****

**BASES Undergraduate Endorsement Scheme (BUES)**

 **APPLICATION FORM**

**INSTITUTION DETAILS**

|  |  |
| --- | --- |
| Institution Name |  |
| Institution UCAS Code |  |
| Department Title |  |
| Address |  |
| Application Contact |  |
| Phone Number |  |
| Email |  |
| Institution, Department or Course website |  |
| Degree Programme or Framework Title |  |
| Please specify all course titles/named pathways\* (with course UCAS code) |  |
| Course options | **Learning mode Course Duration**Full-time [ ]  3-year [ ] Part-time [ ]  4-year [ ] Distance Learning [ ]  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

1.1. Scientific Knowledge: Learning, Teaching and Assessment [ ]

1.2. Scientific Knowledge: Physiology [ ]

1.3. Scientific Knowledge: Psychology [ ]

1.4. Scientific Knowledge: Biomechanics [ ]

2.1. Technical Skills: Development & Application – Physiology [ ]

2.2. Technical Skills: Development & Application – Psychology [ ]

2.3. Technical Skills: Development & Application – Biomechanics [ ]

3.1. Application of Knowledge & Skills: Interdisciplinary [ ]

4.1. Understanding and Use of Research [ ]

5.1. Professional Development and Practice [ ]

6.1. Employability & Career Readiness [ ]

7.1. Professional Accreditation and Staff Affiliations [ ]

Scientific Knowledge: Learning, teaching and assessment

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

|  |  |  |
| --- | --- | --- |
| **1.1.** | **Explain the general strategies for developing scientific knowledge on the programme.** **Please consider vertical/horizontal alignment of modules, approaches to teaching, learning and assessment, class sizes and student engagement, and any other areas of potential good practice.** | Office Use Only |
| Meets Criteria?(M,PM,NM) | Reviewer Comments |
|  |  |  |  |

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 |  |  |  |  |
| 1.2.2 | Influence of diet & nutrition |  |  |  |  |
| 1.2.3 | Effects of the environment |  |  |  |  |
| 1.2.4 | Energy systems & metabolic cost |  |  |  |  |
| 1.2.5 | Components of fitness, principles of training & adaptations to training (structure and function) |  |  |  |  |
| 1.2.6 | Fatigue, recovery and overtraining |  |  |  |  |
| 1.2.7 | Growth, development and ageing |  |  |  |  |
| 1.2.8 | Exercise and health (e.g. adapted physical activity; musculo-skeletal, cardiorespiratory & neurological disorders) |  |  |  |  |

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

Scientific Knowledge: Psychology

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

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

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Discipline Element** | **Briefly explain how each listed subject knowledge discipline element is developed** | **Supporting Documentary Evidence** *(Module Descriptors, Lab Manuals etc.)* | **Office Use Only** |
| Meets Criteria?(M,PM,NM) | Reviewer Comments |
| 1.3.1 | Perspectives & philosophies of sport and exercise psychology |  |  |  |  |
| 1.3.2 | Stress, anxiety and arousal relationships |  |  |  |  |
| 1.3.3 | Motivation, confidence & self-efficacy |  |  |  |  |
| 1.3.4 | Cognition and motor behaviour |  |  |  |  |
| 1.3.5 | Leadership, group dynamics & cohesion |  |  |  |  |
| 1.3.6 | Individual differences |  |  |  |  |
| 1.3.7 | Attitudes, beliefs and models of behaviour change (including exercise adherence) |  |  |  |  |
| 1.3.8 | Exercise and mental health (positive and negative) |  |  |  |  |

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

Scientific Knowledge: Biomechanics

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

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

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Discipline Element** | **Briefly explain how each listed subject knowledge discipline element is developed** | **Supporting Documentary Evidence** *(Module Descriptors, Lab Manuals etc.)* | **Office Use Only** |
| Meets Criteria?(M,PM,NM) | Reviewer Comments |
| 1.4.1 | Anatomy of human movement (including planes of motion, axes of rotation, segmental analysis) |  |  |  |  |
| 1.4.2 | Linear and angular kinetics |  |  |  |  |
| 1.4.3 | Linear and angular kinematics |  |  |  |  |
| 1.4.4 | Gait and postural control |  |  |  |  |
| 1.4.5 | Fluid dynamics and projectile motion |  |  |  |  |
| 1.4.6 | Work, power and energy |  |  |  |  |
| 1.4.7 | Qualitative analysis of movement |  |  |  |  |
| 1.4.10 | Motor skill acquisition (may be covered in psychology curriculum) |  |  |  |  |

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

Technical Skills: Development & Application - Physiology

* 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 |  |  |  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **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 |  |  |  |  |
| 2.1.3 | Respiratory function |  |  |  |  |
| 2.1.4 | Sub-maximal and maximal exercise tests |  |  |  |  |
| 2.1.5 | Muscular strength, speed, power, endurance and repeat sprint activity |  |  |  |  |
| 2.1.6 | Basal metabolic rate, energy intake (nutritional analysis), energy expenditure and energy balance. |  |  |  |  |
| 2.1.7 | Perceived exertion and perceived effort |  |  |  |  |
| 2.1.8 | Blood, Saliva, Sweat and urine sampling and handling |  |  |  |  |
| 2.1.9 | Anthropometry and Body composition |  |  |  |  |
| 2.1.10 | Measurement of body temperature |  |  |  |  |

Technical Skills: Development & Application - Psychology

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

|  |  |  |
| --- | --- | --- |
|  | Briefly explain the general strategies for developing psychology technical skills (lab and/or field-based).Please consider vertical/horizontal alignment of modules, approaches to teaching, learning and assessment, class sizes and student engagement, and any other areas of potential good practice. | **Office Use Only** |
| Meets Criteria?(M,PM,NM) | Reviewer Comments |
| 2.2.1 |  |  |  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Technical Skill(s)** | **List practical activities/investigations that support development and application of technical skills (lab and/or field-based).** | **Supporting Documentary Evidence** *(Module Descriptors, Lab Manuals etc.)* | **Office Use Only** |
| Meets Criteria?(M,PM,NM) | Reviewer Comments |
| 2.2.2 | Needs analysis, intervention design and evaluation |  |  |  |  |
| 2.2.3 | Imagery |  |  |  |  |
| 2.2.4 | Goal setting |  |  |  |  |
| 2.2.5 | Athlete wellbeing and mental health |  |  |  |  |
| 2.2.6 | Stress management, anxiety reduction, and coping |  |  |  |  |
| 2.2.7 | Behaviour change |  |  |  |  |
| 2.2.8 | Team building and leadership development |  |  |  |  |
| 2.2.9 | Enhancing motivation |  |  |  |  |
| 2.2.10 | Developing confidence |  |  |  |  |

Technical Skills: Development & Application - Biomechanics

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

|  |  |  |
| --- | --- | --- |
|  | Briefly explain the general strategies for developing biomechanics technical skills (lab and/or field-based).Please consider vertical/horizontal alignment of modules, approaches to teaching, learning and assessment, class sizes and student engagement, and any other areas of potential good practice. | **Office Use Only** |
| Meets Criteria?(M,PM,NM) | Reviewer Comments |
| 2.3.1 |  |  |  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Technical Skill(s)** | **List practical activities/investigations that support development and application of technical skills (lab and/or field-based).** | **Supporting Documentary Evidence** *(Module Descriptors, Lab Manuals etc.)* | **Office Use Only** |
| Meets Criteria?(M,PM,NM) | Reviewer Comments |
| 2.3.2 | Kinetic measurement techniques |  |  |  |  |
| 2.3.3 | Kinematic measurement techniques |  |  |  |  |
| 2.3.4 | Muscle activity assessment techniques  |  |  |  |  |
| 2.3.5 | Flexibility/ range of motion |  |  |  |  |
| 2.3.6 | Balance |  |  |  |  |
| 2.3.7 | Muscular strength, power |  |  |  |  |
| 2.3.8 | Physical activity monitoring  |  |  |  |  |
| 2.3.9 | Performance analysis |  |  |  |  |

Application of Knowledge & Skills: Interdisciplinary

* 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 |  |  |  |  |
| 3.1.2 | Integration of variables contributing to exercise & health contexts |  |  |  |  |
| 3.1.3 | Consideration of special populations |  |  |  |  |
| 3.1.4 | Environmental and occupational factors in relation to health, disease, disorder, dysfunction & rehabilitation |  |  |  |  |
| 3.1.5 | Interdisciplinary project *(where appropriate)* |  |  |  |  |

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

Understanding and Use of Research

* 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 |  |  |  |  |
| 4.1.2 | Appropriate research ethics & governance training |  |  |  |  |
| 4.1.3 | A range of qualitative and quantitative research methodologies |  |  |  |  |
| 4.1.4 | Use of appropriate data analysis & visualisation techniques |  |  |  |  |
| 4.1.5 | Evidence-based practice and evaluation |  |  |  |  |
| 4.1.6 | Research Project *(where applicable)* |  |  |  |  |

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

Professional Development and Practice

* 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) |  |  |  |  |
| 5.1.2 | Professional behaviour (ethics, values & code of conduct) |  |  |  |  |
| 5.1.3 | Safeguarding, welfare & vulnerable groups |  |  |  |  |
| 5.1.4 | Equality, diversity & inclusion |  |  |  |  |
| 5.1.5 | Effective design, delivery and evaluation of interventions |  |  |  |  |
| 5.1.6 | Interpersonal & communication skill development |  |  |  |  |
| 5.1.7 | Reflective practice  |  |  |  |  |
| 5.1.8 | Practitioner/ Applied Project *(where applicable)* |  |  |  |  |

|  |
| --- |
| 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 |  |  |  |  |
| 6.1.2 | Development and career planning |  |  |  |  |
| 6.1.3 | Employer involvement in programme design & delivery |  |  |  |  |
| 6.1.4 | Awareness of commercial/ enterprise contexts and opportunities |  |  |  |  |
| 6.1.5 | Global awareness (sport related) |  |  |  |  |
| 6.1.6 | Work Based Project *(where applicable)* |  |  |  |  |

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

Professional Accreditation and Affiliations of Academic and Technical Staff

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

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

|  |  |  |
| --- | --- | --- |
| **Staff members with BASES Accreditation** | **BASES Accreditation****expiry date (if known)** | **Office Use Only** |
| Meets Criteria?(M,NM) | Reviewer Comments |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |

|  |  |  |
| --- | --- | --- |
| **Staff member with relevant alternative accreditation** | **Alternative accreditation\*** | **Office Use Only** |
| Meets Criteria?(M,NM) | Reviewer Comments |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |

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