

## Programme Specification: Undergraduate

### For Academic Year 2026/27

#### 1. Course Summary

<b>Names of programme and award title(s)</b>	BSc (Hons) Sport and Exercise Science BSc (Hons) Sport and Exercise Science with International Year (see Annex for details) BSc (Hons) Sport and Exercise Science with Work Placement 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 either the International Year or Placement 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>	This programme has been endorsed by 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 2026/27 is £9,790*</p> <p><b>International students:</b></p> <p>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

Sport and exercise scientists are in increasing demand given the efforts of health officials to encourage participation in exercise and physical activity, and the drive of professional athletes to maximise their potential. Based within the School of Allied Health Professions and Pharmacy (SAHPP) and the wider Faculty of Medicine and Health Sciences (FMHS), students studying the BSc (Hons) Sport and Exercise Science degree will have the opportunity to learn from sport, exercise and health experts from disciplines including physiology, psychology, biomechanics, nutrition, pharmacology and physiotherapy.

The sport and exercise science degree programme will be taught using a blended approach of theory and practice. The three-year degree has a common first year covering the core sport and exercise disciplines of: anatomy, biomechanics, coaching, nutrition, and physiology, and personal development modules designed to provide the important contextual framework for studying sport and exercise science (e.g. academic, professional and employability skills; environmental, sociological, and political awareness). During the second-year students continue to study the disciplines of biomechanics and physiology through two discipline specific modules, alongside psychology specific content. Between L5 and L6, students have the option of completing either an *International Year* or a *Work Placement Year*. During the final year students build upon their knowledge and skillset, to gain the experience and confidence needed to secure graduate employment. To encourage this, students complete a 30-credit *Sport and Exercise Project* module. This yearlong module allows students to combine their academic development with their interest area, through an individual research project or case study, carried out with the support of a member of the academic team.

Students are supported by regular meetings with their Academic Mentor as well as a range of support services, which can be accessed through the School's Student Experience and Support Officers, and one to one tutorial meetings with staff.

During the programme, students will develop a sense of responsibility for their own continuing professional development, alongside key stakeholder identified employment attributes such as self-awareness, self-confidence, professional flexibility and reflectivity, curiosity, independence, problem solving, digital literacy and an appreciation for their wider social, environmental, and global influence. Students will also have an opportunity to attain external qualifications (such as, CIMSPA Gym Instructor, Personal Trainer, and British Association for Cardiovascular Prevention and Rehabilitation exercise instructor training).

Providing a foundation for a wide range of careers within the sport and exercise sector, Keele sport and exercise science graduates will have an in-depth understanding of how the human body responds to physical activity, exercise, and training to enhance performance and improve health. The design and delivery of the BSc (Hons) Sport and Exercise Science programme reflects the real-world, diverse professional contribution within the wider sport, health, and physical activity sector; providing students with an opportunity to not only shape themselves in terms of personal and professional development, but also to contribute to the development and future growth of sport and exercise science in the UK.

## 4. Aims of the programme

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

- develop systematic and scientific knowledge of sport and exercise science, including specialised knowledge within the subject disciplines (i.e. biomechanics, physiology, and psychology) and to afford competence in subject-specific and graduate level intellectual skills that will enable you to enter the Chartered Association of Sport and Exercise Scientists (CASES) Supervised Experience programme after graduation;
- facilitate the progressive development of your critical thinking and independent learning and to systematically apply these skills to the specialist subject area of sport and exercise science, developing both your attributes as a potential future practitioner, and in devising and answering empirical research questions;
- develop a range of graduate attributes that transfer across employment sectors, including sport, exercise, and health, and provide a solid foundation for both further study after graduation and a range of careers;
- engage in lifelong learning.

## 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:

- critically discuss the core disciplines of biomechanics, physiology, psychology\*, and research methods;
- understand the theoretical underpinning knowledge of body systems and the health-related aspects of sport and exercise, including the monitoring of health through exercise;
- study the performance of sport, including its enhancement, monitoring, analysis, and the integration of factors influencing performance
- apply biomechanical, physiological, and psychological\* concepts to selected authentic problems, within a sport and exercise context;
- critically appraise contemporary issues in sports and exercise and the extent to which sport and exercise contributes to social, political, and cultural developments;
- explore a range of research paradigms, methods, and analyses;
- appreciate and apply the ethical roles and responsibilities of sport and exercise science practitioners.

*\*psychology programme learning outcomes only met at Levels 5 and 6*

## **Subject specific skills**

Successful students will be able to:

- make effective use of knowledge and understanding of the disciplines underpinning human structure and function;
- demonstrate the skills required to monitor and evaluate sports performance in laboratories and/or field settings;
- critically appraise, evaluate, monitor, and appreciate the effects of a sport and exercise intervention on participant groups;
- display a broad range of skills, including awareness of health and safety, ethical considerations, exercise prescription, population differences and the role of local, regional, and national agencies in improving the health of the nation;
- monitor, analyse, diagnose, and prescribe action to enhance the learning and performance of the component elements of sport;
- demonstrate an ability to monitor health through exercise and prescribe appropriate interventions.

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

Successful students will be able to:

- synthesise information from diverse sources to form a coherent understanding of the topic and its practice.
- develop conceptual understanding to construct arguments and analyses reflecting advanced scholarship in sport and exercise.
- critically evaluate contrasting theories and interpretations of data and text.
- identify and critique uncertainty, ambiguity, and limitations within sport and exercise knowledge.
- apply problem-solving by clarifying questions, exploring alternatives, and assessing outcomes.
- apply their knowledge of a topic to identify a research question, initiate and carry out a project;
- comprehend and use data effectively through the interpretation of complex sets of numerical, statistical, and qualitative data;
- effectively communicate ideas and research findings by written, oral and visual means;
- confidently demonstrate computer literacy by being able to word process, use email, the Internet, use databases, statistical software, and safe and ethical use of AI;
- work effectively within a group setting to achieve an end goal through pooled effort which involves recognising and using appropriate material from others;
- undertake self-directed study and project management;
- take responsibility for their own learning by reflecting on their strengths and weaknesses, and identifying appropriate courses of action, to fulfil long-term ambitions;
- develop a sufficient level of conceptual understanding to enable the development of arguments and analysis that comment on advanced scholarship at the forefront of some areas of sport and exercise science.

## **[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. Students will 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 session** 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 learning** 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 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. Students on the sport and exercise science programme will complete their project in one of the core discipline areas: biomechanics, physiology, or psychology

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 and Pharmacy (SAHPP) and the School of Psychology, along with contributions from specialist experts when appropriate. The SAHPP teaching team includes professors, senior lecturers, lecturers, teaching fellows and academic related staff. The staff have extensive experience 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 core teaching staff for this programme comprises of highly qualified staff with specialist qualifications in sport and exercise science. Most academic staff have doctorates (PhDs or equivalent) in a sport and exercise related discipline, hold (or are completing) post-graduate qualifications in Teaching and Learning in Higher Education, and are Associate Fellows, Fellows, or Senior Fellows of the Advance HE. Academic staff are active researchers and scholars, whose work has been widely published in books, research monographs, and leading international journals. This research and scholarship culture informs the teaching that takes place within the School. This means that we are teaching cutting edge knowledge, with staff often actively researching in that area, meaning students can talk to the people generating the knowledge they are learning. Additionally, some of our staff actively research teaching and learning within Higher Education, so how we teach is also at the forefront of Higher Education practice.

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/>

---

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

---

## Module Lists

### Level 4

**Shared modules** - the module lists below consist of *Sport Psychology* modules available on this programme. Sport Psychology modules are indicated by a **PSY** code.

Compulsory modules	Module Code	Credits	Period
Human Anatomy, Physiology and Movement	EXS-10021	30	Semester 1
Research, Academic and Professional Skills	EXS-10017	30	Semester 1-2
Assessment and Applied Practice	EXS-10019	30	Semester 2
Nutrition in Action: Fuelling Health, Sport, and Exercise	EXS-10025	15	Semester 2

Optional modules	Module Code	Credits	Period
Health and Wellbeing (MSci/BScRES)	PTY-10094	15	Semester 1

### Level 4 Module Rules

Level 4 consists of 105 credits are compulsory modules, with 15 extra credits coming from the optional modules listed above, or GCP.

### Level 5

<b>Compulsory modules</b>	<b>Module Code</b>	<b>Credits</b>	<b>Period</b>
Advanced Assessment and Applied Practice	EXS-20005	15	Semester 1
Evidence in Sports and Exercise Medicine	EXS-20013	15	Semester 1
Physiology of Sport, Exercise and Health	EXS-20019	15	Semester 1
Current Themes in Sport and Exercise Psychology	PSY-20070	15	Semester 1
Biomechanical Concepts and Techniques	EXS-20007	15	Semester 2
Research skills	EXS-20011	15	Semester 2
Evidence-Based Sport and Exercise Psychology	PSY-20072	15	Semester 2

<b>Optional modules</b>	<b>Module Code</b>	<b>Credits</b>	<b>Period</b>
Experiential Learning in Sport and Exercise	EXS-20015	15	Semester 1-2
Innovations in Sport and Exercise Technology	EXS-20017	15	Semester 2

### **Level 5 Module Rules**

Level 5 consists of 105 credits are compulsory modules, with 15 extra credits coming from the optional modules listed above, or GCP.

### **Level 6**

<b>Compulsory modules</b>	<b>Module Code</b>	<b>Credits</b>	<b>Period</b>
Applied Sport, Exercise and Performance Physiology	EXS-30017	15	Semester 1
Applied Sport, Exercise and Performance Biomechanics	EXS-30019	15	Semester 1
Sport and Exercise Project	EXS-30013	30	Semester 1-2
Applied Sport, Exercise and Performance Psychology	PSY-30188	30	Semester 1-2
Interdisciplinary Approaches in Sport and Exercise	EXS-30015	15	Semester 2

<b>Optional modules</b>	<b>Module Code</b>	<b>Credits</b>	<b>Period</b>
Rehabilitation in Sport and Exercise	EXS-30011	15	Semester 1
Experience and Skills Learning	EXS-30001	15	Semester 1-2
Health in Places of Work and Learning	EXS-30005	15	Semester 2

### **Level 6 Module Rules**

Level 6 consists of 105 credits are compulsory modules, with 15 extra credits coming from the optional modules listed above, or GCP.

## 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.

<b>Subject Knowledge and Understanding</b>	
<b>Learning Outcome</b>	<b>Module in which this is delivered</b>
The core disciplines of biomechanics, physiology, psychology, and research methods.	Research, Academic and Professional Skills - EXS-10017 Human Anatomy, Physiology and Movement - EXS-10021 Biomechanical Concepts and Techniques - EXS-20007 Research skills - EXS-20011 Physiology of Sport, Exercise and Health - EXS-20019 Interdisciplinary Approaches in Sport and Exercise - EXS-30015 Current Themes in Sport and Exercise Psychology - PSY-20070 Evidence-Based Sport and Exercise Psychology - PSY-20072
The theoretical underpinning knowledge of body systems and the health-related aspects of sport and exercise, including the monitoring of health through exercise.	Human Anatomy, Physiology and Movement - EXS-10021 Advanced Assessment and Applied Practice - EXS-20005 Evidence in Sports and Exercise Medicine - EXS-20013 Physiology of Sport, Exercise and Health - EXS-20019
The study of the performance of sport and its enhancement, monitoring, and analysis and the integration of variables involved in enhanced sport performance.	Advanced Assessment and Applied Practice - EXS-20005 Innovations in Sport and Exercise Technology - EXS-20017
The application of biomechanical, physiological, and psychological concepts to selected authentic problems, within a sport and exercise context.	Biomechanical Concepts and Techniques - EXS-20007 Physiology of Sport, Exercise and Health - EXS-20019 Interdisciplinary Approaches in Sport and Exercise - EXS-30015 Current Themes in Sport and Exercise Psychology - PSY-20070
Contemporary issues in sports and exercise and the extent to which sport and exercise contributes to social, political, and cultural developments.	Research, Academic and Professional Skills - EXS-10017 Evidence in Sports and Exercise Medicine - EXS-20013
A range of research paradigms, methods, and analyses.	Research, Academic and Professional Skills - EXS-10017 Research skills - EXS-20011 Sport and Exercise Project - EXS-30013
The ethical roles and responsibilities of sport and exercise science practitioners.	Advanced Assessment and Applied Practice - EXS-20005 Research skills - EXS-20011 Experiential Learning in Sport and Exercise - EXS-20015 Experience and Skills Learning - EXS-30001 Sport and Exercise Project - EXS-30013

<b>Subject Specific Skills</b>	
<b>Learning Outcome</b>	<b>Module in which this is delivered</b>
Make effective use of knowledge and understanding of the disciplines underpinning human structure and function.	Advanced Assessment and Applied Practice - EXS-20005 Evidence in Sports and Exercise Medicine - EXS-20013 Physiology of Sport, Exercise and Health - EXS-20019 Sport and Exercise Project - EXS-30013
Evidence the skills required to monitor and evaluate sports performance in laboratories and/or field settings.	Advanced Assessment and Applied Practice - EXS-20005 Biomechanical Concepts and Techniques - EXS-20007 Innovations in Sport and Exercise Technology - EXS-20017 Physiology of Sport, Exercise and Health - EXS-20019
Critically appraise, evaluate, monitor, and appreciate the effects of a sport and exercise intervention on participant groups.	Research, Academic and Professional Skills - EXS-10017 Advanced Assessment and Applied Practice - EXS-20005 Evidence in Sports and Exercise Medicine - EXS-20013 Sport and Exercise Project - EXS-30013 Current Themes in Sport and Exercise Psychology - PSY-20070 Evidence-Based Sport and Exercise Psychology - PSY-20072
Display a broad range of skills, including awareness of health and safety, ethical considerations, exercise prescription, population differences and the role of local, regional, and national agencies in improving the health of the nation.	Advanced Assessment and Applied Practice - EXS-20005 Research skills - EXS-20011 Experiential Learning in Sport and Exercise - EXS-20015 Experience and Skills Learning - EXS-30001
Monitor, analyse, diagnose, and prescribe action to enhance the learning and performance of the component elements of sport.	Advanced Assessment and Applied Practice - EXS-20005 Biomechanical Concepts and Techniques - EXS-20007 Interdisciplinary Approaches in Sport and Exercise - EXS-30015
Demonstrate an ability to monitor health through exercise and prescribe appropriate interventions.	Assessment and Applied Practice - EXS-10019 Advanced Assessment and Applied Practice - EXS-20005 Evidence in Sports and Exercise Medicine - EXS-20013 Experiential Learning in Sport and Exercise - EXS-20015 Physiology of Sport, Exercise and Health - EXS-20019 Experience and Skills Learning - EXS-30001 Sport and Exercise Project - EXS-30013

<b>Key or Transferable Skills (graduate attributes)</b>	
<b>Learning Outcome</b>	<b>Module in which this is delivered</b>

<b>Key or Transferable Skills (graduate attributes)</b>	
<b>Learning Outcome</b>	<b>Module in which this is delivered</b>
Abstract information from a variety of primary and secondary sources and synthesise this information into a coherent understanding of the topic and practice within that topic area.	Research, Academic and Professional Skills - EXS-10017 Research skills - EXS-20011 Evidence in Sports and Exercise Medicine - EXS-20013 Sport and Exercise Project - EXS-30013 Current Themes in Sport and Exercise Psychology - PSY-20070 Evidence-Based Sport and Exercise Psychology - PSY-20072 All compulsory and optional modules at levels 4, 5 and 6.
Develop a sufficient level of conceptual understanding to enable the development of arguments and analysis that comment on advanced scholarship at the forefront of some areas of sport and exercise.	Research, Academic and Professional Skills - EXS-10017 Research skills - EXS-20011 Sport and Exercise Project - EXS-30013 All compulsory and optional modules at levels 5 and 6.
Assess the merit of contrasting theories and opinions making critical interpretations of data and text.	Evidence in Sports and Exercise Medicine - EXS-20013 Interdisciplinary Approaches in Sport and Exercise - EXS-30015 All compulsory and optional modules at levels 4, 5 and 6.
Critique the uncertainty, ambiguity, and limits of sport and exercise knowledge.	Research, Academic and Professional Skills - EXS-10017 Research skills - EXS-20011 Current Themes in Sport and Exercise Psychology - PSY-20070
Solve problems by clarifying questions, considering alternatives, and evaluating outcomes.	Research skills - EXS-20011 Evidence in Sports and Exercise Medicine - EXS-20013 Sport and Exercise Project - EXS-30013
Apply their knowledge of a topic to identify a research question, initiate and carry out a project.	Research, Academic and Professional Skills - EXS-10017 Research skills - EXS-20011
Comprehend and use data effectively through the interpretation of complex sets of numerical, statistical, and qualitative data.	Research, Academic and Professional Skills - EXS-10017 Human Anatomy, Physiology and Movement - EXS-10021 Research skills - EXS-20011 Evidence in Sports and Exercise Medicine - EXS-20013
Effectively communicate ideas and research findings by written, oral and visual means.	Research, Academic and Professional Skills - EXS-10017 Human Anatomy, Physiology and Movement - EXS-10021 Research skills - EXS-20011 Sport and Exercise Project - EXS-30013 All modules.
Confidently demonstrate computer literacy by being able to word process, use email, the Internet, use databases, and statistical software.	Assessment and Applied Practice - EXS-10019 Research skills - EXS-20011 All modules.
Work effectively within a group setting to achieve an end goal through pooled effort which involves recognising and using appropriate material from others.	Research, Academic and Professional Skills - EXS-10017 Biomechanical Concepts and Techniques - EXS-20007 Physiology of Sport, Exercise and Health - EXS-20019 Interdisciplinary Approaches in Sport and Exercise - EXS-30015

<b>Key or Transferable Skills (graduate attributes)</b>	
<b>Learning Outcome</b>	<b>Module in which this is delivered</b>
Undertake self-directed study and project management.	Sport and Exercise Project - EXS-30013 All modules, particularly Research Skills [EXS20011] at level 5, Applications of Sport and Exercise Physiology [EXS-30017], Applications of Sport and Exercise Biomechanics [EXS30019], and Sport and Exercise Project [EXS30013] at level 6.
Take responsibility for their own learning by reflecting on their strengths and weaknesses, and identifying appropriate courses of action, to fulfil long-term ambitions.	Assessment and Applied Practice - EXS-10019 Research skills - EXS-20011 Sport and Exercise Project - EXS-30013 All modules.
Develop a sufficient level of conceptual understanding to enable the development of arguments and analysis that comment on advanced scholarship at the forefront of some areas of sport and exercise science.	Research skills - EXS-20011 Evidence in Sports and Exercise Medicine - EXS-20013 Health in Places of Work and Learning - EXS-30005 Sport and Exercise Project - EXS-30013 Interdisciplinary Approaches in Sport and Exercise - EXS-30015 All compulsory and optional modules at level 6.

## 9. Final and intermediate awards

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

<b>Honours Degree</b>		You will require at least 120 credits at levels 4, 5 and 6
<b>BSc (Hons) Sport and Exercise Science</b>	360 credits	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.

**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:

- **Written examinations** in different formats such as essays or multiple-choice questions test students' knowledge and (as appropriate) their ability to apply that knowledge.
- **Written 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.

- **Coursework and lab reports** test the quality and application of subject knowledge. In addition, they allow students to demonstrate their ability to carry out basic independent research and to communicate their ideas effectively by writing in an appropriate scholarly style using academic conventions in writing.
- **Oral and poster presentations** assess individual 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.
- **Designing interventions** which present students with a scenario (or selection) which describes a problem that would be found in the 'real world', e.g., how to engage low achieving students in education. They are required to produce an informed solution, including mechanisms of delivery and evaluation.
- **Interactive practical assessments** assess 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.
- **Critiques and reviews** of other scholars' work test students' ability to identify and summarise the key points of a text and to evaluate the quality of arguments and the evidence used to support them. In the case of work based on empirical research, reviews also assess students' knowledge of research methodologies and their ability to make critical judgements about the appropriateness of different strategies for collecting and analysing data.
- **Research projects** is an independent, student led piece of research or case study. 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).

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

	<b>Scheduled learning and teaching activities</b>	<b>Guided independent Study</b>	<b>Placements</b>
<b>Year 1 (Level 4)</b>	36.2%	63.8%	0%
<b>Year 2 (Level 5)</b>	32.7%	67.3%	0%
<b>Year 3 (Level 6)</b>	27.3%	72.7%	0%

## 12. Endorsement

This programme has been endorsed by Chartered Institute for the Management of Sport and Physical Activity

(CIMSPA).

### 13. University Regulations

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

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

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

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

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

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

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

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

#### English for Academic Purposes

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

English Language Modules at Level 4:

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

English Language Modules at Level 5:

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

English Language Modules at Level 6:

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

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

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

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

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

- The **Programme Director** is responsible for overseeing the general operation of the programme, chairing the programmes committee, representing the programmes at other committees, resources, and facilities, and giving general advice to students during the programme.
- **Module Leaders** provide support for learning on the modules and the related assessments. They are also responsible for organising feedback and being available for one-to-one meetings. Module leaders also ensure that individual feedback on in-course assessments is available to all students in a timely manner.
- Every student is allocated to an **Academic Mentor** who usually retains this role throughout their mentees'

time at university. The Mentor is responsible for reviewing and advising on students' academic progress. Students have regular meetings with their Academic Mentor during their first year and are invited for individual progression reviews in their second and third years of study.

- The **Student Experience and Support Officers** (SESOs) are responsible for supporting students with non-academic issues which may affect their learning and can refer students on to a range of specialist health, welfare, and financial services co-ordinated by the University's Student Services. There is a SESO based within each School, so students get consistent support from someone they are familiar with.
- Students with disabilities or medical problems will meet with a member of the **University's Disability Support and Inclusion Service** and the **School's Disability Inclusion Tutor**, where appropriate, at the start of the Programme to discuss any special requirements. Procedures will then be implemented according to the nature of the student's disability or medical problem. These procedures can range, for example, from allowing extra time for assessments to allocating additional support staff in classes.
- All members of teaching staff on the Programme are available to see students during advertised weekly office hours or via appointment booking systems.

## 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 variety 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 website. 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 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, and video 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.

### Work Placement Year

Work Placement Year Students 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 must meet with the Programme Director to obtain approval before they are permitted 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.

### Other opportunities

Opportunities for self-selected industry-based, experiential learning is available for students studying the BSc (Hons) Sport and Exercise Science programme, through the optional Level 5 module: Experiential Learning in Sport and Exercise [EXS-20015]. It is anticipated that students will normally identify this opportunity themselves, however, SAHPP staff will liaise with potential local providers to facilitate opportunities. Module staff will offer appropriate guidance and support to ensure students focus their learning and achieve their experiential learning objectives. Once a student has identified a potential host, a member of the module team will visit the host to ensure the appropriate infrastructure is in place to support the student and enable a safe and relevant experiential learning experience. The experiential learning opportunity will be funded by the student. It is anticipated that the experiential learning provider will provide feedback on the student's performance, but any formal assessment will be undertaken through the module.

Students have an opportunity to attain external qualifications studied a parallel award, including the CIMSPA Gym Instructing award and the CIMSPA Personal Trainer award. These are parallel awards funded by the University to enhance graduate employability.

Some students may have the opportunity to present their final year project work via poster or presentation at conferences.

## 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) and appropriate footwear to participate in practicals. 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/postgraduatetuitionfees/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.

- Skeleton Hire: £35\*
- Optional CASES student membership per year: £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: £25\*
- Optional cost to sit exam for external clinical population exercise qualification £200\*

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*
Enhanced DBS check with digital ID check:	£60.70*
Registration to the DBS Update Service:	£16* per year.
<b>Optional costs</b>	
CIMSPA student membership per year:	£6* per year
CIMSPA external assessment:	£100*
CASES Student Membership:	£25*
Sitting an external exam:	£200*
<b>Total estimated additional costs</b>	<b>£176.7- £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%.

## 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. QAA Subject Benchmark Statement: Events, Hospitality, Leisure, Sport and Tourism [https://www.qaa.ac.uk/docs/qaa/subject-benchmark-statements/subject-benchmark-statement-events-leisure-sport-tourism.pdf?sfvrsn=c339c881\\_11](https://www.qaa.ac.uk/docs/qaa/subject-benchmark-statements/subject-benchmark-statement-events-leisure-sport-tourism.pdf?sfvrsn=c339c881_11)

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

d. Chartered Institute for Management, Sport and Physical Activity: <https://www.cimspa.co.uk/education-training/professional-and-apprenticeship-standards/>

## 21. Annex - International Year

### BSc Sport and Exercise Science with International Year

#### International Year Programme

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.

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.

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.

#### International Year Programme Aims

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

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

#### Entry Requirements for the International Year

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

The criteria to be applied are:

- Academic Performance (an average of 55% across all modules in Semester 1 at Level 5 is normally required. Places on the International Year are then conditional on achieving an average mark of 55% across all Level 5 modules. Students with up to 15 credits of re-assessment who meet the 55% requirement may progress to the International Year. Where no Semester 1 marks have been awarded performance in 1st year marks and ongoing 2nd year assessments are taken into account)
- General Aptitude (to be demonstrated by application for study abroad, interview during the 2nd semester of year 2 (Level 5), and by recommendation of the student's Academic Mentor, 1st and 2nd year tutors and programme director)

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

#### Student Support

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

- Phone or MS Teams 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.
4. Communicate effectively in an international setting.
5. Reflect on previous learning within an international context.

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 for 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 Sport and Exercise Science 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.

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. Substantial experience of work with a relevant placement provider, including familiarisation with the professional working environment.
2. The opportunity to reflect upon how work with a relevant placement provider draws upon psychological principles, skills, theories, or methods.

### **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, (\* or equivalent, work placement), will be automatically transferred onto the 3-year degree programme.

\* We recommend where possible students undertake a placement of between 9 - 12 months on a full-time basis to maximize academic and personal growth. However, the Work Placement Year mandates a minimum of 24 weeks in duration, ideally on a full-time basis, but no less than 21 hours per week. This enables those undertaking an unpaid placement to work on a part-time basis alongside.

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. Communicate effectively and professionally in a work setting.
2. Reflect on previous learning within a work context.
3. Evaluate their own employability skills and develop these through practice in the workplace.
4. Apply sport and exercise theory learnt as part of the taught degree to real situations in the workplace.
5. Reflect on their work placement activities and experiences and evaluate the impact on their employability skills.
6. Explain the role of the placement provider from a sport and exercise perspective with reference to their own role, experience and relevant sport and exercise theory.

These learning outcomes will be assessed through the non-credit bearing Work Placement Year module (EXS-30021) which involves:

1. The submission of a reflective diary to the *University Supervisor*.
2. A presentation about their placement experience to an audience of other students coming off placement and those about to go out on placements. The audience is also likely to contain academic supervisors and other interested staff from the School of Allied Health Professions.
3. A placement supervisor's report.

### **Regulations**

Students registered for the 'with Work Placement Year' option are subject to programme-specific regulations 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 'Sport and Exercise Placement' module (EXS-30021)
- 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](http://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.

## Version History

### This document

**Date Approved:** 16 April 2026

### Previous documents

Version No	Year	Owner	Date Approved	Summary of and rationale for changes
1.1	2025/26	CLARE PHEASEY	16 September 2025	Amendment to additional costs to update practical clothing and DBS costs
1	2025/26	CLARE PHEASEY	01 April 2025	