CUES Application Form Supporting Information

1.1. Scientific Knowledge: Learning, Teaching and Assessment ☒

1.2. Scientific Knowledge: Physiology ☒

1.3. Scientific Knowledge: Psychology ☒

1.4. Scientific Knowledge: Biomechanics ☒

2.1. Technical Skills: Development & Application – Physiology ☒

2.2. Technical Skills: Development & Application – Psychology ☒

2.3. Technical Skills: Development & Application – Biomechanics ☒

3.1. Application of Knowledge & Skills: Interdisciplinary ☒

4.1. Understanding and Use of Research ☒

5.1. Professional Development and Practice ☒

6.1. Employability & Career Readiness ☒

7.1. Professional Accreditation and Staff Affiliations ☒

Scientific Knowledge: Learning, teaching and assessment

1.1. Be able to demonstrate appropriate strategies for the development of key bodies of scientific knowledge

1.1.	**Explain the general strategies for developing scientific knowledge on the programme.** **Please consider vertical/horizontal alignment of modules, approaches to teaching, learning and assessment, class sizes and student engagement, and any other areas of potential good practice.**	Office Use Only Meets Criteria? (M,PM,NM)	Reviewer Comments
	At******, the BSc Sport, Health and Exercise Sciences programme is designed to enable students to investigate the cognate disciplines of physiology, psychology, biomechanics, and research methods. Students learn how to apply the knowledge gleaned in an interdisciplinary manner to the evaluation, prescription and monitoring of sports and exercise sciences; this is performed in laboratory, field, health, and community settings. Students learn how to monitor and optimise athletic development, performance, and health and wellbeing. Students also gain insight into how the mind and body respond to the demands of sport and exercise. Similarly, students learn how the mind and body respond to demanding conditions, such as strenuous physical activity, competition, and extreme physical environments. **** students complete core (non-optional) modules at Level 4 and Level 5; knowledge of the fundamental topics and concepts in biomechanics, physiology, and psychology are gained at Level 4, and scaffolded to more applied scenarios at Level 5. Students then specialise their learning at Level 6, choosing three from four modules (total of 45 credits). Students also undertake a major project in a topic of their choice (45 credits); this can be either a traditional empirical project, or a systematic literature review, hypothetic support programme or teaching/coaching resource. A full description of modules and scheme structure can be found in supporting document *D1_Programme detail*. The interdisciplinary nature of the programme is facilitated by a number of modules that require students to explore sport and exercise science principles in the context of the complementary sub-disciplines of physiology, psychology, and biomechanics (**see D1_Programme detail document pages 16, 34, 46, 61, 73**). We feel this is a particularly strong feature of our degree programme since it provides understanding of the interdisciplinary nature of work and research in sport, exercise, and health across all three academic levels, across five modules. Each module is informed by research, drawing upon our internationally renowned research expertise, to encourage enquiry-based learning and use up-to-date knowledge and scientific techniques of data collection and analysis to explore key questions. Furthermore, there are three modules **(see D1_Programme detail document pages 19, 49, 58**) designed to support the students' understanding and application of research methods. We encourage students to develop knowledge application, independence, and critical thinking, participate in group-based learning and use a blended learning approach. We therefore expose students to a range of learning environments such as traditional lectures, seminars, and laboratory practicals, as well as web-based		

Scientific Knowledge: Physiology

1.2. Be able to demonstrate an understanding of the key bodies of knowledge relevant to Sport & Exercise Sciences (Physiology)

Note: The following is an indicative curriculum. As a minimum, most elements specified below would be expected to have basic coverage, but distinctive aspects of the provision can be highlighted where coverage is more extensive.

	Discipline Element	**Briefly explain how each listed subject knowledge discipline element is developed**	**Supporting Documentary Evidence** *(Module Descriptors, Lab Manuals etc.)*	**Office Use Only**	
				Meets Criteria? (M,PM,NM)	Reviewer Comments
1.2.1	Structure and function of the human body	The structure and function of the musculoskeletal system, nervous system, endocrine system, cardiovascular system, respiratory system, digestive system, metabolic system, and renal system are explored at **Level 4** (*Introduction to Human Anatomy and Physiology*). Within this module, students also explore the organisation of the human body from molecules, organelles, and cells to organ systems. At **Level 5** (*Physiology of Sport and Exercise*), the acute and chronic responses of the neuromuscular, respiratory, metabolic, immune, and cardiovascular systems to exercise and different environmental conditions (e.g. hot, cold and altitude) are explored. The structure and function of the physiological system that determine performance are covered at **Level 6;** this includes the respiratory, cardiovascular, neuromuscular, and metabolic systems. Students learn about the limitations of these systems on exercise and performance using critical enquiry-based and applied approaches (*Physiological Limitations to Exercise Performance*).	**D1_Programme detail (Part 1, Document page 1 to 77)** (Introduction to Human Anatomy and Physiology [**page 25**]). Core module. **D1_Programme detail (Part 1, Document page 1 to 77)** (Physiology of Sport and Exercise [**page 40**]). Core module. **D1_Programme detail (Part 1, Document page 1 to 77)** (Physiological Limitations to Exercise Performance [**page 70]**). Optional module.		
1.2.2	Influence of diet and nutrition	At **Level 4** (*Introduction to Physical Activity, Health and Wellbeing*) students learn about the role of diet and nutrition for health.	**D36_Lecture Nutrition for health (Part 4, Document page 1-58)** (Introduction to Physical Activity, Health and		

		within the contexts of healthy ageing, junior athletes, and sports, and between sex, genders, and cultures. The neuromuscular, respiratory, metabolic, immune, and cardiovascular responses to exercise are also explored in relation to health within the **Level 5** module (*Physiology of Sport and Exercise*). At **Level 6** (*Issues in Physical Activity, Health and Wellbeing in the Life Course*), students critically analyse interdisciplinary knowledge and methods on the use of physical activity/exercise for health and wellbeing in special populations (e.g. pathophysiological and socio-cultural approaches to cardiovascular, respiratory, and/or metabolic diseases).	**D1_Programme detail (Part 1, Document page 1 to 77)** (Physiology of Sport and Exercise [**page 40**]). Core module. **D1_Programme detail (Part 1, Document page 1 to 77)** (Issues in Physical Activity, Health and Wellbeing in the Life Course [**page 61**]). Core module.		

Please provide details of any distinctive aspects of the provision not listed above:

Scientific Knowledge: Psychology

1.3. Be able to demonstrate an understanding of the key bodies of knowledge relevant to Sport & Exercise Sciences (Psychology)

	Discipline Element	**Briefly explain how each listed subject knowledge discipline element is developed**	**Supporting Documentary Evidence** *(Module Descriptors, Lab Manuals etc.)*	**Office Use Only**	
				Meets Criteria? (M,PM,NM)	Reviewer Comments
1.3.1	Perspectives and philosophies of sport and exercise psychology	Perspectives and philosophies of sport and exercise psychology, such as cognitive-behavioural approach, social psychological approach, and psychophysiological approach, are provided throughout **Level 4** (*Introduction to the Psychology of Sport and Exercise*). Students critically apply their understanding of psychological perspectives and philosophies at	**D1_Programme detail (Part 1, Document page 1 to 77)** (Introduction to the Psychology of Sport and Exercise [**page 13**]). Core module. **D1_Programme detail (Part 1, Document page 1**		

		Level 6 (*Applied Sport and Exercise Psychology)*. For example, several theoretical frameworks and intervention techniques are critically analysed by the students. Similarly, students are supported to use a cognitive-behavioural approach to consulting with an individual experiencing competitive anxiety.	**to 77)** (Applied Sport and Exercise Psychology [**page 55**]). Optional module.		
1.3.2	Stress, anxiety, and arousal relationships	The concepts of stress, anxiety and arousal, and their interrelationships are introduced at **Level 4** (*Introduction to the Psychology of Sport and Exercise*). At **Level 5** (*The Psychology of Sport, Exercise and Physical Activity: Theory and Application*), the concepts of emotion and affect in exercise contexts are expounded and are also a required component of the assessment. Individual differences in anxiety are also discussed and often incorporated within the assessment (student choice). At **Level 6** (*Applied Sport and Exercise Psychology*) the effect of anxiety on performance is critically examined. Within this module, students also learn to analyse the role of several interventions used to control anxiety.	**D1_Programme detail. (Part 1, Document page 1 to 77)** (Introduction to the Psychology of Sport and Exercise [**page 13**]). Core module. **D37_SP2606 Anxiety and Sports Performance. (Part 4, Document page 59 to 98)** (The Psychology of Sport, Exercise and Physical Activity: Theory and Application). Core module. **D1_Programme detail (Part 1, Document page 1 to 77)** (Applied Sport and Exercise Psychology [**page 55**]). Optional module.		
1.3.3	Motivation, confidence and self-efficacy	Motivation and self-confidence/self-efficacy are introduced at **Level 4** (*Introduction to the Psychology of Sport and Exercise) and (Sport Development Issues and Policy)*	**D1_Programme detail (Part 1, Document page 1 to 77)** (Introduction to the Psychology of Sport and Exercise [**page 13**]). Core module. **D49_SP1609 Week 2 Brightspace Pre-**		

		models of behaviour change are critiqued in relation to exercise adherence and performance.	**to 77)** (Applied Sport and Exercise Psychology [**page 55**]). Optional module.		
1.3.8	Exercise and mental health (positive and negative)	At **Level 5** (*The Psychology of Sport, Exercise and Physical Activity: Theory and Application*), a session is devoted to exercise, mood, and cognitive function where this is discussed and relevant data collected. The effects of physical activity on mental health during childhood and older age is also explored at **Level 5** (*Physical Activity, Health and Wellbeing in the Life course*)	**D39_Exercise and Cognitive Function - The Psychology of Sport, Exercise and Physical Activity (Part 4, Document page 139 to 190)** (The Psychology of Sport, Exercise and Physical Activity: Theory and Application). Core module. **D33_Physical activity and metal health (Part 3, Document page 25 to 28)** (Physical Activity, Health and Wellbeing in the Life course). Core module.		

Please provide details of any distinctive aspects of the provision not listed above:
An example of a distinctive technique taught is the use of eye tracking technology which links to the perceptual-cognitive skill session at Level 4. The skills learnt in this practical session can be later utilised in the major projects.

Scientific Knowledge: Biomechanics

1.4. Be able to demonstrate an understanding of the key bodies of knowledge relevant to Sport & Exercise Sciences (Biomechanics)

Note_ The following is an indicative curriculum. As a minimum, most elements specified below would be expected to have basic coverage, but distinctive aspects of the provision can be highlighted where coverage is more extensive.

	Discipline Element	**Briefly explain how each listed subject knowledge discipline element is developed**	**Supporting Documentary Evidence** *(Module Descriptors, Lab Manuals etc.)*	**Office Use Only**	
				Meets Criteria? (M,PM,NM)	Reviewer Comments

1.4.1	Anatomy of human movement (including planes of motion, axes of rotation, segmental analysis)	The anatomy of human body (including the anatomical landmarks and structures) and the qualitative terms used to describe their function and movement are taught at **Level 4** (*Introduction to Human Anatomy and Physiology*); the anatomy of human movement is also discussed in relation to human linear and angular kinematics (*Introduction to Biomechanics*). These concepts are used at **Level 5** (*Biomechanics of Human Movement*) **and 6** (*Advanced Biomechanics of Sport, Exercise and Physical Activity*) when students critically examine human kinematics in health, exercise, and sport scenarios.	**D1_Programme detail (Part 1, Document page 1 to 77)** (Introduction to Human Anatomy and Physiology [**page 25**]). Core module. **D1_Programme detail (Part 1, Document page 1 to 77)** (Introduction to Biomechanics [**page 22**]). Core module. **D1_Programme detail (Part 1, Document page 1 to 77)** (Biomechanics of Human Movement [**page 37**]). Core module. **D1_Programme detail (Part 1, Document page 1 to 77)** (Advanced Biomechanics of Sport, Exercise and Physical Activity [**page 67**]). Optional module.		
1.4.2	Linear and angular kinetics	Linear kinetics (Newton's Laws, friction, momentum, impulse) are explored in relation to sport, exercise, and physical activity at **Level 4**, (*Introduction to Biomechanics*). At **Level 5** (*Biomechanics of Human Movement*) linear and angular kinetics are discussed and cover concepts such as Newton's laws for angular movements, torque, work and power. At **Level 6** (*Advanced Biomechanics of Sport, Exercise, and Physical Activity*), students recap the key linear	**D1_Programme detail (Part 1, Document page 1 to 77)** (Introduction to Biomechanics [**Document page 22**]). Core module. **D1_Programme detail (Part 1, Document page 1 to 77)** (Biomechanics of Human Movement [**page 37**]). Core module. **D1_Programme detail (Part 1, Document page 1**		

		and angular kinetics concepts. Students then develop their ability to critical appraise the role of these concepts in relation to human movement in sporting, exercise, and physical activity situations. Ground reaction forces and force collection via the force plate are also explored in the aforementioned **Level 5 and 6** modules.	**to 77)** (Advanced Biomechanics of Sport, Exercise and Physical Activity [**page 67**]). Optional module.		
1.4.3	Linear and angular kinematics	Linear and angular kinematics are explored at **Level 4** (displacement, velocity, and acceleration) (*Introduction to Biomechanics*) These concepts are critically applied to explain human movement at **Level 5** (*Biomechanics of Human Movement*) At **Level 6** (*Advanced Biomechanics of Sport, Exercise and Physical Activity*) this understanding is further developed, along with the ability to critique how to collect, process and analyse kinematic data.	**D1_Programme detail (Part 1, Document page 1 to 77)** (Introduction to Biomechanics [**page 22**]). Core module. **D1_Programme detail (Part 1, Document page 1 to 77)** (Biomechanics of Human Movement [**page 37**]). Core module. **D1_Programme detail (Part 1, Document page 1 to 77)** (Advanced Biomechanics of Sport, Exercise and Physical Activity [**page 67**]). Optional module.		
1.4.4	Gait and postural control	An introduction to gait analysis is provided at **Level 4** (*Introduction to Biomechanics*), as is body position/movements (kinematics) and its effects on Centre of Mass, Centre of Gravity, Centre of Pressure, and stability during standing and walking. Gait is explored and applied at **Level 5** (*Biomechanics of Human Movement*) in relation to ground reaction forces; this is also true for balance and postural steadiness.	**D1_Programme detail (Part 1, Document page 1 to 77)** (Introduction to Biomechanics [**page 22**]). Core module. **D1_Programme detail (Part 1, Document page 1 to 77)** (Biomechanics of Human Movement [**page 37**]). Core module.		

Please provide details of any distinctive aspects of the provision not listed above:

Within the Level 4 *Introduction to Biomechanics* module, students are provided with formative online learning resources to consolidate or improve their mathematical understanding. These are delivered as part of the seminar/laboratory programme and help ensure that students can solve different mathematical problems that feature throughout the degree programme.

Throughout the three levels of study, students develop independence in the use of biomechanical equipment to collect data appropriately and in contexts that are of interest to them. To enrichen the learning process and encourage the application of biomechanics in students' life away from formal curricula, a range of mobile technologies and free software are highlighted. Students then select the appropriate mobile technology to answer their research question developed as part of the Level 4 module (*Introduction to Biomechanics*) assessment.

Technical Skills: Development & Application - Physiology

2.1. Be able to demonstrate the development and application of relevant scientific and practical techniques relevant to Sport & Exercise Sciences (Physiology)

	Explain the general strategies for developing physiology technical skills (lab and/or field-based). Please consider vertical/horizontal alignment of modules, approaches to teaching, learning and assessment, class sizes and student engagement, and any other areas of potential good practice.	**Office Use Only**	
		Meets Criteria? (M,PM,NM)	Reviewer Comments
2.1.1	Students are taught and assessed on their ability to use and interpret both laboratory-based and field-based equipment and measurement techniques. Students are taught these skills in classes of no more than 30 with two members of staff being present at all times (15:1 ratio). Within these classes, the students generally work in groups of three or four so that they are provided with the opportunity to develop competence in using the equipment/techniques collaboratively. This approach replicates what might happen in most related workplaces. Students are typically given questions to answer during and/or following the sessions to develop their application of knowledge and critical appreciation of the techniques and how they can be used beyond the scope of the practical/seminar. At Level 4, students are introduced to different technical skills and learn how to use equipment and apply the techniques. At Level 5, students learn how to apply different technical skills according to the client, the environment, or the performance target. At Level 6, students critically evaluate, adapt, and apply these skills so that they are able to make scientifically informed decisions pertaining to measurement techniques. At Level 6, students complete a major project in which the technical skills below can be further developed and applied independently.		

	Technical Skill(s)	**List practical activities/investigations that support development and application of technical skills (lab and/or field-based).**	**Supporting Documentary Evidence** *(Module Descriptors, Lab Manuals etc.)*	**Office Use Only**	
				Meets Criteria? (M,PM,NM)	Reviewer Comments
2.1.2	Cardiovascular function	Heart rate monitoring, manual and automated blood pressure determination, and the use of automated devices to determine cardiac output and stroke volume are taught at **Level 4** (*Introduction to Human Anatomy and Physiology*).	**D2_Introduction to Human Anatomy and Physiology (Part 1, Document page 79 to 129)** (Practical 5, Lab book **page 24** and Practical 6, Lab book **page 31**). Core module.		

		These skills are also explored during/in response to exercise at **Level 5** (*Physiology of Sport and Exercise*). **Level 6** students also learn to apply these skills to different exercise/environmental situations (*Physiological Limitations to Human Performance*). Measurement of peripheral oxygen saturation via pulse oximetry, and oxygen carrying capacity of the blood via capillary blood sampling for haemoglobin and haematocrit is assessed at rest at **Level 4** (Introduction to *Human Anatomy and Physiology*).	**D3_Physiology of Sport and Exercise (Part 1, Document page 130 to 180)** (Practical 1, Lab book **page 5**; Practical 2, Lab book **page 12**; Practical 3, **page 21**). Core module. **D4_Physiological Limitations to Human Performance (Part 1, Document page 181 to 201)** (Practical 1, Lab book page 10; Practical 2, Lab book **page 18**). Optional module. **D2_Introdcution to Human Anatomy and Physiology** (**Part 1, Document page 79 to 129)** (Practical 4, Lab book **page 20**). Core module.		
2.1.3	Respiratory function	Static and dynamic lung volumes and flow rates via spirometry are assessed across all **Levels (4-6)**. A Douglas bag is used at all Levels to collect expired gas. Tidal volume during rest and exercise is calculated from breathing frequency and minute ventilation from the Douglas bag.	**D2_Introduction to Human Anatomy and Physiology** (**Part 1, Document page 79 to 129)** (Practical 1, Lab book **page 5**; Practical 3, Lab book **page 16**). Core module. **D3_Physiology of Sport and Exercise (Part 1, Document page 130 to 180)** (Practical 3, Lab book **page 21).** Core module.		

Technical Skills: Development & Application - Psychology

2.2. Be able to demonstrate the development and application of relevant scientific and practical techniques relevant to Sport & Exercise Sciences (Psychology)

	Briefly explain the general strategies for developing psychology technical skills (lab and/or field-based). Please consider vertical/horizontal alignment of modules, approaches to teaching, learning and assessment, class sizes and student engagement, and any other areas of potential good practice.	**Office Use Only**	
		Meets Criteria? (M,PM,NM)	Reviewer Comments
2.2.1	Students are taught and assessed on their ability to use and interpret both laboratory-based and field-based equipment and measurement techniques. Students are taught in practical classes of no more than 30 with two members of staff being present at all times (15:1 ratio); seminars are taught in classes of up to 30 students. Within these classes, the students generally work in groups of three or four so that they are provided with the opportunity to develop competence in using the equipment/techniques collaboratively. This approach replicates what might happen in most related workplaces. Students are typically given questions to answer during and/or following the sessions to develop their application of knowledge and critical appreciation of the techniques and how they can be used beyond the scope of the practical/seminar. At Level 4, students are introduced to different technical skills and learn how to use equipment and apply the techniques for measuring different psychological concepts. At Level 5, students learn how to apply different technical skills according to the client, the environment, or the performance target. At Level 6, students critically evaluate, adapt, and apply these skills so that they are able to make scientifically informed decisions pertaining to measurement techniques. At Level 6, students complete a major project in which the technical skills below can be further developed and applied independently.		

	Technical Skill(s)	**List practical activities/investigations that support development and application of technical skills (lab and/or field-based).**	**Supporting Documentary Evidence** *(Module Descriptors, Lab Manuals etc.)*	**Office Use Only**	
				Meets Criteria? (M,PM,NM)	Reviewer Comments
2.2.2	Needs analysis, intervention design and evaluation	At **Level 4**, a behaviour change wheel is used in the development of health and wellbeing interventions (*Physical Activity, Health and Wellbeing*). Students develop their use of the 5-aspect model of performer consultation at **Level 6** (*Applied Sport and Exercise Psychology*).	**D35_**Introduction to Physical Activity, Health and Wellbeing. **(Part 3, Document page 35 to 44).** Core module. **D28_Applied Sport and Exercise Psychology (Part 3, Document page 8**		

		Cognitive-Behavioural Therapy, and other intervention strategies that are linked to case studies, are designed, and critically evaluated. Within the Level 5 module *The Application of Sport Science to Coaching: Working with Individuals* the needs of an individual in executing a skill is developed and includes the use of Dartfish to identify areas for intervention following a qualitative needs analysis. Students also need to develop a suitable intervention. Similarly, within the **Level 6**, *The Application of Sport Science to Coaching: Working with Teams* module, students are made aware of the multidisciplinary nature of contemporary sports coaching. They also develop their ability to perform a multidisciplinary needs analysis for a team, and to propose a viable intervention to address the needs that they identify.	**to 13)** (**Example page 1**). Optional module. **D34_Level 6 Psychology Module Guide** (Applied Sport and Exercise Psychology) **(Part 3, Document page 29 to 34)**. Optional module. **D22_The Application of Sport Science to Coaching: Working with Individuals**. **(Part 2, Document page 129 to 148).** Core module **D40_SP2607 Assessment Guidelines 24 25** (The Application of Sport Science to Coaching: Working with Individuals) **(Part 4, Document page 191 to 195).** Optional module. **D1_Programme detail (Part 1, Document page 1 to 77)** (The Application of Sport Science to Coaching: Working with Teams. (**page, 73**)). Optional module.		
2.2.3	Imagery	At **Level 4** (*Introduction to the Psychology of Sport and Exercise*) students are given case studies and use the 5-aspect model to	**D5_Introduction to the Psychology of Sport and Exercise (Part 1,**		

Technical Skills: Development & Application - Biomechanics

2.3. Be able to demonstrate the development and application of relevant scientific and practical techniques relevant to Sport & Exercise Sciences (Biomechanics)

	Briefly explain the general strategies for developing biomechanics technical skills (lab and/or field-based). Please consider vertical/horizontal alignment of modules, approaches to teaching, learning and assessment, class sizes and student engagement, and any other areas of potential good practice.	**Office Use Only**	
		Meets Criteria? (M,PM,NM)	Reviewer Comments
2.3.1	Students are taught and assessed on their ability to use and interpret both laboratory-based and field-based equipment and measurement techniques. Students are taught in practical laboratory classes of no more than 30 with two members of staff being present at all times (15:1 ratio); seminars are taught in classes of up to 30 students. Within these classes, the students generally work in groups of three or four so that they are provided with the opportunity to develop competence in using the equipment/techniques collaboratively. This approach replicates what might happen in most related workplaces. Students are typically given questions to answer during and/or following the sessions to develop their application of knowledge and critical appreciation of the techniques and how they can be used beyond the scope of the practical/seminar. At Level 4, students are introduced to different technical skills and learn how to use equipment and apply the techniques for measuring different biomechanical concepts. At Level 5, students learn how to apply different technical skills according to the client, the environment, or the performance target. At Level 6, students critically evaluate, adapt, and apply these skills so that they are able to make scientifically informed decisions pertaining to measurement techniques. At Level 6, students complete a major project in which the technical skills below can be further developed and applied independently.		

	Technical Skill(s)	**List practical activities/investigations that support development and application of technical skills (lab and/or field-based).**	**Supporting Documentary Evidence** *(Module Descriptors, Lab Manuals etc.)*	**Office Use Only**	
				Meets Criteria? (M,PM,NM)	Reviewer Comments
2.3.2	Kinetic measurement techniques	At **Level 5** (*Biomechanics of Human Movement*), force measurement via a force platform is taught and applied to human movement. At **Level 6** (*Advanced Biomechanics of Sport, Exercise and Physical Activity*) students go on to develop advanced understanding of the force plate set-up procedures (collection frequency,	**D23_Biomechanics of Human Movement (Part 2, Document page 149 to 152)**. Core module. **D14_Advanced Biomechanics of Sport, Exercise and Physical Activity (Part 2,**		

		independence in using kinematic collection equipment in 2D (Lab 1) and digitising footage (Lab 1 and 2)	**Exercise and Physical Activity (Part 2, Document page 55 to 64)**. Optional module. **D18_Advanced Biomechanics of Sport, Exercise and Physical Activity (Part 2, Document page 65 to 81)** (Practical 2). Optional module.		
2.3.4	Muscle activity assessment techniques	At **Level 5** (*Biomechanics of Human Movement*), students use electromyography (EMG) to assess muscle activity. At **Level 6** (*Advanced Biomechanics of Sport, Exercise and Physical Activity*) students develop independence in using EMG collection (D19). They also gain practical experience of using EMG to explore muscle-force generation (D20).	**D27_Biomechanics of Human Movement (Part 3, Document page 3 to 7)**. Core module. **D19_Advanced Biomechanics of Sport, Exercise and Physical Activity (Part 2, Document page 82 to 100)**. Optional module. **D20_Advanced Biomechanics of Sport, Exercise and Physical Activity (Part 2, Document page 101 to 110).** Optional module.		
2.3.5	Flexibility/range of motion	The theoretical approaches to measure flexibility are discussed in **Level 5** (*The Application of Sport Science to Coaching: Working with Individuals*), although this is not developed further as a technical skill.			
2.3.6	Balance	Measures of dynamic stability, such as base of support, stride length and step rate are collected by students at **Level 4** (*Introduction to Biomechanics*)	**D31_Introduction to Biomechanics. (Part 3, Document page 18 to 19).** Core module.		

Application of Knowledge & Skills: Interdisciplinary

3.1. Be able to demonstrate the application of knowledge and technical skills in interdisciplinary contexts

	Element	Identify the interdisciplinary opportunities for students to demonstrate their ability to apply scientific knowledge and technical skills to address specific issues in sport and exercise science contexts	Supporting Documentary Evidence *(Module Descriptors, Lab Manuals etc.)*	Office Use Only	
				Meets Criteria? (M,PM,NM)	Reviewer Comments
3.1.1	Integration of variables contributing to sport performance contexts	At Level 5 (*The Application of Sport Science to Coaching: Working with Individuals*), students develop their understanding of the multidisciplinary nature of coaching, increasing their ability to apply theory from different subdisciplines to sports coaching practices, contexts, and performers. They are also encouraged to think critically about the individual needs of sports performers who are at different stages of learning and development. At **Level 5** (*The Psychology of Sport, Exercise and Physical Activity: Theory and Application*), students must incorporate an exercise intervention as part of their assessment. This becomes an interdisciplinary endeavour, because the students must draw on principles learnt and applied in physiology, in order to effectively design their intervention. They also use traditional physiology laboratory equipment (e.g., cycle ergometer, chest strap heart rate monitor). Similarly, at **Level 6** (*The Application of Sport Science to Coaching: Working with Teams*) students cultivate appreciation of the characteristics of effective team coaching. They are aware of the necessarily multidisciplinary nature of contemporary sports coaching. Students can perform a multidisciplinary needs analysis of a team, are able to propose a viable intervention to address the needs identified, and can integrate knowledge acquired from the different sub-disciplines.	**D1_Programme detail (Part 1, Document page 1 to 77)** (The Application of Sport Science to Coaching: Working with Individuals [**page 46**]). Core module. **D1_Programme detail (Part 1, Document page 1 to 77)** (The Psychology of Sport, Exercise and Physical Activity: Theory and Application [**page 43**]). Core module. **D1_Programme detail (Part 1, Document page 1 to 77)** (The Application of Sport Science to Coaching: Working with Teams [**page 73**]). Optional module.		

	disorder, dysfunction and rehabilitation	(*Issues in Physical Activity, Health and Wellbeing in the Life course*).	and Wellbeing in the Life course [**page 61**]). Core module.		
3.1.5	Interdisciplinary project *(where appropriate)*	Within **Level 5** (*Physical Activity, Health and Wellbeing in the Life course*), students produce a health promotion e-poster, in which they appraise the health and wellbeing benefits of physical activity for a specific segment of the population, taking account of multidisciplinary issues in promoting and delivering physical activity for health and wellbeing. Students evaluate theoretical perspectives on promoting and delivering physical activity for health and wellbeing. They then creatively produce evidence-based promotional material on physical activity for health and wellbeing, applying theories for promoting physical activity for health and wellbeing to a specific target group. Students also undertake a multi/interdisciplinary case study project at **Level 5** (*The Application of Sport Science to Coaching: Working with Individuals*).	**D46_Coursework.docx. (Part 4, Document page 314 to 317)** (Physical Activity, Health and Wellbeing in the Life course). Core module. **D47_SP2607 Assessment Guidelines 24 25. (Part 5, Document page 1 to 5)** (The Application of Sport Science to Coaching: Working with Individuals). Core module.		

Please provide details of any distinctive aspects of the provision not listed above:

The interdisciplinary nature of the programme is underscored by a number of modules that require students to explore sport and exercise science phenomena in the context of the cognate disciplines of physiology, psychology, and biomechanics. For example, Physical Activity, Health and Wellbeing (Level 4), Physical Activity, Health and Wellbeing in the Life course (Level 5) and Issues in Physical Activity, Health and Wellbeing in the Life course (Level 6) enable students to develop their understanding and use of the interdisciplinary study to address pertinent health-related problems. This continued focus across the levels is a strength of the current programme. This is also true for the Application of Sport Science to Coaching modules at Level 5 and 6.

Understanding and Use of Research

4.1. Be able to demonstrate an understanding of research that enables the interpretation and application of research findings

	Element	Explain how this is covered in the programme.	Supporting Documentary Evidence	Office Use Only	
				Meets Criteria? (M,PM,NM)	Reviewer Comments
4.1.1	The value of research, and principles and applications of scientific enquiry	There is a strong focus on the value of research across all modules. However, such a focus is highlighted at **Level 4** (*Introduction to Academic and Personal Development*) when students explore evidence and decision-making. This is also true at **Level 5** (*Developing Research Methods and Data Analysis Skills*), wherein the importance of robust scientific enquiry and the effect on recommendations made from research is explored. At **Level 6** (*Advanced Research Methods and Data Analysis: Final Year Project*), students demonstrate their value of research principles and application of scientific enquiry when selecting appropriate methods of scientific enquiry to answer a pertinent research question. The value of rigorous scientific methods of enquiry and research methods are also developed as part of laboratory reports that are completed as summative assessments at **Level 4** (*Introduction to Biomechanics*), **Level 5** (*Biomechanics of Human Movement*) and **Level 6** (*Advanced Biomechanics of Sport, Exercise and Physical Activity*).	**D1_Programme detail (Part 1, Document page 1 to 77)** (Introduction to Academic and Personal Development [**page 19**]). Core module. **D1_Programme detail (Part 1, Document page 1 to 77)** (Developing Research Methods and Data Analysis Skills [**page 49**]). Core module. **D1_Programme detail (Part 1, Document page 1 to 77)** (Advanced Research Methods and Data Analysis: Final Year Project [**page 58**]). Core module. **D1_Programme detail (Part 1, Document page 1 to 77)** (Introduction to Biomechanics [**page 22**]). Core module. **D1_Programme detail (Part 1, Document page 1 to 77)** (Biomechanics of		

		introduction and literature review, as well as developing a research design (or needs analysis) and methods for their project. Students also apply knowledge to answer pertinent lab-based research questions suitable for applied clinical and sporting situations at **Level 5** (*Biomechanics of Human Movement, Physiology of Sport and Exercise,* and *The Psychology of Sport, Exercise and Physical Activity: Theory and Application*) and **Level 6** *Advanced Biomechanics of Sport, Exercise, and Physical Activity*).	**D1_Programme detail (Part 1, Document page 1 to 77)** (Biomechanics of Human Movement [**page 37**]). Core module. **D1_Programme detail (Part 1, Document page 1 to 77)** (The Psychology of Sport, Exercise and Physical Activity: Theory and Application [**page 43**]). Core module. **D42_SP2605 Module Guide (Part 4, Document page 239 to 247)** (Physiology of Sport and Exercise) [**page 5-6**]. Core module. **D1_Programme detail (Part 1, Document page 1 to 77)** (Advanced Biomechanics of Sport, Exercise and Physical Activity [**page 67**]). Optional module.		

Please provide details of any distinctive aspects of the provision not listed above:

Students are given the choice of projects (empirical study, literature review, coaching/teaching resource or support programme) as their final year project. This helps them develop a project that aligns with their interests, academic skills and career aspirations.

5.1. Be able to self-reflect on academic, professional and personal attributes

	Element	Explain how students become aware of professional expectations and self-reflect on their attributes	Supporting Documentary Evidence	Office Use Only	
				Meets Criteria? (M,PM,NM)	Reviewer Comments
5.1.1	Awareness of professional bodies (including CASES and others)	To develop the understanding of professionalism and employability, the role of CASES and the importance of membership is highlighted. Students also develop understanding of the accreditation process and the significance of accreditation when working as a sport and exercise scientist in the UK and wider afield is developed at **Level 4** (*Introduction to Academic and Personal Development*). Similarly, students are made aware of other professional bodies such as the British Psychological Society (BPS) and Association for Nutrition (AfN) and why they are important for work as a practitioner in related fields. Students are taught about the knowledge, skills and understanding expected when working and the desirable plus essential skills required by employers for graduate-level jobs. Accordingly, students reflect on professional body requirements in relation to their current skills and future skills development, future recognition, and employment requirements (**Level 5** (*Graduate and Transferable Skills*) and **Level 6** (*Employability and Professional Development*)).	**D43_Week 24 - getting graduate ready. (Part 4, Document page 247 to 274)** (Introduction to Academic and Personal Development [**slides 20-21**]). Core module. **D44_SP2600_Week2Lecture_CareersinSHES (Part 4, Document page 275 to 299)** (Graduate and Transferable Skills [**page 51**]). Core module. **D1_Programme detail (Part 1, Document page 1 to 77)** (Employability and Professional Development [**page 64**]). Core module.		
5.1.2	Professional behaviour (ethics, values and code of conduct)	The importance and development of appropriate professional language and behaviour is detailed at **Level 4** (*Personal*	**D43_Week 24 - getting graduate ready (Part 4, Document page 247 to 274)** (Introduction to Academic and Personal Development). Core module.		

		and Professional Development) as part of a session on 'getting graduate ready'. At **Level 6** (*Employability and Professional Development*), students learn about professionalization and office culture, develop their own work application materials, and are taught work-based interviewing and negotiating skills.	**D52_Professional and Professionalism (Part 5, Document page 85 to 122)** (Employability and Professional Development). Core module. **D53_interview support (Part 5, Document page 123 to 124)** (Employability and Professional Development). Core module.		
5.1.3	Safeguarding, welfare and vulnerable groups	Students are made aware of safeguarding, welfare, and vulnerable groups at **Level 4** (*Pedagogy and Policy in Sport and Physical Education*) when exploring policy and practice in PE and coaching.	**D1_Programme detail (Part 1, Document page 1 to 77)** (Pedagogy and Policy in Sport and Physical Education [**page 28**]). Core module.		
5.1.4	Equality, diversity and inclusion	At **Level 4** (*Introduction to Physical Activity, Health and Wellbeing*), students explore the importance of social equality, diversity, and inclusion in relation to health and wellbeing. Also, at **Level 4** (*Pedagogy and Policy in Sport and Physical Education*), students explore inclusion and exclusion in PE. Within **Level 4** (*Sport Development Issues and Policy*) students will investigate social issues including gender, ethnicity/race, religion, social class and disability. They will appreciate inequalities in practices, policies, and media.	**D1_Programme detail (Part 1, Document page 1 to 77)** (Introduction to Physical Activity, Health and Wellbeing [**page 16**]). Core module. **D1_Programme detail (Part 1, Document page 1 to 77)** (Pedagogy and Policy in Sport and Physical Education [**page 28**]). Core module. **D1_Programme detail (Part 1, Document page 1 to 77)** (Sport Development Issues and Policy [**page 31**]). Core module.		
5.1.5	Effective design, delivery and evaluation of interventions	At **Level 4** (*Introduction to Physical Activity, Health and Wellbeing*), we run a student conference that showcases interventions directed towards improvement of physical activity. We	**D48_CONFERENCE_delegate pack (Part 5, Document page 6 to 20)** (Introduction to Physical Activity, Health and Wellbeing). Core module.		

Employability & Career Readiness

6.1. Be prepared for graduate-Level employment in the Sport and Exercise Science sector

	Element	Explain how students have been appropriately prepared for employment	Supporting Documentary Evidence	Office Use Only	
				Meets Criteria? (M,PM,NM)	Reviewer Comments
6.1.1	Work-based or work-related learning including placement arrangements	Across all Levels, assessments are purposefully designed in order that, where possible, these can be related to real-world work situations. For example, at **Level 6** in the *Issues in Physical Activity, Health and Wellbeing* module, students are asked to analyse data obtained in clinical settings in patient populations and need to be able to recommend suitable exercise-based rehabilitation programmes. Similarly, Level 6 (*Applied Sport and Exercise Psychology*) case study reports have been developed by accredited practitioners, to reflect real-world scenarios that are frequently encountered by practitioners). The importance of related work experience for future employment is emphasised in modules such as that **Level 4** (*Introduction to Academic and Personal and Development*), **Level 5** (*Graduate and Transferable Skills*) and **Level 6** (*Employability and Professional Development*).	**D1_Programme detail (Part 1, Document page 1 to 77)** (Issues in Physical Activity, Health and Wellbeing in the Life course [**page 61**]). Core module. **D50_SP3607 - Assessment Guidance (Part 5, Document page 52 to 78).** (Applied and Exercise Psychology [**Slide 9**]). Optional module. **D43_Week 24 - getting graduate ready (Part 4, Document page 247 to 274).** (Introduction to Academic and Personal and Development). Core module. **D1_Programme detail (Part 1, Document page 1 to 77)** (Graduate and Transferable Skills [**Document page 52**]). Core module.		

		develop their personal and professional skills. They also conduct individual needs analysis and develop action plans. At **Level 6** (*Employability and Professional Development*), students recognise a relevant sector of the labour market and potential employment opportunities for themselves within that market. Students also develop networking skills and further develop their use of online job-search tools. Students also learn how to map course and co-curricular learning and personal development experiences to personal specifications and job descriptions. They also revise and update their CV and develop effective interview techniques.	**D1_Programme detail (Part 1, Document page 1 to 77)** (Employability and Professional Development [**page 64**]). Core module.		
6.1.3	Employer involvement in programme design & delivery	We were able to draw on copious feedback and feedforward from graduate employers who, over the past few years, contributed to the *Graduate and Transferable Skills* (**Level 5**) and *Employability and Professional Development* (**Level 6**) modules. For example, we encourage alumni to come in to speak to our students; this includes representation from Nuffield Health, Access Sport, Brentford F.C., Hillingdon Sport Development and others.	**D1_Programme detail (Part 1, Document page 1 to 77)** (Graduate and Transferable Skills [**page 52**]). Core module. **D1_Programme detail (Part 1, Document page 1 to 77)** (Employability and Professional Development [**page 64**]). Core module.		
6.1.4	Awareness of commercial/ enterprise contexts and opportunities	Students are made aware of commercial/ enterprise contexts and opportunities as part of the Level 4 (*Introduction to Academic and Personal Development*) and 5 (*Graduate and Transferable Skills*) modules, as it is included as part of the e-portfolio.	**D1_Programme detail (Part 1, Document page 1 to 77)** (Introduction to Academic and Personal and Development [**page 19**]). Core module. **D1_Programme detail (Part 1, Document page 1 to 77)** (Graduate and Transferable Skills [**page 52**]). Core module.		

Professional Accreditation and Affiliations of Academic and Technical Staff

7.1. Be able to demonstrate appropriate professional accreditation and affiliation of academic and technical staff

Note: It is expected that the provision includes at least 2 staff with relevant professional accreditations*, one of which needs to be a CASES accreditation (CASES Accredited Sport and Exercise Scientist or High Performance Sport Accreditation)

Staff members with CASES Accreditation	**BASES Accreditation expiry date (if known)**	**Office Use Only**	
		Meets Criteria? (M,NM)	Reviewer Comments
Professor **** (Scientific support and research, Sport and Exercise Psychology); he is also a Fellow of BASES (September 2010) and British Psychological Society (BPS; 2024).	****		
Dr ******(Pedagogy) and is also a Senior Fellow of HEA (***	31st of March ****		

Staff member with relevant alternative accreditation	**Alternative accreditation***	**Office Use Only**	
		Meets Criteria? (M,NM)	Reviewer Comments
Dr ******	BPS CPsychol, HCPC Registered Practitioner Psychologist		
Dr *****	CASES Fellowship (September 2010) and ACSM Fellowship (2005)		

*Examples include_ BPS, UKSCA, SENr, HEA, ECSS, ACSM, ESSA, CSEP etc.