



UNIVERSITY  
CENTRE  
SOUTH DEVON

PART OF  
South Devon College

# PROGRAMME QUALITY

# HANDBOOK

# 2024-25

# ***YMCA Level 4 Certificate in Sports Massage Therapy (Soft Tissue Dysfunction)***

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# 1. Welcome and Introduction to Certificate in Sports Massage Therapy.

## 1.1 Welcome

Welcome to your Programme Quality Handbook (PQH). This PQH is designed to provide you with programme related information both for before and during your studies. In addition to this PQH, our UCSD interactive website contains our online Handbook to support you with studying at UCSD. A link is available here <https://www.ucsd.ac.uk/student-life/student-handbook>. It can also be navigated by going to [www.ucsd.ac.uk](http://www.ucsd.ac.uk) and searching for student handbook.

The L4 Certificate in Sport Massage Therapy is a professional course designed to equip you with the skills and behaviours that will allow you to develop within the industry. The course is a mixture of theory and practical application of the theory in a supportive and student focussed environment to allow you to develop as an individual. Your journey on the programme will be a unique learning experience and we encourage you to engage with all sessions to maximise your potential outcomes.

## 1.2 Programme Management

Role	Person	Email address
Personal Tutor	Dr Norah Nelson	<a href="mailto:norahnelson@southdevon.ac.uk">norahnelson@southdevon.ac.uk</a>
Programme Coordinator	Simon Holden	<a href="mailto:simonholden@southdevon.ac.uk">simonholden@southdevon.ac.uk</a>
Higher Education Lead - Sport	Max Sauter	<a href="mailto:maxsauter@southdevon.ac.uk">maxsauter@southdevon.ac.uk</a>
Curriculum Head	Daniel Gaze	<a href="mailto:danielgaze@southdevon.ac.uk">danielgaze@southdevon.ac.uk</a>
Assistant Principal	Matt Burrows	<a href="mailto:mburrows@southdevon.ac.uk">mburrows@southdevon.ac.uk</a>

### **1.3 Personal Tutor**

Your personal tutor's role is to support your personal and professional development, develop your academic skills, manage student expectations, achieve positive student-staff communications, provide pastoral support and signposting, and monitor your wellbeing. They should be your first port of call for advice and/or direction for further support on academic or pastoral matters.

Your personal tutor is Dr. Norah Nelson. Norah is a Sports and Remedial Massage Therapist with over 20 years' experience of teaching massage and soft tissue therapies. She has taught students in Further Education as well as adults on Professional Vocational Qualifications and on University Degree Programs. After her degree in Sport and Exercise Science, Norah went on to study and practice as a massage therapist whilst undertaking her PhD in Physical Activity for Health. Norah is currently updating her skills with a Level 5 ISRM BTEC Professional Diploma in Soft Tissue Therapy.

### **1.4 Tutoring at UCSD**

UCSD's aim is to facilitate and promote positive student engagement in learning, wellbeing, academic success, and progression. This is coordinated through an integrated tutorial model:

1. Personal and pastoral tutoring to monitor students' wellbeing and support their personal development
2. An academic tutoring curriculum to support in the development of academic and employability skills and monitor your academic and professional progress
3. Professional services including the Student Support Hub team, library services, employability, academic standards and quality.

The integrated tutorial model ensures all students have a personal tutor and scheduled group and/or one-to-one Tutorials, and can access professional study skills, wellbeing, disability and employability guidance from the HE Student Support Hub.

Your personal tutor's role is to support your personal and professional development, develop your academic skills, manage student expectations, achieve positive student-staff communications, provide pastoral support and signposting, and monitor your wellbeing.

They should be your first port of call for advice and/or direction for further support on academic or pastoral matters. However, your tutor may refer you to members of the Student Support Hub to provide specialist advice and information. See section [Student Support Hub](#) below for more information.

The tutorial and personal development curriculum is tailored for your programme including consideration of the size of programme, the hours that you are studying and the level of your programme. Details will be provided by your personal tutor.

More information about the UCSD tutorial commitment and the Learning Outcomes covered by the tutorial and personal development curriculum at Level 4 and above are available on the UCSD website at <https://www.ucsd.ac.uk/student-life/support/tutorial/>

## 1.5 Course Contact List

Details of your modules leaders and how and when they can be contacted are below. You can also view the profile of the teaching team within the curriculum area that your programme is based via the website.

If you have questions about a module, please contact the appropriate module leader.

If you have any questions about the programme or your pastoral needs please contact your personal tutor.

If you have any questions about fees, funding or support from the university please contact [university@southdevon.ac.uk](mailto:university@southdevon.ac.uk)

<b>Module Leader</b>	<b>Modules</b>	<b>Contact</b>	<b>If part time days/hours that are worked</b>
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Dr Norah Nelson	D/650/1401 – Anatomy & aetiology of soft tissue dysfunction	norahnelson@southdevon.ac.uk	Part time – Tuesday, Thursday & Friday
Dr Norah Nelson	F/650/1402 – Clinical assessment methods and strategic planning	norahnelson@southdevon.ac.uk	Part time – Tuesday, Thursday & Friday
Dr Norah Nelson	H/650/1403 – The use of non-electrical therapeutic modalities in the treatment of soft tissue dysfunction	norahnelson@southdevon.ac.uk	Part time – Tuesday, Thursday & Friday
Dr Norah Nelson	J/650/1404 – Providing post treatment care	norahnelson@southdevon.ac.uk	Part time – Tuesday, Thursday & Friday

## 1.6 Preparing for your programme

At UCSD, we understand that degree level study is a big step up from previous studies. To help prepare you for your course, we recommend engaging with preparatory activities. Each year UCSD organise workshops, with a focus on supporting you to develop your research and writing skills, alongside academic techniques.

For more information on the workshops and resources available, please visit our website: <https://www.ucsd.ac.uk/the-first-year-at-university/>.

The Student Support Hub is available throughout the duration of your programme and offers a range of services, acting as a first port of call for academic, study, wellbeing, disability, fees/funding, employability and progression support. When progressing to the next level of study of your higher education, there are also workshops and activities available to support you with progressing your graduate skills.

Preparatory reading is a great way to develop your knowledge and skills to be ready for the next level of study in higher education. Please see below some recommended reading to undertake prior to the start of your course:

### **Preparatory activities and reading**

Musculoskeletal anatomy knowledge is an important foundation for massage or manual therapists. Students should be familiar with the location of the main muscles of the body and their actions. Suggested text for revision:

Cash, M (1999). *The Pocket Atlas of the Moving Body: For All Students of Human Biology, Medicine, Sports and Physical Therapy*. Ebury Press

This course will develop your existing assessment and treatment skills, allowing you to work with a wider range of clients using a deeper level of clinical reasoning. The recommended course text is:

Cash, M (2012). *Advanced Remedial Massage and Soft Tissue Therapy*. Ebury Press.

This course will emphasise the use of evidence-based practice, which requires an integration of current quality research evidence with individual clinical expertise and patient choice. The recommended course text is:

Lebert, R. (2020) *Evidence-Based Massage Therapy: A Guide For Clinical Practice*. eCampusOntario. This is available as a free downloadable ebook at [Evidence-Based Massage Therapy : A Guide for Clinical Practice \(ecampusontario.ca\)](https://ecampusontario.ca/evidence-based-massage-therapy)

## **1.7 Curriculum design principles**



## **Programme Rationale (summary)**

The L4 Certificate in sports massage qualification is produced by YMCA and provides the learner with the knowledge and skills necessary to provide sports massage therapy to clients to treat conditions resulting from soft tissue dysfunction, ease muscular tension and treat minor injuries sustained during physical activity. It is both knowledge and skill based with students knowing the theory behind the movement in the human body and the potential risks and strains that movement may place upon the body. The practical side allows students to understand both the treatment methods but also treatment plans to enable them to better be able to relate these to theory making students more rounded sports professionals.

During your study you will build on the knowledge from the Level 3 regarding the anatomy and physiology of the human body and apply massage techniques to support development of the overarching principle of massage.

### **Context**

South Devon College has a long and rich tradition of delivering high quality Higher Educational (HE) courses and the YMCA have been responsible for the increased development of professional sports qualifications. The delivery of sports and coaching programmes is well established and with the inclusion of professional higher education courses we have been able to develop a high-quality range of programmes.

The Level 4 Certificate in Sports Massage Therapy has been written and validated by YMCA, the leading organisation on sports professional qualifications. The curriculum allows students the opportunity to explore academic theory in relation to specific anatomical knowledge related to human movement and the muscles that allow for this to happen. Modules also study the causes of soft tissue dysfunction with detailed knowledge of the skeletal system working across the major joints of the body. This information needs to be shared with potential clients and clinical assessment strategies devised for suitable and effective treatment of the clients. Additional modules cover non-electrical methods of treatment of soft tissue function and providing post treatment care.

The course delivery team currently work across the local area delivering and working with clients for sports massage and for curriculum development, they work with industry

representatives in ensuring the quality and professional relationships across the region with sports industry.

## **Content**

The knowledge, understanding and practical application of the programme will be delivered through a range of appropriate learning opportunities that will allow students to maximise both their physiological knowledge but also the practical application of the theory. These are delivered in line with sports industry standards to help support future employability skills.

The learning content has been created and developed in line with YMCA quality standards and will enable you to develop and understand the academic and practical application of sports massage.

You will study 4 modules across the length of the programme, which will be delivered on a part-time basis. The modules are assessed through coursework and multiple-choice exams. In addition to this you will be expected to complete a work based learning portfolio evidencing your work with clients and your professional continuous development.

The use of managed practical sessions to deliver and contextualise academic theory will take place within the realistic work environment created by the college and will give students the opportunity to undertake practical sessions in these environments. Regular and targeted feedback on written and practical work enable students to develop both their knowledge and understanding but also the ability to apply this to practical situations.

### **1.8 Teaching and Learning Strategy**

The programme is designed to help students to develop the knowledge, attitudes, attributes and skills needed by the sports industry in relation to sports massage. Students are encouraged to develop additional skills needed within the industry including communication and problem solving. The programme design was created inline within industry expectations of the knowledge and skills needed.

The programme team have taken an approach that considers current industry needs and developed the programme to enable students to meet not only the YMCA learning requirements and knowledge but also the opportunity to practice in a structured learning

environment. Students will be able to apply this in a workplace or professional setting through designed learning opportunities and application in their own contexts.

The programme will be delivered on a part time basis to enable a combination of education and additional study, employment of managing life. It is suggested that you are in a position to manage your time in a professional manner to ensure that work is completed prior to sessions to maximise the learning opportunities within timetabled delivered sessions.

<b>Scheduled Activities</b>	<b>Comments/Additional Information (briefly explain activities, including formative assessment opportunities)</b>
Lectures	At UCSD lectures describes classroom teaching and are used to introduce the key concepts and issues using a range of teaching and learning methods.
Seminars	Seminars provide the opportunity for students to engage in deeper discussion and exploration of a particular topic following a lecture. Seminars are often integrated into classroom teaching following or within lectures.
Practical's	You will have access to our realistic work based learning environment to undertake both tutor led practical massage therapy sessions and for realistic work practice.
Tutorials	One-to-one tutorials are used for draft assessment feedback. You will have one draft tutorial for each assessment.
Guided distance learning activities	Students are expected to prepare for scheduled learning activities by undertaking pre-reading, flipped learning activities or other guided distance learning activities.
Guided independent study	Students are provided with a comprehensive reading list and other resources via Moodle and MS Teams to support independent learning and work towards assessment.

We support our students to be evidence-informed learners by prompting the development of study and academic skills, through scaffolding of skills and guided practice in the classroom, and study skills support from the dedicated HE Study team at the University Centre. We encourage students to learn the metacognitive skills to reflect on their learning, gather feedback, plan, and apply strategies for their learning to promote motivation and persistence in their studies.

The ambitious and inclusive curriculum is designed in response to the needs of our diverse student population, employers, and the local community. The modules and assessments allow students to extend their prior knowledge and experience, explore new and emerging topics, and investigate in depth an area of academic and/or professional interest. Creating a flexible and holistic curriculum allows a degree of personalisation for students. Inclusive teaching and learning practices, and the importance of our personal development programme embedded within the tutorial curriculum are designed to enable all students to thrive in their chosen area and develop their employability.

As responsive teachers, we seek to create a learning culture that empowers staff to deliver a curriculum that is student-centred and responsive to prior knowledge, skills and behaviours, and the progress made by individual students. Collaborative learning and group work are incorporated into schemes of learning, enabling students to learn from and with their peers, and practice their thinking for formative feedback.

Finally, the teaching and learning framework aims to develop students' resilience to become employable and confident learners. Work based learning is a key element of the programme and students are encouraged to apply their developing knowledge and understanding in their practice and draw on this experience. There is a significant focus on the use and development of effective communication strategies, the promotion of professional skills development, as well as the importance of partnership working in educational settings. Therefore, the programme provides the knowledge and skills that will enable students to be innovative, to meet the ever-changing needs and the requirements of professional practice.

## **1.9 Research and employment-informed teaching and learning**

UCSD supports academic teaching staff to develop their subject knowledge, professional practice and keep currency in their academic field through investment in continuous professional development through a variety of mechanisms.

The delivery team are all dual professionals, having worked both in education and in the sports sector and as such can bring not only the academic knowledge but the real life application of that knowledge, to help bring the curriculum to life.

The depth of research, scholarly activity and employment-related engagement that the team undertake is a particular strength of the programme. Staff also undertake professional development to ensure that the skills and knowledge are current within the professional industry.

### **1.10 Resources to support outstanding teaching and learning**

UCSD provides a wide range of specific resources available to students. It is the intention that these resources help developed students' academic ability through a high-quality experience. Students will also benefit from the development of graduate and employability skills, so they are able to succeed in and beyond higher education. The University Centre campus resources include dedicated HE teaching spaces in the UCSD building, a campus wide wireless network, free access to Microsoft 365 whilst enrolled on your programme and a library with over 25,000 books, newspapers, magazines and eBooks and e-journals, such as the SAGE premier collection. Within your module guides you will be provided with a reading list that you will be able to undertake additional and further reading to support your learning.

Your programme has access to a professional realistic work environment where practical sessions can be used to support the academic learning that takes place. These environments are important for your development as they can help build the confidence and familiarity to work in these areas.

As a UCSD student you will have access to the following resources:

- Microsoft Office applications and OneDrive via your southdevon.ac.uk account
- MS Teams for online learning and communication with your peers and teaching team
- Moodle, South Devon College and the University Centre's virtual learning environment
- The South Devon College Learning Resources Centre (LRC) in the main college building. The LRC hosts the library with thousands of hard copy textbooks.
- The South Devon College online library, via Moodle, which hosts thousands of ebooks and online journals specifically selected for courses related to children and young people.

You will be issued with a reading list of textbooks for each module, you do not have to purchase the books as they are available in the South Devon College as either hardcopy textbooks or ebooks.

## 1.11 Assessment and feedback strategy

Assessment of your learning is an essential part of attaining your qualification. Your assessments will be design in accordance with the UCSD Assessment Policy <https://www.ucsd.ac.uk/student-life/essential-information/academic-regulations-and-procedures-and-policies/> and the assessment guidance on the UCSD website <https://www.ucsd.ac.uk/student-life/support/assessment-guidance/>

Your module leaders will support you to develop the skills to succeed in your assessments. But you can also use the self-directed guidance on <https://www.ucsd.ac.uk/student-life/support/assessment-guidance/> and receive one-to-one support from the HE Study team by contacting [HEstudy@southdevon.ac.uk](mailto:HEstudy@southdevon.ac.uk)

Your assessment timetable will be available on Moodle at the start of your course. There are broadly three types of assessment and feedback at UCSD:

- **Formative assessment and feedback** opportunities are embedded into module teaching and assessment for learning. This means your teachers will be continuously assessing you progress and learning towards the modules learning outcomes and giving you verbal feedback, for example in answers to questions, and in response to group activities and your assessment plans.
- **Draft assessment and feedback** are a set time within your module when you can submit a draft version of your assessment for formal feedback. The feedback could be verbal and/or written feedback.
- **Summative assessment and feedback** are the final stages of the assessment cycle. You will formally submit your final assessment task, and receive summative developmental feedback and a grade for the task within 20-working-days.

Your course will be assessed through;

- Written exam

- Practical exam
- Written workbooks
- Practical log

## **1.12 Student engagement in ongoing programme development**

UCSD sees students as partners in their academic process, we actively seek and respond to your feedback at several points within the year. You and your course peers will elect a Student Representative to represent your views at Student Consultative Forum three times a year. The Lead Student Rep, elected by the whole UCSD student body, chairs the Student Consultative Forum and works with the UCSD leadership team to act on student feedback. Additionally, a Higher Education Student Governor is nominated from the student body to represent your views in South Devon College's governance structures. Students are also asked to give early and end of module review feedback to improve module delivery, and surveys about their student satisfaction once a year. In addition, students can always discuss any concerns or areas of good practice with their personal tutor.

## **1.13 Student Support Hub**

The University Centre South Devon (UCSD) is committed to an ethos of equality and inclusivity. How we will support you is set out in the Student Development Policy, available on the UCSD website <https://www.ucsd.ac.uk/student-life/essential-information/academic-regulations-and-procedures-and-policies/> By becoming a UCSD student you enter a partnership with us, committing yourself to positively engaging and actively taking part in scheduled learning activities, self-directed learning and alerting your teaching team and/or the Student Support Hub to any additional needs you have. In return we commit to support you to achieve your potential. This relationship is set out in our Student Charter <https://www.ucsd.ac.uk/student-life/essential-information/academic-regulations-and-procedures-and-policies/>

The UCSD Student Support Hub <https://www.ucsd.ac.uk/student-life/support/> is based on the ground floor of the University Centre. Many students think that the Support Hub is only for when they have exhausted all other avenues of support. But we encourage you to seek us out as soon as you think that you are struggling, because it is much easier to solve

issues when they emerge. Also, students may feel that they are expected or should be able to manage any difficulty, but we are here to help and can support you to make the right decisions for you and your studies. Therefore, all students are encouraged to contact the Hub team early in their student journey, the service is available year-round except for closure days (normally around Christmas), so that you can be supported to thrive:

### **HE Study Team**

The HE Study Team's role is to support you to develop your study and academic skills. You may have just progressed from a Level 3 course such as A' Levels, Access to HE, BTEC, or a Level 3 Diploma, or not have studied for many years, but everyone will find the step up to Higher Education learning a challenge, we are here to support everyone. The team can support you to enjoy and make the most of your academic studies, that includes students who are doing well and want to do better, and those for whom learning is more challenging. There is a wealth of resources on the UCSD website <https://www.ucsd.ac.uk/student-life/support/study-skills/> and you can book one-to-one sessions by emailing [HEstudy@southdevon.ac.uk](mailto:HEstudy@southdevon.ac.uk) sessions can be held face to face or on MS Teams.

### **HE Disability Team**

If you have a disability or difficulty, whether that is physical, sensory, mental health or a learning difficulty, you can receive the support and assistance you need to study. If you are unsure whether your needs would be categorised as a disability or difficulty we are happy to have a chat. Our team will assist and guide you from the initial enquiry, through the application and assessment process, and signpost you to additional resources and services where required. Please contact [HEdisability@southdevon.ac.uk](mailto:HEdisability@southdevon.ac.uk) How you are paying for the course will impact on the support available and how you apply for it, for more information please visit <https://www.ucsd.ac.uk/student-life/support/disability-support>

### **HE Wellbeing Team**

The Wellbeing team can provide support to students experiencing wellbeing challenges that impact on their studies we understand that studies can face many difficulties so, don't be afraid to speak to us. The team offers urgent and regular support to help you adjust to and manage student life, stay positive and motivated, encourage you to continue with your studies, and manage the unexpected. Students who have mental health difficulties can apply for disability support to provide regular and specialist support. For more information see <https://www.ucsd.ac.uk/student-life/support/wellbeing-support/> or contact



[HEwellbeing@southdevon.ac.uk](mailto:HEwellbeing@southdevon.ac.uk)

## **HE Employability**

The Employability team are available to support you as your career plans develop. They support you to search for placement opportunities and help you to find appropriate work while you are studying. You can discuss your ideas, gain support researching opportunities, have feedback on your CV, personal statement or job application, and practice your interview skills. For more information see

<https://www.ucsd.ac.uk/employability-and-next-steps/> or contact

[HEemploy@southdevon.ac.uk](mailto:HEemploy@southdevon.ac.uk)

Before you start your programme, you should engage with the online resources on our website <https://www.ucsd.ac.uk/stepping-up-to-higher-education/> and attend the workshops held by the HE Study team as these provide a detailed and useful introduction to your new academic life. There will also be a course induction by the programme team a week before teaching starts.

UCSD encourages all students to actively engage with their tutor and the HE Student Support Hub to access study skills, wellbeing, disability, and employability support throughout their studies. Make the most of the support available to you, so that you can gain the best degree.

## **1.14 Becoming a South Devon Graduate**

You have enrolled to undertake a qualification about a specific subject, but alongside this UCSD is committed to supporting you to secure higher-level academic knowledge and skills, possess positive personal attributes for your future, and be work-ready with professional knowledge, skills and behaviours. This is known as educational gain – everything you will develop alongside your academic qualification towards becoming a South Devon Graduate. To find out more, visit <https://www.ucsd.ac.uk/south-devon-graduate/>

### **Obtaining Higher-level academic skills**

Alongside excellent programme design, and outstanding teaching, learning and assessment on your course, tutors will help you to identify and address any gaps in your academic knowledge, skills and behaviours. This starts before your course begins with preparation activities online and in-person to help you develop foundational academic skills, the tutorial curriculum then scaffolds new and developing knowledge and skills with your peers throughout your course, and you can access one-to-one support from the UCSD Student Support Hub.

### **Positive personal attributes for your future**

South Devon Graduates have positive personal attributes, qualities and characteristics that mean they are confident, resilient and act with integrity. We nurture these attributes through our Ready, Respect and Safe agenda. Students are ready to learn with group and one-to-one support for academic skills, disability and wellbeing. UCSD and our students are encouraged to respect and care for themselves, others and the environment through initiatives related to equality and diversity, sustainability, academic integrity, and behaviour and conduct. Student and staff keep themselves and each other safe through pastoral support, knowledge of safeguarding and Prevent, online safety activities, and opportunities to report misconduct and bullying.

### **Work-ready**

Your teaching team have designed a course to give you the knowledge and skills for a career in your chosen field. Beyond this you will become work-ready through work-based learning, placement activities and assessments that reflect the real world of work, a tutorial curriculum that inspires you to reflect on your growing employability and record them in your Personal Development Plan (PDP), and enrichment activities arranged by your programme team or the wider University Centre, such as Research Showcase.

Throughout your studies at UCSD you will be working toward these academic, personal and work-ready knowledge, skills and behaviours making you a South Devon Graduate.

## **1.15 Preparation for employment and further academic study**

It is intended that this programme will prepare students for career opportunities and further study in a range of related specific professional programmes. The learning approach is student centred , allowing students to bring their own unique personalities , belief and experiences into a framework of progressive development. Students will also be able to work independently and self-sufficiently. The programme team will do their utmost to support and facilitate student learning and development to help them achieve their future aspirations.

Additional career progression and other additional opportunities will be included in tutorials and one to one learning reviews throughout the year. Initial advice and guidance will be provided to individual students who may want to progress to future programmes of study.

## 1.17 UCSD Enterprise and Employability Framework Mapping

The UCSD Enterprise and Employability Framework sets out employability criteria that every UCSD graduate should achieve. Evidence here activity within the programme, or signpost to further support, that matches each of the criteria:

Employability Criteria	Definition	Programme Aims and Intended LOs	Module Aims and LOs	Assessment	Extra activity (i.e. trips)	Other UCSD areas of activity
Job-specific skills	Students demonstrate the specialist and technical knowledge and skills needed by employers (in the sector) locally and nationally.	610/0736/5 Programme is developed in association with General Council for Soft Tissue Therapies (GCMT) and the Association for Soft Tissue Therapies (SMA). Fully mapped against NOS CNH1 (explore and , CNH2 AND CNH27.  This qualification provides the learner with the knowledge and skills necessary to provide sports massage therapy to clients, to treat conditions resulting from soft tissue	LO 1 - Anatomy and aetiology of soft tissue dysfunction D/650/1401  LO2 - assessment methods and strategic planning F/650/1402  LO3 - The use of non-electrical therapeutic modalities in the treatment of soft tissue dysfunction H/650/1403  LO4 - Providing post treatment care J/650/1404	LO1 - 4.1 Internally assessed worksheet, 4.2 Observation of anatomical structures, 4.3 written task (invigilated) about biomechanics, posture and movement patterns  LO2 - 5.1 internally assessed worksheet,  LO3 - 5.2 internally assessed worksheet, 5.3 internally assessed worksheet  LO4 - 5.4 internally assessed worksheet  Summative covering all Los - 6.1 observation of 3 massage treatments	50 hours logged practice  Participation in student clinics with the public and at sports events organised by Tutor.  Guest workshop in business planning (Torbay Development agency)	UCSD HE Study Skills support

Employability Criteria	Definition	Programme Aims and Intended LOs	Module Aims and LOs	Assessment	Extra activity (i.e. trips)	Other UCSD areas of activity
		dysfunction, ease muscular tension and treat minor injuries sustained during physical activity.				
General skills (aka. Transferable skills, 'soft' skills)	Students demonstrate the general knowledge, behaviours, and skills needed by every employer and workplace.	610/0736/5 Professional therapists must be able to communicate effectively and efficiently with clients, gathering subjective information in a consultation format. They must practice clinical reasoning to interpret information and make appropriate and safe decisions regarding treatment. They must follow professional codes of ethics and practice.	LO 1 - Anatomy and aetiology of soft tissue dysfunction D/650/1401 – clinical reasoning  LO2 - assessment methods and strategic planning F/650/1402 – subjective assessment, client observation, clinical reasoning, communication skills  LO3 - The use of non-electrical therapeutic modalities in the treatment of soft tissue dysfunction H/650/1403 – treatment planning, communication skills	LO1 - 4.3 invigilated task demonstrating interpretation and clinical reasoning  LO2, LO3, LO4 – demonstrated in summative assessment 6.1 observation of 3 massage treatments	50 hours logged practice  Participation in student clinics with the public and at sports events organised by Tutor.	Engagement in UCSD Student Voice activities

Employability Criteria	Definition	Programme Aims and Intended LOs	Module Aims and LOs	Assessment	Extra activity (i.e. trips)	Other UCSD areas of activity
			LO4 - Providing post treatment care J/650/1404 – evaluation skills, reflection, communication skills			
Digital skills	Students demonstrate the essential digital knowledge, behaviours, and skills needed by employers.	610/0736/5 Students must follow professional codes of ethics and practice relating to record keeping in digital and paper-based formats	LO2 - assessment methods and strategic planning F/650/1402 – accurate record keeping relating to subjective, and objective assessments and treatment plans, informed consent  LO3 - The use of non-electrical therapeutic modalities in the treatment of soft tissue dysfunction H/650/1403 – accurate record keeping  LO4 - Providing post treatment care J/650/1404 – accurate record keeping	6.1 observation of 3 massage treatments including correct records  Students record keeping will develop and be assessed as part of their 50 hours logged practice and participation in student clinics with the public and at sports events organised by Tutor.	Comparison of digital versus paper-based record keeping	Accessing and managing Moodle, MS Teams, Library, OneDrive, email etc.

Employability Criteria	Definition	Programme Aims and Intended LOs	Module Aims and LOs	Assessment	Extra activity (i.e. trips)	Other UCSD areas of activity
Practice and Experience	Students apply their knowledge and skills to specific career-relevant situations, and within career-relevant contexts.	610/0736/5 This qualification provides the learner with the knowledge and skills necessary to provide sports massage therapy to clients, to treat conditions resulting from soft tissue dysfunction, ease muscular tension and treat minor injuries sustained during physical activity.	LO2 - assessment methods and strategic planning F/650/1402 – students will be able to conduct subjective and objective assessment, and be able to devise and agree a sports massage treatment plan  LO3 - The use of non-electrical therapeutic modalities in the treatment of soft tissue dysfunction H/650/1403 – students will be able to apply soft tissue techniques in sports massage treatments  LO4 - Providing post treatment care J/650/1404 – student will be able to provide safe and effective post treatment advice	Students application of knowledge and skills will be explored, developed and assessed formatively in specific career relevant situations including supervised student massage clinics at College (with members of the public acting as clients) and at supervised sports events on and off site organised by the Tutor.  6.1 observation of 3 massage treatments including correct records	50 hours logged practice	SDC & UCSD Career Events

Employability Criteria	Definition	Programme Aims and Intended LOs	Module Aims and LOs	Assessment	Extra activity (i.e. trips)	Other UCSD areas of activity
Careers Guidance	Students explore their knowledge, skills, and behaviours, in terms of their future, employment, and chosen career areas.	<p>610/0736/5</p> <p>Programme is a professional qualification leading to a Level 4 Diploma in Sports Massage (Soft Tissue Therapy).</p> <p>May be used to support access towards degree programmes in Sports Therapy, Physiotherapy and/or Sport and Exercise Sciences</p>	<p>LO 1 - Anatomy and aetiology of soft tissue dysfunction D/650/1401 – understanding scope of practice</p> <p>LO2 - assessment methods and strategic planning F/650/1402 – understanding how to assess clients and plan their treatments</p> <p>LO3 - The use of non-electrical therapeutic modalities in the treatment of soft tissue dysfunction H/650/1403 – treatment skills</p> <p>LO4 - Providing post treatment care J/650/1404 – evaluation skills, reflection, communication skills</p>	<p>Students will explore and reflect on their knowledge, skills and behaviours in specific career relevant situations including supervised student massage clinics at College (with members of the public acting as clients) and at supervised sports events on and off site organised by the Tutor.</p> <p>6.1 observation of 3 massage treatments including correct records – this includes student reflection and self-evaluation</p>	Guest speakers from aligned health care professions including physiotherapy, general practice, chiropractic.	UCSD Employability Support and Personal Tutor Support



Employability Criteria	Definition	Programme Aims and Intended LOs	Module Aims and LOs	Assessment	Extra activity (i.e. trips)	Other UCSD areas of activity
Enterprise	Students create ideas, set within practical situations, which lead to cultural, social or economic value. This can, but does not have to, lead to venture creation.	610/0736/5 Programme is a professional qualification leading to a Level 4 Diploma in Sports Massage (Soft Tissue Therapy).  This gets students ready for self-employed personal practice.	LO2 - assessment methods and strategic planning F/650/1402 – students will be able to conduct subjective and objective assessment, and be able to devise and agree a sports massage treatment plan  LO3 - The use of non-electrical therapeutic modalities in the treatment of soft tissue dysfunction H/650/1403 – students will be able to apply soft tissue techniques in sports massage treatments  LO4 - Providing post treatment care J/650/1404 – student will be able to provide safe and effective post treatment advice	Student clinics – student clinics aim to provide a health service for the public/community (social value). Within this, individual students are using clinical reasoning skills to create treatment plans tailored to the individuals health needs. There is an economic value for the institution.	Students will be supported with business development and creation of business cards, websites, social media, etc.  External business planning workshop with Torbay Development Agency.	

Employability Criteria	Definition	Programme Aims and Intended LOs	Module Aims and LOs	Assessment	Extra activity (i.e. trips)	Other UCSD areas of activity
Personal Development	Students reflect on their identities, qualities, and values to better understand themselves, from which to make informed choices about future employment.	610/0736/5 Programme is a professional qualification leading to a Level 4 Diploma in Sports Massage (Soft Tissue Therapy).  This builds on the skills required to be a self-employed business person.	LO4 - Providing post treatment care J/650/1404 – self reflection and evaluation skills	5.4 internally assessed worksheet  6.1 observation of 3 massage treatments including correct records – this includes student reflection and self-evaluation  50 hours of logged practice – student records correct paperwork for each client which includes and evaluation of the treatment and self-reflection		UCSD HE Study Skills Support  Personal Tutor support
Professional Behaviours	Students display the professional behaviours required of best practice and suitable for general employment.	610/0736/5 Programme is a professional qualification leading to a Level 4 Diploma in Sports Massage (Soft Tissue Therapy).  This builds on the skills required to be a self-employed business person.	All LOs include skills and behaviours consistent with the codes of ethics, practice and conduct of the relevant professional associations for Soft tissue therapy in the UK	6.1 observation of 3 massage treatments – students must abide by codes of ethics, practice and conduct		Engagement with Personal Tutor and Programme Staff
Networking	Students have opportunities to grow and utilise personal networks of support for a wide range of	610/0736/5 Programme is a professional qualification leading to a Level 4 Diploma in Sports	Students are encouraged to join a professional association and networks of	This is not assessed	Network of therapists on social media.  Professional associations information provided.	Linkedin

Employability Criteria	Definition	Programme Aims and Intended LOs	Module Aims and LOs	Assessment	Extra activity (i.e. trips)	Other UCSD areas of activity
	career- and industry-related activities.	Massage (Soft Tissue Therapy).	therapists on social media.			
<p><b>Further information:</b></p> <p>Employability is a vital part of the learning journey of all UCSD students and is integrated throughout the programme. As detailed in the UCSD Enterprise and Employability Framework, UCSD students develop their employability across nine criteria. This section highlights any other areas of activity, signposting, or links to industry and employer standards.</p> <p>Students can record their employability and work-related activity on their Personal Development Plan on Moodle.</p>						<p>Extra employability-related activity will be recorded on the Employability Activity Form.</p>

## 1.18 Regulations, Policy and Procedures

This is not a definitive list, the UCSD Student Handbook can provide more information

<https://www.ucsd.ac.uk/student-life/student-handbook/>

<b>Policy/Procedure/Regulation</b>	<b>Provision</b>	<b>Comments</b>
Regulations	<a href="#">Regulations for UCSD can be found here</a>	
Terms and Conditions	<a href="#">UCSD</a>	
Fee Policy	<a href="#">UCSD</a>	
Admission Policy	<a href="#">UCSD</a>	
Academic Complaints Policy	<a href="#">UCSD</a>	
Service Complaints Policy	<a href="#">UCSD</a>	
Code of Conduct and Disciplinary Policy	<a href="#">UCSD</a>	
Fitness to Study/Study and Wellbeing Review Policy	<a href="#">UCSD</a>	
Academic Offences Policy	<a href="#">UCSD</a>	
Extenuating Circumstances Policy	<a href="#">UCSD</a>	
Academic Appeals	<a href="#">UCSD</a>	
Assessment Policy	<a href="#">UCSD</a>	
Other – please stipulate		

## 2. Programme Specification

