

## Table of Contents

<b>1.0</b>	<b>Introduction</b> .....	Error! Bookmark not defined.
<b>2.0</b>	<b>Curriculum Vitae</b> .....	Error! Bookmark not defined.
<b>3.0</b>	<b>Roles, Responsibilities and Philosophies</b>	Error! Bookmark not defined.
<b>3.1</b>	<b>Outline of current and previous job descriptions</b> .....	Error! Bookmark not defined.
3.1.1	XXXXXXXXXXXXX University Job Description ...	<b>Error! Bookmark not defined.</b>
3.1.2	XXXXXXXXX Job Description .....	<b>Error! Bookmark not defined.</b>
3.1.3	XXXXXXXXXX F.C. Job Description .....	<b>Error! Bookmark not defined.</b>
<b>3.2</b>	<b>Applicant's personal philosophy to their work</b> ....	Error! Bookmark not defined.
<b>3.2.1</b>	<b>Support coaching programme</b> .....	Error! Bookmark not defined.
<b>3.2.2</b>	<b>Player specific programmes</b> .....	Error! Bookmark not defined.
<b>3.2.3</b>	<b>Player and staff education</b> .....	Error! Bookmark not defined.
<b>3.2.4</b>	<b>Scientific research</b> .....	Error! Bookmark not defined.
<b>4.0</b>	<b>Case Study</b> .....	Error! Bookmark not defined.
<b>4.1</b>	<b>Explanation of the issue</b> .....	Error! Bookmark not defined.
<b>4.2</b>	<b>Needs analysis carried out – Increase a player's vertical jump height</b>	Error! Bookmark not defined.
<b>4.3</b>	<b>Underpinning theoretical/technical rational for the intervention</b> .....	Error! Bookmark not defined.
<b>4.4</b>	<b>The intervention package put in place</b> .....	Error! Bookmark not defined.
<b>4.5</b>	<b>Resultant impact and outcome</b> .....	Error! Bookmark not defined.
<b>4.6</b>	<b>Discussion</b> .....	Error! Bookmark not defined.
<b>4.7</b>	<b>Personal reflection/evaluation of the process</b> .....	Error! Bookmark not defined.
<b>4.8</b>	<b>References</b> .....	Error! Bookmark not defined.
<b>5.0</b>	<b>Accreditation Competency Profile</b> .....	Error! Bookmark not defined.
5.1	Scientific knowledge.....	<b>3</b>
5.2	Technical skills.....	<b>4</b>
5.3	Application of knowledge and skills .....	<b>5</b>
5.4	Understanding and use of research .....	<b>6</b>
5.5	Self-evaluation and professional development.....	<b>7</b>
5.6	Communication.....	<b>8</b>
5.7	Problem solving and impact.....	<b>9</b>
5.8	Management of self, others and practice .....	<b>10</b>
5.9	Understanding of the delivery environment .....	<b>11</b>
5.10	Professional relationships and behaviours.....	<b>12</b>
<b>6.0</b>	<b>Supporting Evidence from Accreditation Competency Profile</b> .....	Error! Bookmark not defined.
<b>6.1</b>	<b>Confirmation of PhD submission email</b> .....	Error! Bookmark not defined.
<b>6.2</b>	<b>MSc certificate</b> .....	Error! Bookmark not defined.
<b>6.3</b>	<b>BSc certificate</b> .....	Error! Bookmark not defined.
<b>6.4</b>	<b>UKSCA accreditation certificate</b> .....	Error! Bookmark not defined.
<b>6.5</b>	<b>FA Level 2 coaching certificate</b> .....	Error! Bookmark not defined.
<b>6.6</b>	<b>FA Level Emergency First Aid certificate</b> .....	Error! Bookmark not defined.
<b>6.7</b>	<b>ISAK Level one certificate</b> .....	Error! Bookmark not defined.

6.8 IR(ME)R Operator certificate (For DXA Scanner) .....	Error! Bookmark not defined.
6.9 XXXXXXXXXXXXXXXXXXXX.....	Error! Bookmark not defined.
6.10 XXXXXXXXXXXXXXXXXXXX example slides.....	Error! Bookmark not defined.
6.11 Example slides from XXXXXXXXXXXXXXX presentation	Error! Bookmark not defined.
6.12 Sections of XXXXXXXXXXXX (of which I am module leader) module guide .....	Error! Bookmark not defined.
6.13 Sample XXXXXXXXXXXXXXX sample lecture slides .....	Error! Bookmark not defined.
6.14 Accepted abstract and sample slides for oral presentation at European College of Sports Science (ECSS) Annual Congress	Error! Bookmark not defined.
6.15 UKSCA accepted poster for presentation at annual conference.....	Error! Bookmark not defined.
6.16 UKSCA annual conference attendance certificate .....	Error! Bookmark not defined.
6.17 Initial section of applicant's PhD application form .....	Error! Bookmark not defined.
6.18 Applicant's PhD consent form and participant information letter sections.....	Error! Bookmark not defined.
6.19 Applicant's PhD ethics approval .....	Error! Bookmark not defined.
6.20 MPhil ethics approval for supervisee of applicant .....	Error! Bookmark not defined.
6.21 PhD application for supervisee of applicant.....	Error! Bookmark not defined.
6.22 PgCert teaching plan for observation .....	Error! Bookmark not defined.
6.23 Lecture delivered at XXXXXXXXXXXX - Supplement use in football....	Error! Bookmark not defined.
6.24 PgCert teaching reflections following observation.....	Error! Bookmark not defined.
6.25 PgCert teaching feedback following observation .....	Error! Bookmark not defined.
6.26 Reflections on PhD viva.....	Error! Bookmark not defined.
6.27 Sections of off-season training programme .....	Error! Bookmark not defined.
6.28 GPS Feedback.....	Error! Bookmark not defined.
6.29 XXXXXXXXXXXX gym programmes .....	Error! Bookmark not defined.
6.30 Athletic development continuum.....	Error! Bookmark not defined.
6.31 Letters of Support.....	Error! Bookmark not defined.
6.31.1 XXXXXXXXXXXX - Mentor .....	Error! Bookmark not defined.
6.31.2 XXXXXXXXXXXX - Mentor.....	Error! Bookmark not defined.
6.31.3. XXXXXXXXXXXX - Client.....	Error! Bookmark not defined.
6.31.4. XXXXXXXXXXXX - Client.....	Error! Bookmark not defined.
6.32 PhD example of section of annual reflection form .....	Error! Bookmark not defined.
6.33 Annual review with manager .....	Error! Bookmark not defined.
6.34 Example slides from hydration presentation to Players	Error! Bookmark not defined.
6.35 Multi-Departmental Meeting Record – Section of meeting minutes from U13/14 staff meeting .....	Error! Bookmark not defined.
6.36 Evidence of BSc major project supervision on BASES Accredited degree programme .....	Error! Bookmark not defined.
6.37 Evidence of applied placement supervision .....	Error! Bookmark not defined.
7.0 Appendices.....	Error! Bookmark not defined.
7.1 XXXXXXXXXXXX programme.....	Error! Bookmark not defined.

**7.2 Periodised Energy System Rehabilitation Development Plan ..... Error!**  
Bookmark not defined.

**7.3 Example Bike Conditioning Sessions..... Error! Bookmark not defined.**

**7.4 Professional Indemnity ..... Error! Bookmark not defined.**

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

### 5.1 Scientific knowledge

*Be able to demonstrate a detailed scientific knowledge and understanding relevant to your role as a football scientist*

	<b>AREA OF COMPETENCE</b>	<b>INDICATE SECTION(S) IN PORTFOLIO WHERE COMPETENCE IS DEMONSTRATED</b>
1.1	<ul style="list-style-type: none"> <li>Know and understand the key concepts of the bodies of knowledge which are relevant to their professional practice, with specific reference to football</li> </ul>	<ul style="list-style-type: none"> <li>BASES recognised BSc degree – certificate, section 6.3, p38</li> <li>BASES recognised MSc degree – certificate, section 6.2, p37</li> </ul>
1.2	<ul style="list-style-type: none"> <li>Understand the structure and function of the human body relevant to their practice, together with knowledge of health, disease, disorder and dysfunction</li> </ul>	<ul style="list-style-type: none"> <li>PhD – email confirming submission, section 6.1, p37</li> <li>UKSCA accreditation – certificate, section 6.4, p38</li> </ul>
1.3	<ul style="list-style-type: none"> <li>Understand and be able to apply the theoretical concepts underpinning sport and exercise science delivery within the environment of a professional football club</li> </ul>	<ul style="list-style-type: none"> <li>ISAK level one accreditation – certificate, section 6.7, p40</li> <li>FA coaching level 2 – certificate, section 6.6, p39</li> </ul>
1.4	<ul style="list-style-type: none"> <li>Understand the theoretical basis of, and the variety of approaches to, assessment and intervention to enhance football performance</li> </ul>	<ul style="list-style-type: none"> <li>XXXXXXXXXXXXXXXXXXXX</li> <li>XXXXXXXXXX presentation - section 6.10, p42</li> <li>XXXXXXXXXX nutritional presentation - section 6.11, p43</li> </ul>
1.5	<ul style="list-style-type: none"> <li>Understand how sport and physical activity affect and influence the structure and function of the human body, with specific reference to the demands of football</li> </ul>	<ul style="list-style-type: none"> <li>LXXXXXXXXX module guide - section 6.12, p43</li> <li>BASES case study - section 4.0, p12</li> <li>ECSS abstract from oral communication - section 6.14, p44</li> <li>UKSCA poster presentation - section 6.15, p46</li> </ul>
<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>	<ul style="list-style-type: none"> <li>Periodised training plans appropriate to state and stage of development of players</li> <li>Evidence of football-specific CPD activity</li> </ul>

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

## 5.2 Technical skills

*Be able to demonstrate full understanding and application of scientific techniques relevant to the work of a football scientist*

	<b>AREA OF COMPETENCE</b>	<b>INDICATE SECTION(S) IN PORTFOLIO WHERE COMPETENCE IS DEMONSTRATED</b>
2.1	<ul style="list-style-type: none"> <li>Be able to gather appropriate information in order to conduct investigations and make informed decisions on football performance</li> </ul>	<ul style="list-style-type: none"> <li>BASES recognised BSc degree – certificate, section 6.3, p38</li> <li>BASES recognised MSc degree – certificate, section 6.2, p37</li> <li>PhD – email confirming submission, section 6.1, p37</li> <li>BASES case study - section 4.0, p12</li> <li>XXXXXXXXX module guide - section 6.12, p43</li> <li>UKSCA conference attendance certificate section 6.16, p46</li> <li>UKSCA accreditation - section 6.4, p38</li> <li>ECSS abstract from oral communication - section 6.14, p44</li> <li>UKSCA poster presentation - section 6.15, p46</li> </ul>
2.2	<ul style="list-style-type: none"> <li>Be able to select, undertake and record a thorough, sensitive and detailed performance assessment, using appropriate techniques and equipment</li> </ul>	
2.3	<ul style="list-style-type: none"> <li>Be able to analyse and critically evaluate the information collected from 2.2</li> </ul>	
2.4	<ul style="list-style-type: none"> <li>Be able to demonstrate a level of skills in the use of information technology appropriate to the practice of a football scientist</li> </ul>	
2.5	<ul style="list-style-type: none"> <li>Be able to conduct appropriate diagnostic or monitoring procedures safely and skilfully relevant to the domain of expertise of a football scientist</li> </ul>	
<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 Certification from relevant recognised training courses</li> <li>Case study/reflective accounts</li> <li>Presentations at conferences and workshops</li> <li>Testing / monitoring protocols and records</li> </ul>	<ul style="list-style-type: none"> <li>Presentation of In-Service training reports</li> <li>Refereed publications</li> <li>Evidence of coordination of case conferences</li> </ul>

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

### 5.3 Application of knowledge and skills

*Ability to demonstrate the application of knowledge and technical skills in the environment of a professional football club*

	<b>AREA OF COMPETENCE</b>	<b>INDICATE SECTION(S) IN PORTFOLIO WHERE COMPETENCE IS DEMONSTRATED</b>
3.1	<ul style="list-style-type: none"> <li>Be able to evaluate intervention plans using recognised outcome measures and revise the plans as necessary in conjunction with the service user</li> </ul>	<ul style="list-style-type: none"> <li>RD9R (application form for PhD) - section 6.18, p47</li> <li>Ethics form from PhD - section 6.19, p49</li> <li>XXXXXX gym programmes - section 6.29, p55 &amp; section 7.1, p64</li> <li>Coaches meetings (transcripts) - section 6.35, p63</li> <li>Meetings documents with XXXXX- section 6.33 p61</li> <li>ECSS abstract from oral communication - section 6.14, p44</li> <li>UKSCA poster presentation - section 6.15, p46</li> <li>U15 – U16 presentations - section 6.34, p63</li> <li>Case studies - section 4.0, p12</li> </ul>
3.2	<ul style="list-style-type: none"> <li>Be able to draw on appropriate knowledge and skills in order to make professional judgements</li> </ul>	
3.3	<ul style="list-style-type: none"> <li>Be able to select, plan, implement and manage appropriate science based interventions aimed at helping the service user achieve an agreed goal</li> </ul>	
3.4	<ul style="list-style-type: none"> <li>To be able to set goals and construct specific individual and group development programmes aimed at enhancing football performance</li> </ul>	
3.5	<ul style="list-style-type: none"> <li>Know and be able to apply the key concepts which are relevant to safe and effective practice within the environment of a professional football club</li> </ul>	
3.6	<ul style="list-style-type: none"> <li>Understand and be able to apply the theoretical concepts underpinning sport and exercise science delivery within the environment of a professional football club</li> </ul>	
<b>Examples of how this could be achieved:</b>	<ul style="list-style-type: none"> <li>Case study following BASES guidelines</li> <li>Reflective accounts</li> <li>Applied research study based in work environment</li> </ul>	<ul style="list-style-type: none"> <li>Research plan, ethics submission</li> <li>Coaching plan, coaching curriculum, evaluation of the effectiveness of coaching sessions</li> <li>Evidence of agreed action plans from interdisciplinary team meetings</li> </ul>

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

#### 5.4 Understanding and use of research

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

	<b>AREA OF COMPETENCE</b>	<b>INDICATE SECTION(S) IN PORTFOLIO WHERE COMPETENCE IS DEMONSTRATED</b>
4.1	<ul style="list-style-type: none"> <li>Be able to use research, reasoning and problem-solving skills to determine appropriate actions</li> </ul>	<ul style="list-style-type: none"> <li>PhD completion - section 6.1 p30</li> <li>PhD and MPhil supervisor - section 6.20, p49 &amp; s6.21 p50</li> <li>ECSS abstract from oral communication - section 6.14, p44</li> <li>UKSCA poster presentation - section 6.15, p46</li> <li>Major project supervisor - section 6.36, p64</li> <li>Letters of recommendation - section 6.31, p56</li> </ul>
4.2	<ul style="list-style-type: none"> <li>To recognise the value of research to the critical evaluation of ones own and / or colleagues practice</li> </ul>	
4.3	<ul style="list-style-type: none"> <li>Be able to engage in evidence-based practice, evaluate practice systematically and participate in audit processes</li> </ul>	
4.4	<ul style="list-style-type: none"> <li>Be aware of, and utilise a range of research methodologies to inform actions</li> </ul>	
4.5	<ul style="list-style-type: none"> <li>Be able to use appropriate statistical and other research skills to gather and interpret evidence in order to make reasoned judgements with respect to ones practice as a football scientist</li> </ul>	
4.6	<ul style="list-style-type: none"> <li>Be aware of the principles and applications of scientific enquiry, including the evaluation of effectiveness of practice and the research process</li> </ul>	
<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 / proposal for intervention with player / squad</li> <li>Refereed publications</li> <li>Postgraduate dissertation</li> </ul>	<ul style="list-style-type: none"> <li>Presentations at conferences or workshops (internal and external)</li> <li>Case study and intervention</li> <li>Review how own research could impact on practice</li> <li>Applied research study based in ones work environment</li> </ul>

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

### 5.5 Self-evaluation and professional development

*Ability to self reflect, take responsibility for own actions, and to demonstrate that continuous professional development occurs in a planned and structured fashion*

	<b>AREA OF COMPETENCE</b>	<b>INDICATE SECTION(S) IN PORTFOLIO WHERE COMPETENCE IS DEMONSTRATED</b>
5.1	<ul style="list-style-type: none"> <li>To be able to practice as an independent professional, exercising professional judgement, and informing interdisciplinary decisions</li> </ul>	<ul style="list-style-type: none"> <li>BASES case study, section 4.0, p12</li> <li>PgCert reflections section 6.24, p51</li> <li>PhD annual reports section 6.32, p60</li> <li>UKSCA accreditation certificate section 6.4, p38</li> <li>PhD ethics form approval section 6.19, p 49</li> </ul>
5.2	<ul style="list-style-type: none"> <li>Be able to adapt their practice as a result of new and emerging ideas and information within the area of sport and exercise science</li> </ul>	
5.3	<ul style="list-style-type: none"> <li>Be able to maintain an appropriate audit trail and work towards continual improvement</li> </ul>	
5.4	<ul style="list-style-type: none"> <li>Understand the value of reflection on practice and evidence of engagement in the process</li> </ul>	
5.5	<ul style="list-style-type: none"> <li>Understand the need to keep skills and knowledge up to date and the importance of career-long learning</li> </ul>	
5.6	<ul style="list-style-type: none"> <li>Understand the principles of quality control and quality assurance</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 workshops</li> <li>Documented evidence of courses / conferences run or attended</li> <li>Case examples showing how practice has been adapted</li> <li>Testimonials from athletes and peers</li> <li>Performance review document containing personal evaluations of performance</li> </ul>	<ul style="list-style-type: none"> <li>Reflective accounts maintained over the period of supervised experience</li> <li>Reflective accounts corresponding to own practice and case study meetings</li> <li>Career development plan</li> <li>Evidence based literature review</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 competences set out below.

**5.6 Communication**  
*Ability to communicate orally and in writing to colleagues, peers and clients*

	<b>AREA OF COMPETENCE</b>	<b>INDICATE SECTION(S) IN PORTFOLIO WHERE COMPETENCE IS DEMONSTRATED</b>
6.1	<ul style="list-style-type: none"> <li>Be able to demonstrate effective and appropriate skills in communicating information, advice, instruction and professional opinion to colleagues, players and other service users</li> </ul>	<ul style="list-style-type: none"> <li>XXX hydration presentations - section 6.34, p63</li> <li>ECSS abstract from oral communication - section 6.14, p44</li> <li>UKSCA poster presentation - section 6.15, p46</li> <li>XXXX lecture video - section 6.23, p51</li> <li>XXX line manager annual report- section 6.33, p61</li> </ul>
6.2	<ul style="list-style-type: none"> <li>Be able to select, move between and use appropriate forms of verbal and non-verbal communication with service users and others</li> </ul>	
6.3	<ul style="list-style-type: none"> <li>Understand the need to provide service users (or people acting on their behalf) with the information necessary to enable them to make informed decisions</li> </ul>	
6.4	<ul style="list-style-type: none"> <li>Recognise the need to use appropriate interpersonal skills to encourage active participation of service users</li> </ul>	
6.5	<ul style="list-style-type: none"> <li>Be able to discuss and explain the rationale for, the use of sport and exercise science interventions and activities with service users</li> </ul>	
6.6	<ul style="list-style-type: none"> <li>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</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 BASES SE workshops</li> <li>Report from line manager or professional peers</li> <li>Documented evidence of the presentation of information to different groups (peers, players etc) via different media (oral, written)</li> </ul>	<ul style="list-style-type: none"> <li>Documented examples of written material such as player development reports, development plans with scientific underpinning, educational materials for service users</li> <li>Case examples demonstrating use of appropriate and effective communication skills</li> </ul>

<ul style="list-style-type: none"> <li>Evidence of delivery of a workshop for service users</li> <li>Video of delivery/communication</li> </ul>	<ul style="list-style-type: none"> <li>Conference posters/presentations, scientific articles</li> <li>Evidence of the ability to translate scientific detail to the end user</li> </ul>
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<p><b>EXPERIENCE:</b> 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.</p>		
<p><b>5.7 Problem solving and impact</b>  <i>Ability to address problems in a scientific and evidence based manner which results in a positive and timely outcome</i></p>		
	<p><b>AREA OF COMPETENCE</b></p>	<p><b>INDICATE SECTION(S) IN PORTFOLIO WHERE COMPETENCE IS DEMONSTRATED</b></p>
7.1	<ul style="list-style-type: none"> <li>Be able to demonstrate a logical and systematic approach to problem solving</li> </ul>	<ul style="list-style-type: none"> <li>ECSS abstract from oral communication - section 6.14, p44</li> <li>UKSCA poster presentation - section 6.15, p46</li> <li>PhD completion - section 6.1, p37</li> <li>XXXX lecture video - section 6.23, p51</li> <li>PgCert reflections - section 6.24, p51</li> </ul>
7.2	<ul style="list-style-type: none"> <li>Be able to monitor and review the ongoing effectiveness of planned activity and modify it accordingly</li> </ul>	
7.3	<ul style="list-style-type: none"> <li>Be able to initiate resolution of problems and be able to exercise personal initiative</li> </ul>	
7.4	<ul style="list-style-type: none"> <li>Be able to apply problem solving and scientific reasoning to assessment findings to plan and implement appropriate specific interventions</li> </ul>	
7.5	<ul style="list-style-type: none"> <li>Recognise the value of case conferences and other methods of review</li> </ul>	
7.6	<ul style="list-style-type: none"> <li>Be able to make reasoned decisions to initiate, continue, modify or cease the use of techniques or procedures and record the decisions and reasoning appropriately</li> </ul>	
<b>Examples of how this could be achieved:</b>	<ul style="list-style-type: none"> <li>Case study(s) detailing intervention rationale for intervention strategies and evaluation of effectiveness</li> <li>Reflective accounts on practice (to include case conference reports)</li> </ul>	<ul style="list-style-type: none"> <li>Educational materials to address identified areas of need</li> <li>Refereed publications</li> <li>Presentations at conferences and workshops</li> </ul>

• Needs analysis	• Formal evaluation of presentations to groups
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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.

### 5.8 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
8.1	<ul style="list-style-type: none"> <li>Recognise the need for effective self-management of workload and resources and be able to practice accordingly</li> </ul>	<ul style="list-style-type: none"> <li>XXX line manager annual report- section 6.33, p61</li> <li>PhD and MPhil supervisor - section 6.20, p49 &amp; s6.21 p50</li> <li>PhD ethics - section 6.19, p49</li> <li>Major project supervisor - section 6.36, p64</li> <li>PhD consent forms - section 6.18, p47</li> </ul>
8.2	<ul style="list-style-type: none"> <li>Understand the obligation to maintain fitness to practice as a football scientist</li> </ul>	
8.3	<ul style="list-style-type: none"> <li>Be able to maintain records appropriately</li> </ul>	
8.4	<ul style="list-style-type: none"> <li>Be able to contribute effectively to work undertaken as part of an inter-disciplinary team</li> </ul>	
8.5	<ul style="list-style-type: none"> <li>Understand the need to establish and maintain a safe working environment</li> </ul>	
8.6	<ul style="list-style-type: none"> <li>Be aware of current UK legislation applicable to working in a professional football club (particularly in relation to working in an Academy environment)</li> </ul>	
8.7	<ul style="list-style-type: none"> <li>Recognise that they are personally responsible for and must be able to justify their decisions</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 BASES SE workshops</li> </ul>	

	<ul style="list-style-type: none"> <li>• Personal / professional development plan</li> <li>• Evidence of projects undertaken to include needs analysis, methods employed, results and evaluation of success. These could be individual or team projects highlighting personal contribution</li> <li>• CRB Certification</li> </ul>	<ul style="list-style-type: none"> <li>• Appropriate CPD activities</li> <li>• Evidence of contributions to Departmental Development plans</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 competences set out below.

**5.9 Understanding of the delivery environment**  
*Be able to demonstrate a knowledge of and integration into the environment of a professional football club*

	<b>AREA OF COMPETENCE</b>	<b>INDICATE SECTION(S) IN PORTFOLIO WHERE COMPETENCE IS DEMONSTRATED</b>
9.1	<ul style="list-style-type: none"> <li>• 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 specific needs of different service users</li> </ul>	<ul style="list-style-type: none"> <li>• BASES case study - section 4.0, p12</li> <li>• XXXX lecture videos - section 6.23, p51</li> <li>• U15 U16 XXX presentation - section 6.34, p63</li> <li>• U13 U14 meeting stuff minutes - section 6.35, p63</li> </ul>
9.2	<ul style="list-style-type: none"> <li>• Understand the need to build and sustain professional relationships as both an independent practitioner and collaboratively as a member of a team</li> </ul>	
9.3	<ul style="list-style-type: none"> <li>• Understand the structure and function of relevant services in the UK and current developments within which they operate; and be able to act and react accordingly</li> </ul>	
9.4	<ul style="list-style-type: none"> <li>• Recognise that relationships with service users should be based on mutual respect and trust, and be able to maintain high standards of performance, even in situations of personal incompatibility</li> </ul>	

9.5	<ul style="list-style-type: none"> <li>Understand the requirement to adapt practice to meet the needs of different groups within the environment of a football club e.g. differentiation by age, level of motivation, gender</li> </ul>	
9.6	Understand the need to agree the goals, priorities and methods of proposed interventions in partnership with the service user	
<b>Examples of how this could be achieved:</b>	<ul style="list-style-type: none"> <li>Feedback from clients</li> <li>Letter of support from line manager</li> <li>Reflective accounts</li> <li>Examples detailing how topics need to be adapted to meet needs of differing client groups</li> </ul>	<ul style="list-style-type: none"> <li>Case study which demonstrates understanding of and adaptation to the delivery environment</li> <li>Examples of interdisciplinary interventions, including review and reflection on outcomes</li> </ul>

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

### 5.10 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 players*

	<b>AREA OF COMPETENCE</b>	<b>INDICATE SECTION(S) IN PORTFOLIO WHERE COMPETENCE IS DEMONSTRATED</b>
10.1	<ul style="list-style-type: none"> <li>Be able to practice within the legal and ethical boundaries of their profession</li> </ul>	<ul style="list-style-type: none"> <li>PhD ethics - section 6.19, p49</li> <li>BASES Case study - section 4.0, p12</li> <li>XXXX lecture video – section 6.23, p51</li> <li>PhD and MPhil supervisor - section 6.20, p49 &amp; s6.21, p50</li> <li>U13/14 meeting minutes – section 6.35, p63</li> </ul>
10.2	<ul style="list-style-type: none"> <li>Be able to practice in a non-discriminatory manner</li> </ul>	
10.3	<ul style="list-style-type: none"> <li>Understand the importance of and be able to maintain confidentiality</li> </ul>	

10.4	<ul style="list-style-type: none"> <li>Understand the importance of and be able to obtain informed consent at appropriate times</li> </ul>	
10.5	<ul style="list-style-type: none"> <li>To be able to exercise a professional duty of care and to act in the best interests of service users at all times</li> </ul>	
10.6	<ul style="list-style-type: none"> <li>Be able to work, where appropriate, in partnership with other professionals, support staff, service users and their relatives and carers</li> </ul>	
10.7	<ul style="list-style-type: none"> <li>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</li> </ul>	
10.8	<ul style="list-style-type: none"> <li>Know the limits of their practice and when to seek advice or refer to another professional</li> </ul>	
<b>Examples of how this could be achieved:</b>	<ul style="list-style-type: none"> <li>Relevant taught elements of postgraduate degree</li> <li>Examples of forms and records kept</li> <li>Attendance at appropriate training days</li> <li>Testimonials from service users and line managers</li> </ul>	<ul style="list-style-type: none"> <li>Successful ethics submission</li> <li>Case study(s) detailing examples of good practice</li> <li>Consent forms</li> </ul>

