



## **Group Award Specification for:**

**Full title of qualification: HND Sports Therapy**

**Group Award Code: GJ58 16**

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# 1 Introduction

This document was previously known as the Arrangements Document. The purpose of this document is to:

- ◆ assist centres to implement, deliver and manage the qualification
- ◆ provide a guide for new staff involved in offering the qualification
- ◆ inform course managers teaching staff, assessors, learners, employers and HEIs of the aims and purpose of the qualification
- ◆ provide details of the range of learners the qualification is suitable for and progression opportunities

Participation in sport and physical activity has been growing nationally for many years supported by initiatives, such as Scotland's 'Reaching Higher' sport strategy, the London 2012 Olympic Games legacy, and the Glasgow 2014 Commonwealth Games legacy. Sport England reported in December 2012, that the number of people participating in sport at least once per week had increased by 750,000 on the previous year, and 1.57 million more people were regularly participating than when London won the Olympic and Paralympic bid in 2005. Scotland's Peoples Annual Report 2011 indicated that more than 50% of adults (16–75+) participated in sport or physical activity between 3–5 times per week, and that figure has increased each year for the past 5 years. It is anticipated that figures in Scotland will increase more dramatically in the final year's lead-up to the 2014 Commonwealth Games, and will continue substantially thereafter.

Whilst increasing participation may not automatically generate an increase in employment for those professions that support optimal performance and treatment of injuries for participants of sport and physical activity, there is evidence to show positive correlations in the number of job opportunities now available within the sector. Definitive statistics of numbers working within Sports or Soft Tissue Therapy are difficult to produce as many of the opportunities are for work on specific contract and a self-employed basis. Collection of data is hindered by the variety of different Governing Bodies and Professional Associations within the sector. However, one of the main Professional Associations supporting workers, the SMA (the Association for Soft Tissue Therapists) has reported a four-fold increase in membership since 2009. Demand for places on the HND Sports Therapy courses has also seen a significant increase, with approximately 6 applicants for every place, and two-and-a-half folds increase in places offered over the past 6 years.

The revised National Occupational Standards for Sports Therapy were published in 2010 and this indicated the need for a significant revision of the Units covering massage and sports massage, and the skills and underpinning knowledge required of these Units. Sports Massage, or soft tissue treatments, is one of the main modalities used by a Sports Therapist in the course of their work. Employers, within the sector who were clearly requiring specific sports massage qualifications and Professional Association membership, supported the level of skill and underpinning knowledge required to treat soft tissues. This was indicated by specific requirements in two-thirds of the job applications randomly accessed during the market research period, and the statements of the majority of owners/managers of multi-disciplinary clinics contacted during the telephone survey.

The current HND Sports Therapy award is able to provide learners with a credible exit strategy. This HNC Soft Tissue Therapy exit point was developed due to the ethical duty of further education Colleges to provide an appropriate, vocationally recognised end-point. This allows learners to undertake adequate employment opportunities or progression to further study out-with the HND Sports Therapy award.

Within the first year, learners undertake a level that reflects the necessary knowledge and skills required to work without direct supervision in this sector. It is designed to build on National Units and/or Highers in relevant subjects such as Human Anatomy and Physiology and Physical Health, as well as other vocationally accredited qualifications in Body/Sports Massage at S/NVQ level 3.

The HND Sports Therapy award is suitable for school leavers, adult returners or those who have completed the HNC Soft Tissue Therapy pathway. Their career prospects will involve working with colleagues in the sports industry in the maintenance and/or improvement of, their sporting performance, treating and rehabilitating injuries that affect their output.

Learners may gain contracts with Sports Clubs, either working independently or with a team of other professionals (eg physiotherapists, coaches, strength and conditioning specialists, or nutritionists). Additionally, learners may work within single or multi-disciplinary clinics providing clinical sports massage treatments. Some learners may choose to apply their skills to treat overuse injuries in an occupational setting.

This revised HND Sports Therapy may have the potential for articulation with higher education institutions for areas of study within Exercise and Sports Science in addition to Sports Therapy. The Sports Massage Association: association for soft tissue therapists (SMA) has endorsed the HNC Soft Tissue Therapy component of the HND award (Appendix 3)

## 2 Qualification structure

This HND Group Award is made up of 30 mandatory SQA Unit credits. It comprises 240 SCQF credit points of which 124 are at SCQF level 8 in the mandatory section including a Graded Unit of 16 SCQF credit points at SCQF level 8.

A mapping of Core Skills development opportunities is available in Section 5.3.

### 2.1 Structure

4 code	2 code	Unit title	SQA credit	SCQF credit points	SCQF level
H4XT	34	Sports Therapy: Anatomy and Physiology	2	16	7
H4XV	34	Functional Anatomy	1.5	12	7
H4XW	34	Basic Subjective and Objective Assessment	0.5	4	7
H4XX	35	Clinical Sports Massage	3	24	8
H4XY	35	Sports Massage for Events and Special Populations	0.5	4	8
H4Y0	34	Pathology and Aetiology of Sports Injury	1.0	8	7
H4Y1	34	Prevention and Management of Sports Injury	1.0	8	7
H4Y2	34	Sports Therapy: Professional Standards	0.5	4	7
H4Y3	35	Clinical and Team Experience 1	1	8	8
H4XP	34	Soft Tissue Therapy Graded Unit 1	1	7	7
FW5Y	34	First Aid for Sport and Fitness	0.5	4	7
H4Y4	34	Sports Therapy: Exercise Principles and Testing	1	8	7
J420*	34	Flexibility Training	1	4	7
H71V	34	Sports Fitness and Return to Participation Criteria	0.5	4	7
H71T	35	Psychology of Sports Injury	1	8	8
H71L	35	Clinical and Team Experience 2	1	8	8

4 code	2 code	Unit title	SQA credit	SCQF credit points	SCQF level
J559*	34	Sports Taping Techniques	1	8	7
H71M	35	Clinical Assessment of Sport Injuries	2.5	20	8
H71S	35	Plan and Deliver Exercise Based Sports Rehabilitation	2.5	20	8
H71N	35	Electrotherapy	1	8	8
H71K	34	Biomechanics and Movement Patterns	1	8	7
H71P	35	Functional Anatomy 2	1	8	8
H71R	34	Health Promotion	0.5	4	7
J1N3*	35	Sports Therapy: Graded Unit 2	2	16	8
<b>Optional Units (2 Credits required)</b>					
J421*	34	Strength and conditioning: An Introduction	1	8	7
H4TF	34	Nutrition for Fitness, Health and Exercise	1	8	7
DD2P	35	Research Investigation in Sport	1	8	8
H7V4*	34	Preparing to Start a Business	1	8	7

\*Refer to History of Changes for revision changes

- ◆ Anatomy and Physiology provides underpinning knowledge for all Units except Professional Standards.
- ◆ Functional Anatomy, Basic Subjective and Objective Assessment, Pathology and Aetiology of Sports Injury and Professional Standards provide underpinning knowledge for Clinical Sports Massage and Massage for Events and Special Populations.
- ◆ All Units provide underpinning knowledge for Clinical and Team Experience 1 and 2 and Graded Unit 1 and 2.

### 3 Aims of the qualification

The HND Sports Therapy provides learners with an industry recognised qualification, and the knowledge and skills necessary to work as a sports therapist. It also prepares learners who wish to progress onto a degree in Sports Therapy or another higher education award in a related field.

#### 3.1 General aims of the qualification

All HND qualifications have a broad range of aims that are generally applicable to all equivalent higher education qualifications:

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

## 3.2 Specific aims of the qualification

- 9 Advance the learners knowledge and understanding of Anatomy, Physiology, Assessment Techniques, and Management of Sports Injuries in order to analyse, plan, evaluate and communicate appropriate sports injury referrals.
- 10 Develop the ability to problem solve and apply technical competencies in relation to sports therapy program prescription and management.
- 11 Progress knowledge and skills in administering accurate and appropriate sports therapy treatment and provide appropriate after and home care.
- 12 Expand on the evidence-based approach to providing current best practice treatment planning, evolving sector occupational skills developments.
- 13 Enhance clinical and technical patient treatment skills to the current accepted professional standards.
- 14 Gain a sufficient number of logged practice hours to be eligible for SMA level 4 membership.

The table in Section 5.1 identifies how the aims are met in the structure and content of the qualification.

## 3.3 Graded Unit

To gain the HND Group Award, learners must pass all the mandatory Unit assessments, including the internally assessed Graded Units. Both Graded Units on the HND are project based.

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.

The Graded Unit 1 is a single credit, project-based investigation. It allows the learner to plan, develop, and evaluate a specific investigation to increase their understanding and skill that should impact favourably on their own safe and effective practice. The learner can focus on one of the many areas of interest developed from the study of either of the Massage Units, the Pathology and Aetiology of Sports Injury or Prevention and Management of Sports Injury Units. The assessment is based on a combination of the result of the activity (the product or performance) and the carrying out of the activity (the process).

The Graded Unit 2 will take the form of a project-based investigation. This will test and reinforce skills in gathering and interpreting information, analysing, decision-making and action planning. The topic will be based on more than one of the mandatory, year 2 Units. These include, Clinical Sports Massage, Taping Techniques for Sports Injuries or Electrotherapy. It will focus on a topic relating to the rehabilitation and management of sports injury.

A project-based approach to the Graded Units better reflects the process and applied skills required 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 learner does significant work without supervision.

Projects will include both primary and secondary research, and draw on elements from most of the mandatory Units on the course.

## 4 Recommended entry to the qualification

Entry to this qualification is at the discretion of the centre. The following information on prior knowledge, skills, experience or qualifications that provide suitable preparation for this qualification has been provided by the Qualification Design Team as guidance only.

Learners would benefit from having attained the skills, knowledge, and understanding required by one or more of the following or equivalent qualifications and/or experience:

- ◆ Highers: a minimum of two in academic subjects, preferably subject relevance.
- ◆ NQ Units/SGA's: at SCQF level 6 in appropriate subject area (eg fitness/health).
- ◆ GCE 'A' levels in appropriate subjects.
- ◆ S/NVQ at level 3 in appropriate subjects.
- ◆ Occupationally relevant skills and experience.
- ◆ HNC Soft Tissue Therapy plus 3 extra SQA Units from those identified under the HND Sports Therapy award.

### 4.1 Core Skills entry profile

The Core Skill entry profile provides a summary of the associated assessment activities that exemplify why a particular level has been recommended for this qualification. The information should be used to identify if additional learning support needs to be put in place for learners whose Core Skills profile is below the recommended entry level or whether learners should be encouraged to do an alternative level or learning programme.

Whilst entry to the award is ultimately at the discretion of individual centres, it is anticipated that learners should have attained Core Skills at the following SCQF level prior to undertaking the award.

Core Skill	Recommended SCQF entry profile	Associated assessment activities
Communication	6	Learners will require good communication skills to deal with a range of situations and be effective in the workplace.
Numeracy	5	Learners will require good numeracy skills to complete the qualification.
Information and Communication Technology (ICT)	5	Learners will require a range of IT skills to undertake assignments.
Problem Solving	5	Learners will require good problem solving skills to successfully adapt to changing circumstances and requirements.
Working with Others	5	Learners will require to work with others particularly with client based and work experience Units.

## **5 Additional benefits of the qualification in meeting employer needs**

This qualification was designed to meet a specific purpose and what follows are details on how that purpose has been met through mapping of the Units to the aims of the qualification. Through meeting the aims, additional value has been achieved by linking the Unit standards with those defined in National Occupational Standards and/or trade/professional body requirements. In addition, significant opportunities exist for learners to develop the more generic skill, known as Core Skills through doing this qualification.



## 5.1 Mapping of qualification aims to Units

Code	Unit title	Aims													
		1	2	3	4	5	6	7	8	9	10	11	12	13	14
H4XT 34	Sports Therapy: Anatomy and Physiology	X		X		X	X		X	X				X	
H4XV 34	Functional Anatomy	X	X	X		X	X		X	X				X	
H4XW 34	Basic Subjective and Objective Assessment	X	X	X	X	X	X		X	X	X	X	X	X	
H4XX 35	Clinical Sports Massage	X	X	X	X	X	X	X	X	X	X	X	X	X	X
H4XY 35	Sports Massage for Events and Special Populations		X	X	X	X	X	X	X	X	X	X	X	X	X
H4Y0 34	Pathology and Aetiology of Sports Injury	X	X	X	X	X	X	X	X	X	X	X		X	
H4Y1 34	Prevention and Management of Sports Injury	X	X	X	X	X	X	X	X	X	X	X	X	X	
H4Y2 34	Sports Therapy: Professional Standards			X	X	X	X	X	X				X	X	
H4Y3 35	Clinical and Team Experience 1	X	X	X	X	X	X	X	X	X	X	X	X	X	X
H4XP 34	Soft Tissue Therapy: Graded Unit 1	X	X	X	X	X	X	X	X	X				X	
FW5Y 34	First Aid for Sport and Fitness	X	X	X		X		X	X					X	
H4Y4 34	Sports Therapy: Exercise Principles and Testing	X	X	X	X	X	X	X	X		X		X	X	
J420 34	Flexibility Training		X	X		X			X	X	X			X	
H71V 34	Sports Fitness and Return to Participation Criteria	X	X	X	X	X	X	X	X	X	X	X	X	X	
H71T 35	Psychology of Sports Injury	X		X		X	X	X	X					X	
H71L 35	Clinical and Team Experience 2		X	X	X	X	X	X	X	X	X	X	X	X	X
J559 34	Sports Taping Techniques	X	X	X	X	X	X	X	X	X	X	X	X	X	
H71M 35	Clinical Assessment of Sport Injuries	X	X	X	X	X	X	X	X	X	X	X	X	X	X
H71S 35	Plan and Deliver Exercise Based Sports Rehabilitation	X	X	X	X	X	X	X	X	X	X	X	X	X	
H71N 35	Electrotherapy	X	X	X	X	X	X	X	X	X	X			X	
H71K 34	Biomechanics and Movement Patterns	X	X	X	X	X	X	X	X	X				X	
H71P 35	Functional Anatomy 2	X	X	X	X	X	X	X	X	X		X	X	X	
H71R 34	Health Promotion			X		X			X					X	
J1N3* 35	Sports Therapy: Graded Unit 2	X	X	X	X	X	X	X	X	X				X	
J421* 34	Strength and conditioning: An Introduction	X	X	X		X	X		X	X	X			X	
H4TF 34	Nutrition for Fitness, Health and Exercise	X	X	X		X			X					X	
DD2P 35	Research Investigation in Sport		X	X	X	X	X		X					X	
DK2K 34	Getting Started in Business		X	X	X	X		X	X					X	

## 5.2 Mapping of National Occupational Standards (NOS) and/or trade body standards

Code	Unit title	NOS	
		CNH22	SFHD528
H4XT 34	Sports Therapy: Anatomy and Physiology	X	
H4XV 34	Functional Anatomy	X	X
H4XW 34	Basic Subjective and Objective Assessment	X	X
H4XX 35	Clinical Sports Massage	X	
H4XY 35	Sports Massage for Events and Special Populations	X	
H4Y0 34	Sports Therapy: Professional Standards	X	X
H4Y1 34	Pathology and Aetiology of Sports Injury,	X	X
H4Y2 34	Prevention and Management of Sports Injury	X	X
H4Y3 35	Clinical and Team Experience 1	X	X
H71T 35	Psychology of Sports Injury	X	
H71L 35	Clinical and Team Experience 2	X	X
J559 34	Sports Taping Techniques	X	
H71M 35	Clinical Assessment of Sport Injuries	X	X
H71P 35	Functional Anatomy 2	X	X
H4TF 34	Nutrition for Fitness, Health and Exercise	X	

See attached detailed list of knowledge elements of the individual NOS and mapping to SQA Units.

All elements of **CNH22** are mapped to and integrated within assessment of the following SQA Units (see **Appendix 1**):

- ◆ Clinical Sports Massage, Taping Techniques for Sports Injuries and Clinical Assessment of Sport Injuries (assessed case studies provide a vehicle for verified, practical logged hours)
- ◆ Sports Massage for Events and Special Populations (also provides a vehicle for verified, practical logged hours)
- ◆ Sports Therapy: Professional Standards
- ◆ Basic Subjective and Objective Assessment
- ◆ Clinical and Team Experience 1 and 2 (also provides a vehicle for verified, practical logged hours)

**The Units:** Sports Therapy: Anatomy and Physiology, Functional Anatomy, Pathology and Aetiology of Sports Injury and Prevention and Management of Sports Injury, Nutrition for Fitness, Health and Exercise and Psychology of Sports Injury provide underpinning knowledge for elements of CNH22.

HNC Soft Tissue Therapy allows students to gain membership to the SMA or STO professional associations, they require 100 hours of logged hands-on practice

All elements of **SFHD528** are mapped to and integrated within assessment of the following SQA Units (See **Appendix 2**):

- ◆ Clinical and Team Experience 1 and 2
- ◆ Sports Therapy: Professional Standards

**The Units:** Pathology and Aetiology of Sports Injury and Prevention and Management of Sports Injury, Taping Techniques for Sports Injuries and Clinical Assessment of Sport Injuries provide underpinning knowledge for elements of SFHD528.

### 5.3 Mapping of Core Skills development opportunities across the qualification

The following Core Skills are embedded and/or signposted which means learners will be developing aspects of Core Skills through teaching and learning approaches:

- ◆ embedded within the Unit, which means learners who achieve the Unit will automatically have their Core Skills profile updated on their certificate (indicated below with a number relating to the SCQF level the Core Skill has been achieved)
- ◆ signposted, which means learners will be developing aspects of Core Skills through teaching and learning approaches but not enough to attract automatic certification (indicated below with an X)

Unit code	Unit title	Communication		Numeracy		ICT		Problem Solving			Working with Others	
		Written	Oral	Using Number	Using Graphical Information	Accessing Information	Providing/Creating Information	Critical Thinking	Planning and Organising	Reviewing and Evaluating	Working Co-operatively with Others	Reviewing Co-operative Contribution
H4XT 34	Sports Therapy: Anatomy and Physiology	X	X	X		X				X	X	
H4XV 34	Functional Anatomy	X	X			X				X	X	
H4XW 34	Basic Subjective and Objective Assessment	X	X	X	X	X	X	X	X	X	X	
H4XX 35	Clinical Sports Massage	X	X			X	X	X	X	X	X	X
H4XY 35	Sports Massage for Events and Special Populations	X	X			X	X	X	X	X	X	X
H4Y0 34	Pathology and Aetiology of Sports Injury	X	X	X	X	X	X	X	X	X	X	X
H4Y1 34	Prevention and Management of Sports Injuries	X	X	X	X	X	X	X	X	X	X	X
H4Y2 34	Sports Therapy: Professional Standards	X	X			X	X	X	X	X	X	
H4Y3 35	Clinical and Team Experience 1	X	X			X	X	X	X	X	X	X
H4XP 34	Soft Tissue Therapy Graded Unit 1	X	X	X	X	X	X	X	X	X	X	X
H71V 34	Sports Fitness and Return to Participation Criteria	X	X	X	X	X	X	6	X	X	X	X
H71T 35	Psychology of Sports Injury	X	X	X	X	X	X	6		X		
H71L 35	Clinical and Team Experience 2	X	X			X	X	6	6	6	X	X
J559 34	Sports Taping Techniques	X	X			X		X	X	X	X	X
H71M 35	Clinical Assessment of Sport Injuries	X	X			X		5	X	X	X	X

Unit code	Unit title	Communication		Numeracy		ICT		Problem Solving			Working with Others	
		Written	Oral	Using Number	Using Graphical Information	Accessing Information	Providing/Creating Information	Critical Thinking	Planning and Organising	Reviewing and Evaluating	Working Co-operatively with Others	Reviewing Co-operative Contribution
H71S 35	Plan and Deliver Exercise Based Sports Rehabilitation	X	X	X	X	X	X	6	6	6	X	X
H71N 35	Electrotherapy	X	X	X	X	X	X	X		X		
H71K 34	Biomechanics and Movement Patterns	X	X	X	X	X	X	6	X	X	X	X
H71P 35	Functional Anatomy 2	X	X			X		6			X	
J1N3* 35	Sports Therapy: Graded Unit 2	X	X	X	X	X	X	X	X	X		
FW5Y 34	First Aid for Sport and Fitness	X	X			X		X			X	
J420 34	Flexibility Training	X	X	X	X	X	X	X	X		X	
H4Y4 34	Sports Therapy: Exercise Principles and Testing	X	X	X	X	X	X	X	X	X	X	X
H71R 34	Health Promotion	X	X	X	X	X	X	X				
J421 34*	Strength and conditioning: An Introduction	X	X	X	X	X	X	6	X	X	X	X
H4TF 34	Nutrition for Fitness, Health and Exercise	X	X	X	X	X	X	X	X		X	
DD2P 35	Research Investigation in Sport	X	X	X	X	X	X	X	X	X		
H7V4 34	Getting Started in Business	X	X	X	X	X	X	X	X	X	X	X

## 5.4 Assessment Strategy for the qualification

- ◆ Recommended assessment method(s) for each Unit, bearing in mind that there may be more than one assessment in a Unit.
- ◆ Conditions in which the evidence must be produced, eg open/closed-book, length of time for assessment (if appropriate).

Unit	Assessment				
	Outcome 1	Outcome 2	Outcome 3	Outcome 4	Outcome 5
Sports Therapy: Anatomy and Physiology	Closed-book	Closed-book	Closed-book	Closed-book	Closed-book
Functional Anatomy	Closed-book	Practical	Closed-book	Practical	—
Basic Subjective and Objective Assessment	Closed-book	Practical	Practical	—	—
Clinical Sports Massage	Portfolio	Practical	Practical	Practical	—
Sports Massage for Events and Special Populations	Closed-book	Practical	Closed-book	Log book/practical	—
Pathology and Aetiology of Sports Injury	Closed-book	Closed-book	Closed-book and Assignment	Assignment and Presentation	—
Prevention and Management of Sports Injury	Closed-book, Practical and Assignment	Open-book, supervised	Practical	—	—
Sports Therapy: Professional Standards	Portfolio	Portfolio	—	—	—
Clinical and Team Experience 1	Closed-book	Practical	Log book/practical	—	—
Soft Tissue Therapy Graded Unit 1	Project	Project	Project	—	—
Sports Fitness and Return to Participation Criteria	Closed-book	Observation/logbook	Observation/logbook	—	—
Psychology of Sports Injury	Closed-book	Closed-book	Open-book	—	—
Clinical and Team Experience 2	Practical	Observation	Questions on a case study	—	—
Taping Techniques for Sports Injuries	Open-book	Practical	Practical	—	—
Clinical Assessment of Sport Injuries	Direct observation	Direct observation	Direct observation	Case study	—
Plan and Deliver Exercise Based Sports Rehabilitation	Report	Logbook	Logbook	Logbook	—

Unit	Assessment				
	Outcome 1	Outcome 2	Outcome 3	Outcome 4	Outcome 5
Electrotherapy	Closed-book	Open-book	Practical	—	—
Biomechanics and Movement Patterns	Closed-book	Closed-book	Report	—	—
Functional Anatomy 2	Practical	Closed-book	Practical and closed-book	—	—
Sports Therapy: Graded Unit 2	Project	Project	Project	—	—
First Aid for Sport and Fitness	Oral	Practical	Practical	—	—
Flexibility Training	Closed-book	Closed-book	Practical	—	—
Sports Therapy: Exercise Principles and Testing	Closed-book	Closed-book	Practical		
Health Promotion	Open-book	Practical			
Optional Units (2 credits = 2 Units required)					
Strength and conditioning: An Introduction	Practical/Oral	Practical/Oral	Practical/Oral		
Nutrition for Fitness, Health and Exercise	Report	Closed-book	Closed-book	Case Study	—
Research Investigation in Sport	Project	Project	Presentation	—	—
Getting Started in Business	Portfolio	Portfolio	Portfolio	—	-

## 6 Guidance on approaches to delivery and assessment

### 6.1(a) Sequencing/integration of Year 1 (HNC) Units

Possible delivery based on a 4-block system (2 blocks per semester) although a 3-block system could also be appropriate. Both allow for some essential underpinning knowledge and introduction of practical skill to be front-loaded so that development of the skill and collection of the logged practical hours can occur once initial competence has been gained. There is also evidence to suggest that one-hour Units of learning for theory-based Units are successful in allowing learners to concentrate and assimilate information more effectively.

Below is an indication of a 4-block delivery schedule:

Unit and Credit Value	2 Semester/4 blocks Hours per week			
	1	2	3	4
Sports Therapy: Anatomy and Physiology (2 credits)	3	2	2	1
Functional Anatomy (1.5 credits)	2	2	1	1
Basic Subjective and Objective Assessment (0.5 credit)	1	1		
Clinical Sports Massage (3 Credits)	6	4	2	
Sports Massage for Events and Special Populations (0.5 credits)				2
Pathology and Aetiology of Sports Injury (1 credit)		2	2	
Prevention and Management of Sports Injury (1 credits)		2	2	
Sports Therapy: Professional Standards (0.5 credit)	2			
Clinical and Team Experience 1 (1 credit)				4
Sports Therapy: Exercise Principles and Testing (1 credit)			2	2
Soft Tissue Therapy Graded Unit 1 (1 credit)			2	2
First Aid for Sport and Fitness (0.5 credit)		1	1	
Flexibility Training (0.5 credit)				2
<b>Total 14 Credits</b>	<b>14 hrs</b>	<b>14 hrs</b>	<b>14 hrs</b>	<b>14 hrs</b>

An alternative 3-block delivery schedule:

Unit and Credit Value	3 Blocks Hours per week		
	1	2	3
Sports Therapy: Anatomy and Physiology (2 credits)	3	1.5	1.5
Functional Anatomy (1.5 credits)	2.5	2.5	
Basic Subjective and Objective Assessment (0.5 credit)		1.5	
Clinical Sports Massage (3 Credits)	5	5	
Sports Massage for Events and Special Populations (0.5 credits)			1.5
Pathology and Aetiology of Sports Injury (1 credit)		1.5	1.5
Prevention and Management of Sports Injury (1 credits)		1.5	1.5
Sports Therapy: Professional Standards (0.5 credit)	1.5		
Clinical and Team Experience 1 (1 credit)			3
Sports Therapy: Exercise Principles and Testing (1 credit)	1.5	1.5	
Soft Tissue Therapy Graded Unit 1 (1 credit)			3
First Aid for Sport and Fitness (0.5 credit)	1.5		
Flexibility Training (0.5 credit)			1.5
<b>Total 14 Credits</b>	<b>15</b>	<b>15</b>	<b>13.5</b>



## 6.1 (b) Sequencing/integration of Year 2 (HND) Units

Possible delivery based on a 4-block system (2 blocks per semester) although a 3-block system could also be appropriate. Both allow for some essential underpinning knowledge and introduction of practical skill to be front-loaded so that development of the skill and collection of the logged practical hours can occur once initial competence has been gained. There is also evidence to suggest that one-hour Units of learning for theory-based Units are successful in allowing learners to concentrate and assimilate information more effectively.

Below is an indication of a 4-block delivery schedule:

Unit and Credit Value	2 Semester/4 blocks Hours per week			
	1	2	3	4
Plan and Deliver Exercise Based Sports Rehabilitation (2.5 credits)	4	4	3	
Clinical Assessment of Sports Injuries (2.5 credits)	3	3	3	2
Graded Unit 2 (2 credit)	2	2	2	2
Functional Anatomy 2 (1 credits)	4	4		
Clinical and Team Experience 2 (1 credit)				4
Taping Techniques for Sports Injuries (1 credit)		2	2	
Electrotherapy (1 credit)		2	2	
Biomechanics and Movement Patterns (1 credit)			2	2
Psychology of Sports Injury (1 credit)				4
Sports Fitness and Return to Participation Criteria (0.5 credit)	2			
Health Promotion (0.5 credit)	2			
Optional Units (2 x 1 credit required)				
Strength and conditioning: An Introduction (1 credit)			2	2
Nutrition for Fitness, Health and Exercise (1 credit)			2	2
Research Investigation in Sport (1 credit)			2	2
Getting Started in Business (1 credit)			2	2
14 Credits + (2 x 1credit) = Total <b>16</b> credits	17 hrs	17 hrs	18 hrs	18 hrs

An alternative 3-block delivery schedule:

Unit and Credit Value	3 Blocks Hours per week		
	1	2	3
Plan and Deliver Exercise Based Sports Rehabilitation (2.5 credits)	3	3	2
Clinical Assessment of Sports Injuries (2.5 credits)	3	3	2
Graded Unit 2 (2 credit)	2	2	2
Functional Anatomy 2 (1 credits)	2	1	
Clinical and Team Experience 2 (1 credit)			3
Taping Techniques for Sports Injuries (1 credit)		3	
Electrotherapy (1 credit)		1.5	1.5
Biomechanics and Movement Patterns (1 credit)			3
Psychology of Sports Injury (1 credit)			3
Sports Fitness and Return to Participation Criteria (0.5 credit)	1.5		
Health Promotion (0.5 credit)	1.5		
Optional Units (2 x 1 credit required)			
Strength and conditioning: An Introduction (1 credit)	1.5	1.5	
Nutrition for Fitness, Health and Exercise (1 credit)	1.5	1.5	
Research Investigation in Sport (1 credit)	1.5	1.5	
Getting Started in Business (1 credit)	1.5	1.5	
14 Credits + (2 x 1credit) = Total <b>16</b> credits	16	16.5	16.5

## 6.2 Recognition of Prior Learning

SQA recognises that learners gain knowledge and skills acquired through formal, non-formal and informal learning contexts.

In some instances, a full Group Award may be achieved through the recognition of prior learning. However, it is unlikely that a learner would have the appropriate prior learning and experience to meet all the requirements of a full Group Award.

The recognition of prior learning may **not** be used as a method of assessing in the following types of Units and assessments:

- ◆ HN Graded Units
- ◆ Course and/or external assessments
- ◆ Other integrative assessment Units (which may or not be graded)
- ◆ Certain types of assessment instruments where the standard may be compromised by not using the same assessment method outlined in the Unit
- ◆ Where there is an existing requirement for a licence to practice
- ◆ Where there are specific health and safety requirements
- ◆ Where there are regulatory, professional or other statutory requirements
- ◆ Where otherwise specified in an Assessment Strategy

More information and guidance on the *Recognition of Prior Learning* (RPL) may be found on our website [www.sqa.org.uk](http://www.sqa.org.uk).

The following sub-and outline how existing SQA Unit(s) may contribute to this Group Award. Additionally, they also outline how this Group Award may be recognised for professional and articulation purposes.

### 6.2.1 Articulation and/or progression

The revised HND Sports Therapy will provide a pathway of progression for learners who:

- ◆ Have successfully completed a programme of traditional school academic studies or a cluster/s of National Qualification Units in a related area
- ◆ Wish to access higher education
- ◆ Move directly into employment and continue their studies through Continual Professional Updating (CPU) opportunities

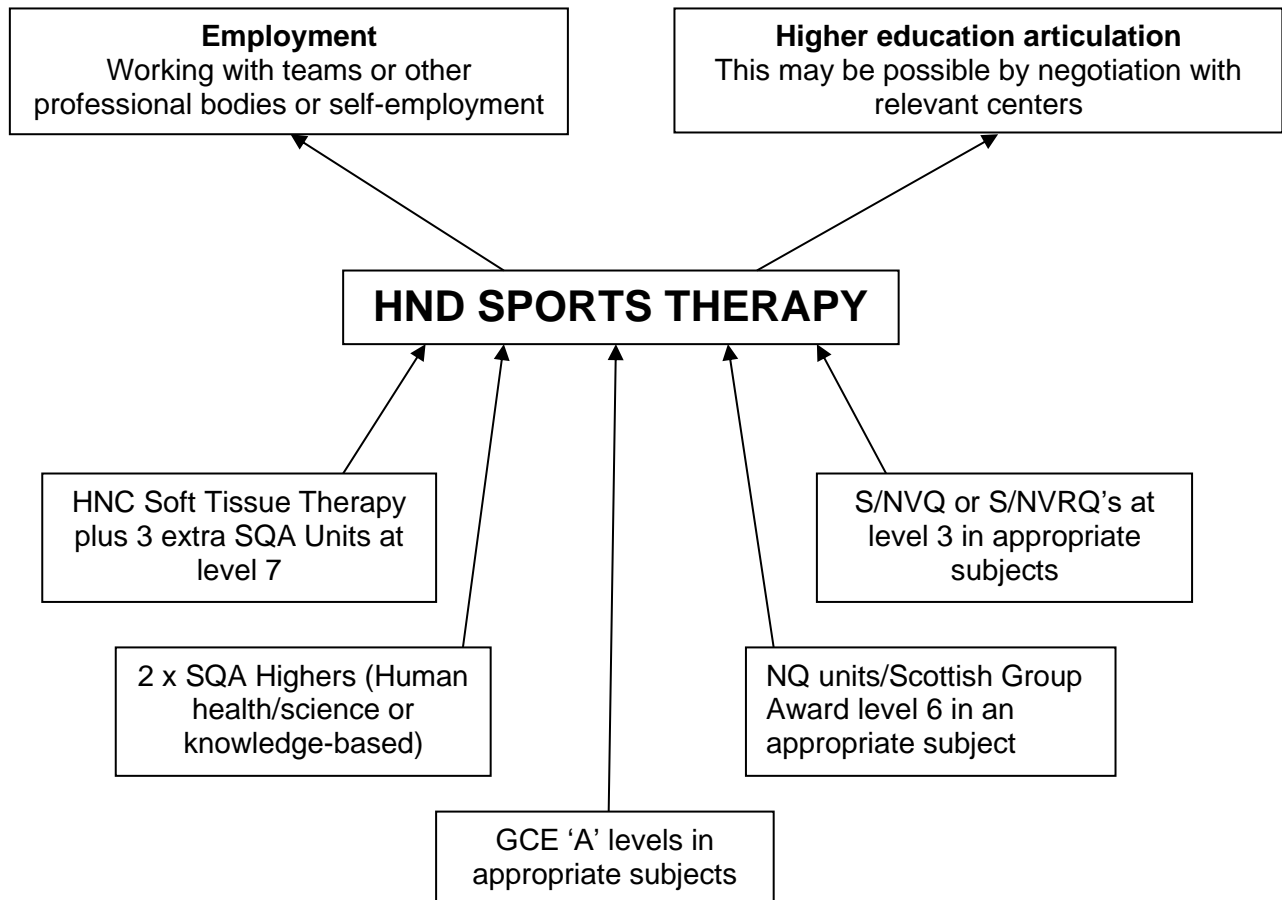
The design of the award offers articulation from secondary and further education including:

- ◆ 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 or 2

Successful achievement of the award provides progression onto further and higher education including:

- ◆ SVQs at level 3
- ◆ Modern Apprenticeships in an appropriate subject area
- ◆ Degree programmes including:
  - BSc Sport and Exercise Science at Napier University
  - BSc Sports Therapy at Teeside University

### Progression Chart



### 6.2.2 Professional recognition

Within the HNC (Year 1) is SMA endorsed as long as all criteria are adhered to and the learner produces verified documentation to indicate 100 logged hours of competent treatment across the range of clients identified in the massage Units. Logged hours can be drawn from:

- ◆ Assessment of Case Studies from Clinical Sports Massage (approx 16 hours)
- ◆ Sports Massage for Events and Special Populations (minimum 10 hours)
- ◆ Clinical and Team Experience 1 (approx 74 hours)

### 6.2.3 Credit Transfer

Old Units	New Units	Credit Transfer details
Applied Anatomy Applied Physiology	Sports Therapy: Anatomy and Physiology Functional Anatomy Functional Anatomy 2	No credit transfer available
Body Massage Sports Massage Techniques	Clinical Sports Massage Sports Massage for Events and Special Populations Clinical and Team Experience 1 Clinical and Team Experience 2	No credit transfer available
Clinical Assessment of Sports Injuries	Clinical Assessment of Sport Injuries	Same Unit, no change
First Aid for Sport	First Aid for Sport and Fitness	Direct transfer
Sports Injury Pathology	Prevention and Management of Sports Injury	No credit transfer available
	Pathology and Aetiology of Sports Injury	No credit transfer available
Sports Therapy Professional Standards	Sports Therapy: Professional Standards	No credit transfer available
Sports Therapy: Graded Unit 1	Soft Tissue Therapy Graded Unit 1	Indirect credit transfer, learners will have to fulfil additional requirements
Exercise Principles and Programming	Sports Therapy: Exercise Principles and Testing	Direct transfer
Flexibility Training	Flexibility Training	Same Unit, no change
Sports Fitness and Return to Participation Criteria	Sports Fitness and Return to Participation Criteria	Indirect credit transfer, learners will have to fulfil additional requirements
Psychology of Sports Injury	Psychology of Sports Injury	Direct transfer
Taping Techniques for Sports Injuries	Taping Techniques for Sports Injuries	Same Unit, no change
Sports Rehabilitation Principles Plan and Deliver Exercise Based Sports Rehabilitation	Plan and Deliver Exercise Based Sports Rehabilitation Prevention and Management of Sports Injury	Indirect credit transfer, learners will have to fulfil additional requirements
Electrotherapy	Electrotherapy	Indirect credit transfer, learners will have to fulfil additional requirements
Biomechanics and Movement Patterns	Biomechanics and Movement Patterns	No credit transfer available
Sports Therapy Graded Unit 2	Sports Therapy: Graded Unit 2	Indirect credit transfer, learners will have to fulfil additional requirements

<b>Old Units</b>	<b>New Units</b>	<b>Credit Transfer details</b>
Nutrition for Sports Therapists	Nutrition for Fitness, Health and Exercise	Direct transfer
Research Investigation in Sport	Research Investigation in Sport	Same Unit, no change
Getting Started in Business	Getting Started in Business	Same Unit, no change
	Basic Subjective and Objective Assessment	No previous Unit
	Health Promotion	No previous Unit
	Strength and conditioning: An Introduction	No previous Unit

## 6.3 Opportunities for e-assessment

Although there are not currently specific materials available, some of the Units may lend themselves to the use of e-portfolios.

## 6.4 Support materials

There are Assessment Exemplars available for the majority of the existing Units within this award and ASPs will be available for the following Units:

- ◆ *Clinical Sports Massage*
- ◆ *Pathology and Aetiology of Sports Injury*
- ◆ *Prevention and Management of Sports Injury*
- ◆ *Clinical and Team Experience 2*
- ◆ *Biomechanics and Movement Patterns*
- ◆ *Functional Anatomy 2*
- ◆ *Health Promotion*
- ◆ *Strength and conditioning: An Introduction*

## 6.5 Resource requirements

Centres should be able to provide a 'clinic' style environment in which learners can perform soft tissue therapy under simulated and real work environments. Learners should have access to a wide variety of current texts, on-line resources and relevant journals to support the level of independent research and underpinning knowledge required. As a minimum, journals should include SportEx Dynamics and SportEx Medicine.

# 7 General information for centres

## Equality and inclusion

The Unit specifications making up this Group Award have been designed to ensure that there are no unnecessary barriers to learning or assessment. The individual needs of learners will 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](http://www.sqa.org.uk/assessmentarrangements).

## Internal and external verification

All instruments of assessment used within this/these qualification(s) should be internally verified, using the appropriate policy within the centre and the guidelines set by SQA.

External verification will be carried out by SQA to ensure that internal assessment is within the national guidelines for these qualifications.

Further information on internal and external verification can be found in SQA's *Guide to Assessment* ([www.sqa.org.uk/GuideToAssessment](http://www.sqa.org.uk/GuideToAssessment)).

## 8 Glossary of terms

**Embedded Core Skills:** is where the assessment evidence for the Unit also includes full evidence for complete Core Skill or Core Skill components. A learner successfully completing the Unit will be automatically certificated for the Core Skill. (This depends on the Unit having been successfully audited and validated for Core Skills certification.)

**Finish date:** The end of a Group Award's lapsing period is known as the finish date. After the finish date, the Group Award will no longer be live and the following applies:

- ◆ learners may not be entered for the Group Award
- ◆ the Group Award will continue to exist only as an archive record on the Awards Processing System (APS)

**Graded Unit:** Graded Units assess learners' ability to integrate what they have learned while working towards the Units of the Group Award. Their purpose is to add value to the Group Award, making it more than the sum of its parts, and to encourage learners to retain and adapt their skills and knowledge.

**Lapsing date:** When a Group Award is entered into its lapsing period, the following will apply:

- ◆ the Group Award will be deleted from the relevant catalogue
- ◆ the Group Award specification will remain until the qualification reaches its finish date at which point it will be removed from SQA's website and archived
- ◆ no new centres may be approved to offer the Group Award
- ◆ centres should only enter learners whom they expect to complete the Group Award during the defined lapsing period

**SQA credit value:** The credit value allocated to a Unit gives an indication of the contribution the Unit makes to an SQA Group Award. An SQA credit value of 1 given to an SQA Unit represents approximately 40 hours of programmed learning, teaching and assessment.

**SCQF:** The Scottish Credit and Qualification Framework (SCQF) provides the national common framework for describing all relevant programmes of learning and qualifications in Scotland. SCQF terminology is used throughout this guide to refer to credits and levels. For further information on the SCQF visit the SCQF website at [www.scqf.org.uk](http://www.scqf.org.uk).

**SCQF credit points:** SCQF credit points provide a means of describing and comparing the amount of learning that is required to complete a qualification at a given level of the Framework. One National Unit credit is equivalent to 6 SCQF credit points. One National Unit credit at Advanced Higher and one Higher National Unit credit (irrespective of level) is equivalent to 8 SCQF credit points.

**SCQF levels:** The level a qualification is assigned within the framework is an indication of how hard it is to achieve. The SCQF covers 12 levels of learning. HNCs and HNDs are available at SCQF levels 7 and 8 respectively. Higher National Units will normally be at levels 6–9 and Graded Units will be at level 7 and 8. National Qualification Group Awards are available at SCQF levels 2–6 and will normally be made up of National Units which are available from SCQF levels 2–7.

**Subject Unit:** Subject Units contain vocational/subject content and are designed to test a specific set of knowledge and skills.

**Signposted Core Skills:** refers to opportunities to develop Core Skills arise in learning and teaching but are not automatically certificated.



## History of changes

It is anticipated that changes will take place during the life of the qualification and this section will record these changes. This document is the latest version and incorporates the changes summarised below. Centres are advised to check SQA's APS Navigator to confirm they are using the up to date qualification structure.

**NOTE:** Where a Unit is revised by another Unit:

- ◆ No new centres may be approved to offer the Unit which has been revised.
- ◆ Centres should only enter learners for the Unit which has been revised where they are expected to complete the Unit before its finish date.

Version Number	Description	Date
04	<b>Revision to Unit:</b> DP6E 34 Taping Techniques for Sports Injuries has been replaced by J559 34 Sports Taping Techniques and will finish on 31/07/2021.	02/12/2020
03	H4TD 34 Flexibility Training has been replaced by J420 34 and will finish on 31/07/2024. FW60 34 Strength and Conditioning: An Introduction has been replaced by J421 34 and will finish on 31/07/2024.	06/03/2020
02	<b>Revision to Unit:</b> DK2K 34 <i>Getting Started in Business</i> revised by H7V4 34 <i>Preparing to Start a Business</i> finishing 31/07/2016.	25/11/14

## Acknowledgement

SQA acknowledges the valuable contribution that Scotland's colleges have made to the development of this qualification.

## 9 General information for learners

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

This section provides information about this HND qualification to include the entry requirements, course content, and your options for progression on completion of the qualification.

The Group Award HND Sports Therapy has been designed to be suitable for school leavers, adult returners or those who have completed the HNC Soft Tissue Therapy pathway. It involves 30 mandatory SQA Unit credits covering a range of vocationally relevant Units. Firstly, to be accepted onto the course, you will be expected to hold one of the following qualifications:

- ◆ Minimum of two 'Highers' in academic subjects, preferably in subjects related to human anatomy, health and/or fitness  
**OR**
- ◆ NQ Units/SGA's: at SCQF level 6 in appropriate subject area (eg fitness/health)
- ◆ GCE 'A' levels in appropriate subjects
- ◆ S/NVQ/S/NVRQs at level 3 in appropriate subjects
- ◆ HNC Soft Tissue Therapy plus 3 extra relevant Units at level 7
- ◆ Occupationally relevant skills and experience

In this Group Award, the Units cover all essential skills and knowledge required to be a competent therapist. Each Unit will provide the theory and or practical skills to work with clients within a sporting or clinical environment. The individual Unit Specifications provide detailed information on the purpose of each Unit and the required activities. Below are the mandatory Units needed to successfully complete the HND Sports Therapy:

- ◆ *Sports Therapy: Anatomy and Physiology*
- ◆ *Functional Anatomy 1 and 2*
- ◆ *Basic Objective and Subjective Assessment*
- ◆ *Clinical Sports Massage*
- ◆ *Sports Massage for Events and Special Populations*
- ◆ *Pathology and Aetiology of Sports Injury*
- ◆ *Prevention and Management of Sports Injury*
- ◆ *Sports Therapy: Professional Standards*
- ◆ *Clinical and Team Experience 1 and 2*
- ◆ *Soft Tissue Therapy: Graded Unit 1 and Sports Therapy Graded Unit 2*
- ◆ *First Aid for Sport and Fitness*
- ◆ *Sports Therapy: Exercise Principles and Testing*
- ◆ *Flexibility Training*
- ◆ *Sports Fitness and Return to Participation Criteria*
- ◆ *Psychology of Sports Injury*
- ◆ *Taping Techniques for Sports Injuries*
- ◆ *Clinical Assessment of Sports Injuries*
- ◆ *Plan and Deliver Exercise Based Sports Rehabilitation*
- ◆ *Electrotherapy*
- ◆ *Biomechanics and Movement Patterns*
- ◆ *Health Promotion*

This HND uses a combination of assessment methodologies, across all Units over both years of study. The assessment types include:

- ◆ **Project work** (eg Graded Units 1 and 2) Project based Graded Units test the application of knowledge and skills required to plan, carry out, and evaluate a task in which the learner does significant work without supervision.
- ◆ **Written and/or oral recorded, class-based assessments** (eg Anatomy and Physiology, Psychology for Sports Therapy, and Biomechanics and Movement Patterns)
- ◆ **Logbooks and portfolios** (eg Clinical Sports Massage, Sports Therapy: Professional Standards and Sports Fitness and Return to Participation Criteria)
- ◆ **Practical activities** — these activities will be undertaken in ‘realistic’ environments to simulate clinical and sporting situations (eg Clinical and Team Experience 1 and 2 and Clinical Assessment of Sports Injuries)

On completion of this Group Award HND you will have developed a number of Core Skills:

Core Skill	Details	SCQF level
<b>Communication</b>		
Reading and understanding	Read, understand and evaluate a complex document.	6
Writing	Produce a well-structured document of 700 words or more.	6
Speaking and Listening	Make substantial contribution to discussion or make a presentation to others.	6
<b>Numeracy</b>		
Using numbers	Apply statistical and numerical skills to solve problems.	6
Use Graphical format to find information	Extract, analyse and interpret information from graphical forms.	6
Use graphical format to communicate information	Select an appropriate graphical form to communicate information.	6
<b>ICT</b>		
Performing ICT Operations	Carry out ICT activities to present information in an appropriate mode.	5
Keeping information safe	Demonstrate safe practice in using ICT to handle information by keeping data secure.	5
<b>Problem Solving</b>		
Critical Thinking	Investigate and analyse why a non-routine problem has arisen.	5
Planning and Organising	Plan, organise and carry out your suggested approach, working out the action plan and carrying it out.	6
Reviewing and Evaluating	Evaluate how the problem solving activity worked in practice and recommend ways to improve it in the future.	6
<b>Working with Others</b>		
Work Co-operatively	With at least 1 other person — negotiate and motivate towards a goal.	6
Reviewing co-operative contribution	Evaluate contribution of yourself and others and make recommendations on future working arrangements.	6

The Sports Massage Association: association for soft tissue therapists (SMA) has endorsed the HNC Soft Tissue Therapy component of the HND award (Appendix 3).

During Year 1 the practical soft tissue work will enable you to log 100 hours of practice that demonstrates your competence at using a variety of different techniques. This log, together with the Group Award, is the basic requirement for you to achieve membership of a professional association such as the SMA or STO. Membership of such an association assures the public that you are not only appropriately qualified, but will work within strict ethical guidelines laid down by the industry.

This revised HND Sports Therapy has the potential for articulation with higher education institutions for areas of study within Exercise and Sports Science in addition to Sports Therapy.

On completion of Year 1 plus \*3 extra SQA credits in your first year of study, you will have the following choices for study progression:

- ◆ Continue onto HND Sports Therapy
- ◆ Possible options for higher education study in Sport and Exercise Therapy or Sports Therapy

The \*3 extra credits are drawn from mandatory Units that comprise the HND Sports Therapy Group Award. The exact Units chosen are at the discretion of the delivering Centre and would be discussed at interview and confirmed at the start of the course.

A career within Sports Therapy, involves working with sports people in the maintenance and/or improvement of, their sporting performance, treating and rehabilitating injuries that affect their output.

Employment can be as an independent therapist or employed within Sports Clubs or with other professionals (eg physiotherapists, coaches, strength and conditioning specialists, or nutritionalists). Additionally, learners may work within single or multi-disciplinary clinics providing clinical sports massage treatments. Learners can also diversify to apply their skills to treat overuse injuries in an occupational setting.

\*K8 — knowledge criteria also covered in the Nutrition Unit, additional questions may require if this Unit is not taken

## Appendix 1a — Mapping of NOS CNH22 Plan, apply and evaluate complex massage/soft tissue methods for HNC Soft Tissue Therapy (Year 1)

NOS CNH22 Knowledge Criteria										
		Anatomy and Physiology	Functional Anatomy	Pathology Aetiology	Prevention and Management	Basic OandS Assess	Clinical Sp. Massage	Sp. Mass @ events	Clinical and Team Ex 1	Prof Standard
Key: W = written and/or oral recorded evidence, P= practical evidence										
*K8 – knowledge criteria also covered in the Nutrition Unit, additional questions may require if this Unit is not taken										
K1	Anatomy, physiology and pathology appropriate to the massage methods and contexts covered by the Unit.	W	W, P	W	W					
K2	The importance of applying the underpinning knowledge of anatomy, physiology and pathology to the practice of massage.						W, P			
K3	The accepted standards of practice and recognition of client's presenting with pre-existing conditions and problems.						W, P	W, P	P	
K4	The importance of accurate client assessment and record keeping.					W, P	P	P	P	W
K5	The physiological and neurological effects of the massage/soft tissue methods covered by this Unit.	W	W				W			
K6	The content of massage mediums in relation to allergic reaction and contraindication.						W			
K7	The psychology of injury as it applies to massage/soft tissue methods						W			
K8	The relevance of nutrition — hydration, food fuels, chemical fuels.	W*								
K9	The importance of physiology in understanding the client's needs.						W			
K10	How to conform to protocols for all forms of communication.					P	P	P	P	W
K11	The importance of cleanliness and hygiene and the standards that should be applied when applying massage in a variety of situations and environments.						P	P	P	W
K12	The importance of maintaining the dignity and comfort of the client throughout the massage process.						P	P	P	W
K13	The importance of ensuring the client is correctly positioned.						P	P	P	
K14	The importance of having a suitable chaperone present when working with clients and the principles to observe in relation to protection of children and vulnerable adults and child protection legislation.						P	P	P	W



NOS CNH22 Knowledge Criteria		SQA Units								
		Anatomy and Physiology	Functional Anatomy	Pathology Aetiology	Prevention and Management	Basic OandS Assess	Clinical Sp. Massage	Sp. Mass @ events	Clinical and Team Ex 1	Prof Standard
Key: W = written and/or oral recorded evidence, P = practical evidence										
*K8 — knowledge criteria also covered in the Nutrition Unit, additional questions may require if this Unit is not taken										
K15	The importance of obtaining informed consent prior to any assessment and application or course of massage — practitioners are required to tell the client anything that would substantially affect the client’s decision, such information typically includes the nature and purpose of the massage, its risks and consequences and any alternative courses of treatment.						P	P	P	W
K16	The importance of working within the limits of informed consent.						P	P	P	W
K17	The importance of obtaining information on the possible cautions and contraindications to massage before commencing any treatment and how to obtain this information.						P	P	P	W
K18	The indications for massage.						W, P	P	P	
K19	What the cautions and contraindications to massage are, for example: acute trauma, tumour, open wounds, frostbite, acute soft tissue injury, circulatory disorders, fractures, thrombosis, bursitis, periostitis, myositis ossificans, infections, skin disorders, allergic conditions, risk of haemorrhage, areas of altered skin sensation, mental incapacity.						W, P	W, P	P	
K20	The agreed standards of personal hygiene, dress and appearance and why they are important.					P	P	P	P	W
K21	Current safety legislation for the types of equipment used in massage.						P	P	P	W
K22	The importance of making sure the equipment and the area provide for the comfort and dignity of the client.					P	P	P	P	W
K23	The correct materials to use for the range of massage methods covered by the Unit.						W, P	P	P	
K24	The importance of explaining the aims and objectives of massage to the client.						W, P	W, P	P	
K25	How to obtain relevant information.					P	P	P	P	W





NOS CNH22 Knowledge Criteria		SQA Units								
		Anatomy and Physiology	Functional Anatomy	Pathology Aetiology	Prevention and Management	Basic OandS Assess	Clinical Sp. Massage	Sp. Mass @ events	Clinical and Team Ex 1	Prof Standard
Key: W = written and/or oral recorded evidence, P = practical evidence										
*K8 — knowledge criteria also covered in the Nutrition Unit, additional questions may require if this Unit is not taken										
K26	How to observe, palpate, assess and move the area to be massaged in advance and why.					W, P	W, P	P	P	
K27	The importance of referral to relevant professionals when necessary and of working within your scope of practice.					W, P	P	P	P	
K28	How to prepare the body area for the range of methods listed and why.						W, P	P	P	
K29	Why the client should understand the nature and purpose of the massage and the equipment being used.						W		P	W
K30	How to apply the range of methods listed in the Unit with particular reference to: contour of hands, position (stance/posture), depth of pressure, direction of movement, the medium used, speed and rhythm of movement.						P	P	P	
K31	The application of the range of methods to the range of conditions/situations listed.						P	P	P	
K32	Situations in which you should and should not remove the massage medium.						W, P	W, P		
K33	The importance of evaluating the effectiveness of massage.						W	W	W	W
K34	How to obtain feedback from the client on the effects of massage.						W, P	P	P	
K35	The possible adverse reactions to massage and how to identify these.						W, P		W, P	
K36	Why it is important to provide reassurance and opportunities for further feedback and how to do so.						P		P	W
K37	How and when to report/refer to relevant health care professionals, why it is important to follow their directions and recognising working within scope of practice.					W				W
K38	The details of the massage and its effects that should be recorded.						P	P	P	
K39	The importance of accurate and confidential record keeping and safely storing records.									W
K40	Legal requirements for the storage of information on clients and the methods you have applied									W

## Appendix 1b — Mapping of NOS CNH22 Plan, apply and evaluate complex massage/soft tissue methods for HND Sports Therapy

NOS CNH22 Knowledge Criteria		SQA Units					
		Func. Anatomy 2	Clinical and Team 2	Clinical Assess	Taping Tech	Nutrition FHE	Psychology
Key: W = written and/or oral recorded evidence, P = practical evidence							
K1	Anatomy, physiology and pathology appropriate to the massage methods and contexts covered by the Unit.	W, P					
K2	The importance of applying the underpinning knowledge of anatomy, physiology and pathology to the practice of massage.						
K3	The accepted standards of practice and recognition of client's presenting with pre-existing conditions and problems.		P	P	P		
K4	The importance of accurate client assessment and record keeping.		P	W, P	W, P		
K5	The physiological and neurological effects of the massage/soft tissue methods covered by this Unit.	W					
K6	The content of massage mediums in relation to allergic reaction and contraindication.						
K7	The psychology of injury as it applies to massage/soft tissue methods.						W
K8	The relevance of nutrition — hydration, food fuels, chemical fuels.					W	
K9	The importance of physiology in understanding the client's needs.	W		P	P		
K10	How to conform to protocols for all forms of communication.		P	P	P		
K11	The importance of cleanliness and hygiene and the standards that should be applied when applying massage in a variety of situations and environments.		P	P	P		
K12	The importance of maintaining the dignity and comfort of the client throughout the massage process.		P	P	P		
K13	The importance of ensuring the client is correctly positioned.		P	P	P		
K14	The importance of having a suitable chaperone present when working with clients and the principles to observe in relation to protection of children and vulnerable adults and child protection legislation.		P	P	P		

NOS CNH22 Knowledge Criteria		SQA Units					
		Func. Anatomy 2	Clinical and Team 2	Clinical Assess	Taping Tech	Nutrition FHE	Psychology
Key: W = written and/or oral recorded evidence, P = practical evidence							
K15	The importance of obtaining informed consent prior to any assessment and application or course of massage — practitioners are required to tell the client anything that would substantially affect the client's decision, such information typically includes the nature and purpose of the massage, its risks and consequences and any alternative courses of treatment.		P	P	P		
K16	The importance of working within the limits of informed consent.		P	P	P		
K17	The importance of obtaining information on the possible cautions and contraindications to massage before commencing any treatment and how to obtain this information.		P	P	P		
K18	The indications for massage.		P	P			
K19	What the cautions and contraindications to massage are, for example: acute trauma, tumour, open wounds, frostbite, acute soft tissue injury, circulatory disorders, fractures, thrombosis, bursitis, periostitis, myositis ossificans, infections, skin disorders, allergic conditions, risk of haemorrhage, areas of altered skin sensation, mental incapacity.		P	P	P		
K20	The agreed standards of personal hygiene, dress and appearance and why they are important.		P	P	P		
K21	Current safety legislation for the types of equipment used in massage.		P				
K22	The importance of making sure the equipment and the area provide for the comfort and dignity of the client.		P	P	P		
K23	The correct materials to use for the range of massage methods covered by the Unit.		P				
K24	The importance of explaining the aims and objectives of massage to the client.		P				

NOS CNH22 Knowledge Criteria		SQA Units					
		Func. Anatomy 2	Clinical and Team 2	Clinical Assess	Taping Tech	Nutrition FHE	Psycho- logy
Key: W = written and/or oral recorded evidence, P = practical evidence							
K25	How to obtain relevant information.		P	P	P		
K26	How to observe, palpate, assess and move the area to be massaged in advance and why.		P				
K27	The importance of referral to relevant professionals when necessary and of working within your scope of practice.		P	P	P		
K28	How to prepare the body area for the range of methods listed and why.		P	P	P		
K29	Why the client should understand the nature and purpose of the massage and the equipment being used.		P				
K30	How to apply the range of methods listed in the Unit with particular reference to: contour of hands, position (stance/posture), depth of pressure, direction of movement, the medium used, speed and rhythm of movement.		P	P	P		
K31	The application of the range of methods to the range of conditions/situations listed.		P	P	P		
K32	Situations in which you should and should not remove the massage medium.						
K33	The importance of evaluating the effectiveness of massage.		W				
K34	How to obtain feedback from the client on the effects of massage.		P				
K35	The possible adverse reactions to massage and how to identify these.		W, P				
K36	Why it is important to provide reassurance and opportunities for further feedback and how to do so.		P	P	P		
K37	How and when to report/refer to relevant health care professionals, why it is important to follow their directions and recognising working within scope of practice.			P	P		
K38	The details of the massage and its effects that should be recorded.		P				
K39	The importance of accurate and confidential record keeping and safely storing records..			P	P		
K40	Legal requirements for the storage of information on clients and the methods you have applied.			P	P		

**Appendix 2a — Mapping to NOS SFHD528: Apply hot and cold techniques to clients in sport and activity context HNC Soft Tissue Therapy (Year 1)**

NOS SFHD528 Knowledge Criteria		SQA Units					
		Pathology Aetiology	Prevent. and M' ment	Basic O and S Assess	Clinical Sp. Massage	Clinical and Team 1	Prof Standard
K1	The importance of applying the underpinning knowledge of anatomy, physiology and pathology to hot and cold technique.	W	W				
K2	The accepted standards of practice and recognition of client's presenting condition with injuries.					W, P	
K3	Indications for the application of hot and cold techniques and the advantages and disadvantages of different types.	W	W			W	
K4	The importance of accurate assessment and record keeping.			W			W
K5	The physical and physiological effects of hot and cold techniques.	W	W			W, P	
K6	The importance of cleanliness and hygiene and the standards that should be applied when applying hot and cold techniques in a variety of situations and environments.					W, P	
K7	The importance of maintaining dignity and comfort of the participant throughout the hot and cold technique process.					P	
K8	The importance of understanding and obeying the rules of sport.		W				
K9	The importance of ensuring the participant is correctly positioned.					P	
K10	The importance of having a suitable chaperone present when working with participants and the principles to observe in relation to child protection and child protection legislation.						W
K11	The importance of obtaining informed consent prior to any application of basic hot and cold technique – practitioners are required to tell the client anything that would substantially affect the client's decision, such information typically includes the nature and purpose of the hot and cold technique, its risks and consequences and any alternative courses of treatment.					W, P	W
K12	The importance of obtaining information on the possible dangers of and contra-indications/precautions to hot and cold technique before commencing any treatment and how to obtain this information.					P	

NOS SFHD528 Knowledge Criteria		SQA Units					
		Pathology Aetiology	Prevent. and M' ment	Basic O and S Assess	Clinical Sp. Massage	Clinical and Team 1	Prof Standard
K13	What the dangers and contraindications to hot and cold technique are, for example: acute trauma, tumour, open wounds, frostbite, acute soft tissue injury, circulatory disorders, fractures, thrombosis, bursitis, periostitis, myositis ossificans, infections, skin disorders, allergic conditions, risk of haemorrhage, areas of altered skin sensation, mental incapacity.	W	W			W, P	
K14	The accepted standards of personal hygiene, dress and appearance and why they are important.					P	W
K15	Current safety legislation for the types of equipment used in hot and cold technique.					P	W
K16	The importance of making sure the equipment and the area provide for the comfort and dignity of the participant.					P	
K17	The correct materials to use for the range of hot and cold techniques covered by the Unit.					P	
K18	The importance of explaining the aims and objectives of hot and cold technique to the client.		W			P	
K19	How to obtain relevant information.			P	P	P	W
K20	How to observe and palpate the area in advance and why.			W, P	W, P	P	W
K21	How to prepare the body area for the range of techniques listed and why.					P	
K22	Why the participant should understand the nature and purpose of the hot and cold technique and the equipment being used.					W, P	
K23	How to apply the range of techniques listed in the Unit.					P	
K24	The application of the range of techniques to the range of conditions/situations listed.					P	
K25	Why it is important to cleanse the area prior to and following hot and cold technique and how to do so.					W, P	
K26	The importance of evaluating the effectiveness of hot and cold technique.					W	

NOS SFHD528 Knowledge Criteria		SQA Units					
		Pathology Aetiology	Prevent. and M' ment	Basic O and S Assess	Clinical Sp. Massage	Clinical and Team 1	Prof Standard
K27	How to obtain feedback from the participant on the effects of hot and cold technique.					W, P	
K28	The possible adverse reactions to hot and cold technique and how to identify these.	W	W			W, P	
K29	Why it is important to provide reassurance and opportunities for further feedback and how to do so.				W, P	W, P	
K30	How to report/refer on progress to relevant and appropriately qualified health care professionals, why it is important to follow their directions and recognise working within scope of practice.						W
K31	The details of the hot and cold technique and its effects that should be recorded.					W, P	
K32	The importance of accurate and confidential record keeping and safely storing records.					P	W
K33	Legal requirements for the storage of information on participants and the treatment they have received.						W

## Appendix 2b

NOS SFHD528 Knowledge Criteria		SQA Units					
		Func Anatomy2	Clinical and Team 2	Clinical Assess	Taping Tech	Nutrition FHE	Psychology
Key: W = written and/or oral recorded evidence, P= practical evidence.							
K1	The importance of applying the underpinning knowledge of anatomy, physiology and pathology to hot and cold technique.	W, P		P			
K2	The accepted standards of practice and recognition of client's presenting condition with injuries.		W, P	P			
K3	Indications for the application of hot and cold techniques and the advantages and disadvantages of different types.		W				
K4	The importance of accurate assessment and record keeping.		W	W	W		
K5	The physical and physiological effects of hot and cold techniques.	W	W, P				
K6	The importance of cleanliness and hygiene and the standards that should be applied when applying hot and cold techniques in a variety of situations and environments.		W, P				
K7	The importance of maintaining dignity and comfort of the participant throughout the hot and cold technique process.		P				
K8	The importance of understanding and obeying the rules of sport.		P				
K9	The importance of ensuring the participant is correctly positioned.		P	P			
K10	The importance of having a suitable chaperone present when working with participants and the principles to observe in relation to child protection and child protection legislation.		P	P	P		
K11	The importance of obtaining informed consent prior to any application of basic hot and cold technique – practitioners are required to tell the client anything that would substantially affect the client's decision, such information typically includes the nature and purpose of the hot and cold technique, its risks and consequences and any alternative courses of treatment.		W, P	W			



NOS SFHD528 Knowledge Criteria		SQA Units					
		Func Anatomy 2	Clinical and Team 2	Clinical Assess	Taping Tech	Nutrition FHE	Psycho- logy
Key: W = written and/or oral recorded evidence, P= practical evidence.							
K12	The importance of obtaining information on the possible dangers of and contra-indications/precautions to hot and cold technique before commencing any treatment and how to obtain this information.		P	P			
K13	What the dangers and contraindications to hot and cold technique are, for example: acute trauma, tumour, open wounds, frostbite, acute soft tissue injury, circulatory disorders, fractures, thrombosis, bursitis, periostitis, myositis ossificans, infections, skin disorders, allergic conditions, risk of haemorrhage, areas of altered skin sensation, mental incapacity.		W, P				
K14	The accepted standards of personal hygiene, dress and appearance and why they are important.		P	P	P		
K15	Current safety legislation for the types of equipment used in hot and cold technique.		P				
K16	The importance of making sure the equipment and the area provide for the comfort and dignity of the participant.		P	P	P		
K17	The correct materials to use for the range of hot and cold techniques covered by the Unit.		P				
K18	The importance of explaining the aims and objectives of hot and cold technique to the client.		P	P			
K19	How to obtain relevant information.		P	P	P		
K20	How to observe and palpate the area in advance and why.		P	P	P		
K21	How to prepare the body area for the range of techniques listed and why.		P	P			
K22	Why the participant should understand the nature and purpose of the hot and cold technique and the equipment being used.		W, P				
K23	How to apply the range of techniques listed in the Unit.		P				
K24	The application of the range of techniques to the range of conditions/situations listed.		P				

NOS SFHD528 Knowledge Criteria		SQA Units					
		Func Anatomy 2	Clinical and Team 2	Clinical Assess	Taping Tech	Nutrition FHE	Psycho- logy
Key: W = written and/or oral recorded evidence, P= practical evidence.							
K25	Why it is important to cleanse the area prior to and following hot and cold technique and how to do so.		W, P	P			
K26	The importance of evaluating the effectiveness of hot and cold technique.		W	P			
K27	How to obtain feedback from the participant on the effects of hot and cold technique.		W, P	P			
K28	The possible adverse reactions to hot and cold technique and how to identify these.		W, P	P			
K29	Why it is important to provide reassurance and opportunities for further feedback and how to do so.		W, P	P	P		
K30	How to report/refer on progress to relevant and appropriately qualified health care professionals, why it is important to follow their directions and recognise working within scope of practice.		P	P	P		
K31	The details of the hot and cold technique and its effects that should be recorded.		W, P	P			
K32	The importance of accurate and confidential record keeping and safely storing records.		P	P	P		
K33	Legal requirements for the storage of information on participants and the treatment they have received.		W	W	W		