

Programme Specification

Title of course: Foundation Degree in Sports Therapy

Date specification produced: January 2014

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This Programme Specification is designed for prospective students, current students, academic staff and potential employers. It provides a concise summary of the main features of the programme and the intended learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if he/she takes full advantage of the learning opportunities that are provided. More detailed information on the teaching, learning and assessment methods, learning outcomes and content of each module can be found in Student Handbooks and Module Descriptors.

SECTION 1: GENERAL INFORMATION

Title:	Foundation Degree in Sports Therapy
Awarding Institution:	Kingston University
Teaching Institution:	Nescot
Location:	Reigate Road, Epsom
Programme accredited by:	Sports Therapy Organisation

SECTION 2: THE PROGRAMME

A. Programme Introduction

When joining Nescot Sports Therapy students will be taught by a vibrant teaching team who maintain the most up to date knowledge, skills and cutting edge work practices through considered professional development within their specialism. The teaching team have current and past experiences in Great Britain American football, National basketball, International Athletics, semi-professional Rugby, football as well as running sports injuries clinics. This vocational experience allows the course to be cutting edge through work experience opportunities, guest speakers, visits and vocationally realistic coursework assessments.

A Sports Therapist is a healthcare professional that has the knowledge and skills to prevent injuries and optimise performance for a wide range of sports and exercise participants. They will also provide immediate treatment of injuries 'pitch side', while also assess, treat and rehabilitate a range of injuries or refer to other healthcare specialists.

The programme has been accredited by the Sports Therapy Organisation (STO), one of the governing bodies that accredit and regulate the discipline of sports therapy in the UK. This association with the STO allows our graduates to affiliate with this governing body upon successful completion of the Foundation Degree, to gain employment and succeed in their chosen occupation.

The Foundation Degree in Sports Therapy has a proud history at Nescot stretching back 11 years, and has been designed specifically to develop the academic, clinical and professional skills required to be a Sports Therapist. Studying Higher Education at Nescot you will benefit from being in smaller size classes, which will allow for greater attention from staff and more collaboration among your peers.

The first year focuses on developing anatomical knowledge and two clinical competencies. There will be opportunities for students to get some supervised applied practice in year 1 to help develop their clinical knowledge and skills such as

pre- and post-massage treatments at events like the London Marathon, Basingstoke 10km, Crystal Palace triathlon. At the end of year 1 we offer students the opportunity to complete the ITEC Level 3 Certificate in Sports Massage qualification, which will allow every student to practice as a 'sports massage therapist' on the completion of their insurance. ITEC is one of *"the world's leading and most successful awarding bodies specialising in the beauty and complimentary therapy, sport, fitness and hairdressing sectors...awarding certificates in over 38 countries"*. The ITEC Level 3 Certificate in Sports Massage qualification is an internationally recognised qualification that enhances the employability of our students half way through the course by *"providing learners with the understanding, skills and techniques to plan, prepare and apply a range of sports massage methods to uninjured clients"*.

The second year of the course is designed to develop clinical knowledge and skills to effectively assess, diagnose and treat a range of sport- and clinic-based clients. This is all developed on top of the anatomy knowledge from year 1, so that students can effectively differentiate between normal and 'injured' movements. Students will also develop a wider range of treatment and rehabilitation skills so that they have a range of modalities they can apply at different stages of healing and rehabilitation for different injuries and types of client.

Further emphasis is placed upon developing applied skills through the Clinical Practice module where students are supported in attaining 100 clinical hours across Year 1 and Year 2. As part of this Nescot runs a supervised sports injuries clinic, run by the students, for college staff, students, sports teams and the wider public which will guarantee a significant percentage of the clinical hours. Finally there will be more opportunities in the second year to attain qualifications that will equip each student with the necessary skills as a sports therapist and further enhance their employability such as Taping and Strapping of injuries, and ITC first aid.

B. Aims of the Programme

The Foundation Degree in Sports Therapy programme has been specifically designed to develop the academic, clinical and professional skills required for a Sports Therapist. The aims of the course are:

1. To provide a rigorous relevant intellectual programme of study in the cognate areas of sports therapy and sports science, through an academic and applied experience that develops students' theoretical understanding and its range of applications.
2. To develop practical expertise in the field of sports therapy consistent with the requirements of the professional body.

3. To be responsive to the changing needs of sports therapy and science at local, regional and national level
4. To provide a learning environment that creates active, independent and reflective learners
5. To develop student research skills so they can undertake research appropriate to sports therapy
6. To develop students transferrable skills that will facilitate prospects for further study, life-long learning and employment

C. Intended Learning Outcomes

The programme provides opportunities for students to develop and demonstrate knowledge and understanding, skills and other attributes in the following areas. The programme outcomes are referenced to the QAA subject benchmarks for Hospitality, Leisure, Sport & Tourism, and the Framework for Higher Education Qualifications in England, Wales and Northern Ireland (2008), and relate to the typical student.

Foundation Degree Programme Learning Outcomes					
	Knowledge and Understanding On completion of the course students will be able to:		Intellectual skills – able to: On completion of the course students will be able to:		Subject Practical skills On completion of the course students will be able to:
A1	Demonstrate a critical understanding of human anatomy & physiology, kinesiology related to sports therapy	B1	Effectively apply the skills of evaluation and critical interpretation needed for academic study	C1	Execute skilled, competent, evaluative and reflective sports therapy techniques to initiate and undertake critical analysis of information
A2	Demonstrate a critical understanding of new developments in the knowledge and practice of sports therapy	B2	Plan, design, execute and communicate a sustained piece of independent intellectual work providing evidence of critical engagement and interpretation of appropriate data	C2	Undertake appropriate and effective practical therapy techniques with continuous regard for safety and risk assessment
A3	Demonstrate a critical understanding of theory behind accurate sports therapy assessment through analysis and diagnosis of the client	B3	Apply knowledge to the solution of familiar and unfamiliar problems	C3	Make reasoned judgements for treatment perhaps challenging previously held assumptions and communicate to specialist and non-specialist audiences
A4	Demonstrate a critical understanding of theory behind appraising and evaluating the effects of sports therapy interventions on the client	B4	Self-appraise and reflect on sports therapy practice, understanding the limits of their knowledge and how this influences interpretations		
A5	Demonstrate the theoretical basis of qualitative and quantitative research for sports therapy	B5	Recognise and respond to moral, legal and ethical and safety issues which pertain to sports therapy		
A6	Demonstrate a critical understanding of the principles behind professional codes of conduct and operational & strategic management in sports therapy, and of the way in which they have been developed				
Key Skills					
	Self-Awareness Skills		Communication Skills		Interpersonal Skills
AK1	Take responsibility for own learning and plan for and record own personal development	BK1	Express ideas clearly and unambiguously in writing and the spoken work	CK1	Work well with others in a group or team

AK2	Recognise own academic strengths and weaknesses, reflect on performance and progress and respond to feedback	BK2	Present, challenge and defend ideas and results effectively orally and in writing	CK2	Work flexibly and respond to change
AK3	Organise self effectively, agreeing and setting realistic targets, accessing support where appropriate and managing time to achieve targets	BK3	Actively listen and respond appropriately to ideas of others	CK3	Discuss and debate with others and make concession to reach agreement
AK4	Work effectively with limited supervision in unfamiliar contexts			CK4	Give, accept and respond to constructive feedback
				CK5	Show sensitivity and respect for diverse values and beliefs
	Research and information Literacy Skills		Numeracy Skills		Management & Leadership Skills
DK1	Search for and select relevant sources of information	EK1	Collect data from primary and secondary sources and use appropriate methods to manipulate and analyse this data	FK1	Determine the scope of a task (or project)
DK2	Critically evaluate information and use it appropriately	EK2	Present and record data in appropriate formats	FK2	Identify resources needed to undertake the task (or project) and to schedule and manage the resources
DK3	Apply the ethical and legal requirements in both the access and use of information	EK3	Interpret and evaluate data to inform and justify arguments	FK3	Evidence ability to successfully complete and evaluate a task (or project), revising the plan where necessary
DK4	Accurately cite and reference information sources	EK4	Be aware of issues of selection, accuracy and uncertainty in the collection and analysis of data	FK4	Motivate and direct others to enable an effective contribution from all participants
DK5	Use software and IT technology as appropriate				
	Creativity and Problem Solving Skills				
GK1	Apply scientific and other knowledge to analyse and evaluate information and data and to find solutions to problems				
GK2	Work with complex ideas and justify judgements made through effective use of evidence				
Teaching/learning methods and strategies					
The range of learning and teaching strategies includes: Lectures, seminars (tutor- and student-led), clinical sessions, individual research, presentations, professional practice, problem-based / case study learning, practical activities, peer-learning					
Assessment strategies					

The assessment strategies employed in the Fields include the following:

- Essays
- Examinations
- Case studies
- Practical assessments
- Reflective writing, Presentations
- Log-books

D. Entry Requirements

The minimum entry qualifications for the programme are:

From A levels: 80 UCAS Tariff points usually in P.E. / Biology based subjects

BTEC: 80 UCAS Tariff points in Sport/ Science based subjects

Access Diploma: Pass with 60 credits

Plus: 5 GCSE's at Grade C or above inclusive of English, Maths and Science

Mature students lacking the above qualifications, but with significant and appropriate industry experience may apply, and qualification will be assessed by interview and portfolio of evidence.

A range of alternative qualifications or experience that is equivalent to the typical offer will be considered. Applications from international students with equivalent qualifications are welcome. Normally a minimum IELTS score of 6.0 with minimum of 5.5 in any component, or equivalent is required for those for whom English is not their first language.

Students will be required to produce a valid Disclosure and Barring Service check (DBS) before the commencement of the course to indicate they are able to work with members of the public.

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E. Programme Structure

This programme is offered in full-time / part-time mode, and leads to the award of Foundation Degree. Entry is normally at level 4 with A-level or equivalent qualifications (See section D). Transfer from a similar programme is possible at level 5 with passes in comparable level 4 modules – but is at the discretion of the course team. Intake is normally in September.

E1. Professional and Statutory Regulatory Bodies

Sports Therapy Organisation (STO)

E2. Work-based learning, including sandwich programmes

As a Foundation Degree, a minimum of 25% of the course has a practical or simulated 'work based learning' element, which is located in LS4700

Functional Anatomy & Kinesiology; LS4702 Sports Massage & Advanced Remedial Techniques; LS4703 Corrective Exercise; LS5700 Client Assessment; LS5701 Treatment Modalities & Rehabilitation and LS5703 Clinical & Research Practice modules.

An essential component of the Work based learning is the 100hrs of clinical practice time the students need to accrue for the Clinical & Research Practice module. This is made up of work experience in-house where the college runs a Sports Therapy Clinic open to the public and short periods of work experience with relevant employers. Support is provided by the module leader to find and secure placements, although it is the responsibility of individual students to source and secure all 100hrs of clinical placements needed for their course. The Nescot Sport Injuries clinic that is run by the students, under the supervision of the module leader, offers a guarantee that a significant number of those clinical hours are attained. The module allows students to reflect upon their own personal experience of working in an applied setting, to focus on aspects of this experience that they can clearly relate to theoretical concepts and to evaluate the relationship between theory and practice. All summative assessment of the module will be conducted at Nescot providing valuable formative feedback and an appreciation of different treatment philosophies and varied work experiences.

E3. Outline Programme Structure

The first year of the course is designed to develop the student's anatomical knowledge to a standard where they can safely and effectively begin to apply treatment modalities to the various anatomical structures of their clients. During this first year, students will also begin to develop their clinical skills through the learning of sports massage, remedial massage and corrective exercise techniques. These skills will be underpinned by knowledge of safe and ethical practices so that an effective treatment philosophy is developed. There will be opportunities for students to get some supervised applied practice in year 1 to help develop their clinical knowledge and skills e.g. pre- and post-massage at the London Marathon, Basingstoke 10km, Crystal Palace triathlon. At the end of year 1 we offer students the opportunity to complete the ITEC Level 3 Certificate in Sports Massage qualification, which will allow every student to practice as a 'sports massage therapist' on the completion of their insurance. ITEC is one of *"the world's leading and most successful awarding bodies specialising in the beauty and complimentary therapy, sport, fitness and hairdressing sectors...awarding certificates in over 38 countries"*. The ITEC Level 3 Certificate in Sports Massage qualification is an internationally recognised qualification that enhances the employability of our

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Further emphasis is placed upon developing applied skills through the Clinical Practice module where students are supported in attaining 100 clinical hours of work experience across Year 1 and Year 2.

As part of this Nescot runs a supervised sports injuries clinic, run by the students, for college staff, students, sports teams and the wider public which will guarantee a significant percentage of the clinical hours. Finally there will be more opportunities in the second year to attain qualifications in Taping and Strapping of injuries, and ITEC first aid which will equip each student with the necessary skills as a sports therapist and further enhance their employability.

Each level is made up of four modules each worth 30 credit points. Typically a student must complete 120 credits at each level. All students will be provided with the University regulations and the Sports Therapy Organisation will normally only accredit students that have successfully completed all 240 credits of the Foundation Degree. Full details of each module will be provided in module descriptors and student module guides.

Level 4 (all core)							
Compulsory modules	Module code	Credit Value	Level	% Written exam	% practical exam	% course-work	Teaching Block
Functional Anatomy & Kinesiology	LS4700	30	4		50	50	1&2
Anatomy, Physiology & Nutrition	LS4701	30	4	25		25 & 50	1&2
Sports Massage & Advanced Remedial Techniques	LS4702	30	4		50	50	1&2
Corrective Exercise	LS4703	30	4			100	1&2

Progression to level 5 requires passes in all modules.

Compulsory modules	Module code	Credit Value	Level	% practical exam	% course-work	Teaching Block
Clinical Assessment	LS5700	30	5		100	1&2
Treatment Modalities & Rehabilitation	LS5701	30	5	50	50	1&2
Client Psychology & Pathology	LS5702	30	5		100	1&2
Clinical & Research Practice	LS5703	30	5		100	1&2

F. Principles of Teaching Learning and Assessment

The students we attract tend to prefer being 'active' and 'involved' in their learning so practical activities are especially important in helping the students embed and contextualise their learning. The teaching team engage in circular learning to allow the students to re-visit and retain important knowledge, as well as apply new clinical assessments and practices to existing knowledge. The significance of the role of Information Learning Technology (ILT) is recognised and practiced in teaching and learning practices, as well as assessment. Throughout the course, emphasis is placed on formative assessment to support and develop students' knowledge and skills related to sports therapy, prior to module summative assessments. The course commences with an induction programme that aims to familiarise students with each other, the course requirements, the college environment, policies and practices and academic writing conventions. Within induction there will be opportunities for students to meet the course team, their tutor and college support staff. This will enable early identification of support needs. In order to support students effectively, thorough, on-line initial assessments are undertaken in language, literacy, numeracy and IT. Teaching methods will also emphasise the development of knowledge and understanding of work structures, skills expected within higher education and when working with members of the public.

For each unit of summative assessment there will be at least one (or in some cases, several) unit(s) of formative assessment with feedback so that students can gauge their progress. For example, formative assessments for viva exams will include peer assessments, problem solving, and anatomy tests to provide opportunities for consolidation of learning. In a limited number of cases more rapid feedback on these assessments will be facilitated by peer marking using lecturer supplied marking keys and templates.

In order for students to experience a range of teaching strategies each module will involve a variety of methods depending on the learning outcomes, the needs of the students and the resources available. These strategies will include:

- Case studies and simulations,
- Group work
- Presentations
- Debate
- Question and answer
- Interactive activities using ILT
- “Jigsawing” & “snowballing”
- Reflection and reflective writing
- Peer-to-peer teaching
- Discussion groups
- Observations
- Use of multi-media resources
- Evaluation
- Practical sessions

In the second year of the course, increasing emphasis is placed on application of knowledge through assessment, treatment and rehabilitation techniques. This will include a clinical placement module where the students will begin to work on their clinical practice and application under the supervision of a qualified member of staff in a work-based learning environment at Nescot as well as short external work experience opportunities. This greater application of clinical skills is accompanied by an emphasis on critical reflection and peer feedback to ensure the students become more autonomous in not only their clinical application but also reflective practice. This autonomy also applies to academic work where students are encouraged to work more independently in locating, critically appraising, synthesising and presenting their work in class.

G. Support for Students and their Learning

Tutorials

Students will have one-to-one and group sessions which provide opportunity for reflection, target setting and action planning of study and career targets. Group tutorials may also be organised to increase understanding of previously covered practical or theoretical concepts.

Personal and academic tutorial support

Nescot is committed to providing tutorial support for all students. The aim of the tutorial is to support students to pass the programme, to provide an opportunity for all to comment on how things are going at College and help progression on to the next step in education or a career. Students will be entitled to a one-to-one tutorial each semester where progress will be discussed. If students feel they need more support they need to ask the programme coordinator or contact Student Support Services directly.

Personal development planning (PDP)

Personal Development Planning (PDP) is a process that enhances and supports the students in reviewing, building and reflecting upon personal, professional and educational development. The PDP is embedded in reflective tasks hosted in modules such as LS4702, LS4703 and LS5703 as well as undertaken during tutorials in each teaching block. Students will set themselves targets at the beginning of the year and then reflect on the first teaching block in subsequent tutorials. PDP activities will be hosted electronically and referred to in academic lessons and tutorials.

Review of PDP includes: assessment of academic support requirements, academic progress, action plans that feed forward to the next session, planning for employment, personal issues that are relevant to the student's progress and a section for reflection (both academic and professional).

Health support

The college provides access to a nurse during some of the week, as well as a counsellor for more personal and emotional health needs.

Administration support

The college has two designated student finance officers who can provide advice with student loans and accommodation.

Learning support

The college has a designated learning support department that can carry out assessments and provide support in the form of a drop-in or more regular support sessions.

Learning Resources Centre (LRC)

The LRC provides a comprehensive collection of text books and other study aids including journals, newspapers and audio-visual materials. Many of these resources can be accessed remotely from the Nescot website and the virtual learning environment (Weblearn). There are a range of on-line databases suitable for sports therapy research and all students are able to acquire an Athens password for access.

The LRC is a bright and comfortable learning environment with facility for group and silent study, access to PCs, photocopying, videos, learner support and guidance from LRC staff. It opens Monday to Friday throughout the year (excluding the Christmas break).

Laptop access in the classroom supports teaching, learning and assignment completion. The LRC provides ready access to PCs and on-line resources as well as assistive technology and Information Technology (IT) support staff. The IT support staff offer a range of workshops to develop students' IT skills in such areas as word-processing, internet searching, etc. All teaching sessions are roomed with access to

Smartboard (interactive whiteboard) to allow for maximum modelling of good practice in the use of ILT for teaching and learning.

There is a designated sports therapy classroom set up for either theoretical and practical lessons, or easy integration of the two. It has computer and Smartboard for use of ILT in teaching while also room for practical beds and equipment for practical sessions. This room also doubles up as a sports injuries clinic through use of the clinical screens and practical beds. The clinic also contains a range of rehabilitation and treatment equipment to enable students to use these modalities for deeper knowledge and understanding as well as developing important clinical skills.

H. Ensuring and Enhancing the Quality of the Course

Kingston University in partnership with Nescot, has several methods for evaluating and improving the quality and standards of its provision in line with the University Quality Assurance regulations and compliant with Kingston University policies. These include:

- External examiners
- Boards of study with student representation
- Annual review and development
- Periodic review undertaken at the subject level
- Student evaluation
- Moderation policies
- STO standards visit

I. Employability Statement

Preparation for work is an integral part of the Foundation Degree in Sports Therapy. The programme has been designed to enable students to develop their employability skills to support progression and success in a competitive economy.

The programme has been accredited by the Sports Therapy Organisation (STO), one of the governing bodies that accredit and regulate the discipline of sports therapy in the UK. This association with the STO allows our graduates to affiliate with this governing body upon successful completion of the Foundation Degree, to gain employment and succeed in their chosen occupation.

The department has excellent links with employers to ensure the skills and knowledge acquired by students is appropriate to workplace requirements. One such link is through supervisor feedback contributions in the Research & Clinical Practice logbook, which then contribute to curriculum development and programme delivery. Past graduates of the programme support current students through offering work experience placements for the Research & Clinical Practice module.

The vocational aspect of the programme is emphasised in taught material, practical activities and work experience placements and assessments. These are complemented by the work experience logbook completed in the Research & Clinical Practice module, which encourages self-reflection, skills profiling and supports each student in their personal development. The Nescot Sports Injury Clinic and other work place opportunities play a central role in developing vocational skills in a safe learning environment, while also offering the students some autonomy to make clinical decisions as they would in their own practice. From the diligent work and industrious networking students have done in their work experience placements, they have secured employment at independent schools, health & fitness clubs and secured work with semi-professional, professional and international sports teams.

Another important aspect of the student's clinical development comes through the carefully selected additional qualifications on the course, such as the ITEC Level 3 Sports Massage, Taping and strapping and First Aid. All of these CPD courses will enhance the employability of our graduates in the sports therapy sector, as well as qualify them as sports massage therapists after one year of the course.

In addition to developing subject specific skills some modules place emphasis on developing the transferable skills essential to successful employment. This includes oral and written communication and presentation skills in the Massage module and business awareness / career possibilities and team work, in the Sports Massage & Advanced Remedial Techniques and Research & Clinical Practice module.

J. Approved Variants from the UMS/PCF

None

K. Other sources of information that you may wish to consult

ITC First Aid <https://www.itcfirstaid.org.uk/>

ITEC Level 3 Certificate in Sports Massage qualification

http://www.itecworld.co.uk/uk_qualifications/Diplomas.aspx?k=233

Sports Therapy Organisation <http://www.uk sportstherapy.org.uk/home>

Development of Programme Learning Outcomes in Modules

This map identifies where the programme learning outcomes are assessed across the modules for this programme. It provides an aid to academic staff in understanding how individual modules contribute to the programme aims, and a means to help students monitor their own learning, personal and professional development as the programme progresses and a checklist for quality assurance purposes. Include both core and option modules.

		Level 4				Level 5				
Module Code		LS4700	LS4701	LS4702	LS4703	LS5700	LS5701	LS5702	LS5703	
Programme Learning Outcomes	Knowledge & Understanding	A1	S	S	S	F	F	F	S	
		A2			F	F	S	S		
		A3	F		S	S	S	S		S
		A4			S	S	S	S		S
		A5			F	F				S
		A6			FS	F	F	F		FS
	Intellectual Skills	B1	F	S	S	S	S	S	S	S
		B2	S	S	S	S	S	S	S	S
		B3	S	S	S	S	S	S	S	S
		B4	F		FS	FS	FS	FS		S
		B5			S	F	F	F	F	F
	Practical Skills	C1	S		S	S	S	S		S
		C2	S		S	S	S	S		S
		C3	S		S	S	S	S	FS	S
	Transferable Skills	D1	S	S	S	S	S	S	S	S
		D2	S	S	S	S	S	S	S	S
		D3			F	F	F	F		F
		D4	S	S	S	S	S	S	S	S
		D5	S	S	S	S	S	S	S	S

Module Code		Level 4				Level 5			
		LS4700	LS4701	LS4702	LS4703	LS5700	LS5701	LS5702	LS5703
Programme Learning Outcomes	Self-Awareness Skills	AK1	F	F	F	F	F	F	FS
		AK2	F	F	F	F	F	F	FS
		AK3	FS	FS	FS	FS	FS	FS	FS
		AK4	FS	FS	FS	FS	FS	FS	FS
	Communication Skills	BK1	FS	FS	FS	FS	FS	FS	FS
		BK2	FS	FS	FS	FS	FS	FS	FS
		BK3	F	F	FS	FS	F	F	FS
	Interpersonal Skills	CK1	F	F	F	FS	F	F	FS
		CK2	FS	FS	FS	FS	FS	FS	FS
		CK3	F	F	F	FS	F	F	FS
		CK4	F	F	FS	F	F	F	FS
		CK5	F	F	FS	FS	F	F	FS
	Research & Information Literacy Skills	DK1	FS	FS	FS	FS	FS	FS	FS
		DK2	FS	FS	FS	FS	FS	FS	FS
		DK3	F	FS	FS	FS	F	F	FS
		DK4	FS	FS	FS	FS	FS	FS	FS
		DK5	FS	FS	FS	FS	FS	FS	FS
	Numeracy Skills	EK1		FS		FS	FS		FS
		EK2		FS		FS	FS		FS
		EK3		FS		FS			FS
		EK4		FS		FS	FS		FS
	Management & Leadership Skills	FK1	FS	FS	FS	FS	FS	FS	FS
		FK2	FS	FS	FS	FS	FS	FS	FS
		FK3	FS	FS	FS	FS	FS	FS	FS
		FK4	F	FS	FS	FS	F	F	FS
	Creativity & Problem Solving Skills	GK1	FS	FS	FS	FS	FS	FS	FS
		GK2	FS	FS	FS	FS	FS	FS	FS

S indicates where a summative assessment occurs.

F where formative assessment/feedback occurs.

Indicative Module Assessment Map

This map identifies the elements of assessment for each module. Course teams are reminded that:

- There should be no more than three elements of assessment per module
- There should be no more than one formal examination per module.
- Synoptic assessments that test the learning outcomes of more than one module are permitted

Module					Coursework 1				Coursework 2				Examination / Coursework 3			
Level	Module Name	Module code	Credit value	Core/option	Type of coursework	Word Length	Weighting %	S/F*	Type of coursework	Word Length	Weighting %	S/F*	Written/practical	Duration	Weighting %	S/F*
4	Functional Anatomy & Kinesiology	LS4700	30	Core		2-3000	50	S					Practical	60mins	50	S
4	Anatomy, Physiology & Nutrition	LS4701	30	Core	Practical write up	1000-1500	25	S	Nutritional strategy case study	2-3000	50	S	Written	60mins	25	S
4	Sports Massage & Advanced Remedial Techniques	LS4702	30	Core	Case study portfolio	2-3000	50	S					Practical	60mins	50	S
4	Corrective Exercise	LS4703	30	Core	Exercise programme	2-3000	50	S					Practical presentation	15-30mins	50	S
5	Clinical Assessment	LS5700	30	Core	Case study	2-3000	50	S					Practical	20-30mins	50	S
5	Treatment Modalities & Rehabilitation	LS5701	30	Core	Case study	2-3000	50	S					Practical	20-30mins	50	S
5	Client Psychology & Pathology	LS5702	30	Core	Essay	2-3000	50	S	Time-constrained Essay	750-1500	50	S				
5	Clinical & Research Practice	LS5703	30	Core	Research project design	2-3000	50	S	Clinical practice portfolio	2-3000	50	S				

Technical Annex

Final Award(s):	<i>Foundation Degree</i>
Intermediate Award(s):	<i>Certificate of HE</i>
Minimum period of registration:	<i>2yrs Full-time; 4yrs Part-time</i>
Maximum period of registration:	<i>4yrs Full-time ; 8yrs Part-time</i>
FHEQ Level for the Final Award:	<i>5</i>
QAA Subject Benchmark:	<i>Hospitality, Leisure, Sport & Tourism</i>
Modes of Delivery:	<i>Full-time or Part-time</i>
Language of Delivery:	<i>English</i>
Faculty:	<i>Sport & Public Services</i>
School:	<i>Sport</i>
JACS code:	<i>This is the <u>Joint Academic Coding System</u> (JACS) agreed jointly by UCAS and HESA.</i>
UCAS Code:	<i>C600</i>
Course Code:	<i>N6700</i>
Route Code:	