CPGES Application Form Supporting Information

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1.0 Overview – Learning Environment

<table>
<tr><td>1.0</td><td>Outline the course(s) structure and the summarise general learning, teaching and assessment strategies. Please consider vertical/horizontal alignment of modules, approaches to teaching, learning and assessment, class sizes, student engagement, and delivery method (I.e., face-to-face, blended, fully online), and any other areas of potential good practice.

Where endorsement is sought for multiple courses, please outline the common content. Where specific course approaches exist, please clearly map to the particular course(s).

In this section, we expect the applicant to adopt a broader course level approach, as opposed to specific modular approach.</td><td>Supporting Documentary Evidence
(course level documentation)</td><td>Office Use Only

Criteria Met (M/PM/NM)</td></tr>
<tr><td></td><td>The MSc Sport **** is an interdisciplinary programme taught and delivered by experts whom have provided extensive high performance athlete support and led applied research associated in the field. On this programme students experience the unique opportunity to develop relevant theory and applied practical skills in biomechanical and physiological techniques using state-of-the-art equipment and laboratory and field-based facilities, in addition to learning and applying performance psychology and athlete mental health and wellbeing considerations (D1, D38). Advanced data collection and analysis methodologies are provided within a research-informed teaching environment within the Department of Sport, Health and Exercise Sciences at ****. The programme is designed to equip students with the academic and professional skills and knowledge needed to pursue careers in the fields of sports performance science regionally, nationally and internationally that aligns with CASES supervised experience and code of conduct (D31).

Teaching and learning strategy
The teaching and learning strategies are designed to expose students to the full range of teaching methods normally expected at master’s level (FHEQ Level 7) and aim to provide students with the skills outlined for master’s degrees in the QAA Frameworks for Higher Education Qualifications (D36). The teaching team offers a research-informed curriculum that incorporates their research expertise and supports the development of vocationally-relevant experiences, knowledge and skills.

The team employs a range of teaching and learning strategies that are informed by their pedagogical experience and knowledge. These include lectures and lecture-discussions, seminars and workshops, laboratory and field-based practicals, active learning through problem-based and project-based approaches, interactive team-based and collaborative learning sessions (including flipped-classroom), formative and peer feedback, as well as use of technologies to enhance the teaching and learning experience (e.g. PollEverywhere, Padlet, Socrative and other specialised software such as MetaSoft, Kinovea, QTM and Visual3D). Students benefit from this blended learning approach in the context of (D4, D5, D6, D7, D8, D8, D9, D10):</td><td>Evidence upload 1 - Course specification material: D1 Programme specification

Evidence upload 2 - Institutional documentation:D2 **** AI guidelines

Evidence upload 7 - Other: D3 BASES Position Stand on Artificial Intelligence and Assessment

Evidence upload 3 - Module outlines:</td><td></td></tr>
</table>

	• Practical sessions: designed to develop skills, methodological frameworks and conceptual frameworks that are foundational in developing their approach to exploring contemporary issues. • Lectures: Used to develop, transfer and contextualise theoretical concepts. • Seminars: Designed to involve students in discussion and detailed consideration of theoretical concepts and ideas. Some seminars also involve presentation of work to exemplify and develop understanding on a particular topic. • Tutorials: Small group or individual discussions with a tutor, used to enhance understanding of practice and theoretical concepts through tutor's feedback. These can be booked in the available office hours of all academics in the Department. • Guided Learning: Designed to support learning through specific activities which augment, extend and deepen what is covered in timetabled teaching activities. • Independent Learning: This is designed to facilitate independence through enabling students to take responsibility of their learning. Students are required to prepare work outside the class/lecture contact time and should regard this in the same way as preparation and research towards any assignment. A research project is undertaken allowing students to formulate relevant research questions and devise feasible and methodologically robust strategies for addressing them. **Assessment strategy** The assessment strategy aligns with the principles of authentic assessment and accessibility adopted by the Department and to maintain the academic standards expected of an MSc programme with a sport performance focus **(D11, D12, D13, D14, D15, D16, D17)**. The aims of the assessment strategy are to: 1. **Facilitate student participation and engagement:** the programme adopts a holistic approach to assessment that ensures a variety and balance between formative and summative assessments, types of assessment and their timing throughout the year. This approach facilitates and encourages continued student engagement and participation with teaching and learning activities **(D1)**. 2. **Improving inclusivity and accessibility:** the assessment approach considers different student backgrounds, learning preferences and motivations. The varied types of assessment provide students with different methods to demonstrate their learning and improve their performance. The assessment briefs and criteria are also designed to be clear and transparent to ensure accessibility to all students using accessible language, formatting and structure. Assessments in some modules (e.g. SP5503 Professional Development **D11**, SP5522 - Research and Application in the Psychology of Sports Performance **D13**, SP5602 - Mental Health and Wellbeing in Elite Sport **D15**, SP5603 Sport Performance Science **D16**) will allow students to draw on their cultural and personal experiences and knowledge.	D4 SP5503 Module Outline Evidence upload 3 - Module outlines: D5 SP5608 Module Outline Evidence upload 3 - Module outlines: D6 SP5522 Module Outline Evidence upload 3 - Module outlines: D7 SP5530 Module Outline Evidence upload 3 - Module outlines: D8 SP5602 Module Outline Evidence upload 3 - Module outlines: D9 SP5603 Module Outline Evidence upload 3 - Module outlines: D10 SP5604 Module Outline Evidence upload 4 - Module curriculum and	

2.0 Scientific Knowledge

The institution must describe how the following standards are met within the curriculum*. They must evidence how the standards are taught and assessed and discuss opportunities for postgraduate learners to apply the knowledge in a professional environment: • A systematic understanding of specialist theoretical knowledge within domain(s) of expertise, and a critical awareness of current problems and/or new insights, in the specified domains of expertise much of which is at, or informed by, the forefront of their academic discipline, field of study or area of professional practice. • A comprehensive understanding of methodological approaches or techniques applicable to their own research or advanced scholarship • Conceptual understanding, relevant to domain(s) of expertise, that enables the student: - to evaluate critically current research and advanced scholarship in the discipline. - to critically evaluate the theoretical basis of methodologies aligned to assessment and intervention and, where appropriate, to propose new hypotheses. *A successful application may not necessarily provide content/evidence against each discipline criteria; we do, however, anticipate evidence across the majority.

	Discipline criteria	**Briefly explain how knowledge criteria is developed**	**Supporting Documentary Evidence** (Module Descriptors, Lab Manuals etc.)	**Office Use Only** Criteria Met (M/PM/NM)
2.1	Theory New or advanced specialist conceptual knowledge relevant to specific domain of expertise in professional practice or research.	The Sport **** MSc programme is aimed at graduates with a background in sports science and related subjects who want to build on their existing knowledge with advanced study in the multidisciplinary area of elite sports performance (**D1, D38)**. The programme aims to: • Help students understand how a high-performance sport programme can be developed by exploring the determinants of elite performance and contemporary training interventions • Discuss how athlete support can be optimised to meet training and competition demands and administer effective recovery strategies across a range of sports. • Develop critical practical skills to enable the accurate measurement of performance and training responses in laboratory and field environments. • Provide optional modules that enable students to examine key psychological factors impacting elite sports performance and better understand mental health and wellbeing in elite sport.	Evidence upload 1 - Course specification material: D1 Programme specification Evidence upload 3 – SP5503 Module Outline Evidence upload 3 - Module outlines: D5 SP5608 Module Outline	

		• Embed a professional development option module to pursue a specific area of interest, and/or work with one of our partners on a placement. • Provide students with a coherent programme of study, which prepares them for attaining accreditation through the British Association of Sport and Exercise Sciences (BASES) The MSc consists of 180 credits, 120 credits are taught content of which 90 are compulsory (two 15 credit options are selected), the final 60 credits are associated with the research project (dissertation) **(D38)**. **<u>Compulsory taught modules</u>** **Sports Performance Science (D9, D16, D18, D19, D20)** This module explores the determinants of elite performance across a range of sporting contexts and provide students with the knowledge, understanding and skills to plan and implement a focused high performance driven programme. Delivered in seminar and practical formats, it outlines the role of biomechanical and performance physiology applications independently and in combination to enhance the performance of elite athletes via theoretical knowledge of advanced training modalities, competition demands, competition day strategies and recovery methods. **Assessment of Human Performance (D10, D17, D21, D22)** This practical module develops valid laboratory and field based skills and techniques that are commonly utilised to reliably assess physiological and biomechanical measures associated with human performance. Students utilise state of the art equipment and sport-specific testing to profile athletes across a range of sports and environmental contexts. The module also includes training for the measurement of performance specific biomarkers and the effective tracking of body composition. **Research Methods and Data Analysis (D5, D12, D23)** This module helps student to develop the necessary skills to undertake a piece of performance sport research, to develop competence in the range of quantitative and qualitative research methods available, and to critically assess the appropriateness of any research method in relation to a research question. It teaches students how to analyse qualitative datasets, including the use of applied software and enables students to undertake their MSc dissertation effectively.	Evidence upload 3 - Module outlines: D6 SP5522 Module Outline Evidence upload 3 - Module outlines: D7 SP5530 Module Outline Evidence upload 3 - Module outlines: D8 SP5602 Module Outline Evidence upload 3 - Module outlines: D9 SP5603 Module Outline Evidence upload 3 - Module outlines: D10 SP5604 Module Outline Evidence upload 4 - Module curriculum and assessment guidance: D11 SP5503 Module and Assessment Guidance Evidence upload 4 - Module curriculum and assessment guidance: D12 SP5608	

2.2	Theoretical basis of, and the variety of approaches to, assessment and intervention that reflect the intersectional nature of the data collected.	with a focus of differences and similarities in the various approaches to assess performance related function and the effectiveness of different training regimes. Central to the module is the development of data collection, analysis and visualisation techniques, and an appreciation of how reliability and validity can be assessed. **(D10, D17, D21, D22)** In the “Research Methods and Data Analysis” and “Dissertation” modules, students undertake critical evaluation to select and apply appropriate measurement and evaluation methods relevant to their dissertation study **(D5, D12)**. The selected methods will then be applied for data collection and critiqued in the context of their study aims **(D7, D14)**.	Evidence upload 3 - Module outlines: D5 SP5608 Module Outline Evidence upload 3 - Module outlines: D7 SP5530 Module Outline Evidence upload 3 - Module outlines: D10 SP5604 Module Outline Evidence upload 4 - Module curriculum and assessment guidance: D12 SP5608 Module and Assessment Guidance Evidence upload 4 - Module curriculum and assessment guidance: D14 SP5530 Module and Assessment Guidance Evidence upload 4 - Module curriculum and assessment guidance: D17 SP5604 Module and Assessment Guidance	

2.3	Complexity Interplay and integration How sport and physical activity, environmental factors, health status, disorder and/or dysfunction affect and influence interventions and outcomes.	The interplay between sub-disciplines within the field of sport performance science i.e., physiology, biomechanics and psychology are central to this programme. This is studied using an interdisciplinary approach to provide students with in-depth knowledge from different perspectives and experiences **(D1)**. How these factors influence interventions and outcomes is studied extensively in the following modules: - **Sports Performance Science:** to understand the role of biomechanical and performance physiology applications independently and in combination to enhance the performance of elite athletes via theoretical knowledge of advanced training modalities, competition demands, competition day strategies and recovery methods **(D9, D16, D18, D19, D20)**. - **Assessment of Human Performance:** to develop practical laboratory and field based skills and techniques that are commonly utilised to reliably assess the independent and synergistic role of physiological and biomechanical measures associated with human performance **(D10, D17, D21, D22).** - **Research and Application in the Psychology of Sports Performance**: students examine and present their understanding associated with the design and critically evaluation of an evidence-based intervention to improve mental toughness (assessment 1). They are then required to work independently to produce a written report describing and critically evaluating an evidence-based intervention designed to help an athlete deal with competitive state anxiety **(D6, D13)**. - **Mental Health and Wellbeing in Elite Sport Performance Lifestyle:** The module provides students with in-depth knowledge of the theoretical concepts and, practical applications of the broader challenges faced by elite athletes. This is delivered with a view to enhancing understanding of the appropriate support mechanisms available from a multi-disciplinary perspective and to critically explore issues associated with athlete wellbeing and diminished wellbeing **(D8, D15)**	Evidence upload 1 - Course specification material: D1 Programme specification Evidence upload 3 - Module outlines: D6 SP5522 Module Outline Evidence upload 3 - Module outlines: D8 SP5602 Module Outline Evidence upload 3 - Module outlines: D9 SP5603 Module Outline Evidence upload 3 - Module outlines: D10 SP5604 Module Outline Evidence upload 4 - Module curriculum and assessment guidance: D11 SP5503 Module and Assessment Guidance Evidence upload 4 - Module curriculum and assessment	

2.4	Originality Advanced knowledge and understanding that provides a basis, or opportunity, for originality in developing and/or applying ideas, within research or professional practice.	The previously described theoretical, complexity and measurement / evaluation knowledge and understanding will provide the basis for developing and applying students' own ideas within a research context as part of the Dissertation module **(D7, D14)**. The authentic learning approach taken within modules also engages students with developing and applying ideas that are directly translatable to professional practice. In the "Sport Performance Science" module, students critically explore real-life case scenarios of athlete support during traditional and unfamiliar sporting challenges. Students develop their own original ideas as part of the first module assessment where they are required to develop a critique of a contemporary topic relating to sports performance. In the module's second assessment students are required to plan and deliver an athlete/team specific sports performance preparation strategy that commonly involves extreme or unfamiliar contexts **(D9, D16, D20)** In "Mental Health and Wellbeing in Elite Sport Performance Lifestyle", in assessment 1, students select one mental health challenge (trauma, eating disorders, depression, anxiety, addictive behaviour) and critically review the literature on the area and consider the implications in a sport context. Within assessment 2, students develop a case study of a high-performance athlete adopting behaviour that is illustrative of any aspect of the module (e.g. Addiction, Injury, athlete abuse etc.). The task requires demonstration of a clear	Evidence upload 3 - Module outlines: D7 SP5530 Module Outline Evidence upload 3 - Module outlines: D8 SP5602 Module Outline Evidence upload 3 - Module outlines: D9 SP5603 Module Outline Evidence upload 4 - Module curriculum and assessment guidance: D14 SP5530 Module and Assessment Guidance	

3.0 Technical Skills: Development & Application

The institution should be able to demonstrate a range of inclusive opportunities where postgraduate learners:

- Develop and demonstrate ethical, inclusive, safe, and effective scientific and practical techniques relevant to domain(s) of expertise**.**
- Acquire training in relevant technical or specialist skills relevant to the domain of expertise.
- Engage in authentic, professional experience(s) within their specialist domain(s) of expertise, aligned to research and/or their chosen profession.
- Apply specialist knowledge and understanding, technical skills and problem-solving capability in new or unfamiliar environments within broader (interdisciplinary or multidisciplinary) contexts related to their field of study.
- Engage in self-directed or autonomous learning opportunities.

	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** Criteria Met (M/PM/NM)
3.1	Measurement and evaluation Technical approaches and applications to assess, monitor and inform sport performance and/or clinical interventions (pre/rehabilitation). Use of specialist or generic equipment, to extend or develop learner scope of practice or competency.	Central to teaching on the programme is understanding the reliability and validity of the following assessments of human physiological function related to athlete health, function and performance. This includes effective assessment of the following for athletes within SP5604 Assessment of Human Performance **(D10, D17, D21, D22)** • aerobic and anaerobic function • anthropometry and body composition • cardiorespiratory function, • biomarkers (blood and urinary) • energy expenditure and substrate utilisation • hydration and sudomotor output • kinetics and kinematics during locomotion • metabolic thresholds, • neuromuscular function e.g., via dynamometry and EMG In addition to the above being taught within a dedicated laboratory practical module (SP5604 Assessment of Human Performance), assessment within that	Evidence upload 3 - Module outlines: D9 SP5603 Module Outline Evidence upload 3 - Module outlines: D10 SP5604 Module Outline Evidence upload 4 - Module curriculum and assessment guidance: D16 SP5603 Module and Assessment Guidance Evidence upload 4 - Module curriculum and assessment guidance: D17 SP5604 Module and Assessment Guidance	
			Module and Assessment Guidance	

3.3	Originality Novel applications to athlete and/or clinical populations providing opportunity for originality in developing and/or applying ideas, often within a research context, while also considering the challenges to access, such as technological developments while remining cognisant of the digital divide.	To facilitate original thinking, students are encouraged to complete a dissertation in a field of their choice that focuses on a contemporary topic relating to sports performance and/or training **(D7, D14)**. This is supported by their engagement with a project supervisor who is an expert in the field as well as their understanding of research methods acquired in the Research Methods and Data Analysis module **(D5, D12)**. Students are able to demonstrate their technical skills, collecting and analysing data to address a novel research/clinical question and demonstrating understanding of the technical knowledge in the methods sections of their dissertations. Students are able to complete their dissertation utilising a variety of formats (Empirical Report, Literature-Based Study, Applied/Action Research, Scientific Paper Format, Technical Report for a Sports Organisation, Coaching or Teaching Resource) to demonstrate their ability to apply a rigorous research approach to a target audience using a variety of technological approaches **(D14)**. A central tenant of our programmes is to prepare students for employment roles and our philosophy is that assessments should be authentic in nature. Specifically, an authentic assessment can be defined as follows "Authentic assessment involves *tasks that reflect real-world challenges* and require the application of knowledge and skills in practical contexts". Taught modules on our programmes require students to profile an individual (client), conducting a performance related needs analysis which is then followed by practical testing of the client to obtain evidence based measures which are interpreted against research informed norms **(D10, D13)**.	Evidence upload 3 - Module outlines: D5 SP5608 Module Outline Evidence upload 3 - Module outlines: D7 SP5530 Module Outline Evidence upload 3 - Module outlines: D10 SP5604 Module Outline Evidence upload 4 - Module curriculum and assessment guidance: D12 SP5608 Module and Assessment Guidance Evidence upload 4 - Module curriculum and assessment guidance: D13 SP5522 Module and Assessment Guidance Evidence upload 4 - Module curriculum and assessment guidance: D14 SP5530 Module and Assessment Guidance	

4.0 Application of Knowledge & Skills: Interdisciplinary and Multidisciplinary

<table>
<tr><td colspan="5">The institution should be able to demonstrate safe and effective application of specialist knowledge and technical skills in interdisciplinary, and/or multidisciplinary contexts*, including:
Opportunities for inter-professional learning
Simulated learning.
Work-related experiences or placements
Research
Interdisciplinary – colleagues from more than one core sub-discipline of sport and exercise science (biomechanics, physiology, psychology) working together in integrated and coordinated manner to solve real-world problems. Multidisciplinary – colleagues from different organisations or professions (e.g., public health, emergency services, and healthcare) working together with sport and exercise professionals, in an integrated and coordinated manner to solve real-world problems.

*A successful application may not necessarily provide content/evidence against each element (4.1, 4.2, 4.3); we do, however, anticipate evidence across the majority.</td></tr>
<tr><td></td><td>Element</td><td>Identify the interdisciplinary and multidisciplinary opportunities where specialist knowledge, and technical and problem-solving skills are applied to address abstract, and unpredictable or complex issues in sport and exercise science.</td><td>Supporting Documentary Evidence
(Module Descriptors, Lab Manuals etc.)</td><td>Office Use Only
Criteria Met (M/PM/NM)</td></tr>
<tr><td>4.1</td><td>Opportunity to integrate and apply knowledge and understanding, technical skills and problem-solving capability in new or unfamiliar environments, handle complexity, and formulate judgements within an interdisciplinary, multidisciplinary, <u>sport performance context</u>,</td><td>Central to delivery on our MSc ***** Science programme is a progression from traditional but isolated sport, health and exercise science sub- discipline thinking towards a complex and integrative approach to resolving sport performance challenges using interdisciplinary expertise and appraisal (D1). Rather than delivering modules that have a one dimensional perspective i.e., biomechanics, physiology, or psychology, we instead structure our modules into contextual themes.

For example:
The module SP5603 – Sport Performance Science requires students to explore the physiological and biomechanical determinants of elite performance and outline the role of biomechanical and sports physiology applications in combination, and independently in enhancing the</td><td>Evidence upload 1 - Course specification material: D1 Programme specification

Evidence upload 4 - Module curriculum and assessment guidance: D11 SP5503 Module and Assessment Guidance

Evidence upload 4 - Module curriculum and assessment guidance: D12 SP5608</td><td></td></tr>
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	with incomplete or limited information.	performance of elite athletes via theoretical knowledge of advanced training modalities, competition demands, competition day strategies and recovery methods. Students utilise current research and critical skills to develop performance solutions to a holistic range of interdisciplinary performance issues encountered within elite and professional sport settings **(D16)**. • Within this module the multidisciplinary nature of an athlete support team is emphasised with specific teaching sessions focused upon "elite athlete support and the performance lifestyle" and "The multi-disciplinary support team and the role of the performance scientist in recovery from injury" • Guest speakers from elite sport provide real life insights into the role of the performance scientist alongside the wider athlete support team. • The SP5604 - Assessment of Human Performance module emphasises practical laboratory and field based technical skills that are relevant to physiological and biomechanical analyses of human performance and establish an understanding of how profiling and supporting an athlete requires interdisciplinary practice and expertise to optimise training preparation, performance execution, and recovery **(D17)**. • The SP5602 - Mental Health and Wellbeing in Elite Sport Performance Lifestyle module advances students' knowledge of the multidisciplinary support services used by athletes and develops students' ability to critically examine the impact of the environment on athletic success and wellbeing **(D15)**. Assessments on the programme are authentic in nature to prepare students for employment in roles where the evidence-based theoretical knowledge is combined with a need to implement problem solving and formulate judgement relating to athlete support solutions. Students are encouraged to complete a professional development module (SP5503) to enable students to pursue an area of interest that is relevant to their future career plans, often alongside a work placement. Within this module students have the opportunity to negotiate, manage and present personal learning outcomes, and to present a critical appraisal of professional development experiences that demonstrate personal, professional development within the framework of relevant theory and practice in an area of sport and exercise science **(D11)**.	Module and Assessment Guidance Evidence upload 4 - Module curriculum and assessment guidance: D13 SP5522 Module and Assessment Guidance Evidence upload 4 - Module curriculum and assessment guidance: D14 SP5530 Module and Assessment Guidance Evidence upload 4 - Module curriculum and assessment guidance: D15 SP5602 Module and Assessment Guidance Evidence upload 4 - Module curriculum and assessment guidance: D16 SP5603 Module and Assessment Guidance Evidence upload 4 - Module curriculum and assessment guidance: D17 SP5604 Module and Assessment Guidance	

5.0 Research

<table>
<tr><td colspan="5">The institution should be able to demonstrate a range of opportunities where postgraduate learners develop an understanding of research and analytical data techniques that enable the interpretation and application of research findings.

• Originality in the application of knowledge, together with a practical understanding of how established techniques of research and enquiry (quantitative, qualitative and mixed-methods) are used to create and interpret knowledge in the discipline.
• Deal with complex issues both systematically and creatively, make sound judgements in the absence of complete data, and communicate their conclusions clearly to specialist and non-specialist audiences.
• Demonstrate self-direction and originality in tackling and solving problems and act autonomously in planning and implementing tasks at a professional or equivalent level.</td></tr>
<tr><td></td><td>Element</td><td>Explain how this is covered in the course.</td><td>Supporting Documentary Evidence
(Module Descriptors, Lab Manuals etc.)</td><td>Office Use Only
Criteria Met (M/PM/NM)</td></tr>
<tr><td>5.1</td><td>Self-direction and originality in developing and/or applying ideas across a range of contexts.</td><td>Students are required to plan and undertake an original dissertation project on a self-chosen topic in a field related to high-performance sport. This will require students to develop and apply evidence-informed ideas in the context of what they have studied in the programme’s modules. Students will initially develop ideas across a range of contexts as part of enquiry-based study in taught modules. This enquiry-based learning will help to inform the topic of choice for the dissertation, which may be focused on a particular context (e.g. acute or chronic intervention for a particular population group or setting) or across multiple contexts (e.g. the reliability of a new technique applicable to a number of sports).

Students experience development and planning of research across different population groups and in different contexts in ‘Research Methods and Data Analysis’ (D5, D12). Original ideas are formulated in the development of a research proposal (D5, D12) and then apply these ideas in a research project (D7, D14).</td><td>Evidence upload 3 - Module outlines: D5 SP5608 Module Outline

Evidence upload 3 - Module outlines: D7 SP5530 Module Outline

Evidence upload 4 - Module curriculum and assessment guidance: D12 SP5608 Module and Assessment Guidance

Evidence upload 4 - Module curriculum and assessment guidance: D14 SP5530 Module and Assessment Guidance</td><td></td></tr>
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			SP5602 Module and Assessment Guidance Evidence upload 4 - Module curriculum and assessment guidance: D16 SP5603 Module and Assessment Guidance Evidence upload 4 - Module curriculum and assessment guidance: D17 SP5604 Module and Assessment Guidance	
5.3	Training in research ethics and governance, which includes understanding the ethical and historical context by which scientific knowledge has been developed to research going forward. Evidence course content to include informed consent, storing of data, voluntary participation, confidentiality, anonymity, potential for harm, data collection procedures, deception and debriefing and dissemination of research. Research accounting for the needs	Training in research ethics and governance is provided as part of 'Research Methods and Data Analysis' **(D5, D12)**. Students are required to consider aspects related to ethical research conduct in their research proposal of 'Research Methods and Data Analysis' module and may be required to complete an ethic application as part of their dissertation process **(D12, D14)**. In doing so, students are encouraged to consider ethical considerations specifically with regards to working with human participants, and to understand the requirements of a research ethics approval process. Additionally, ethical risks associated with data collection procedures are covered across multiple areas of the programme. This particularly relates to practical sessions delivered as part of SP5604 Assessment of Human Performance **(D17),** where students learn the ethical considerations regarding the application of measurement techniques in professional practice and research contexts **(D32, D33)**. This is in addition to sessions focused on planning research **(D5, D12)**. Furthermore, students must consider the ethical considerations regarding their data collection procedures when planning their dissertation and are required to apply for and gain ethical approval for their study **(D14).**	Evidence upload 3 - Module outlines: D5 SP5608 Module Outline Evidence upload 4 - Module curriculum and assessment guidance: D12 SP5608 Module and Assessment Guidance Evidence upload 4 - Module curriculum and assessment guidance: D14 SP5530 Module and Assessment Guidance Evidence upload 4 - Module curriculum and assessment guidance: D17 SP5604 Module and Assessment Guidance	

6.0 Professional development

The institution should evidence opportunities for learners to enhance their personal, academic, professional and career-relevant attributes in their specialist domain of expertise. • The qualities and transferable skills necessary for employment. • Ability to exercise initiative and personal responsibility.				
	Element	**Explain how students become aware of professional expectations and self-reflect on their attributes**	**Supporting Documentary Evidence** (portfolios, stakeholder groups, employers)	**Office Use Only** Criteria Met (M/PM/NM)
6.1	Professional identity and professionalism: Awareness of professional standards and professional and regulatory bodies (including Science Council, CASES and others).	All students within the Department of Sport, Health and Exercise Sciences are included in a dedicated virtual learning community hosted on Brightspace (the virtual learning environment) **(D23)**. This online platform serves as a hub for information and engagement, offering resources not only on employability and career development, but also on key professional bodies such as CASES, the primary accrediting and endorsing organisation for our programmes **(D23).** Through this platform, students access up-to-date content related to sector expectations, including guidance on professional conduct, core competencies, and career pathways. Specific modules—such as SP5603 Sport Performance Science —further embed this knowledge by making explicit and regular reference to professional standards and how these are applied in both research settings and real-world practice **(D14, D18, D19, D23)**. This reinforces students' understanding of how academic learning connects to expectations in the workplace and professional spaces. In addition, students receive invitations throughout the year to attend events and workshops at both the departmental and university levels, many of which are linked to career development and sector engagement, and some are specific for Sports students **(D23)**. Information on national-level events—such as those hosted by CASES or other relevant organisations—is circulated by the department's employability lead (Dr Helen Ives) as opportunities arise.	Evidence upload 4 - Module curriculum and assessment guidance: D14 SP5530 Module and Assessment Guidance Evidence upload 5 - Teaching materials: D18 SP5603 Session Slides 1 Evidence upload 5 - Teaching materials: D19 SP5603 Session Slides 2 Evidence upload 5 - Teaching materials: D23 Brightspace SHES Community	

		These structured and ongoing engagements help students foster a clear understanding of their professional identity.		
6.2	Career readiness: Preparing students for different careers e.g., awareness of future research opportunities keeping in mind global opportunities and internationalisation. Evidence sourcing research funding, writing funding applications, writing applications for PhD / further study / future employment, writing CVs and cover letters, interview preparation and practice.	**** prides itself on its strong commitment to enhancing student employability and professional development. This is achieved through its award- winning Professional Development Centre (PDC) - recognised nationally, the PDC was the Winner of the Professional Mentoring category at the Student Social Mobility Awards (2023) and the Supporting Student/Graduate Employability Award from AGCAS. Students enrolled on the programme benefit from a wide range of tailored services aimed at building their confidence, skills, and career readiness as well as providing general academic support **(D31, D34, D35)**. They have access to careers consultants (including two advisers focussed on careers in Sport and Exercise Sciences), who provide individualised guidance on career planning and navigating the job market. To support skill development, the Centre runs regular workshops on writing CVs and cover letters, preparing for interviews, job searching, and understanding postgraduate options. These are complemented by online learning resources, including LinkedIn Learning and the READY programme (Reach Every Ambition by Developing Yourself) — an extracurricular, 10-week evening course designed to help students develop creative problem-solving skills through real-world challenges, such as designing community-focused solutions for refugee populations. Students also gain direct access to work opportunities through a **** hosted online jobs platform that advertises part-time roles, internships, and graduate jobs. Many also engage in on-campus paid work, including participation in funded research projects with academic departments, helping them build valuable professional experience in a research environment. This also often serves as a taster for those interested in pursuing research careers and further study.	Evidence upload 6 - Programme materials: D31 Brightspace SHES Community Evidence upload 2 - Institutional documentation: D34 Student support options Evidence upload 2 - Institutional documentation: D35 Dept of SHES ECs and Extension Flow Chart	

		For those interested in self-employment or freelance work, PDC offers support for up to three years after graduation, providing advice and mentorship around entrepreneurship and business development. Students can also enhance their profiles through volunteering opportunities and modern language courses, further widening their global employability. In addition, the university organises multiple career fairs throughout the year — including local, global, and summer events — giving students direct access to employers and international work options. For those interested in further study and doctoral-level research, the programme provides an opportunity to conduct a research project through their dissertations (**D1**), which provides the students with some understanding of the expectations of a PhD/DPhil programme. There are also opportunities to engage with the Centre for Physical Activity for Health and Disease to gain further insight into a range of research areas and fields related to their background.		
6.3	Professional values, attitudes & behaviour (Ethics, values & code of conduct). Related topics include: Professional autonomy, personal integrity, open, honest, responsibility and accountability, recognise and respect autonomy of others (including service-users), duty of care and candour, act in the best interests of service users at all times.	In addition to the sessions delivered by the PDC that are focussed on professional values and behaviour, the students also practice elements of these in their modules. In the SP5604 Assessment of Human Performance module, students are guided to considering safer and effective practice when working with specific environments (e.g., the laboratory) and with populations to avoid causing distress or harm. Similarly, students on Exercise Sciences conduct the laboratory assessments and test in line with the CASES code of conduct – thus understand the importance of ensuring efficient and safe work practices and maintaining the highest standards of professionalism **(D17, D32, D33)**. Finally, in the Research Methods and Dissertation modules **(D12, D14),** the students are expected to reflect on the ethical and other considerations that have been considered when developing the research proposal including when collecting, storing and analysing data.	Evidence upload 4 - Module curriculum and assessment guidance: D12 SP5608 Module and Assessment Guidance Evidence upload 4 - Module curriculum and assessment guidance: D14 SP5530 Module and Assessment Guidance Evidence upload 4 - Module curriculum and assessment guidance: D17 SP5604 Module and Assessment Guidance Evidence upload 6 - Programme materials: D32	

	Please state the minimum number of hours students are expected to engage in professional, work-based activity.	The teaching delivery across modules is such that students are active learners in a collaborative, discursive environment that mimics a workplace whereby a multidisciplinary team of professionals will seek to address or resolve a relevant challenge. Beyond this, students have the opportunity to develop practical skills under the guidance of teaching and technical staff during open laboratory. Practical skills considered in this regard are commonly those delivered in taught sessions; however, students are able to self-select additional relevant skills and techniques. Relatedly, students can consolidate their acquired work-based and/or work-related knowledge via the 'SP5503 Professional Development' module which enables students to explore areas of interest relevant to their professional development **(D4, D11)**. The module provides an opportunity for students to negotiate, manage, and present personal learning outcomes, and to critically appraise their professional development experiences within the context of sport and exercise science theory and practice. Often this module is completed in conjunction with a work-based experience such as a placement or internship.	Module and Assessment Guidance	
6.10	Outline opportunities for learners to develop and evidence logical and systematic approach to problem solving, monitor and review the ongoing effectiveness of planned activity and modify it accordingly and be able to exercise personal initiative; apply	Across all taught modules, students are required to engage in problem solving and scientific reasoning to appraise the appropriateness and efficacy of an intervention for a given population. This process may be associated with formative activities integrated into the teaching delivery but also forms part of summative assessments. For example in SP5603 – Sport Performance Science, Assessment 1 requires students to produce a written "critical multidisciplinary appraisal of a contemporary area related to elite sports performance" with SP5603 – Sport Performance Science Assessment 2 requiring students to deliver an oral presentation that "outlines the advice/support that you [the student practitioner] would provide in order to optimise performance of the athlete/team preparing for a specific sports performance scenario" **(D9, D16)**. Central to both of these tasks is the necessity to deliver an evidence based appraisal and a justification of the outlined approach. With this the student	Evidence upload 3 - Module outlines: D9 SP5603 Module Outline Evidence upload 4 - Module curriculum and assessment guidance: D16 SP5603 Module and Assessment Guidance	

7.0 Equality, Diversity and Inclusion

	Applicants should demonstrate how their degree is committed to Equality, Diversity & Inclusion, demonstrating 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:	**Supporting Documentary Evidence** (institution/course /module level documentation)	**Office Use Only**
	1. **Teaching and Learning:** how the principles of equity, diversity and inclusion are embedded into the learning outcomes, teaching, and assessment of the postgraduate curriculum. 2. **EDI Targets and Outcomes:** measure, assess and reflect on annual equity, diversity and inclusion 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 equity, diversity and inclusion 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.	Evidence upload 4 - Module curriculum and assessment guidance: D11 SP5503 Module and Assessment Guidance Evidence upload 4 - Module curriculum and assessment guidance: D12 SP5608 Module and Assessment Guidance Evidence upload 4 - Module curriculum and assessment guidance: D13 SP5522 Module and Assessment Guidance Evidence upload 4 - Module curriculum and assessment guidance: D14 SP5530 Module and Assessment Guidance Evidence upload 4 - Module curriculum and assessment guidance: D15 SP5602 Module and Assessment Guidance Evidence upload 4 - Module curriculum and assessment guidance: D16 SP5603 Module and Assessment Guidance Evidence upload 4 - Module curriculum and assessment guidance: D17 SP5604 Module and Assessment Guidance	Criteria rating (0, 1, 2, 3)

		Evidence upload 2 - Institutional documentation: D26 **** EDI strategy Evidence upload 6 - Programme materials: D31 Brightspace SHES Community Evidence upload 2 - Institutional documentation: D34 Student support options Evidence upload 2 - Institutional documentation: D37 Personal Tutoring Code of Practice	
7.1	Equality, Diversity & Inclusion		

	Equality, Diversity and Inclusion (ED&I) are foundational principles that strongly underpin **** University ****'s core values **(D26)**, as articulated in the University's Strategic Plan. The strategy highlights ****'s commitment to adopting a whole-university approach to creating a fairer inclusive environment, with social justice at its heart. These values are embedded in institutional processes and policies and are promoted across the campus environment and throughout the student and staff experience. The University has established several committees responsible for overseeing ED&I matters relating to both staff and students. These committees play a critical role in reviewing current policies and procedures, setting measurable targets, and monitoring progress. They also ensure robust mechanisms are in place to facilitate both top-down and bottom-up communication on ED&I-related issues. A key institutional priority is addressing the awarding gap. The University has implemented a series of evidence-based strategies to tackle this issue, and these initiatives are subject to continuous review to assess their effectiveness. Within the MSc programme, the emphasis on diverse athletic populations further reinforces the importance of inclusive and individualised athlete support interventions. ED&I considerations are essential in developing effective clinical tools, engaging with diverse audiences, and shaping inclusive research methodologies that contribute to more equitable health outcomes. The programme benefits from a diverse teaching team in terms of gender, seniority, and age, offering a wide range of perspectives and experiences that enrich the student learning experience and provide visible role models. ED&I principles are embedded into the curriculum design. This includes the integration of diverse reading lists and inclusive teaching and learning resources. Pedagogical strategies also reflect a commitment to inclusive teaching and assessment practices. Members of the teaching team have experience in diversifying curricula and have participated in workshops on Decolonising the Curriculum, funded by the Access and Participation Research Fund. These workshops led to the co-creation of tools that embed ED&I with student input.

	Additionally, the programme development team led an Access and Participation project focused on understanding and addressing ethnicity-based awarding gaps at the module level, examining curriculum design, assessment methods, and teaching strategies. Findings from these projects are regularly discussed in Boards of Studies and departmental meetings to ensure continued integration across modules. The learning environment and associated resources are designed to be inclusive and accessible **(D25, D31, D34)**, ensuring that no individual with protected characteristics is disadvantaged. Where students are unable to participate in practical or laboratory activities due to disability, religious, or cultural reasons, the programme team endeavours to make appropriate adaptations, based on specific needs identified at the start of each academic year. Inclusivity and accessibility is a key pillar of the programme's assessment strategy (see sections 1 – 4)). Assessment briefs and criteria are designed with student backgrounds and learning preferences in mind. A diverse range of assessments is offered, and communication is clear and transparent to support accessibility for all learners. In some modules, students are encouraged to draw upon their personal, cultural, and intersectional experiences, which promotes deeper engagement and fosters creativity and innovation **(D11, D12, D13, D14, D15, D16, D17).** All students benefit from Tutoring@****, a pastoral and academic support system in which each student is assigned a personal tutor. Students are invited to meet their tutor one-to-one twice each term. Tutors are expected to adhere to the University's Code of Practice **(D37)**, which emphasises professionalism, accessibility, confidentiality, impartiality, respect, and responsiveness.

Reviewer comments:

8.0 Climate Change and Sustainability

	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.	**Supporting Documentary Evidence** (institution/course /module level documentation)	Office Use Only
	You should consider making use of The British Association for Sustainable Sport (BASIS) 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.	Evidence upload 2 - Institutional documentation: D28 **** Carbon Management Plan Evidence upload 2 - Institutional documentation: D29 **** Water Management Plan Evidence upload 2 - Institutional documentation: D30 **** Biodiversity Action Plan	Criteria rating (0, 1, 2, 3)
8.1	Climate Change and Sustainability		

		At an institutional level, **** University of **** is committed to reducing its impact on the environment and in January 2020 the University declared a climate change emergency and re-stated its commitment to research to support sustainability and tackling global challenges. The Global Climate Letter was signed with the full support of senior leadership from the University and from the Union of **** Students. The Global Climate Letter for Universities and Colleges is the official route for universities and colleges to be part of the Race to Zero campaign. • Carbon: **** University of **** (BUL) has set a target to become net zero in emissions by 2040; the challenge to reach this target is difficult to minimise and a step change in the way we deliver heat and power to the university is required to achieve the actions necessary to slash our carbon footprint. BUL's Carbon Management Plan 2022-25 (.pdf download) sets out our strategic approach to ensure that we are equipped to meet our carbon reduction objectives and targets, and additionally, to achieve both budget savings and to enhance our environmental reputation as an energy efficient institution **(D28)**. • Energy: Campus Services are committed to the continuous improvement of our buildings and implementation of energy efficiency measures across the campus. **** used a ring-fenced Rolling Green Fund (RGF) which funded carbon reduction projects. To date since the beginning of the scheme 40 projects have been completed saving 1,172 tCO2e annually. In October 2019 the University joined a pioneering renewable energy contract with 19 other universities, the power purchase agreement supplies the University with approximately 19% of BUL's electricity demand with 100% renewable energy from UK wind farms. • Water: BUL has undertaken a significant work package design to improve the level of measuring and monitoring water use across the campus. We have water sub meters at building level across the majority of our accommodation blocks and intend to extend this to all buildings across campus. ****'s Water Management Plan (.pdf download) sets out procedures and recommended actions to enable BUL to use conserve and discharge water as responsibly and sustainably as possible **(D29)**. **Biodiversity.** BUL has made a commitment to protecting our existing biodiversity, and where possible enhancing and improving. This is exemplified by receiving the prestigious Green Flag Award for the eighth year running. BUL have created the second edition of the Biodiversity Action Plan (2018-23) (.pdf download), the key aims of which are **(D30)**: • To further identify the current habitats, present across the campus • to produce proposals for improving the biodiversity on campus through building and landscape development projects where appropriate • to carry out species surveys across the sites and create action plans for the enhancement and protection of key identified species • to meet the legislative requirements set out in ‘Biodiversity 2020: A strategy for England’s wildlife and ecosystem services’ Defra • to actively promote engagement with students, staff and relevant civil societies in the protection and enhancement of biodiversity • to meet legal obligations and compliance set out in key legislatiom

9.0 Staff Profiles, Professional Accreditation, and Affiliations of Academic and Technical Staff

During the recruitment of staff and through support provided to learners we encourage all institutions to support BASES in our commitment to widening participation in sport and exercise research, education, practice, and the workplace with the goal to create greater opportunity for any individual to fulfil their potential, irrespective of their background or circumstances.

Note: It is expected that the provision includes at least 2 staff with relevant professional accreditations*, one of which needs to hold BASES accreditation (BASES Accredited Sport and Exercise Scientist or High Performance Sport Accreditation). Other Examples include BPS, UKSCA, SENr, HEA, ECSS, ACSM, ESSA, CSEP etc.

Academic staff members with BASES Accreditation and/or other affiliations (Full Time contracts)	**BASES 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)
Professor	CASES Accredited Sport & Exercise Scientist (Psychology – Research and Scientific Support); expiry	https://www.****.ac.uk/people Contributes 25 credits:	
	British Psychological Society Chartered Sport & Exercise Psychologist, CPsychol, AFBPsS CASES Fellow	- Module lead for SP5530 Dissertation - Teaches and marks on SP5530 Dissertation - Supervises on SP5530 Dissertation	
Dr	CASES Accreditation (Pedagogy) HEA Senior Fellow	https://www.****.ac.uk/people Contributes 5 credits: - Teaches on SP5603 Sports Performance Science - Supervises on SP5530 Dissertation	

Dr	British Psychological Society Chartered HCPC registered	https://www.****.ac.uk/people Contributes up to 30 credits: - Module lead for SP5503 Professional Development - Teaches and marks on SP5503 Professional Development - Module lead for SP5602 Mental Health and Wellbeing in Elite Sport - Teaches and marks on SP5602 Mental Health and Wellbeing in Elite Sport	
Staff with Other Fellowships			
Dr	HEA Fellow	https://www.****.ac.uk/people Contributes 60 credits: - Module lead for SP5603 Sport Performance Science - Teaches and marks on SP5603 Sport Performance Science - Teaches and marks on SP5604 Assessment of Human Performance - Supervises on SP5530 Dissertation	