



# **ARRANGEMENTS DOCUMENT**

## **HIGHER NATIONAL DIPLOMA IN SPORTS THERAPY (G7YF 16)**

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HND IN SPORTS THERAPY  
VALIDATED — JUNE 2005

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## **Title of the Award**

**The title of the Group Award is:** Higher National Diploma in Sports Therapy

### **1 Introduction**

This Arrangements document supports the revised qualification in HND Sports Therapy. This qualification replaces the existing HND Sports Therapy award and will be implemented from August 2005.

The new HND Sports Therapy Group Award is designed to equip candidates with an interest in Sports Therapy with the knowledge and skills to gain an industry recognised qualification. The qualification may gain them direct access to employment or may assist progression into further academic and/or professional studies. It is designed to build on National Units and/or prior experience of the candidate who may have worked in the occupational area.

This document is designed to assist centres who wish to deliver the revised Group Award. Contained within the document is background information relating to the development of the award, identification of general and specific aims of the award, changes to structure and content of the award and recommended delivery and assessment guidance.

### **2 Historical perspective**

During the late 1980s and early 1990s the long established HN qualification was adopted by the leisure, recreation and sports sectors. These new developing occupational sectors of leisure, recreation and sports provision experienced a period of rapid, dynamic growth from the late 1980s. Performance sport and mass exercise participation had grown considerably over the last 10 years. The support services for these same participants had not developed to the same extent. An increase in the activity level of the population increases the potential for injury and thus physical rehabilitation.

The occupational title 'Sports Therapist' is a UK derived title which describes a professional whose scope of practice includes the prevention, assessment, management and rehabilitation of sport and exercise based injuries for all levels of sports performers.

The requirement to review the existing award provided the opportunity to reflect and gather further empirical evidence on the fitness for purpose of this Group Award. Two main messages emerged from this review. Firstly, that HN qualifications were well- used and highly respected qualifications and, secondly, acceptance of the need to adjust these qualifications rather than make radical changes to them.

### **3 Rationale for the revised qualification**

#### **3.1 Recruitment and delivery pattern**

Applications for and enrolment on Sports Therapy courses has remained buoyant over the lifespan of the current award and has attracted candidates from both traditional academic routes as well as the more mature candidate with experiential or occupational sector skills. Delivery pattern is predominantly full- time, with some ‘in fill’ and part-time opportunities to the programme available, according to a candidate’s personal choice and individual college resourcing issues. Candidate end destinations have settled into a pretty even split between direct employment within the sector and progression to further academic study.

#### **3.2 Discussion with the Health Professions**

Currently the Health Professions Council (HPC) are engaged in discussions with a range of stakeholders (including the SQA) with a view to drawing up national arrangements for the rationalisation of education and training within this sector. This would provide some form of ‘registration’ to protect the title and determine appropriate professional, personal and ethical standards for this new profession. If discussions with the Health Professions Council on the registration of Sports Therapy practitioners progresses favorably, the demand for Sports Therapy professionals will increase dramatically in the next few years.

Thus, much of the original rationale for the Group Award remains valid for the revised award.

- ◆ *to provide current best practice and underpinning knowledge to allow articulation with evolving sector occupational skill developments*
- ◆ *to develop clinical and technical patient treatment skills to the current accepted professional standards*
- ◆ *to provide opportunities for career planning and enhance the candidates’ employment prospects and/or progression opportunities for further study*

#### **3.3 Stakeholder consultation**

##### **Stakeholder groups**

The Sports Therapy client base includes both competitive sport and active leisure participation and caters for a diverse range of needs across entire communities. A wide range of stakeholders were consulted to test some of the original premises underpinning the current award. Input from past students, employers and universities was sought about the requirement to modify or update content or context of the current Group Award.

##### **Occupational sector intelligence**

Key Leisure Markets (2003) state that public interest in sport and fitness in the UK has probably never been higher and that the industry has experienced steady growth in the past twenty years, with most of that growth occurring in the private sector. Labour market intelligence supplied by Sector Skills Councils (SSCs), in particular SkillsActive and Future Skills Scotland (FSS), confirm the importance of sport to the Scottish economy but emphasise the need to supply a targeted workforce for the sector as demanded by employers.

Of particular note and significance for the future is the introduction of the New Opportunities fund which will be used to build new sports facilities and fund sports programmes for young people. Further developments within the sector in recent years include the introduction of the Scottish Institute of Sport hub with its six Area Institutes of Sport, the appointment of school sports co-ordinators for every secondary school in Scotland. Currently a review of the education and training of Sports Therapy practitioners to which the SQA has responded, is under way at the Health Professions Council. It is anticipated that regulation of the profession will impact hugely on the credibility of the profession. This is a long awaited initiative.

A Qualifications Design Team (QDT), consisting of experienced practitioners, devised and sent out a range of feedback tools and engaged respected practitioners in telephone or personal discussions.

*Consultation details are summarised in the following table:*

<b>Stakeholder groups</b>	<b>Consultation method</b>
Employers (25)	Postal survey of employer contacts both east and west Scotland e-mail correspondence Telephone contact Work placement comment forms
Practitioners (12)	Work placement comment forms
Lead and Professional Bodies (2)	
College lecturers (3 delivering centres)	Postal survey of delivering centres Meetings with staff delivering Group Award Stakeholder suggestions Suggestions for chair and panel Use of subject specialists to consider issues such as Unit writing and assessment, Graded Units, Core Skills, production of validation documentation
Former students who now held the award (60)	Sample of graduates to get cross section of age ranges/gender, etc sent out survey. Gap analysis/strengths and weaknesses of award
Higher Education Establishments (8)	Postal survey to universities offering Sport Therapy degrees or related undergraduate programmes Follow up telephone contact
Present students (45)	

A number of personal contacts were also interviewed.

## 4 Progression

It is anticipated that the new structure will provide a strong pathway of progression for candidates:

- ◆ those who have successfully completed a programme of traditional school academic studies or a cluster/s of National Qualification Units in a related area
- ◆ those candidates who wish to access Higher Education and
- ◆ those candidates who move directly into employment and continue their studies through Continual Professional Updating (CPU) opportunities

The design of the awards offers articulation and progression with:

**(a) Secondary Education, Further Education, Higher Education**

- ◆ SQA National Units in appropriate subject areas at Higher level (Human Physiology and Performance, Communication 4, Sporting Activity Units)
- ◆ SGAs at Higher level in appropriate subject areas (fitness/health)

**(b) Further Education**

- ◆ SQA National Units in appropriate subject areas at Higher level (Human Physiology and Performance, Communication 4, Sporting Activity Units)
- ◆ SGAs at Higher level in appropriate subject areas (fitness/health)
- ◆ GCE 'A' levels in appropriate subjects (English, Biology, Sciences PE)
- ◆ SVQs at level 1/2

## 5 Target client group

It is recognised that Sports Therapy attracts a wide range of applicants from different backgrounds and experiences without formal qualifications and who may have experienced social exclusion. The profile of an HN candidate is that of a more mature candidate. (Centre for Research into Lifelong Learning, Caledonian University, Glasgow.)

Delivering centres are encouraged to support fully the requirement of social inclusion to provide opportunities for applicants with non-traditional entry profiles. In such cases, centres are encouraged to take into account experience, life skills and potential ability.

The award is designed to allow for this difference in level entry and experience.

## 6 Aims of Qualification

The **HND** award is designed to allow candidates with an interest in Sports Therapy to gain a recognised qualification which in itself may gain them access to employment in the industry or progress on to Higher Education. It is designed to build on National Units and/or prior experience of the candidate who may have worked in the occupational area and to prepare for employment or Higher Education on completion.

The aims of the HND Group Awards have been divided into general aims and subject-related (specific) aims.

### 6.1 General aims

All HNDs have a range of broad aims that are generally applicable to all equivalent HE qualifications eg:

- 1 Developing critical and evaluative thinking and ability to manage and absorb large amounts of information.
- 2 Developing self directed learners.
- 3 Developing the ability to be flexible and to work co-operatively within a team structure.
- 4 Developing transferable skills such as study and research skills, presentation techniques, personal effectiveness.
- 5 Enabling progression within the SCQF including progression to HE.
- 6 Providing opportunities for career planning and enhancing candidates' employment prospect.
- 7 Developing an individual's Core Skills profiles.

### 6.2 Specific aims

The following additional specific aims will also be developed. These are:

- 1 The ability to analyse, plan and communicate solutions to sports injury referrals.
- 2 The ability to problem solve and apply technical competencies in relation to physical therapy programme prescription and management.
- 3 To provide current best practice and underpinning knowledge to allow articulation with evolving sector occupational skill developments.
- 4 To develop clinical and technical patient treatment skills to the current accepted professional standards.

The new qualifications will sustain the incremental progression through the range of relevant qualifications now available from Intermediate 2 level to HND and beyond.



General and specific aims of the HND Sports Therapy Group Award mapped to individual Units:

<b>The following table identifies how the aims are met by individual Units in the framework.</b>	
<b>Unit</b>	<b>Aim</b>
Applied Anatomy	1, 2, 4, 5, 7
Applied Physiology	1, 2, 5, 7
Body Massage	1, 3, 5, 7, 10
First Aid for Sport	1, 3, 5, 6, 7, 10, 11
Sports Injury Pathology	1, 4, 5, 7, 8, 10, 11
Exercise Principles and Programming	1, 5, 7, 8, 9, 10, 11
Sports Rehabilitation Principles	5, 7, 8, 10, 11
Professional Standards for Sports Therapy	2, 3, 4, 5, 6, 7, 11
Health Screening	5, 10, 11
Sports Fitness and Return to Participation Criteria	1, 2, 4, 5, 8, 9, 10, 11
Stretch Training	4, 5, 9, 10, 11
Psychology of Sports Injury	1, 4, 5, 7, 10
Workplace Experience	2, 3, 5, 6, 10, 11
Sports Massage Techniques	3, 4, 5, 10, 11
Taping Techniques for Sports Injuries	5, 8, 10, 11
Clinical Assessment of Sports Injuries	1, 2, 4, 5, 8, 10, 11
Plan and Deliver Exercise Based Sports Rehabilitation	1, 2, 3, 4, 5, 8, 9, 10, 11
Electrotherapy	5, 10, 11
Biomechanics and Movement Patterns	1, 4, 5, 8
Graded Unit	1, 2, 3, 4, 5, 7, 8, 9, 10, 11

## 7 Recommended Access to the Group Award

The award may be accessed on a full-time or part-time basis. This will be at the discretion of the delivering centre. Some candidates may enter the award directly from mainstream education while others may be “returnees” or adults who wish a change of career.

Given the demands of the course, it is advisable that candidates demonstrate competence in one of the following:

- ◆ SQA National Units in appropriate subject areas at Higher level (Human Physiology and Performance, Communication 4, Sporting Activity Units)
- ◆ SGAs at Higher level in appropriate subject areas (fitness/health)
- ◆ GCE ‘A’ levels in appropriate subjects (English, Biology, Sciences PE)
- ◆ S/NVQs at level 2/3
- ◆ Occupationally relevant skills and experience

## 8 Structure of the award

<b>Framework for HND Sports Therapy Award — Year 1 (from 13.5 to 14.5 credits required)</b>				
<b>Unit Number</b>	<b>Unit Name</b>	<b>Credit Value</b>	<b>SCQF Value</b>	<b>SCQF level</b>
DP62 34	Applied Anatomy	1.5	12	7
DP63 34	Applied Physiology	1.5	12	7
DN6C 33	Body Massage	2.0	16	6
DD30 34	First Aid for Sport	0.5	4	7
DP6D 34	Sports Injury Pathology	1.5	12	7
H4TC 34*	Exercise Principles and Programming	2.0	16	7
DP61 34	Sports Rehabilitation Principles	0.5	4	7
DP69 35	Professional Standards in Sports Therapy <i>(finishing 31/07/2015)</i> OR	1.5	12	8
H4Y2 34*	Sports Therapy: Professional Standards	0.5	4	7
H4TE 34*	Health Screening	0.5	4	7
H71V 34*	Sports Fitness and Return to Participation Criteria	0.5	4	7
H4TD 34*	Flexibility Training	0.5	4	7
H71T 35*	Psychology of Sports Injury	1.0	8	8
H4XP 34*	Soft Tissue Therapy: Graded Unit 1	1.0	8	7
<b>Framework for HND Sports Therapy Award — Year 2 (13.5 credits required)</b>				
<b>Unit Number</b>	<b>Unit Name</b>	<b>Credit Value</b>	<b>SCQF Value</b>	<b>SCQF level</b>
A6T1 34	Workplace Experience	2.0	16	7
DP8D 35	Sports Massage Techniques	1.5	12	8
DP6E 34	Taping Techniques for Sports Injuries	1.0	8	7
H71M 35*	Clinical Assessment of Sports Injuries	2.5	20	8
H71S 35*	Plan and Deliver Exercise Based Sports Rehabilitation	2.5	20	8
H71N 35*	Electrotherapy	1.0	8	8
H71K 34*	Biomechanics and Movement Patterns	1.0	8	7
H73A 35*	Sports Therapy: Graded Unit 2	2.0	16	8
<b>Framework for HND Sports Therapy Award — Options (from 2.0 to 3.0 credits required)</b>				
<b>Unit Number</b>	<b>Unit Name</b>	<b>Credit Value</b>	<b>SCQF Value</b>	<b>SCQF level</b>
DP67 34	Nutrition for Sports Therapists	1.0	8	7
DP2K 35	Working as an Exercise and Fitness Professional in Europe	2.0	16	8
DD2P 35	Research Investigation in Sport	1.0	8	8
DK2K 34*	Getting Started in Business	1.0	8	7
FG69 33	IT in Business: Word Processing, Spreadsheets and Databases: An Introduction	1.0	8	6
H4TM 34*	Swimming Pool Lifeguard: Skills and Practice	1.0	8	7

\*Refer to History of Changes for revision changes.

## 9 Credit transfer and transition interim arrangements

Some candidates may wish to transfer from the old (1988) design rules first part of the HND into an HND validated using the 2003 design principles.

Candidates transferring from an existing 120 SCQF credit points first year HND to a new HND must have the full 240 credits for the HND but need only have 16 SCQF credit points of Graded Unit(s) at SCQF level 8. All other conditions of award for the new HND must be met, ie:

- ◆ 224 SCQF credit points at the levels required
- ◆ achieving the recommended Core Skills exit profile

Although, in principle, candidates can be given credit transfer, specific credit transfer must be given on a Unit by Unit basis. Credit transfer can only be given where the level of demand on the candidate is the same.

Credit transfer can be given where there is broad equivalence between the subject related content of Units, ie the knowledge and skills have not changed significantly.

Any such credit transfer arrangements must be approved by the external moderator. This alternative route is only made available to candidates using credit transfer and should not be offered to new candidates. These transitional arrangements are expected to last no more than four years.

The following table illustrates how credit transfer will operate for the HND Sports Therapy. Broad equivalencies can be mapped between the following Units.

<b>Alternative route for candidates transferring from predecessor first part HND to second part of revised HND</b>					
<b>Old Unit</b>	<b>Credit value</b>	<b>New Unit development</b>	<b>Credit value</b>	<b>Credit Transfer status</b>	<b>Omissions/evidence needed to be generated</b>
Applied Anatomy	1.5 (12)	Applied Anatomy	1.5	CT	<b>88 credit points</b>
Applied Physiology for Sports Therapists	1.5 (12)	Applied Physiology	1.5	CT	
Body Treatments Manual	2.0 (16)	Body Massage	2.0	CT	
First Aid	0.5 (4)	First Aid for Sport	0.5	CT	
Sports Injury Pathology and Acute Injury Management	1.0 (8)	Sports Injury Pathology	1.5	CT	
Exercise Principles and Programming	1.5 (12)	Exercise Principles and Programming	1.5		
Sports Injuries; Prevention and Rehabilitation	0.5 (4)	Sports Rehabilitation Principles	1.0	CT	
Fitness Testing	1.0 (8)	Health Screening	0.5	CT FROM FITNESS TESTING	
		Sports Fitness and Return to Participation Criteria	0.5		
Communication Studies	1.0 (8)	Graded Unit	1.0	CT	
<b>Plus completion of following Units under normal study</b>					
		Stretch Training	0.5	Complete Unit	4 credit points
		Psychology of Injury	1.0	Complete Unit	8 credit points
		Professional Standards for Sports Therapy	1.5	Complete Unit	12 credit points
<b>Plus all Year 2 Units to include Graded Units</b>					<b>120 credit points</b>
<b>Plus one optional Unit</b>					<b>8 credit points</b>
<b>TOTAL</b>					<b>240 credit points</b>

## Summary

In summary, the credit transfer route is made up as follows:

- ◆ 88 SCQF credit points via credit transfer
- ◆ 24 SCQF credit points normal study of Units Stretch Training, Professional Standards for Sports Therapy and Psychology of Injury
- ◆ 104 SCQF credit points — all year 2 Units
- ◆ 16 SCQF credit points of Graded Unit(s) at SCQF level 8
- ◆ 8 SCQF credit points — optional Unit
- ◆ recommended Core Skills exit profile

The above route to the award can only be taken by candidates transferring from the old HND into the new HND.

## 10 Graded Unit

To gain the HND Group Award, candidates must pass all the mandatory Unit assessments, including the internally assessed Graded Units. Both Graded Units on the HND are project based — a one credit Practical Assignment in year one and a two credit Investigation in year two.

The Graded Units assess the knowledge and skills at the level of the Group Award. Achieving targets and effective time and resource management are attributes essential to success in Sports Therapy. Critical, analytical thinking and on-going evaluation of professional developments are also essential. The ability to calculate and work with relevant data and to interpret numerical and graphical information is part of providing clinical based treatment. The stakeholder market research reinforces the centre's delivery view that these are the types of occupational competencies required by a Sports Therapist.

A project based approach to the Graded Units better reflects the process based and applied skill requirements in this vocational area. Project based Graded Units test the application of knowledge and skills required to plan, carry out and evaluate a task in which the candidate does significant work without supervision.

The year 1 Graded Unit is a practical assignment to test and reinforce the application of practical skills, knowledge and understanding to a situation that involves task management. The assessment is based on a combination of the end result of the activity (the product or performance) and the carrying out of the activity (the process).

The year 2 Graded Unit is an investigation to test and reinforce skills in gathering and interpreting information, analysing, decision making and action planning.

## 11 Core Skills development

New research activities undertaken for the review of the HND in Sports Therapy suggests that employers and Higher Education recognise a range of key skills as critical for workers in this vocational area. Practitioner skills and professional and personal qualities which enable and enhance communication with a wide range of people and settings ranked highly in stakeholder feedback. The new market research exercise demonstrated conclusively the value of Core Skills in this vocational award, but not to the extent of stand alone, certificated Core Skills Units at the expense of mandatory content. A common response from the market research was the recognition of the presence of most of the Core Skills within the unitised design of the Group Award.

Signposting refers to the identification of opportunities for developing Core Skills or components that lie outwith those that can be summatively assessed and certificated. This allows the range of opportunities to develop Core Skills through teaching and learning to be utilised and highlights these opportunities to those delivering and managing the Units. Core Skills are developed ‘naturally’ and contextualised, but the candidate does not receive formal certification of attainment.

These findings led the QDT to suggest the following entry and exit Core Skills profiles for the award.

*Core Skills entry and exit profiles for the HND Sports Therapy Group Award*

Core Skill	Entry Core Skills level	Exit Core Skills level
Communication	5	6
IT	5	5
Problem Solving	5	6
Working with Others	5	6
Numeracy	5	6

A more detailed grid containing Core Skills mapped to Units on the award can be found in **Appendix 1**.

### **Approaches to delivery and assessment**

It is expected that all Units will be applied in the context of Sports Therapy.

A holistic approach should be implemented in the delivery and assessment of all practical Units. Centres must manage this to allow candidates to overtake the Outcomes for individual Units and meet all the requirements. For example, the Units covering Sports Therapy skills could be integrated but the assessments that take place in the practical context must be clearly identified as ‘belonging to’ the individual Units. The management of this is the responsibility of the centre. The evidence gathered must be available for moderation.

Individual Units contain advice regarding the knowledge and skills a candidate may require to benefit from the Unit. This information may influence a centre regarding the order of delivery of Units and the timing of the Graded Unit assessment.

## 12 Context and content

The **HND** award is designed to allow candidates with an interest in Sports Therapy to gain a recognised qualification which in itself may gain them access to employment in the industry or progress to Higher Education. It is designed to build on National Units and/or prior experience of the candidate who may have worked in the occupational area and to prepare for employment or Higher Education on completion.

The award complies with the final Design Principles which incorporates SCQF levels for all Units. This process itself will ensure that a route to progression will exist. The selection of the Units within the mandatory section will ensure that the skills proposed have been selected to meet the needs of the industry and expectation of candidates. The mandatory core is very prescriptive, with limited scope for flexibility in the choice of personal options. The specificity of the award reflects the stakeholder market research findings.

The first year of the **HND** award is designed to give candidates an introduction to the basic principles of prevention and management of sports injuries. The fundamental principles of training will be introduced and the basic principles of the science behind these principles will be established.

The second year of the **HND** award is designed to build on year one and advance the skills and knowledge of the candidate.

A work placement must be negotiated by the candidates for the second year of the course.

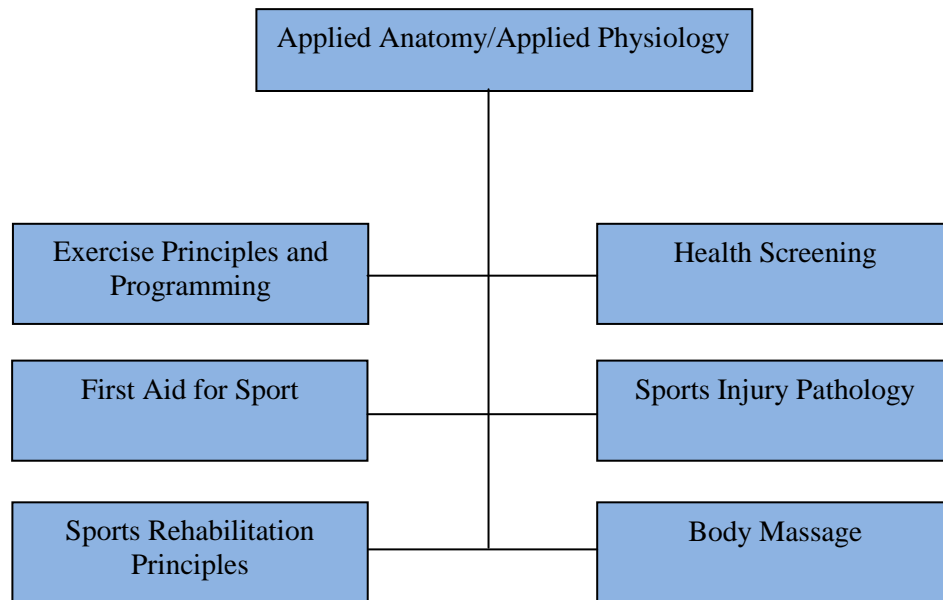
All activities in this award will provide a context for developing and tailoring relevant elements of the Core Skills in Communication, Working with Others, Problem Solving and Numeracy to meet the specific demands of the vocational area. Skills in using technology both in researching current industry intelligence and in producing reports and maintaining clinical records to a professional standard, underpin the award. Practical teaching and learning activities within the course delivery provide a context and opportunities to develop all Core Skills to a significant level.

### **Delivery and assessment**

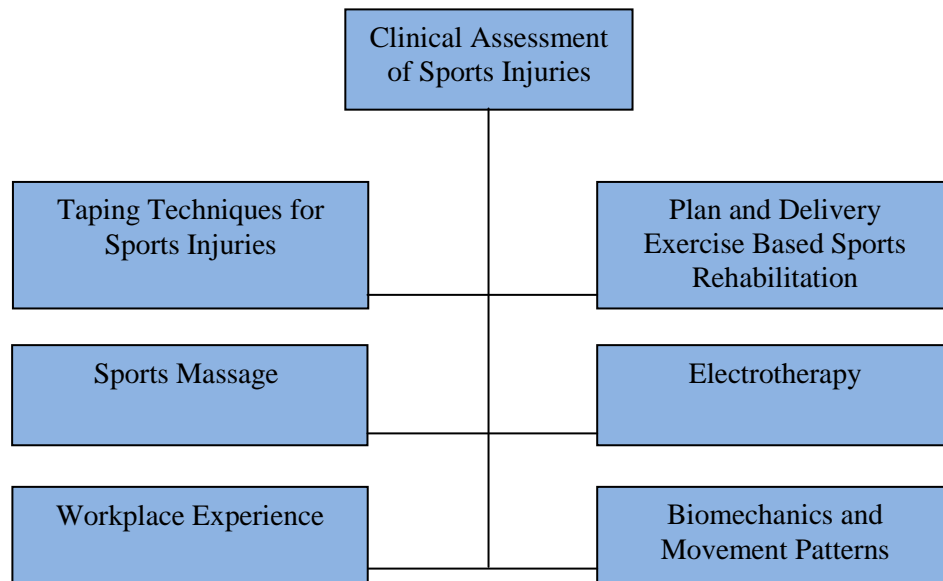
Although there is no prescribed order in which the HN Units must be delivered, it would be helpful for candidates to have the anatomy and physiology content delivered as early as possible on the programme. It is important to deliver and integrate assessment in a holistic manner, using sampling and integration where feasible. To reduce assessment loading.

A proposed sample of Unit delivery is given on the following pages. This would change depending upon optional choice and range of options offered in each presenting centre.

### Year 1 and 2 Unit delivery exemplars



### Year 2 Unit delivery exemplar



The tables above show the inter-relationship of Units within the first and second year programme. It also provides an overview of progression through the Units some of which may be delivered in parallel. The Units are delivered in a logical progressive order which enable candidates to build upon essential knowledge and skills.



## **13 Assessment**

### **Assessment moderation**

All instruments of assessment in use (including those used for re-assessment) should be internally moderated following centre specific policy on assessment and SQA guidelines. This will ensure the validity and reliability of assessments used within the centre.

### **Prior moderation of Unit assessments**

Currently SQA offers a free service to moderate assessment exemplars. Whilst it is not mandatory prior moderation is undertaken, it is strongly recommended that centres take advantage of this service especially if delivering under the new design principles for the first time.

### **Re-assessment**

Candidates who have not satisfactorily attained all of the evidence required under the knowledge and skills section may be considered for re-assessment. The way centres manage re-assessment opportunities is centre specific, but clear guidelines should be in place to add rigour and authenticity to this process, especially if open learning features as an assessment method. When sampling is used, candidates should not be able to deduce the content of any re-assessment.

### **Re-assessment of Graded Units**

Re-assessment of a project based Graded Unit requires an alternative project brief. The Conditions of Assessment section on the Graded Unit specification and the assessment exemplar gives additional guidance.

### **Guidance on the format and style of Unit specifications**

The majority of Unit specifications in this Group Award use the new specifications format. All such Units have been levelled in relation to SCQF guidelines. Where a Unit in a previous format is in use, the merit statements should not be applied if the Unit is being used in the new framework context. These Units will be replaced with revised updated Unit specifications when they are revised as part of the 'originating' award for which they were developed.

### **Open learning**

Theoretical aspects of some Units are appropriate for open or distance learning. However, due to the very practical and applied nature of the skills of a Sports Therapy practitioner, practical classes and assessment opportunities require attendance within a clinical, supervised environment. Each Unit specification contains details regarding open learning suggestions. Where open learning opportunities are available, each centre must put in place measures to ensure the authenticity of the candidate's work.

## **14 Candidates with additional support needs**

This qualification is intended to ensure that there are no artificial barriers to learning or assessment. The additional support needs of individual candidates should be taken into account when planning learning experiences, selecting assessment instruments or considering alternative Outcomes for Units. For information on these, please refer to the SQA document *Guidance on Special Assessment Arrangements for Candidates with Additional Support Needs* (BA 2399, SQA, 2004).

## General information for Candidates

### History of changes

Version number	Description	Date
05	<b>Revision of Unit:</b> DK2K 34 Getting Started in Business <i>has been revised by H7V4 34 Preparing to Start a Business and will finish on 31/07/2016.</i>	08/12/14
04	<b>Revision to Units:</b> F4NX 35 <i>Sports Therapy: Graded Unit 2</i> revised by H73A 35. DP64 34 <i>Biomechanics and Movement Patterns</i> revised by H71K 34. DP65 35 <i>Clinical Assessment of Sports Injuries</i> revised by H71M 35. DP66 35 <i>Electrotherapy</i> revised by H71N 35. DP68 35 <i>Plan and Deliver Exercise Based Sports Rehabilitation</i> revised by H71S 35. DP6A 35 <i>Psychology of Sports Injury</i> revised by H71T 35. DP6C 34 <i>Sports Fitness and Return to Participation Criteria</i> revised by H71V 34. <b>Finishing 31/07/2016.</b>	13/05/14
03	DP69 35 <i>Professional Standards for Sports Therapy</i> revised to H4Y2 34 <i>Sports Therapy Professional Standards</i> . F4NY 34 <i>Sports Therapy: Graded Unit 1</i> revised to H4XP 34 <i>Soft Tissue Therapy: Graded Unit 1</i> . Old Units will finish on 31/07/15.	26/11/13
02	<b>Revision of Unit:</b> DP8E 34 <i>Exercise Principles and Programming</i> has been revised by H4TC 34. DP2F 34, <i>Stretch Training</i> has been revised by H4TD 34 ( <i>Flexibility Training</i> ). DP2L 34 <i>Health Screening</i> has been revised by H4TE 34. DP2J 34 <i>Swimming Pool Lifeguard: Skills and Practice</i> has been revised by H4TM 34. Each of the old units will finish on 31/07/2013.	24/09/13

## Appendix 1: Core Skills signposting document

### Communication (SCQF level 6)

#### Skill component: Oral Communication

#### Produce and respond to Oral Communication on a complex topic

- (a) Use vocabulary and a range of spoken language structures consistently and effectively with appropriate formality
- (b) Convey all essential ideas/information/opinions accurately and coherently with appropriate varied emphasis
- (c) Structure to take full account of purpose and audience
- (d) Take account of situation and audience during delivery
- (e) Respond to others taking account of their contribution

Unit	Knowledge/Skills/Evidence	Developed/Assessed	a	b	c	d	e
Sports Rehabilitation Principles	<b>Outcome 3: Practical performance in consultation prior to, and during treatment will involve oral explanation, support and advice to clients.</b>	Developed	√	√	√	√	√
Sports Injury Pathology	<b>Outcome 3: Consultations with client involving discussion, negotiation and agreement on injury treatment.</b>	Developed	√	√	√	√	√
First Aid for Sport	<b>First aid will require listening and responding skills, including careful questioning to ascertain and address first aid treatment needs.</b>	Developed	√	√	√	√	√
Body Massage	<i>Consultations with client involving discussion, negotiation and agreement on treatment appropriate to health and lifestyle. Verbal and non-verbal communication interactive skills. Evaluation of all aspects of treatment.</i>	Developed	√	√	√	√	√

**All Units:** Analysing and responding to the needs of clients will involve using a range of verbal and non-verbal communication techniques which will be critical to successful treatment. Candidates will demonstrate a sophisticated level of oral communication skills in questioning, giving information and responding to others in the most appropriate way. Sensitivity, and an empathic understanding of the physical, emotional and cultural needs of clients will support the ability to adapt approaches in order to progress communication. Explaining and reassuring during therapy sessions and advising on post treatment requirements will underpin practical activities.

## Communication (SCQF level 6)

### Skill component Written Communication (Reading)

#### Read and Understand Complex Written Communication

- (a) Identify and summarise significant information, ideas and supporting detail
- (b) Evaluate effectiveness for purpose and needs of readers

Core Units	Knowledge/Skills/Evidence	Developed/Assessed	a	b
Professional Standards for Sports Therapy	Reference to and understanding of significant current legislation affecting Sports Therapy practice, including information on Health and Safety, Data Protection and Client Confidentiality.	Developed	√	√
Graded Unit	<i>In depth research into background information and ideas including underlying theories and philosophy, and current information on the development, uses and components of Sports Therapy treatment.</i>	Developed	√	
<p><b>All Units:</b> Candidates require an awareness and knowledge of factual information and current industry developments which will be accessed and maintained by reading reference texts, professional papers and journals and appropriate websites.</p>				

## Communication (SCQF level 6)

### Skill component: Written Communication (Writing)

#### Produce well structured Written Communication on complex topics

- (a) Present essential ideas/information in a logical and effective order
- (b) Use a structure which takes account of purpose/links points for clarity and impact
- (c) Use conventions which are effectively adapted for audience
- (d) Use accurate spelling, punctuation, sentence structures
- (e) Vary sentence structure, paragraphing, vocabulary to suit purpose and target audience

Unit	Knowledge/Skills/Evidence	Developed/Assessed	a	b	c	d	e
Applied Anatomy	Outcome 4: Extended written report of 2,500 words.	Developed	√	√	√	√	√
Graded Unit	<i>Extended written evidence of research progress and development underpinning the planning and production of an in depth investigation on a sports therapy. Detailed evaluation report examining performance, drawing conclusions for future development.</i>	Developed	√	√	√	√	√
<p><b>All Units:</b> Knowledge and skills will also be assessed formally through short and extended written responses produced in supervised conditions. Additionally, the maintenance of accurate records of essential information in an appropriate structured format will be part of all practical therapy, with written records of action and progress documenting evaluation of effectiveness of treatments.</p>							

## Working with Others (SCQF level 6)

### Work with Others in a group to analyse, plan and complete an activity

- (a) Analyse the activity and identify component tasks and roles
- (b) Agree allocation of activities taking account of group strengths and weaknesses
- (c) Support co-operative working
- (d) Evaluate and draw conclusions about own contribution, justifying with evidence

Unit	Knowledge/Skills/Evidence	Developed/Assessed	a	b	c	d
Psychology of Sports Injury	<b>Outcomes 1-2: Underpinning theoretical knowledge supports a reasoned and analytical approach to practical activities working with clients.</b>	Developed	√	√	√	√
Sports Rehabilitation Principles	<b>Outcome 3: Consultations with clients involving an analysis of needs, negotiation to encourage and support co-operation and agreement on tasks in injury treatment, including responsibilities of therapist and client, understanding of importance of monitoring and evaluation of progress (Outcome 2).</b>	Developed	√		√	√
Sports Injury Pathology	<b>Outcome 3: Practical application of knowledge involves applying interactive techniques through touch and non-verbal skills, and progressing to practical performance in consultation prior to, during and post treatment explanation, support and advice to clients.</b>	Developed	√		√	√



**All Units:** Understanding of ways to enhance co-operative working with others will underpin all activities of the award. Awareness of physical and psychological aspects of injury and the practical application of knowledge and understanding will lead to an in depth analysis of client needs and to the development of strategies to encourage one to one co-operation with advice on appropriate treatment. All practical assessment tasks will extensively develop elements of the skill including the personal evaluation of approaches to working relationships with a range of others in different types of situations. Group work will be developed through class discussion and co-operative working, and work placement, which will be mandatory in the second year.

## Problem Solving (SCQF level 6) Skills components

### Critical Thinking

- ◆ Analyse a complex situation or issue

### Planning and Organising

- ◆ Plan, organise and complete a complex task

### Reviewing and Evaluating

- ◆ Review and evaluate a complex problem solving activity

Unit	Knowledge/Skills/Evidence	Developed/Assessed	CT	PO	RE
First Aid for Sport/Applied Anatomy/Applied Physiology	<i>All practical activities in Units which involve demonstration involve a detailed analysis of needs taking into account a range of factors such as health, available resources and possible Outcomes. Appropriate treatment is then planned and carried out in negotiation with the client. Treatments are organised and carried out with attention to health and safety factors; effectiveness is monitored taking account of the perceptions of clients. A progress log/treatment diary reviews and records the process.</i>	Developed Developed Developed	√ √ √	√ √ √	√ √ √
Psychology of Sports Injury	<b>Outcome 3: Underpinning theoretical knowledge supports the planning and development of strategic intervention and coping strategies with the injured athlete.</b>	Developed	√	√	√

Graded Unit	<b>Analysing, planning, undertaking and evaluating an in depth investigative report which applies and integrates the skills developed across the award.</b>	Developed/Assessed	√	√	√
<p><b>All Units:</b> The process of taking responsibility for planning and organising personal study and the production of assignments to a professional standard across the award will further develop all skill components of Problem Solving to a high level.</p>					

## Using Information Technology (SCQF level 5)

### Use an IT system effectively and responsibly to process a range of information

- (a) Make effective and responsible use of the range of IT equipment in everyday use
- (b) Carry out straightforward processing in two types of software application
- (c) Carry out complex processes for one further in depth application
- (d) Integrate data

Unit	Knowledge/Skills/Evidence	Developed/Assessed	a	b	c	d
Applied Anatomy/ Applied Physiology	<b>Background research for essays will include electronic data searches of the internet for relevant information.</b>	Developed	√	√	√	
Exercise Principles and Programming	<b>File handling, utilising, editing and safely store data files of customer information.</b>	Developed	√	√	√	√
IT in Business: Word Processing, Spreadsheets and Databases: An Introduction	<b>Using IT equipment securely, resolving any problems, using software to analyse, design, integrate and output a range of information; accessing and selecting from a range of information including electronic sources.</b>	Developed/Assessed	√	√	√	√
<p><b>All Units:</b> Resources will vary between centres but candidates will be encouraged to use technology for practical record keeping and word processing facilities for written reports to a professional standard. Internet access will be available for research work and for access to current industry information, events and practice.</p>						

## Numeracy (SCQF level 5)

### Skill component Using Number

- (a) Apply a wide range of numerical skills

### Skill component Using Graphical Information

- (b) Interpret and communicate graphical information in everyday and generalised contexts

Unit	Knowledge/Skills/Evidence	Developed/Assessed	a	b
Sports Injury Pathology	<b>Risk assessment. Analysis and interpretation of data relating to physical injury in order to select appropriate equipment. Measurements and calculations prior to demonstration in Outcome 3 of collars/splints and walking aids.</b>	Developed	√	√
Applied Anatomy	<b>Outcomes 1-5 Practical demonstration of applied understanding of function of anatomical procedures and skeletal muscles.</b>	Developed	√	
Professional Standards for Sports Therapy	<b>Outcome 4: Analysis and interpretation of data relating to types and levels of insurance cover – calculation of risks and requirements.</b>	Developed	√	√
Applied Physiology	<b>Outcome 2: Interpretation and labelling of diagrams of human physiology.</b>	Developed		√
<b>All Units:</b>				