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
	The curriculum is hierarchical with a broad level 4 to provide a secure foundation of knowledge, skills and values. Learning is progressively deepened with increasing specialisation. All students carry out a research project and associated literature review to support the development of a wide-range of discipline or interdisciplinary knowledge, skills and values. Scientific discipline-specific and interdisciplinary knowledge is acquired through a combination of lectures, workshops, seminar sessions, and practicals. An active learning and student-centred approach is adopted, and in some cases a flipped classroom, where lecture content is minimised for the volume of learning to be undertaken through more active tasks in workshop and practical sessions…… A varied and authentic approach to assessment is used. These include assessments of academic skills such as……practical skills such as…….and employability skills such as…… The contributions these various instruments make to the module outcome will vary with the intended learning outcomes and the ways in which attainment of these are most appropriately assessed. The Year 3 project module (MED***), which is an original piece of academic work, will be assessed by an 8,000-word dissertation. The outcome of the assessment is, in part, a judgement of the critical appraisal of the domain of interest and original synthesis of knowledge which is offered for assessment. Transferable and employability skills are embedded in modules delivered throughout the degree scheme particularly in professional practice modules and the independent research project. There are opportunities the develop…… External examiner's comment (****): Not necessary but further evidence to back up is great here		

Table 1: Example of vertical alignment of learning outcomes in exercise physiology

Level	**Learning outcome**
Level 4 (MED***)	Demonstrate an understanding of the concepts and theories related to Sport and Exercise Science
Level 4 (MED***)	Demonstrate practical skills in undertaking a basic exercise assessment
Level 5 (MED***)	Evaluate the assessment protocols in respect of specificity, validity and reliability
Level 5 (MED***)	Execute practical activities evidencing a safe and effective working practice when undertaking a physiological assessment
Level 6 (MED***)	Apply critically evaluated physiological knowledge to the development of athletes of all abilities.
Level 6 (MED***)	Apply critically evaluated physiological knowledge to the assessment of the physical and conceptual demands of sport.

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.

Level	Module (links includes Module Description)	Compulsory-Optional	Credits	Trimester
4	MED*** Fundamental Anatomy	Compulsory	30	1
4	MED***	Compulsory	30	2
4	MED*** Essentials of Sports and Exercise Physiology	Compulsory	15	1
5	MED***	Optional	15	2
5	MED***	Optional	15	2
6	MED***	Compulsory	15	1
6	MED***	Compulsory	15	2
6	MED*** Performance and Exercise Nutrition	Optional	15	1

6	MED***	Optional	15	2

	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	MED*** and MED***develops knowledge and understanding of the human body at a molecular and cellular level as students take compulsory modules in biological life sciences. MED*** develops knowledge and understanding of the functions associated with key cardiovascular and respiratory physiological systems and how they integrate at rest, during and after exercise.	Eg. MED***: Level 4 Fundamental Anatomy Lecture Slides Assignment 1		
1.2.2	Influence of diet & nutrition	MED*** develops student knowledge and understanding of the roles of key macronutrients, micronutrients and hydration in general health and when applied to sport/activity contexts.	Eg. MED***: Level 4 Introduction to Nutrition Lecture Slides		
1.2.7	Growth, development and ageing	At level 4 In MED*** students study hormonal control of sexual reproduction and how the endocrine system of mammals develops through into adulthood. This extends to the special considerations of pregnancy and ageing on exercise and training in MED***.	Eg. MED***: Level 4 Hormones and Development		

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)

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.

Level	Module (links includes Module Description)	Compulsory-Optional	Credits	Trimester
4	MED*** Concepts in Sports and Exercise Psychology	Compulsory	30	1
4	MED***	Compulsory	30	2
4	MED***	Compulsory	30	2
5	MED***	Compulsory	15	1

	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 & philosophies of sport and exercise psychology	Students develop knowledge and understanding in psychological theories from different perspectives (orientations) to explain sporting excellence, elite performance and exercise engagement in MED***. Students apply skills in MED*** addressing approaches and practice philosophy in sport and exercise psychology……	Eg. MED***: Level 4 Concepts in Sports and Exercise Psychology Lecture Slides		
1.3.2	Stress, anxiety and arousal relationships	Students develop knowledge and understanding in MED*** on arousal, stress, anxiety and performance and apply theoretical concepts to a range of scenarios and case studies…	Eg. MED***: Level 4 Concepts in Sports and Exercise Psychology Assignment 1		

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

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.

Level	Module (links includes Module Description)	Compulsory-Optional	Credits	Trimester
4	MED*** Fundamental Anatomy	Compulsory	30	1
4	MED*** Principles of Biomechanics	Compulsory	30	2
5	MED*** Biomechanics II	Compulsory	15	1
5	MED***	Optional	15	2
5	MED***	Optional	15	2
6	MED***	Optional	15	1
6	MED***	Optional	15	2

	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)	Students develop knowledge and understanding on planes of motion and axes of rotation in musculoskeletal week in MED***…..	Eg. MED***: Level 4 Fundamental Anatomy		
1.4.2	Linear and angular kinetics	Students develop knowledge and understanding on the theoretical concepts of linear and angular kinetics through lecture content in MED*** and apply this knowledge to race analysis….	Eg. MED***: Level 4 Principles of Biomechanics		
1.4.3	Linear and angular kinematics	Students develop knowledge and understanding on the theoretical concepts of linear and angular kinematics through lecture content in MED*** and apply this knowledge to race analysis. MED*** includes the evaluation of kinematics in pathological gait and the application of that knowledge to clinical populations.	Eg. MED***: Level 4 Principles of Biomechanics Lecture Slides		
1.4.4	Fluid dynamics and projectile motion	Students develop knowledge and understanding on the underpinning principles of fluid dynamics and projectile motion in MED*** at level 4.	Eg. MED***: Level 4 Principles of Biomechanics		

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

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	Please see module descriptors for the core (module codes) and accessory physiology modules (module codes). These show progression of learning outcomes from level 4 through to level 6. At level 4 the emphasis is placed on technical skill development, health screening and safe laboratory practices, through to level 6 the application of technical skills to different environmental conditions, elite athlete sporting and health groups. Laboratory practicals are almost exclusively run by the academic module lead specialist within the topic area with support from the human performance laboratory manager. During practical sessions there are no more than 20 students in any one session in the human performance laboratory and up to 40 students within the biological life sciences wet laboratories with demonstrator support….		

	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	Students document and demonstrate a series of key laboratory skills and measurements throughout the degree from level 4 to 6. They include….	Eg. MED***: Module Descriptor Lecture Slides		
2.1.3	Respiratory function	Students document and demonstrate a series of key laboratory skills and measurements at level 4. They include….	Eg. MED***: Lab Manual Assignment 1		

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	MED*** introduces students to ways of gathering information about individual differences (e.g., questionnaires, projective tests, psychophysiological measures) and they experience their use. Psychophysiological measures are integrated into other modules across the three years. Skill development in intervention strategies (e.g., goal setting, behaviour change, and imagery are addressed across the three years, but particular attention is given to them in MED***…..		

	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	Students learn questionnaire use, performance profiling, interviews, psychological skills training interventions, and programme design via case study work, seminars, and workshops across the three years.	Eg. MED***: Module Descriptors		
2.2.3	Imagery	Students learn about designing, implementing, and evaluating imagery interventions via case study work, seminars, and workshops in MED ***….	Eg. MED***: Module Descriptor Lecture Slides Assignment 1		
2.2.4	Goal setting	Students learn about designing, implementing, and evaluating goal setting interventions via case study work, seminars, and workshops in MED***.	Eg. MED***: Module Descriptor		

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	Throughout undergraduate study in biomechanics, there is large emphasis placed on developing technical competency in the application of biomechanics assessments. Practical sessions routinely supplement a lecture to afford students the opportunity to get hands on with relevant biomechanics kit……Class sizes for practical sessions are capped at 20, which enables all students sufficient time with the equipment to upskills. The relatively small class sizes, and assistance from the Human Performance Laboratory managers ensures that support can be provided to all students. Assessment methods also facilitate technical developments…..		

	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	Students document and demonstrate a series of key testing skills and measurements throughout the degree from level 4 to 6. They include….	Eg. MED***: Module descriptor		
2.3.3	Kinematic measurement techniques	Students document and demonstrate a series of key testing skills and measurements throughout the degree from level 4 to 6. They include……	Eg. MED***: Module descriptor Lecture Slides		
2.3.4	Muscle activity assessment techniques	Students document and demonstrate a series of key testing skills and measurements throughout the degree from level 4 to 6. They include….	Eg. MED***: Module descriptor		

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	Students develop interdisciplinary knowledge and understanding throughout the degree programme from level 4 exercise prescription, level 5 current debates, sports medicine and exercise medicine, to level 6 maximising elite performance and optimising health outcomes. For example; Students apply principles from across the disciplines to perform client consultation and analysis, and design an appropriate periodised meso-cycle training programme in MED***. Students are pushed out of their comfort zone and challenged by current debates in sports and exercise science from across the disciplines with clinical and academic specialists presenting and leading debates… At level 6 students evaluate the elite athletes' needs and how to intervene appropriately using biomechanical, physiological and psychological components from the degree designing an evidenced-based training plan for an athlete/ team, while understanding practical applications and limitations in MED***…..	Eg. MED***: Level 4 Exercise Prescription Lecture Slides Assignment 1 Assignment 2		

3.1.2	Integration of variables contributing to exercise & health contexts	Students develop interdisciplinary knowledge and understanding throughout the degree programme from level 4 public health and exercise prescription, level 5 exercise medicine and to level 6 optimising health outcomes. For example; Students are pushed out of their comfort zone and challenged by current debates in sports and exercise science from across the disciplines with clinical and academic specialists presenting and leading debates e.g. To HIIT or not to HIIT with clinical populations? Students develop scientific understanding of key diseases high on the UK and global public health agenda and examine the role, benefit and considerations for using exercise prescription as part of disease management or treatment…. There is a strong focus on the effects of ageing on biomechanical function.	Eg. MED***: Level 5 Current debates in sports and exercise science Eg MED*** Lecture Slides Eg. MED***		

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

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 & applications of scientific enquiry	A research-led approach is used in all aspects of SaES delivery. This starts in week 1 of level 4 study. In MED*** students gain knowledge and understanding with taught workshops on the world of research…… At level 5 in MED*** students engage in weekly seminar sessions that are delivered as a journal club… In multiple modules across level 4, 5 and 6 students collect data within laboratory practical sessions and analyse within workshops….	Eg. MED***: Module Descriptor Lecture Slides Assignment 2		
4.1.2	Appropriate research ethics & governance training	Students address research ethics and governance within MED*** in preparation for MED*** their independent research project.	Eg. MED***: Module Descriptor		
4.1.3	A range of qualitative and quantitative research methodologies	Students gain knowledge and understanding through MED*** with introduction to statistics, qualitative research methods and gathering information from a variety of sources, quantitative approaches from normality, variability, testing dependent and independent variables, and big data…..	Eg. MED***: Module Descriptor Assignment 2		

Professional Development and Practice

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)	Students develop knowledge and understanding on CASES, PhysSoc, BPS and the ISB during welcome week and develop that knowledge in MED***with specific introduction by the CASES network representative Dr *******. In "***" specific codes of conduct are reviewed and student membership is encouraged…..	Eg. MED***: Module Descriptor Lecture Slides		
5.1.2	Professional behaviour (ethics, values & code of conduct)	At level 4 students develop knowledge and understanding of professional behaviour though a variety of mediums. For example, MED***review the CASES code of conduct, ethics in SaES, and safe working practices in the human performance laboratory……	Eg. MED***: Module Descriptor		
5.1.3	Safeguarding, welfare & vulnerable groups	Safeguarding, welfare and vulnerable groups are considered throughout the degree when students gain knowledge, skills and values in working with athletic, health and general populations…..	Eg. MED***: Module Descriptor Lecture Slides		

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

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	We do not set a required number of hours or specific time-point for students to engage with work-related activities, it is encouraged from the start of the 1st year, through to the point of graduation. A programme of professional development opportunities (PDOs) are promoted to all students throughout the year via a PDO channel….. At level 5 students engage in a specific Professional Practice module, which runs year-long and they are actively encouraged to engage with professional development opportunities, which may include placement.	Lecture Slides Eg. MED***: Level 5 Professional Practice		
6.1.2	Development and career planning	During level 4 students start addressing possible career options and completing skills audits within the first 5 weeks at University in MED*** with workshops on careers support, professional development, knowing your profession, and your career in SaES. During MED*** students…..	Eg. MED*** PowerPoint Supporting Content		

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

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 BASES Accreditation	**BASES Accreditation expiry date (if known)**	**Office Use Only**	
		Meets Criteria? (M,NM)	Reviewer Comments
Dr ******* (CASES Accredited Interdisciplinary) • BASES Outreach Project Group • BASES Education and Teaching Special Interest Group	**/**/**		
Dr ******* (CASES Accredited Pedagogy) • CASES Network Rep	**/**/**		
Dr ****** (CASES Accredited Physiology)	**/**/**		

Staff member with relevant alternative accreditation	**Alternative accreditation***	**Office Use Only**	
		Meets Criteria? (M,NM)	Reviewer Comments
Dr ****	HCPC registered psychologist		
Dr *****	BPS		

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