

## Programme Specification: Undergraduate

### For Academic Year 2024/25

#### 1. Course Summary

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

**Please note this document applies to Level 6 (Year 3) students in 2026/27. Level 4 and Level 5 (Year 1 and 2) students to the document labelled '2026/27'.**

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

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

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

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

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

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

## Studying Rehabilitation and Exercise Science at Keele

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

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

## 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

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

### Subject specific skills

Successful students will be able to:

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

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

Successful students will be able to:

- Demonstrate personal and professional development

### The Keele Graduate Attributes

The Keele Graduate Attributes are the qualities (skills, values and mindsets) which you will have the opportunity to develop during your time at Keele through both the formal curriculum and also through co- and extra-curricular activities (e.g., work experience, and engagement with the wider University community such as acting as ambassadors, volunteering, peer mentoring, student representation, membership and leadership of clubs and societies). Our Graduate Attributes consist of four themes: **academic expertise, professional skills, personal effectiveness, and social, 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?

Across the programme, students experience a range of different learning and teaching methods. Each module has different prescribed learning activities, including taught classes and seminars, discussions with staff, and practical work. Our students gain valuable hands-on experience of research design, critical reviewing, planning, analysis, and interpretation with a combination of tutor-led sessions, group discussions, practical activities, and individual feedback. The varied teaching and learning approaches have different benefits and enable students to learn and develop in ways to suit the individual.

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

**Teaching sessions** where the lecturer provides students with a framework for reading and independent study. Some classes may include video or audio presentations. Teaching sessions allow students to gain a systematic understanding of concepts and how they may be used to analyse a variety of contemporary sport, exercise, health, and physical activity issues.

**Flipped sessions** where students are provided with materials in advance of a class, to engage with and provide a thorough background on a topic. They can then attend the teaching session and engage with the material via discussions, debates, and other interactive opportunities, designed to further their understanding of the background information. Flipped learning allows students to work through guided preparative work set by tutors, in their own time and at their own pace. This approach provides students with the opportunity to explore topics in greater depth than in the classroom, where the more challenging aspect of learning and applying knowledge, is accomplished with the support of a tutor.

**Asynchronous learning** where teaching sessions are supported by learning activities which tutors will provide to complete outside of class. These are designed to prepare students for class or cement their learning from class. Some modules will provide detailed online materials (i.e., a "flipped" classroom outlined above), in which students work through materials at their own pace and apply that learning to problems in class supported by their tutor. Other modules may provide smaller activities such as quizzes, discussion boards, reading and respond to questions on a particular journal article, amongst many other examples. Asynchronous learning will be hosted on our virtual learning environment (KLE), using Sways or other online methods. Asynchronous learning allows students to take responsibility for their learning and its development, by engaging with content and activities designed to encourage students to learn and think.

**Tutorials and seminars** in small groups of 30 or less, key skills can be developed and issues central to the programme can be discussed in more depth. Students are expected to play a full part, and occasionally to lead, these discussions. Some seminars consist largely of student presentations. These types of classes provide opportunities for students to ask questions about and discuss issues in sport and exercise science and to present their own ideas to members of staff and other students, using an appropriate communication medium.

**Laboratory classes** provide an opportunity for students to explore the discipline specific concepts and models presented within teaching sessions. There is also the opportunity for students to develop the key practical skills necessary to conduct sport and exercise support and/or research, and for their future employment in the sector (e.g. simulated exercise testing and prescription, in line with national and international governing body guidelines). In these sessions students have an opportunity to work together in smaller groups, interact with the lecturer and reflect on their own learning and skill development. Practical sessions such as these allow students to develop their appreciation of how concepts and models in rehabilitation, sport and exercise science can be researched, and to apply the practical competences they have developed to investigate contemporary questions in a systematic and rigorous manner.

Independent study based on directed reading from textbooks, academic journals, and coursework materials. This encourages students to reflect on their own learning and take responsibility for its development.

**Final year project** provides students with the opportunity to undertake an independent piece of research or client case-study, supervised and supported by a member of staff. Undertaking a client case study or research project with the support of an experienced and active practitioner allows students to formulate relevant research questions and devise a feasible and ethically sound strategy for answering them.

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

The University will attempt to minimise changes to our core teaching teams, however, delivery of the programme depends on having a sufficient number of staff with the relevant expertise to ensure that the programme is taught to the appropriate academic standard.

Staff turnover, for example where key members of staff leave, fall ill or go on research leave, may result in changes to the programme's content. The University will endeavour to ensure that any impact on students is limited if such changes occur.

## 8. What is the structure of the Programme?

The academic year runs from September to June and is divided into two semesters. The number of weeks of teaching will vary from programme to programme, but you can generally expect to attend scheduled teaching sessions between the end of September and mid-December, and from mid-January to the end of April. Our degree courses are organised into modules. Each module is usually a self-contained unit of study and each is usually assessed separately with the award of credits on the basis of 1 credit = 10 hours of student effort. An outline of the structure of the programme is provided in the tables below.

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

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

### 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/>

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For further information on the content of modules currently offered, please visit:

<https://www.keele.ac.uk/recordsandexams/modulecatalogue/>

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

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

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## Module Lists

### Level 4

<b>Compulsory modules</b>	<b>Module Code</b>	<b>Credits</b>	<b>Period</b>
Musculoskeletal and Biomechanical Principles	EXS-10001	15	Semester 1
Assessing Health, Physical Activity and Sport	EXS-10005	15	Semester 1
Health and Wellbeing (MSci/BScRES)	PTY-10094	15	Semester 1
Principles of Systems Physiology	EXS-10003	15	Semester 2
Public Health Nutrition and Physical Activity	EXS-10007	15	Semester 2
Applied Practice in Coaching, Exercise and Fitness	EXS-10009	15	Semester 2
Professional and Career Aspirations and Attributes	EXS-10015	15	Semester 2

<b>Optional modules</b>	<b>Module Code</b>	<b>Credits</b>	<b>Period</b>
Introduction to Sports and Esports Management and Marketing	MAN-10059	15	Semester 1

#### **Level 4 Module Rules**

105 credits are compulsory, with 15 extra credits coming from the optional module listed or a Global Challenge Pathway

#### **Level 5**

<b>Compulsory modules</b>	<b>Module Code</b>	<b>Credits</b>	<b>Period</b>
Advanced Practice in Coaching, Exercise and Sport	EXS-20005	15	Semester 1
Lifestyle Risk Factor Modification	EXS-20009	15	Semester 1
Evidence in Sports and Exercise Medicine	EXS-20013	15	Semester 1
Exercise in Long Term Conditions	EXS-20021	30	Semester 1-2
Biomechanical Techniques in Sport, Exercise and Rehabilitation	EXS-20007	15	Semester 2
Research skills	EXS-20011	15	Semester 2

<b>Optional modules</b>	<b>Module Code</b>	<b>Credits</b>	<b>Period</b>
Sustainable Sports Business	MAN-20139	15	Semester 2

#### **Level 6**

<b>Compulsory modules</b>	<b>Module Code</b>	<b>Credits</b>	<b>Period</b>
Advanced Clinical Exercise Practice	EXS-30003	15	Semester 1
Rehabilitation in Sport and Exercise	EXS-30011	15	Semester 1
Sport and Exercise Project	EXS-30013	30	Semester 1-2
Experiential Learning and Digital Fluency	EXS-30025	30	Semester 1-2
Health in Places of Work and Learning	EXS-30005	15	Semester 2

<b>Optional modules</b>	<b>Module Code</b>	<b>Credits</b>	<b>Period</b>
Sports Politics and Governance	MAN-30117	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

<b>Subject Knowledge and Understanding</b>	
<b>Learning Outcome</b>	<b>Module in which this is delivered</b>
Demonstrate theoretical underpinning knowledge of body systems and their changes across the lifespan in response to external stimuli.	Musculoskeletal and Biomechanical Principles - EXS-10001 Principles of Systems Physiology - EXS-10003 Health and Wellbeing (MSci/BScRES) - PTY-10094
Demonstrate an understanding of the application of scientific principles to prevent disability and restore functioning, health and wellbeing	Assessing Health, Physical Activity and Sport - EXS-10005 Public Health Nutrition and Physical Activity - EXS-10007 Health and Wellbeing (MSci/BScRES) - PTY-10094
Demonstrate knowledge of, and an ability to analyse the public health and health promotion agendas both at a national and international level	Public Health Nutrition and Physical Activity - EXS-10007 Health and Wellbeing (MSci/BScRES) - PTY-10094
Demonstrate personal and professional development	Applied Practice in Coaching, Exercise and Fitness - EXS-10009

<b>Subject Specific Skills</b>	
<b>Learning Outcome</b>	<b>Module in which this is delivered</b>
Demonstrate skills in measurement, assessment and research of disability, functioning, and health and wellbeing	Public Health Nutrition and Physical Activity - EXS-10007 Applied Practice in Coaching, Exercise and Fitness - EXS-10009
Facilitate behaviour change to enhance functioning and wellbeing	Public Health Nutrition and Physical Activity - EXS-10007 Health and Wellbeing (MSci/BScRES) - PTY-10094
Demonstrate practical application of physical and psychological skills approach to a given population	Assessing Health, Physical Activity and Sport - EXS-10005 Applied Practice in Coaching, Exercise and Fitness - EXS-10009 Health and Wellbeing (MSci/BScRES) - PTY-10094

<b>Key or Transferable Skills (graduate attributes)</b>	
<b>Learning Outcome</b>	<b>Module in which this is delivered</b>
An open and questioning approach to ideas, demonstrating curiosity, independence of thought and the ability to appreciate a range of perspectives on the natural and social worlds	Assessing Health, Physical Activity and Sport - EXS-10005 Public Health Nutrition and Physical Activity - EXS-10007 Applied Practice in Coaching, Exercise and Fitness - EXS-10009
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	Assessing Health, Physical Activity and Sport - EXS-10005 Public Health Nutrition and Physical Activity - EXS-10007 Applied Practice in Coaching, Exercise and Fitness - EXS-10009
Information literacy: the ability to locate, evaluate and synthesise large amounts of frequently conflicting information, ideas and data	Public Health Nutrition and Physical Activity - EXS-10007
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	Assessing Health, Physical Activity and Sport - EXS-10005 Public Health Nutrition and Physical Activity - EXS-10007 Applied Practice in Coaching, Exercise and Fitness - EXS-10009
An appreciation of the social, environmental and global implications of the programme content and other activities, including recognition of any ethical implications	Public Health Nutrition and Physical Activity - EXS-10007 Health and Wellbeing (MSci/BScRES) - PTY-10094
The ability to communicate clearly and effectively in written and verbal forms for different purposes and to a variety of audiences	Public Health Nutrition and Physical Activity - EXS-10007
The knowledge, skills, self-confidence and self-awareness actively to pursue their future goals	Applied Practice in Coaching, Exercise and Fitness - EXS-10009
The ability and motivation to participate responsibly and collaboratively as an active citizen in the communities in which they live and work	Public Health Nutrition and Physical Activity - EXS-10007 Health and Wellbeing (MSci/BScRES) - PTY-10094
A professional and reflective approach, including qualities of leadership, responsibility, personal integrity, empathy, care and respect for others, accountability and self-regulation	Public Health Nutrition and Physical Activity - EXS-10007 Applied Practice in Coaching, Exercise and Fitness - EXS-10009
The flexibility to thrive in rapidly changing and uncertain external environments and to update skills and knowledge as circumstances require	Assessing Health, Physical Activity and Sport - EXS-10005 Public Health Nutrition and Physical Activity - EXS-10007 Applied Practice in Coaching, Exercise and Fitness - EXS-10009

## **Level 5**

<b>Subject Knowledge and Understanding</b>	
<b>Learning Outcome</b>	<b>Module in which this is delivered</b>
Demonstrate theoretical underpinning knowledge of body systems and their changes across the lifespan in response to external stimuli.	Lifestyle Risk Factor Modification - EXS-20009 Exercise in Long Term Conditions - EXS-20021
Demonstrate an understanding of the application of scientific principles to prevent disability and restore functioning, health and wellbeing	Advanced Practice in Coaching, Exercise and Sport - EXS-20005 Biomechanical Techniques in Sport, Exercise and Rehabilitation - EXS-20007 Exercise in Long Term Conditions - EXS-20021
Demonstrate personal and professional development	Advanced Practice in Coaching, Exercise and Sport - EXS-20005 Research skills - EXS-20011 Evidence in Sports and Exercise Medicine - EXS-20013

<b>Subject Specific Skills</b>	
<b>Learning Outcome</b>	<b>Module in which this is delivered</b>
Demonstrate skills in measurement, assessment and research of disability, functioning, and health and wellbeing	Advanced Practice in Coaching, Exercise and Sport - EXS-20005 Biomechanical Techniques in Sport, Exercise and Rehabilitation - EXS-20007
Facilitate behaviour change to enhance functioning and wellbeing	Advanced Practice in Coaching, Exercise and Sport - EXS-20005 Lifestyle Risk Factor Modification - EXS-20009 Exercise in Long Term Conditions - EXS-20021

<b>Key or Transferable Skills (graduate attributes)</b>	
<b>Learning Outcome</b>	<b>Module in which this is delivered</b>
An open and questioning approach to ideas, demonstrating curiosity, independence of thought and the ability to appreciate a range of perspectives on the natural and social worlds	Lifestyle Risk Factor Modification - EXS-20009 Research skills - EXS-20011
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	Advanced Practice in Coaching, Exercise and Sport - EXS-20005 Evidence in Sports and Exercise Medicine - EXS-20013
Information literacy: the ability to locate, evaluate and synthesise large amounts of frequently conflicting information, ideas and data	Research skills - EXS-20011 Evidence in Sports and Exercise Medicine - EXS-20013
The creative ability to solve problems using a range of different approaches and techniques, and to determine which techniques are appropriate for the issue at hand	Advanced Practice in Coaching, Exercise and Sport - EXS-20005 Biomechanical Techniques in Sport, Exercise and Rehabilitation - EXS-20007 Lifestyle Risk Factor Modification - EXS-20009
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 - EXS-20009 Evidence in Sports and Exercise Medicine - EXS-20013 Exercise in Long Term Conditions - EXS-20021
The ability to communicate clearly and effectively in written and verbal forms for different purposes and to a variety of audiences	Advanced Practice in Coaching, Exercise and Sport - EXS-20005 Lifestyle Risk Factor Modification - EXS-20009 Research skills - EXS-20011
The knowledge, skills, self-confidence and self-awareness actively to pursue their future goals	Advanced Practice in Coaching, Exercise and Sport - EXS-20005 Research skills - EXS-20011 Evidence in Sports and Exercise Medicine - EXS-20013
The ability and motivation to participate responsibly and collaboratively as an active citizen in the communities in which they live and work	Advanced Practice in Coaching, Exercise and Sport - EXS-20005 Lifestyle Risk Factor Modification - EXS-20009
A professional and reflective approach, including qualities of leadership, responsibility, personal integrity, empathy, care and respect for others, accountability and self-regulation	Advanced Practice in Coaching, Exercise and Sport - EXS-20005 Biomechanical Techniques in Sport, Exercise and Rehabilitation - EXS-20007 Exercise in Long Term Conditions - EXS-20021
The flexibility to thrive in rapidly changing and uncertain external environments and to update skills and knowledge as circumstances require	Advanced Practice in Coaching, Exercise and Sport - EXS-20005 Research skills - EXS-20011 Evidence in Sports and Exercise Medicine - EXS-20013

## **Level 6**

<b>Subject Knowledge and Understanding</b>	
<b>Learning Outcome</b>	<b>Module in which this is delivered</b>
Demonstrate theoretical underpinning knowledge of body systems and their changes across the lifespan in response to external stimuli.	Advanced Clinical Exercise Practice - EXS-30003 Health in Places of Work and Learning - EXS-30005
Demonstrate an understanding of the application of scientific principles to prevent disability and restore functioning, health and wellbeing	Advanced Clinical Exercise Practice - EXS-30003 Experiential Learning and Digital Fluency - EXS-30025
Demonstrate knowledge of, and the ability to analyse the public health and health promotion agendas both at a national and international level	Health in Places of Work and Learning - EXS-30005 Experiential Learning and Digital Fluency - EXS-30025
Demonstrate personal and professional development	Advanced Clinical Exercise Practice - EXS-30003 Experiential Learning and Digital Fluency - EXS-30025

<b>Subject Specific Skills</b>	
<b>Learning Outcome</b>	<b>Module in which this is delivered</b>
Demonstrate skills in measurement, assessment and research of disability, functioning, and health and wellbeing	Advanced Clinical Exercise Practice - EXS-30003 Health in Places of Work and Learning - EXS-30005
Facilitate behaviour change to enhance functioning and wellbeing	Advanced Clinical Exercise Practice - EXS-30003 Experiential Learning and Digital Fluency - EXS-30025
Analyse the public health and health promotion agendas both at a national and international level	Health in Places of Work and Learning - EXS-30005 Experiential Learning and Digital Fluency - EXS-30025

<b>Key or Transferable Skills (graduate attributes)</b>	
<b>Learning Outcome</b>	<b>Module in which this is delivered</b>
An open and questioning approach to ideas, demonstrating curiosity, independence of thought and the ability to appreciate a range of perspectives on the natural and social worlds	Health in Places of Work and Learning - EXS-30005 Experiential Learning and Digital Fluency - EXS-30025
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	Advanced Clinical Exercise Practice - EXS-30003 Health in Places of Work and Learning - EXS-30005
Information literacy: the ability to locate, evaluate and synthesise large amounts of frequently conflicting information, ideas and data	Sport and Exercise Project - EXS-30013 Experiential Learning and Digital Fluency - EXS-30025
The creative ability to solve problems using a range of different approaches and techniques, and to determine which techniques are appropriate for the issue at hand	Advanced Clinical Exercise Practice - EXS-30003 Health in Places of Work and Learning - EXS-30005 Experiential Learning and Digital Fluency - EXS-30025
An appreciation of the social, environmental and global implications of the programme content and other activities, including recognition of any ethical implications	Health in Places of Work and Learning - EXS-30005 Experiential Learning and Digital Fluency - EXS-30025
The ability to communicate clearly and effectively in written and verbal forms for different purposes and to a variety of audiences	Experiential Learning and Digital Fluency - EXS-30025
The knowledge, skills, self-confidence and self-awareness actively to pursue their future goals	Sport and Exercise Project - EXS-30013 Experiential Learning and Digital Fluency - EXS-30025
The ability and motivation to participate responsibly and collaboratively as an active citizen in the communities in which they live and work	Advanced Clinical Exercise Practice - EXS-30003 Health in Places of Work and Learning - EXS-30005 Experiential Learning and Digital Fluency - EXS-30025
A professional and reflective approach, including qualities of leadership, responsibility, personal integrity, empathy, care and respect for others, accountability and self-regulation	Sport and Exercise Project - EXS-30013 Experiential Learning and Digital Fluency - EXS-30025
The flexibility to thrive in rapidly changing and uncertain external environments and to update skills and knowledge as circumstances require	Sport and Exercise Project - EXS-30013 Experiential Learning and Digital Fluency - EXS-30025

## 9. Final and intermediate awards

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

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

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

## 10. How is the Programme Assessed?

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

- **Written work/ assignments** test the quality and application of subject knowledge. In addition, they allow students to demonstrate their ability to carry out basic literature searches, communicate their ideas effectively in writing and support their arguments with appropriate referencing. Written pieces vary in their length depending upon the module.
- **Written examinations** in different formats such as essays or multiple-choice questions test students' knowledge and (as appropriate) their ability to apply that knowledge.
- **Oral presentations** assess students' subject knowledge and understanding. They also test their ability to work effectively as members of a team, to communicate what they know orally and visually, and to reflect on these processes as part of their own personal development.
- **Research project** is a student led piece of independent research. Nominated supervisors support each student throughout the process, which includes gaining ethical approval from the Student Project Ethics Committee (SPEC) within the School of Allied Health Professions and Pharmacy 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)
- **Interactive Practical assessment** assesses competency in a structured way through direct observation, used to test a wide range of practical skills and theoretical knowledge. These can include written and oral elements.

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

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

## 11. Contact Time and Expected Workload

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

Undergraduate courses at Keele contain an element of module choice; therefore, individual students will experience a different mix of contact time and assessment types dependent upon their own individual choice of

modules. The figures below are an example of activities that a student may expect on your chosen course by year stage of study. Contact time includes scheduled activities such as: lecture, seminar, tutorial, project supervision, demonstration, practical classes and labs, supervised time in labs/workshop, fieldwork and external visits. The figures are based on 1,200 hours of student effort each year for full-time students.

## Activity

	Scheduled learning and teaching activities	Guided independent Study	Placements
<b>Year 1 (Level 4)</b>	32.6%	67.4%	0%
<b>Year 2 (Level 5)</b>	23.1%	76.9%	0%
<b>Year 3 (Level 6)</b>	22.5%	75%	2.5%

## 12. Accreditation

The programme has been validated by the Chartered Institute for the Management of Sport and Physical Activity (CIMSPA). This allows students to gain external qualifications while studying on the programme.

## 13. University Regulations

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

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

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

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

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

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

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

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

### English for Academic Purposes

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

English Language Modules at Level 4:

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

English Language Modules at Level 5:

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

English Language Modules at Level 6:

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

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

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

## 15. How are students supported on the programme?

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

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

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

## 16. Learning Resources

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

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

## 17. Other Learning Opportunities

### Study Abroad (International Year)

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

## Other opportunities

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

Students will also have the opportunity to study a parallel award such as Gym Instructor and Personal Trainer awards during the programme. Such parallel awards enhance employability.

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

## 18. Additional Costs

### 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.

Practical clothing - students will be required to purchase an IoS tech t-shirt (they may want two). They will need to wear this with joggers or shorts (these can be any brand, but an IoS branded option will be available if they wish). An indicative cost for this is £100\*.

Experiential Learning opportunities: Some costs may be incurred as a result of the self-selected location of a work experience opportunity. Any such costs would be covered by the student. Should students choose to undertake a placement, this may incur travel, health and liability insurance costs to be paid by the student.

DBS check - DBS may be required for some student work experience options or projects. The cost of an Enhanced DBS check with digital ID check is £60.70\*

Registration to the DBS Update Service is £16\* per year. The current costs for a DBS check are detailed on the additional costs webpage:

<https://www.keele.ac.uk/study/postgraduatestudy/tuitionfeesandfunding/postgraduatefees/additionalcosts>

### 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.

- Optional BASES Student membership: £25\*
- Optional CIMSPA Membership per year: £6\* per year
- Optional CIMSPA external assessment for students transferring into the programme at L5: £100\*
- Optional CASES Student Membership - recommended for consideration at Level 6: £24\*
- Optional cost to sit exam for external clinical population exercise qualification: £200\*
- Skeleton hire; £35\*

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.

<b>Activity</b>	<b>Estimated Cost</b>
<b>Mandatory costs:</b>	
Practical clothing;	£100*
In undertaking a placement: Enhanced DBS check with digital ID check:	£60.70*
Registration to the DBS Update Service:	£16* per year.
<b>Optional costs:</b>	
BASES student membership;	£25*
CASES student membership:	£25*
CIMSPA Membership:	£6*
Sitting an external exam:	£200*
CIMSPA external assessment:	100*
<b>Total estimated additional costs</b>	<b>£176.70 - £532.70*</b>

\*This price is not set by the University and is liable to increase.

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/qa/externalexaminers/currentexternalexaminers/>

## 20. The principles of programme design

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

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

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

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

## 21. Annex - International Year

### Rehabilitation and Exercise Science with International Year

<p><b>International Year Programme</b></p> <p>Students registered for this Single Honours programme may either be admitted for or apply to transfer during their period of study at Level 5 to the International Year option. Students accepted onto this option will have an extra year of study (the International Year) at an international partner institution after they have completed Year 2 (Level 5) at Keele.</p> <p>Students who successfully complete both the second year (Level 5) and the International Year will be permitted to progress to Level 6. Students who fail to satisfy the examiners in respect of the International Year will normally revert to the standard programme and progress to Level 6 on that basis. The failure will be recorded on the student's final transcript.</p> <p>Study at Level 4, Level 5 and Level 6 will be as per the main body of this document. The additional detail contained in this annex will pertain solely to students registered for the International Year option.</p>
<p><b>International Year Programme Aims</b></p> <p>In addition to the programme aims specified in the main body of this document, the international year programme of study aims to provide students with:</p> <ol style="list-style-type: none"><li>1. Personal development as a student and a researcher with an appreciation of the international dimension of their subject</li><li>2. Experience of a different culture, academically, professionally and socially</li></ol>
<p><b>Entry Requirements for the International Year</b></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"><li>• 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)</li><li>• 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)</li></ul> <p>Students may not register for both an International Year and a Placement Year.</p>
<p><b>Student Support</b></p> <p>Students will be supported whilst on the International Year via the following methods:</p> <ul style="list-style-type: none"><li>• Phone or Teams conversations with Study Abroad tutor, in line with recommended Academic Mentoring meeting points.</li><li>• Support from the University's Global Education Team</li></ul>
<p><b>Learning Outcomes</b></p>

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

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

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

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

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

## **Regulations**

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

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

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

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

## **Additional costs for the International Year**

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

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

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

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

## **Version History**

### **This document**

**Date Approved:** 24 April 2026

### **What's Changed**

Modules EXS-30001/30007 replaced by EXS-30025 . Additional costs updated.

## Previous documents

Version No	Year	Owner	Date Approved	Summary of and rationale for changes
1.1	2024/25	SAM JONES	19 March 2025	Sending back for further amendment
1	2024/25	SAM JONES	03 June 2024	
1.4	2023/24	SAM JONES		
1.3	2023/24	SAM JONES	19 March 2025	Sending back for further amendment
1.2	2023/24	SAM JONES	03 June 2024	Update PTY modules
1.1	2023/24	SAM JONES	11 July 2023	PSY-10026 (Distress and Mental Health) replaces PSC-10003 (Academic, Personal and Employability Development) as a Level 4 optional module due to the withdrawal of the Public Health degree
1	2023/24	SAM JONES	02 February 2023	
3	2022/23	SAM JONES		Major modification on hold
2	2022/23	SAM JONES	31 May 2022	Correcting module names following approval of modules
1	2022/23	SAM JONES	28 January 2022	
1	2021/22	FRASER PHILP	11 February 2021	
1	2020/21	FRASER PHILP	19 December 2019	
1	2019/20	FRASER PHILP	19 December 2019	