



**Accredited Sports
Scientist**
and
**Accredited High
Performance Manager**
Professional Standards

December 2015

ESSA:
EXERCISE & SPORTS SCIENCE AUSTRALIA

www.essa.org.au

Table of Contents

Preface	3
Members of the ESSA Sports Science Accreditation Advisory Committee.....	4
Important Terminology and Concepts	5
Attributes of an Accredited Sports Scientist	7
1. Meeting the Standards	9
1.1 Level 1 Accredited Sports Scientist.....	9
1.2 Level 2 Accredited Sports Scientist.....	10
1.3 Level 2 High Performance Manager	11
2. Grandfather pathway to accreditation	12
3. Standards for Level 1 Accredited Sports Scientist.....	14
3.1 Standard 1 - Professional Practice.....	14
3.2 Standard 2 - Professional Relationships and Behaviours	15
3.3 Standard 3 - Planning and Decision Making.....	16
3.4 Standard 4 - Implementation of Sports Science Services	17
3.5 Standard 5 - Understanding and Implementation of Research.....	18
3.6 Standard 6 - Data Handling and Management.....	19
4. Standards for Level 2 Sports Scientist.....	21
5. Standards for Level 2 High Performance Manager.....	23
Acknowledgements	24
Glossary	25

Preface

The ESSA Accredited Sports Scientist and Accredited High Performance Manager Professional Standards set out the *minimum* requirements for a professional to be credentialed as an ESSA Accredited Sports Scientist and/or Accredited High Performance Manager. They describe the knowledge and skill competencies, attributes and qualifications that ESSA and the sports science industry recognise as necessary for delivery of safe and effective sports performance services, and to protect the wellbeing of athletes and other sports-related service users. These standards replace and expand on the ESSA Accredited Sports Scientist Professional Standards that have been in place since 2008. The Standards are based on competencies and build on the underpinning ESSA Exercise Science Standards.

To be credentialed as an Accredited Sports Scientist in Australia, an applicant must first substantiate that they have met the ESSA Accredited Sports Scientist Professional Standards and the prerequisite ESSA Exercise Science Standards.

ESSA credentials Accredited Sports Scientists at two levels: Level 1 and Level 2. The Level 1 Accredited Sports Scientist Professional Standards (Standards 1 to 6) are based on the *minimum* requirements to practise lawfully, safely and effectively as a sports scientist. The standards build on the general introduction to sports science in the prerequisite ESSA Exercise Science Standards. Credentialing as an Accredited Sports Scientist starts at Level 1.

The Level 2 Accredited Sports Scientist Professional Standards build on the underpinning Level 1 Accredited Sports Scientist Professional Standards. At Level 2, Accredited Sports Scientists are professionals who have advanced knowledge, skills and expertise in sports science that are applied within the subfields of sports science, including sports physiology, sports biomechanics, skills acquisition, strength science, and performance analysis. Similarly, Level 2 Accredited High Performance Managers have advanced knowledge and skills in their area of expertise.

Members of the ESSA Sports Science Accreditation Advisory Committee

The revision of the ESSA Sports Scientist Professional Standards was led by the ESSA Sports Science Accreditation Advisory Committee.

Mrs Anita Hobson-Powell (Project Leader)

Ms Allison Cook

Professor Aaron Coutts

Dr Paul Gustin

Professor Chris Gore

Associate Professor Dennis Hemphill

Mr Michael Poulton

Mr Nello Marino

Professor Kevin Thompson

Important Terminology and Concepts

Service user

This document uses the term *service user* to describe the range of people who use the services of a sports scientist. Service users must be on the elite/high performance/Australia's Winning Edge/professional pathway. They are in a competitive sporting structure and include

- individual athletes (able-bodied athletes and para-athletes)*
- teams
- youth to masters athletes (along the elite pathway)
- coaches
- high performance managers.

** Where possible, the sports scientist should demonstrate exposure to providing services for both able-bodied and para-athletes.*

Practice

This document uses the term *practice* to describe work undertaken by the sports scientist for the purpose of demonstrating competence against the required standard. Whether remunerated or not, in practice the individual uses their skills and knowledge as a sports scientist within the ESSA-defined Scope of Practice for Sports Scientists. For the purpose of accreditation, practice activities are restricted to direct servicing, research and program management. Administration and policy development roles are not included in the defined scope of sports science practice.

Cultural diversity

Given the cultural diversity in the Australian community, sports scientists need an awareness of cultural diversity to enable them to shape and deliver their services in a culturally aware and sensitive manner.

Considerations include:

- beliefs about and attitudes towards health care
- attitudes towards pushing the boundaries of performance
- preferences or requirements for practitioners of a particular gender
- differences surrounding modesty and exposing skin
- religious practices and customs that may affect performance or assessment results (e.g. Ramadan).

Setting

Sports science services can be provided in a variety of settings:

- institutes or academies of sports
- professional clubs
- national sports organisations
- state teams
- local teams
- private businesses
- schools.

Note: Where tests are conducted as part of an assessment or intervention, they should be demonstrated in either a laboratory or field setting (whichever is appropriate).

Assessors and Supervisors

The role of the assessor or supervisor is to judge whether the applicant meets the requirements and standards for an ESSA Accredited Sports Scientist. Suitable assessors and supervisors include

- a current ESSA Level 1 Accredited Sports Scientist with 2 years full time equivalent (FTE) (3600 hours) experience
- a current ESSA Level 2 Accredited Sports Scientist
- a current Accredited Sports Scientist with the British Association of Sport and Exercise Sciences (BASES), or with Sport and Exercise Science New Zealand (SESNZ)
- an Australian Strength and Conditioning Association (ASCA) Professional Coach, Level 2 or above with a 3-year degree in exercise, sport or movement science.
- an accredited coach with the UK Strength and Conditioning Association (UKSCA).

Note: Other persons may be approved as assessors on a case-by-case basis by the ESSA Sports Science Standards Advisory Committee if they are sports science professionals with 5 years or more experience, are capable of attaining Level 1 or 2 Accredited Sports Scientist accreditation with ESSA, and are familiar with the ESSA Accredited Sports Scientist Professional Standards.

Attributes of an Accredited Sports Scientist

An ESSA Accredited Sports Scientist specialises in applying scientific principles and techniques to assist coaches and athletes to improve their performance, either at an individual level or within the context of a team environment. They may also apply their knowledge and skills to relevant projects within the sports industry, for corporate bodies or in the community. At all times, an ESSA Accredited Sports Scientist makes the wellbeing of the athlete, the team and other service users their primary concern by providing the utmost duty of care and never recommending the use of any substance or practice that might knowingly cause harm to the service user.

The ESSA Accredited Sports Scientist (Level 1 and Level 2) or ESSA Level 2 High Performance Manager is expected to possess the following attributes aligned to the Accredited Sports Scientist Professional Standards 1 to 6:

1. Capacity to contribute to the development of an athlete.
2. Knowledge of, and capacity to uphold, ethical practice and the values of sporting excellence, fairness and athlete safety and wellbeing.
3. Capacity to understand, as well as to select, design or modify, and then apply, assessment protocols and methodologies appropriate to the athlete or team and the situation.
4. Capacity to design, deliver and interpret safe, effective and evidence-based sports science interventions for an athlete, team or other service users, in a collaborative manner with medical, allied health and coaching staff.
5. Capacity to monitor, recognise, interpret, report and take appropriate action regarding adverse signs and symptoms that may arise during exercise or recovery.
6. Capacity to analyse and interpret qualitative and quantitative data.
7. Cultural competence, that is, the ability to practise sensitively and to communicate effectively with a diverse range of stakeholders in diverse social and cultural settings.
8. Ability to communicate effectively in written and verbal form with other health and medical professionals and with coaches and athletes; and the ability to document decisions appropriately.
9. Understanding of, and capacity to practise in accordance with, ethically relevant policies, legislation and regulations, including those concerning anti-doping, member protection, match fixing, privacy, equal opportunity, antidiscrimination, and workplace health and safety.
10. Understanding of, and capacity to practise in accordance with, sport-specific policies related to the practice of sports science including policies concerning supplementation; medications and injections.
11. Commitment to self-development in the field of sports science through educational engagement, ongoing learning and self-evaluation of practice, and through interprofessional working relationships and peer review.

Pathways to becoming an Accredited Sports Scientist



1. Meeting the Standards pathway
2. Grandfather pathway

1. Meeting the Standards

1.1 Level 1 Accredited Sports Scientist

To be granted recognition as a Level 1 ESSA Accredited Sports Scientist, the applicant must fulfil all of the following requirements:

- 1.1.1 Documented evidence of a qualification in exercise, sports or movement science at Australian Qualification Framework (AQF) Level 7 (or an international equivalent) leading to the award of a three-year bachelor degree.
- 1.1.2 Demonstrated evidence of meeting the ESSA Exercise Science Standards, including 140 hours of supervised practicum.
- 1.1.3 Demonstrated evidence of meeting the ESSA Accredited Sports Scientist Professional Standards (Standards 1 to 6).
- 1.1.4 Demonstrated evidence of 360 supervised hours of sports science professional experience; suitable supervisors and assessors for Level 1 Accredited Sports Scientist accreditation include:
 - 1.1.4.1 a current ESSA Level 1 Accredited Sports Scientist with 2 years full time equivalent (FTE) (3600 hours) experience
 - 1.1.4.2 a current ESSA Level 2 Accredited Sports Scientist
 - 1.1.4.3 a current Accredited Sports Scientist with the British Association of Sport and Exercise Sciences (BASES), or with Sport and Exercise Science New Zealand (SESNZ)
 - 1.1.4.4 an Australian Strength and Conditioning Association (ASCA) Professional Coach, Level 2 or above with a 3-year degree in exercise, sport or movement science.
 - 1.1.4.5 an accredited coach with the UK Strength and Conditioning Association (UKSCA).

Note: Other persons may be approved as supervisors or assessors on a case-by-case basis by the ESSA Sports Science Standards Advisory Committee.

1.2 Level 2 Accredited Sports Scientist

To be granted recognition as a Level 2 ESSA Accredited Sports Scientist, the applicant must fulfil all of the following requirements:

1.2.1 Either

- 1.2.1.1 Documented evidence of a qualification in exercise, sports or movement science at Australian Qualification Framework (AQF) Level 8 (or an international equivalent) leading to the award of an honours degree by research (sports science domain), or of a higher qualification such as a Level 9 master degree (by coursework or research).
- 1.2.1.2 Demonstrated evidence of meeting the Level 1 ESSA Accredited Sports Scientist Professional Standards (Standards 1 to 6).
- 1.2.1.3 Demonstrated evidence of meeting the Level 2 ESSA Accredited Sports Scientist Professional Standards.
- 1.2.1.4 Demonstrated evidence of 3 years full time equivalent (FTE) (5400 hours) supervised experience under a Level 2 ESSA Accredited Sports Scientist.

1.2.2 Or

- 1.2.2.1 Documented evidence of a qualification not in the field of exercise and sports science at Australian Qualification Framework (AQF) Level 7 (or an international equivalent) leading to the award of a 3-year bachelor degree; AND a minimum qualification at AQF Level 9 leading to the award of a master degree (by coursework or research) relevant to sports science practice.*
- 1.2.2.2 Demonstrated evidence of meeting the Level 1 ESSA Accredited Sports Scientist Professional Standards (Standards 1 to 6) (other than with an undergraduate degree in exercise, sports or movement science).
- 1.2.2.3 Demonstrated evidence of meeting the Level 2 ESSA Accredited Sports Scientist Professional Standards.
- 1.2.2.4 Demonstrated evidence of at least 5 years full time equivalent (FTE) (9000 hours) experience, working in a supervised capacity, in providing sports science services to service users.**

**All qualifications will be assessed by ESSA on a case-by-case basis to ensure the sports science competencies are met.*

***Applicants who can substantiate at least 3 years FTE may be granted provisional Accredited Sports Scientist status until they can substantiate having completed 5 years FTE experience, working in a supervised capacity, in providing sports science services to service users.*

1.3 Level 2 High Performance Manager

To be granted recognition as an ESSA Level 2 High Performance Manager, the applicant must fulfil all of the following requirements:

- 1.3.1 A professional qualification in exercise, sports or movement science, or in health/allied health, at AQF Level 7 (or an international equivalent) leading to the award of a 3-year bachelor degree.
- 1.3.2 Demonstrated evidence of meeting the Level 1 ESSA Accredited Sports Scientist Professional Standards (Standards 1 to 6).
- 1.3.3 Demonstrated evidence of meeting the Level 2 ESSA Accredited Sports Scientist Professional Standards (High Performance Management).
- 1.3.4 Demonstrated evidence of practising the profession of Level 2 Sports Scientist (or equivalent) for at least 5 years full time equivalent (FTE) (9000 hours) in a high-performance setting.

2. Grandfather pathway to accreditation

- 1.2.1 A Grandfather Clause is a mechanism to allow experienced sports science practitioners of long standing to become Accredited Sports Scientists at Level 1, Level 2 or Level 2 High Performance Manager without having to complete the relevant prescribed pathway, as set out above.
- 1.2.2 A Grandfather Clause shall be in effect for 5 years from the date of adoption of these standards.
- 1.2.3 Professionals need to meet the following conditions to be awarded ESSA Sports Science Accreditation under the terms of the Grandfather Clause:
 - 1.2.3.1 10 years full time equivalent (FTE) practice*
 - 1.3.2.2 Hold a university degree related to exercise and sports science**
 - 1.3.2.3 Demonstrate evidence of meeting the standards for an Accredited Sports Scientist through submission of 3–5 number of sports science case studies.

**Practice — whether remunerated or not — in which the individual uses their skills and knowledge as a sports scientist under the defined ESSA Scope of Practice for Sports Science. For the purpose of accreditation, practice is restricted to direct servicing and research. Management, administration and policy development roles are not included.*

***Where a person has a qualification below AQF 7, they will be given provisional accreditation and will have 3 years to gain a qualification of AQF 7 or above.*

- 1.2.4 Applicants for accreditation under the terms of the Grandfather Clause will be assessed on a case-by-case basis by a panel of appointed Level 2 Accredited Sports Scientists.

Standards for Level 1 Accredited Sports Scientist



3. Standards for Level 1 Accredited Sports Scientist

3.1 Standard 1 - Professional Practice

3.1.1 Guiding Principle

An Accredited Sports Scientist can demonstrate an understanding of the framework of sports science practice. This includes evidence-based practice, ethical considerations, legislated requirements, the service delivery setting and professional obligations.

3.1.2 Elements of Professional Practice

An Accredited Sports Scientist:

- 3.1.2.1 Practises within the ethical boundaries of the sports science profession.
- 3.1.2.2 Practises in accordance with professional practice governance obligations for the profession of sports science.
- 3.1.2.3 Exhibits duty of care towards, and prioritisation of the interests of, service users (see Clause 3.1) in the delivery of sports science services.
- 3.1.2.4 Assumes responsibility for fitness to practise as a sports scientist.
- 3.1.2.5 Assumes responsibility for professional development as a sports scientist.

3.2 Standard 2 - Professional Relationships and Behaviours

3.2.1 Guiding Principle

An Accredited Sports Scientist can demonstrate ethical, professional behaviour and teamwork in delivering high-quality sports science services.

3.2.2 Elements of Professional Practice

An Accredited Sports Scientist:

- 3.2.2.1 Practises sports science in a multidisciplinary service environment that includes other professionals, support staff, and service users and, when relevant, their relatives and carers.
- 3.2.2.2 Uses appropriate communication techniques in interactions with service users, colleagues and other health professionals.
- 3.2.2.3 Creates positive and professional relationships with service users in a sports science environment.
- 3.2.2.4 Creates appropriate relationships with relatives and carers (where relevant) of sports science service users.
- 3.2.2.5 Practises as a sports scientist in an inclusive and non-discriminatory manner.
- 3.2.2.6 Enables services users to make informed decisions about the sports science services being provided.

3.3 Standard 3 - Planning and Decision Making

3.3.1 Guiding Principle

An Accredited Sports Scientist can demonstrate the application of planning and decision making that considers the needs of service users within diverse and relevant sporting environments. This includes planning, assessing, monitoring and appropriately documenting decisions in a multidisciplinary environment that includes collaboration with the sports science and medical team, coaching staff and service users.

3.3.2 Elements of Professional Practice

An Accredited Sports Scientist:

- 3.3.2.1 Employs principles for safe and effective practice to improve performance and reduce risk in a sports setting.
- 3.3.2.2 Analyses the demands of the sport and the capabilities of the athlete.
- 3.3.2.3 Formulates specific development goals to improve performance for both individuals and groups within multidisciplinary sports settings.
- 3.3.2.4 Plans evidence-based interventions to achieve the performance goals of individuals and groups in sports settings.

3.4 Standard 4 - Implementation of Sports Science Services

3.4.1 Guiding Principle

An Accredited Sports Scientist can demonstrate delivery of safe and appropriate sports science services. Services include those that are delivered collaboratively with other professions, that meet the service users' needs and that are based on scientific evidence and methodologies.

3.4.2 Elements of Professional Practice

An Accredited Sports Scientist:

- 3.4.2.1 Demonstrates best practice principles and scientific evidence in sports science professional practice.
- 3.4.2.2 Demonstrates effective teaching to facilitate service users' learning in sports settings.
- 3.4.2.3 Assesses safety before, during and after interventions, and formulates responses.
- 3.4.2.4 Evaluates critically the efficacy of sports science interventions.
- 3.4.2.5 Approaches problem solving in sports science logically and systematically.

3.5 Standard 5 - Understanding and Implementation of Research

3.5.1 Guiding Principle

An Accredited Sports Scientist can collect data, interpret data, formulate desirable outcomes, and translate and apply research outcomes into sports settings.

3.5.2 Elements of Professional Practice

An Accredited Sports Scientist:

- 3.5.2.1 Selects evidence relevant to sports science practice from a range of sources.
- 3.5.2.2 Employs a range of methodologies, tools and techniques relevant to sports science practice.
- 3.5.2.3 Assesses collected data critically to determine its validity and reliability.
- 3.5.2.4 Translates research outcomes into evidence-based practice.

3.6 Standard 6 - Data Handling and Management

3.6.1 Guiding Principle

An Accredited Sports Scientist can apply appropriate data handling and privacy considerations to the collection, interpretation, reporting, storage and communication of data and research outcomes in sports settings.

3.7.2 Elements of Professional Practice

An Accredited Sports Scientist:

- 3.7.2.1 Practises appropriate and best principles in data management.
- 3.7.2.2 Assesses data critically to identify meaningful effects.
- 3.7.2.3 Uses data to evaluate and develop programs for service users.
- 3.7.2.4 Translates the outcomes of data analysis into meaningful information for service users and other relevant stakeholders.

Standards for Level 2 Accredited Sports Scientist



4. Standards for Level 2 Sports Scientist

4.1 Guiding Principle

A Level 2 Accredited Sports Scientist demonstrates specialised knowledge and skills in sports science that are applied in the subfields of sports science, including sports physiology, sports biomechanics, skill acquisition, strength science, and performance analysis.

4.2 Elements of Professional Practice

A Level 2 Accredited Sports Scientist:

- 4.2.1 Applies an ethical framework to sports science practice.
- 4.2.2 Applies the principles of leadership to guide advancements in sports and sports programs.
- 4.2.3 Mentors new graduates and emerging sports scientists in the subfields of sports science.
- 4.2.4 Appraises new and emerging evidence, technologies and techniques in sports and sports subfields.
- 4.2.5 Evaluates factors that influence performance in sports settings.
- 4.2.6 Collaboratively designs individualised programs for service users.
- 4.2.7 Collaboratively evaluates the efficacy of interventions.
- 4.2.8 Designs evidence-based protocols to effect changes in performance.
- 4.2.9 Appraises training programs and interventions aimed at improving athlete preparation and performance.
- 4.2.10 Assesses the risks and judges the safety of sports and sports training, and tests activities for service users and other stakeholders.
- 4.2.11 Relates the findings of research and investigations to stakeholders, with consideration of legislated requirements and stakeholder needs.
- 4.2.12 Demonstrates testing procedures, calibration procedures and basic equipment maintenance in sports settings.
- 4.2.13 Complies with legislated health and safety requirements in both laboratory and field settings.

Standards for Level 2 High Performance Manager



5. Standards for Level 2 High Performance Manager

5.1 Guiding Principle

A Level 2 High Performance Manager can demonstrate specialised knowledge and skills in management to lead programs for high performance, elite and professional sports and athletes.

5.2 Elements of Professional Practice

A Level 2 High Performance Manager:

- 5.2.1 Leads the high performance program of a sporting team or organisation or club.
- 5.2.2 Assumes responsibility for the organisational structure of the high performance program for a sporting team or organisation or club.
- 5.2.3 Manages the high-performance multidisciplinary team for a sporting team, organisation or club.
- 5.2.4 Models effective leadership principles and practices for leading a high-performance multidisciplinary team.
- 5.2.5 Assumes responsibility for implementing evidence-based programs for legislation compliance and for the safety and wellbeing of individuals in high-performance multidisciplinary environments.
- 5.2.6 Evaluates the effectiveness of high performance programs in achieving projected performance outcomes.
- 5.2.7 Explores new and emerging tools, techniques and programs aimed at improving athletic and sports performance.

Acknowledgements

ESSA's Sports Science Accreditation Standards have been developed in consideration of other international accreditation standards. ESSA would like to acknowledge the use of standards developed by the British Association of Sport and Exercise Science, Sport and Exercise Science New Zealand, and the Australian Physiotherapy Council.

Glossary

<i>Ability</i>	The power or capacity to do something; competence in any occupation
<i>Analyse</i>	Examine something methodically and in detail, typically in order to explain and interpret it
<i>Apply</i>	Put to use for some practical purpose
<i>Appraise</i>	Assess the performance of something formally; assess the value or quality of something
<i>Assess</i>	Evaluate or estimate the nature, ability or quality of something
<i>Assessor</i>	A person who meets the ESSA Assessor and Supervisor requirements, making them suitable to judge that applicants meet the requirements and standards for ESSA Accredited Sports Scientist
<i>Assume responsibility</i>	A duty or obligation taken upon oneself
<i>Athlete</i>	A person who trains for and competes in sporting events, either as a professional or just for fun
<i>Capacity</i>	The amount that something can produce
<i>Carer</i>	A family member or paid helper who regularly looks after a child or a sick, elderly, or disabled person
<i>Compose</i>	Write or create something
<i>Create</i>	Bring something into existence
<i>Credential</i>	A qualification, achievement, quality or aspect of a person's background used to indicated their suitability for something
<i>Credentialing</i>	The process used to designate that an individual, program, institution or product has met established standards set by an agent (government or non-government) recognised as qualified to carry out this task
<i>Demonstrate</i>	Clearly show the existence or truth of something by giving proof or evidence; give a practical exhibition and explanation of how a machine, skill or technique works or is performed
<i>Design</i>	A plan produced to show the look and function or workings of a thing before it is made

<i>Effect/be in effect</i>	Cause something to happen; bring about; be in operation, as a law.
<i>Elite</i>	A select group that is superior in terms of particular abilities or qualities to the rest of a group or society
<i>Emerging technologies</i>	Technologies characterised by radical novelty, relatively fast growth, coherence, prominent impact, uncertainty and ambiguity
<i>Employ</i>	Make use of
<i>Enable</i>	Make it possible for someone to do something
<i>Engage</i>	Occupy or attract someone's interest or attention; facilitate participation or involvement in
<i>Ethics</i>	A set of moral principles relating to or affirming a specified group, field, or form of conduct
<i>Ethical</i>	Being in accordance with the rules or standards for right conduct or practice of a profession
<i>Evaluate</i>	Form an idea of the amount, number of, value of; assess
<i>Examine</i>	Inspect someone (or something) thoroughly in order to determine their (or its) nature or condition
<i>Exhibit</i>	Manifest clearly a quality or a type of behaviour
<i>Fitness to practise</i>	A practitioner has the skills, knowledge and character to practise in their profession safely. It is not simply about professional performance, but also includes acts carried out by the practitioner that may affect public protection or confidence in the profession.
<i>Formulate</i>	Create or prepare methodically
<i>High performance athlete</i>	An athlete whose training regimen is comparable to that of other athletes around the world who compete at the highest level
<i>Judge</i>	Form an opinion or conclusion about something or someone
<i>Knowledge</i>	Facts, information and skills acquired through experience or education; the theoretical or practical understanding of a subject
<i>Learning outcomes</i>	Statements of what a learner is expected to know, understand and be able to demonstrate after completion of a process of learning. Learning outcomes identify what the learner 'will know' and 'be able to do'. That is, the essential and enduring knowledge, abilities (skills) and attitudes (values, disposition) that constitute the integrated learning needed by the learner.
<i>Manage</i>	Be in charge of; run

<i>New technologies</i>	Any set of productive techniques which offers a significant improvement (whether measured in terms of increased output or savings in costs) over the established technology for a given process in a specific historical context. What constitutes 'new' is subject to continual redefinition as successive changes in technology occur.
<i>Organisation</i>	A collection of persons, clubs or associations registered as an incorporated association or company limited by guarantee
<i>Participate</i>	Be involved; take part
<i>Plan</i>	Design something to be made or done; decide on and make arrangements for in advance
<i>Practise</i>	Perform an activity or exercise a skill repeatedly or regularly in order to acquire, improve or maintain proficiency in it
<i>Practice</i>	The actual application or use of an idea, belief or method, as opposed to theories relating to it
<i>Professional sports person</i>	A person who earns a living in a sport frequently engaged in by amateurs
<i>Relative</i>	A person who is connected with another or others by blood or marriage
<i>Relay</i>	Receive and pass on information
<i>Revise</i>	Reconsider and alter something in the light of further evidence
<i>Select</i>	Carefully chose (from a larger number) something as being the best or most valuable
<i>Service user</i>	A person who or group that uses the professional advice or services of a sports scientist
<i>Sports science service</i>	Activities that fall within the scope of practice of a sports scientist
<i>Subfield of sports science</i>	An area of practice within sports science. Recognised subfields include sports physiology, sports biomechanics, skill acquisition, strength science, and performance analysis.
<i>Supervisor</i>	A person who meets the ESSA Assessor and Supervisor requirements, making them suitable to oversee professional experience in sports science
<i>Translate</i>	To explain in terms that can be more easily understood; to convert
<i>Understand</i>	Perceive the intended meaning of words, a language, or a speaker; interpret or view something in a particular way

Use Take, hold, or deploy something as a means of accomplishing or achieving something

Valid Data or reasoning having a sound basis in logic or fact.