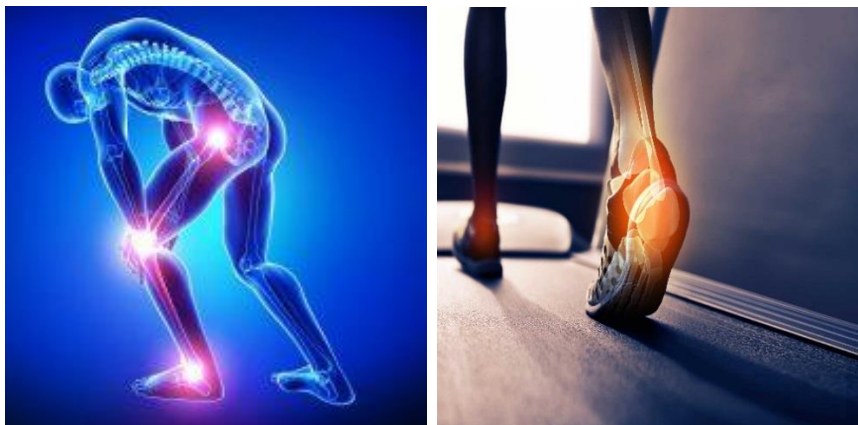


| Middlesbrough College

| Foundation Degree Sports Therapy with Rehabilitation

| Programme Specifications

July 2018



Programme Specification

(Notes on how to complete this template are provide in Annexe 2)

1. Overview/ factual information

Programme/award title(s)	Foundation Degree Sports Therapy with Rehabilitation
Teaching Institution	Middlesbrough College
Awarding Institution	The Open University (OU)
Date of first OU validation	N.A.
Date of latest OU (re)validation	N.A.
Next revalidation	N.A.
Credit points for the award	240
UCAS Code	N.A.
Programme start date	September 2018
Underpinning QAA subject benchmark(s)	Events, Hospitality, Leisure, Sport and Tourism (2016)
Other external and internal reference points used to inform programme outcomes	SEEC Credit Level Descriptors Framework for Higher Education Qualifications Foundation Degree Characteristics Statement
Professional/statutory recognition	None
Mode(s) of Study (PT, FT, DL, Mix of DL & Face-to-Face)	FT Face-to Face
Duration of the programme for each mode of study	FD - FT: 2 years
Dual accreditation (if applicable)	N.A.
Date of production/revision of this specification	July 2018

Please note: This specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if s/he takes full advantage of the learning opportunities that are provided.

More detailed information on the learning outcomes, content, and teaching, learning and assessment methods of each module can be found in student module guide(s) and the student's handbook.

The accuracy of the information contained in this document is reviewed by the University and may be verified by the Quality Assurance Agency for Higher Education.

2.1 Educational aims and objectives

The overall aims of the programme are to:

- develop students' ability to become independent learners;
- develop students' abilities to critically apply academic and vocational sports therapy and rehabilitation knowledge and relate this information to clients' needs;
- provide students with a detailed understanding of key sport testing equipment (hardware and software);
- develop students' ability to utilise a range of study methods in the exploration of sports therapy with rehabilitation practice;
- develop the sector-relevant skills, knowledge, understanding and professional attitudes required to contribute to - and find/create employment in the sports therapy with rehabilitation industry in a stand-alone or support role;
- develop reflexive students in the application of sports therapy with rehabilitation practice in different contexts.

2.2 Relationship to other programmes and awards

(Where the award is part of a hierarchy of awards/programmes, this section describes the articulation between them, opportunities for progression upon completion of the programme, and arrangements for bridging modules or induction)

This award shares one module with the Foundation Degrees in *Strength and Conditioning* and *Outdoor Adventure Education and Leadership* which were developed coterminously with this award.

Level 4

- Understanding Research (20 Credits)

In addition, this award shares four modules Foundation Degree in *Strength and Conditioning*:

Level 4

- Functional Anatomy and Kinesiology (20 Credits)
- Exercise Physiology (20 Credits)

Level 5

- Biomechanics (20 Credits)
- Sports Research (20 Credits)

Completion of the Foundation Degree *Sports Therapy with Rehabilitation* provides the opportunity for learners to progress onto the BSc (Honours) *Sports Therapy with Rehabilitation* (Top-Up) programme which was developed coterminously with this award.

2.3 For Foundation Degrees, please list where the 60-credit work-related learning takes place

Level 4

In the module *Sports Massage* (20 Credits), students complete a year-long placement (100 hours) in the College's Sports Injury Clinic. This activity involves direct supervision from a qualified clinician (module lecturer/leader).

In the module *Spots Injury Management and Rehabilitation* (20 Credits), students support the College's Sports Injury Clinic during the second half of the module. This activity involves direct supervision from a qualified clinician (module lecturer/leader).

Level 5

The module *Evidence Based Practice and Treatment of Injury* (20 Credits) includes a mandatory requirement for a minimum of 100 hours' work placement. The placement hours are assessed as part of the summative assignment. This placement is with the College's own Sports Injury Clinic. This activity will involve direct supervision from a qualified clinician.

In the module *Musculoskeletal Injuries and Assessment* (20 Credits), students complete a year-long placement (100 hours) in the College's Sports Injury Clinic. This activity involves direct supervision from a qualified clinician (module lecturer/leader).

2.4 List of all exit awards

Cert. HE Sports Therapy with Rehabilitation [120 Credits]
Foundation Degree Sports Therapy with Rehabilitation [240 Credits]

3. Programme structure and learning outcomes

Fd Sport Therapy with Rehabilitation

<u>Programme Structure - LEVEL 4</u>					
Compulsory modules	Credit points	Optional modules	Credit points	Is module compensable?	Semester runs in
Functional Anatomy and Kinesiology	20			Y	Year Long
Exercise Physiology	20			Y	Year Long
Understanding Research	20			Y	Year Long
The Exercise Practitioner	20			Y	Year Long
Musculoskeletal Injury and Assessment	20			Y	Year Long
Sports Massage	20			Y	Year Long

Intended learning outcomes at Level 4 are listed below:

Learning Outcomes – LEVEL 4

3A. Knowledge and understanding

Learning outcomes:	Learning and teaching strategy / assessment methods
<p>A1: Identify and describe aspects of physiology and techniques to contribute to a strength and conditioning regimen.</p> <p>A2: Apply basic numerical and statistical analysis skills in simple sports study contexts.</p>	<p>A1: The practical elements of Sports Therapy and Rehabilitation (STaR) are embedded under close tutor guidance through group and one-to-one demonstrations within the clinical environment, health and fitness suite and the sports hall. Practical sessions provide hands-on experience of managing clients and executing a range of STaR techniques. Emphasis is placed on evidence-based practice. The skills obtained from the practical sessions are put into practice during the student placements with the internal sports injury clinic. Learners are required to provide STaR practice for clients, under close supervision of qualified staff. Summative assessment of this outcome includes an OSCE test, a portfolio of evidence, practical demonstrations, written reports and case studies.</p> <p>A2: Learners are in constant engagement with numerical problems to help develop their ability to apply numerical and statistical analysis skills. Application of current literature, to ensure evidence-based practice, highlights the necessity to develop statistical analysis skills. Further support in progressing these skills is offered through one-to-one tutorials, allowing individualised support. Summative assessment is through literature review, written reports and OSCE testing.</p>

Learning Outcomes – LEVEL 4

3A. Knowledge and understanding

A3: Describe and explain essential knowledge of established theories and concepts relevant to basic sports therapy and rehabilitation skills.

A4: Demonstrate understanding of interpretive issues in qualitative and quantitative research.

A3: Theoretical knowledge of STaR practice is provided through a combination of lectures and seminars. Lectures are immediately followed by seminars allowing for direct teaching and seminar-based task and problem-solving exercises. Seminars explore the theoretical concepts further, linking theory to practice. Some seminars also take place in the specialist physiology laboratory, allowing learners to develop data collection skills and expand their ability to handle specialist testing equipment and software. Summative assessment is completed through multiple choice examination, written reports, OSCE testing, literature review and practical assessment.

A4: Lectures focus upon the delivery of key quantitative research learning and teaching. Seminars allow students to engage more fully in the taught elements of the module through a facilitated approach to study skills, design and interpretation of research-based tasks. This approach is designed to help students gain a deeper insight into quantitative design and interpretation of data. Tutorials further assist learners and provide feedback from assessments. Summative assessment includes a literature review, and an evaluation of qualitative and quantitative approaches.

3B. Cognitive skills

Learning outcomes:	Learning and teaching strategy/ assessment methods
<p>B1: Identify a range of theories, information and data and relate to basic sports therapy and rehabilitation skills.</p> <p>B2: Discuss functional anatomy and research issues/questions relating to sports therapy.</p>	<p>B1: Practical seminars revolve around peer interaction and group collaboration, with guidance from the tutor, to discuss client/athlete information and data and the implications these have on performance. Hands-on experience of obtaining information and data from clients/athletes is included in seminars (work with peers in their programme group and athletes within the college), under close scrutiny from the module tutor. In addition, students' placement within the Middlesbrough College sports academies requires learners to discuss a range of client/athlete information and data with the placement supervisor in order to analyse and improve performance. Summative assessment of this outcome is through written reports, OSCE testing and practical assessments.</p> <p>B2: All theory-based seminars focus on essential research skills and competencies. All modules dedicate their early weeks to upskilling learners, with the aim of increasing learners' confidence of handling research before their first summative assessment. Seminars also focus on evidence-based practice and how current literature can be used to solve research questions regarding Sports Therapy problems. Learners are expected to be aware of gaps in knowledge for current Sports Therapy practice and begin to formulate answers to these gaps through group collaboration and sport science exploration. One-to-one tutorials provide an opportunity for learners to seek individualised guidance on these skills. Summative assessment is through literature review, written reports, OSCE testing and practical assessments.</p>

3C. Practical and professional skills

Learning outcomes:	Learning and teaching strategy/ assessment methods
<p>C1: Demonstrate awareness of personal responsibilities, health & safety and ethical issues when operating in the sports therapy and rehabilitation environment.</p> <p>C2: Demonstrate the ability to apply sports massage procedures and techniques on a client.</p> <p>C3: Meet the professional requirements/competencies that enable registration for L2 Fitness Instruction; L3 sports massage therapy.</p>	<p>C1: Ethical issues, personal responsibilities (including safeguarding) and health and safety are emphasised in every practical seminar. Tutors model professional behaviour and the strict code of conduct which is introduced in Induction Week. One-to-one tutorials provide time to discuss personal roles and responsibilities to improve Sports Therapy practice. Summative assessment is through written reports and OSCE testing.</p> <p>C2: A variety of teaching and learning strategies including seminar/lecture format include problem-solving and guided independent additional reading. Key documents are uploaded to the VLE and linked to a virtual discussion board. Media are utilised to promote understanding via class discussion and a reflective summary booklet that forms part of the conclusion of each session. Summative assessment includes lab reports practical assessments and written reports.</p> <p>C3: The theoretical knowledge required to pass the Level 2 Fitness Instruction is embedded across Level 4 modules, in order to prepare learners to sit the two externally set and marked multiple choice examinations. The programme fully prepares learners to complete the Level 2 Fitness Instruction qualification should they choose to do so. Summative assessment is through multiple choice test and written reports, literature review and practical assessments.</p>

3C. Practical and professional skills	
<p>C4: Identify safe practice and responsible utilisation of specialist sports therapy and rehabilitation equipment.</p> <p>C5: Apply anatomical principles, sports therapy/rehabilitation knowledge and massage/fitness instruction techniques to specific scenarios.</p> <p>C6: Discuss personal performance and utilise feedback to suggest improvements.</p>	<p>C4: All practical elements of the Sports Therapy programme model safe and responsible practice, including equipment and application of Sports Therapy techniques. One-to-one tutorials are made available to address any shortfall in safe and responsible practice. Summative assessment of this outcome is through written reports, literature review and OSCE testing.</p> <p>C5: Practical seminars and clinical sessions challenge learners to begin to apply their knowledge to selected scenarios screened by the lead clinician/module tutor. This activity prepares learners for professional practice as careful research and communication informs practice.</p> <p>C6: Practical seminars and clinical sessions give time to discuss their personal performance. In addition, learners engage in informal reflective discussion at level 4 which will pave the way for formal reflection at L5. These skills are essential elements of professional practice and evidence is often needed to gain employment.</p>

3D. Key/transferable skills	
Learning outcomes:	Learning and teaching strategy/ assessment methods
<p>D1: Adopt a range of roles within a team setting to contribute to an effective strength and conditioning regimen.</p> <p>D2: Utilise and develop interpersonal, communication, writing and numerical skills in a range of strength and conditioning tasks.</p>	<p>D1: Practical seminars require learners to adopt a range of roles within the Sports Therapy industry, in order to obtain as much experience as possible. These roles include a Sports Therapist, and client receiving Sports Therapy advice, a sports analyst, a sports nutritionist, a sports scientist and a gym instructor. Summative assessment is through practical assessments.</p>

3D. Key/transferrable skills	
	<p>D2: Group collaboration runs through all modules - learners required on a daily basis to develop and utilise their interpersonal and communication skills to work as a team to solve a range of issues in Sports Therapy practical and answer research questions. In addition, interpersonal and communication skills are used when applying Sports Therapy practice to clients/athletes on work placements and when delivering presentations and academic defences to a range of audiences. Regular formative writing experiences are interspersed within year-long modules to track development. Summative assessment is through written reports, literature review.</p>

[Please insert here title(s) of exit award(s) at Level 4, if applicable]

Cert. HE Sports Therapy with Rehabilitation [120 Credits]

Programme Structure - LEVEL 5					
Compulsory modules	Credit points	Optional modules	Credit points	Is module compensable?	Semester runs in
Biomechanics	20			Y	Year Long
Sports Research	20			Y	Year Long
Advanced Soft Tissue Therapies	20			Y	Year Long
Strength and Conditioning for Athletic Performance	20			Y	Year Long
Evidence Based Practice and Treatment of Injury	20			Y	Year Long
Sports Injury Management and Rehabilitation	20			Y	Year Long

Intended learning outcomes at Level 5 are listed below:

<u>Learning Outcomes – LEVEL 5</u>	
3A. Knowledge and understanding	
Learning outcomes:	Learning and teaching strategy/ assessment methods
<p>A1: Select and utilise a range of specialist software, technologies and techniques to contribute to a sports therapy and rehabilitation treatment regimen.</p>	<p>A1: Hands-on experience of a range of specialist lab-based and field-based equipment and software, such as Optojump, EMG, VO₂max testing heart rate monitoring, sharp/blunt and hot cold (neuro) is encountered in seminars in the physiology laboratory and the practical environments. This equipment is used for client testing and data collection. Learners are required to select the appropriate equipment for the outcomes they desire and make sense of the data they extract. Summative assessment is through statistical analysis testing, written reports, practical assessments and case studies.</p>

Learning Outcomes – LEVEL 5

3A. Knowledge and understanding

A2: Analyse, apply and interpret data using numerical and statistical skills to a range of data in complex sports study contexts.

A3: Demonstrate a detailed knowledge and understanding of theories and concepts relevant to sports therapy and rehabilitation, recognising differing perspectives.

A4: Demonstrate a detailed knowledge and understanding of research, contexts and frameworks within the sports therapy and rehabilitation literature.

A2: Learners come into constant engagement with increasingly challenging numerical problems to help develop their ability to apply numerical and statistical analysis skills. Evidence-based practice runs through all modules and learners are required to apply numerical skills when using current literature to inform practice. Further support in progressing these skills is offered through one-to-one tutorials, allowing individualised support. Summative assessment is through statistical analysis testing and written reports.

A3: Detailed theoretical knowledge of sports therapy and rehabilitation (STaR) practice is provided through a combination of lectures and seminars. Lectures are used to ignite curiosity in indicative content and stimulate further reading. Learners are required to play an active role in the delivery of lectures and to link current literature and practice. Seminars explore the theoretical concepts further, linking theory to evidence-based practice. Some seminars take place in the specialist physiology laboratory, allowing learners to develop data collection skills and expand their ability to handle specialist testing equipment and software. Summative assessment is through statistical analysis testing, written reports, presentations, written reports, portfolio of evidence, practical assessments and case studies.

Learning Outcomes – LEVEL 5

3A. Knowledge and understanding

A4: Links to evidence-based practice are prominent in all sessions. Group seminars promote alternative thinking and collaboration and a range of solutions are offered to solve research problems. One-to-one tutorial sessions are provided to facilitate students in applying the skills of research/enquiry-based approaches to technical and/or creative goals in the context of independent study. Summative assessment is through statistical analysis testing, written reports, presentations, practical assessments and case studies.

3B. Cognitive skills

Learning outcomes:	Learning and teaching strategy/ assessment methods
<p>B1: Critically analyse information and data/evidence relating to biomechanical data, sports research data and sports injuries and apply knowledge to identify solutions.</p> <p>B2: Define questions (including research questions) and select and utilise a range of investigative strategies relating to sports therapy and rehabilitation research and/or clinical outcomes.</p>	<p>B1: Practical seminars revolve around peer interaction and group collaboration, with limited guidance from the tutor, to discuss athlete and patient information, data and the implications these have on assessment and performance. Hands-on experience of obtaining information and data from clients and athletes is included in seminars (working with peers in their programme group and athletes within the college), with limited guidance from the module tutor. In addition, student placements within the Middlesbrough College sports injuries clinic require learners to discuss a range of patient and athlete information and data with the placement supervisor in order to design differentially form working hypotheses and design rehabilitation programmes that restore/improve performance for return to play/function. Summative assessment is through written reports, presentations, practical assessments and case studies.</p> <p>B2: All theory-based seminars focus on reaffirming essential research skills and competencies. Seminars focus on evidence-based practice and learners will be expected to generate research questions to counteract gaps in literature. One-to-one tutorials provide an opportunity for learners to seek individualised guidance on these skills. Summative assessment is through statistical analysis testing, written reports, practical assessments and case studies.</p>

3C. Practical and professional skills

Learning outcomes:	Learning and teaching strategy/ assessment methods
<p>C1: Identify, analyse and communicate principles, concepts and techniques recognising competing perspectives to sports therapy and rehabilitation practice.</p> <p>C2: Adapt personal performance in sports therapy and rehabilitation related situations through reflective practice with limited supervision.</p> <p>C3: Meet the professional requirements/competencies that enable registration for L4 sports massage therapy.</p>	<p>C1: Communication skills, verbal and written - are facilitated in all taught and student-led sessions, when applying practice with clients and on work placement. Students receive formative and summative feedback on all written communication and individual or group presentations. Regular formative writing experiences are interspersed within year-long modules to track development of communication and writing skills. Summative assessment is through statistical analysis testing, lab reports, written reports, presentations, portfolio of evidence, practical assessments and case studies.</p> <p>C2: Seminars provide the opportunity for learners to reflect upon their application of sports therapy and rehabilitation theory and knowledge, with direct supervision from peers and the module tutors. A range of tools is used to aid in this discussion and reflection, such as video analysis and patient/athlete feedback. In addition, after completion of the student placement, learners are required to submit an evidence-based reflection of their practice, stating how they will use the experiences to develop further. This reflection is discussed with the placement supervisor. Summative assessment is through portfolio of evidence, practical assessments and case studies.</p> <p>C3: The key competencies for the L4 sports massage therapy are embedded in all Level 5 modules. All theoretical knowledge and practical expertise are included as indicative content, so in passing each Level 5 module, learners automatically cover the required skills and knowledge to pass. Summative assessment is through statistical analysis testing, written reports, presentations and portfolio of evidence.</p>

3C. Practical and professional skills

C4: Demonstrate effective and responsible utilisation of specialist sports therapy and rehabilitation equipment appropriate to specific situations.

C5: Select and apply appropriate sports therapy/rehabilitation and strength/conditioning techniques/treatments relevant to sports therapy and rehabilitation in a range of scenarios.

C6: Demonstrate awareness of personal responsibilities and ethical issues when working with clients and reflect upon personal performance.

C4: Learners are required to select appropriate biomechanical testing and sports therapy and rehabilitation equipment in order to obtain the data they require. Learners are challenged to use the equipment effectively. One-to-one tutorials are made available to reinforce equipment protocol and provide demonstrations on effective use the kit. Summative assessment is through statistical analysis testing, written reports, practical assessments and case studies.

C5: Practical seminars and clinical sessions challenge learners to apply their knowledge to selected scenarios screened by the lead clinician/module tutor. This activity prepares the learners for professional practice as careful research and communication informs practice. Summative assessment is through OSCEs, case studies and written reports.

C6: When working with clients and peers, the importance of maintaining personal integrity, demonstrating awareness of ethical issues and acting professionally at all times is modelled by tutors and continuously emphasised. Practical seminars and clinical sessions give time to reflective practice. Learners engage in formal reflection which prepares the students for the reflective clinical placement module at Level 6. These skills are essential elements of professional practice and evidence is often needed to gain employment. Summative assessment is through the submission of reflective practice logs and reflective elements of written reports.

3D. Key/transferrable skills	
Learning outcomes:	Learning and teaching strategy/ assessment methods
<p>D1: Evaluate personal role within a team or clinical setting to contribute to an effective therapy and rehabilitation treatment regimen and to improve practice.</p> <p>D2: Utilise and develop interpersonal and communication skills and demonstrate increasing responsibility in a range of sports therapy and rehabilitation situations.</p>	<p>D1: Practical seminars require learners to adopt a range of roles within the sports therapy and rehabilitation industry and evaluate each role in order to develop their own scope of practice. Concepts such as coaching styles, intensity and pace of the techniques applied, and the skill levels of clients, are all considered including the key skill of recognising scope and referring to other professionals. Summative assessment is through statistical analysis testing, written reports, practical assessments and case studies.</p> <p>D2: Learners are challenged to provide sports therapy and rehabilitation to a diverse range of clients and athletes and to work collaboratively with peers. Learners have to adapt their interpersonal skills and communication skills to suit each patient/athlete in order to get optimal outcomes. Peer-feedback on communication skills is included in relevant modules to aid learner development. Summative assessment is through statistical analysis testing, written reports, presentations, portfolio of evidence, practical assessments and case studies.</p>

[Please insert here title(s) of exit award(s) at Level 5, if applicable]

Foundation Degree Sports Therapy and Rehabilitation [240 Credits]

4. Distinctive features of the programme structure

- Where applicable, this section provides details on distinctive features such as:
- where in the structure above a professional/placement year fits in and how it may affect progression
- any restrictions regarding the availability of elective modules where in the programme structure students must make a choice of pathway/route

4.1 Delivery

A significant feature of the programme structure is the duration of all modules – all are delivered in year-long mode. The main reason for this structure is to allow prolonged development of professional skills. Sports Therapy and Rehabilitation practice requires interaction with a multitude of clients/athletes, end goals, techniques and treatment regimens. Year-long module delivery provides the opportunity to advance these skills over a longer period of time and gives the opportunity to the clinical staff to develop autonomy.

4.2 Clinic Hours

Level 4 Students are required to attend the in-house Injury Clinic (100 hours) and contribute under supervision as their scope of practice permits. This reflective placement is in line with industry standard for education and training.

The Level 5 module *Evidence Based Practice and Treatment of Injury* requires learners to attend the in-house Injury Clinic and complete supervised clinical experiential learning for a minimum of 100 hours. This reflective placement is in line with industry standard for education and training.

4.3 Embedded industry-recognised qualifications

Another key feature of the programme is the embedding of industry-recognised qualifications within modules. Achieving these supplementary qualifications allows learners to be employed in the industry once they have qualified from their foundation degree. The required information and practical assessments are embedded within the modules at both Level 4 and Level 5, leaving learners to complete any external examinations to obtain the industry-recognised certificates. Learners have the option complete the examinations or decline the opportunity and qualify with the Foundation Degree alone. Registration fees are covered by the institution capped at £300 over the duration of the programme.

The following qualifications are offered to learners:

VTCT Level 3 Diploma in Sports Massage Therapy

This qualification has been designed to provide individuals with the requisite knowledge, understanding and skills to work in an unsupervised capacity as a sports massage practitioner, with non-pathological (non-injured) tissue. The qualification provides learners with the understanding, skills and techniques to plan, prepare for and apply a range of sports massage methods to uninjured clients. Learners will also develop skills to evaluate massage strategies and methods to inform on future practice.

The qualification consists of five mandatory units:

Practical anatomy and physiology for sports massage – this aspect will be covered in the modules *Functional Anatomy and Kinesiology* (L4) and *Exercise Physiology* (L4). These modules' assignments prepare learners for the examination element of the qualification.

Principles of Health and Fitness – this aspect will be covered in the modules *Exercise Practitioner* (L4). The theory is assessed alongside practical skills during the course of the module with its assignments mapping key skills required for the practical elements.

Principles of Soft Tissue Dysfunction – this aspect is covered by the module *Musculoskeletal Injuries and Assessment* module (L4). The theory will be covered during the core lectures to facilitate complete of the module workbook.

Professional Practice in Sports Massage – this aspect will be covered in the module *Sports Massage* (L4). The module content covers all of the Level 3 theory and content at a higher level and summative assessments will provide ample evidence for the practical elements of the course assessment.

Sports Massage Treatments – this aspect is covered in the module *Sports Massage* (L4). The module content covers all of the Level 3 theory and content at a higher level and summative assessments will provide ample evidence for the practical elements of the course assessment.

Active IQ L2 Certificate in Fitness Instruction (Gym-Based)

This qualification is the minimum expected qualification to work in the fitness industry and will be offered at the end of Level 4. The anatomy and physiology content is embedded within the module *Anatomy and Kinesiology* module and the practical knowledge and assessments in the module *Exercise Practitioner* (L4).

VTCT L4 Certificate in Sports Massage Therapy.

The purpose of this specialist qualification is to enrich practitioners' understanding of advanced anatomical, physiological and pathological principles relevant to the application of sports massage. It will provide candidates with advanced palpation skills and those needed to analyse posture and range of movement and apply sports massage techniques to pathological soft tissue. This qualification has three main elements:

Conducting subjective and objective assessment – this aspect is covered in the modules *Musculoskeletal Injuries and Assessment* (L4) and *Evidence Based Practice and Treatment of Injury* (L5). The summative assessments will meet the practical assessment requirements of the course.

Provide sports massage techniques to prevent and manage injury – this aspect is covered in the module *Advanced Soft Tissue Therapies*. The core theory and practical skills will be covered in the first semester and the ICA will meet the requirements of the practice assessments.

Treatment modalities to support soft tissue repair – this aspect is covered in the modules *Advanced Soft Tissue Therapies* (L5) and *Sports Injury Management and Rehabilitation* (L5).

5. Support for students and their learning

5.1 Induction

The following activities are provided in Induction Week:

- Students are given two taster sessions for Level 4 modules to give them a feel for the course.
- Alumni speak to new students about their experience of the programme and specifically address what students need to do to achieve the highest grades.
- Current students from all three years are invited to a light lunch/buffet to meet and greet new students.
- A representative from the Student Union helps to elect Student Representatives.

5.2 Attendance Support

Attendance is monitored closely to ensure that all students are getting the best from the programme. Should a student need to miss a session for any reason, they are required to email the lecturer beforehand. Where a lecturer notes that a student is absent with no prior warning, the student is emailed at the end of the session, asking if the student is well and reminding the student that they are required to let lecturers know if they cannot attend.

Where a student misses three consecutive sessions, the Year Tutor also contacts the student with an invitation to attend a formal meeting. Where attendance problems persist, the Year Tutor works with the college Student Support Staff who, where necessary, direct students to the relevant confidential support (personal, financial, etc.). Where students are facing difficulties, it is vital to ensure they get the right support and where necessary, decide to withdraw or suspend as the timing of any withdrawal/suspension can affect their Student Loan.

5.3 Tutorial Support

Student tutorial opportunities are embedded in all modules. Practical sessions are structured to provide ongoing tutorials from lecturers while students are completing group tasks. Theory sessions are structured to provide input through demonstration followed by facilitated practical experimentation in which spontaneous tutorials can be held or scheduled for dedicated, timetabled weekly tutorial sessions. Formative and summative feedback tutorial sessions are also designed into each module and feedback tutorial sessions are listed in Module Handbooks.

5.4 Encouraging Completion

One of the significant advantages offered by the programme is the amount of time students spend with tutors. This is due to the relatively small number of students and a mode of delivery that includes a significant amount of facilitation. There are, therefore, plenty of opportunities to encourage students to meet assignment deadlines. With respect to assessment, the mantra of 'little and often' is repeated from Induction Week onwards from staff in both formative and written, summative feedback. Another oft-repeated comment is that students must let lectures know as soon as possible if a deadline may be missed so that, where appropriate, a deadline *Extension* form can be completed (where such an extension is warranted.)

5.5 Summer Reassessment Period

Tutorials are provided for students offered reassessment and the facilities remain available.

5.6 Pastoral Support

The amount of *ad hoc* pastoral support noted above is greatly valued by the students. More challenging are students who don't attend as is the effect of non-attendance upon their performance. For students with dyslexia, staff have started to offer dyslexia-friendly versions of their notes and to include a higher-contrast background for notes projected to electronic whiteboards. Students declaring either condition receive a formal assessment after which the Programme Team are advised on the steps they must take.

5.7 Academic Support

The delivery of many modules is based upon individual sessions that consist of two parts – a lecture (which is built around demonstrations and practical exercises) followed by a facilitated session in which students tackle the practical exercises outlined in the first part of the session. This delivery strategy ensures that theory is always applied, that practical skills, knowledge and understanding are regularly checked, and that formative feedback is continuous rather than focussed at specific points in academic year.

In addition to in-session help, students can also make appointments (via email) to get support from:

- Members of the Programme Team - Module leaders and lecturers.
- The Programme Leader & Year Tutors: The Programme Leader (who has overall responsibility for the programme) is available to discuss assessment extensions and barriers to learning. Programme Team members are identified to act as personal tutors and they are available to discuss emerging issues with personal circumstances and support needs.

The personal tutoring system is in place to support students' full engagement with their programme of study and gain as much as possible from their time at the College. Though the emphasis is on academic support, tutorials are also an opportunity to raise pastoral issues which may be having an impact on a student's academic performance. Tutors can offer support and advice and, if required, direct students to further support services available within the College. In the final year students are encouraged to arrange tutorials as and when required.

Student learning and personal development is supported at all Levels of study via personal and professional (PDP) development modules (student placement hours within the Sports Academies, and the Level 5 module 'Personal Development for Industry'). This is further supported by the Personal Tutor system.

5.8 Technician Support

Middlesbrough college teaching team and wider staff pool has several multiskilled outdoor practitioners with a raft of vocational awards, experience locally, nationally and Internationally and with advanced and accredited practitioner status.

5.9 Programme Documentation and Online Learning Support

Students are provided with Programme and Module Handbooks that contain comprehensive information on how their degrees and modules are structured and delivered. These documents are also available to students throughout each academic

year (and for the duration of their registration) via a web-based Virtual Learning Environment (VLE).

6. Criteria for admission

6.1 Admission Criteria - Year 1

The most popular (and directly relevant) entry qualifications are VTCT Level 3 Diploma in Massage and Therapies for Sport (Tech Level), A-Level Physical Education, the BTEC Level 3 Extended Diploma in Sport/Sport and Exercise Science, BTEC Level 3 Diploma in Sport/Sport and Exercise Science and L3 Personal Training. The minimum expected criteria to enter the programme is 40-48 UCAS points. The College also runs Access to HE programmes (AEP): students passing relevant AEPs are guaranteed a place on this Foundation Degree.

Where applicants apply with qualifications that are not directly relevant, but meet the UCAS points requirement, the Programme Team looks for evidence of experience within the outdoor or education sector. Applications from non-standard students are welcome. Admissions tutors consider alternative qualifications and/or industry experience. The University has a policy for recognition of prior achievement (RPA) admissions where there is a limit on the number of credits that can be allowed, regardless of experience.

6.2 Admission Criteria - Direct Entry to Year 2

In the unlikely event that a student applies for direct entry to Level 5 (Year 2), applicants must have a Level 4 qualification in a related discipline and a need to demonstrate the academic rigour required to study at Level 5 (for example, an evidence-based case study that demonstrates clinical reasoning and includes a review of literature). Applicants must also be able to demonstrate industry experience and enthusiasm at interview.

All applicants require qualifications in English Language and Mathematics to at least GCSE grade C level or have demonstrated adequate skills and competencies in an interview (for example, functional skills assessment). In addition, all applicants are required to apply for enhanced DBS which will be funded by the applicant. The student is also responsible for joining the update register if they choose.

7. Language of study

English.

8. Information about non-OU standard assessment regulations (including PSRB requirements)

The course may apply for PSRB accreditation to one or more professional organisations in the future.

9. Methods for evaluating and improving the quality and standards of teaching and learning.

9.1 College HE Teaching and Learning

The College has recognised the importance of having a distinct approach to HE learning and teaching for over ten years. The first HE specific Learning and Teaching process was introduced in 2009. Subsequent reviews and updates in 2011, 2014, have enhanced the process to reflect the aims of the [UK Professional Standards Framework](#) and prepared the College to meet the expectations of the [Teaching Excellence Framework](#).

Many of the innovations established in the evolution of this process have been subsumed into the current Cross-College Learning and Teaching model for all levels, including a non-graded observation process. The underlying principle throughout, has been around placing the student at the centre of the process to ensure that their learning and attainment of Learning Outcomes drives the process. Underpinning this has been a focus on ensuring that lecturing staff are fully engaged in the process to match outcomes to professional discussion and peer review.

As the College moved into 2017, the approach was refined to form part of the Departmental Review process which is being applied across the College. The distinct nature of HE provision however, is still reflected in the approach. A mark of the success of the approaches taken to date are reflected in the [award of the GOLD standard](#) in the recent Year 2 Teaching and Excellence Framework.

9.2 Observation of Teaching and Learning (OTL)

The OTL process for HE provision has been contextualised to reflect the differences between HE and FE. The OTL process for FE courses is based upon the expectations of the Common Inspection Framework, whereas the HE model, is aligned to the expectations of the [UKPSF](#) and the [TEF](#). Central to the process is the student as an independent learner, developing their academic skills as they progress through their academic career.

The model distinguishes between different levels of study and differing abilities of the students. At Level 4, teaching staff take a lead role in the student learning process, but as the students progress, the balance gradually evolves to involve students as leaders/co-leaders of learning. To facilitate this model, student learning and reflection may not take place at the same time as content delivery, making it difficult for an observer to see the product of the model. To work around this, the OTL process for HE lessons is based on mapping the observation of the session to the scheme of work and planned assessment tasks.

The outcome of the OTL forms the basis of a professional discussion with a Teaching and Learning mentor as well as with members of the HE teaching team, to ensure that good practice is shared across the College. Any trends identified from OTL reports or staff feedback are used to inform relevant CPD activity. The current policy and procedure are nearing the end of a recent review and redevelopment ready for a

September 2018 launch.

9.3 Feedback from Students

Another input to the process of evaluating and improving the quality and standards of teaching and learning is feedback from students. Feedback emerges through several routes. The most significant is through the Module Evaluation Questionnaires. In addition to five-point Likert scale questions, students are asked to state 'what worked and what could be improved' regarding any aspect of the module. The results and comments from the Module Evaluation Questionnaires feed into Module Reports. Over the past twelve years this student feedback has been vital in informing the major and minor modifications the programme has undergone. Student feedback is also collected from induction surveys, the Student Reps, the NSS and in both formal and *ad hoc* tutorials.

9.4 Staff Workforce Development

Improving the quality and standards of teaching and learning is also a focus of the internal and external Workforce Development (WFD) sessions. Academic staff attend a range of internal and external staff development events aimed at improving teaching and learning. A significant WFD programme in this regard is the Advanced Practitioner programme. Two Programme Team members have successfully completed the programme in 2014 (and the refresh in 2016). Advanced Practitioners share good practice around the college through a range of Staff Developments activities.

9.5 Staff New to HE

All staff new to teaching HE at the College are required to hold a relevant degree and a PgCE as part of the terms of their employment. A higher degree is desirable for all staff and for those teaching Level 6, holding a relevant level 7 qualification or the commitment to study for one is essential. Staff new to teaching HE at the College receive initial tailored CPD to help them to make the transition.

9.6 Staff New to Delivering at Level 6

New staff employed for the delivery of Level 6 awards are required to hold a relevant level 7 qualification. Those staff already teaching at the College making the transition to level 6 delivery are provided with funding and support to complete a level 7 qualification at the earliest opportunity.

Programme teams new to Level 6 awards, are provided with advice and guidance from the Higher Education Office (HEO) during the programme development phase to ensure that the teams understand the difference in expectations at level 6. As well as general information, which is also available via the VLE, teams are required to submit draft submissions for feedback. A process of meetings and regular reviews of the design and content of the new awards ensures that awards are aligned to the FHEQ and expectations of the UK Quality Code for Higher Education. In programme teams where there is no prior expertise amongst the team of delivering at level 6, mentor support is provided by the HEO and experienced staff throughout the first year of delivery.

9.7 Ongoing Subject and Pedagogic Development

All HE teams share resources and good practice via the HE Staff Zone located in the HEO. The area is set up to encourage HE staff from across the College to meet, both formally and informally, to share good practice and discuss ideas and approaches to module and programme design and delivery. All teaching staff are supported by more experienced members of the team who act as mentors. In addition, the Cross-College

learning and teaching mentors, made up of advanced practitioners, provide 1:1 support to teams as well as tailored CPD sessions.

The College added a new post in early 2018, to further support the HE team as the College develops a range of new programmes and increases the number of Level 6 awards it offers. The College has a HE Research and Scholarly Activity procedure which encourages and supports staff to maintain and annually update both pedagogical and subject expertise.

10. Changes made to the programme since last (re)validation

N.A.

Annexe One: Curriculum map

Annexe Two: Notes on completing the OU programme specification template

Annexe One - Curriculum map

This table indicates which study units assume responsibility for delivering (shaded) and assessing (✓) particular programme learning outcomes.

Level	Study module/unit	A1	A2	A3	A4	A5	B1	B2	B3	B4	B5	C1	C2	C3	C4	C5	C6	C7	D1	D2	D3	D4	D5
4	Functional Anatomy & Kinesiology	✓						✓						✓		✓				✓			
	Exercise Physiology	✓	✓				✓	✓							✓				✓				
	Understanding Research		✓		✓		✓	✓				✓								✓			
	The Exercise Practitioner			✓			✓					✓		✓		✓				✓			
	Sports Massage	✓		✓				✓				✓	✓	✓			✓			✓			
	Musculoskeletal Injuries and Assessment			✓				✓				✓		✓		✓	✓			✓			

Level	Study module/unit	A1	A2	A3	A4	A5	A6	B1	B2	B3	B4	B5	C1	C2	C3	C4	C5	C6	C7	D1	D2	D3	D4	D5
5	Biomechanics		✓	✓	✓			✓						✓		✓					✓			
	Sports Research		✓					✓	✓				✓	✓							✓			
	Advanced Soft Tissue Therapies	✓		✓				✓							✓		✓	✓			✓			
	Strength and Conditioning in Athletic Performance			✓				✓									✓	✓		✓	✓			
	Evidence Based Practice and Treatment of Injury	✓		✓				✓	✓				✓	✓				✓			✓			
	Sports Injury Management and Rehabilitation	✓		✓	✓			✓	✓								✓				✓			

Annexe Two: Notes on completing programme specification templates

- 1 - This programme specification should be mapped against the learning outcomes detailed in module specifications.
- 2 – The expectations regarding student achievement and attributes described by the learning outcome in section 3 must be appropriate to the level of the award within the **QAA frameworks for HE qualifications**: <http://www.qaa.ac.uk/AssuringStandardsAndQuality/Pages/default.aspx>
- 3 – Learning outcomes must also reflect the detailed statements of graduate attributes set out in **QAA subject benchmark statements** that are relevant to the programme/award: <http://www.qaa.ac.uk/AssuringStandardsAndQuality/subject-guidance/Pages/Subject-benchmark-statements.aspx>
- 4 – In section 3, the learning and teaching methods deployed should enable the achievement of the full range of intended learning outcomes. Similarly, the choice of assessment methods in section 3 should enable students to demonstrate the achievement of related learning outcomes. Overall, assessment should cover the full range of learning outcomes.
- 5 - Where the programme contains validated **exit awards** (e.g. Cert.HE, DipHE, PGDip), learning outcomes must be clearly specified for each award.
- 6 - For programmes with distinctive study **routes or pathways** the specific rationale and learning outcomes for each route must be provided.
- 7 – Validated programmes delivered in **languages other than English** must have programme specifications both in English and the language of delivery.