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**CUES Application Form Supporting Information**

1.1. Programme Design: Learning, Teaching and Assessment

1.2. Programme Design: Equality, Diversity and Inclusion

1.3. Programme Design: Climate Change and Sustainability

2.1. Scientific Knowledge: Physiology

2.2. Scientific Knowledge: Psychology

2.3. Scientific Knowledge: Biomechanics

3.1. Technical Skills: Development & Application – Physiology

3.2. Technical Skills: Development & Application – Psychology

3.3. Technical Skills: Development & Application – Biomechanics

4.1. Application of Knowledge & Skills: Interdisciplinary

4.2. Application of Knowledge & Skills: Research

4.3. Application of Knowledge & Skills: Prof. Practice and Employability

5.1. Professional Accreditation and Staff Affiliations

1.1 Programme Design: Learning, Teaching and Assessment

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| **1.1.** | **Explain the general strategies for developing scientific knowledge, understanding and skills on the programme using the following headings.**   1. **Approach to learning and teaching (i.e. active learning, vertical/horizontal alignment of modules)** 2. **Assessment (i.e. assessment types, authenticity and of practical competencies)** 3. **Class Sizes (i.e. staff student ratios in different types of taught sessions)** 4. **Practical hours (i.e. student learning skills and practical competencies in lab, field and other environments)** 5. **Student and employer involvement (i.e. employer involvement in programme design and delivery)** 6. **Incorporation of AI (see** [**CASES\_position\_stand\_ai\_and\_assessment\_published\_autumn\_2023951.pdf**](https://www.cases.org.uk/imgs/bases_position_stand_ai_and_assessment_published_autumn_2023951.pdf)**)**    1. **How AI is used by the Programme Team to support learning, teaching and assessment**    2. **How the programme enables students to use AI for learning and employability**    3. **How AI is managed and/or incorporated into assessment** | Office Use Only | |
| Meets Criteria?  (M,PM,NM) | Reviewer Comments |
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1.2 Programme Design: Equality, Diversity and Inclusion

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| **1.2** | **Applicants should demonstrate how their degree is committed to Equality, Diversity & Inclusion (EDI), highlighting how the design of their course(s) and curricula, and their approaches to teaching, learning and assessment, including research and work-related opportunities addresses the 5 elements below:**   1. **Teaching and Learning:** how the principles of EDI are embedded into the learning outcomes, teaching, and assessment of the curriculum. 2. **EDI targets and outcomes:** measure, assess and reflect on annual EDI targets. This should demonstrate how your institution ‘closes the loop’ embedding actions from one year into the design and delivery for the subsequent year. 3. **Representation of Teaching Staff and Guest Speakers:** to increase diversity of thought, skills and experiences to enrich learning. 4. **Partnerships with Students:** engage a diverse range of students and stakeholders in the co-design of the curriculum to ensure that EDI underpin the learner experience. 5. **Personal and Professional Development:** ongoing active engagement to increase awareness and understanding and act around intersectionality and inclusion within the teaching and learning environment.   You may evidence your institutional policy here, submitting this as supporting evidence. However, in this section, we expect to see both general and specific examples of how you are articulating any overview strategy into your curriculum.  In the section below, you may wish to signpost the reviewer to areas within this document which already address these elements. | Office Use Only | |
| Meets Criteria?  (M,PM,NM) | Reviewer Comments |
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1.3 Programme Design: Climate Change and Sustainability

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| **1.3** | **Applicants should demonstrate how their degree is committed to Climate Change and Sustainability, demonstrating how the design of their course(s) and curricula, and their approaches to teaching, learning and assessment, including research and work-related opportunities, meet the pledges made by the Association for climate change and sustainability.**  **Where links are made to institutional documents / policy, please demonstrate how you are translating this into your course.**  ***You should consider making use of The British Association for Sustainable Sport (BASIS) 12 principles:*** [***https://basis.org.uk/about/12-principles/***](https://basis.org.uk/about/12-principles/)  **You may evidence your institutional policy here, submitting this as supporting evidence. However, in this section, we expect to see both general and specific examples of how you are articulating any overview strategy into your curriculum.**  **In the section below, you may wish to signpost the reviewer to areas within this document which already address these elements.** | Office Use Only | |
| Meets Criteria?  (M,PM,NM) | Reviewer Comments |
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2.1 Scientific Knowledge: Physiology

**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.

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|  | **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 |
| 2.1.1 | Structure and function of the human body |  |  |  |  |
| 2.1.2 | Influence of diet & nutrition |  |  |  |  |
| 2.1.3 | Effects of the environment |  |  |  |  |
| 2.1.4 | Energy systems & metabolic cost |  |  |  |  |
| 2.1.5 | Components of fitness, principles of training & adaptations to training (structure and function) |  |  |  |  |
| 2.1.6 | Fatigue, recovery and overtraining |  |  |  |  |
| 2.1.7 | Growth, development and ageing |  |  |  |  |
| 2.1.8 | Exercise and health (e.g. adapted physical activity; musculo-skeletal, cardiorespiratory & neurological disorders) |  |  |  |  |

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

2.2 Scientific Knowledge: Psychology

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

**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.

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| --- | --- | --- | --- | --- | --- |
|  | **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 |
| 2.2.1 | Perspectives & philosophies of sport and exercise psychology |  |  |  |  |
| 2.2.2 | Stress, anxiety and arousal relationships |  |  |  |  |
| 2.2.3 | Motivation, confidence & self-efficacy |  |  |  |  |
| 2.2.4 | Cognition and motor behaviour |  |  |  |  |
| 2.2.5 | Leadership, group dynamics & cohesion |  |  |  |  |
| 2.2.6 | Individual differences |  |  |  |  |
| 2.2.7 | Attitudes, beliefs and models of behaviour change |  |  |  |  |
| 2.2.8 | Exercise and mental health (positive and negative) |  |  |  |  |

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

2.3 Scientific Knowledge: Biomechanics

**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.

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| --- | --- | --- | --- | --- | --- |
|  | **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 |
| 2.3.1 | Anatomy of human movement (including planes of motion, axes of rotation, segmental analysis) |  |  |  |  |
| 2.3.2 | Linear and angular kinetics |  |  |  |  |
| 2.3.3 | Linear and angular kinematics |  |  |  |  |
| 2.3.4 | Gait and postural control |  |  |  |  |
| 2.3.5 | Fluid dynamics and projectile motion |  |  |  |  |
| 2.3.6 | Work, power and energy |  |  |  |  |
| 2.3.7 | Qualitative analysis of movement |  |  |  |  |
| 2.3.8 | Motor skill acquisition (may be covered in psychology curriculum) |  |  |  |  |

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

3.1 Technical Skills: Development & Application - Physiology

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

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|  | **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 |
| 3.1.1 | Cardiovascular function |  |  |  |  |
| 3.1.2 | Respiratory function |  |  |  |  |
| 3.1.3 | Sub-maximal and maximal exercise tests |  |  |  |  |
| 3.1.4 | Muscular strength, speed, power, endurance and repeat sprint activity |  |  |  |  |
| 3.1.5 | Basal metabolic rate, energy intake (nutritional analysis), energy expenditure and energy balance. |  |  |  |  |
| 3.1.6 | Perceived exertion and perceived effort |  |  |  |  |
| 3.1.7 | Blood, Saliva, Sweat and urine sampling and handling |  |  |  |  |
| 3.1.8 | Anthropometry and Body composition |  |  |  |  |
| 3.1.9 | Measurement of body temperature |  |  |  |  |

3.2 Technical Skills: Development & Application - Psychology

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

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|  | **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 |
| 3.2.1 | Needs analysis, intervention design and evaluation |  |  |  |  |
| 3.2.2 | Imagery |  |  |  |  |
| 3.2.3 | Goal setting |  |  |  |  |
| 3.2.4 | Athlete wellbeing and mental health |  |  |  |  |
| 3.2.5 | Stress management, anxiety reduction, and coping |  |  |  |  |
| 3.2.6 | Behaviour change |  |  |  |  |
| 3.2.7 | Team building and leadership development |  |  |  |  |
| 3.2.8 | Enhancing motivation |  |  |  |  |
| 3.2.9 | Developing confidence |  |  |  |  |

3.3 Technical Skills: Development & Application - Biomechanics

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

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|  | **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 |
| 3.3.1 | Kinetic measurement techniques |  |  |  |  |
| 3.3.2 | Kinematic measurement techniques |  |  |  |  |
| 3.3.3 | Muscle activity assessment techniques |  |  |  |  |
| 3.3.4 | Flexibility/ range of motion |  |  |  |  |
| 3.3.5 | Balance |  |  |  |  |
| 3.3.6 | Muscular strength, power |  |  |  |  |
| 3.3.7 | Physical activity monitoring |  |  |  |  |
| 3.3.8 | Performance analysis |  |  |  |  |

4.1 Application of Knowledge & Skills: Interdisciplinary

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

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|  | **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 |
| 4.1.1 | Integration of variables contributing to sport performance contexts |  |  |  |  |
| 4.1.2 | Integration of variables contributing to exercise & health contexts |  |  |  |  |
| 4.1.3 | Consideration of special populations |  |  |  |  |
| 4.1.4 | Environmental and occupational factors in relation to health, disease, disorder, dysfunction & rehabilitation |  |  |  |  |
| 4.1.5 | Interdisciplinary project *(where appropriate)* |  |  |  |  |

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

4.2 Application of Knowledge & Skills: Research

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

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|  | **Element** | **Explain how this is covered in the programme.** | **Supporting Documentary Evidence**  *(Module Descriptors, Lab Manuals etc.)* | Office Use Only | |
| Meets Criteria?  (M,PM,NM) | Reviewer Comments |
| 4.2.1 | The value of research, and principles & applications of scientific enquiry |  |  |  |  |
| 4.2.2 | Appropriate research ethics & governance training |  |  |  |  |
| 4.2.3 | A range of qualitative and quantitative research methodologies |  |  |  |  |
| 4.2.4 | Use of appropriate data analysis & visualisation techniques |  |  |  |  |
| 4.2.5 | Evidence-based practice and evaluation |  |  |  |  |
| 4.2.6 | Research Project *(where applicable)* |  |  |  |  |

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

4.3 Application of Knowledge & Skills: Professional Practice and Employability

**Be able to self-reflect on academic, professional and personal attributes and be prepared for graduate-level employment in the Sport and Exercise Science sector**

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|  | **Element** | **Explain how students become aware of professional expectations and self-reflect on their attributes** | **Supporting Documentary Evidence**  *(Module Descriptors, Lab Manuals etc.)* | Office Use Only | |
| Meets Criteria?  (M,PM,NM) | Reviewer Comments |
| 4.3.1 | Awareness of professional bodies (including CASES and others) |  |  |  |  |
| 4.3.2 | Professional behaviour (ethics, values & code of conduct) |  |  |  |  |
| 4.3.3 | Safeguarding, welfare & vulnerable groups |  |  |  |  |
| 4.3.4 | Interpersonal & communication skill development |  |  |  |  |
| 4.3.5 | Reflective practice |  |  |  |  |
| 4.3.6 | Work-based or work-related learning placement or project |  |  |  |  |
| 4.3.7 | Development and career planning |  |  |  |  |
| 4.3.8 | Awareness of commercial/ enterprise contexts |  |  |  |  |
| 4.3.9 | Global awareness (sport related) |  |  |  |  |

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

5.1 Professional Accreditation and Staff Affiliations

**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 hold CASES accreditation, or CASES Fellowship. Other examples include BPS, UKSCA, SENr, HEA, ECSS, ACSM, ESSA, CSEP.

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| **Academic staff members with**  **CASES Accreditation and/or other affiliations**  **(please state FTE)** | **CASES Accreditation Discipline and expiry date** | **Staff profile link and percentage contribution to course delivery/research/**  **professional practice** | Office Use Only |
| Criteria Met  (M/PM/NM) |
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