively and lead health and social care teams, in a wide variety of settings. The programme has been developed with a range of health and social care stakeholders, including employers and local colleges.

In the first year of the BSc Health and Social Care programme you will undertake a full induction to the programme and have an opportunity to assess your strengths and weaknesses as a baseline for your academic development. You will be introduced to the central theories that underpin health and social care, to the legal and ethical principles that support health and social care practice, and to themes such as mental health, people with a learning disability, communicable and non-communicable disease, inequalities and the social determinants of health. You will be supported in developing professional and academic skills via debates, and problem-based tasks, plus encouraged to think in relation to your career and individual qualities via reflective activities.

The second year builds on key concepts in health and social care, enabling you to focus on developing skills in supporting and enabling others, in terms of health and wellbeing. It incorporates an internship/practice-based module that is designed to strengthen and broaden student experience in health and social care and support a deepening understanding of the context in which people live. The second year also develops skills in analysis of information and data so that you can plan for a work-based or theoretical project in your final year. On successful completion of the 2nd year you have an option to undertake a placement year facilitated through the Placements and Projects Team, and Careers and Employability Service (increasing the length of programme to 4 years).

Students wishing to pursue international study can undertake study abroad at another university. This is an additional pass/fail year taken between your second and third year. Passing all the modules you take will add 'with international year' to your degree title. Further information is available via [Semester or International Year - Keele University](#)

The final year of the programme balances your development as a critical thinker, with continuing development towards becoming a professional and leader within the health and social care sector. You will be learning about how digital health innovations, policies and your own skills in leadership all contribute to enabling health and wellbeing of others. You will be supported to negotiate a work-based or experience-focussed project designed to influence service improvement, as a substantive piece of independent evidence-based study.

Complimenting the programme are optional modules each year from Keele's Global Challenge Pathways and/or from the BA (Hons) Sociology that will support you in being able to meet the challenges that society faces now and in the future.

4. Aims of the programme

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

- Develop professional and enhanced practical skills to prepare you for employment within the 'broader' health and social care sectors.
- Utilise leadership and teamworking skills to problem solve and communicate effectively whilst working in partnership with individuals, families and health and social care organisations.
- Demonstrate application of theories, perspectives on the complexities of family, community and personal life, legal and ethical frameworks/policies that underpin health and social care delivery to practice.
- Apply research evidence, interpreting local, national and global data to inform and enhance the wider concepts of health and social care in the context of health inequalities, migration and climate change.
- Apply new ideas to 'real life' issues, understand our relationship to notions of home and belonging; and situations which affect individuals and groups across the life course
- Develop academic, digital and independent skills, to prepare for a professional career in health and social care; becoming a lifelong learner and reflective individual.

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:

- describe the structure, complexity and context of health and social care provision within the UK and globally.
- understand their role in health and social care, and how to plan for their own development.
- analyse established concepts and theoretical approaches to health and social care, including consideration of how political and cultural structures affect equality, diversity and inclusion.
- outline contemporary health and social care issues, recognising vulnerable populations in society locally, nationally and globally.
- evaluate the role of information and data in influencing health and social care practice, recognising different forms of knowledge, ethics, and the changing global and digital landscape.
- explore the relationship between evidence and practice, and how practice can be informed and can inform future concepts of health and social care.

Subject specific skills

Successful students will be able to:

- exemplify practical and professional skills necessary to lead safe and effective practice in health and social care settings
- utilise local, national and global data to inform and enhance the wider concepts of health and social care in the context of health inequalities, migration and climate change.
- utilise leadership skills to communicate effectively to work in partnership with other organisations.
- apply underpinning knowledge to the complexities of family, community and personal life, legal and ethical frameworks/policies that underpin health and social care delivery to practice.
- apply new ideas to 'real life' issues and situations which affect individuals and groups across the life course and wider society.

Key or transferable skills (including employability skills)

Successful students will be able to:

- identify, manage, and analyse data to enhance the service delivery within health and social care sector
- utilise careers and employability opportunities within the programme to effectively plan a career in health and social care
- effectively manage time in the planning, organisation and delivery of work, to a set deadline.
- work independently and collaboratively demonstrating personal and professional strengths and weaknesses and communicate effectively and professionally with a range of clients, managers, peers and academics in written digital and oral forms.
- be a role model to others within the health and social care sector demonstrating the application of ethical, legal and professional standards in health and social care, representing the interests of clients and their families.

Keele Graduate Attributes

The Keele Graduate Attributes are the qualities (skills, values and mindsets) which you will have the opportunity to develop during your time at Keele through both the formal curriculum and also through co- and extra-curricular activities (e.g., work experience, and engagement with the wider University community such as acting as ambassadors, volunteering, peer mentoring, student representation, membership and leadership of clubs and societies). Our Graduate Attributes consist of four themes: **academic expertise, professional skills, personal effectiveness, and social, environmental and ethical responsibility**. You will have opportunities to engage actively with the range of attributes throughout your time at Keele: through your academic studies, through self-assessing your own strengths, weaknesses, and development needs, and by setting personal development goals. You will have opportunities to discuss your progress in developing graduate attributes with, for example, Academic Mentors, to prepare for your future career and lives beyond Keele.

6. How is the programme taught?

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

- In line with the teaching and learning strategy of the school, you will be supported by a blend of in situ and blended active learning. This means that lecture sessions will be recorded online, or alternative resources provided if you are not able to attend in person. Learning activities and materials will be arranged in preparation for some teaching sessions, this is known as 'flipped classroom'.
- Lectures enable the communication of core materials on modules and are central to the teaching of modules at years 1, 2, and 3. Lectures will be devised to be largely pre-recorded (asynchronous/ on demand) and will form the basis of discussions, student-led debate facilitated by a lecturer/subject expert.
- Seminars accompany lectures on modules in years 1, 2 and 3. They provide you with the opportunity to discuss lecture content and key readings with a tutor. Seminars can include activities such as close readings, open discussions, and student-led debates, moderated by the tutor. These activities take place in groups of approximately 10-20 students with one tutor.
- Workshop activities and problem-based learning activities enable the simultaneous communication and discussion of module material. These normally take the form of two-hour classes of around 30 students.
- Practical sessions form part of your BSc Health and Social Care programme: you will engage in both internship/work and simulated practice to develop your professional skills across a range of diverse health and social care environments. In addition, there is an option for a placement year between year 2-3. All placements will be supported by the Keele Placements Team and in addition, you will have access to the careers and employability teams
- Independent study is a crucial part of learning at each level, balanced with assessment preparation to support students in building their portfolios, self-assessments and critical reflections. Students are expected to become increasingly independent over the course of the programme. Digital technology will be used in teaching and learning and will form a basis for students to develop their own skills in sharing and presenting their ideas digitally.
- Active web-based learning via the Keele Learning Environment (KLE) will support access to a range of resources including interactive reading lists, lecture notes, assessment questions and guidance, and supportive resources. Microsoft Teams will be used to facilitate online learning and communication.
- Supervision accompanies independent study to provide students with a point of contact in the programme teaching group. Supervision takes the form of one-to-one student-tutor discussion at all levels of the programme and support by a member of staff for students who take the dissertation module for the BSc Health and Social Care in year 3. Supervision for each student in a one-to-one format is used, alongside group learning.

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.

7. Teaching Staff

The programme is taught by highly qualified staff with specialist qualifications in health and social care subjects, who have worked directly in health and social care settings. Many academic staff members hold doctorates (PhDs or equivalent) in relevant areas and are either pursuing or have completed qualifications in Teaching and Learning in Higher Education. The School of Nursing and Midwifery encourages membership in Advance Higher Education, and most staff members are currently either Fellows or Senior Fellows, reflecting their commitment to high educational standards. Our academic staff are not only experienced educators but also active researchers and scholars. Their research has been disseminated across various outlets, ensuring that the teaching in the programme is informed by the latest developments in health and social care.

Expert teaching staff will support you on the BSc Health and Social Care Programme, with oversight from a Programme Lead. Additional staff with practice and teaching experience in health and social care will support the delivery of the programme, based in the School of Nursing and Midwifery. Specific subject experience from health and social care industries will support content, where relevant. You will also be taught by other health and social care professionals on modules that are delivered within the Faculty of Medicine and Health Sciences and across the university from subject areas such as Geography, Psychology and Sociology.

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 two types of modules delivered as part of your programme. They are:

- Compulsory modules - a module that you are required to study on this course;
- Optional modules - these allow you some limited choice of what to study from a list of modules.

Global Challenge Pathways

This programme includes the option for you to take a Global Challenge Pathway. These modules offer you an exciting opportunity to work with students and staff from different disciplines to explore topical global issues such as power and conflict, health inequalities, climate change, generative AI, social justice, global citizenship, and enterprise from different perspectives.

Global Challenge Pathways can either be taken as one 15-credit module at Levels 4, 5 and 6, or one 15-credit module at Levels 5 and 6. For more information about our Global Challenge Pathways please visit:

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

Modern Languages or Certificate in TESOL

Alternatively, you could choose to study modules with the University Language Centre. The Language Centre offers three pathways; The Language Specialist, The Language Taster, and The Trinity Certificate in Teaching English to Speakers of Other Language (TESOL). Language Centre modules are available separately for students at Levels 4 and 5. At Level 6 they are included within the Global Challenge Pathways.

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

For more information about Language Centre option modules available to you please visit the following webpages.

For Level 4 and 5 students please visit: <https://www.keele.ac.uk/study/languagecentre/languagecentreoptions/>

For Level 6 students please visit: <https://www.keele.ac.uk/students/academiclife/global-challenge-pathways/>

For further information on the content of Global Challenge Pathways and BA (Hons) Sociology modules currently offered, please see [Choosing modules - Keele University](#)

A summary of the credit requirements per year is as follows.

Year	Compulsory	Optional	
		Min	Max
Level 4	105	15	15
Level 5	105	15	15
Level 6	105	15	15

Module Lists

Level 4

Compulsory modules	Module Code	Credits	Period
Developing Independent learning Skills for Health and Social Care	NUR-10063	15	Semester 1
Introduction to Health & Social Care in Context	NUR-10064	30	Semester 1
Life course development in practice	NUR-10066	30	Semester 1-2
Introduction to law, policy and safeguarding in health and social care	NUR-10065	15	Semester 2
Distress and Mental Health	PSY-10026	15	Semester 2

Optional modules	Module Code	Credits	Period
Imagining Social Order and Deviance	SSC-10002	15	Semester 2

Level 5

Compulsory modules	Module Code	Credits	Period
Lifestyle Risk Factor Modification	EXS-20009	15	Semester 1
Working with others in health and social care	NUR-20158	30	Semester 1
Enabling Health and Wellbeing	NUR-20156	15	Semester 1-2
Quality Improvement in Health and Social Care	NUR-20157	15	Semester 1-2
Understanding Contemporary Society: Key concepts	SWK-20022	15	Semester 1-2
Families and Households: Diversity and Change	SOC-20041	15	Semester 2

Optional modules	Module Code	Credits	Period
Globalisation and its Discontents	SOC-20043	15	Semester 2

Level 6

Compulsory modules	Module Code	Credits	Period
Leadership and management in health and social care organisations	NUR-30248	15	Semester 1
The role of digital technologies within public health	NUR-30249	15	Semester 1
Influencing policy and practice in health and social care (Independent work/experience based project)	NUR-30250	30	Semester 1-2
Home and Belonging in a Precarious World	SOC-30059	30	Semester 1-2
Social and Spatial Justice	GEG-30041	15	Semester 2

Optional modules	Module Code	Credits	Period
Beyond Human	SSC-30001	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

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

Subject Knowledge and Understanding	
Learning Outcome	Module in which this is delivered
the structure, complexity and context of health and social care provision within the UK and globally.	All compulsory modules
their role in health and social care, and how to plan for their own development.	Introduction to Health & Social Care in Context - NUR-10064
established concepts and theoretical approaches to health and social care, including consideration of how political and cultural structures affect equality, diversity and inclusion.	All compulsory ore modules
contemporary health and social care issues, recognising vulnerable populations in society locally, nationally and globally.	All compulsory modules
the role of information and data in influencing health and social care practice, recognising different forms of knowledge, ethics, and the changing global and digital landscape.	Introduction to Health & Social Care in Context - NUR-10064 Introduction to law, policy and safeguarding in health and social care - NUR-10065
the relationship between evidence and practice, and how practice can be informed and can inform future concepts of health and social care.	All compulsory modules

Subject Specific Skills	
Learning Outcome	Module in which this is delivered
exemplify practical and professional skills necessary to lead safe and effective practice in health and social care settings	All compulsory modules
utilise local, national and global data to inform and enhance the wider concepts of health and social care in the context of health inequalities, migration and climate change.	All compulsory modules
utilise leadership skills to communicate effectively to work in partnership with other organisations.	Introduction to Health & Social Care in Context - NUR-10064 Life course development in practice - NUR-10066
apply underpinning knowledge to the complexities of family, community and personal life, legal and ethical frameworks/policies that underpin health and social care delivery to practice.	Introduction to law, policy and safeguarding in health and social care - NUR-10065
apply new ideas to 'real life' issues and situations which affect individuals and groups across the life course and wider society.	Life course development in practice - NUR-10066

Key or Transferable Skills (graduate attributes)	
Learning Outcome	Module in which this is delivered
identify, manage, and analyse data to enhance the service delivery within health and social care sector	All compulsory modules
utilise careers and employability opportunities within the programme to effectively plan a career in health and social care	Developing Independent learning Skills for Health and Social Care - NUR-10063 Introduction to Health & Social Care in Context - NUR-10064
effectively manage time in the planning, organisation and delivery of work, to a set deadline.	All compulsory modules
work independently and collaboratively demonstrating personal and professional strengths and weaknesses and communicate effectively and professionally with a range of clients, managers, peers and academics in written digital and oral forms.	All compulsory modules
be a role model to others within the health and social care sector demonstrating the application of ethical, legal and professional standards in health and social care, representing the interests of clients and their families.	All compulsory modules

Level 5

Subject Knowledge and Understanding	
Learning Outcome	Module in which this is delivered
the structure, complexity and context of health and social care provision within the UK and globally.	All compulsory modules
their role in health and social care, and how to plan for their own development.	Working with others in health and social care - NUR-20158
established concepts and theoretical approaches to health and social care, including consideration of how political and cultural structures affect equality, diversity and inclusion.	Lifestyle Risk Factor Modification - EXS-20009 Enabling Health and Wellbeing - NUR-20156
contemporary health and social care issues, recognising vulnerable populations in society locally, nationally and globally.	All compulsory modules
the role of information and data in influencing health and social care practice, recognising different forms of knowledge, ethics, and the changing global and digital landscape.	Lifestyle Risk Factor Modification - EXS-20009 Enabling Health and Wellbeing - NUR-20156
the relationship between evidence and practice, and how practice can be informed and can inform future concepts of health and social care.	Quality Improvement in Health and Social Care - NUR-20157

Subject Specific Skills	
Learning Outcome	Module in which this is delivered
exemplify practical and professional skills necessary to lead safe and effective practice in health and social care settings	All compulsory modules
utilise local, national and global data to inform and enhance the wider concepts of health and social care in the context of health inequalities, migration and climate change.	Enabling Health and Wellbeing - NUR-20156 Quality Improvement in Health and Social Care - NUR-20157
utilise leadership skills to communicate effectively to work in partnership with other organisations.	Quality Improvement in Health and Social Care - NUR-20157 Working with others in health and social care - NUR-20158
apply underpinning knowledge to the complexities of family, community and personal life, legal and ethical frameworks/policies that underpin health and social care delivery to practice.	All compulsory modules
apply new ideas to 'real life' issues and situations which affect individuals and groups across the life course and wider society.	All compulsory modules

Key or Transferable Skills (graduate attributes)	
Learning Outcome	Module in which this is delivered
identify, manage, and analyse data to enhance the service delivery within health and social care sector	Quality Improvement in Health and Social Care - NUR-20157
utilise careers and employability opportunities within the programme to effectively plan a career in health and social care	Working with others in health and social care - NUR-20158
effectively manage time in the planning, organisation and delivery of work, to a set deadline.	All compulsory modules
work independently and collaboratively demonstrating personal and professional strengths and weaknesses and communicate effectively and professionally with a range of clients, managers, peers and academics in written digital and oral forms.	Working with others in health and social care - NUR-20158
be a role model to others within the health and social care sector demonstrating the application of ethical, legal and professional standards in health and social care, representing the interests of clients and their families.	All compulsory modules

Level 6

Subject Knowledge and Understanding	
Learning Outcome	Module in which this is delivered
the structure, complexity and context of health and social care provision within the UK and globally.	All compulsory modules
their role in health and social care, and how to plan for their own development.	Leadership and management in health and social care organisations - NUR-30248
established concepts and theoretical approaches to health and social care, including consideration of how political and cultural structures affect equality, diversity and inclusion.	Influencing policy and practice in health and social care (Independent work/experience based project) - NUR-30250
contemporary health and social care issues, recognising vulnerable populations in society locally, nationally and globally.	All compulsory modules
the role of information and data in influencing health and social care practice, recognising different forms of knowledge, ethics, and the changing global and digital landscape.	Social and Spatial Justice - GEG-30041 The role of digital technologies within public health - NUR-30249
the relationship between evidence and practice, and how practice can be informed and can inform future concepts of health and social care.	Influencing policy and practice in health and social care (Independent work/experience based project) - NUR-30250

Subject Specific Skills	
Learning Outcome	Module in which this is delivered
exemplify practical and professional skills necessary to lead safe and effective practice in health and social care settings	All compulsory modules
utilise local, national and global data to inform and enhance the wider concepts of health and social care in the context of health inequalities, migration and climate change.	Social and Spatial Justice - GEG-30041 Influencing policy and practice in health and social care (Independent work/experience based project) - NUR-30250
utilise leadership skills to communicate effectively to work in partnership with other organisations.	Leadership and management in health and social care organisations - NUR-30248
apply underpinning knowledge to the complexities of family, community and personal life, legal and ethical frameworks/policies that underpin health and social care delivery to practice.	All compulsory modules
apply new ideas to 'real life' issues and situations which affect individuals and groups across the life course and wider society.	All compulsory modules

Key or Transferable Skills (graduate attributes)	
Learning Outcome	Module in which this is delivered
identify, manage, and analyse data to enhance the service delivery within health and social care sector	The role of digital technologies within public health - NUR-30249 Influencing policy and practice in health and social care (Independent work/experience based project) - NUR-30250
utilise careers and employability opportunities within the programme to effectively plan a career in health and social care	Leadership and management in health and social care organisations - NUR-30248
effectively manage time in the planning, organisation and delivery of work, to a set deadline.	All compulsory modules
work independently and collaboratively demonstrating personal and professional strengths and weaknesses and communicate effectively and professionally with a range of clients, managers, peers and academics in written digital and oral forms.	All compulsory modules
be a role model to others within the health and social care sector demonstrating the application of ethical, legal and professional standards in health and social care, representing the interests of clients and their families.	All compulsory modules

9. Final and intermediate awards

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

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

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

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

10. How is the Programme Assessed?

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

- Formative Assessment - critical appraisal of a selected article, completion of academic skills programme, report outline, presenting to the student group, reflection, completion of a skills-analysis, creating a digital resource, mock observed structured practice examination. Designed to increase skills, enable self-assessment of progress, and to facilitate discussion and negotiation where optionality for summative assessment exists.
- Reflective Diary/Critical Reflection - a reflective diary, sometimes referred to as reflective journal, learning log or learning journal, is a place for learners to demonstrate and consolidate their learning through the process of reflection. This will help learners plan for their own learning as well as linking their thinking to appropriate benchmarking and evidence-based resources. Reflexivity is a key attribute that aids employability.
- Report - a concise, written account of a task or activity, or something that has been investigated. Reports often involve analysing a problem and/or data, summarising key findings and providing solutions. These help students distil material into key points and develop an ability to make these clearly; a skill that is useful for employability.
- Essay - a piece of formal writing on a specific subject, or in response to a specific question that develops an argument using evidence. Allows for an opportunity to formulate arguments and develop ideas. It supports searching skills and differentiating between robust and non-supported resources. This is a skill that supports management and leadership skills and is useful for employability.
- Portfolio - a series of tasks and/or collection of evidence which evidences a learner's application of skills and knowledge. The artifacts within a portfolio may be in written, physical and/or digital format, or as a combination of formats. It provides a part of a student's ability to gain employment and construct a Curriculum Vitae.
- Video Blog - a presentation via a video. This develops digital skills, ability to communicate what students know and to engage with an audience. Digital platforms are increasingly used in health and social care practices, and the ability to communicate via a platform is a useful skill that aids employability.
- Poster - this affords an opportunity to develop visually clear and appealing information, to synthesise material and present on a focussed topic.
- Research Proposal - a structured, concise written document which outlines the plan of literature-based research. A research proposal typically describes a project's aims and objectives, outlines key methods and provides a timeframe within which the research will be completed. This hones time-management skills, planning skills as well as demonstrating the application of theoretical concepts of research.

- Project - a sustained and mainly independent piece of work that allows a student to lead on their chosen topic relevant to health and social care, to negotiate focus and liaise where applicable with the work environment, to support a meaningful contribution to understanding in health and social care practice.

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

11. Contact Time and Expected Workload

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

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

Activity

	Scheduled learning and teaching activities	Guided independent Study	Placements
Year 1 (Level 4)	26.4%	73.6%	0%
Year 2 (Level 5)	25.8%	74.2%	0%
Year 3 (Level 6)	20.3%	79.8%	0%

12. Accreditation

This programme does not have accreditation from an external body.

13. University Regulations

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

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

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

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

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

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

English for Academic Purposes

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

English Language Modules at Level 4:

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

English Language Modules at Level 5:

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

English Language Modules at Level 6:

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

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

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

15. How are students supported on the programme?

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

- Every student is allocated to an Academic Mentor who is responsible for reviewing and advising on academic progress. This is in addition to Student Services which has a team of life and learning developers who are responsible for supporting and enhancing their ability to access the curriculum and everything that the University has to offer during their time at Keele.
- The Student Experience Support Officer acts as a first point of contact for non-academic issues that can affect learning and can refer you to a wealth of student support services such as health and wellbeing, finance, mental health and welfare, career and health/disability teams. There are additional services available for international students.
- The school has dedicated academic development support.
- Module Leaders and lecturers are responsible for supporting the learning within modules, and for ensuring that formative feedback is provided as well as feedback and feed-forward for summative assessments.
- Module leaders ensure that tutorial time as specified in the module guides is available with the module team. This is usually 2 hours in office hours, by appointment, online or face to face.

16. Learning Resources

- Health and Social Care is taught in teaching rooms equipped with computers, whiteboards, projection equipment and often the facility to record lectures. Rooms may contain computers, tables and chairs set out for group work or be in formal lecture mode, depending on the nature of the learning undertaken.
- Health and social care students will have access to simulation spaces where they may undertake work or experience related skills.
- There is an extensive online and physical library for Health and Social Care, with dedicated library trainers to support students in navigating databases, books, government reports and relevant professional web-based resources.
- The KLE provides easy access to learning resources such as lecture notes, digitised readings, video, audio and text-based resources available from external providers via the internet.
- Students for whom English is not their first language are offered language classes, facilities and services by the University's Language Centre.
- The staff comprise experienced professionals and academics who have a wealth of experience and expertise to share with students.

17. Other Learning Opportunities

Study Abroad (International Year)

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

Work Placement Year

You have the opportunity to apply directly for the 4-year 'with Work Placement Year' degree programme or to transfer onto the 4-year degree programme at the end of Year-1 and in Year-2 at the end of Semester 1. Students who are initially registered for the 4-year degree programme may transfer onto the 3-year degree programme at any point in time, prior to undertaking their year-long placement. Eligibility rules are included in the Annex.

Students wishing to take the Work Placement Year should meet with the Programme lead to obtain their signature to confirm agreement before they will be allowed to commence their placement.

International students who require a Tier 4 visa must check with the Immigration Compliance Team prior to commencing any form of placement.

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

18. Additional Costs

Mandatory costs

You can expect some additional costs as a student on this course, which may support learning activities, specialist equipment, fieldwork, placements, or other course-related requirements. Details of these mandatory costs are outlined below to help you plan accordingly.

Disclosure and Barring Service (DBS)

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

Occupational Health (OH)

The commencement of your internship module (NUR-20158) will depend upon a health fitness report being provided by the University's Occupational Health Service. As part of this process, you must complete a health questionnaire, prior to the start of your programme and undertake as necessary immunisations or blood tests to meet placement learning requirements. You will be responsible for any fee that may be required by your GP and any OH costs including non-attendance.

Optional costs

In addition to the mandatory costs listed below, there may be optional costs that students can choose to incur to enhance their learning experience. These are not required to complete the course. Details of these optional costs are outlined below to help you plan accordingly.

Students may also incur general expenses related to university study, such as for printing, textbooks and other materials. Students who undertake a placement may be responsible for additional costs, such as travel, accommodation, and subsistence costs. For further information, please refer to the [additional costs](#) information.

Activity	Estimated Cost
Mandatory costs:	
Working with others in Health and social care NUR- 20158 (75 hour internship module). All travel / accommodation expenses would be expected to be met by the student. The Placements team will signpost you to the Student Financial Support Team for advice and guidance on any sources of additional funding they may have access to, such as the Access & Success Fund, Access & success fund - Keele University	Dependent on location of health and social care placement
Registration to the DBS Update Service:	£16* per year
Enhanced DBS check with digital ID check:	£60.70* per check
OH Clearance - as outlined above	£- dependent on circumstances
Optional costs:	
An ID card will be issued free of charge. Replacement ID cards if lost:	up to £15
Total estimated additional costs:	£91.70 (excluding potential travel and OH costs)

*This price is not set by the University and is liable to increase. The current costs for a DBS check are detailed on the additional costs webpage:

<https://www.keele.ac.uk/study/undergraduate/tuitionfeesandfunding/undergraduatetuitionfees/additionalcosts>

These costs have been forecast by the University as accurately as possible but may be subject to change as a result of factors outside of our control (for example, increase in costs for external services). Forecast costs are reviewed on an annual basis to ensure they remain representative. Where additional costs are in direct control of the University we will ensure increases do not exceed 5%.

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

19. Quality management and enhancement

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

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

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

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

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

- Approving examination questions
- Confirming all marks which contribute to a student's degree

- Reviewing and giving advice on the structure and content of the programme and assessment procedures

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

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

20. The principles of programme design

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

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

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

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

21. Annex - International Year

BSc (Hons) Health and Social Care with International Year

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

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

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

Learning Outcomes

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

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

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

Regulations

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

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

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

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

Additional costs for the International Year

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

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

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

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

22. Annex - Work Placement Year

BSc (Hons) Health and Social Care with Work Placement Year

Work Placement Year summary

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

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

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

Work Placement Year Programme Aims

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

1. The opportunity to consolidate health and social care learning and development to level 5 study.
2. Apply knowledge and skills gained thus far, working in a health and social care placement, supported by an appropriate employer (in conjunction with the Keele Placement and employability teams).
3. Further enhance and build on professional, teamworking and employability skills in health and social care environment for future employment.

Entry Requirements for the Work Placement Year

Admission to the Work Placement Year is subject to successful application, interview and references from appropriate staff. Students have the opportunity to apply directly for the 4-year 'with work placement year' degree programme, or to transfer onto the 4-year programme at the end of Year-1 and in Year-2 at the end of Semester 1. Students who are initially registered for the 4-year degree programme may transfer onto the 3-year degree programme at any point in time, prior to undertaking the year-long work placement. Students who fail to pass the work placement year, and those who fail to meet the minimum requirements of the work placement year module (minimum 30 weeks full time (1,050 hours), or equivalent, work placement), will be automatically transferred onto the 3-year degree programme.

The criteria to be applied are:

- A good University attendance record and be in 'good academic standing'.
- Academic Performance (an average of 50% across all modules in Semester 1 at Level 5 is normally required. Places on the Work Placement Year are then conditional on achieving an average mark of 50% across all Level 5 modules. Students with up to 15 credits of re-assessment who meet the 50% requirement may progress to the Work Placement Year. Where no Semester 1 marks have been awarded performance in 1st year marks and ongoing 2nd year assessments are taken into account)
- Students undertaking work placements will be expected to complete a Health and Safety checklist prior to commencing their work experience and will be required to satisfy the Health and Safety regulations of the company or organisation at which they are based.
- (*International students only*) Due to visa requirements, it is not possible for international students who require a Tier 4 Visa to apply for direct entry onto the 4-year with Work Placement Year degree programme. Students wishing to transfer onto this programme should discuss this with student support, the academic tutor for the work placement year, and the Programme Lead. Students should be aware that there are visa implications for this transfer, and it is the student's responsibility to complete any and all necessary processes to be eligible for this programme. There may be additional costs, including applying for a new Visa from outside of the UK for international students associated with a transfer to the work placement programme.

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

Student Support

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

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

Learning Outcomes

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

1. Identify areas for skills development, in relation to a specific career or sector.
2. Demonstrate skills and attribute development through engagement with a placement.
3. Reflect on the broader personal and professional development throughout the placement experience.
4. Devise an action plan for future careers development.

These learning outcomes will be assessed through the non-credit bearing Work Placement Year module, which involves:

1. Summative Assignment 1: Skills Audit and Placement Plan (30%) - Students will identify and outline knowledge, skills or professional behaviours not already possessed, or needed to progress in a given field, sector or role, with a justification for how the placement can support their personal and professional development.
2. Summative Assignment 2: Employability portfolio (70%)

Consisting of:

- A reflective diary with regular reflections, approximately every 100 hours, in the form of a blog/vlog (equivalent to 2,500 words)
- Complete a recorded interview video answering a series of interview style questions in which you draw on anecdotes from your project demonstrating a broad range of professional and personal development (15-20 minutes)
- CPD action plan outlining potential future personal and professional development objectives (500 words)

Regulations

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

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

Students will be expected to behave professionally in terms of:

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

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

Additional costs for the Work Placement Year

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

Students will have to bear the costs of travelling to and from their placement provider, accommodation, food and personal costs. Depending on the placement provider additional costs may include parking permits, travel and transport, suitable clothing, DBS checks, and compulsory health checks.

A small stipend may be available to students from the placement provider during the placement but this will need to be explored on a placement-by-placement basis as some organisations, such as charities, may not have any extra money available. Students should budget with the assumption that their placement will be unpaid.

Eligibility for student finance will depend on the type of placement and whether it is paid or not. If it is paid, this is likely to affect student finance eligibility, however if it is voluntary and therefore unpaid, should not affect student finance eligibility. Students are required to confirm eligibility with their student finance provider.

International students who require a Tier 4 visa should check with the Immigration Compliance team prior to commencing any type of paid placement to ensure that they are not contravening their visa requirements.

23. Annex - Programme-specific regulations

Programme Regulations: BSc (Hons) Health and Social Care

Final Award and Award Titles	BSc (Hons) Health and Social Care
Intermediate Award(s)	Diploma in Higher Education Certificate in Higher Education
Last modified	July 2025
Programme Specification	https://www.keele.ac.uk/ga/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:

- **No exemptions apply**

B) VARIATIONS

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

Variation 1: No variations apply

Additional Requirements

The programme requirements listed below are in addition to the University's Academic Regulations:

Additional requirement 1: Disclosure and Barring Service (DBS) checks

Clearance for an enhanced DBS check is mandatory on this programme. Students will be provided with instructions on how to apply for a DBS check, including a link to apply via a company called UCheck. Students must also sign up to the online DBS update service once the DBS certificate has been received.

Any student who has not completed the DBS application and sign up process, or who has not made the Programme Team, Student Support, Admissions Team aware of any Exceptional Circumstances, by the first working day in November (for September start programmes) or the first working day in March (for January start programmes) will be in breach of regulation B8 (11.1) in relation to providing incomplete information during the application process, and will enter the formal termination of studies process.

All students are required to maintain their annual subscription to the DBS update service for the whole duration of their programme of study, including any repeat elements or extensions. Any student who does not maintain their annual DBS update service subscription will be required to complete the full DBS application and subscription sign-up process again at their own expense, to comply with the mandatory enhanced DBS clearance detailed above.

Additional requirement 2: Occupational Health

Satisfactory Occupational Health clearance is a condition of your offer. You must be declared fit for the programme by the Occupational Health service. If you are not fit for the programme, you will be required to leave the programme.

You will be required to attend appointment/s with the Occupational Health team. Please respond immediately to any requests from the Occupational Health Service for further information or any invitations to attend appointments. These appointments are mandatory.

It is important to complete all requests from Occupational Health as not doing so may affect your ability to go onto placement and complete your programme.

NB: Any student returning from a Leave of Absence or repeating a year of study will be subject to the programme requirements outlined in the programme specification of the cohort they are joining rather than any previous cohort they may have belonged to which may include variations to costs and requirements.

The NUR-20158 internship module may necessitate occupational health clearance, depending upon the environment in which your Health or Social Care placement is undertaken. Should your occupational health assessment determine that a particular placement area is unsuitable, you will be allocated an alternative placement that does not require such clearance.

[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: 13 April 2026

Previous documents

Version No	Year	Owner	Date Approved	Summary of and rationale for changes
1.1	2025/26	CLARE CORNESS-PARR	07 July 2025	Updated information relating to DBS and Occupational Health requirements added to the programme-specific regulations annex
1	2025/26	CLARE CORNESS-PARR	18 March 2025	