The British Association of Sport and Exercise Sciences (BASES)

BASES Sport and Exercise Scientist Accreditation Guidelines

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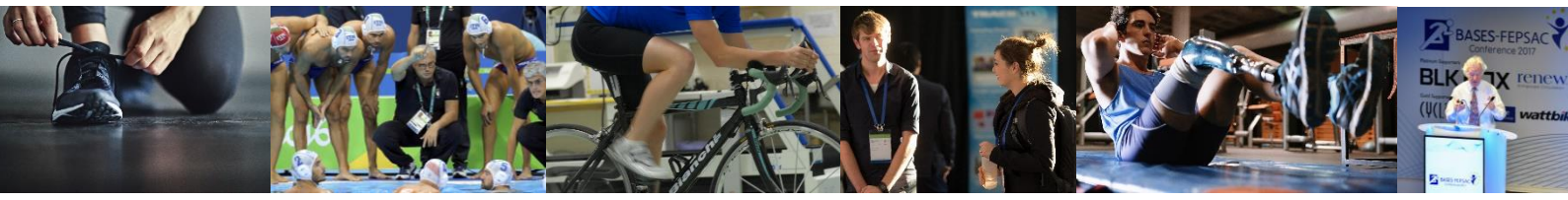

"Promoting excellence in sport and exercise sciences"

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1. Definitions

Accreditation: BASES Accreditation is awarded to those practitioners who are deemed by the Association to have the knowledge, skills and understanding necessary to be safe and fit to practice as a sport and exercise scientist. Accredited members must work within their specified domain of expertise. This will be judged against the evidence provided towards meeting the competencies within the BASES Accreditation Competency Profile. Accreditation lasts for 5 years. Accredited members are entitled to call themselves a BASES Accredited Sport and Exercise Scientist.

Re-Accreditation: Re-accreditation is required every five years. Members who have held BASES Accreditation within the past 3 years are eligible to regain accredited status by applying through the re-accreditation process. The application should cover the previous 5 years of work up to the submission point. If BASES Accreditation has lapsed for longer than 3 years, the applicant will normally be required to submit a full accreditation application. Exceptional circumstances to the 3 year period will be considered on a case-by-case basis. A successful re-accreditation application allows members to continue using the title BASES Accredited Sport and Exercise Scientist.

Competency Profile: The competency profile is the document that contains all the competencies which need to be met and evidenced in order to gain BASES Accreditation. Evidence should be submitted within a portfolio of evidence and mapped to the competency profile to demonstrate how the applicant meets each of the competencies.

Chartered Scientist (CSci): CSci represents a single chartered mark for all scientists, recognising high levels of professionalism and competence in science. This is awarded by the Science Council. Chartered Scientist status is aligned to BASES Accreditation and accredited members are eligible to hold Chartered Scientist status. To remain a Chartered Scientist, a member must maintain their

BASES Accredited status. CSci lasts for 1 year. Successful applicants are entitled to call themselves a Chartered Scientist and use CSci after their name.

Domain of Expertise: In common with many related health professions, BASES accredits individuals to work within the area of professional practice in which BASES recognises them as safe and fit to practice. This area of professional practice is referred to as an individual's *domain of expertise*. An individual's domain of expertise has two core elements:

1. Disciplinary specialism: *biomechanics, physiology, psychology or inter-disciplinary*
2. Category of professional practice: *scientific support, research or pedagogy*

The domain of expertise must be specified in all applications for BASES Accreditation (and Re-accreditation). Applications will be reviewed on the basis of demonstrating the required standard of competency and experience to practice safely, independently and effectively within that domain of expertise. Individuals accredited by BASES must at all times work within their domain of expertise.

2. Why apply for BASES Accreditation and Chartered Scientist?

BASES will award accreditation to those who are deemed to have the knowledge, skills and understanding to be safe and fit to practice as a sport and exercise scientist.

Sports and exercise science is a multidisciplinary field concerned with the application of scientific principles to sport and exercise; encompassing underpinning knowledge that includes, but is not exclusive to, physiology, psychology and the analysis of movement.

BASES accredited sport and exercise scientists are also eligible to become Chartered Scientists without any additional paperwork required.

Attain professional recognition and stand out from the crowd in this highly competitive field by becoming BASES accredited and gaining Chartered Scientist status.

Benefits of Accreditation:

- Professional recognition
- Quality assurance for your clients, service users and the wider public
- Stand out from other professionals in the marketplace

3. Routes to Accreditation

3.1 Supervised Experience Route

BASES Supervised Experience (SE) aims to provide sport and exercise scientists with the guidance, environment and opportunities that will facilitate the development of the competencies required for BASES Accreditation as a sport and exercise scientist. For a developing practitioner, SE is a key stepping stone to a career in applied sport and exercise science.

For more information on the BASES supervised experience process please see the BASES Supervised Experience Guidelines

3.2 Direct Application Route

For those with prior experience, the direct application process requires the candidate to demonstrate that they fully meet the competencies set out in the BASES Competency Profile.

Professional members may achieve accreditation as a result of work in applied sport/exercise science support, research or pedagogy. In all cases the process and the judgement of generic knowledge, skills and professional practice will apply although how these are expressed and the "client" group will differ.

Applicants who successfully gain accreditation are eligible to apply for Chartered Scientist status.

BASES Accreditation is awarded to those practitioners who are deemed by the Association to have the knowledge, skills and understanding necessary to practice safely, effectively and independently as a sport and exercise scientist.

BASES Accreditation is based on the premise of applicants:

- having the required level of underpinning scientific knowledge
- fully understanding the delivery context
- being able to apply their knowledge to make a positive difference
- having the personal skills required to bring about the action or change required.

Accreditation is a postgraduate level qualification and applicants should possess a Master's degree or PhD. Applicants not holding this qualification should refer to the Master's Level Equivalency document (Appendix 3) for guidance on demonstrating the equivalent level of knowledge. This must be clearly evidenced within your portfolio.

Applicants who do not possess an undergraduate degree should include their portfolio submitted as part of the Accreditation of Prior Experiential Learning (APEL) or Recognition of Prior Learning (RPL) required for commencing postgraduate study without prior undergraduate study. This requires a mapping of experience to the learning outcomes for an undergraduate degree in Sport and Exercise Science. If there is a shortfall in hours, then evidence must be provided to demonstrate where this has been attained through other academic knowledge, CPD or work experience.

Accreditation will be awarded for five years, after which time individuals will be required to apply for re-accreditation.

Those accredited by BASES are entitled to use the term 'BASES Accredited Sport and Exercise Scientist' whilst they meet all of the relevant accreditation criteria.

Some members may undertake work with children, young people or vulnerable adults and a CRB check may therefore be required, along with attendance at a Safeguarding and Protecting Children and Vulnerable Adults workshop. However, the variety of individual circumstances, the extent of supervised/sole working, and an individual organisation's own policies make it impossible for BASES to provide detailed guidance. BASES recommends that members discuss with their client/employer to determine whether a CRB check and/or attendance at a safeguarding workshop is required.

Consideration of the issues involved in working with children and/or vulnerable populations, and appropriate action required, will be a means of fulfilling some of the competency requirements for accreditation, particularly *10. Professional relationships and behaviours*.

3.2.1. Application Notes:

One PDF attachment containing the documents listed below, in the following order, to be uploaded with your online application:

- Contents page including page numbers
- One-page CV

- Case study for each category applied for (maximum of 5000 words or 30 pages long and following the guidelines in Appendix 1)
- Scanned copies of undergraduate degree certificates and official transcripts if required (for non-BASES endorsed degrees)
- Scanned copies of postgraduate degree (Masters or PhD) certificates and transcripts *or* completed Master's Level Equivalency Mapping template.

  Please note that if requesting transcripts from a university, these may take some time to arrive. It is the applicant's responsibility to ensure that all information is gathered and submitted on time.

- Three signed references (from one mentor and two clients)
- Competency Profile

  The Competency Profile should provide sufficient detail for reviewers to judge that you have the necessary experience and expertise to claim competence in that area, clearly signposting where evidence may be found in the case study, references and additional supporting evidence. It should not consist merely of a series of hyperlinks to supporting documents.

- Competency Profile Supporting Evidence (no longer than 50 pages)

  Supporting evidence should reflect the applicant's scope of practise. Submission of additional evidence to support claims of competence is encouraged where you feel the case study, reference and educational experience does not sufficiently do so.

  Note: A good quality submission will contain only the necessary evidence to support skills and competency requirements and all evidence submitted should be referenced within your Competency Profile.

We would expect a 'standard' application to be between 60–100 pages in total. Applications should not be more than 100 pages long. Applications of excessive length may be rejected upon these grounds. In exceptional circumstances, such as an application for multiple accreditation categories (i.e. Research, Support, Pedagogy), additional case studies may result in the total length exceeding 100 pages.

Applications not following this guidance will not be processed.

3.2.2. Reviewing and Appeals Notes:

All applications for accreditation are judged solely on the evidence submitted by the applicant and not on personal or professional reputation or additional information known to committee members, except where there is evidence demonstrating that an applicant is in contravention of the BASES Code of Conduct or the BASES Safeguarding and Welfare Policy.

Applications will be accepted, rejected or deferred. Deferral will normally occur at the Accreditation Committee stage. Deferred applicants will have until the next application deadline to submit the requested information. These will then be reviewed again during the next round of submissions i.e. applications deferred from January will be reviewed again in July. Deferral will not be used to enable an applicant to fulfil criteria in which they may be lacking.

In cases of dispute, appeals may be made via the BASES Appeals Process.

Successful applicants will be accredited as sport and exercise scientists. In common with all related health professionals, those accredited by BASES must at all times work within their

domain of expertise. The material contained within the application for accreditation sets out the area of professional practice in which BASES recognises an individual is safe and fit to practice. This would be used as information to guide any code of conduct inquiry in the event of an allegation that a BASES member was working outside of their professional competencies.

BASES Accreditation carries with it an assurance of meeting the professional standards criteria outlined in this document, but **BASES does not accept legal responsibility for services to clients by accredited sport and exercise scientists**.

The accreditation fee is a processing and administration fee and does not guarantee accreditation. Where applications are rejected the fee is non-refundable, and another fee would be required for a re-application. The CSci fee is a refundable payment should an accreditation application be rejected.

The dates for submission for accreditation applications are 6th January and 1st July. The deadlines for the receipt of applications are **1pm** on the two annual submission dates.

By its nature, BASES Accreditation is not simply a process of obtaining ticks in a series of boxes; BASES acknowledges that there is a subjective element to the review and assessment process. This is why each application is considered by two separate reviewers, and benchmark exercises are regularly conducted by the BASES Accreditation Committee, to ensure consistency in the assessment of all applicants based on the same set of criteria and standards.

Applicants should be assured that members of the committee act professionally in all matters concerning accreditation. This applies to both the applicant's details and to the content of any material submitted. In line with the Code of Conduct, applicants should delete from feedback reports, for example, the names of the individual or groups concerned, unless permission has been given to include them.

4. Chartered Scientist

Accredited members are eligible to apply for Chartered Scientist (CSci) status. Please ensure you check the box and pay the additional fee required within the application form.

Whilst Accreditation is valid for 5 years, CSci must be renewed annually.

In order to maintain CSci status, accredited members must declare on an annual basis that they are completing CPD to the CSci standards and be aware that they may be asked to provide evidence for this. Please refer to http://www.bases.org.uk/Re-Accreditation for all information and documentation required for an audit.

5. Re-accreditation

BASES re-accreditation accepts that an accredited individual has already demonstrated that they possess 'the knowledge, skills and understanding necessary to practice safely, effectively and independently as a sport and exercise scientist'.

If applicable, applicants are required to declare on an annual basis that they are completing CPD to the CSci standards and be aware/be prepared that they may be asked to provide evidence for this.

Formal re-accreditation will be required every five years. Re-accreditation requires individuals to show that they are continuing to deliver sport and exercise science services within their specific domain of expertise and are continuing to develop as a practitioner via a portfolio of continuing professional development and personal reflection via the following:

- **Delivery log**: Evidence of delivery carried out during the accredited period
    - At least 150 hours of delivery per year in the applicant's specialist area
- **CPD log**: Evidence of at least 75 hours of relevant continuing professional development (CPD) and subsequent reflection over the 5-year accredited period

  A variety of CPD should be demonstrated via the following:
    - Work-based learning (e.g. supervising staff/students, reflective practice)
    - Professional activity (e.g. involvement in a professional body, mentoring)
    - Formal/educational (e.g. writing articles/papers, further education)
    - Self-directed learning (e.g. reading journals, reviewing books/articles)
    - Other (e.g. voluntary work, public service)
- **BASES credits**: Engaging with BASES
    - UK-based applicants should demonstrate a minimum of 20 BASES credits and overseas applicants should demonstrate a minimum of10 BASES credits and 10 credits from equivalent activity with an overseas professional body.
    - Applicants should provide credits from at least 2 different activities during their accredited period
    - BASES credits must have been accrued in at least 3 years of the 5-year re-accreditation period
    - Where extenuating circumstances impact an individual's ability to gain the required number of BASES credits, applications will be considered on a case by case basis. Periods of absence from the work environment (e.g., due to maternity leave or long-term sickness) should be clearly explained in a cover note and will normally be assessed on a pro rata basis
    - **Reference**: One signed reference from a BASES Accredited member
      A reference is required from an accredited member. If there is not an accredited member who can vouch for your standard of work, we require 3 alternative references from one mentor and two clients.

      Please note a case study is not required.

Please see the BASES Re-Accreditation Guidelines for full details, including submission portfolio documents.

6. Further Information

- BASES Supervised Experience Guidelines and Application Form

  If you still have any questions or queries regarding accreditation, please contact the BASES office at education@bases.org.uk

Appendix 1: Accreditation Case Study Guidelines

The total length of the case study (including all appendices and subsidiary information, but excluding references) must be no more than 5,000 words or 30 pages long. Additional information such as DVDs, PowerPoint presentations etc. should not be included.

The case study must include the following headings:

- Applicant's personal philosophy to their work
- Explanation of the issue
- Needs analysis
- Underpinning technical/theoretical rationale for the intervention
- The intervention package put in place (including how this was conducted)
- The resultant impact/outcome
- Personal reflection/evaluation of the process.

In selecting their case study applicants should ensure the example chosen:

- reflects their ability to work within their domain of expertise
- is relevant to their domain of expertise
- fully adheres to and respects client confidentiality.
- has been carried out within the last 5 years and include when this was carried out
- must include word count

All applicants for accreditation who have not been through the BASES supervised experience process must submit a case study as part of their accreditation application portfolio.

Applicants should adapt the case study to reflect their specific domain of expertise – research, client support work in sport or health, or pedagogy - while still following the above structure.

In providing information with regards to their personal philosophy to support work, applicants should seek to back this up by providing practical evidence to support more philosophical statements.

The case study should be submitted in such a way as to enable a blind review to take place.

Applications containing case studies that do not follow these guidelines will be deferred.

Appendix 2: Guidance notes on how to evaluate the acceptability of undergraduate and postgraduate degrees

1. Accreditation competency statements *1. Scientific knowledge* and *2. Technical Skills* are normally achieved by an Undergraduate (UG) and a Postgraduate (PG) degree. These provide the evidence to confirm relevant knowledge, skills and understanding.

2. Within UK Higher Education there is not a single, national curriculum for sport and exercise science. Many degrees (typically titled BSc (Hons) Sport and Exercise Science or similar) will cover common ground. But there are also a wide variety of awards which are not centred on sport and exercise science, though do have elements of overlap (e.g. BSc Sports Studies). Many universities also offer specialist pathways or combined programmes, so a student may have taken only a proportion of a degree in Sport and Exercise Science. There are around 1,600 named degree courses in "Sport" at over 150 universities and colleges. There are over 600 named degree courses indexed under "Sports Science" at 99 universities and colleges[1].

3. The BASES Undergraduate Endorsement Scheme (BUES) provides a description of the requisite components of a degree in sport & exercise science.

   Key point 1: Completion of a BUES endorsed degree is automatically taken as demonstrating the required knowledge base without any further need for evidence.

4. There is currently no BUES equivalent at a postgraduate level.

5. The accreditation requirement to have both an UG and a PG degree ensures a base of knowledge and understanding across the range of topics that make up the body of sport & exercise science, along with specialist study in one or more areas resulting from final year UG option choices, a dissertation and/or specialist Master's degree modules.

6. BASES has chosen not to restrict its accreditation scheme only to those students who have taken a BASES endorsed degree (BUES). The Association does this in light of reasonableness based on: a recognition that there are varied pathways into a profession which are not always linear; wariness about attempting to define precisely a curriculum in a rapidly developing science subject; having a competency-based rather than a knowledge-based accreditation scheme; and appreciation of the variation in how degrees are structured and content is organised in universities around the U.K.

7. A standardised list of content would be one method to assess non-BUES degrees. However, the number of universities and colleges providing education, the variety of degrees, the wide range of potential subject topics, and the continuing development of new knowledge and understanding, would require an extremely lengthy list of content. If we take, for example, the key index terms of three standard undergraduate texts (in physiology, biomechanics, and physiology) it is easy to identify over 200 primary 'knowledge sets'. Add to this the 1,600 named degree courses and it becomes apparent that it would be unfeasible to operate an approach whereby individual applications for accreditation provide the content of every module undertaken, mapped to a standard list.

[1] Data from UCAS search December 2009

8. Due to the reasons outlined above, the parameters of the former BUES scheme are taken as the benchmark. The basic parameters are:
    a. An undergraduate degree comprised of 3,600 hours of student learning[2]
    b. A postgraduate degree comprised of 1,800 hours of student learning

    BUES equivalence therefore requires demonstration of:
    - A minimum of 360 hours of discipline-specific learning in *each* of the three core disciplinary areas: biomechanics, physiology, psychology
    - A minimum of 1,800 hours learning in the domain of the science of sport exercise
    - A minimum of 180 hours exposing the student to the inter-disciplinary nature of the study of sport and exercise science
    - A minimum of 150 hours of laboratory experience
    - A minimum of 180 hours of study in research methods
    - A significant piece of independent study in the form of a research project

    Key point 2. Where an applicant's UG and PG degree courses combined demonstrate coverage of the hours outlined in 9c, then that is taken as covering the knowledge base required. Where an applicant's UG and PG degrees do not provide an adequate coverage of the sport and exercise science knowledge base then shortfalls in study hours may be redeemed by further study.

    Key point 3. Filling the hours described above MUST be through activities related to sport and exercise science. *For example: Whilst it is reasonable to see that a biology degree research methods course would provide relevant knowledge and understanding of research methods, laboratory experience of invertebrate physiology would not be accepted as counting towards the laboratory experience hours required for BASES Accreditation.*

9. Further study can comprise of **any appropriate learning that is at degree level or above** such as university modules, workshops run by or endorsed by BASES or a similar professional body, short courses etc. The applicant is required to submit a description of planned learning for approval as part of the S.E. process. Due allowance is made for personal study and a ratio of 1 hour taught contact to 4 hours personal study is allowed e.g. 7 hours one-day workshop can count as 35 hours total study.

10. At least two-thirds of the hours for each of the eight components outlined in 9c. must arise from a taught and assessed course. See psychology example (Example two) below.

    Key point 4. If the deficiency is substantial, then it is likely that the deficiency cannot be redeemed by accumulating small amounts of CPD. It may require an entire course (e.g. a MSc in Sport & Exercise Science) or a number of university taught modules. Whilst the accreditation scheme should be inviting, it is not the place of the scheme to either accommodate or to drop standards to allow a quick route into sport and exercise science for an individual who comes forward with a unrelated or highly specialised degree. See examples below for more information.

11. It might be felt that an approach which takes a fairly broad brush to interpreting degrees risks letting through applicants with holes in their knowledge base. There are several reasons to be re-assured this will not be the case:

[2] Normally equating to 360 credits or 10 hours of learning per credit

- Most applicants come from a sport & exercise science background and it is relatively easy to evidence a clear and obvious education in sport and exercise science over the UG and PG study experience as a whole.
- The educational qualification is just one piece of evidence amongst many, in an entire portfolio, to demonstrate competence across 10 competency domains.
- The supervised experience process links an applicant with an experienced practitioner within a programme of self-development and self-awareness, giving lots of opportunity for knowledge gaps to be identified and filled.
- Accreditation requires the application of knowledge. The 500 hours of applied experience is highly likely to expose any knowledge gaps that need to be filled.

The following examples show common Sport & Exercise Science educational backgrounds to show the evidence that would be required and where gaps in knowledge might be identified.

Applicant type A

BUES undergraduate degree plus a Master's degree in a relevant subject.

Outcome: ACCEPT with no need to look at transcripts

Applicant type B

Non-BUES single-honours undergraduate degree titled BSc Sport & Exercise Science or close analogue, plus a MSc in Sport & Exercise Science

- Requires candidate to submit transcripts from both degrees.
- Estimate learning hours in accordance with the Evidence of Knowledge template
- This package of degrees is likely to fulfill the criteria and be suitable to enter supervised experience or gain direct accreditation without further work.

Outcome: ACCEPT (as long as hours shown in transcripts meet criteria). If any gaps identified, applicant will be required to seek CPD learning hours to make up shortfall.

Applicant type C

Non-BUES single honours degree in an allied subject (e.g. BA Sports Studies) or a joint honours degree of which sport and exercise science is a part, plus a MSc in Sport & Exercise Science

- Requires candidate to submit transcripts from both degrees
- Estimate learning hours in accordance with Evidence of Knowledge template, with particular care to seek evidence of adequate single disciplinary study in each of the core disciplinary areas; and a total of at least 1,800 hours of sport and exercise science study
- This package of degrees is likely to fulfil the criteria and be suitable to enter supervised experience or gain direct accreditation without further work.

Outcome: ACCEPT (as long as hours shown in transcripts meet criteria). If any gaps identified, applicant will be required to seek CPD learning hours to make up shortfall.

Applicant type D

Non-BUES single honours degree in an allied subject (e.g. BA Sports Studies) or joint honours degree of which sport and exercise science is a part, plus a uni-disciplinary MSc (e.g. MSc Sport Psychology)

- Requires candidate to submit transcripts from both degrees
- Estimate learning hours in accordance with the Evidence of Knowledge template, with particular care to seek evidence of adequate single disciplinary study in each of the core disciplinary areas and a total of at least 1,800 hours of sport and exercise science study
- This package of degrees is unlikely to fulfill the criteria and be suitable to enter supervised experience or gain accreditation without significant further work.

Outcome: Identify gaps and require applicant to seek additional CPD or to undertake a generic Master's degree to make up hours where there is a shortfall.

Plugging gaps in underpinning knowledge and skills

If an applicant does not fulfil the knowledge requirements, but does have some elements of these, gaps must be filled by CPD.

A) The 8 basic parameters are as indicated in point 8 of the previous section.

B) Some people will have only an UG degree. Some will have both an UG and a PG degree. The PG is likely to be more specialized and might be uni-discplinary. Furthermore, the PG degree is evidencing not only more knowledge/understanding but also a greater depth of study, greater independence and more sophisticated research. Identification of gaps should therefore consider both the degrees together. We therefore add a ninth parameter to the list – Master's level study in a relevant subject.

Example one: Undergraduate physiotherapy degree and a Masters in sport psychology

Plugging the gaps: Evidence of Knowledge Template (example)

	Hours required	Undergraduate	Postgraduate	Hours of additional work required
Biomechanics	360	180	0	180
Physiology	360	180	0	180
Psychology	360	180	1500	0
Inter-disciplinary studies	180	0	0	180
Laboratory experience	150	0	0	150
Research methods	180	100	200	0
Independent study	Major project. 200 hours plus	400	400	0
Masters in a relevant subject	Completed degree		Yes	

Note 1: Hours must be in sport or exercise related study
Note 2. Hours may be evidenced by UG or PG study
Note 3: A relevant subject for a Masters must be sport or exercise related. This might be broad (e.g. MSc Sport & Exercise Science) or specialist (e.g. MSc Sport Psychology).

Conclusion:

This is close to being too far away for gaps to be plugged without undertaking another degree.

The MSc in Sport Psychology fulfils the Masters level study and the psychological aspects, but the UG degree provides inadequate coverage of the range of discipline-specific material and the technical aspects required. The physiotherapy degree is taken as providing 50% of the core discipline (biomechanics, physiology, psychology) because of the limited exercise component.

Additional study should focus on the physiology and biomechanics of sport & exercise science and include at least 150 hours of hands-on laboratory experience. It could be obtained in several ways such as taking individual Master's degree modules in sport & exercise science, seeking a placement experience at a sports science laboratory, undertaking CPD courses or taking individual discipline-specific UG degree modules.

Example two: Undergraduate degree in general psychology and a Masters in sport psychology

Plugging the gaps: Evidence of Knowledge Template (example)

	Hours required	Undergraduate	Postgraduate	Hours of additional work required
Biomechanics	360	0	0	360
Physiology	360	0	0	360
Psychology	360	3000	1600	0
Inter-disciplinary studies	180	0	0	180
Laboratory experience	150	0	0	150
Research methods	180	250	350	0
Independent study	Major project. 200 hours plus	300 but not relevant subject	300	0
Masters in a relevant subject	Completed degree		Yes	

Note 1: Hours must be in sport or exercise related study
Note 2. Hours may be evidenced by UG or PG study or other forms of experience but with at least two-thirds arising from taught and assessed courses
Note 3: A relevant subject for a Masters must be sport or exercise related. This might be broad (e.g. MSc Sport & Exercise Science) or specialist (e.g. MSc Sport Psychology

Conclusion:

The background in psychology fulfills the requirement for psychology, research methods and independent study. But the application lacks physiology, biomechanics, laboratory experience and inter-disciplinary study, along with the limited education in the application of knowledge to sport.

This applicant would need to take additional university modules as well as other forms of CPD to make up the significant shortfall. Alternatively, the applicant might take an undergraduate degree in Sport & Exercise Science or a general Master's degree in sport and exercise science.

Example three: Undergraduate joint honours degree in Sports Science and English and a Masters in health and exercise.

Plugging the gaps: Evidence of Knowledge Template (example)

	Hours required	Undergraduate	Postgraduate	Hours of additional work required
Biomechanics	360	180	0	180
Physiology	360	180	100	80
Psychology	360	180	200	0
Inter-disciplinary studies	180	90	200	0
Laboratory experience	150	50	20	80
Research methods	180	90	100	0
Independent study	Major project. 200 hours plus	0	400	0
Masters in a relevant subject	Completed degree		yes	

Note 1: Hours must be in sport or exercise related study
Note 2. Hours may be evidenced by UG or PG study
Note 3: A relevant subject for a Masters must be sport or exercise related. This might be broad (e.g. MSc Sport & Exercise Science) or specialist (e.g. MSc Sport Psychology

Conclusion:
The 'half-degree' at UG level does not provide the requisite number of hours. The focused nature of the PG degree fills some gaps, but not all. The applicant needs to undertake appropriate CPD activities to plug the gaps in biomechanics, physiology and laboratory experience.

Laboratory experience template

It is a requirement that applicants have undertaken 150 hours of personal laboratory experience. This may be accumulated from work in biomechanics, physiology and psychology. This requirement is covered by the BUES scheme, and applicants with a BUES degree do not need to submit further evidence. Non-BUES applicants are required to submit a list of personal practical experiences using the following format.

Subject area	**Module and level**	**Topic (s)**	**Hours**
Biomechanics			
Physiology			
Psychology			

A partial example of a completed template

Subject area	Module and level	Topic (s)	Hours
Biomechanics	Introduction to biomechanics (L4)	Force plate, muscle strength, video analysis	16
	Biomechanics (L5)	Impulse, angular momentum, stability, EMG, accelerometry, gait analysis.	20
	Functional anatomy (L4)	Anatomical landmarks, joints, movement	6
	Etc.	Etc.	
Physiology	Into to phys (L4)	ECG, blood pressure, lung function, indirect calorimetry, VO2 max	20
	Nutrition (L6)	Carbohydrate loading including VO2, RER, blood glucose	12
	Sports performance (L7)	Lactate threshold, efficiency, anaerobic power, muscle assessment techniques	12
	Etc.	Etc.	
Psychology	Psychological foundations (L4)	Introduction to motor skills measurement techniques	4
	Sport and motor performance (L5)	Practical measurement of expertise and skill	6
	Motor skills (L6)	Motor control and learning	5

Gaining the Hours of Additional Work Required

At least two-thirds of hours from each area must be gained through validated and assessed Higher Education (or equivalent) educational courses or BASES workshops. For guidance, 1 HE credit is accepted as equivalent to 10 hours.

Where an applicant has obtained **more than** 240 hours in a discipline through their undergraduate and postgraduate degrees, it is allowable for the hours required to be gained through other means such as workshops run by BASES or other similar professional bodies, short courses, shadowing etc.

Where an applicant has obtained **less than** 240 hours in a discipline through their undergraduate and postgraduate degrees, the hours required must include formal education i.e. university modules that are assessed (a minimum of 240 hours must come from taught and assessed modules) or BASES workshops.

Applicants are required to submit a description of planned learning for approval as part of the S.E. process. Due allowance is made for personal study and a ratio of 1 hour taught contact to 4 hours personal study is allowed e.g. 7 hours one-day workshop can count as 35 hours total study.

Appendix 3: BASES Master's Level Equivalence Mapping

Rationale for this document:
This document provides a framework for BASES members seeking accredited status who do not have a Master's degree level (or higher) qualification, who must ensure that they clearly evidence the equivalent knowledge within their portfolio of evidence.

How to complete the Master's Level Equivalence Mapping Table

1. You will need to clearly demonstrate within your portfolio evidence of the five Master's level equivalency competencies listed in the top row of the table below. The types of evidence that will be accepted for demonstrating each of the five competencies are listed in the columns in Appendix 3b.

2. Whilst you must provide evidence to demonstrate each of the five equivalency competencies, you would not be expected to provide every type of evidence listed for each, but only those relevant to your personal application.

3. You should refer in the table to relevant sections/pages of your portfolio where the evidence demonstrating each competency can be found. These sections must clearly demonstrate the relevant equivalency competency in sufficient detail and depth as to meet Master's level standards.

Appendix 3a: Partial example of a completed template

Masters level competency Evidence provided	1. A systematic understanding of knowledge, and a critical awareness of current problems and/or new insights in the relevant field of sport & exercise science	2. A comprehensive understanding of techniques applicable to scope of practice within sport & exercise science and an ability to critically evaluate current research.	3. The ability to deal with complex sport & exercise science issues both systematically and creatively, make sound judgements in the absence of complete data, and communicate conclusions clearly to specialist and non-specialist audiences	4. Self-direction and personal responsibility in tackling and solving sport & exercise science-related problems, and autonomy in planning and implementing tasks at a professional or equivalent level	5. Knowledge and understanding continues to be advanced through independent learning and the development of new knowledge or skills to a high level.
Annotations and reflections on case study (ies) – written or audio-visual[1]	Pre-season loading targets - page 77	Communications with coaching team – page 84	GPS match report - page 84, 48 and 49	Player meetings regarding individual load – page 67	Long-term loading - page 8
Annotated critical readings or reviews of relevant literature	Pages 5-21, 33-42 and 43-53	Undergraduate degree	Adjusting player load - page 81, 82		
Audio-visual recordings of delivery (in applied or teaching and learning environments)	Video clip – Appendix C	Performance education delivery to players bases off research - page 94			
Certified attendance at and reflections on relevant workshops or other events	Pages 54 – 61		Sharing of case studies with external speakers; CPD log: page 65		Attending relevant CPC courses and applying knowledge to practice, CPD certificates - Appendix A and D
Examples of critical problem-solving within applied settings	Case study - improving speed page 5 and 6		Case study notes - page 88	Physical programmes based on IAPs - page 9, 78 and 99	
Evidence of relevant CPD activity and reflections on them in relation to applied work				Pages 54-67 and 98	Appendix A and D
Illustrations of the application of the BASES Code of Conduct				Pages 5-21 and page 100	
Recorded discussions with peers concerning rationale for, and implementation of, applied interventions		Periodised planning - page 75	Session reports page 83	UKSCA workshop attendance	

Appendix 3b: Evidence guidance

Master's level competencies				
1. A systematic understanding of knowledge, and a critical awareness of current problems and/or new insights in the relevant field of sport & exercise science	2. A comprehensive understanding of techniques applicable to scope of practice within sport & exercise science and an ability to critically evaluate current research.	3. The ability to deal with complex sport & exercise science issues both systematically and creatively, make sound judgements in the absence of complete data, and communicate conclusions clearly to specialist and non-specialist audiences	4. Self-direction and personal responsibility in tackling and solving sport & exercise science-related problems, and autonomy in planning and implementing tasks at a professional or equivalent level	5. Knowledge and understanding continues to be advanced through independent learning and the development of new knowledge or skills to a high level.
Types of evidence that could be used to demonstrate each equivalency competency above				
Annotations and reflections on case study (ies) – written or audio-visual[1]	Annotations and reflections on case study (ies) – written or audio-visual[1]	Annotations and reflections on case study (ies) – written or audio-visual[1]	Annotations and reflections on case study (ies) – written or audio-visual[1]	Annotated critical readings or reviews of relevant literature
Annotated critical readings or reviews of relevant literature	Annotated critical readings or reviews of relevant literature	Annotated critical readings or reviews of relevant literature	Logbook of and reflections on applied work	Logbook of and reflections on applied work
Certified attendance at and reflections on relevant workshops or other development events	Logbook of and reflections on applied work	Logbook of and reflections on applied work	Annotated teaching and learning plans or outlines	Certified attendance at and reflections on relevant workshops or other development events
Illustrations of the application of the BASES Code of Conduct	Annotated teaching and learning plans or outlines	Audio-visual recordings of delivery (in applied or teaching and learning environments)[1]	Certified attendance at and reflections on relevant workshops or other development events	Annotated career development plans
Examples of critical problem-	Certified attendance at and	Illustrations of the application of the	Annotated career development	Illustrations of the application

solving within applied settings	reflections on relevant workshops or other development events	BASES Code of Conduct	plans	of the BASES Code of Conduct
Recorded discussions with peers concerning rationale for, and implementation of, applied interventions	Audio-visual recordings of delivery (in applied or teaching and learning environments)[1]	Recorded discussions with peers concerning rationale for, and implementation of, applied interventions	Audio-visual recordings of delivery (in applied or teaching and learning environments)[1]	Examples of critical problem-solving within applied settings
Relevant peer reviewed publications or conference presentation	Illustrations of the application of the BASES Code of Conduct	Publications in relevant professional outlets	Illustrations of the application of the BASES Code of Conduct	Relevant peer reviewed publications or conference presentation
Publications in relevant professional outlets	Examples of critical problem-solving within applied settings	Video log/diary narrating the intervention and reflecting on adaptions made based on new/emerging ideas	Recorded discussions with peers concerning rationale for, and implementation of, applied interventions	Publications in relevant professional outlets
Evidence of relevant CPD activity and reflections on them in relation to applied work	Relevant peer reviewed publications or conference presentation	Annotated evaluations of teaching practices	Evidence of relevant CPD activity and reflections on them in relation to applied work	Video log/diary narrating the intervention and reflecting on adaptions made based on new/emerging ideas
Video log/diary narrating the intervention and reflecting on adaptions made based on new/emerging ideas	Publications in relevant professional outlets	Annotated peer and/or client reviews	Video log/diary narrating the intervention and reflecting on adaptions made based on new/emerging ideas	Annotated peer and/or client reviews
Annotated peer and/or client reviews	Evidence of relevant CPD activity and reflections on them in relation to applied work	Submitted ethics applications or other applications containing ethics information	Annotated evaluations of teaching practices	Submitted ethics applications or other applications containing ethics information
Submitted ethics applications or other applications containing ethics information	Video log/diary narrating the intervention and reflecting on adaptions made based on new/emerging ideas		Annotated peer and/or client reviews	
	Annotated evaluations of teaching practices			

Appendix 4: Common Application Errors

The following are common errors encountered with applications by not heeding the regulation and guideline documents. **Applicants are urged to read these guidelines carefully.** Ensure you have checked your application documents thoroughly and not succumbed to these errors **before** you submit it to BASES to avoid missing deadlines or risking rejection of your application.

It is not the responsibility of the BASES administration team, nor the reviewers, to compensate for poorly completed applications.

- **Not being a Professional member of BASES at time of application**
  If you need to upgrade from student or other membership status you will need to contact the BASES office. Please do this before submitting your application.

- **Incomplete applications**
  All supporting evidence **must** be included within your application. Incomplete applications will not be accepted. Submission of late information after the deadline will result in an application not being processed and applicants will need to re-submit for the following deadline.

- **Careless presentation of portfolio**
  Your portfolio should be produced in a format to make it as easy as possible for the reviewers to find the information they require to substantiate your competences. Poor cross referencing and careless layout may be taken as an indication of your standard of work and therefore may be considered in the reviewer's decision.

- **Making statements without supporting evidence**
  The choice of evidence is all important and supporting it with explanatory script. Making statements without supporting evidence is not satisfactory and will lead to requests for the supporting evidence, or rejection of the portfolio requiring a re-submission.

- **Using outdated application forms or guidelines**
  The current version of all BASES documentation is always available on the website for download. Updates are infrequent, but it is your responsibility to ensure you are using the correct and current version at submission to ensure all information required is included and presented in the necessary format. Your application will be rejected if this is not followed.

Appendix 5: Accreditation Application FAQs

- **When are the application deadlines?**
  Application deadlines are 6th January and 1st July. Applications may be submitted up to one month before the deadlines. Please view the website for registration period submission dates.

- **How do I complete the competency profile?**
  There is an example of a completed competency profile available on the BASES website, this should give you some guidance on how the document should be set out.

- **Do I need to submit a case study?**
  A case study must be submitted for each application category if you are applying directly for accreditation.

- **In what format should my application be submitted?**
  Applications must be submitted online. All supporting evidence must be sent in one readable pdf file. The recommended process is to scan all documents into a word document and then convert this to a pdf to make it small enough to email through.

- **I have been unable to send my application to meet the application deadline, will it be accepted?**
  We are unable to accept late or incomplete applications. The application will need to be submitted for the next deadline.

- **I have not completed a BUES degree, how do I complete the Non BUES evidence of knowledge template?**
  You will need to use the transcripts from your undergraduate degree and postgraduate degree to complete Appendix 1. The first column highlights the number of hours of academic knowledge required for each area. A 10-credit module covering one of these areas would be equivalent to 100 hours, a 20-credit module would be equivalent of 200 hours.

- **The programme leader is no longer at the university I attended and cannot sign off Appendix 1, what should I do?**
  If the programme leader at the time is no longer available, then another member of staff that is able to verify the information provided may sign this form.

- **What is meant by "180 hours exposing students to the inter-disciplinary nature of the study of sport and exercise science"?**
  Inter-disciplinary study refers to any modules (or elements of modules) within a degree programme where theories, methods, tools and/or concepts from two or more of the under-pinning sport and exercise science sub-disciplines (biomechanics, physiology, psychology) are blended or integrated, providing students with knowledge and understanding of inter-disciplinary perspectives within the study and application of sport and exercise science.

As an example, a module focusing on the prevention and treatment of sports injuries, which covered the physiological, biomechanical and psychological factors associated with recovery from sport injuries, would be classed as inter-disciplinary, as it exposes students to more than one of the sub-disciplines of sport and exercise science and how these sub-disciplines can be integrated to improve our understanding of sport and exercise science and its practical application in real-world settings.