



## Higher National Project-based Graded Unit Specification

### General Information

This Graded Unit has been validated as part of the HNC Soft Tissue Therapy. Centres are required to develop a project-based assessment in accordance with this validated specification.

**Graded Unit title:** Soft Tissue Therapy: Graded Unit 1

**Graded Unit code:** H4XP 34

**Type of Project:** Investigation

**Publication date:** September 2014

**Source:** Scottish Qualifications Authority

**Version:** 02

### Graded Unit purpose

This Graded Unit is designed to provide evidence that the learner has achieved the following principal aims of the HNC in Soft Tissue Therapy:

- ◆ Developed critical and evaluative thinking and ability to manage and absorb large amounts of information
- ◆ Developed self-directed and self-reflective learning skills
- ◆ Developed the ability to be flexible and work co-operatively within a team structure
- ◆ Developed core and transferable skills (study and research skills, personal effectiveness)
- ◆ Gained understanding of Anatomy, Physiology, Pathology, Assessment Techniques and Management of Sports Injuries in order to analyse, plan and evaluate appropriate soft tissue treatment
- ◆ Developed knowledge and skill in the administering of accurate and appropriate soft tissue treatment and the provision of appropriate after and home care
- ◆ Developed an evidence-based approach to treatment planning
- ◆ To identify key issues facing Soft Tissue practitioners

### Credit points and level

1 Higher National Unit credit at SCQF level 7: (8 SCQF credit points at SCQF level 7)

## Higher National Project-based Graded Unit Specification: General Information (cont)

### Recommended entry to the Graded Unit

It is recommended that the learner should have completed or be in the process of completing the following Units relating to the above principal aims prior to undertaking this Graded Unit:

*Sports Therapy: Anatomy and Physiology*  
*Functional Anatomy*  
*Basic Subjective and Objective 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*

### Core Skills

Opportunities to develop aspects of Core Skills are highlighted in the Support Notes of this Graded Unit specification.

There is no automatic certification of Core Skills or Core Skill components in this Graded Unit.

### Assessment Support Pack

The Assessment Support Pack for this Unit provides assessment and marking guidelines that exemplify the national standard for achievement. It is a valid, reliable and practicable instrument of assessment. Centres wishing to develop their own assessments should refer to the Assessment Support Pack to ensure a comparable standard. Assessment Support Packs are available on SQA's secure website.

### Equality and inclusion

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

Further advice can be found on SQA's website:  
**[www.sqa.org.uk/assessmentarrangements](http://www.sqa.org.uk/assessmentarrangements)**

# Higher National Project-based Graded Unit Specification: Designing the project and assessing learners

**Graded Unit title:** Soft Tissue Therapy: Graded Unit 1

## Assessment

This Graded Unit will be assessed by the use of a project-based investigation developed by centres. The investigation should provide the learner with the opportunity to produce evidence that demonstrates she/he has met the aims of this Graded Unit.

The investigation undertaken by the learner must be a complex task which involves:

- ◆ variables which are complex or unfamiliar
- ◆ relationships which need to be clarified
- ◆ a context which may be unfamiliar to the learner

The investigation must require the learner to:

- ◆ analyse the task and decide on a course of action for undertaking the investigation
- ◆ plan and organise work and carry it through to completion
- ◆ reflect on what has been done and draw conclusions for the future
- ◆ produce evidence of meeting the aims which this Graded Unit has been designed to cover

It is intended that the investigation will draw together knowledge and skills from a number of topic areas covered within the HNC award Soft Tissue Therapy. Whilst it is unlikely that evidence from all Units will be directly referenced, it is expected that topics chosen by learners are underpinned by anatomy/physiology/pathology and directly related to individuals involved in regular sport/physical activity.

## Suggested Brief

Soft Tissue Therapy is increasingly being used to help athletes optimise performance or recover from injury, however, the approach is young and dynamic and requires practitioners to develop significant breadth and depth of their knowledge base in order to ensure practice is both safe and effective. The Graded Unit project brief therefore 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.

Examples could be (bear in mind these are investigations NOT interventions):

- ◆ Rationale and evidence-base for the use of a specific technique introduced in Clinical Sports Massage
- ◆ Effectiveness of pre-event massage on sporting performance
- ◆ Effectiveness of post-event massage on sporting performance
- ◆ Effectiveness of soft-tissue therapy on injury rehabilitation
- ◆ Effectiveness of specific thermal therapy techniques on performance recovery
- ◆ Incidence and/or prevalence of injuries in a sport with which the learner is not familiar (has never had any involvement)
- ◆ Rehabilitation approaches to significant/severe injuries

## Higher National Project-based Graded Unit Specification: Designing the project and assessing learners (cont)

### Graded Unit title: Soft Tissue Therapy: Graded Unit 1

- ◆ The debate over appropriate certification for Soft Tissue/Sports Therapy practitioners
- ◆ The requirement for professional associations and self-regulating bodies in Soft Tissue and Sports Therapy

The list is not exhaustive.

### Planning Stage Brief

Learners must produce a investigation outline. It should include:

- ◆ A general statement outlining the area of interest and how that interest has been developed.
- ◆ The key features and/or issues of the investigation and their inter-relationship
- ◆ Identification of the aims (*maximum 2*) and objectives (*minimum 3*). A research approach should be chosen and justified which allows effective achievement of the investigation. It is expected that learners would choose both quantitative and qualitative research methods, unless the investigation could justify the use of one over the other.
- ◆ Identification of a *minimum of four key sources* to be used for data collection/information gathering. Both primary (questionnaires/interviews) and secondary sources (academically respected texts, research papers, government papers, policies and procedures from professional bodies and such like) should be used to provide direction, underpin the themes and provide for critical reflection of the investigation.
- ◆ An overview of the methodology of the investigation and an action plan (for the Development and Evaluation Stages) should be presented which clearly identifies when and how the aim(s) and objectives of the investigation will be achieved. The plan should indicate a clear focus on the task of collecting specific information on the selected topic and provide evidence of contact and agreement in any facilities where primary sources are being collected. Ethical issues involved in undertaking the investigation should be identified.
- ◆ Objective criteria on which to evaluate the research process.
- ◆ A viable contingency plan must be included.

The work produced should always be the learners own, However, lecturers are expected to provide learners with advice, guidance and constructive criticism as necessary when they are devising their plans and this should be recorded as evidence for verification purposes (additional advice is available in the document *Guidance for the Implementation of Graded Units in Higher National Certificates and Diplomas* available for download on the SQA website.)

# Higher National Project-based Graded Unit Specification: Designing the project and assessing learners (cont)

**Graded Unit title:** Soft Tissue Therapy: Graded Unit 1

## Development Stage Brief

Learners must provide clear evidence of undertaking the planned investigation and implementing the action plan. Evidence should be clearly referenced to the information sources (primary and secondary).

Evidence of primary sources may include:

- ◆ questionnaires (blank) and collated answers
- ◆ recordings or transcripts of interviews
- ◆ observation records
- ◆ other credible evidence to indicate difference between start and finish of an intervention

Secondary sources may include any information from a credible source that would inform knowledge or practice in the profession, eg generally accepted academic texts, research papers, government reports, policies and procedures from professional bodies (list not exhaustive). All sources should be referenced appropriately using an appropriate academic system acceptable to the institution.

Once the evidence is gathered and collated it must be prepared using appropriate language, format and structure and should present sound conclusions consistent with the data collected. Appendices should be used for raw data/background information and referenced as appropriate.

The learner should have regular meetings with the lecturer/assessor who will provide advice and reasonable assistance where appropriate (see appropriate Guidance Document above). Meetings should be recorded for verification purposes.

It is recommended that learners are not given *specific* feedback on the developing stage prior to writing their evaluation.

## Evaluation

Learners must produce a report that contains:

- ◆ A re-statement of the objective criteria on which to base the evaluation of the research process.
- ◆ Evidence indicating whether the original aims and objectives have been met.
- ◆ Evaluation of whether the evidence gathered was the most appropriate evidence to meet the aims and objectives.
- ◆ Reference to any modifications to the approach during the course of the investigation or to alternative approaches considered.
- ◆ Conclusions as to how the process of carrying out the investigation (planning, implementation, and reporting) could be improved.
- ◆ Provides justified recommendations for personal development which are relevant to the investigation.

## **Higher National Project-based Graded Unit Specification: Designing the project and assessing learners (cont)**

**Graded Unit title:** Soft Tissue Therapy: Graded Unit 1

### **Conditions of assessment**

The learner should be given dates for completion of each stage of the investigation. However, the instructions for the investigation should be distributed to allow the learner sufficient time to assimilate the details and carry out the investigation. During the time between the distribution of the investigation instructions and the completion date, assessors may answer questions, provide clarification, guidance and reasonable assistance. The investigation should be marked as soon as possible after the completion date. The final grading given should reflect the quality of the learner's evidence at the time of the completion date.

At this level, learners should work independently. It is the responsibility of Centres to take reasonable steps to ensure that the investigation is the work of the learner. For example, Centres may wish to informally question learners at various stages on their Knowledge and Understanding of the investigation on which they have embarked. Centres should ensure that where research is carried out in other establishments or under the supervision of others, that the learner does not receive undue assistance. The evidence for the investigation is generated over time and involves three distinct stages, where each stage has to be achieved before the next is undertaken. Thus any re-assessment of stages must be undertaken before proceeding to the next stage.

If a learner fails the investigation overall, a resubmission must use a substantially different investigation, ie all stages are undertaken using a new investigation. In this case, a learner's grade will be based on the achievement in the re-assessment.

## Higher National Project-based Graded Unit Specification: Designing the project and assessing learners (cont)

**Graded Unit title:** Soft Tissue Therapy: Graded Unit 1

### Evidence Requirements for this Graded Unit

The investigation undertaken by learners will consist of three stages: planning; developing; and evaluating. The following table specifies the minimum evidence required to pass each stage.

All stages should use language, format, and structure appropriate to SCQF level 7. Learners should use a wide range of routine skills and some advanced skills associated with the subject/discipline — for example:

- ◆ convey complex ideas in well-structured and coherent form
- ◆ use a range of forms of communication effectively in both familiar and new contexts
- ◆ use standard applications to process and obtain a variety of information and data

The mark allocation for stage 1 (planning) reflects the importance of planning when developing a piece of research

Project stage	Minimum Evidence Requirements	% Mark Allocation
Stage 1 — Planning	Evidence that the learner has: <ul style="list-style-type: none"> <li>◆ analysed and accurately interpreted the requirements of the investigation brief</li> <li>◆ identified key factors/issues influencing the investigation, and their inter-relationships</li> <li>◆ stated appropriate aims (maximum 2) and objectives (minimum 3) objectives for the investigation</li> <li>◆ developed and justified a research approach that is appropriate to the subject matter (eg qualitative/quantitative)</li> <li>◆ identified both primary and secondary sources required to carry out the investigation (minimum 4 key sources)</li> <li>◆ identified where the materials/resources/information required to complete the investigation can be sourced/accessed</li> <li>◆ negotiated access to an appropriate facility/organisation/team/other to collect info</li> <li>◆ identified any ethical issues involved in undertaking the investigation</li> <li>◆ identified criteria on which to evaluate the research process</li> </ul>	24

## Higher National Project-based Graded Unit Specification: Designing the project and assessing learners (cont)

**Graded Unit title:** Soft Tissue Therapy: Graded Unit 1

Project stage	Minimum Evidence Requirements	% Mark Allocation
Stage 1 — Planning	<ul style="list-style-type: none"> <li>◆ developed an action plan to carry out the investigation, setting realistic timescales for the stages (developing and evaluation)</li> <li>◆ identified a viable contingency plan</li> </ul> <p><i>The learner <b>must</b> achieve all of the minimum evidence specified above in order to pass the Planning stage.</i></p>	
Stage 2 — Developing	<p>Evidence that the learner has carried out the investigation, <b>meeting the requirements of the plan</b>, and managing the investigation which:</p> <ul style="list-style-type: none"> <li>◆ develops a coherent line of thought</li> <li>◆ retains task focus based on identified aims and objectives</li> <li>◆ contains accurate details of the Investigation</li> <li>◆ accesses an appropriate range of resources as per the plan</li> <li>◆ applies effective research techniques</li> <li>◆ demonstrates effective selection and analysis of information</li> <li>◆ applies problem solving techniques and identifies issues where this has been required</li> <li>◆ presents objective, reliable results</li> <li>◆ presents sound conclusions consistent with data and acknowledges sources</li> </ul> <p><i>The learner <b>must</b> achieve all of the minimum evidence specified above in order to pass the Developing stage.</i></p>	64
Stage 3 — Evaluating	<p>Evidence that the learner has evaluated the effectiveness of the approach taken which includes all stages of the activity. The evaluation should include:</p> <ul style="list-style-type: none"> <li>◆ A re-statement of the objective criteria on which to base the evaluation of the research process</li> <li>◆ Evidence indicating whether the original aims and objectives have been met</li> </ul>	12



## Higher National Project-based Graded Unit Specification: Designing the project and assessing learners (cont)

**Graded Unit title:** Soft Tissue Therapy: Graded Unit 1

Project stage	Minimum Evidence Requirements	% Mark Allocation
Stage 3 — Evaluating	<ul style="list-style-type: none"> <li>◆ Evaluation of whether the evidence gathered was the most appropriate evidence to meet the aims and objectives</li> <li>◆ Reference to any modifications to the approach during the course of the investigation or to alternative approaches considered</li> <li>◆ Conclusions as to how the process of carrying out the investigation (planning, implementation, and reporting) could be improved</li> <li>◆ Provides justified recommendations for personal development which are relevant to the investigation</li> </ul>	
	<p><i>The learner <b>must</b> achieve all of the minimum evidence specified above in order to pass the Evaluating stage.</i></p>	

## Higher National Project-based Graded Unit Specification: Designing the project and assessing learners (cont)

**Graded Unit title:** Soft Tissue Therapy: Graded Unit 1

### Assessing and grading learners

The overall investigation will be marked out of **100**. Only whole marks should be used.

The percentage of marks allocated to each stage of the investigation is outlined in the **Evidence Requirements**.

It is a requirement that learners must meet the minimum *Evidence Requirements* for the *Planning* stage before progressing to the *Developing* stage before progressing to the *Evaluating* stage. Learners may produce evidence over and above that specified in the minimum *Evidence Requirements* and deserve more than half the available marks for that stage. Assessors should use the Grade Related Criteria outlined below to judge learner performance.

Learners are required to work independently to meet the *Evidence Requirements* of the Graded Unit. At the same time, learners need appropriate support. SQA uses the term reasonable assistance to describe the balance between supporting learners in their investigation and not providing too much assistance.

At the end of *each* stage there should be opportunities for remediation and re-assessment of learners for that particular stage. This includes the final *Evaluation* stage. Any re-assessment should be carried out in line with the centre's own assessment policy.

Assessors are reminded that achievement of the minimum evidence criteria will mean that the learner should be awarded a pass graded at C. Where the learner has submitted work which contains more than the minimum evidence, then additional marks may be awarded to enable the learner to be awarded either a grade B or an A.

It is recommended that a learner's submission is marked firstly, by ensuring that all the minimum Evidence Requirements have been achieved. In these circumstances, the learners should be awarded half of the available marks for that stage either a learner has achieved them or not). Given the assessment and grading allowed in the Evidence Requirement statement, this would allow a maximum of 12 additional marks that could be awarded for the planning stage, 32 additional marks could be awarded for the developing stage, and 6 additional marks for the evaluation stage. Assessors should develop a clear marking guideline which identifies where additional marks may be awarded.

## Higher National Project-based Graded Unit Specification: Designing the project and assessing learners (cont)

**Graded Unit title:** Soft Tissue Therapy: Graded Unit 1

Grade Related Criteria	
Grade A	Grade C
<p>Is a seamless, coherent piece of work which:</p> <ul style="list-style-type: none"> <li>◆ has sufficient evidence for the three essential phases of the investigation, is produced to a high standard, and is quite clearly inter-related</li> <li>◆ demonstrates an accurate and insightful interpretation of the investigation brief</li> <li>◆ is highly focused and relevant to the tasks associated with the investigation brief</li> <li>◆ is clear and well-structured throughout and language used is of a high standard in terms of level, accuracy and technical content</li> <li>◆ effectively consolidates and integrates required knowledge and skills</li> <li>◆ demonstrates the learner's ability to work autonomously</li> </ul>	<p>Is a co-ordinated piece of work which:</p> <ul style="list-style-type: none"> <li>◆ has sufficient evidence of the three essential phases of the investigation, is produced to an adequate standard</li> <li>◆ demonstrates an acceptable interpretation of the investigation brief</li> <li>◆ is focused and relevant to the tasks associated with the investigation brief</li> <li>◆ is satisfactorily structured and language used is adequate in terms of level, accuracy and technical content</li> <li>◆ consolidates and integrates knowledge and skills but this may lack some continuity and consistency</li> <li>◆ demonstrates independent learning with minimum support and revision during investigation</li> </ul>

The marks allocated to each stage will then be aggregated to arrive at an overall mark for the investigation. Assessors will then assign an overall grade to the learner for this Graded Unit based on the following grade boundaries.

- A = 70%–100%
- B = 60%–69%
- C = 50%–59%

These grade boundaries are fixed and should **not** be amended.

If a learner does not achieve a pass or wishes to upgrade, then this must be done using a substantially different investigation, ie all stages are undertaken using a new investigation (case study, investigation or practical assignment). In these circumstances, the highest grade achieved should be awarded.

More information on reasonable assistance, remediation and re-assessment may be found in the SQA publication *Guidance for the Implementation of Graded Units in Higher National Certificates and Diplomas* (SQA, 2008, Publication code: CA4405).



## Higher National Project-based Graded Unit Support Notes

**Graded Unit title:** Soft Tissue Therapy: Graded Unit 1

### Guidance on approaches to delivery and assessment of this Graded Unit

Whilst it is expected that the delivery of this Unit would occur in the latter half of the course, learners should be made overtly aware of the nature of the piece of work by members of the course team much earlier, for example, during the delivery of other Units as appropriate issues arise. This may help learners to form ideas and identify some of the key points they wish to investigate ensuring a smoother passage through the Unit itself. It is expected that the Unit lecturer/assessor would be familiar with the content and complexities of all Units within the award in order to be able to guide the learner appropriately, particularly in the pre-planning stage. Where this is not the case, it would be the responsibility of the course team to share and discuss appropriate ideas and lend support to the assessor.

It is envisaged that all investigations will be underpinned by anatomy/physiology/pathology. At the commencement of the Graded Unit, at least half of the Anatomy and Physiology and Pathology and Aetiology Units, and the whole of the Functional Anatomy Unit should have been delivered, which will give learners sufficient grounding for the basis of their investigations. Learners choosing to investigate a soft tissue treatment issue should have covered a significant amount of the Clinical Sports Massage and be about to commence Sports Massage for Events and Special Populations which again should give sufficient scope for identifying points of interest. Prevention and Management of Sports Injury may only be commencing at the same time, therefore, learners should be made aware of the relevance of this Unit to any investigation.

The following word counts for each section of this project are provided as guidance only and are not prescriptive:

Planning	1000
Development	1500
Evaluation	500

It is recommended that lecturer/assessors outline a timetable for progress interviews during the planning and developing stages at the commencement of the Unit, so that learners are fully aware of the timescales by which they need to produce information. A written record of the interview, with action points outlined and signed by learner and lecturer/assessor, should be kept for the purposes of verification.

## Higher National Project-based Graded Unit Support Notes (cont)

**Graded Unit title:** Soft Tissue Therapy: Graded Unit 1

### **Opportunities for developing Core and other essential skills**

There is no automatic certification of Core Skills or Core Skill components as part of this Graded Unit. However, it offers the learner opportunities to extend *Communication*, *Information and Communication Technology (ICT)* and *Problem Solving* skills in that qualitative and quantitative information must be researched from several sources, including both primary and secondary. The information must be analysed and represented in a structured, coherent, logical manner to demonstrate the achievement of stated aims and objectives.

## History of changes to Graded Unit

Version	Description of change	Date
02	Removal of the requirement of a presentation as part of the evaluation stage.	24/09/14

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## General information for learners

### Graded Unit title: Soft Tissue Therapy: Graded Unit 1

Prior to starting the Graded Unit, lecturers/assessors should provide learners with comprehensive information about the Unit, the brief, and the means by which they are assessed. As a minimum, this should include:

- ◆ What the Unit is about, eg principal aims
- ◆ What they have to know, eg topics from underpinning Units
- ◆ How they will be assessed
- ◆ Timing of assessment, eg when will the investigation begin, interim interviews, final submission date
- ◆ What the basis of grading achievement will be
- ◆ Any opportunities to develop Core Skills, eg through particular activities

An example would be:

Your Graded Unit is a investigation-type investigation that requires you to bring together the knowledge and skills that you have learnt across the whole HNC award. It is designed to show that you have achieved the following principle aims of the course:

- ◆ Developed critical and evaluative thinking and ability to manage and absorb large amounts of information
- ◆ Developed self-directed and self-reflective learning skills
- ◆ Developed the ability to be flexible and work co-operatively within a team structure
- ◆ Developed core and transferable skills (study and research skills, personal effectiveness)
- ◆ Gained understanding of Anatomy, Physiology, Pathology, Assessment Techniques and Management of Sports Injuries in order to analyse, plan and evaluate appropriate soft tissue treatment
- ◆ Developed knowledge and skill in the administering of accurate and appropriate soft tissue treatment and the provision of appropriate after and home care
- ◆ Developed an evidence-based approach to treatment planning

The underpinning knowledge required for your investigation is likely to be drawn from the Units on *Anatomy and Physiology*, *Functional Anatomy and Pathology and Aetiology of Sports Injury*, however, you may draw heavily on the massage Units, the *Prevention and Management of Sports Injuries*, or *Professional Standards*. Examples of the type of investigation you may do are as follows:

- ◆ Rationale and evidence-base for the use of a specific technique introduced in Clinical Sports Massage
- ◆ Effectiveness of pre-event massage on sporting performance
- ◆ Effectiveness of post-event massage on sporting performance
- ◆ Effectiveness of soft-tissue therapy on injury rehabilitation
- ◆ Effectiveness of specific thermal therapy techniques on performance recovery
- ◆ Incidence and/or prevalence of injuries in a sport with which the learner is not familiar (has never had any involvement)
- ◆ Rehabilitation approaches to significant/severe injuries
- ◆ The debate over appropriate certification for Soft Tissue/Sports Therapy practitioners
- ◆ The requirement for professional associations and self-regulating bodies in Soft Tissue and Sports Therapy

## General information for learners (cont)

### Graded Unit title: Soft Tissue Therapy: Graded Unit 1

This list is not exhaustive and you may discuss other options with your lecturer/assessor (alternatively, the lecturer/assessor in agreement with the course team may set a more specific brief).

Your investigation is written in three stages:

Stage 1: this is the planning stage. You have to analyse your task and plan how you are going to carry it out. You decide on the aims and objectives, the key sources of information and how you are going to collect that information. You are likely to use both quantitative and qualitative research methods and both primary and secondary sources (don't worry if you don't know what these terms mean yet — they will be explained to you). Although you will be given deadlines for when each stage must be submitted, you will have to produce timescales for the tasks that you need to complete in the second and third stages, and you will have to produce a contingency plan — what you will do if things don't go exactly as you have planned. You have to achieve this stage before moving onto stage 2.

Stage 2: this is the developing stage. This is where you carry out all of the tasks and collect all of the evidence that you have planned to collect using the research methods and sources that you identified in your plan, and keeping to your set timescales as much as possible. Again you have to achieve this stage before moving onto stage 3.

Stage 3: this is the evaluation stage. In this stage you evaluate how your investigation went. It's more than just a '*went well/didn't go so well!*' You will have set criteria against which you will evaluate your investigation (eg did it meet the aims and objectives?), and you will evaluate your performance of carrying out the process of the investigation (eg planning, implementing the plan, collecting the information, reporting and such like).

The Graded Unit is marked differently to other Units, you are awarded marks for each stage: 24 for planning, 64 for developing, 12 for evaluation. In each stage, there are certain criteria you must achieve and if you do that you will be awarded half the available marks. For additional relevant information you may be awarded extra marks. The marks for each stage are added together to give you a final grade as follows:

A	=	70%–100%
B	=	60%–69%
C	=	50%–59%

The Graded Unit offers you the chance to extend your Core Skills in *Communication*, and *Problem Solving* skills in that qualitative and quantitative information must be researched from several sources, including both primary and secondary. You will have to analyse and present the information in a structured, coherent, logical manner to demonstrate that the investigation has achieved the stated aims and objectives. Depending on the type of investigation you undertake, you may also enhance your skills in working co-operatively with others, if for example, you are involved in several meetings with another professional where information is not only sought, but shared for the purposes of collaboration.