



Higher National Unit specification

General information

Unit title: Clinical and Team Experience 2 (SCQF level 8)

Unit code: H71L 35

Superclass: PJ

Publication date: June 2014

Source: Scottish Qualifications Authority

Version: 02

Unit purpose

To enable the learner to gain experience in realistic working environments and working with other professionals. Learners should have the opportunity to assess and treat a variety of athletes to prevent and manage sports injuries, using a range of modalities (eg thermal therapy, taping for sports injuries, soft tissue therapy, therapeutic exercise, stretching). This Unit covers key elements of the National Occupational Standards in Sports Therapy (A334), and is one of a mandatory suite which forms the HND Sports Therapy.

Outcomes

On successful completion of the Unit the learner will be able to:

- 1 Negotiate and plan appropriate clinical and team experience.
- 2 Devise, apply and evaluate a variety of treatments to prevent and manage sports injuries.
- 3 Establish and develop effective working relationships with clients and other professionals.
- 4 Reflect on and develop own practice.

Credit points and level

1 Higher National Unit credit at SCQF level 8: (8 SCQF credit points at SCQF level 8)

Higher National Unit Specification: General information (cont)

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Recommended entry to the Unit

Whilst access is ultimately at the discretion of the centre, it is anticipated that at the time of practical assessment of this Unit, learners will have successfully completed the Units *Clinical and Team Experience 1*, *Functional Anatomy 2*, *Clinical Assessment for Sports Injuries*, *Plan, Deliver and Evaluate a Sports Rehabilitation Programme* and *Taping for Sports Injuries*.

Core Skills

Achievement of this Unit gives automatic certification of the following:

Complete Core Skills Problem Solving at SCQF level 6

Core Skill component(s) None

There are also opportunities to develop aspects of Core Skills which are highlighted in the Support Notes of this Unit Specification.

Context for delivery

If this Unit is delivered as part of a Group Award, it is recommended that it should be taught and assessed within the subject area of the Group Award to which it contributes.

The Assessment Support Pack (ASP) for this Unit provides assessment and marking guidelines that exemplify the national standard for achievement. It is a valid, reliable and practicable assessment. Centres wishing to develop their own assessments should refer to the ASP to ensure a comparable standard. A list of existing ASPs is available to download from SQA's website (<http://www.sqa.org.uk/sqa/46233.2769.html>).

Equality and inclusion

This Unit specification has been designed to ensure that there are no unnecessary barriers to learning or assessment. The individual needs of learners should be taken into account when planning learning experiences, selecting assessment methods or considering alternative evidence.

Further advice can be found on our website www.sqa.org.uk/assessmentarrangements.

Higher National Unit specification: Statement of standards

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Acceptable performance in this Unit will be the satisfactory achievement of the standards set out in this part of the Unit specification. All sections of the statement of standards are mandatory and cannot be altered without reference to SQA.

Where evidence for Outcomes is assessed on a sample basis, the whole of the content listed in the Knowledge and/or Skills section must be taught and available for assessment. Learners should not know in advance the items on which they will be assessed and different items should be sampled on each assessment occasion.

Outcome 1

Negotiate and plan appropriate clinical and team experience.

Knowledge and/or Skills

- ◆ Scope of practice
- ◆ Written and oral communication skills
- ◆ Goal setting

Outcome 2

Devise, apply and evaluate a variety of treatments to prevent and manage sports injuries.

Knowledge and/or Skills

- ◆ Professional standards of personal presentation
- ◆ Communication skills
- ◆ Subjective and objective assessment skills
- ◆ Aims and requirements of client
- ◆ Indications, contra-indications and cautions to treatment
- ◆ Treatment goals
- ◆ Health, safety and hygiene of the environment
- ◆ Preparation of equipment, supplies, self and client
- ◆ Working posture
- ◆ Correct biomechanics for performing techniques
- ◆ Screening and positioning of client
- ◆ Client care and comfort
- ◆ Application of thermal techniques
- ◆ Application of taping and strapping techniques
- ◆ Application of soft tissue techniques
- ◆ Application of therapeutic exercises
- ◆ Application of stretching techniques
- ◆ Evaluating feedback (visual, oral from client, kinaesthetic)
- ◆ After-care and home care advice
- ◆ Record keeping
- ◆ Commercial timelines
- ◆ Self-evaluation

Higher National Unit specification: Statement of standards (cont)

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Outcome 3

Establish and develop effective working relationships with clients and other professionals.

Knowledge and/or Skills

- ◆ Scope of practice
- ◆ Codes of conduct for Sports Therapists
- ◆ Communication skills
- ◆ Rules and protocols covering confidentiality

Outcome 4

Reflect on and develop own practice.

Knowledge and/or Skills

- ◆ Reflective practice
- ◆ Developments within the industry
- ◆ Continuing Professional Development opportunities

Evidence Requirements for this Unit

All Outcomes should be assessed through a portfolio of evidence which contains:

Outcome 1

- ◆ An up-to-date curriculum vitae
- ◆ A covering letter/e-mail text requesting potential placement opportunities
- ◆ A copy of membership/student membership to an appropriate Professional Association
- ◆ A copy of public liability and professional indemnity insurance held
- ◆ An appropriate PVG/Disclosure Scotland certificate
- ◆ A log of contacts to whom requests have been made
- ◆ Written confirmation of a minimum of one 'clinical' type placement and one 'team' type placement, identifying the planned dates and times of attendance
- ◆ Written summary confirming scope of practice as negotiated with placement supervisor
- ◆ SMART goals negotiated and agreed with placement supervisor

Outcome 2

- ◆ Log confirming 40 hours of placement practice
- ◆ Treatment records for treatments applied
- ◆ Clients treated must include those in the following categories: children (9–12), adolescents (13–18), male adults, female adults, older adults, special populations

Higher National Unit specification: Statement of standards (cont)

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Outcome 3

- ◆ Witness testimonies from placement supervisors to confirm:
 - Learner applied appropriate standards of personal hygiene, dress and personal appearance on all occasions
 - Learner understood his/her scope of practice on placement and worked appropriately within that role
 - Learner followed all appropriate procedures in the treatment of clients of all ages and special populations
 - Learner ensured the comfort and dignity of all clients treated
 - Learners used an evidence-based treatment approach in the prevention and management of injuries
 - Learner communicated with clients in a way that was appropriate to them and their level of understanding
 - Learner showed respect for clients with due regard to equality and diversity
 - Learner communicated with other professionals appropriately to seek advice and opinion on aspects of client assessment, treatment, after-care and home-care
 - Learner showed initiative and problem-solving skills in the assessment, treatment and advice given to clients
- ◆ A minimum of two descriptive reports, using different client groups, indicating how the learner established and developed an effective working relationship with that client
- ◆ A minimum of two descriptive reports, using different professionals, indicating how the learner established and developed an effective working relationship with that professional

Outcome 4

- ◆ A reflective report evaluating the placements to include personal strengths, areas for improvement and success in achieving SMART goals set
- ◆ A 12 month action plan outlining priority areas for developing personal practice including a variety of Continuing Professional Development opportunities with appropriate timeframes



Higher National Unit Support Notes

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Unit Support Notes are offered as guidance and are not mandatory.

While the exact time allocated to this Unit is at the discretion of the centre, the notional design length is 40 hours.

Guidance on the content and context for this Unit

This mandatory Unit in the Group Award HND Sports Therapy should be delivered in the second year. Learners should have successfully completed all of the Units in the first year/HNC Soft Tissue Therapy, including *Clinical and Team Experience 1*. Additionally, learners should have completed *Functional Anatomy 2*, *Clinical Assessment for Sports Injuries*, *Plan, Deliver and Evaluate a Sports Rehabilitation Programme* and *Taping Techniques for Sports Injuries*. The Unit covers key elements in the National Occupational Standards for Sports Therapy (Unit A334) which can be found on the NOS Directory at www.ukstandards.org.uk.

The Unit is multi-faceted. Learners are required to organise a range of short or longer-term placements or work-shadowing opportunities which allow them to develop their practical skills in different working environments, increase their understanding of how sports therapy fits into a multi-disciplinary approach towards injury prevention and management, and develops their reflective and self-regulatory skills. Learners are required to engage in at least one placement where they are able to assess, treat and advise clients in a clinical environment. They are also required to engage in at least one placement where they are able to assess, treat and advise clients in an individual/team sports environment. Care must be taken that the placements organised afford the learner the opportunity to work with all client groups in the Evidence Requirements. This may necessitate more than the minimum number of placements (two) required. No minimum duration of each placement has been set in order to allow learners to gain experience in areas of particular interest to themselves, however, assessors should use professional judgement to ensure that sufficient experience is gained in each of the clinical and team environments, for example an overall ratio of not more than 3:1 in either environment would be appropriate. Learners are not allowed to accept payment for any placements undertaken.

Higher National Unit Support Notes (cont)

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Outcome 1

- ◆ Curriculum vitae should be of professionally acceptable quality and should indicate as a minimum: personal contact details, educational and professional/other qualifications with achievement dates, employment (paid, voluntary, work-experience) details including dates and job role.
- ◆ Covering letter/email text should include reasons for request, personal attributes and abilities of learner, email contact details of Unit assessor for verification.
- ◆ Professional Association membership: either SMA, STO (Sports Therapy Organisation) or FHT (Federation of Holistic Therapists — Sports Therapy pathway) or any other appropriate organisation who in the future recognises undergraduate Sports Therapists for membership. All of the Professional Associations named have Codes of Ethics/Conduct to which members/student members should adhere, and learners must be aware of these before embarking on any placement.
- ◆ All above Professional Associations offer student insurance which covers learners in placement situations as long as they have contact with a supervisor when necessary. It is mandatory for students to obtain this prior to undertaking work experience.
- ◆ A Protecting Vulnerable Groups certificate which includes working with children and vulnerable adults is required.
- ◆ ‘Clinical’ type placement is where treatment takes place in a private (closed room) or semi-private (bays separated by moveable screens) environment that is not associated with a training or competitive environment. It would be acceptable for this to be a simulated commercial clinic operated within the college.
- ◆ ‘Team’ type placement is where treatment takes place on location at a club. It can include individual sports, (eg tennis) as well as team sports, and may include the learner taking part in any duties relating to first aid, taping, pre and post-event/training injury prevention or treatment.
- ◆ Placement supervisor is the person who will be responsible for whatever the learner does whilst on placement. This individual should be clearly identified to the learner and verified by the Unit assessor.
- ◆ Scope of Practice refers to what the learner and the placement supervisor agrees that the learner can actually carry out whilst on placement — this may be less than the Scope of Practice for a qualified Sports Therapist. Care must be taken to ensure that if there are restrictions on Scope of Practice in placements, that overall the placements attended allow the learner to achieve the Evidence Requirements.
- ◆ SMART — Specific, Measurable, Achievable, Realistic, Time-bound goals must be set and recorded for any placement opportunity.

Higher National Unit Support Notes (cont)

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Outcome 2

- ◆ Log confirming 40 hours of placement practice: as well as placement experiences, learners will benefit from shadowing experiences with other professionals involved in the wider treatment of sports people and this should be encouraged (eg NHS Physiotherapy Departments, Sports Chiropractor, Osteopath, Sports Nutritionist/Dietician, Sports Psychologist). It could aid the learner in reflective practice and help to identify future direction and qualification routes. However, on the whole shadowing experiences do not allow for application and development of practical skills and therefore should not amount to more than 25% of the total placement practice log hours.
- ◆ Older athletes refers to those 65+
- ◆ Special Populations: includes the following groups of athletes: wheelchair users, athletes with prostheses/missing limbs, athletes with cerebral palsy, pregnant sportswomen, and athletes with diabetes or other pre-existing chronic health conditions. It is not necessary for the learner to treat athletes in all categories, they should evidence treating at least one athlete in one of the Special Populations categories.

Outcome 3

- ◆ Witness testimonies should be collected from all placement supervisors (see above — Outcome 1 — for clarification of a placement supervisor).
- ◆ Descriptive reports indicating how the learner established and developed a working relationship with different client groups: ie not more than one from each group: children (9–12), adolescents (13–18), male adults, female adults, older adults, special populations.
- ◆ Descriptive reports indicating how the learner established and developed a working relationship with different professionals involved in the treatment of the client — may include physiotherapist, senior sports therapist, coach or other significant professional person.

Outcome 4

This Outcome is based very much on the fact that the learner has developed an understanding that this young profession (Sports Therapy) is dynamic and continually evolving, and a complete awareness that the exit level of qualification is the 'start' level. Learners should be able to accurately reflect — in line with or despite the comments from their placement supervisors, what they have learnt from the placement process in terms of their strengths and weaknesses.

Additionally, as a reflective and self-regulatory learner, they need to demonstrate that they are aware of current developments within the industry, where they 'fit' in their own understanding and skills regarding these developments, and where they see their development within the industry to maximise their success.

Higher National Unit Support Notes (cont)

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Guidance on approaches to delivery of this Unit

It would be advantageous early in the Unit for learners to be exposed to a variety of professionals and their role in injury prevention and treatment, and maintaining optimum physical and mental condition of athletes. This could take the form of presentations from professionals (either in person or via electronic media such as Skype, YouTube or such like). Additionally, visits to multi-disciplinary clinics and sports clubs of different sizes and status would be beneficial in allowing learners to see the range of environments in which Sports Therapists work. If group sizes are too large to allow for this, smaller groups of learners could make visits and prepare a presentation using photos and video footage as feedback to the whole group. Organisation of presentations from professionals and visits to the facilities could be given to learners as a task with support from the Unit assessor.

Time should be made available for regular meetings with learners in order to check progress, ensure placement hours are being carried out as planned, to review goals set, to ensure adequate treatment notes are being kept, to ensure that learner is adequately establishing and developing appropriate working relationships with both clients and other professionals, and to ensure the learner will meet the Evidence Requirement to design, apply and evaluate treatment across all client groups. Learners should also be encouraged to continually being reflective on the experiences in relation to their own strengths, to consider the developments within the profession as well as their own career direction and learning and development needs.

Guidance on approaches to assessment of this Unit

Evidence can be generated using different types of assessment. The following are suggestions only. There may be other methods that would be more suitable to learners.

Centres are reminded that prior verification of centre-devised assessments would help to ensure that the national standard is being met. Where learners experience a range of assessment methods, this helps them to develop different skills that should be transferable to work or further and higher education.

The Outcomes should be assessed via a portfolio of evidence collected and presented by the learner. It should include all pieces of documentation outlined within the Evidence Requirements. Where the learner is required to produce documents, reports and records of assessment and treatment, they should be of a professionally acceptable standard commensurate with SCQF level 8. Supervisors should be guided on the criteria to be covered in the Witness Testimony to be supplied related to the learner's placement experience.

Higher National Unit Support Notes (cont)

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Opportunities for e-assessment

E-assessment may be appropriate for some assessments in this Unit. By e-assessment we mean assessment which is supported by Information and Communication Technology (ICT), such as e-testing or the use of e-portfolios or social software. Centres which wish to use e-assessment must ensure that the national standard is applied to all learner evidence and that conditions of assessment as specified in the Evidence Requirements are met, regardless of the mode of gathering evidence. The most up-to-date guidance on the use of e-assessment to support SQA's qualifications is available at www.sqa.org.uk/e-assessment.

Opportunities for developing Core and other essential skills

This Unit has the Core Skills of Problem Solving embedded in it. This means that when the candidates achieve the Unit, their Core Skills profile will also be updated to show they have achieved Problem Solving at SCQF level 6.

This Unit develops the learners' skill in *Communication, Problem Solving and Working with Others* and *Information and Communication Technology (ICT)*. It offers learners the facility of experiencing real, rather than simulated, working environments. It affords learners the opportunity of establishing and developing appropriate working relationships with a variety of different clients, and professionals working with sports people. It encourages learners to be self-reflective and develop some self-regulatory skills. The Unit is also mapped to the National Occupational Standards in Sports Therapy (A334) and is one of the mandatory suite of Units in the HND Sports Therapy. Achievement of HND award allows progression into Year 2 BSc Sports Therapy (Teesside University) or Year 3 BSc Sport and Exercise Science (Napier University).

History of changes to Unit

Version	Description of change	Date
02	Core Skills Problem Solving at SCQF level 6 embedded.	03/06/14

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General information for learners

Unit title: Clinical and Team Experience 2 (SCQF level 8)

This section will help you decide whether this is the Unit for you by explaining what the Unit is about, what you should know or be able to do before you start, what you will need to do during the Unit and opportunities for further learning and employment.

This Unit covers key elements of the National Occupational Standards in Sports Therapy (A334), and is mandatory in your HND Sports Therapy. It will be scheduled for delivery and assessment in the latter part of your second year of study, so that you can utilise most, if not all, of the practical skills that you have learnt within the course.

The Unit is designed to enable you to gain 40 hours experience in real working environments and work with other professionals. You will be required to negotiate a minimum of two different placements, one in a clinical environment and one in a team (training) environment, which will allow you to assess, treat and advise different clients in order to help prevent or manage sports injuries. You will be expected to work with a wide variety of clients, you will need to set SMART goals identifying what you want and expect to achieve throughout the placements, and you will be expected to review and evaluate these. You will also be expected to consider the profession overall: the current developments within the profession, your preferred career direction and identify your own learning and development needs.

There are four Outcomes which are assessed via a portfolio of evidence that you collect throughout the Unit. The Outcomes cover:

- 1 Negotiating and planning appropriate clinical and team experiences.
- 2 Devising, applying and evaluating a variety of treatments to prevent and manage sports injuries.
- 3 Establishing and developing effective working relationships with clients and other professionals.
- 4 Reflecting on and developing own practice.

As well as you providing evidence that you have done the above, each placement supervisor will report on how you have carried out your duties whilst on placement. These reports will also go into your portfolio of evidence.

Throughout the Unit, you will have regular meetings with your Unit assessor who will be ensuring that you are progressing appropriately.

As well as offering you the opportunity to experience real working environments, this Unit will help develop your skills in *Communication, Problem Solving and Working with Others* and *Information and Communication Technology (ICT)*, all of which are very necessary within the Sports Therapy profession. Achievement of HND award allows progression into Year 2 BSc Sports Therapy (Teesside University) or Year 3 BSc Sport and Exercise Science (Napier University).