

| Middlesbrough College

| Foundation Degree Sports Therapy with Rehabilitation

| Programme Specification



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	2018
Date of latest OU (re)validation	2023
Next revalidation	2027/2028
Credit points for the award	240
UCAS Code	A126
Programme start date	September 2023
Underpinning QAA subject benchmark(s)	Events, Hospitality, Leisure, Sport and Tourism (2019) Health Studies (2019)
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	Sports Therapy Organisation (STO)
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	2 years
Dual accreditation (if applicable)	N.A.
Date of production/revision of this specification	December 2022

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 aim of the programme is to provide a contemporary sector-relevant syllabus for practitioners, or for those aiming for employment in the sports therapy with rehabilitation industry. This will be achieved by following intended learning outcomes under the following categories:

Knowledge and Understanding

- 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;
- Provide students with sufficient understanding of key testing equipment (hardware and software) related to the vocational area.

Cognitive Skills

- Analyse data, draw conclusions and apply solutions in a sports therapy with rehabilitation context;
- Develop students' ability to synthesise information to inform a choice of solutions to a range of problems in a sports therapy with rehabilitation context;
- Develop students' abilities to critically apply academic and vocational sports therapy and rehabilitation knowledge and relate this information to clients' needs.

Practical and Professional Skills

- Develop students' ability to produce effective programmes for a range of clients and scenarios;
- Provide students with the skillset required to apply multiple different sports therapy and rehabilitation related techniques to effectively treat/support patients/clients

Key Transferrable Skills

- Develop reflective students in the application of sports therapy with rehabilitation practice in different contexts;
- Develop students' ability to become independent students;
- Develop students' ability to utilise a range of study methods in the exploration of sports therapy with rehabilitation practice.

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)

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

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

Level 4

In the module *Soft Tissue Techniques* (20 Credits), students complete a year-long placement (30 hours) in the College's Sports Injury Clinic. This activity involves direct supervision from a qualified clinician (module lecturer/leader).

Level 5

The module *Advanced Trauma and Placement* (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. Half of this placement is with the College's own Sports Injury Clinic, while the other half is with the College's internal sports academies. This activity will involve direct supervision from a qualified clinician/Level 6 student.

At both Level 4 and Level 5, students are encouraged to seek and undertake placements with external organisations. Should students require support to seek and undertake external placements, the programme team facilitate this. However, students are still required to complete the required hours within internal placements, as in some cases they are summatively assessed on their ability to reflect specifically on this activity.

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	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 Injuries and Assessment	20		N	Year Long
Soft Tissue Techniques	20		N	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 functional anatomy and techniques to contribute to sports therapy and rehabilitation.</p> <p>A2: Describe and demonstrate essential knowledge of established theories and concepts relevant to basic sports therapy and rehabilitation skills.</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 physiology laboratory. 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. Students are required to provide STaR practice for clients, under close supervision of qualified staff. Summative assessment of this outcome includes a portfolio of evidence, practical demonstrations, written reports and case studies.</p> <p>A2: 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 students 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, literature review and practical assessment.</p>

Learning Outcomes – LEVEL 4

3A. Knowledge and understanding

A3: Apply basic numerical and statistical analysis skills in simple sports study contexts.

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

A3: Students 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 and written reports.

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 students 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, discuss, demonstrate, and apply research to a range of 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 information and data and the implications these have on their injuries. Hands-on experience of obtaining information and data from clients 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' clinical hours requires them to discuss a range of client information and data with the module tutor(s) in order to analyse, treat and potentially rehabilitate clients. Summative assessment of this outcome is through written reports, 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 students, with the aim of increasing students' 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. Students 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 students to seek individualised guidance on these skills. Summative assessment is through literature review, written reports, 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>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 practical assessments.</p>
<p>C2: Demonstrate the ability to apply sports massage and rehabilitation procedures and techniques on a client.</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 Teams 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: Identify safe practice and responsible utilisation of specialist sports therapy and rehabilitation equipment.</p>	<p>C3: 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 practical assessments.</p>
<p>C4: Apply anatomical principles, sports therapy/rehabilitation knowledge and massage/fitness instruction techniques to specific scenarios.</p>	<p>C4: Practical seminars and clinical sessions challenge students to begin to apply their knowledge to selected scenarios screened by the module tutor. This activity prepares students for professional practice as careful research and communication informs practice.</p>

3C. Practical and professional skills	
C5: Discuss personal performance and utilise feedback to suggest improvements.	C5: Practical seminars and clinical sessions give time to discuss their personal performance. In addition, students 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.

3D. Key/transferable skills	
Learning outcomes:	Learning and teaching strategy/ assessment methods
D1: Utilise and develop interpersonal and communication, and written skills for diverse situations.	D1: Group collaboration runs through all modules. Students are 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 in a clinical setting, when delivering presentations 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 reviews, presentations and practical assessments.

[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	Is module compensable?	Semester runs in
Biomechanics	20		Y	Year Long
Sports Research	20		Y	Year Long
Advanced Soft Tissue Therapies	20		N	Year Long
Exercise Referral	20		Y	Year Long
Advanced Trauma and Placement	20		N	Year Long
Sports Injury Management and Rehabilitation	20		N	Year Long

Intended learning outcomes at Level 5 are listed below:

Learning Outcomes – LEVEL 5	
3A. Knowledge and understanding	
Learning outcomes:	Learning and teaching strategy/ assessment methods
<p>A1: Select and utilise a range of specialist software, technologies, equipment 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. Students 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, underpinned by functional anatomy and/or physical activity guidelines which recognise differing perspectives.

A2: Students encounter a range of increasingly challenging numerical problems designed to support their ability to apply numerical and statistical analysis skills. Evidence-based practice runs through all modules and students 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. Students 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 students 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: Demonstrate a detailed knowledge and understanding of research, contexts and frameworks within the sports therapy, rehabilitation, and public health literature.

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:

B1: Critically analyse a range of information, using varied sports therapy and rehabilitation, biomechanical and sports science methods and techniques to benefit clients and identify solutions to potential problems.

Learning and teaching strategy/ assessment methods

B1: Practical seminars revolve around peer interaction and group collaboration, with limited guidance from the tutor, to discuss participants' and/or patients' information, data and the implications these have on assessment. Hands-on experience of obtaining information and data from clients/participants is included in seminars (working with peers in their programme group within the college), with limited guidance from the module tutor. In addition, student placements within the Middlesbrough College sports injuries clinic require students to discuss a range of patient information and data with the placement supervisor to design differentially form working hypotheses and design rehabilitation programmes that restores performance for return to play/function. Summative assessment is through written reports, presentations, practical assessments and case studies.

3B. Cognitive skills	
B2: Define questions and select and utilise a range of investigative strategies relating to sports therapy and rehabilitation research and/or clinical outcomes.	B2: All theory-based seminars focus on reaffirming essential research skills and competencies. Seminars focus on evidence-based practice and students will be expected to generate research questions to counteract gaps in literature. One-to-one tutorials provide an opportunity for students to seek individualised guidance on these skills. Summative assessment is through statistical analysis testing, written reports, practical assessments and case studies.
3C. Practical and professional skills	
Learning outcomes:	Learning and teaching strategy/ assessment methods
C1: Identify, analyse and communicate research principles, concepts and techniques which recognise competing perspectives to sports therapy and rehabilitation practice.	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.

3C. Practical and professional skills

C2: Adapt personal performance in sports therapy and rehabilitation related situations through reflective practice with limited supervision.

C3: Demonstrate effective and responsible utilisation of specialist sports therapy and rehabilitation equipment appropriate to specific situations.

C4: Select and apply appropriate sports therapy/rehabilitation techniques/treatments relevant to sports therapy and rehabilitation in a range of scenarios.

C2: Seminars provide the opportunity for students 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, students 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.

C3: Students are required to select appropriate biomechanical testing and sports therapy and rehabilitation equipment in order to obtain the data they require and/or to treat or rehabilitate clients/patients. Students 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, reflective logs and case studies.

C4: Practical seminars, clinical sessions and placement opportunities challenge students to apply their knowledge in a range of diverse scenarios. These activities prepare students for professional practice, as careful research and communication informs practice. Summative assessment is through practical assessments, reflective logs and written reports.

3C. Practical and professional skills	
<p>C5: Demonstrate awareness of personal responsibilities and ethical issues when working with clients and reflect upon personal performance.</p> <p>C6: Demonstrate effective planning and/or delivery of a programme relevant for diverse populations and vocationally related circumstances.</p>	<p>C5: 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. Students 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.</p> <p>C6: When working with clients/patients, the importance of demonstrating a detailed understanding of the relevant populations, coupled with the procedures and skillset required to plan and/or deliver programmes is emphasised. All theoretical knowledge and/or practical expertise are included as indicative content. Summative assessment is through practical assessments and written reports.</p>
3D. Key/transferrable skills	
Learning outcomes:	Learning and teaching strategy/ assessment methods
<p>D1: Utilise and develop interpersonal and communication skills and demonstrate increasing responsibility in a range of sports therapy and rehabilitation situations.</p>	<p>D1: Students are challenged to provide sports therapy and rehabilitation to a diverse range of clients and athletes and to work collaboratively with peers. Students 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, vocationally relevant 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 and assists staff in developing autonomy in students.

4.2 Clinic

Middlesbrough College's Sports Injury Clinic is a college-based clinic run by the Fd (L5) and BSc Sports Therapy with Rehabilitation students. Students are supervised at all times by lecturers on the prospective courses. Students accumulate clinical hours in the Sports Injuries Clinic and evidence this through a reflective clinical log as part of summative assessments for specific modules. Students utilise the physiology lab and gymnasium to assist client's needs where necessary.

Clients at the clinic have a mix of sports injuries and Musculo-skeletal injuries. Clinic is open to the staff and students at Middlesbrough College, external local teams, and the general population. Clients pay a nominal fee to be assessed and treated by the students. Students can utilise any learned soft tissue techniques and rehabilitation techniques applicable.

Bookings for the clinic are taken via the Sport, Travel and Public Service (STPS) reception, and treatment plans and re-bookings are managed by the students.

Students keep medical notes (currently written) and are encouraged to keep contemporaneous notes (SOAP), ensuring clients can be followed up by colleagues in a professional and progressive way. This safeguards continuity and ensures that clients can be treated effectively by other therapists. Notes are stored in locked cabinets and stored so that client's medical records are handled as per GDPR 2018.

3rd Party and Public Liability insurance is provided by the College Liability insurance Zurich Municipal Insurance- Policy Number - NHE-08CB43-0013, for students and Lecturers treating clients in clinic as long as they stay within their scope of practice.

4.3 Clinical Hours/Work Placements

Level 4 Students are required to attend the in-house Injury Clinic (30 hours) and contribute under supervision as their scope of practice permits. This reflective placement is in line with the industry standard for education and training.

The total number of mandatory clinical hours at Level 4 is 30 hours.

The Level 5 module *Advanced Trauma and Placement* requires students to attend the in-house Injury Clinic and complete supervised clinical experiential learning for a minimum of 50 hours. This reflective placement is in line with the industry standard for education and training.

At Level 5, students are provided with onsite work placement opportunities. Middlesbrough College hosts several successful sports academy pathways for college students including football, volleyball, basketball, and gymnastics. Students are expected to be on hand to treat any injuries and/or medical conditions these athletes may have while competing for a minimum of 50 hours. Placements will be monitored by module tutors including the use of a placement handbook.

The total number of mandatory clinical hours at Level 5 is 100 hours.

4.4 Embedded and/or opportunity to complete industry-recognised qualifications

Another key feature of the programme is the embedding of industry-recognised qualifications within modules. Achieving these supplementary qualifications facilitates employment after graduation. Relevant information and practical assessments are embedded in modules at both Level 4 and Level 5, students can then complete external examinations to obtain the industry-recognised certificates. Students have the option to be registered for these qualifications or decline the opportunity and qualify with the Foundation Degree alone. Achieving these supplementary qualifications improves students' employability after graduation. Registration fees are covered by the College, and capped at £500 per year for the duration of the programme.

The following qualifications are offered to students/embedded within modules:

Active IQ 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 students with the understanding, skills and techniques to plan, prepare for and apply a range of sports massage methods to uninjured clients. Students 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 students 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 completion of the module workbook.

Professional Practice in Sports Massage – this aspect will be covered in the module *Soft Tissue Techniques* (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 *Soft Tissue Techniques* (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.

LUBAS Sports Trauma Management

This certificate (valid for three years from completion) has been designed to provide individuals with the requisite knowledge, understanding and skills to work in a supervised capacity “pitch-side” for one of Middlesbrough College’s sports academies. The certificate provides students with the understanding, skills and techniques to assist the administration of treatment to injured athletes where relevant. This certificate is delivered in mid-October to level 5/6 students who have not completed the course.

Involvement with additional courses is optional (excluding LUBAS certificate). Students can complete the examinations or decline the opportunity and graduate with the Foundation Degree alone. The following qualifications are discussed with/offered to students on the programme. Students are also permitted to use the funding provided to complete qualifications that are not specified below, however they must consult their module tutors and/or PL to ensure they are relevant. Some of the courses are delivered on-site at the College, others are delivered externally.

[Active IQ L2 Certificate in Fitness Instruction \(Gym-Based\)](#)

This qualification is the minimum expected qualification to work in the fitness industry, therefore students who do not already hold this qualification upon enrolment at Level 4 will be encouraged to complete it. The anatomy and physiology content is embedded within the module *Functional Anatomy and Kinesiology* and the practical knowledge and assessments in the module *Exercise Practitioner*.

[Active IQ L3 Diploma in Personal Training](#)

This qualification is required for higher-level one-to-one instruction, which is fundamental for a strength and conditioning coach. Elements of the theoretical content is included in the module *Exercise Practitioner* and *Exercise Referral*.

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 provide specific advice around what students need to do to achieve the highest possible grades and get the most out of the programme.
- 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 Engagement Support

Engagement 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 contacted at the end of the session, asking if the student is well and reminding the student that they are required to inform lecturers 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 sessions. 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 guides.

5.4 Encouraging Completion

One of the significant advantages offered by the programme is the amount of time students are given by module tutors. This is due to the relatively small number of students and mode of delivery discussed above. There are, therefore, plenty of opportunities to give formative feedback and emphasise the importance of submitting on time. 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 deferred submission application can be submitted.

5.5 Reassessment Period

Tutorials and all essential resources are provided for students who are offered reassessment opportunities by a properly constituted Exam Board.

5.6 Year Tutors

The year tutor offers return to study sessions during which students are encouraged to reflect on their performance in preceding programmes and develop support strategies, determine the highest award classification that is attainable, and develop strategies to achieve this best outcome.

5.7 Pastoral Support

The amount of *ad hoc* pastoral support noted above is greatly valued by the students. Students who fail to regularly engage are more challenging as their non-attendance usually negatively affects their academic 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 informed of necessary action. Support is provided to all students on the programme by the personal tutor system.

5.8 Academic Support and Skills

The delivery of many modules is based upon individual sessions that consist of demonstrations and practical exercises. 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 on at specific points in the academic year.

In addition to in-session help, students can also make appointments 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 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. Students are also encouraged to arrange tutorials as and when required.

5.9 IT Support

Students can also access remote support for learning via the college [Reboot scheme](#) and log IT support requests via the [HALO system](#).

5.10 Programme Documentation and Online Learning Support

Students are provided with programme and module handbooks that contain comprehensive information on how their programme 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 the College Virtual Learning Environment (VLE). All teaching and learning content is made available via the VLE. This online resource includes lecture notes and a range of materials. Assessments are communicated to and submitted by students using the VLE.

5.11 Module compensation

All non-clinical 20 credit programme modules may be compensated. Each student may be compensated to the value of 20 credits per level.

5.12 Library and Learning Resources

Students can access a range of resources through the college Learning Resource Centre (LRC) and associated online services. Online services are listed in the background document, the majority of books on reading lists are provided as e-books, so students can choose to access them remotely if necessary. Students can access specific sessions with the LRC staff regarding advanced academic and research skills. This activity is introduced as part of the induction sessions at the start of each year but can be revisited again throughout the year in refresher sessions. LRC term time opening hours are:

- Mon 08:30 -17:00
- Tues – Thurs 08:30 – 20:00
- Fri 08:30 – 16:30

College holiday opening hours:

- Mon – Thurs 08:30 – 16:00
- Friday 08:30 – 15:30

The LRC has space for individual and group study, including a quiet study area. There are multi-function printers on both floors. All physical books are stored in the LRC, allowing for easy access. In addition to the textbooks, fiction titles and wellbeing books are available to help students relax. Enrichment sessions offered as part of the service are held in the STEAM Lab within the LRC.

The LRC has been involved in the production of the documentation for this programme, all reading lists have been checked for updated versions and new titles purchased. The LRC provides books, e-books, and e-journals for each programme and subscribes to specialist databases needed for students to complete their assignments.

An online LRC Information section is maintained by the LRC (on M365). This is where students can search for books, e-books and e-journals, using:

- [Heritage Online](#) for books and e-books
- [Discovery](#), our one stop shop for books, e-books and e-journals
- E-resources List, which lists each platform we subscribe to individually, as we know that some students find Discovery too large. We also provide user guides, written and video, for all the e-resources on our E-resources Guides page

Each course has a dedicated HE LRC Guides page on LRC Information, which provides quick links to Heritage Online and Discovery, as well as links to:

- Information and research skills pages which include a list of copyright free and open access resources
- Referencing
- The course's reading list

The LRC offers information skills support on the following:

- Searching expertly
- Referencing
- Using e-resources
- Using Microsoft Office

This is done in a variety of ways:

- Online through LRC Information
 - or in groups either in groups or through Teams, sessions are bookable through the [Request Tutorial](#) page on LRC Information
- For quick queries e-mail at LRCinfo@mbro.ac.uk, telephone on 01642 333226 or in person in the LRC
- Drop-in sessions in the LRC:
 - Tues 10:00-11:00, Wed 13:00-14:00 and Thurs 14:00-15:00.

5.13 Virtual Learning Environment (VLE)

Every programme uses the College VLE which is a key resource to support student learning as well as engagement with the programme and the College in general. All

teaching materials and general course information is backed up on the VLE, ensuring that students can access what they need when they need it. The VLE is also used as a portal to other sources of support. Students can access the programme of informal workshops designed to support their learning, including: improving writing style and referencing, planning assignments, developing critical thinking and other key skills.

5.14 Additional Learning Support

Any student that considers that they have, or may have, additional learning support needs can access a range of support through the college. Initial assessments by the college HE Additional Needs Coordinator (ANC) are provided to support understanding of the range of support that may be needed which will then trigger the provision required. The programme team have all attended staff development sessions relating to Asperger's and dyslexia (attendance at many of these sessions is mandatory). For students with dyslexia, staff offer dyslexia-friendly versions of lecture notes and include a higher-contrast background on notes/session plans. Students declaring either condition receive a formal assessment after which the programme team are advised on the steps they must take.

5.15 Student Services

All students can access college student services which are based in the Dock Street building which has its own reception and drop in facilities. As well as general advice about the College, the student services team also provide: counselling, financial support, learning support and signposting to additional or partner services.

5.16 HE Student Areas

All HE students have areas in the college that are exclusively for their use. In the University Centre, all HE students have access to an open-plan working area, which has access control to retain its exclusivity. As well as the open-access area, students may also use the teaching rooms and meeting/tutorial rooms when they are not in use for a pre-booked activity. Access to the University Centre is available 08:00 – 21:00.

5.17 The 'Job Shop'

The college has its own 'Job Shop' which provides a range of support to students. As well as advertising vacancies provided by local employers, the Job Shop also provides a range of support to students, including: help with job applications, CV writing, interview preparation, job searching, writing covering letters and finding work experience. All the support is available either through drop/bookable appointments or via on-line tutorials.

5.18 The Fitness Studio

All students are entitled to free membership of the Fitness Studio. The Techno Gym equipped facility, provides a range of cardiovascular and resistance exercise equipment. Together with the latest innovations in IT wellness programme monitoring, students can engage in regular exercise in a friendly and easily accessible environment. Support and guidance are available during opening hours from experienced staff.

5.19 Other facilities

The college has a wide range of other facilities which students can access either free of charge or at subsidised or nominal rates. Examples include:

- 156 seat theatre which produces several performances throughout the year many of which are free for students to attend
- Hair Salon providing low-cost services
- Beauty Spa facility which offers:

- jacuzzi, light therapy, sauna, steam room, flotation room, 39 private treatment rooms, and nail bar
- Fully equipped recording studios and control rooms.

5.20 Research Skills Development

The modules 'Understanding Research' and 'Sports Research' (at levels 4 and 5 respectively) are utilised to comprehensively develop students' research skills and extend the scope of research conducted on this programme and in further study. In the experience of the programme team, research focussed modules at each level are necessary on a vocational course to thoroughly embed the necessary skills to produce well-rounded, practically skilled graduates, who are also well prepared for the rigours of further study and/or research.

5.21 Access to Specialist Equipment

Students are able to access specialist equipment (e.g. Optojump / Treadmills) as and when they need to, to conduct academic research/activity. It is possible for students to do so out of hours. If they wish to do so, they are required to liaise with the programme leader to discuss, then subsequently book a timeslot with STPS admin to use the equipment.

5.22 Laptop Scheme

Middlesbrough College's MC Click scheme provides all HE students with a Microsoft Surface to assist with their studies. Students who complete the laptop scheme for 2 years get to keep the device. Any student who leaves within 2 years is required to return the device to the College.

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.

Should an applicant have relevant T-Level qualifications in a related subject then they will be accepted onto the programme.

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 sports and/or fitness sector. Applications from students with non-standard entry qualifications are welcome. Admission tutors consider alternative qualifications and/or industry experience.

The Non-Standard Entrants Process (NSEP) encompasses the mechanism via which programme leaders can recommend to an RPL panel that applicants without the standard entry qualifications should be admitted to an HE programme at the normal point of entry without module exemption due to experience, ability, or other factors

evidencing their readiness for HE study. In these cases, a recommendation is made to an RPL panel for consideration, including evidence.

6.2 Admission Criteria - Direct Entry to Year 2

Applications are considered for direct entry to year 2 of the programme, in all cases applicants are referred to the [College RPL policy](#) and the case considered by an RPL panel. Requirements for mandatory placement hours at level 4 (as a pre-requisite for study at level 5) are considered/confirmed via the RPL process.

All applicants require qualifications in English Language and Mathematics to at least GCSE level 4, 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 is funded by the college.

7. Language of study

English.

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

N.A.

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 and 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 is to place 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. These approaches have been further refined to form part of the college departmental review process.

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 college 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 students progress, the balance gradually evolves so that the students become 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.

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 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. The academic year 20/21 saw the introduction of Teaching Innovation Groups (TIG).

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 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, 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 has a research and scholarly activity procedure which encourages and supports staff to maintain and annually update both pedagogical and subject expertise.

9.7 HE Digital Champion

The College is focussed on providing the highest quality online provision to enhance programmes delivered face to face. Each department has been allocated a 'digital champion', who is an expert practitioner using Microsoft 365 for teaching and learning. Digital champions are the first point of contact for any staff member requiring support with online teaching and learning, and they regularly provide in person and online sessions tailored to the specific requirements of staff. Digital champions are managed by the College Director of Digital Innovation who holds regular cross-college meetings where information/updates are shared to be passed on to departments.

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

- The following modules have been newly created: L5 Exercise Referral, and L5 Advanced Trauma and Placement.
- All existing modules have been reviewed/update to assure industry relevance.
- Greater emphasis has been placed on providing students with practical hands-on experience in settings which replicate industry. The programme team intend for this experience to efficiently prepare students for employment and/or further study.
- At Level 4, students apply knowledge and skills gained on the Soft Tissue Techniques module into the College's internal clinic which is open to staff, students and the general public. At Level 5, students shadow a Level 6 student pitch-side at Middlesbrough College's Sports Academy matches on Wednesday afternoons. Students gain the relevant knowledge and skills in lectures/seminars, and the LUBAS Trauma course.
- Currently, the course is not accredited by an external body, preventing students from graduating as accredited Sports Therapists and therefore subsequently being employed by several external organisations such as a professional sports team. This means graduates are required to seek accreditation independently after graduation. Therefore, the programme team are exploring accreditation by the Sports Therapy Organisation (STO) which is recognised by many employers.
- As we have done previously, we are providing our students with £500 each per academic year to enable them to gain any necessary qualifications they perceive to make them more employable. At Level 4, we recommend students to use this to gain their Level 2 Gym (if not already held), or Level 3 Personal Training. At Level 5, we are making it mandatory for students to attend and use a portion of their £500 for the LUBAS Trauma course. Holding this qualification will enable students to be pitch-side at Middlesbrough College's Sports Academies matches to shadow and support the Level 6 students to provide medical attention to injured home and opposition players. Despite this facet existing previously on the programme, the students did not take these opportunities on board. Therefore, as a Programme team, we intend to push this to a much greater extent by providing tailored 1-1s to discuss which qualifications will be best for each individual student to complete.
- We are seeking to implement a "get ready for L4" taster pack. This will include core, fundamental content such as anatomy and physiology. The intention is

that students having access to this taster pack will be more prepared for L4 study than they have been in previous years. The students will start L4 (induction week) with a “test” on the content within the taster pack.

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	B1	B2	C1	C2	C3	C4	C5	D1
4	Functional Anatomy and Kinesiology	✓					✓				✓		✓
	Exercise Physiology	✓		✓			✓	✓		✓			✓
	Understanding Research			✓	✓	✓	✓	✓					✓
	Exercise Practitioner	✓	✓			✓		✓		✓	✓		✓
	Soft Tissue Techniques	✓	✓			✓		✓	✓			✓	✓
	Musculoskeletal Injuries and Assessment	✓			✓	✓		✓	✓		✓	✓	✓

Level	Study module/unit	A1	A2	A3	A4	B1	B2	C1	C2	C3	C4	C5	C6	D1
5	Biomechanics		✓	✓	✓	✓			✓	✓				✓
	Sports Research	✓	✓			✓	✓	✓	✓			✓		✓
	Advanced Soft Tissue Therapies	✓		✓		✓				✓	✓	✓		✓
	Advanced Trauma & Placement	✓		✓		✓	✓	✓	✓			✓		✓
	Exercise Referral			✓	✓	✓		✓					✓	✓
	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.