BASES Undergraduate Endorsement Scheme (BUES)
APPLICATION FORM

INSTITUTION DETAILS

Institution Name	[redacted]
Institution UCAS Code	[redacted]
Department Title	[redacted]
Address	[redacted]
Application Contact	[redacted]
Phone Number	[redacted]
Email	[redacted]
Institution, Department or Course website	[redacted]
Degree Programme or Framework Title	**BSc (Hons) Sport and Exercise Science**
Please specify all course titles/named pathways* (with course UCAS code)	BSc (Hons) Sport and Exercise Science ([redacted])
Course options	**Learning mode** Full-time ☒ Part-time ☐ Distance Learning ☐ **Course Duration** 3-year ☒ 4-year ☐ 6-year (P-T) ☐
Supporting Documents Check List	Programme Specification(s) ☒ Programme Structure Diagram (if applicable) ☒ Module Descriptors/Guides ☒ Laboratory Manuals (if applicable) ☒
Signature (Name, Position)	

**A degree programme with multiple routes or pathways (i.e. specialisms) can be submitted for endorsement via a single BUES application form as long as each of the routes/pathways to be endorsed share common 'core' modules making up at least 75% of the total course content. Fees apply to each named pathway given endorsement (see application guidelines for more information).*

Application Form Contents

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 development and application of subject knowledge occurs across the levels of the programme in both mono-disciplinary and multi – and interdisciplinary modules. The 'main' programme is supported by an academic advisory programme. • Students may choose to 'drop' one of the subject disciplines in favour of a multidisciplinary module at Level 5 and subsequently choose to specialise further still into Level 6. • The level 4 discipline specific modules cover each of the discipline elements on a basic level to serve as an introduction to that discipline of sport and exercise science. Multidisciplinary modules at both levels 4 and 5 provide the opportunity for students to further examine how and where disciplines complement each other (e.g., links between elevated negative state anxiety and changes in movements patterns). Levels 5 and 6 offer the opportunity to explore, refine and become increasingly independent within different aspects of the elected subject disciplines, as well as develop a more focused multi- and/or interdisciplinary subject knowledge within a preferred area of specialism. • Each module has formative assessment opportunities linked to developing knowledge and understanding required for the different summative assessment types. Assessments are exams, practical investigations/activities [including assessments of practical competence], reports of practical investigations, presentations, infographics, professional development portfolios, job applications and research reports. Students have the opportunity to engage in group and individual formative and summative activities. • Peer and staff feedback is provided on formative assessment and reflective activities are in-built in the programme which support students in using their assessment feedback in a feed-forward capacity • Attendance in seminars is monitored, and any students not engaging with seminars are subject to action in line with the course attendance policy. • Seminars typically work on a 20:1 – 23:1 staff:student ratio. Where required, Learning Support Officers also add further technical support to the academic staff members delivering the sessions. Students develop 'hands-on' skills by working in learning sets to run practical activities.		

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	Students undertake lectures and seminars that cover control and integration, Homeostasis, Thermoregulation, structure and function of the CV, Respiratory, muscular systems at rest, structure of the skeletal system, skeletal landmarks, the joints of the human body and structure and function of the digestive system. This knowledge then becomes progressively applied, depending on the modules elected through the programme. For example, students may study further into the strength and conditioning of junior sports, the physiology of team sports, or the physiology of individual endurance sports.	*1.1.2. Level 4 Physiology of the Human body* *1.1.5. Level 4 Biomechanical Principles of Human Movement* *1.2.3. Level 5 Physiological Responses to Sport and Exercise* *1.2.6. Level 5 Real-world Applications in Sport and Exercise*		
1.2.2	Influence of diet & nutrition	Students undertake lectures and seminars that cover core concepts of nutrition and biochemistry, sources and functions of macro and micronutrients, and fluid regulation requirements. Should students elect to study nutrition at more advanced levels, they will also cover nutrition throughout the lifespan (including pre-conception, pregnancy, lactation, early childhood, adolescence, young and older adults); overnutrition, undernutrition, and appetite regulation; food, mood and cognitive function; and functional foods and supplementation. At more advanced levels, students may elect to study the role of dietary interventions in cardiovascular rehabilitation, the role of dietary intervention in obesity management, and/or the role of dietary intervention in the management of HIV, Aids and Cancer.	*1.1.4. Level 4 Nutrition and Biochemistry for Sport and Exercise* *1.2.4. Level 5 Food and Nutrition for Health, Sport and Exercise* *1.3.5. Level 6 Cardiac Rehabilitation* *1.3.9. Level 6 Obesity Management* *1.3.12 Level 6 Contemporary Health and Physical Activity Rehabilitation*		

1.2.3	Effects of the environment	Earlier stages of the course consider control and integration, homeostasis and thermoregulation during exercise. Should student elect to study this pathway, this then progresses through to a more in-depth consideration of environmental influences on sports performance in different climatic conditions, as well as some of the health risks that are associated with competing in different environments.	*1.1.2. Level 4 Physiology of the Human body* *1.2.3. Level 5 Physiological Responses to Sport and Exercise* *1.3.3. Level 6 Performance in Extreme Environments*		
1.2.4	Energy systems & metabolic cost	In early stages of the course, student undertake lectures and seminars that contain activities which provide an introduction to energy requirements and energy balance, metabolism and energy systems. Should students elect more advanced modules, they will then further consider metabolic pathways that synthesize and resynthesize ATP during maximal, intermittent and prolonged exercise and the signals that regulate those pathways; the delivery, transport and utilisation of oxygen and substrates; mechanisms that regulate carbohydrate and fat metabolism with reference to breakdown, delivery, uptake and oxidation; and metabolic and physiological adaptations to exercise.	*1.1.2. Level 4 Physiology of the Human body* *1.1.4. Level 4 Nutrition and Biochemistry for Sport and Exercise* *1.2.3. Level 5 Physiological Responses to Sport and Exercise* *1.3.1. Level 6 Applied Physiology for Sports Performance*		
1.2.5	Components of fitness, principles of training & adaptations to training (structure and function)	Students undertake lectures and seminars around the idea of components of fitness and their application in different sport and exercise environment; and generic acute and chronic responses to exercise and sport performance. They will learn the basic principles associated with measuring different components of fitness. Depending on the modules elected later in the course, students may then extend this knowledge by considering strength and conditioning in junior sports, the physiology of team and individual sports, factors limiting the development of components of fitness physiological adaptations to sport-specific training methods, adaptations to different types of strength and conditioning practice or acute and chronic cardiac adaptations to exercise programming for cardiac rehabilitation	*1.1.2. Level 4 Physiology of the Human body* *1.2.3. Level 5 Physiological Responses to Sport and Exercise* *1.2.6. Level 5 Real-world Applications in Sport and Exercise* *1.3.1. Level 6 Applied Physiology for Sports Performance* *1.3.4. Level 6 Scientific Principles of Strength and Conditioning Practice* *1.3.11. Level 6 Cardiac Rehabilitation*		

1.2.6	Fatigue, recovery and overtraining	Students will begin examine fatigue as a response to sport and exercise performance and through considering factors influencing fatigue. These include fluid regulation, requirements and hydration; the role of glycogen; ATP synthesis and resynthesis; and energy systems, energy balance and metabolism. Students will examine factors influencing recovery, such as fluid regulation, requirements and hydration, the role of glycogen, ATP synthesis and resynthesis, energy systems, energy balance and metabolism. Integrated within related lecture and seminar content, students will consider overtraining, burnout and motivational factors in alternative and progressively applied manners (e.g., concept of and physiology behind overtraining, risk of overtraining in adolescent athletes, link between overtraining and injury).	*1.1.2. Level 4 Physiology of the Human body* *Responses to Sport and Exercise* *1.2.6. Level 5 Real-world Applications in Sport and Exercise* *1.3.4. Level 6 Scientific Principles of Strength and Conditioning Practice*		
1.2.7	Growth, development and ageing	Depending on the elective modules taken, students may then undertake further lectures and seminars which cover nutrition throughout the lifespan (including pre-conception, pregnancy, lactation, early childhood, adolescence, young and older adults), age-related changes in cardiovascular structure and function, age related changes in muscle structure and function (e.g., sarcopenia), or growth-related considerations in strength and conditioning for junior athletes.	*1.1.2. Level 4 Physiology of the Human body* *1.2.2. Level 5 Food and Nutrition for Health, Sport and Exercise* *1.3.11. Level 6 Cardiac Rehabilitation*		
1.2.8	Exercise and health (e.g. adapted physical activity; musculo-skeletal, cardiorespiratory & neurological disorders)	Early stages of the course provide a general overview of the role of exercise in physical health. Depending on the elective modules undertaken, student may then also examine more specific factors, such as the role of PA and adapted PA in obesity management, the role of exercise and physical activity in the treatment and management of HIV/AIDS, cancer, manic depression, schizophrenia, and different neurological diseases, or the role of exercise programming in cardiovascular rehabilitation programmes.	*1.1.2. Level 4 Physiology of the Human body* *1.3.9. Level 6 Obesity Management* *1.3.11. Level 6 Cardiac Rehabilitation* *1.3.12 Level 6 Contemporary Health and Physical Activity Rehabilitation*		

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	• In addition to the information below, please also see the Level 4 and Level 5 Physiology laboratory manuals attached with this application. These show the progression of skill development from level 4 to level 5. • Attendance in seminars is monitored, and any students not engaging with seminars are subject to action in line with the course attendance policy. • Seminars typically work on a 20:1 – 23:1 staff:student ratio. Where required, Learning Support Officers also add further technical support to the academic staff members delivering the sessions. Students develop 'hands-on' skills by working in learning sets to run practical activities.		

	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	Blood Pressure Measurement Induction to Cardiac Screening Induction to LDX and EPOC Blood Analysers Introduction to Human Monitoring devices Induction to using the Metalysers for ECGs Induction to h/p/Cosmos in Cardio Mode	*1.1.2. Level 4 Physiology of the Human body* *1.2.3. Level 5 Physiological Responses to Sport and Exercise* *1.3.1. Level 6 Applied Physiology for Sports Performance* *1.3.11. Level 6 Cardiac Rehabilitation*		
2.1.3	Respiratory function	Douglas Bags and gas analysis at rest and during Exercise Induction to Screening Induction to Metalysers (Gas 1) Douglas Bags during Exercise Induction to spirometry using portable spirometers	*1.1.2. Level 4 Physiology of the Human body* *1.2.3. Level 5 Physiological Responses to Sport and Exercise* *1.3.1. Level 6 Applied Physiology for Sports Performance*		

		Introduction to Human Monitoring devices			
2.1.4	Sub-maximal and maximal exercise tests	Using Monark Ergometers Induction to Metalysers (Gas 1) Douglas Bags and gas analysis Collection of Capillary Blood at the Finger during Exercise Induction to using the Wattbike Metalysers Workflows and Device Configuration Induction to using the Metalysers for ECGs Induction to the Lode Excalibur Sport and Manager Software Induction to h/p/Cosmos in Cardio Mode Overview of Cycle Ergometers	*1.1.2. Level 4 Physiology of the Human body* *1.2.3. Level 5 Physiological Responses to Sport and Exercise* *1.3.1. Level 6 Applied Physiology for Sports Performance* *1.3.11. Level 6 Cardiac Rehabilitation*		
2.1.5	Muscular strength, speed, power, endurance and repeat sprint activity	Handgrip strength testing Anaerobic power- Wingate Testing Collection of Capillary Blood at the Finger during Exercise Induction to using the Wattbike Induction to the Fusion Smartspeed system Introduction to GPS devices Induction to Catapult Devices Induction to the Lode Excalibur Sport and Manager Software Induction to AMTI Portable Force Plate Induction to jump tests and prediction of lower limb power	*1.1.2. Level 4 Physiology of the Human body* *1.1.6. Level 4 The Sport and Exercise Scientist in Action* *1.2.3. Level 5 Physiological Responses to Sport and Exercise* *1.3.1. Level 6 Applied Physiology for Sports Performance*		
2.1.6	Basal metabolic rate, energy intake (nutritional analysis), energy expenditure and energy balance.	Induction to Metalysers (Gas 1) Douglas Bags and gas analysis at rest and during Exercise Introduction to Human Monitoring devices Introduction to GPS devices	*1.1.2. Level 4 Physiology of the Human body* *1.1.4. Level 4 Nutrition and Biochemistry for Sport and Exercise*		
2.1.7	Perceived exertion and perceived effort	RPE using the Borg scale (original and modified)	*1.1.2. Level 4 Physiology of the Human body*		

			1.2.3. Level 5 Physiological Responses to Sport and Exercise *1.3.1. Level 6 Applied Physiology for Sports Performance* *1.3.11. Level 6 Cardiac Rehabilitation*		
2.1.8	Blood, Saliva, Sweat and urine sampling and handling	Induction to Collection of Capillary Blood at the Finger (& YSI) Collection of Capillary Blood at the Finger during Exercise Induction to Lactate Plus and Accutrend Blood Analysers Induction to LDX and EPOC Blood Analysers	*1.1.2. Level 4 Physiology of the Human body* *1.1.4. Level 4 Nutrition and Biochemistry for Sport and Exercise* *1.2.3. Level 5 Physiological Responses to Sport and Exercise* *1.3.1. Level 6 Applied Physiology for Sports Performance* *1.3.11. Level 6 Cardiac Rehabilitation*		
2.1.9	Anthropometry and Body composition	Multi-site Skinfold Measurement Bioelectrical impedance Bod Pod (demonstration)	*1.1.2. Level 4 Physiology of the Human body* *1.1.6. Level 4 The Sport and Exercise Scientist in Action* *1.2.4. Level 5 Food and Nutrition for Health, Sport and Exercise* *1.3.1. Level 6 Applied Physiology for Sports Performance*		
2.1.10	Measurement of body temperature	Introduction to Human Monitoring devices			

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 L4, we introduce students to sport and exercise science as an interdisciplinary approach that contributes to the health, wellbeing and performance of athletes and the general population. At L5, students consider the application of multi- and interdisciplinary sport and exercise science principles within the contexts of healthy ageing, team sports, junior athletes and sports as a special population, and individual sports with a focus on endurance sports.	*1.1.6. Level 4 The Sport and Exercise Scientist in Action* *1.2.6. Level 5 Real-world Applications in Sport and Exercise*		
3.1.2	Integration of variables contributing to exercise & health contexts	At L5, students consider the application of sport and exercise science within the contexts of healthy ageing, team sports, junior athletes and sports as a special population, and individual sports with a focus on endurance sports.	*1.2.6. Level 5 Real-world Applications in Sport and Exercise*		
3.1.3	Consideration of special populations	All modules with a sport performance focus consider athletes, particularly high-level and elite athletes, to be a special population be definition (e.g. a group with unique needs to be able to ensure optimal health, wellbeing and performance). The L5 Real-world Applications in Sport and Exercise module considers the application of sport and exercise science within the contexts of healthy ageing, and junior athletes and sports as a special population.	*All sport performance modules* *1.2.6. Level 5 Real-world Applications in Sport and Exercise*		
3.1.4	Environmental and occupational factors in relation to health, disease, disorder,	The L6 Cardiac Rehabilitation module considers the issues surrounding protocols for information transfer from the primary/secondary care team to the exercise professional and application of the information obtained to exercise programming/prescription. It also	*1.3.5. Level 6 Psychological Applications of Physical Activity and Health*		

	dysfunction & rehabilitation	considers health and safety issues and emergency procedures. The L6 Contemporary Health Issues and Physical Activity Rehabilitation environmental and occupational considerations when working with people with HIV/Aids, Cancer, eating disorders, psychosis, and neurological disease and disorders. The L6 Obesity Management module covers environmental and occupational factors to consider when working with obese clients. The L6 Psychological Applications of Physical Activity and Health considers environmental and occupational factors when working with clients with clinical mental health problems. The L6 Applied Sport Psychology module introduces students to special considerations with consulting with athletes rehabilitating from severe musculoskeletal injury	*1.3.6. Level 6 Applied Sport Psychology* *1.3.9. Level 6 Obesity Management* *1.3.11. Level 6 Cardiac Rehabilitation* *1.3.12 Level 6 Contemporary Health and Physical Activity Rehabilitation*		
3.1.5	Interdisciplinary project *(where appropriate)*	The L5 Research Methods for Sport and Exercise Science supports students in producing a group-based research project in a sport and exercise science context of their choosing. The L6 Final Year Project in Sport and Exercise Sciences affords students the opportunity to produce a project that contributes new knowledge, should this be their preferred option. In both instances, these projects can be interdisciplinary.	*1.2.7. Level 5 Research Methods for Sport and Exercise Science* *1.3.9. Final Year Project in Sport and Exercise Sciences*		

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	The L4 modules 'The Sport and Exercise Scientist in Action' and 'Personal, Professional and Academic Development in Sport and Exercise Sciences', and the L5 modules 'Real-world Applications in Sport and Exercise' and 'Research Methods for Sport and Exercise Science' introduce students to the notion of evidence-informed practice and its importance within sport and exercise science contexts. Students consider this in both mono- and inter-disciplinary environments.	*1.1.6. Level 4 The Sport and Exercise Scientist in Action* *1.1.7. Level 4 Personal, Professional and Academic Development in Sport and Exercise Sciences* *1.2.6. Level 5 Real-world Applications in Sport and Exercise* *1.2.7. Level 5 Research Methods for Sport and Exercise Science*		
4.1.2	Appropriate research ethics & governance training	All named modules have a progressive approach to research ethics and governance training, in order to prepare students for their final year project and beyond. Students are required to submit ethics applications at Levels 5 and 6.	*1.1.7. Level 4 Personal, Professional and Academic Development in Sport and Exercise Sciences* *1.2.7. Level 5 Research Methods for Sport and Exercise Science* *1.3.9. Final Year Project in Sport and Exercise Sciences*		
4.1.3	A range of qualitative and quantitative research methodologies	There is a progressive introduction of qualitative, quantitative and mixed-methods skills across the programme.	*1.1.7. Level 4 Personal, Professional and Academic Development in Sport and Exercise Sciences* *1.2.7. Level 5 Research Methods for Sport and Exercise Science* *1.3.9. Final Year Project in Sport and Exercise Sciences*		
4.1.4	Use of appropriate data analysis & visualisation techniques	Students learn about and apply a range of data visualisation techniques and their uses in different sport and exercise environments across all levels of the course. One specific example is how data can	*1.1.6. Level 4 The Sport and Exercise Scientist in Action* *1.2.7. Level 5 Research Methods for Sport and Exercise Science*		

		be best presented to coaches in a way that is meaningful and can help develop the health, wellbeing and performance of athletes.	*1.3.9. Final Year Project in Sport and Exercise Sciences*		
4.1.5	Evidence-based practice and evaluation	L4 The Sport and Exercise Scientist in Action and L5 Real-world Applications in Sport and Exercise modules introduce students to the notion of evidence-informed practice and its importance within sport and exercise science contexts.	*1.1.6. Level 4 The Sport and Exercise Scientist in Action* *1.1.7. Level 4 Personal, Professional and Academic Development in Sport and Exercise Sciences* *1.2.6. Level 5 Real-world Applications in Sport and Exercise* *1.2.7. Level 5 Research Methods for Sport and Exercise Science* *1.3.9. Final Year Project in Sport and Exercise Sciences*		
4.1.6	Research Project *(where applicable)*	The L4 Personal, Professional and Academic Development in Sport and Exercise Sciences module supports students in producing a desk-based research project where they complete a literature review in a sport and exercise science context of their choosing. The L5 Research Methods for Sport and Exercise Science supports students in producing a group-based research project in a sport and exercise science context of their choosing. The L6 Final Year Project in Sport and Exercise Sciences affords students the opportunity to produce a project that contributes new knowledge.	*1.1.7. Level 4 Personal, Professional and Academic Development in Sport and Exercise Sciences* *1.2.7. Level 5 Research Methods for Sport and Exercise Science* *1.3.9. Final Year Project in Sport and Exercise Sciences*		

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

- Throughout the course, students have the opportunity to consider issues of validity, reliability, practicality, sensitivity, accuracy and precision of testing in modules where they are exposed to either field-based or laboratory-based testing or data collection sessions.
- In addition to the requirement for qualitative and quantitative primary methodologies, students are also introduced to various types of research reviews as a viable and aspirational method of conducting research (e.g. systematic review, realist review).

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 BASES and others)	L4 The Sport and Exercise Scientist in Action and L5 Real-world Applications in Sport and Exercise modules introduce students to BASES. It also introduces students to other relevant PSRBs that a sport and exercise scientist may come into contact with (e.g. BPS, UKSCA, SENr, HCPC). The L6 Nutrition for Prevention and Treatment of Disease module considers the role and scope of sport and exercise scientists in nutrition and nutrition therapy and the appropriate referral networks required. The L6 Applied Sport Psychology module considers the BPS Code of Conduct in the context of Sport and Exercise Psychology practice as well as leaving scope to consider any BASES approved route to becoming a Practitioner Psychologist when such a route becomes available.	*1.1.6. Level 4 The Sport and Exercise Scientist in Action* *1.2.6. Level 5 Real-world Applications in Sport and Exercise* *1.2.7. Level 5 Research Methods for Sport and Exercise Science* *1.3.9. Final Year Project in Sport and Exercise Sciences* *1.3.10. Level 6 Nutrition for Prevention and Treatment of Disease* *1.3.6. Level 6 Applied Sport Psychology*		
5.1.2	Professional behaviour (ethics, values & code of conduct)	L4 The Sport and Exercise Scientist in Action and L5 Real-world Applications in Sport and Exercise modules introduce students to the BASES Code of Conduct and its importance in applied and research environments. The L6 Applied Sport Psychology introduces students to ethical, professional and legal issues associated with sport and exercise psychology practice, such as protection of title and limitations of practice. The L6 Final Year Project in Sport and Exercise Sciences requires students to complete their project	*1.1.6. Level 4 The Sport and Exercise Scientist in Action* *1.2.7. Level 5 Research Methods for Sport and Exercise Science* *1.3.9. Final Year Project in Sport and Exercise Sciences* *Sport and Exercise Sciences* *1.3.6. Level 6 Applied Sport Psychology*		

		with due regard for professional behaviour and in accordance with the BASES Code of conduct.			
5.1.3	Safeguarding, welfare & vulnerable groups	L4 The Sport and Exercise Scientist in Action and L5 Real-world Applications in Sport and Exercise modules introduce students to the concepts of safeguarding, welfare and vulnerable groups, commensurate with the requirements of the BASES Code of Conduct and relevant NGBs The L6 Final Year Project in Sport and Exercise Sciences requires students to complete their project with due regard for safeguarding, welfare and vulnerable groups as necessary.	*1.1.6. Level 4 The Sport and Exercise Scientist in Action* *1.2.6. Level 5 Real-world Applications in Sport and Exercise* *1.2.7. Level 5 Research Methods for Sport and Exercise Science* *1.3.9. Final Year Project in Sport and Exercise Sciences*		
5.1.4	Equality, diversity & inclusion	L4 The Sport and Exercise Scientist in Action and L5 Real-world Applications in Sport and Exercise modules introduce students to equality diversity and inclusion commensurate with the requirements of the BASES Code of Conduct and relevant NGBs The L6 Final Year Project in Sport and Exercise Sciences requires students to complete their project with due regard for equality, diversity and inclusion.	*1.1.6. Level 4 The Sport and Exercise Scientist in Action* *1.2.6. Level 5 Real-world Applications in Sport and Exercise* *1.2.7. Level 5 Research Methods for Sport and Exercise Science* *1.3.9. Final Year Project in Sport and Exercise Sciences*		
5.1.5	Effective design, delivery and evaluation of interventions	All modules in some way contribute to designing, delivering an evaluating interventions (e.g., understanding professional codes of conduct at level 4; undertaking supervised practical activities at level 4 whilst learning about factors that influence the success of such activities; through to independently designing and running interventions at level 6).			
5.1.6	Interpersonal & communication skill development	L4 The Sport and Exercise Scientist in Action and L5 Real-world Applications in Sport and Exercise modules introduce students to the development of interpersonal and communication skill development through discussing field-based fitness testing results with clients and producing needs analyses.	*1.1.6. Level 4 The Sport and Exercise Scientist in Action* *1.2.6. Level 5 Real-world Applications in Sport and Exercise*		

		The L6 Applied Sport Psychology module helps students develop skills in building client-practitioner relationships through effective interpersonal and communication skills. The L6 Final Year Project in Sport and Exercise Sciences requires students to communicate their project in a manner appropriate for the intended audience.	*1.2.7. Level 5 Research Methods for Sport and Exercise Science* *1.3.6. Level 6 Applied Sport Psychology* *1.3.9. Final Year Project in Sport and Exercise Sciences*		
5.1.7	Reflective practice	The L4 The Sport and Exercise Scientist in Action module introduces students to reflective practice through the completion of a skills audit and action plan. The L6 Final Year Project in Sport and Exercise Sciences requires students to reflect on the strengths and limitations of their project, then use these to form the foundations of suggestions for future research or practice. The L6 Applied Sport Psychology module helps students to develop skills in reflective practice through their reflections in intervention design processes.	*1.1.6. Level 4 The Sport and Exercise Scientist in Action* *1.3.6. Level 6 Applied Sport Psychology* *1.3.9. Final Year Project in Sport and Exercise Sciences*		
5.1.8	Practitioner/ Applied Project *(where applicable)*	The L4 The Sport and Exercise Scientist in Action module allows students to complete a small scale applied practitioner project using data collected during seminars and their ability to interpret that data in light of validity, reliability, practicality and sensitivity considerations. The L6 Final Year Project in Sport and Exercise Sciences affords students the opportunity to produce a product based on knowledge, should that be their preferred option.	*1.1.6. Level 4 The Sport and Exercise Scientist in Action* *1.3.9. Final Year Project in Sport and Exercise Sciences*		

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	The course teaching and learning strategy draws heavily on problem-based learning and case-based learning approaches, so that work-related learning is integrated at the heart of programme design and delivery. The L5 Employability in Sport and Exercise Science module requires students to complete 120 hours of professional development activity, which may include work placement.	*1.2.1. Level 5 Employability in Sport and Exercise Science*		
6.1.2	Development and career planning	The L5 Employability in Sport and Exercise Science requires students to complete a career development plan and liaise with careers advice services.	*1.2.1. Level 5 Employability in Sport and Exercise Science*		
6.1.3	Employer involvement in programme design & delivery	A panel of employers that include representation of each discipline of sport and exercise science as well as wider stakeholders (eg coaches, recruitment consultants, sports medicine representatives, clinical medicine representatives) scrutinised the proposed course content as part of the degree development. The L4 The Sport and Exercise Scientist in Action and L5 Real-world Applications in Sport and Exercise modules will draw on practitioner guest speakers from a range of sport and exercise science environments, to discuss the 'real life' of being a sport and exercise scientist.	*1.1.6. Level 4 The Sport and Exercise Scientist in Action* *1.2.1. Level 5 Employability in Sport and Exercise Science* *1.2.6. Level 5 Real-world Applications in Sport and Exercise*		

		The L5 Employability in Sport and Exercise Science engages a range of employers and entrepreneurs in the delivery of specialist lecture content.			
6.1.4	Awareness of commercial/ enterprise contexts and opportunities	All modules have a section in module handbooks and introductory lectures which demonstrates how the module contributes to long-term student employability. The L5 Employability in Sport and Exercise Science module introduces students to career opportunities, expectations of employers, employment landscape and professional standards.	*1.2.1. Level 5 Employability in Sport and Exercise Science*		
6.1.5	Global awareness (sport related)	The L5 Employability in Sport and Exercise Science module introduces students to the globalisation of sport and exercise employment industries. It also introduces students to social media impression management and its implications for professional perspectives and employability.	*1.2.1. Level 5 Employability in Sport and Exercise Science*		
6.1.6	Work Based Project *(where applicable)*				

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