



**BRITISH ASSOCIATION OF SPORT AND EXERCISE SCIENCES**

**SUPERVISED EXPERIENCE COMPETENCY PROFILE**

## COMPETENCIES REQUIRED FOR APPLICANTS TO ATTAIN BASES ACCREDITATION

<b>Applicant name:</b>	<b>Intended Sub-discipline:</b> Physiology	<b>Intended Domain of Expertise:</b> Research	<b>Proposed Length of SE:</b> 2 years
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### 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. Individuals on Supervised Experience are expected to develop throughout this process until they meet these standards.

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.

### 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 do not 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.

### Completion of Paperwork

You are expected to submit a competency profile on 3 occasions throughout your SE process – at the start, at the half way stage and at the end. Between these submissions, you are expected to provide an update on how you are developing and moving towards meeting these competencies. You are required to state whether you have no evidence, partial evidence or full evidence to meet each competency. You should also state where the reviewer can find the evidence within your portfolio and what your proposed development plan is to fully meet this competency. The reviewer will then assess your profile and annotate whether they agree with your rating. The reviewer will only sign off a competency once they feel it has been achieved. You are not expected to be working towards every competency all the time.

Examples of how a competency may be achieved can be found at the bottom of each section. These are examples only and are not essential to achieving a competency.

### Submission Deadlines

Supervised Experience can take between 2 and 6 years to complete. This system is flexible and therefore a specific deadline is not imposed for submissions. However, you should give an indication on your paperwork as to when you expect to submit your next paperwork. BASES will send a reminder after a 6 month period if a submission has not been made and you will be expected to provide an expected submission date. Only initial applications on the Supervised Experience scheme will have strict deadlines.

### Accreditation Application

Deadlines for accreditation applications are 6th January and 1st July. Once you have completed SE you will be able to apply for Accreditation. Your application must be submitted before one of these deadlines and will be reviewed after these dates.

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**Portfolio Key:**

**Evidence Boxes**

<b>No evidence</b>	Currently no evidence for this competency.
<b>Partial evidence</b>	Currently partial evidence for this competency.
<b>Full evidence</b>	Currently full evidence for this competency.
<b>**text asterisk enclosed**</b>	Declaration of new level of evidence, upgraded from first submission.
<b>Greyed box</b>	Previous level of evidence declared & agreed from first submission (if current level has been upgraded).

**Evidence Hyperlinks**

<a href="#">Example evidence link</a>	Old evidence (same as first submission. Hyperlink still active)
<a href="#">Example evidence link</a>	Updated evidence (declared from first submission)
<a href="#">Example evidence link</a>	New evidence

**Example:**

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 competencies set out below.

<b>6 – Communication</b>							
<i>Ability to communicate orally and in writing to colleagues, peers and clients</i>							
	AREA OF COMPETENCE	INDICATE SECTION(S) IN PORTFOLIO WHERE COMPETENCE IS DEMONSTRATED	Reviewer Agreement	Reviewer Sign Off			
6.1	Be able to demonstrate effective and appropriate skills in communicating information, advice, instruction and professional opinion to colleagues and clients.	<table border="1"> <tr> <td>No evidence</td> <td>Partial evidence</td> <td><b>**Full evidence**</b></td> </tr> </table> <p><b>Where to find evidence:</b> <a href="#">progressive statistics lecture</a>, <a href="#">laboratory case study</a>, <a href="#">research papers</a>, <a href="#">research abstracts</a>, <a href="#">BASES CE meeting log</a>, <a href="#">rugby club 2 fitness testing rational</a>, <a href="#">conference presentation</a>, <a href="#">lecture on communication</a>, <a href="#">Sport Wales practitioner support</a>, <a href="#">PhD progression report and response to assessors comments</a>, <a href="#">university rugby event presentation</a>, <a href="#">feedback from athletes (1-3)</a>, <a href="#">coach (1)</a>, <a href="#">practitioners (1, 2, 3, 4)</a> and <a href="#">academics (1, 2, 3)</a>, <a href="#">example research ethics application feedback</a>.</p>	No evidence	Partial evidence	<b>**Full evidence**</b>		
No evidence	Partial evidence	<b>**Full evidence**</b>					

Proposed level of evidence upgraded from partial to full

Grey hyperlink:  
Old evidence, declared in first submission

Green hyperlink:  
Updated evidence

Blue hyperlink:  
New evidence

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**EXPERIENCE:** The candidate should be able to demonstrate that he/she has worked in an environment that has enabled the individual to receive training and gain experience relevant to the competencies 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			Reviewer Agreement	Reviewer Sign Off
		No evidence	Partial evidence	Full evidence		
1.1	Know and understand the key concepts of the bodies of knowledge which are relevant to their professional specific practice.	No evidence	Partial evidence	<b>Full evidence</b>	SBL	SBL
<b>Where to find evidence:</b> <a href="#">Academic certificates and transcripts</a>						
1.2	Understand the structure and function of the human body relevant to their practice, together with knowledge of health, disease, disorder and dysfunction.	No evidence	Partial evidence	<b>Full evidence</b>	SBL	SBL
<b>Where to find evidence:</b> <a href="#">Academic certificates and transcripts</a>						
1.3	Understand and be able to apply the theoretical concepts underpinning sport and exercise science delivery within their domain of expertise.	No evidence	Partial evidence	<b>Full evidence</b>	SBL	SBL
<b>Where to find evidence:</b> <a href="#">Academic certificates and transcripts</a>						
1.4	Understand the theoretical basis of, and the variety of approaches to, assessment and intervention.	No evidence	Partial evidence	<b>Full evidence</b>	SBL	SBL
<b>Where to find evidence:</b> <a href="#">Academic certificates and transcripts</a>						
1.5	Understand how sport and physical activity affect and influence the structure and function of the human body.	No evidence	Partial evidence	<b>Full evidence</b>	SBL	SBL
<b>Where to find evidence:</b> <a href="#">Academic certificates and transcripts</a>						
<b>Examples of how this could be achieved:</b>	<ul style="list-style-type: none"> <li>• Evidence of a BUES sport and exercise science undergraduate degree.</li> <li>• Evidence of a BASES recognised postgraduate qualification in sport and exercise science.</li> </ul>					

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**EXPERIENCE:** The candidate should be able to demonstrate that he/she has worked in an environment that has enabled the individual to receive training and gain experience relevant to the competencies 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			Reviewer Agreement	Reviewer Sign Off
2.1	Be able to gather appropriate information via undertaking or arranging investigations as appropriate.	No evidence	Partial evidence	<b>**Full evidence**</b>		
		<b>Where to find evidence:</b> Academic certificates and transcripts, laboratory case study, <a href="#">research papers</a> , <a href="#">research abstracts</a> , <a href="#">rugby club 2 fitness testing rational</a> , <a href="#">intermittent exercise lectures</a> , TASS1 example <a href="#">lectures</a> and <a href="#">seminars/workshops</a> , <a href="#">PhD progression report</a> .				
2.2	Be able to select, undertake and record a thorough, sensitive and detailed assessment, using appropriate techniques and equipment.	No evidence	Partial evidence	<b>**Full evidence**</b>		
		<b>Where to find evidence:</b> Academic certificates and transcripts, laboratory case study, <a href="#">research papers</a> , <a href="#">research abstracts</a> , rugby club 2 <a href="#">fitness testing</a> and <a href="#">training monitoring</a> , <a href="#">rugby club 2 feedback from S&amp;C coach</a> , <a href="#">S&amp;C practitioner feedback</a> , <a href="#">PhD progression report</a> .				
2.3	Be able to analyse and critically evaluate the information collected.	No evidence	Partial evidence	<b>**Full evidence**</b>		
		<b>Where to find evidence:</b> Academic certificates and transcripts, laboratory case study, <a href="#">research papers</a> , <a href="#">research abstracts</a> , <a href="#">rugby club 2 fitness testing reports</a> , <a href="#">rugby club 2 feedback from S&amp;C coach</a> , <a href="#">PhD progression report</a> .				
2.4	Be able to demonstrate a level of skills in the use of information technology appropriate to their practice.	No evidence	Partial evidence	<b>**Full evidence**</b>		
		<b>Where to find evidence:</b> Academic certificates and transcripts, progressive statistics lecture, modified analysis spreadsheets (1, 2), PRISMA flowchart for systematic review, <a href="#">training monitoring dashboard</a> , <a href="#">rugby club 2 feedback from S&amp;C coach</a> , <a href="#">Sport Wales practitioner support</a> , <a href="#">TASS1 excel-based resources</a> (delivered as a workshop), lectures: <a href="#">social media</a> and <a href="#">presentation/communication of data</a> .				
2.5	Be able to conduct appropriate diagnostic or monitoring procedures, treatment, therapy or other actions safely and skilfully relevant to the domain of expertise.	No evidence	Partial evidence	<b>**Full evidence**</b>		
		<b>Where to find evidence:</b> Academic certificates and transcripts, laboratory case study, <a href="#">rugby club 1 feedback</a> , <a href="#">research papers</a> , <a href="#">research abstracts</a> , <a href="#">training monitoring dashboard</a> , <a href="#">rugby club 2 feedback</a> , Sports Coach UK safeguarding <a href="#">workshop</a> and <a href="#">reflection</a> , BASES professional ethics <a href="#">workshop</a> and <a href="#">reflection</a> , <a href="#">health, safety and confidentiality lecture</a> .				

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<b>Examples of how this could be achieved:</b>	<ul style="list-style-type: none"><li>• Evidence of BASES endorsed /recognised undergraduate and postgraduate degrees.</li><li>• Completion of laboratory manual or similar.</li><li>• Certification from relevant recognised training courses.</li><li>• Signing off via supervisor.</li><li>• Case study/reflective case logs.</li><li>• Refereed publications.</li><li>• Presentations at conferences and workshops.</li></ul>
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### 3 – Application of Knowledge and Skills

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

	AREA OF COMPETENCE	INDICATE SECTION(S) IN PORTFOLIO WHERE COMPETENCE IS DEMONSTRATED			Reviewer Agreement	Reviewer Sign Off
3.1	Be able to evaluate intervention plans using recognised outcome measures and revise the plans as necessary in conjunction with the service user.	No evidence	Partial evidence	<b>**Full evidence**</b>		
		<b>Where to find evidence:</b> <a href="#">laboratory case study</a> , <a href="#">research papers</a> , <a href="#">research abstracts</a> , <a href="#">BASES practice log</a> , <a href="#">BASES SE meeting log</a> , <a href="#">rugby club 2 fitness testing</a> and <a href="#">training monitoring</a> , <a href="#">rugby club 2 feedback from S&amp;C coach</a> , <a href="#">S&amp;C practitioner feedback</a> , <a href="#">PhD progression report</a> , development plan for BASES SE ( <a href="#">plan 1</a> , <a href="#">plan 2</a> ).				
3.2	Be able to draw on appropriate knowledge and skills in order to make professional judgements.	No evidence	Partial evidence	Full evidence		
		<b>Where to find evidence:</b> <a href="#">rugby club 1 feedback</a> , <a href="#">BASES practice log</a> , <a href="#">rugby club 2 fitness testing rational</a> , <a href="#">rugby club 2 feedback</a> , <a href="#">S&amp;C practitioner feedback</a> , <a href="#">BASES SE halfway report from supervisor</a> .				
3.3	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.	No evidence	Partial evidence	<b>**Full evidence**</b>		
		<b>Where to find evidence:</b> <a href="#">laboratory case study</a> , <a href="#">BASES practice log</a> , <a href="#">rugby club 2 fitness testing</a> and <a href="#">training monitoring</a> , <a href="#">rugby club 2 feedback</a> , <a href="#">Sport Wales practioner support</a> and <a href="#">feedback</a> , development plan for BASES SE ( <a href="#">plan 1</a> , <a href="#">plan 2</a> ).				
3.4	To be able to set goals and construct specific individual and group sport and exercise science development programmes.	No evidence	Partial evidence	Full evidence		
		<b>Where to find evidence:</b> <a href="#">laboratory case study</a> , <a href="#">BASES practice log</a> , <a href="#">BASES SE meeting log</a> , <a href="#">S&amp;C practitioner feedback</a> , <a href="#">PhD progression report</a> ,				
3.5	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.	No evidence	Partial evidence	<b>**Full evidence**</b>		
		<b>Where to find evidence:</b> <a href="#">Example request for ethical approval</a> , <a href="#">BASES practice log</a> , <a href="#">example research ethics application feedback</a> , <a href="#">Sports Coach UK safeguarding workshop</a> and <a href="#">reflection</a> , <a href="#">BASES professional ethics workshop</a> and <a href="#">reflection</a> , <a href="#">health, safety and confidentiality lecture</a> .				
3.6	Understand and be able to apply the theoretical concepts underpinning sport and exercise science delivery within their domain of expertise.	No evidence	Partial evidence	<b>**Full evidence**</b>		
		<b>Where to find evidence:</b> <a href="#">laboratory case study</a> , <a href="#">BASES practice log</a> , <a href="#">TASS1 example lectures</a> and <a href="#">seminars/workshops</a> , <a href="#">intermittent exercise lectures</a> , <a href="#">Rugby club 2 support work</a> , <a href="#">rugby club 2 feedback</a> , <a href="#">S&amp;C NE presentation</a> , <a href="#">S&amp;C practitioner feedback</a> , <a href="#">BASES SE halfway report from supervisor</a> .				

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<b>Proposed Development Plan:</b>	<ul style="list-style-type: none"> <li>• <a href="#">Proposed development plan for application of knowledge and skills.</a></li> <li>• Completion of BASES practice log.</li> </ul>
<b>Examples of how this could be achieved:</b>	<ul style="list-style-type: none"> <li>• Documented evidence of 500 hours of supervised practice signed off by supervisor.</li> <li>• Case study following BASES guidelines.</li> <li>• Reflective accounts.</li> <li>• Research plan, ethics submission.</li> <li>• Teaching plan, curriculum development.</li> </ul>



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## 4 – Understanding and Use of Research

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

	AREA OF COMPETENCE	INDICATE SECTION(S) IN PORTFOLIO WHERE COMPETENCE IS DEMONSTRATED			Reviewer Agreement	Reviewer Sign Off
4.1	Be able to use research, reasoning and problem-solving skills to determine appropriate actions.	No evidence	Partial evidence	<b>**Full evidence**</b>		
		<b>Where to find evidence:</b> <a href="#">Academic certificates and transcripts</a> , <a href="#">laboratory case study</a> , <a href="#">research papers</a> , <a href="#">research abstracts</a> , <a href="#">rugby club 2 fitness testing rational</a> , <a href="#">rugby club 2 feedback from S&amp;C coach</a> , <a href="#">S&amp;C practitioner feedback</a> , <a href="#">conference poster</a> , <a href="#">PhD progression report</a> , <a href="#">understanding the use of research lecture</a> .				
4.2	To recognise the value of research to the critical evaluation of practice.	No evidence	Partial evidence	<b>**Full evidence**</b>		
		<b>Where to find evidence:</b> <a href="#">rugby club 1 feedback</a> , <a href="#">laboratory case study</a> , <a href="#">research papers</a> , <a href="#">research abstracts</a> , lectures & seminars: <a href="#">understanding the use of research</a> , <a href="#">statistics in sport</a> , <a href="#">scientific method and experimental design</a> , <a href="#">validity and reliability</a> , <a href="#">presentation/communication of data</a> , <a href="#">finding and critically appraising scientific research</a> , BASES reflective practice <a href="#">workshop</a> and <a href="#">reflection</a> , <a href="#">rugby club 2 feedback from S&amp;C coach</a> , <a href="#">S&amp;C practitioner feedback</a> , <a href="#">academic 2 feedback</a> .				
4.3	Be able to engage in evidence-based practice, evaluate practice systematically and participate in audit processes.	No evidence	Partial evidence	<b>**Full evidence**</b>		
		<b>Where to find evidence:</b> <a href="#">rugby club 1 feedback</a> , <a href="#">laboratory case study</a> , <a href="#">BASES practice log</a> , <a href="#">rugby club 2 fitness testing and training monitoring</a> , <a href="#">rugby club 2 feedback from S&amp;C coach</a> , <a href="#">S&amp;C practitioner feedback</a> , <a href="#">academic 2 feedback</a> , <a href="#">PhD progression report</a> .				
4.4	Be aware of a range of research methodologies.	No evidence	Partial evidence	<b>**Full evidence**</b>		
		<b>Where to find evidence:</b> <a href="#">Academic certificates and transcripts</a> , <a href="#">laboratory case study</a> , <a href="#">research papers</a> , <a href="#">research abstracts</a> , lectures & seminars: <a href="#">understanding the use of research</a> , <a href="#">statistics in sport</a> , <a href="#">scientific method and experimental design</a> , <a href="#">validity and reliability</a> , <a href="#">presentation/communication of data</a> , <a href="#">finding and critically appraising scientific research</a> .				
4.5	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.	No evidence	Partial evidence	<b>**Full evidence**</b>		
		<b>Where to find evidence:</b> <a href="#">MSc Understanding Research module feedback</a> , <a href="#">research papers</a> , <a href="#">research abstracts</a> , <a href="#">rugby club 2 fitness testing rational</a> , <a href="#">rugby club 2 feedback from S&amp;C coach</a> , <a href="#">S&amp;C practitioner feedback</a> , <a href="#">conference poster</a> , <a href="#">PhD progression report</a> .				

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4.6	Be aware of the principles and applications of scientific enquiry, including the evaluation of effectiveness of practice and the research process.	No evidence	Partial evidence	<b>**Full evidence**</b>		
		<p><b>Where to find evidence:</b> <a href="#">rugby club 1 feedback</a>, <a href="#">laboratory case study</a>, <a href="#">BASES practice log</a>, <a href="#">rugby club 2 feedback from S&amp;C coach</a>, <a href="#">S&amp;C practitioner feedback</a>, lectures &amp; seminars: <a href="#">understanding the use of research</a>, <a href="#">statistics in sport</a>, <a href="#">scientific method and experimental design</a>, <a href="#">validity and reliability</a>, <a href="#">presentation/communication of data</a>, <a href="#">finding and critically appraising scientific research</a>, BASES reflective practice <a href="#">workshop</a> and <a href="#">reflection</a>.</p>				
<b>Examples of how this could be achieved:</b>	<ul style="list-style-type: none"> <li>Evidence of BASES endorsed / recognised undergraduate and postgraduate degree research studies/projects.</li> <li>Critique of published research papers.</li> <li>Research proposal.</li> <li>Literature review.</li> <li>Postgraduate dissertation.</li> </ul>	<ul style="list-style-type: none"> <li>Further research activity including published refereed papers/presentations at conferences or workshops.</li> <li>Returned in the RAE 2008.</li> <li>Case study and intervention.</li> <li>Review how own research could impact on practice.</li> </ul>				

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## 5 – Self Evaluation and Professional Development

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

	AREA OF COMPETENCE	INDICATE SECTION(S) IN PORTFOLIO WHERE COMPETENCE IS DEMONSTRATED	Reviewer Agreement	Reviewer Sign Off						
5.1	To be able to practice as an independent professional, exercising their professional judgement.	<table border="1"> <tr> <td>No evidence</td> <td><b>Partial evidence</b></td> <td>Full evidence</td> </tr> <tr> <td colspan="3"><b>Where to find evidence:</b> <a href="#">rugby club 1 feedback</a>, <a href="#">laboratory case study</a>, <a href="#">BASES practice log</a>, <a href="#">research papers</a>, <a href="#">research abstracts</a>, <a href="#">rugby club 2 feedback from S&amp;C coach</a>, <a href="#">S&amp;C practitioner feedback</a>, <a href="#">self-evaluation and professional development lecture</a>, <a href="#">BASES SE halfway report from supervisor</a>.</td> </tr> </table>	No evidence	<b>Partial evidence</b>	Full evidence	<b>Where to find evidence:</b> <a href="#">rugby club 1 feedback</a> , <a href="#">laboratory case study</a> , <a href="#">BASES practice log</a> , <a href="#">research papers</a> , <a href="#">research abstracts</a> , <a href="#">rugby club 2 feedback from S&amp;C coach</a> , <a href="#">S&amp;C practitioner feedback</a> , <a href="#">self-evaluation and professional development lecture</a> , <a href="#">BASES SE halfway report from supervisor</a> .				
No evidence	<b>Partial evidence</b>	Full evidence								
<b>Where to find evidence:</b> <a href="#">rugby club 1 feedback</a> , <a href="#">laboratory case study</a> , <a href="#">BASES practice log</a> , <a href="#">research papers</a> , <a href="#">research abstracts</a> , <a href="#">rugby club 2 feedback from S&amp;C coach</a> , <a href="#">S&amp;C practitioner feedback</a> , <a href="#">self-evaluation and professional development lecture</a> , <a href="#">BASES SE halfway report from supervisor</a> .										
5.2	Be able to adapt their practice as a result of new and emerging ideas and information within the area of sport and exercise science.	<table border="1"> <tr> <td>No evidence</td> <td>Partial evidence</td> <td><b>**Full evidence**</b></td> </tr> <tr> <td colspan="3"><b>Where to find evidence:</b> Peer review process for research papers (<a href="#">journal reviewer responsibilities</a> and <a href="#">as an author</a>), <a href="#">progressive statistics lecture</a>, <a href="#">BASES practice log</a>, <a href="#">research papers</a>, <a href="#">research abstracts</a>, <a href="#">rugby club 2 fitness testing and training monitoring</a>, <a href="#">rugby club 2 feedback from S&amp;C coach</a>, <a href="#">S&amp;C practitioner feedback</a>, <a href="#">S&amp;C NE presentation</a>, <a href="#">Sport Wales practioner support</a>, <a href="#">intermittent exercise lectures</a>, <a href="#">TASS1 example lectures</a> and <a href="#">seminars/workshops</a>, <a href="#">PhD progression report</a>.</td> </tr> </table>	No evidence	Partial evidence	<b>**Full evidence**</b>	<b>Where to find evidence:</b> Peer review process for research papers ( <a href="#">journal reviewer responsibilities</a> and <a href="#">as an author</a> ), <a href="#">progressive statistics lecture</a> , <a href="#">BASES practice log</a> , <a href="#">research papers</a> , <a href="#">research abstracts</a> , <a href="#">rugby club 2 fitness testing and training monitoring</a> , <a href="#">rugby club 2 feedback from S&amp;C coach</a> , <a href="#">S&amp;C practitioner feedback</a> , <a href="#">S&amp;C NE presentation</a> , <a href="#">Sport Wales practioner support</a> , <a href="#">intermittent exercise lectures</a> , <a href="#">TASS1 example lectures</a> and <a href="#">seminars/workshops</a> , <a href="#">PhD progression report</a> .				
No evidence	Partial evidence	<b>**Full evidence**</b>								
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5.3	Be able to maintain an appropriate audit trail and work towards continual improvement.	<table border="1"> <tr> <td>No evidence</td> <td><b>Partial evidence</b></td> <td>Full evidence</td> </tr> <tr> <td colspan="3"><b>Where to find evidence:</b> <a href="#">BASES SE submission and events targets</a>, <a href="#">record of feedback</a>, <a href="#">BASES practice log</a>, <a href="#">BASES SE meeting log</a>, <a href="#">PhD progression report</a>, <a href="#">conference attendance</a>, <a href="#">workshops</a>, <a href="#">seminars and training</a>, <a href="#">self-evaluation and professional development lecture</a>, development plan for BASES SE (<a href="#">plan 1</a>, <a href="#">plan 2</a>), <a href="#">critical development reflection (October 2016)</a>, <a href="#">rugby club 2 critical reflection (October 2016)</a>.</td> </tr> </table>	No evidence	<b>Partial evidence</b>	Full evidence	<b>Where to find evidence:</b> <a href="#">BASES SE submission and events targets</a> , <a href="#">record of feedback</a> , <a href="#">BASES practice log</a> , <a href="#">BASES SE meeting log</a> , <a href="#">PhD progression report</a> , <a href="#">conference attendance</a> , <a href="#">workshops</a> , <a href="#">seminars and training</a> , <a href="#">self-evaluation and professional development lecture</a> , development plan for BASES SE ( <a href="#">plan 1</a> , <a href="#">plan 2</a> ), <a href="#">critical development reflection (October 2016)</a> , <a href="#">rugby club 2 critical reflection (October 2016)</a> .				
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5.4	Understand the value of reflection on practice and evidence engagement in the process.	<table border="1"> <tr> <td>No evidence</td> <td><b>Partial evidence</b></td> <td>Full evidence</td> </tr> <tr> <td colspan="3"><b>Where to find evidence:</b> <a href="#">record of feedback</a>, <a href="#">BASES practice log</a>, <a href="#">BASES SE meeting log</a>, <a href="#">CPD activity log</a>, BASES professional ethics <a href="#">workshop</a> and <a href="#">reflection</a>, reflective practice lectures (<a href="#">1</a>, <a href="#">2</a>), <a href="#">critical development reflection (October 2016)</a>, <a href="#">rugby club 2 critical reflection (October 2016)</a>.</td> </tr> </table>	No evidence	<b>Partial evidence</b>	Full evidence	<b>Where to find evidence:</b> <a href="#">record of feedback</a> , <a href="#">BASES practice log</a> , <a href="#">BASES SE meeting log</a> , <a href="#">CPD activity log</a> , BASES professional ethics <a href="#">workshop</a> and <a href="#">reflection</a> , reflective practice lectures ( <a href="#">1</a> , <a href="#">2</a> ), <a href="#">critical development reflection (October 2016)</a> , <a href="#">rugby club 2 critical reflection (October 2016)</a> .				
No evidence	<b>Partial evidence</b>	Full evidence								
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5.5	Understand the need to keep skills and knowledge up to date and the importance of	<table border="1"> <tr> <td>No evidence</td> <td>Partial evidence</td> <td><b>**Full evidence**</b></td> </tr> </table>	No evidence	Partial evidence	<b>**Full evidence**</b>					
No evidence	Partial evidence	<b>**Full evidence**</b>								

**COMPETENCIES REQUIRED FOR APPLICANTS TO ATTAIN BASES ACCREDITATION**

<b>Applicant name:</b>	<b>Intended Sub-discipline:</b> Physiology	<b>Intended Domain of Expertise:</b> Research	<b>Proposed Length of SE:</b> 2 years
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	career-long learning.	<b>Where to find evidence: find evidence:</b> <a href="#">BASES SE submission and events targets</a> , <a href="#">BASES practice log</a> , <a href="#">BASES SE meeting log</a> , <a href="#">CPD activity log</a> , <a href="#">proposed CPD activity</a> , <a href="#">workshops, seminars and training</a> , <a href="#">plan of work</a> , <a href="#">conference attendance</a> , <a href="#">self-evaluation and professional development lecture</a> , <a href="#">critical development reflection (October 2016)</a> , <a href="#">rugby club 2 critical reflection (October 2016)</a> .				
5.6	Understand the principles of quality control and quality assurance.	No evidence	Partial evidence	<b>**Full evidence**</b>		
		<b>Where to find evidence:</b> Peer review process for research papers ( <a href="#">journal reviewer responsibilities</a> and <a href="#">as an author</a> ), application for ethical approval, Sports Coach UK safeguarding <a href="#">workshop</a> and <a href="#">reflection</a> , BASES professional ethics <a href="#">workshop</a> and <a href="#">reflection</a> , <a href="#">health, safety and confidentiality lecture</a> , <a href="#">example research ethics application feedback</a> , reflective practice lectures ( <a href="#">1</a> , <a href="#">2</a> ).				
<b>Proposed Development Plan:</b>	<ul style="list-style-type: none"> <li>• <a href="#">Proposed development plan for self-evaluation and professional development</a>.</li> <li>• Completion of BASES practice log.</li> </ul>					
<b>Examples of how this could be achieved:</b>	<ul style="list-style-type: none"> <li>• Documented evidence of attendance of the required 4 mandatory and 2 optional BASES SE workshops.</li> <li>• Documented evidence of all other courses run or attended.</li> <li>• Case examples showing how practice has been adapted.</li> <li>• Testimonials.</li> <li>• Video evidence.</li> <li>• Adherence to BASES Code of Conduct.</li> </ul>	<ul style="list-style-type: none"> <li>• Reflective accounts maintained over the 2 years of supervised experience.</li> <li>• Reflective accounts corresponding to own practice and case study meetings.</li> <li>• Career development plan.</li> <li>• Attendance at other workshops.</li> <li>• Evidence based literature review.</li> <li>• Peer review.</li> </ul>				

**COMPETENCIES REQUIRED FOR APPLICANTS TO ATTAIN BASES ACCREDITATION**

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**EXPERIENCE:** The candidate should be able to demonstrate that he/she has worked in an environment that has enabled the individual to receive training and gain experience relevant to the competencies 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			Reviewer Agreement	Reviewer Sign Off
6.1	Be able to demonstrate effective and appropriate skills in communicating information, advice, instruction and professional opinion to colleagues and clients.	No evidence	Partial evidence	<b>**Full evidence**</b>		
		<b>Where to find evidence:</b> <a href="#">progressive statistics lecture</a> , <a href="#">laboratory case study</a> , <a href="#">research papers</a> , <a href="#">research abstracts</a> , <a href="#">BASES SE meeting log</a> , <a href="#">rugby club 2 fitness testing rational</a> , <a href="#">conference presentation</a> , <a href="#">lecture on communication</a> , <a href="#">Sport Wales practioner support</a> , <a href="#">PhD progression report and response to assessors comments</a> , <a href="#">university rugby event presentation</a> , feedback from athletes (1–3), coach (1), practitioners (1, 2, 3, 4) and academics (1, 2, 3), <a href="#">example research ethics application feedback</a> , <a href="#">VO<sub>2max</sub> demonstration</a> , <a href="#">BASES SE halfway report from supervisor</a> .				
6.2	Be able to select, move between and use appropriate forms of verbal and non-verbal communication with service users and others.	No evidence	Partial evidence	<b>**Full evidence**</b>		
		<b>Where to find evidence:</b> <a href="#">progressive statistics lecture</a> , <a href="#">laboratory case study</a> , <a href="#">research papers</a> , <a href="#">research abstracts</a> , <a href="#">BASES practice log</a> , <a href="#">lecture on communication</a> , <a href="#">Sport Wales practioner support</a> , <a href="#">PhD progression report and response to assessors comments</a> , <a href="#">conference presentation</a> , <a href="#">S&amp;C NE presentation</a> , <a href="#">university rugby event presentation</a> , TASS1 example <a href="#">lectures</a> and <a href="#">seminars/workshops</a> , rugby club 2 <a href="#">fitness testing</a> and <a href="#">training monitoring</a> , <a href="#">example research ethics application feedback</a> , <a href="#">VO<sub>2max</sub> demonstration</a> , <a href="#">BASES SE halfway report from supervisor</a> .				
6.3	Understand the need to provide service users (or people acting on their behalf) with the information necessary to enable them to make informed decisions.	No evidence	Partial evidence	<b>**Full evidence**</b>		
		<b>Where to find evidence:</b> <a href="#">progressive statistics lecture</a> , <a href="#">laboratory case study</a> , <a href="#">intermittent exercise lectures</a> , TASS1 example <a href="#">lectures</a> and <a href="#">seminars/workshops</a> , <a href="#">Sport Wales practioner support</a> , <a href="#">S&amp;C NE presentation</a> , <a href="#">university rugby event presentation</a> , rugby club 2 <a href="#">fitness testing</a> and <a href="#">training monitoring</a> , <a href="#">example research ethics application feedback</a> , <a href="#">BASES SE halfway report from supervisor</a> .				
6.4	Recognise the need to use interpersonal skills to encourage active participation of	No evidence	Partial evidence	Full evidence		

**COMPETENCIES REQUIRED FOR APPLICANTS TO ATTAIN BASES ACCREDITATION**

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	service users.	<b>Where to find evidence:</b> <a href="#">BASES practice log</a> , <a href="#">Sport Wales practioner support</a> , feedback from athletes (1–3), coach (1), practitioners (1, 2, 3, 4) and academics (1, 2, 3), <a href="#">VO<sub>2</sub>max demonstration</a> , <a href="#">critical development reflection (October 2016)</a> , <a href="#">rugby club 2 critical reflection (October 2016)</a> , <a href="#">BASES SE halfway report from supervisor</a> .		
6.5	Be able to discuss and explain the rationale for, the use of sport and exercise science interventions.	<p align="center">No evidence      <b>Partial evidence</b>      Full evidence</p> <b>Where to find evidence:</b> <a href="#">progressive statistics lecture</a> , <a href="#">laboratory case study</a> , <a href="#">research papers</a> , <a href="#">research abstracts</a> , <a href="#">intermittent exercise lectures</a> , TASS1 example <a href="#">lectures</a> and <a href="#">seminars/workshops</a> , <a href="#">S&amp;C NE presentation</a> , <a href="#">university rugby event presentation</a> and <a href="#">feedback</a> , <a href="#">PhD progression report</a> , <a href="#">VO<sub>2</sub>max demonstration</a> .		
6.6	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 align="center">No evidence      <b>Partial evidence</b>      Full evidence</p> <b>Where to find evidence:</b> Sports Coach UK <a href="#">safeguarding workshop</a> and <a href="#">reflection</a> , BASES professional ethics <a href="#">workshop</a> and <a href="#">reflection</a> , <a href="#">university rugby event feedback</a> , <a href="#">VO<sub>2</sub>max demonstration</a> .		
<b>Proposed Development Plan:</b>	<ul style="list-style-type: none"> <li>• <a href="#">Proposed development plan for communication</a>.</li> <li>• Completion of BASES practice log.</li> </ul>			
<b>Examples of how this could be achieved:</b>	<ul style="list-style-type: none"> <li>• Documented evidence of attendance of the required 4 mandatory and 2 optional BASES SE workshops.</li> <li>• Report from supervisor.</li> <li>• Documented evidence of the presentation of information to different groups (peers, client groups etc) via different media (oral, written).</li> <li>• Delivery of a workshop.</li> <li>• Video of delivery/communication.</li> <li>• Assessing learning styles.</li> <li>• Marketing materials.</li> </ul>	<ul style="list-style-type: none"> <li>• Documented examples of written material such as client reports, scientific material.</li> <li>• Case examples where your communication skills have influenced the outcome.</li> <li>• Conferences, posters/presentations, scientific articles.</li> <li>• Lectures, curricula and lecture notes.</li> <li>• Evaluation forms.</li> <li>• Peer and client review.</li> <li>• Role play.</li> <li>• Ability to translate scientific detail to the end user.</li> </ul>		

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**EXPERIENCE:** The candidate should be able to demonstrate that he/she has worked in an environment that has enabled the individual to receive training and gain experience relevant to the competencies 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	Reviewer Agreement	Reviewer Sign Off			
7.1	Be able to demonstrate a logical and systematic approach to problem solving.	<table border="1"> <tr> <td>No evidence</td> <td>Partial evidence</td> <td><b>**Full evidence**</b></td> </tr> </table> <p><b>Where to find evidence:</b> <a href="#">research papers</a>, <a href="#">research abstracts</a>, <a href="#">BASES practice log</a>, <a href="#">BASES SE meeting log</a>, <a href="#">lecture on problem solving and impact</a>, <a href="#">rugby club 2 fitness testing rational</a>, <a href="#">PhD progression report</a>, <a href="#">conference presentation</a>, <a href="#">Sport Wales practioner support</a>, <a href="#">rugby club 2 feedback from S&amp;C coach</a>.</p>	No evidence	Partial evidence	<b>**Full evidence**</b>		
No evidence	Partial evidence	<b>**Full evidence**</b>					
7.2	Be able to monitor and review the ongoing effectiveness of planned activity and modify it accordingly.	<table border="1"> <tr> <td>No evidence</td> <td>Partial evidence</td> <td>Full evidence</td> </tr> </table> <p><b>Where to find evidence:</b> <a href="#">record of feedback</a>, <a href="#">BASES practice log</a>, <a href="#">BASES SE meeting log</a>, <a href="#">rugby club 2 fitness testing</a> and <a href="#">training monitoring</a>, <a href="#">PhD progression report</a>, <a href="#">plan of work</a>, development plan for BASES SE (<a href="#">plan 1</a>, <a href="#">plan 2</a>), <a href="#">critical development reflection (October 2016)</a>, <a href="#">rugby club 2 critical reflection (October 2016)</a>.</p>	No evidence	Partial evidence	Full evidence		
No evidence	Partial evidence	Full evidence					
7.3	Be able to initiate resolution of problems and be able to exercise personal initiative.	<table border="1"> <tr> <td>No evidence</td> <td>Partial evidence</td> <td>Full evidence</td> </tr> </table> <p><b>Where to find evidence:</b> <a href="#">laboratory case study</a>, <a href="#">research papers</a>, <a href="#">research abstracts</a>, <a href="#">BASES practice log</a>, <a href="#">BASES SE meeting log</a>, <a href="#">lecture on problem solving and impact</a>, <a href="#">rugby club 2 fitness testing</a> and <a href="#">training monitoring</a>, <a href="#">rugby club 2 feedback from S&amp;C coach</a>, <a href="#">conference poster</a>, <a href="#">conference presentation</a>, <a href="#">PhD progression report</a>, <a href="#">BASES SE halfway report from supervisor</a>.</p>	No evidence	Partial evidence	Full evidence		
No evidence	Partial evidence	Full evidence					
7.4	Be able to apply problem solving and scientific reasoning to assessment findings to plan and prioritise appropriate expertise specific interventions.	<table border="1"> <tr> <td>No evidence</td> <td>Partial evidence</td> <td>Full evidence</td> </tr> </table> <p><b>Where to find evidence:</b> <a href="#">laboratory case study</a>, <a href="#">research papers</a>, <a href="#">research abstracts</a>, <a href="#">lecture on problem solving and impact</a>, <a href="#">rugby club 2 fitness testing</a> and <a href="#">training monitoring</a>, <a href="#">rugby club 2 feedback from S&amp;C coach</a>, <a href="#">PhD progression report</a>, <a href="#">conference poster</a>, <a href="#">conference presentation</a>, <a href="#">S&amp;C NE presentation</a>.</p>	No evidence	Partial evidence	Full evidence		
No evidence	Partial evidence	Full evidence					
7.5	Recognise the value of case conferences and other methods of review.	<table border="1"> <tr> <td>No evidence</td> <td>Partial evidence</td> <td><b>**Full evidence**</b></td> </tr> </table> <p><b>Where to find evidence:</b> <a href="#">BASES SE submission and events targets</a>, Peer review process for research papers (<a href="#">journal reviewer responsibilities</a> and as an author), <a href="#">record of feedback</a>, <a href="#">BASES practice log</a>, <a href="#">BASES SE meeting log</a>, <a href="#">CPD activity log</a>, <a href="#">example research ethics application feedback</a>, BASES reflective practice workshop and reflection, <a href="#">critical development reflection (October 2016)</a>, <a href="#">rugby club 2 critical reflection (October 2016)</a>.</p>	No evidence	Partial evidence	<b>**Full evidence**</b>		
No evidence	Partial evidence	<b>**Full evidence**</b>					

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7.6	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.	No evidence	<b>Partial evidence</b>	Full evidence		
		<b>Where to find evidence:</b> <a href="#">laboratory case study</a> , <a href="#">research papers</a> , <a href="#">research abstracts</a> , <a href="#">BASES practice log</a> , <a href="#">BASES SE meeting log</a> , <a href="#">rugby club 2 fitness testing rational</a> , <a href="#">rugby club 2 feedback from S&amp;C coach</a> , <a href="#">S&amp;C practitioner feedback</a> , <a href="#">PhD progression report</a> , <a href="#">rugby club 2 critical reflection (October 2016)</a> .				
<b>Proposed Development Plan:</b>	<ul style="list-style-type: none"> <li>• <a href="#">Proposed development plan for problem solving and impact</a>.</li> <li>• Completion of BASES practice log.</li> </ul>					
<b>Examples of how this could be achieved:</b>	<ul style="list-style-type: none"> <li>• Case study examples demonstrating the approach taken to solving problems.</li> <li>• Documented evidence of attendance of the required 4 mandatory and 2 optional BASES. SE workshops.</li> <li>• Reflective account of practice.</li> <li>• Needs analysis.</li> </ul>	<ul style="list-style-type: none"> <li>• Feedback from supervisor.</li> <li>• Refereed publications.</li> <li>• Presentations at conferences and workshops.</li> <li>• Formal evaluation of teaching.</li> </ul>				



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

## 8 – Management of Self, Others and Practice

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

	AREA OF COMPETENCE	INDICATE SECTION(S) IN PORTFOLIO WHERE COMPETENCE IS DEMONSTRATED			Reviewer Agreement	Reviewer Sign Off
8.1	Recognise the need for effective self-management of workload and resources and be able to practice accordingly.	No evidence	<b>**Partial evidence**</b>	Full evidence		
		<b>Where to find evidence:</b> <a href="#">BASES practice log</a> , <a href="#">BASES SE meeting log</a> , <a href="#">CPD activity log</a> , <a href="#">lecture on management of self, others and practice</a> , <a href="#">PhD progression report</a> , <a href="#">plan of work</a> , <a href="#">meeting and reflection on workload</a> , development plan for BASES SE ( <a href="#">plan 1</a> , <a href="#">plan 2</a> ).				
8.2	Understand the obligation to maintain fitness to practice.	No evidence	Partial evidence	<b>**Full evidence**</b>		
		<b>Where to find evidence:</b> <a href="#">application for ethical approval</a> , lectures: <a href="#">management of self, others and practice</a> and <a href="#">health, safety and confidentiality</a> , <a href="#">example research ethics application feedback</a> , Sports Coach UK safeguarding <a href="#">workshop</a> and <a href="#">reflection</a> , BASES professional ethics <a href="#">workshop</a> and <a href="#">reflection</a> , <a href="#">conference attendance</a> , <a href="#">workshops, seminars and training</a> .				
8.3	Be able to maintain records appropriately.	No evidence	<b>**Partial evidence**</b>	Full evidence		
		<b>Where to find evidence:</b> <a href="#">record of feedback</a> , <a href="#">BASES practice log</a> , <a href="#">BASES SE meeting log</a> , <a href="#">CPD activity log</a> , <a href="#">research abstracts</a> , <a href="#">conference attendance</a> , <a href="#">workshops, seminars and training</a> , <a href="#">PhD progression process</a> , development plan for BASES SE ( <a href="#">plan 1</a> , <a href="#">plan 2</a> ).				
8.4	Be able to contribute effectively to work undertaken as part of a multi-disciplinary team.	No evidence	<b>Partial evidence</b>	Full evidence		
		<b>Where to find evidence:</b> <a href="#">rugby club 1 feedback</a> , <a href="#">research papers</a> , <a href="#">research abstracts</a> , <a href="#">BASES practice log</a> , <a href="#">BASES SE meeting log</a> , <a href="#">rugby club 2 feedback</a> , <a href="#">TASS1 academic feedback</a> , <a href="#">S&amp;C practitioner feedback</a> .				
8.5	Understand the need to establish and maintain a safe practice environment.	No evidence	Partial evidence	<b>**Full evidence**</b>		

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		<b>Where to find evidence:</b> <a href="#">application for ethical approval</a> , <a href="#">rugby club 1 feedback</a> , <a href="#">BASES practice log</a> , <a href="#">rugby club 2 feedback</a> , <a href="#">TASS1 academic feedback</a> , <a href="#">S&amp;C practitioner feedback</a> , <a href="#">health, safety and confidentiality lecture</a> , <a href="#">example research ethics application feedback</a> , Sports Coach UK safeguarding <a href="#">workshop</a> and <a href="#">reflection</a> , BASES professional ethics <a href="#">workshop</a> and <a href="#">reflection</a> , <a href="#">concussion training</a> .		
8.6	Be aware of current UK legislation applicable to the work of their profession.	<b>No evidence</b>	Partial evidence	<b>**Full evidence**</b>
		<b>Where to find evidence:</b> <a href="#">application for ethical approval</a> , <a href="#">health, safety and confidentiality lecture</a> , <a href="#">example research ethics application feedback</a> , Sports Coach UK safeguarding <a href="#">workshop</a> and <a href="#">reflection</a> , BASES professional ethics <a href="#">workshop</a> and <a href="#">reflection</a> , <a href="#">concussion training</a> .		
8.7	Recognise that they are personally responsible for and must be able to justify their decisions.	<b>No evidence</b>	<b>**Partial evidence**</b>	Full evidence
		<b>Where to find evidence:</b> <a href="#">application for ethical approval</a> , <a href="#">rugby club 2 feedback from S&amp;C coach</a> , Sports Coach UK safeguarding <a href="#">workshop</a> and <a href="#">reflection</a> , BASES professional ethics <a href="#">workshop</a> and <a href="#">reflection</a> .		
<b>Proposed Development Plan:</b>	<ul style="list-style-type: none"> <li>• <a href="#">Proposed development plan for management of self, others and practice</a>.</li> <li>• Completion of BASES practice log.</li> </ul>			
<b>Examples of how this could be achieved:</b>	<ul style="list-style-type: none"> <li>• Documented evidence of attendance of the required 4 mandatory and 2 optional BASES .SE workshops.</li> <li>• Structured taught element of post graduate degree.</li> <li>• Leading on projects.</li> <li>• Risk assessment.</li> </ul>	<ul style="list-style-type: none"> <li>• Attendance at relevant workshops and training days.</li> <li>• Documented situations which demonstrate appropriate understanding.</li> <li>• Team boundaries.</li> <li>• Appropriate CPD activities.</li> </ul>		

**COMPETENCIES REQUIRED FOR APPLICANTS TO ATTAIN BASES ACCREDITATION**

<b>Applicant name:</b>	<b>Intended Sub-discipline:</b> Physiology	<b>Intended Domain of Expertise:</b> Research	<b>Proposed Length of SE:</b> 2 years
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**EXPERIENCE:** The candidate should be able to demonstrate that he/she has worked in an environment that has enabled the individual to receive training and gain experience relevant to the competences set out below.

## 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	Reviewer Agreement	Reviewer Sign Off			
9.1	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.	<table border="1"> <tr> <td>No evidence</td> <td><b>Partial evidence</b></td> <td>Full evidence</td> </tr> </table> <p><b>Where to find evidence:</b> <a href="#">BASES practice log</a>, <a href="#">BASES SE meeting log</a>, lectures on <a href="#">understanding the delivery environment</a> and <a href="#">management of self, others and practice</a>, BASES professional ethics <a href="#">workshop</a> and <a href="#">reflection</a>, <a href="#">Sport Wales practioner support</a>, feedback from athletes (1–3), coach (1), practitioners (1, 2, 3, 4) and academics (1, 2, 3), <a href="#">critical development reflection (October 2016)</a>, <a href="#">rugby club 2 critical reflection (October 2016)</a>, <a href="#">BASES SE halfway report from supervisor</a>.</p>	No evidence	<b>Partial evidence</b>	Full evidence		
No evidence	<b>Partial evidence</b>	Full evidence					
9.2	Understand the need to build and sustain professional relationships as both an independent practitioner and collaboratively as a member of a team.	<table border="1"> <tr> <td>No evidence</td> <td><b>Partial evidence</b></td> <td>Full evidence</td> </tr> </table> <p><b>Where to find evidence:</b> <a href="#">BASES practice log</a>, <a href="#">BASES SE meeting log</a>, lectures on <a href="#">understanding the delivery environment</a> and <a href="#">management of self, others and practice</a>, feedback from athletes (1–3), coach (1), practitioners (1, 2, 3, 4) and academics (1, 2, 3), <a href="#">critical development reflection (October 2016)</a>.</p>	No evidence	<b>Partial evidence</b>	Full evidence		
No evidence	<b>Partial evidence</b>	Full evidence					
9.3	Understand the structure and function of relevant services in the UK and current developments within which they operate; and be able to respond accordingly.	<table border="1"> <tr> <td>No evidence</td> <td><b>**Partial evidence**</b></td> <td>Full evidence</td> </tr> </table> <p><b>Where to find evidence:</b> Sports Coach UK safeguarding <a href="#">workshop</a> and <a href="#">reflection</a>, BASES professional ethics <a href="#">workshop</a> and <a href="#">reflection</a>, <a href="#">concussion training</a>, <a href="#">lecture on professional sport science/sports medicine organizations</a>.</p>	No evidence	<b>**Partial evidence**</b>	Full evidence		
No evidence	<b>**Partial evidence**</b>	Full evidence					
9.4	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.	<table border="1"> <tr> <td>No evidence</td> <td><b>Partial evidence</b></td> <td>Full evidence</td> </tr> </table> <p><b>Where to find evidence:</b> <a href="#">BASES practice log</a>, <a href="#">BASES SE meeting log</a>, lectures on <a href="#">understanding the delivery environment</a> and <a href="#">management of self, others and practice</a>, feedback from athletes (1–3), coach (1), practitioners (1, 2, 3, 4) and academics (1, 2, 3).</p>	No evidence	<b>Partial evidence</b>	Full evidence		
No evidence	<b>Partial evidence</b>	Full evidence					
9.5	Understand the requirement to adapt practice to meet the needs of different groups	<table border="1"> <tr> <td>No evidence</td> <td><b>**Partial evidence**</b></td> <td>Full evidence</td> </tr> </table>	No evidence	<b>**Partial evidence**</b>	Full evidence		
No evidence	<b>**Partial evidence**</b>	Full evidence					

**COMPETENCIES REQUIRED FOR APPLICANTS TO ATTAIN BASES ACCREDITATION**

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	distinguished by, for example, physical, psychological, environmental, cultural or socio-economic factors.	<b>Where to find evidence:</b> <a href="#">BASES practice log</a> , lectures on <a href="#">understanding the delivery environment</a> and <a href="#">management of self, others and practice</a> , <a href="#">rugby club 2 feedback from S&amp;C coach</a> , <a href="#">S&amp;C practitioner feedback</a> , academic feedback (1, 2), <a href="#">BASES SE halfway report from supervisor</a> .					
9.6	Understand the need to agree the goals, priorities and methods of the proposed intervention in partnership with the service user.	<table border="1"> <tr> <td>No evidence</td> <td><b>Partial evidence</b></td> <td>Full evidence</td> </tr> </table> <b>Where to find evidence:</b> feedback from athletes (1-3), coach (1), practitioners (1, 2, 3, 4) and academics (1, 2, 3), <a href="#">BASES practice log</a> , <a href="#">BASES SE meeting log</a> , <a href="#">plan of work</a> , <a href="#">PhD progression process</a> .	No evidence	<b>Partial evidence</b>	Full evidence		
No evidence	<b>Partial evidence</b>	Full evidence					
<b>Proposed Development Plan:</b>	<ul style="list-style-type: none"> <li>• <a href="#">Proposed development plan for understanding of the delivery environment</a>.</li> <li>• Completion of BASES practice log.</li> </ul>						
<b>Examples of how this could be achieved:</b>	<ul style="list-style-type: none"> <li>• Documented evidence of 500 hours of supervised practice signed off by supervisor.</li> <li>• Documented evidence of attendance of the required 4 mandatory and 2 optional BASES. SE workshops.</li> <li>• Feedback from supervisor and clients.</li> </ul>	<ul style="list-style-type: none"> <li>• Case study which demonstrates understanding of and adaptation to the delivery environment.</li> <li>• Examples from own practice.</li> <li>• Letter of support.</li> <li>• Voluntary work.</li> </ul>					

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**EXPERIENCE:** The candidate should be able to demonstrate that he/she has worked in an environment that has enabled the individual to receive training and gain experience relevant to the competencies 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			Reviewer Agreement	Reviewer Sign Off
10.1	Be able to practice within the legal and ethical boundaries of their profession.	No evidence	Partial evidence	<b>**Full evidence**</b>		
		<b>Where to find evidence:</b> <a href="#">application for ethical approval</a> , <a href="#">BASES practice log</a> , <a href="#">research papers</a> , <a href="#">research abstracts</a> , <a href="#">health, safety and confidentiality lecture</a> , <a href="#">example research ethics application feedback</a> , Sports Coach UK safeguarding <a href="#">workshop</a> and <a href="#">reflection</a> , BASES professional ethics <a href="#">workshop</a> and <a href="#">reflection</a> .				
10.2	Be able to practice in a non-discriminatory manner.	No evidence	<b>**Partial evidence**</b>	Full evidence		
		<b>Where to find evidence:</b> mixed gender student feedback ( <a href="#">example 1</a> , <a href="#">example 2</a> ).				
10.3	Understand the importance of and be able to maintain confidentiality.	No evidence	<b>**Partial evidence**</b>	Full evidence		
		<b>Where to find evidence:</b> <a href="#">application for ethical approval</a> , <a href="#">BASES practice log</a> , <a href="#">health, safety and confidentiality lecture</a> , BASES professional ethics <a href="#">workshop</a> and <a href="#">reflection</a> .				
10.4	Understand the importance of and be able to obtain informed consent.	No evidence	<b>**Partial evidence**</b>	Full evidence		
		<b>Where to find evidence:</b> <a href="#">application for ethical approval</a> , <a href="#">BASES practice log</a> , <a href="#">health, safety and confidentiality lecture</a> , BASES professional ethics <a href="#">workshop</a> and <a href="#">reflection</a> .				
10.5	To be able to exercise a professional duty of care and to act in the best interests of service users at all times.	No evidence	<b>**Partial evidence**</b>	Full evidence		
		<b>Where to find evidence:</b> <a href="#">application for ethical approval</a> , <a href="#">BASES practice log</a> , <a href="#">health, safety and confidentiality lecture</a> , <a href="#">example research ethics application feedback</a> , Sports Coach UK safeguarding <a href="#">workshop</a> and <a href="#">reflection</a> , BASES professional ethics <a href="#">workshop</a> and <a href="#">reflection</a> , feedback from athletes ( <a href="#">1-3</a> ), coach ( <a href="#">1</a> ), practitioners ( <a href="#">1, 2, 3, 4</a> ) and academics ( <a href="#">1, 2, 3</a> ).				
10.6	Be able to work, where appropriate, in partnership with other professionals, support staff, service users and their relatives and carers.	No evidence	<b>Partial evidence</b>	Full evidence		
		<b>Where to find evidence:</b> <a href="#">BASES practice log</a> , <a href="#">BASES SE meeting log</a> , feedback from athletes ( <a href="#">1-3</a> ), coach ( <a href="#">1</a> ), practitioners ( <a href="#">1, 2, 3, 4</a> ) and academics ( <a href="#">1, 2, 3</a> ).				
10.7	Be aware of applicable health and safety legislation, and any relevant safety policies	No evidence	Partial evidence	<b>**Full evidence**</b>		

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	and procedures in force in the workplace, such as incident reporting and be able to act in accordance with these.	<b>Where to find evidence:</b> <a href="#">application for ethical approval</a> , <a href="#">health, safety and confidentiality lecture</a> , <a href="#">example research ethics application feedback</a> , Sports Coach UK safeguarding <a href="#">workshop</a> and <a href="#">reflection</a> , BASES professional ethics <a href="#">workshop</a> and <a href="#">reflection, concussion training</a> .					
10.8	Know the limits of their practice and when to seek advice or refer to another professional.	<table border="1"> <tr> <td>No evidence</td> <td><b>**Partial evidence**</b></td> <td>Full evidence</td> </tr> </table> <b>Where to find evidence:</b> <a href="#">BASES practice log</a> , <a href="#">BASES SE meeting log</a> , feedback from coach (1) and practitioners (1, 2, 3), Sports Coach UK safeguarding <a href="#">workshop</a> and <a href="#">reflection</a> , BASES professional ethics <a href="#">workshop</a> and <a href="#">reflection, concussion training</a> .	No evidence	<b>**Partial evidence**</b>	Full evidence		
No evidence	<b>**Partial evidence**</b>	Full evidence					
<b>Proposed Development Plan:</b>	<ul style="list-style-type: none"> <li>• <a href="#">Proposed development plan for professional relationships and behaviours</a>.</li> <li>• Completion of BASES practice log.</li> </ul>						
<b>Examples of how this could be achieved:</b>	<ul style="list-style-type: none"> <li>• Documented evidence of attendance of the required 4 mandatory and 2 optional BASES SE workshops.</li> <li>• Relevant taught elements of postgraduate degree.</li> <li>• Examples of forms and records kept.</li> <li>• Consent forms.</li> <li>• Testimonials from service users.</li> </ul>	<ul style="list-style-type: none"> <li>• Attendance at appropriate training days.</li> <li>• Ethics submission.</li> <li>• Sign off from supervisor.</li> <li>• Case study examples of good practice.</li> </ul>					