



The British Association of
Sport and Exercise Sciences

BRITISH ASSOCIATION OF SPORT AND EXERCISE SCIENCES

ACCREDITATION COMPETENCY PROFILE

(PEDAGOGY RELATED EVIDENCE)

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 the requisite 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.

Progression within your particular domain of expertise may mean that you are unable to continue to demonstrate that you meet all of the BASES Accreditation standards. 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 work undertaken by 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.

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 practice 	<p>PGCert. in Higher Education/Academic Practice.</p> <p>AHE Fellowship/Senior Fellowship.</p> <p>Scholarship of Learning and Teaching (e.g. Pedagogy Conference attendance or presentation; Institutional learning and teaching enhancement projects; Research output related to learning and teaching; Action research in a specific aspect of learning and teaching; Research-Informed teaching).</p>
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 (or equivalent) sport and exercise science undergraduate degree Evidence of a BASES recognised postgraduate qualification in sport and exercise science 	

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.

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 	<p>Collate, analyse and evaluate Higher Education data (e.g. module/programme evaluation, student performance, NSS, recruitment, retention).</p> <p>Identify areas for further investigation or improvement at a programme or departmental level.</p> <p>Development of new curriculum based on a particular need or issue.</p> <p>Innovation and effectiveness as a teacher.</p>
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 Completion of laboratory manual or similar Refereed publications 	

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.

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 	<p>Lead a learning and teaching enhancement project at subject, programme or department level.</p> <p>Development of new curriculum based on a particular need or issue.</p> <p>Undertake pedagogic research within sport and exercise science.</p> <p>Scholarship of Learning and Teaching (e.g. Pedagogy Conference attendance or presentation; Institutional learning and teaching enhancement projects; Research output related to learning and teaching; Action research in a specific aspect of learning and teaching; Research-Informed teaching).</p>
3.2	<ul style="list-style-type: none"> Exercise sound judgement in the absence of complete information and in complex or unpredictable situations. 	
3.3	<ul style="list-style-type: none"> Scope, plan and manage multifaceted projects 	
3.4	<ul style="list-style-type: none"> Be able to set goals and construct tailored individual and group sport and exercise science development programmes 	
3.5	<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 	
3.6	<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 	
3.7	<ul style="list-style-type: none"> Use specialist experiential knowledge 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 Research plan - ethics submission Teaching plan - curriculum development 	

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.

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 	<p>Scholarship of Learning and Teaching (e.g. Pedagogy Conference attendance or presentation; Institutional learning and teaching enhancement projects; Research output related to learning and teaching; Action research in a specific aspect of learning and teaching; Research-Informed teaching).</p> <p>Undertake pedagogic research within sport and exercise science.</p> <p>Use of pedagogic research to inform the design of curriculum or learning and teaching based interventions.</p> <p>Evaluate impact/effectiveness of new curriculum or pedagogic intervention.</p>
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 projects Critique of published research papers Research proposal Literature review Postgraduate dissertation / PhD 	<ul style="list-style-type: none"> Further research activity including published refereed papers Presentations at conferences and workshops Case study and intervention Review of how own research could impact on practice

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.

5 – Self Evaluation and Professional Development

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

	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 	<p>Reflection upon and transformation of teaching practices and learning and teaching strategies underpinning the curriculum.</p> <p>Lead a subject group or programme team in relation to learning and teaching.</p> <p>Scholarship of Learning and Teaching (e.g. Pedagogy Conference attendance or presentation; Institutional learning and teaching enhancement projects; Research output related to learning and teaching; Action research in a specific aspect of learning and teaching; Research-Informed teaching).</p> <p>Involvement in quality assurance and enhancement activities at programme, department or institutional level.</p>
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 performance improvement both at a personal level and in a wider organisational context 	
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 4 mandatory and 2 optional BASES SE workshops Documented evidence of other courses run or attended Case study examples showing how own practice has been adapted Testimonials Video evidence Evidence of 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 Peer review

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.

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 	<p>Dissemination of pedagogic research, scholarship or practice internally and/or externally.</p> <p>Lead a subject group or programme team in relation to learning and teaching.</p> <p>Involvement in processes and activities in relation to student voice (co-creation/evaluation) on programmes.</p> <p>Innovation and effectiveness as a teacher.</p>
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 	
<p>Examples of how this could be achieved:</p>	<ul style="list-style-type: none"> • Documented evidence of attendance at the 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 • Assessment of learning styles • Marketing materials 	<ul style="list-style-type: none"> • Documented examples of written material such as client reports, scientific material etc. • Case study 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 and communicate scientific detail to the end user

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.

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 problem solving 	<p>Lead a learning and teaching enhancement project at subject, programme or department level.</p> <p>Development of new curriculum based on a particular need or issue.</p> <p>Undertake pedagogic research within sport and exercise science.</p> <p>Evaluate impact/effectiveness of new curriculum or pedagogic intervention.</p> <p>Scholarship of Learning and Teaching (e.g. Pedagogy Conference attendance or presentation; Institutional learning and teaching enhancement projects; Research output related to learning and teaching; Action research in a specific aspect of learning and teaching; Research-Informed teaching).</p>
7.2	<ul style="list-style-type: none"> Be able to monitor and review the ongoing effectiveness of planned activity and modify it accordingly 	
7.3	<ul style="list-style-type: none"> Be able to initiate resolution of problems and be able to exercise personal initiative 	
7.4	<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 	
7.5	<ul style="list-style-type: none"> Recognise the value of case conferences and other methods of review 	
7.6	<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 Refereed publications Presentations at conferences and workshops Formal evaluation of teaching 	

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.

8 – Management of Self, Others and Practice

Be able to demonstrate an understanding of management requirements and how 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 	<p>Internal or External committee involvement related to learning and teaching (e.g. validation panels for SES programmes, BASES SIG, external examiner, quality assurance/enhancement/learning and teaching committee).</p> <p>Lead a subject group or programme team in relation to learning and teaching.</p> <p>Specialist learning spaces development or management (laboratories, S&C suites, practical sport areas, analysis suites).</p> <p>Development of new curriculum based on a particular need or issue.</p>
8.2	<ul style="list-style-type: none"> Demonstrate a commitment to professional development through continuing advancement of 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 and implement robust policies and protocols relating to health, safety and security 	
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"> Demonstrate understanding and compliance with relevant codes of conduct 	
Examples of how this could be achieved:	<ul style="list-style-type: none"> Documented evidence of attendance at the 4 mandatory and 2 optional BASES SE workshops Structured taught element of post graduate degree Leading on projects Risk assessment 	<ul style="list-style-type: none"> Attendance at relevant workshops and training days Documented situations which demonstrate appropriate understanding Team boundaries Appropriate CPD activities

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.

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 with due regard to the wider environment and broader context. 	<p>Internal or External committee involvement related to learning and teaching (e.g. validation panels for SES programmes, BASES SIG, external examiner, quality assurance/enhancement/learning and teaching committee).</p> <p>Lead a subject group or programme team in relation to learning and teaching.</p> <p>Collate, analyse and evaluate Higher Education data (e.g. module/programme evaluation, student performance, NSS, recruitment, retention).</p>
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 Case study which demonstrates understanding of and adaptation to the delivery environment Examples from own practice 	

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.

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 	<p>Lead a subject group or programme team in relation to learning and teaching.</p> <p>AHE Fellowship/Senior Fellowship.</p> <p>Development of or involvement in processes for assessing risk and ethics in the context of learning and teaching activities and undergraduate/taught post-graduate research.</p>
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 Successful ethics submission Case study examples of good practice Consent forms 	



The British Association of
Sport and Exercise Sciences

BASES Reference Request – *Mentor/Client – *please delete as appropriate

Name of Applicant for Whom the Reference is provided:	
Name of Referee:	Position of Referee:
Please provide details of the capacity within which you know/work with the applicant. Please include a guide towards the quantity of work that you can vouch for, the specific roles that the applicant played during this time, your judgement on where you consider their area of expertise to be, and how they communicated with you:	
Please comment on the applicant's ability to operate autonomously as a sport and exercise scientist in a manner which is safe and fit to practice:	
Please comment on whether you support this application for accreditation as a BASES sport and exercise scientist:	
Please provide any further comments you may have regarding this application for BASES accreditation:	

Signature of Referee:

Date: