

Additional guidance: Accreditation applications in Research

As a *minimum*, **Research** applications would be expected to evidence the following to demonstrate the required level of competence to meet Accreditation standards.

Research competency in sport and exercise sciences in the UK is likely to be judged on the following matrix:

1. Appropriate peer reviewed scientific journal publications

○ Demonstrates

- Competence Area: 1. Scientific Knowledge
- Competence Area: 2. Technical Skills
- Competence Area: 3. Application of Knowledge and Skills
- Competence Area: 4. Understanding & use of research
- Competence Area: 6. Communication
- Competence Area: 7. Problem solving and impact

2. Postgraduate student supervision

○ Demonstrates

- Competence Area: 1. Scientific Knowledge
- Competence Area: 2. Technical Skills
- Competence Area: 3. Application of Knowledge and Skills
- Competence Area: 4. Understanding & use of research
- Competence Area: 6. Communication
- Competence Area: 7. Problem solving and impact
- Competence Area: 8. Management of self, others & practise
- Competence Area: 9. Understanding of the delivery environment
- Competence Area: 10. Professional relationships and behaviours

3. A list of CPD activities, showing a clear commitment to continuing professional development which is clearly aligned with the research and trajectory. This could be attendance and/or presentations at conferences/workshops, evidence of research bidding activities and/or completion of training courses, etc.

○ Demonstrates

- Competence Area: 4. Understanding & use of research
- Competence Area: 6. Communication
- Competence Area: 7. Problem solving and impact
- Competence Area: 10. Professional relationships and behaviours

4. Research impact

- Demonstrates

- Competence Area: 1. Scientific Knowledge
- Competence Area: 2. Technical Skills
- Competence Area: 3. Application of Knowledge and Skills
- Competence Area: 4. Understanding & use of research
- Competence Area: 6. Communication
- Competence Area: 7. Problem solving and impact
- Competence Area: 9. Understanding of the delivery environment

5. Research esteem factors (Invited lectures/ presentations, editorship, committee/board memberships, steering committees, expert reviewer experience etc)

- Demonstrates

- Competence Area: 1. Scientific Knowledge
- Competence Area: 2. Technical Skills
- Competence Area: 3. Application of Knowledge and Skills
- Competence Area: 4. Understanding & use of research
- Competence Area: 6. Communication
- Competence Area: 7. Problem solving and impact
- Competence Area: 10. Professional relationships and behaviours

6. Self-evaluation & Professional Development (the only competency that is not covered in the above criteria)

- Demonstrates

- Competence Area: 5. Self-evaluation & Professional Development

Therefore, for research accreditation applications perhaps we could get applicants to submit a profile that details these six sections.

THRESHOLDS FOR EACH CRITERION:

1. Five appropriate full peer reviewed scientific journal publications
2. Two successful postgraduate (PhD or Mphil) student supervisions that led to peer-reviewed published outputs (must be evidenced)

3. A list of CPD activities, showing a clear commitment to continuing professional development which is clearly aligned with the research and trajectory
4. Statement of research impact (300 words) describing the significance of the research, in terms of novelty and originality within the discipline/scientific field or the impact it has made to professional practice.
5. More than one research esteem factor (invited presentation(s), editorship, committee/board memberships, steering committees, expert reviewer experience, etc)
6. Evidence of self-evaluation and professional development