

IADMS Recognized Professional Competency Profile Application

This document sets out the IADMS **competencies** which are required to become an IADMS Recognized Professional (IRP). The IRP competencies are the minimum requirements to ensure safe and effective professional practices. It is important that those recognized by IADMS meet our standards and can practice lawfully, safely, and effectively in the country that they work.

There is more than one way in which each standard can be met and the way in which you meet our standards might change over time due to 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 always safeguarded.

The IRP Competency Profile must be completed and submitted with your initial IRP application. Every time you renew your application, you will be asked to sign a declaration that you continue to meet the standards of proficiency that apply to your practice.

***Service users:** We understand that IRP applicants work in a range of different settings. The term 'service users' has been adopted as a generic standard that refers to anyone who uses, or is affected by, the work undertaken by awarded IRP members. Who your service users are will depend on how and where you work. For example, if you work in applied practice, your service users might be your clients, or your staff if you manage a team. The term also includes other people who might be affected by your practice, such as carers and relatives.

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1 – Knowledge

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

	AREA OF COMPETENCE After participating in programs/studies relevant to my professional area, I am able to:	INDICATE SECTION COMPETENCE (✓)
1.1	Understand the key concepts of the bodies of knowledge which are relevant to my professional practice.	
1.2	Understand the structure and function of the human body relevant to my practice, and how it relates to health, disease, disorder, and dysfunctions.	
1.3	Apply theoretical concepts underpinning sport and exercise science delivery within my domain of expertise.	
1.4	Understand the theoretical basis of, and the variety of approaches to, assessment and intervention.	
1.5	Understand how exercise medicine and science affect and influence the structure and function of the human body.	
Examples of how this could be achieved:	<input type="checkbox"/> Evidence of a recognized certificate, undergraduate, or postgraduate degree.	

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2 – Technical Skills

Be able to demonstrate full understanding and application of relevant techniques relevant to the domain of expertise.

	AREA OF COMPETENCE After participating in programs/studies relevant to my professional area, I am able to:	INDICATE SECTION COMPETENCE (✓)
2.1	Gather appropriate information about said topic/patient care or access/research study by undertaking and/or arranging investigations as appropriate.	
2.2	Select, undertake, and record a thorough, sensitive, and detailed assessment, of said topic/patient care or access/research study by using appropriate techniques and equipment	
2.3	Analyze and critically evaluate the information of said topic/patient care or access/research collected.	
2.4	Demonstrate a level of skill in the use of information technology appropriate to my practice.	
2.5	Conduct appropriate diagnostic or monitoring procedures, treatment, therapy, or other actions safely and skilfully relevant to the domain of expertise.	
Examples of how this could be achieved:	<input type="checkbox"/> Evidence of a recognized certificate, undergraduate, or postgraduate degree. <input type="checkbox"/> Certification from relevant recognized training courses. <input type="checkbox"/> Case study/reflective accounts. <input type="checkbox"/> Completion of laboratory manual or similar. <input type="checkbox"/> Refereed publications. <input type="checkbox"/> Procedure case logs.	

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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 *for the domain of expertise.*

	AREA OF COMPETENCE After participating in programs/studies relevant to my professional area, I am able to:	INDICATE SECTION COMPETENCE (✓)
3.1	Evaluate intervention plans using recognized outcome measures and revise the plans as necessary in conjunction with the service user.	
3.2	Exercise sound judgement in the absence of complete information and in complex or unpredictable situations.	
3.3	Scope, plan, and manage multifaceted projects.	
3.4	Set goals and construct tailored individual and group development programs.	
3.5	Understand and apply the key concepts which are relevant to safe and effective practice within my profession.	
3.6	Understand and apply the relevant theoretical concepts underpinning dance medicine and science within my domain of expertise.	
3.7	Use specialist experiential knowledge and broader understanding to optimize the application of existing and emerging science and technology.	
Examples of how this could be achieved:	<input type="checkbox"/> Case study (following IADMS guidelines). <input type="checkbox"/> Reflective accounts. <input type="checkbox"/> Research plan - ethics submission. <input type="checkbox"/> Teaching plan - curriculum development.	

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4 – Understanding and Use of Research

Be able to demonstrate how current research informs your practice relevant to the domain of expertise.

	AREA OF COMPETENCE	INDICATE SECTION COMPETENCE (✓)
	After participating in programs/studies relevant to my professional area, I am able to:	
4.1	Demonstrate critical evaluation of relevant information and concepts to propose solutions to problems.	
4.2	Recognize the value of research to the critical evaluation of practice.	
4.3	Engage in evidence-based practice, evaluate practice systematically, and participate in audit processes.	
4.4	Understand a range of research methodologies.	
4.5	Use appropriate skills to gather and interpret evidence in order to make reasoned judgements with respect to good practice in my area of expertise.	
4.6	<input type="checkbox"/> Understand principles and applications of scientific inquiry, including the evaluation of effectiveness of practice and the research process.	
Examples of how this could be achieved:	<input type="checkbox"/> Evidence of a recognized certificate, undergraduate, or postgraduate degree. <input type="checkbox"/> Certification from relevant recognized training courses. <input type="checkbox"/> Research proposal. <input type="checkbox"/> Literature review.	<input type="checkbox"/> Further research activity, including published refereed papers. <input type="checkbox"/> Presentations at conferences and workshops. <input type="checkbox"/> Case study and intervention. <input type="checkbox"/> Review of how own research could impact on practice. <input type="checkbox"/> Postgraduate dissertation / PhD. <input type="checkbox"/> Critique of published research papers.

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5 – Self Evaluation and Professional Development

Ability to self-reflect, take responsibility for own actions, and to demonstrate continuous professional development relevant to the domain of expertise.

	AREA OF COMPETENCE	INDICATE SECTION COMPETENCE (✓)
	After participating in programs/studies relevant to my professional area, I am able to:	
5.1	Work autonomously and take responsibility for my work.	
5.2	Adapt my practice as a result of new and emerging ideas and information within my domain of expertise.	
5.3	Maintain an appropriate audit trail and work towards continual improvement.	
5.4	Understand the value of reflection on practice and evidence of engagement in the process.	
5.5	Take responsibility for continuous performance improvement both at a personal level and in a wider organizational context.	
5.6	Understand the principles of quality control and quality assurance.	
Examples of how this could be achieved:	<input type="checkbox"/> Documented evidence of attendance of the 3 IADMS conferences. <input type="checkbox"/> Documented evidence of other courses run or attended. <input type="checkbox"/> Case study examples showing how own practice has been adapted. <input type="checkbox"/> Evidence of adherence to IADMS Code of Conduct.	<input type="checkbox"/> Reflective accounts corresponding to own practice and case study meetings. <input type="checkbox"/> Career development plan. <input type="checkbox"/> Attendance at other workshops. <input type="checkbox"/> Peer review. <input type="checkbox"/> Video evidence. <input type="checkbox"/> Testimonials.

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6 – Communication

Ability to communicate orally and in writing to colleagues, peers, and clients relevant to the domain of expertise.

	<p align="center">AREA OF COMPETENCE</p> <p>After participating in programs/studies relevant to my professional area, I am able to:</p>	<p align="center">INDICATE SECTION COMPETENCE (✓)</p>		
6.1	Demonstrate the ability to communicate effectively with specialist and non-specialist audiences.			
6.2	Select, move between, and use appropriate forms of verbal and non-verbal communication with service users and others.			
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.			
6.4	Recognize the need to use interpersonal skills to encourage active participation of service users.			
6.5	Discuss and explain the rationale for the use of sport and exercise science interventions.			
6.6	Understand 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>Examples of how this could be achieved:</p>	<table border="0"> <tr> <td style="vertical-align: top;"> <ul style="list-style-type: none"> <input type="checkbox"/> Documented evidence of presentation at 2 IADMS conferences. <input type="checkbox"/> Documented evidence of completion of an equality and diversity course. <input type="checkbox"/> Documented evidence of the presentation of information to different groups (peers, client groups etc) via different media (oral, written). <input type="checkbox"/> Delivery of a workshop. </td> <td style="vertical-align: top;"> <ul style="list-style-type: none"> <input type="checkbox"/> Documented examples of written material such as client reports, scientific material etc. <input type="checkbox"/> Case study examples where your communication skills have influenced the outcome. <input type="checkbox"/> Conferences, posters/presentations, scientific articles. <input type="checkbox"/> Lectures, curricula, and lecture notes. <input type="checkbox"/> Evaluation forms. <input type="checkbox"/> Peer and client review. <input type="checkbox"/> Role play. <input type="checkbox"/> Ability to translate and communicate scientific detail to the end user. <input type="checkbox"/> Marketing materials. </td> </tr> </table>	<ul style="list-style-type: none"> <input type="checkbox"/> Documented evidence of presentation at 2 IADMS conferences. <input type="checkbox"/> Documented evidence of completion of an equality and diversity course. <input type="checkbox"/> Documented evidence of the presentation of information to different groups (peers, client groups etc) via different media (oral, written). <input type="checkbox"/> Delivery of a workshop. 	<ul style="list-style-type: none"> <input type="checkbox"/> Documented examples of written material such as client reports, scientific material etc. <input type="checkbox"/> Case study examples where your communication skills have influenced the outcome. <input type="checkbox"/> Conferences, posters/presentations, scientific articles. <input type="checkbox"/> Lectures, curricula, and lecture notes. <input type="checkbox"/> Evaluation forms. <input type="checkbox"/> Peer and client review. <input type="checkbox"/> Role play. <input type="checkbox"/> Ability to translate and communicate scientific detail to the end user. <input type="checkbox"/> Marketing materials. 	
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	<input type="checkbox"/> Video of delivery/communication.	<input type="checkbox"/> Assessment of learning styles.
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7 – Problem Solving and Impact

Ability to address problems in an evidence-based manner which results in a positive and timely outcome relevant to the domain of expertise.

	AREA OF COMPETENCE	INDICATE SECTION COMPETENCE (✓)
	After participating in programs/studies relevant to my professional area, I am able to:	
7.1	Demonstrate a logical and systematic approach to problem solving.	
7.2	Monitor and review the ongoing effectiveness of planned activity and modify it accordingly.	
7.3	Initiate a resolution of problems and exercise personal initiative.	
7.4	Apply problem solving and scientific reasoning to assessment findings, to plan and prioritize appropriate expertise-specific interventions.	
7.5	Recognize the value of case conferences and other methods of review.	
7.6	Make reasoned decisions to initiate, continue, modify, or cease treatment or the use of techniques or procedures and record the decisions and reasoning appropriately.	
Examples of how this could be achieved:	<ul style="list-style-type: none"> <input type="checkbox"/> Case study examples demonstrating the approach taken to solving problems. <input type="checkbox"/> Examples of reflective accounts on practice. <input type="checkbox"/> Needs analysis. <input type="checkbox"/> Refereed publications. <input type="checkbox"/> Presentations at conferences and workshops. <input type="checkbox"/> Formal evaluation of teaching. 	

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8 – Management of Self, Others, and Practice

Be able to demonstrate an understanding of management requirements and how to manage self and others relevant to the domain of expertise.

	AREA OF COMPETENCE	INDICATE SECTION COMPETENCE (✓)
	After participating in programs/studies relevant to my professional area, I am able to:	
8.1	Demonstrate the achievement of desired outcomes with the effective management of resources and risks.	
8.2	Demonstrate a commitment to professional development through continuing advancement of own knowledge, understanding, and competence.	
8.3	Maintain records appropriately.	
8.4	Contribute effectively to work undertaken as part of a multi-disciplinary team.	
8.5	Promote and implement robust policies and protocols relating to health, safety, and security.	
8.6	Promote and ensure compliance with all relevant regulatory requirements and quality standards.	
8.7	Demonstrate understanding and compliance with relevant codes of conduct.	
Examples of how this could be achieved:	<input type="checkbox"/> Structured taught element of post graduate degree. <input type="checkbox"/> Leading on projects. <input type="checkbox"/> Risk assessment.	<input type="checkbox"/> Attendance at relevant workshops and training days. <input type="checkbox"/> Documented situations which demonstrate appropriate understanding. <input type="checkbox"/> Team boundaries. <input type="checkbox"/> Appropriate CPD activities.

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9 – Understanding of the Delivery Environment

Be able to demonstrate a knowledge of and integration into, the specific delivery environment relevant to the domain of expertise.

	AREA OF COMPETENCE	INDICATE SECTION COMPETENCE (✓)
	After participating in programs/studies relevant to my professional area, I am able to:	
9.1	Oversee the implementation of solutions with due regard to the wider environment and broader context within my professional practice.	
9.2	Demonstrate the ability to mediate, develop, and maintain positive working relationships in my professional practice.	
9.3	Understand the structure and function of relevant services in my location/country and current developments within which they operate; and be able to respond accordingly.	
9.4	Recognize 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.	
9.5	Understand the requirement to adapt practice to meet the needs of different groups distinguished by, for example, physical, psychological, environmental, cultural, or socio-economic factors.	
9.6	Understand the need to agree on the goals, priorities, and methods of the proposed intervention in partnership with the service user.	
Examples of how this could be achieved:	<ul style="list-style-type: none"> <input type="checkbox"/> Feedback from clients. <input type="checkbox"/> Letter of support. <input type="checkbox"/> Voluntary work. <input type="checkbox"/> Case study which demonstrates understanding of and adaptation to the delivery environment. <input type="checkbox"/> Examples from own practice. 	

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10 – Professional Relationships and Behaviors

Be able to demonstrate adherence to the highest standard of ethical and professional behaviour and teamwork in working with colleagues and clients relevant to the domain of expertise.

<p>AREA OF COMPETENCE After participating in programs/studies relevant to my professional area, I am able to:</p>			<p>INDICATE SECTION COMPETENCE (✓)</p>
10.1	Practice within the legal and ethical boundaries of my profession.		
10.2	Practice in a non-discriminatory manner.		
10.3	Understand the importance of and maintain confidentiality in my professional practice.		
10.4	Understand the importance of and obtain consent in my professional practice.		
10.5	Exercise a professional duty of care and act in the best interest of the service users at all times.		
10.6	Demonstrate effective leadership through the ability to guide, influence, inspire, and empathize with others in my professional practice.		
10.7	Understand applicable health and safety legislation, and any relevant safety policies and procedures enforced in the workplace, such as incident reporting, and act in accordance with these.		
10.8	Know the limits of my practice and when to seek advice or refer to another professional.		
Examples of how this could be achieved:	<input type="checkbox"/> Relevant taught elements of postgraduate degree. <input type="checkbox"/> Successful ethics submission. <input type="checkbox"/> Examples of forms and records kept. <input type="checkbox"/> Case study examples of good practice. <input type="checkbox"/> Attendance at appropriate training days. <input type="checkbox"/> Consent forms. <input type="checkbox"/> Testimonials from service users.		

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Portfolio

A Portfolio is required with your IRP Competency Profile. Your Portfolio must include two sections: Background and Case Study. The aim of the Background section is to provide context to your resume/CV and reference the competencies you have highlighted. The Case Study should provide a specific example that shows evidence of your competencies, according to the accreditation you are applying.

3000 words maximum.