



The British Association of
Sport and Exercise Sciences

BRITISH ASSOCIATION OF SPORT AND EXERCISE SCIENCES
ACCREDITATION COMPETENCY PROFILE

COMPETENCIES REQUIRED FOR APPLICANTS TO ATTAIN BASES ACCREDITATION

Applicant name:	Discipline:	Application Category:	Domain of Expertise:
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Introduction

This document sets out the BASES **competencies** which are required for accreditation. These are the standards BASES has produced for the safe and effective practice of sport and exercise scientists. They are the minimum standards we consider necessary to protect members of the public.

You must meet these standards when you first become accredited. After that, every time you renew your accreditation you will be asked to sign a declaration that you continue to meet the standards of proficiency that apply to your practice within your domain of expertise.

Your domain of expertise is the area or areas of your profession in which you have the knowledge, skills and experience to practise lawfully, safely and effectively, in a way that meets our standards and does not pose any danger to the public or to yourself. We recognise that an accredited member's domain of expertise may change over time and that the practice of experienced members often becomes more focused and specialised than that of newly accredited colleagues. This might be because of specialisation in a certain area or with a particular client group, or a movement in roles in management, education or research.

Your particular domain of expertise may mean that you are unable to continue to demonstrate that you meet all of the standards that apply

As long as you make sure that you are practising safely and effectively within your given domain of expertise and do not practise in the areas where you are not proficient to do so, this will not be a problem. If you want to move outside of your domain of expertise you should be certain that you are capable of working lawfully, safely and effectively. This means that you need to exercise personal judgement by undertaking any necessary training and experience.

Meeting the standards

It is important that those accredited by BASES meet our standards and are able to practise lawfully, safely and effectively. However, we don't dictate how you should meet our standards. There is normally more than one way in which each standard can be met and the way in which you meet our standards might change over time because of improvements in technology or changes in your practice. As an autonomous professional you need to make informed, reasoned decisions about your practice to ensure that you meet the standards that apply to you. This includes seeking advice and support from education providers, employers, colleagues and others to ensure that the wellbeing of service users is safeguarded at all times.

Service users

We recognise that accredited members work in a range of different settings, which include applied practice in sport and health, education, research and roles in industry. We recognise that different professions sometimes use different terms to refer to those who use or who are affected by their practice and that the use of terminology can be an emotive issue. We have tried to use a term in the generic standards which is as inclusive as possible. Throughout the generic standards we have used the term 'service users' to refer to anyone who uses or is affected by the services of accredited members. Who your service users are will depend on how and where you work. For example, if you work in applied practice, your service users might be your clients or your staff if you manage a team. The term also includes other people who might be affected by your practice, such as carers and relatives.

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EXPERIENCE: The candidate should be able to demonstrate that he/she has worked in an environment that has enabled the individual to receive training and gain experience relevant to the competences set out below.

1 – Scientific Knowledge

Be able to demonstrate a detailed scientific knowledge and understanding relevant to the domain of expertise

	AREA OF COMPETENCE	INDICATE SECTION(S) IN PORTFOLIO WHERE COMPETENCE IS DEMONSTRATED
1.1	<ul style="list-style-type: none"> Know and understand the key concepts of the bodies of knowledge which are relevant to their professional specific practice 	
1.2	<ul style="list-style-type: none"> Understand the structure and function of the human body relevant to their practice, together with knowledge of health, disease, disorder and dysfunction 	
1.3	<ul style="list-style-type: none"> Understand and be able to apply the theoretical concepts underpinning sport and exercise science delivery within their domain of expertise 	
1.4	<ul style="list-style-type: none"> Understand the theoretical basis of, and the variety of approaches to, assessment and intervention 	
1.5	<ul style="list-style-type: none"> Understand how sport and physical activity affect and influence the structure and function of the human body 	
Examples of how this could be achieved:	<ul style="list-style-type: none"> Evidence of a BUES sport and exercise science undergraduate degree Evidence of a BASES recognised postgraduate qualification in sport and exercise science 	

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2 – Technical Skills

Be able to demonstrate full understanding and application of relevant scientific techniques

	AREA OF COMPETENCE	INDICATE SECTION(S) IN PORTFOLIO WHERE COMPETENCE IS DEMONSTRATED
2.1	<ul style="list-style-type: none"> Be able to gather appropriate information via undertaking or arranging investigations as appropriate 	
2.2	<ul style="list-style-type: none"> Be able to select, undertake and record a thorough, sensitive and detailed assessment, using appropriate techniques and equipment 	
2.3	<ul style="list-style-type: none"> Be able to analyse and critically evaluate the information collected 	
2.4	<ul style="list-style-type: none"> Be able to demonstrate a level of skills in the use of information technology appropriate to their practice 	
2.5	<ul style="list-style-type: none"> Be able to conduct appropriate diagnostic or monitoring procedures, treatment, therapy or other actions safely and skilfully relevant to the domain of expertise 	
Examples of how this could be achieved:	<ul style="list-style-type: none"> Evidence of BASES endorsed / recognised undergraduate and postgraduate degrees Certification from relevant recognised training courses Case study/reflective accounts Presentations at conferences and workshops 	<ul style="list-style-type: none"> Completion of laboratory manual or similar Refereed publications Presentations at conferences and workshops

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3 – Application of Knowledge and Skills

Ability to demonstrate the application of knowledge and technical skills to the relevant delivery environment

	AREA OF COMPETENCE	INDICATE SECTION(S) IN PORTFOLIO WHERE COMPETENCE IS DEMONSTRATED
3.1	<ul style="list-style-type: none"> Be able to evaluate intervention plans using recognised outcome measures and revise the plans as necessary in conjunction with the service user 	
3.2	<ul style="list-style-type: none"> Demonstrate how you scope and plan and manage projects 	
3.3	<ul style="list-style-type: none"> To be able to set goals and construct specific individual and group sport and exercise science development programmes 	
3.4	<ul style="list-style-type: none"> Know and be able to apply the key concepts which are relevant to safe and effective practice within their domain of expertise as a sport and exercise scientist 	
3.5	<ul style="list-style-type: none"> Understand and be able to apply the theoretical concepts underpinning sport and exercise science delivery within their domain of expertise 	
3.6	<ul style="list-style-type: none"> Demonstrate how you use knowledge, experience, skills and broader scientific understanding to optimise the application of existing and emerging science and technology 	
Examples of how this could be achieved:	<ul style="list-style-type: none"> Case study following BASES guidelines Reflective accounts Writing journal articles or patents 	<ul style="list-style-type: none"> Research plan, ethics submission Teaching plan, curriculum development

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4 – Understanding and Use of Research

Be able to demonstrate a training in research which enables the understanding and application of research findings

	AREA OF COMPETENCE	INDICATE SECTION(S) IN PORTFOLIO WHERE COMPETENCE IS DEMONSTRATED
4.1	<ul style="list-style-type: none"> Demonstrate critical evaluation of relevant scientific information and concepts to propose solutions to problems 	
4.2	<ul style="list-style-type: none"> To recognise the value of research to the critical evaluation of practice 	
4.3	<ul style="list-style-type: none"> Be able to engage in evidence-based practice, evaluate practice systematically and participate in audit processes 	
4.4	<ul style="list-style-type: none"> Be aware of a range of research methodologies 	
4.5	<ul style="list-style-type: none"> Be able to use appropriate statistical and other research skills to gather and interpret evidence in order to make reasoned judgements with respect to sport and exercise science practice 	
4.6	<ul style="list-style-type: none"> Be aware of the principles and applications of scientific enquiry, including the evaluation of effectiveness of practice and the research process 	
Examples of how this could be achieved:	<ul style="list-style-type: none"> Evidence of BASES endorsed / recognised undergraduate and postgraduate degree research studies/projects Critique of published research papers Research proposal Literature review Postgraduate dissertation Use of online databases 	<ul style="list-style-type: none"> Further research activity including published refereed papers/presentations at conferences or workshops Returned in the RAE 2008 Case study and intervention Review how own research could impact on practice

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5 – Self Evaluation and Professional Development

Ability to self-reflect, take responsibility for own actions, and to demonstrate that continuous professional development occurs

	AREA OF COMPETENCE	INDICATE SECTION(S) IN PORTFOLIO WHERE COMPETENCE IS DEMONSTRATED
5.1	<ul style="list-style-type: none"> Work autonomously and take responsibility for the work of self and others 	
5.2	<ul style="list-style-type: none"> Be able to adapt their practice as a result of new and emerging ideas and information within the area of sport and exercise science 	
5.3	<ul style="list-style-type: none"> Be able to maintain an appropriate audit trail and work towards continual improvement 	
5.4	<ul style="list-style-type: none"> Understand the value of reflection on practice and evidence of engagement in the process 	
5.5	<ul style="list-style-type: none"> Take responsibility for continuous improvement within a scientific or technical environment 	
5.6	<ul style="list-style-type: none"> Understand the principles of quality control and quality assurance 	
Examples of how this could be achieved:	<ul style="list-style-type: none"> Documented evidence of attendance of the required 4 mandatory and 2 optional BASES SE workshops Documented evidence of all other courses run or attended Case examples showing how practice has been adapted Testimonials Video evidence Adherence to BASES Code of Conduct 	<ul style="list-style-type: none"> Reflective accounts maintained over the 2 years of supervised experience Reflective accounts corresponding to own practice and case study meetings Career development plan Attendance at other workshops Evidence based literature review Peer review

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6 – Communication

Ability to communicate orally and in writing to colleagues, peers and clients

	AREA OF COMPETENCE	INDICATE SECTION(S) IN PORTFOLIO WHERE COMPETENCE IS DEMONSTRATED
6.1	<ul style="list-style-type: none"> Demonstrate the ability to communicate effectively with specialist and non-specialist audiences 	
6.2	<ul style="list-style-type: none"> Be able to select, move between and use appropriate forms of verbal and non-verbal communication with service users and others 	
6.3	<ul style="list-style-type: none"> Understand the need to provide service users (or people acting on their behalf) with the information necessary to enable them to make informed decisions 	
6.4	<ul style="list-style-type: none"> Recognise the need to use interpersonal skills to encourage active participation of service users 	
6.5	<ul style="list-style-type: none"> Be able to discuss and explain the rationale for the use of sport and exercise science interventions 	
6.6	<ul style="list-style-type: none"> Be aware of the characteristics and consequences of non-verbal communication and how this can be affected by culture, age, ethnicity, gender, religious beliefs, nationality, sexuality and socio-economic status 	
Examples of how this could be achieved:	<ul style="list-style-type: none"> Documented evidence of attendance of the required 4 mandatory and 2 optional BASES SE workshops Report from supervisor Documented evidence of the presentation of information to different groups (peers, client groups etc) via different media (oral, written) Delivery of a workshop Video of delivery/communication Assessing learning styles Marketing materials 	<ul style="list-style-type: none"> Documented examples of written material such as client reports, scientific material Case examples where your communication skills have influenced the outcome Conferences, posters/presentations, scientific articles Lectures, curricula and lecture notes Evaluation forms Peer and client review Role play Ability to translate scientific detail to the end user

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7 – Problem Solving and Impact

Ability to address problems in a scientific and evidence based manner which results in a positive and timely outcome

	AREA OF COMPETENCE	INDICATE SECTION(S) IN PORTFOLIO WHERE COMPETENCE IS DEMONSTRATED
7.1	<ul style="list-style-type: none"> Be able to demonstrate a logical and systematic approach to problemsolving 	
7.2	<ul style="list-style-type: none"> Exercise sound judgement and understand principles of uncertainty in complex and unpredictable situations. 	
7.3	<ul style="list-style-type: none"> Be able to monitor and review the ongoing effectiveness of planned activity and modify it accordingly 	
7.4	<ul style="list-style-type: none"> Be able to initiate resolution of problems and be able to exercise personal initiative 	
7.5	<ul style="list-style-type: none"> Be able to apply problem solving and scientific reasoning to assessment findings to plan and prioritise appropriate expertise specific interventions 	
7.6	<ul style="list-style-type: none"> Recognise the value of case conferences and other methods of review 	
7.7	<ul style="list-style-type: none"> Be able to make reasoned decisions to initiate, continue, modify or cease treatment or the use of techniques or procedures and record the decisions and reasoning appropriately 	
Examples of how this could be achieved:	<ul style="list-style-type: none"> Case study examples demonstrating the approach taken to solving problems Examples of reflective accounts on practice Needs analysis 	<ul style="list-style-type: none"> Refereed publications Presentations at conferences and workshops Formal evaluation of teaching

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8 – Management of Self, Others and Practice

Be able to demonstrate an understanding of management requirements and to manage self and others

	AREA OF COMPETENCE	INDICATE SECTION(S) IN PORTFOLIO WHERE COMPETENCE IS DEMONSTRATED
8.1	<ul style="list-style-type: none"> Demonstrate the achievement of desired outcomes with the effective management of resources and risks 	
8.2	<ul style="list-style-type: none"> Demonstrate a commitment to professional development through continuing advancement of your own knowledge, understanding and competence 	
8.3	<ul style="list-style-type: none"> Be able to maintain records appropriately 	
8.4	<ul style="list-style-type: none"> Be able to contribute effectively to work undertaken as part of a multi-disciplinary team 	
8.5	<ul style="list-style-type: none"> Promote, implement and take responsibility for robust policies and protocols relating to health, safety and sustainability 	
8.6	<ul style="list-style-type: none"> Promote and ensure compliance with all relevant regulatory requirements and quality standards 	
8.7	<ul style="list-style-type: none"> Comply with and promote relevant codes of conduct and practice 	
Examples of how this could be achieved:	<ul style="list-style-type: none"> Documented evidence of attendance of the required 4 mandatory and 2 optional BASES SE workshops Structured taught element of post graduate degree Leading on projects Ethics applications Risk assessment Storing and handling of data to fit with data protection regulations. 	<ul style="list-style-type: none"> Attendance at relevant workshops and training days Involvement in initiatives promoting equality, diversity, and inclusivity Documented situations which demonstrate appropriate understanding of above mentioned competencies Team boundaries Appropriate CPD activities undertaken and documented with reflections

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9 – Understanding of the Delivery Environment

Be able to demonstrate a knowledge of and integration into, the specific delivery environment

	AREA OF COMPETENCE	INDICATE SECTION(S) IN PORTFOLIO WHERE COMPETENCE IS DEMONSTRATED
9.1	<ul style="list-style-type: none"> Oversee the implementation of solutions and demonstrate an understanding of potential and actual impacts of your work on your organisation, on the profession and on the wider community. 	
9.2	<ul style="list-style-type: none"> Demonstrate the ability to mediate, develop and maintain positive working relationships 	
9.3	<ul style="list-style-type: none"> Understand the structure and function of relevant services in the UK and current developments within which they operate; and be able to respond accordingly 	
9.4	<ul style="list-style-type: none"> Recognise that relationships with service users should be based on mutual respect and trust, and be able to maintain high standards of care even in situations of personal incompatibility 	
9.5	<ul style="list-style-type: none"> Understand the requirement to adapt practice to meet the needs of different groups distinguished by, for example, physical, psychological, environmental, cultural or socio-economic factors 	
9.6	<ul style="list-style-type: none"> Understand the need to agree the goals, priorities and methods of the proposed intervention in partnership with the service user 	
Examples of how this could be achieved:	<ul style="list-style-type: none"> Feedback from clients Letter of support Voluntary work 	<ul style="list-style-type: none"> Case study which demonstrates understanding of and adaptation to the delivery environment Examples from own practice

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10 – Professional Relationships and Behaviours

Be able to demonstrate adherence to the highest standard of ethical and professional behaviour and team work in working with colleagues and clients

	AREA OF COMPETENCE	INDICATE SECTION(S) IN PORTFOLIO WHERE COMPETENCE IS DEMONSTRATED
10.1	<ul style="list-style-type: none"> Be able to practice within the legal and ethical boundaries of their profession 	
10.2	<ul style="list-style-type: none"> Be able to practice in a non-discriminatory manner 	
10.3	<ul style="list-style-type: none"> Understand the importance of and be able to maintain confidentiality 	
10.4	<ul style="list-style-type: none"> Understand the importance of and be able to obtain informed consent 	
10.5	<ul style="list-style-type: none"> To be able to exercise a professional duty of care and to act in the best interests of service users at all times 	
10.6	<ul style="list-style-type: none"> Demonstrate effective leadership through the ability to guide, influence, inspire and empathise with others 	
10.7	<ul style="list-style-type: none"> Be aware of applicable health and safety legislation, and any relevant safety policies and procedures in force in the workplace, such as incident reporting and be able to act in accordance with these 	
10.8	<ul style="list-style-type: none"> Know the limits of their practice and when to seek advice or refer to another professional 	
Examples of how this could be achieved:	<ul style="list-style-type: none"> Relevant taught elements of postgraduate degree Examples of forms and records kept Attendance at appropriate training days Testimonials from service users 	<ul style="list-style-type: none"> Successful ethics submission Case study examples of good practice with reflective accounts Consent forms