



The British Association of
Sport and Exercise Sciences

BRITISH ASSOCIATION OF SPORT AND EXERCISE SCIENCES

ACCREDITATION COMPETENCY PROFILE

2010

COMPETENCIES REQUIRED FOR APPLICANTS TO ATTAIN BASES ACCREDITATION

Applicant name:

Domain of Expertise: Pedagogy – Education and Professional Development

Introduction

This document sets out the BASES **competencies** which are required for accreditation. These are the standards we have 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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1 – Scientific Knowledge

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

HPC Standards of Proficiency Code	AREA OF COMPETENCE	INDICATE SECTION(S) IN PORTFOLIO WHERE COMPETENCE IS DEMONSTRATED	
3a.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 	The case study provides evidence of most of the competencies required in this section but also see cv sections 1, 5, 8 EVIDENCE 1	I have a Bachelors, Masters and PhD in sport and exercise science and have been lecturing in sport and exercise physiology for twenty years. I led the validation of the BSc (Hons) Sport and Exercise Science at in 1994 and contributed to the successful BUSES endorsement of this programme in 2006. I am a reviewer for BUSES programmes.
3a.1	<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 	See cv sections 1, 5, 8 EVIDENCE 1 2 3	
3a.1	<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 	See cv sections 1, 5, 8 EVIDENCE 1 2 3	
3a.1	<ul style="list-style-type: none"> Understand the theoretical basis of, and the variety of approaches to, assessment and intervention 	See cv sections 1, 5, 8 EVIDENCE 5	
3a.1	<ul style="list-style-type: none"> Understand how sport and physical activity affect and influence the structure and function of the human body 	See cv sections 1, 5, 8 EVIDENCE 1 2 3	
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

HPC Standards of Proficiency Code	AREA OF COMPETENCE	INDICATE SECTION(S) IN PORTFOLIO WHERE COMPETENCE IS DEMONSTRATED	
2a.1	<ul style="list-style-type: none"> Be able to gather appropriate information via undertaking or arranging investigations as appropriate 	The case study provides evidence of most of the competencies required in this section but also see cv sections 1, 5, 8 EVIDENCE 1	<p>I was accredited by BASES for Support for over a decade.</p> <p>I have written numerous laboratory manuals and have presented at numerous conferences.</p> <p>I was returned in the Sport Related Subjects RAE submission in 2008.</p>
2a.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 	See cv sections 1, 5, 8 EVIDENCE 1 2 3	
2a.4	<ul style="list-style-type: none"> Be able to analyse and critically evaluate the information collected 	See cv sections 1, 5, 8. RAE submission document. EVIDENCE 1 2	
2b.2	<ul style="list-style-type: none"> Be able to demonstrate a level of skills in the use of information technology appropriate to their practice 	See cv sections 1, 5, 8 EVIDENCE 3 4 5	<p>The case study provides evidence of most of the competencies required in this section</p>
2b.4	<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 	See cv sections 1, 5, 8 EVIDENCE 6	
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

HPC Standards of Proficiency Code	AREA OF COMPETENCE	INDICATE SECTION(S) IN PORTFOLIO WHERE COMPETENCE IS DEMONSTRATED	
2c.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 	The case study provides evidence of most of the competencies required in this section but also see cv sections 1, 5, 8	<p>I was accredited by BASES for sport science support for over a decade.</p> <p>As part of my PHD I had to submit an application to the ethics committee and as a dissertation supervisor and active researcher regularly have to demonstrate these competencies.</p>
2b.2	<ul style="list-style-type: none"> Be able to draw on appropriate knowledge and skills in order to make professional judgements 	See cv sections 1, 5, 8 EVIDENCE 5	
2b.3	<ul style="list-style-type: none"> Be able to select, plan, implement and manage the appropriate sport and exercise science interventions aimed at helping the service user achieve the agreed goal 	See cv sections 1, 5, 8 EVIDENCE 7	
2b.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 	See cv sections 1, 5, 8 EVIDENCE 8	
2b.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 	See cv sections 1, 5, 8 EVIDENCE 2 3	
3a.1	<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 	See cv sections 1, 5, 8 EVIDENCE 2 3	
Examples of how this could be achieved:	<ul style="list-style-type: none"> Case study following BASES guidelines Reflective accounts 	<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

HPC Standards of Proficiency Code	AREA OF COMPETENCE	INDICATE SECTION(S) IN PORTFOLIO WHERE COMPETENCE IS DEMONSTRATED	
2b.1	<ul style="list-style-type: none"> Be able to use research, reasoning and problem-solving skills to determine appropriate actions 	See cv sections 8, 14, 15 EVIDENCE 9	<p>I was returned in the last RAE and as a dissertation supervisor I am required to be familiar with a range of research methodologies.</p> <p>I am a staff reviewer for twenty programme directors.</p> <p>I have presented annually at BASES and other conferences since 1992.</p> <p>The case study provides evidence of most of the competencies required in this section</p>
2b.1	<ul style="list-style-type: none"> To recognise the value of research to the critical evaluation of practice 	See cv sections 9. EVIDENCE 9	
2b.1	<ul style="list-style-type: none"> Be able to engage in evidence-based practice, evaluate practice systematically and participate in audit processes 	See cv sections 8, 14, 15 and RAE submission EVIDENCE 1 9	
2b.1	<ul style="list-style-type: none"> Be aware of a range of research methodologies 	See cv sections 8, 14, 15 and RAE submission EVIDENCE 1 10	
2b.1	<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 	See cv sections 8, 14, 15 and RAE submission EVIDENCE 1	
3a.1	<ul style="list-style-type: none"> Be aware of the principles and applications of scientific enquiry, including the evaluation of treatment efficacy and the research process 	See cv sections 8, 14, 15 and RAE submission EVIDENCE 1	
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 	<ul style="list-style-type: none"> Further research activity including published refereed papers/presentations at conferences or workshops Returned in the REE 2008 	

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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

HPC Standards of Proficiency Code	AREA OF COMPETENCE	INDICATE SECTION(S) IN PORTFOLIO WHERE COMPETENCE IS DEMONSTRATED	
1a.6	<ul style="list-style-type: none"> To be able to practice as an autonomous professional, exercising their professional judgement 	<p>The case study provides evidence of most of the competencies required in this section but also see cv section 3.</p> <p>EVIDENCE 6</p>	<p>..... My role requires me to exercise professional judgements daily, maintain audit trails and engage in cpd.</p> <p>I attend the BASES annual Conference annually.</p> <p>I have recently completed a PgCert in Collaboration for Leadership and undertake annual staff reviews.</p> <p>I am in charge of quality assurance, an experienced external examiner and act as an Institutional Auditor for the QAA.</p> <p>The case study provides evidence of most of the competencies required in this section</p>
2b.2 2c.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 	<p>See cv section 15</p> <p>EVIDENCE 11</p>	
2c.2	<ul style="list-style-type: none"> Be able to maintain an appropriate audit trail and work towards continual improvement 	<p>See cv section 3</p> <p>EVIDENCE 9</p>	
2c.2	<ul style="list-style-type: none"> Understand the value of reflection on practice and evidence of engagement in the process 	<p>See cv section 1</p> <p>EVIDENCE 8</p>	
1a.8	<ul style="list-style-type: none"> Understand the need to keep skills and knowledge up to date and the importance of career-long learning 	<p>See cv section 1</p> <p>EVIDENCE 12 13</p>	
2c.2	<ul style="list-style-type: none"> Understand the principles of quality control and quality assurance 	<p>See cv sections 6 and 7</p> <p>EVIDENCE 9</p>	
Examples of how this could be achieved:	<ul style="list-style-type: none"> Documented evidence of all other courses run or attended Case examples showing how practice has been adapted 	<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 	

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6 – Communication

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

HPC Standards of Proficiency Code	AREA OF COMPETENCE	INDICATE SECTION(S) IN PORTFOLIO WHERE COMPETENCE IS DEMONSTRATED	
1b.3	<ul style="list-style-type: none"> Be able to demonstrate effective and appropriate skills in communicating information, advice, instruction and professional opinion to colleagues and clients 	See cv sections 8, 15 and 16. EVIDENCE 14 15	<p>As a lecturer with twenty years experience in delivering lectures and undertaking the duties of a personal supervisor I have to demonstrate competencies in these areas on a daily basis.</p> <p>I have presented at numerous conferences and published several peer reviewed articles and book chapters.</p> <p>In accordance with the University's policy on equal opportunities I have successfully undertaken Diversity and Equal Opportunities training and assessment.</p>
1b.3	<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 	See cv sections 8, 15 and 16. EVIDENCE 14 15	
1b.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 	See cv sections 8, 15. EVIDENCE 14	
1b.4	<ul style="list-style-type: none"> Recognise the need to use interpersonal skills to encourage active participation of service users 	See cv sections 8 and 16. EVIDENCE 15 16	
2b.2	<ul style="list-style-type: none"> Be able to discuss and explain the rationale for, the use of sport and exercise science interventions 	See cv sections 4, 8 and 16. EVIDENCE 5 15 16	
1b.3	<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 and socio-economic status 	Completed of Diversity and equal opportunity training. EVIDENCE 17	
Examples of how this could be achieved:	<ul style="list-style-type: none"> Documented evidence of the presentation of information to different groups (peers, client groups etc) via different media (oral, written) Documented examples of written material such as client reports, scientific material 	<ul style="list-style-type: none"> Case examples where your communication skills have influenced the outcome Conferences, posters/presentations, scientific articles Lectures, curricula and lecture notes 	

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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

HPC Standards of Proficiency Code	AREA OF COMPETENCE	INDICATE SECTION(S) IN PORTFOLIO WHERE COMPETENCE IS DEMONSTRATED	
2b.1	<ul style="list-style-type: none"> Be able to demonstrate a logical and systematic approach to problem solving 	The case study required most of the competencies in this section. See cv section 3. EVIDENCE 1 20	<p>As a senior manager of the School I have to engage in problem solving activities on a daily basis. An example of this is that I act as the timetable coordinator for the school.</p> <p>As a lecturer I have been peer reviewed as well as successfully presenting at conferences.</p> <p>I have written numerous peer reviewed academic articles.</p> <p>I have completed a PhD involving problem solving.</p>
2c.1	<ul style="list-style-type: none"> Be able to monitor and review the ongoing effectiveness of planned activity and modify it accordingly 	See email regarding peer review. EVIDENCE 18	
1a.6	<ul style="list-style-type: none"> Be able to initiate resolution of problems and be able to exercise personal initiative 	See cv section 3. EVIDENCE 20 18	
2b.3	<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 	See cv section 1. EVIDENCE 20	
2c.2	<ul style="list-style-type: none"> Recognise the value of case conferences and other methods of review 	See cv section 15. EVIDENCE 20	
2c.1	<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 	See cv section 3 EVIDENCE 6	
Examples of how this could be achieved:	<ul style="list-style-type: none"> Case study examples demonstrating the approach taken to solving problems Reflective account of practice 	<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

HPC Standards of Proficiency Code	AREA OF COMPETENCE	INDICATE SECTION(S) IN PORTFOLIO WHERE COMPETENCE IS DEMONSTRATED	
1a.7	<ul style="list-style-type: none"> Recognise the need for effective self-management of workload and resources and be able to practice accordingly 	See cv section 3. EVIDENCE 21	<p>As the line manager for twenty programme directors I have to self-manage my work load as well as manage their workloads. I am responsible for the school learning and teaching budget and serve on the school management and planning team.</p> <p>As a staff reviewer I am required to maintain confidential staff review material.</p> <p>As a Fellow of the HEA I am aware of the professional standards required for lecturing in HE and act as a teaching advisor for staff on the PgTHE.</p> <p>In the school there are twenty programmes related to sport and as such I work with a diverse population of lecturer as part of a multi-disciplinary team.</p>
1a.8	<ul style="list-style-type: none"> Understand the obligation to maintain fitness to practice 	See cv section 3. EVIDENCE 24	
2b.5	<ul style="list-style-type: none"> Be able to maintain records appropriately 	See cv section 3. EVIDENCE 22	
1b.2	<ul style="list-style-type: none"> Be able to contribute effectively to work undertaken as part of a multi-disciplinary team 	See cv section 3. EVIDENCE 23	
3a.3	<ul style="list-style-type: none"> Understand the need to establish and maintain a safe practice environment 	See cv section 3. EVIDENCE 24	
1a.1	<ul style="list-style-type: none"> Be aware of current UK legislation applicable to the work of their profession 	See cv section 3 and 8. EVIDENCE 24 30	
1a.6	<ul style="list-style-type: none"> Recognise that they are personally responsible for and must be able to justify their decisions 	See cv section 3. EVIDENCE 7 19	
Examples of how this could be achieved:	<ul style="list-style-type: none"> Structured taught element of post graduate degree 	<ul style="list-style-type: none"> Attendance at relevant workshops and training days Documented situations which demonstrate appropriate understanding 	

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9 – Understanding of the Delivery Environment

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

HPC Standards of Proficiency Code	AREA OF COMPETENCE	INDICATE SECTION(S) IN PORTFOLIO WHERE COMPETENCE IS DEMONSTRATED	
3a.2	<ul style="list-style-type: none"> Know how professional principles are expressed and translated into action through a number of different approaches to practice and how to select or modify approaches to meet the needs of an individual, groups or communities 	See cv sections 3 and 8. EVIDENCE	As a lecturer in HE I am required to deliver to a wide range of students from HND to master's level. As such I have to adapt my approach to learning and teaching to suit the group. On my PgCert in Collaboration for Leadership I have had to demonstrate that I can act independently and collaboratively as part of a team. As a Fellow of The HEA and a QAA Auditor I am aware of the need to maintain high professional standards in all situations.
1b.1	<ul style="list-style-type: none"> Understand the need to build and sustain professional relationships as both an independent practitioner and collaboratively as a member of a team 	See cv section 1. EVIDENCE 22 23	
1b.1	<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 	See cv section 3, 6 and 7. EVIDENCE 24	
1b.3	<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 	See cv section 3, 9 and 16. EVIDENCE 6	
2b.3	<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 	See cv section 5. EVIDENCE 17 29	
2b.3	Understand the need to agree the goals, priorities and methods of the proposed intervention in partnership with the service user	See cv section 9. EVIDENCE 8 21	
Examples of how this could be achieved:	<ul style="list-style-type: none"> Feedback from clients 	<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

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1a.1	<ul style="list-style-type: none"> Be able to practice within the legal and ethical boundaries of their profession 	See cv section 1 and 2, EVIDENCE 25	As a Fellow of the HEA I practice within the professional standards of the HEA.
1a.2	<ul style="list-style-type: none"> Be able to practice in a non-discriminatory manner 	EVIDENCE 17	
1a.3	<ul style="list-style-type: none"> Understand the importance of and be able to maintain confidentiality 	See cv section 3. EVIDENCE 6	As a supervisor of dissertations I am fully aware of the importance and need to gain informed consent.
1a.4	<ul style="list-style-type: none"> Understand the importance of and be able to obtain informed consent 	See cv section 8. EVIDENCE 1 26	In my position as a lecturer responsible for young students I am aware of my duty of care and responsibility to others.
1a.1/1a.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 	See cv section 3 and 8. EVIDENCE 7	I am aware of the limitations of my practice and refer to other professionals as appropriate. In accordance with the universities Health and Safety Policy I undertake risk assessments and am familiar with appropriate reporting mechanisms.
1b.1	<ul style="list-style-type: none"> Be able to work, where appropriate, in partnership with other professionals, support staff, service users and their relatives and carers 	See cv section 1, 3 and 16. EVIDENCE 27	
3a.3	<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 	See cv section 3. EVIDENCE 24 25	
1a.6	<ul style="list-style-type: none"> Know the limits of their practice and when to seek advice or refer to another professional 	See cv section 3 and 8. EVIDENCE 24 25	
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 	<ul style="list-style-type: none"> Ethics submission Case study examples of good practice 	