



Higher National Project-based Graded Unit Specification

General Information

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

Graded Unit title: Sports Therapy: Graded Unit 2 (SCQF level 8)

Graded Unit code: H73A 35

Type of Project: Investigation

Publication date: June 2014

Source: Scottish Qualifications Authority

Version: 01

Graded Unit purpose

This Graded Unit is designed to provide evidence that the learner has achieved the following principal aims of the HND Sports Therapy:

- ◆ develop core and transferable skills (study and research skills, presentation techniques, personal effectiveness)
- ◆ enable progression within the SCQF framework including progression to HE
- ◆ provide opportunities for career planning and enhancing learner's employment prospects
- ◆ ability to problem solve and apply technical skills in relation to exercise based programme prescription and management
- ◆ to develop clinical and technical patient treatment skills to the current acceptable professional standards
- ◆ ability to analyse and, plan and communicate solutions to sports injury referrals
- ◆ identify key issues facing those working in the Sports Therapy industry
- ◆ develop the ability to be flexible and work co-operatively within a team structure
- ◆ learn good practice from Sports Therapy professionals at work

Credit points and level

2 Higher National Unit credits at SCQF level 8: (16 SCQF credit points at SCQF level 8)

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:

H4XX 35	<i>Clinical Sports Massage</i>
H4Y3 35	<i>Clinical and Team Experience 1</i>
H71L 35	<i>Clinical and Team Experience 2</i>
H4XY 35	<i>Sports Massage for Events and Special Populations</i>
DP6E 34	<i>Taping Techniques for Sports Injuries</i>
H71M 35	<i>Clinical Assessment of Sports Injuries</i>
H71S 35	<i>Plan and Deliver Exercise Based Sports Rehabilitation</i>
H71N 35	<i>Electrotherapy</i>
H71K 34	<i>Biomechanics and Movement Patterns</i>

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

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

Graded Unit title: Sports Therapy: Graded Unit 2 (SCQF level 8)

Assessment

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

The project 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 project must require the learner to:

- ◆ analyse the task and decide on a course of action for undertaking the project
- ◆ 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.

Learners must:

- ◆ select a topic for the investigation based upon year two mandatory Units
- ◆ produce a working brief which will be presented with an action planning document to include how information will be gathered by a negotiated date
- ◆ carry out the investigation
- ◆ evaluate the investigation

The investigation should sample topics and issues from the mandatory Units. Some examples are listed below.

Unit Title	Topics/Issues
Clinical and Team Experience 1 and 2	Current professional practice issues.
Clinical Sports Massage	New, developing techniques and applications.
Taping Techniques for Sports Injuries	Range of materials, new products and applied methodology in industry.
Clinical Assessment of Sports Injuries	Note taking and recording software or best practice. Modifications to assessment methodology.
Plan and Deliver Exercise Based Sports Rehabilitation	Ranges and types of applications to include use of new equipment.
Electrotherapy	Proprietary range of machines available. Electrotherapy versus exercise based rehabilitation.
Biomechanics and Movement Patterns	Isokinetic application.

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

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Learners will be required to produce an action planning document which identifies clear stages in executing the investigation. This document should be presented by a date negotiated with the assessor.

The Graded Unit will be assessed by the three stages of:

- ◆ Planning
- ◆ Developing
- ◆ Evaluating

It should be emphasised to learners at the introduction of the Graded Unit brief that each stage must be achieved before the next stage is undertaken. If a learner is required to undertake a re-assessment of the Graded Unit, a substantially different project should be used.

The overall grade for the Graded Unit will be derived from the total number of marks across all sections.

Conditions of assessment

The learner should be given a date for completion of the project. However, the instructions for the project should be distributed to allow the learner sufficient time to assimilate the details and carry out the project. During the time between the distribution of the project instructions and the completion date, assessors may answer questions, provide clarification, guidance and reasonable assistance. The project 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. Re-assessment of this Graded Unit should be based on a significantly different assessment task.

At this level, learners should work independently. It is up to centres to take reasonable steps to ensure that the project 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 project on which they have embarked. Centres should ensure that where research, etc is carried out in other establishments or under the supervision of others that the learner does not receive undue assistance.

If a learner fails the project overall or wishes to upgrade, then this must be done using a *substantially different* project, ie all stages are undertaken using a new project, assignment, case study, etc. In this case, a learner's grade will be based on the achievement in the re-assessment, if this results in a higher grade.

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

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Assessment Brief

The learner is required to produce a proposal brief to investigate a Sports Therapy related topic and relate this in a definitive way to patient care/treatment.

The learner is required to plan, develop and evaluate the investigation. In undertaking this project, the learner may be required to negotiate access to selected sports therapy/sports injury practitioners and secure agreement to carry out their investigation.

Learners must:

- ◆ select a topic for the investigation based upon year two mandatory Units
- ◆ produce a proposal working brief which will be presented with an action planning document to include how information will be gathered by a negotiated date
- ◆ carry out the investigation
- ◆ evaluate the investigation

The investigation should sample topics and issues from the mandatory Units. Some examples are listed below:

- ◆ impact of different treatment methods on client recovery
- ◆ proprietary range of machines available
- ◆ electrotherapy versus exercise based rehabilitation sports therapy/sports injury practitioners
- ◆ the debate over appropriate certification for sports therapy/sports injury practitioners
- ◆ new, developing techniques and applications
- ◆ note taking and recording software or best practice. Modifications to assessment methodology.

The above list is not exhaustive and students may select a topic appropriate to the needs/wants of internal/external customers.

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 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 Specification: Designing the project and assessing learners (cont)

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Planning Stage — project brief and/or methodology

Overview of proposals, Action Plan and/or methodology

The learner is required to select a topic relating to rehabilitation and management of sports injury and provide an overview of the investigation detailing amongst other aspects:

- ◆ an introduction
- ◆ clear identification of topic to be investigated
- ◆ clear identification of treatment/rehabilitation method/technique to be investigated
- ◆ aims (maximum two) and objectives (maximum three)
- ◆ production of action planning document to include:
 - research approaches to gather information about treatment methodology
 - data collection methods such as primary sources, eg Questionnaires, interviews, etc
 - data management issues if applicable, eg qualitative and quantitative analysis
 - identification of a minimum of four sources of references that will provide direction to the assignment
 - identification of contingency planning

The work produced should always be the learner's own. However, tutors are expected to provide learners with advice, guidance and constructive criticism as necessary when they are devising their plans.

In the event that the assessor forms the view that the work finally submitted by the learner for the planning stage is so weak as to prevent the learners progressing to the next stage, the learner may receive additional assistance (over and above the norm). In this event, the assessor will record this fact and the learner may receive no more than half of the available marks for this stage.

Developing Stage (50 marks allocated)

Development issues

The learner is required to provide clear evidence of developing a working brief. In undertaking this project, the learner may require to negotiate access to selected sports therapy/sports injury practitioners and secure agreement to carry out their Investigation.

Learners must provide clear evidence of undertaking the investigation and of implementing the action plan which may include all or some of the following:

- ◆ clear evidence of research which should be clearly referenced
- ◆ information sources (primary and secondary)
- ◆ primary information sources may include:
 - questionnaires
 - tapes and or transcripts of interviews including interview questions
 - observation records

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Developing Stage (cont))

- ◆ secondary information sources may include:
 - library
 - SportScotland
 - National Health Service documents
 - National Governing Bodies
 - professional journals
 - commercial companies
 - operational procedures
 - government reports, etc
 - information collected from the internet
 - other Reference material
- ◆ copies of correspondence associated with the project. (These should be presented as an appendix)

Once all the evidence is gathered and collated it must be prepared for presentation using appropriate language, format and structure.

The learner should have regular meetings with the project supervisor/assessor who will provide advice and assistance where appropriate.

Evaluation (25 marks allocated)

Learners must produce a report that contains an evaluation of the effectiveness of the approaches taken to all stages of the investigation.

- ◆ identification of the criteria on which to base the evaluation
- ◆ present objective, reliable results
- ◆ present sound conclusions consistent with data
- ◆ acknowledge sources
- ◆ use appropriate language, format and structure
- ◆ demonstrate accuracy in communication skills
- ◆ utilise data to support the conclusion
- ◆ make reference to any modifications to the approach during the course of the project or to alternative approaches considered
- ◆ draw conclusions as to how the process of carrying out the project could be improved support this with data
- ◆ provide recommendations (with justifications) for the future and
- ◆ examine the effectiveness of the original analysis and planning
- ◆ refer to skills developed and strength of the investigative process

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Evidence Requirements for this Graded Unit

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

Project stage	Minimum Evidence Requirements	% Mark Allocation
Stage 1 — Planning	<p>Evidence of aims and objectives for the work based investigative project.</p> <p>The learner is required to produce a working brief to investigate a Sports Therapy related topic and relate this in a definitive way to patient care/treatment.</p> <ul style="list-style-type: none"> ◆ title of project clearly stated aims and objectives of the project (a maximum of two aims and a minimum of three objectives) ◆ reason for choice of topic which must relate to issues emerging from year two Group Award Units ◆ a clear action planning document with timelines ◆ explanation of how the investigation will be conducted ◆ rationale behind any research methods undertaken ◆ evidence of developing a research approach that is appropriate to the subject matter, eg desk research, Qualitative, Quantitative research, ◆ Primary and Secondary research s if applicable ◆ evidence of approached to negotiate access to practitioner ◆ identification of any ethical issues involved in the project <p>Identification of any resourcing issues (to include time) required to carry out the investigation</p> <ul style="list-style-type: none"> ◆ Has the learner identified the resources/materials/information required to complete the project? ◆ Has the learner identified where the materials/resources/information required to complete the project can be sourced/accessed? 	25

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Project stage	Minimum Evidence Requirements	% Mark Allocation
Stage 1 — Planning (cont)	<p>Evidence of clear timescales for completion of stages.</p> <p>Evidence of the contingency plans that can be put into operation by learner.</p> <p>All above evidenced by production of action planning document by negotiated time line. The brief should be worth 20 marks and the action plan five marks.</p> <p><i>The learner must achieve all of the minimum evidence specified above in order to pass the Planning stage.</i></p>	

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Project stage	Minimum Evidence Requirements	% Mark Allocation
Stage 2 — Developing	<p>Written and/or oral recorded evidence of learner carrying out action plan, meeting the requirements of the brief, managing the project which includes:</p> <ul style="list-style-type: none"> ◆ development of a coherent line of thought ◆ detailed explanation of how the issues affect sports therapy provision for patient ◆ application of course knowledge and skills ◆ access to an appropriate range of resources ◆ applies effective research techniques and supplies explicit references to data in text ◆ demonstration of effective selection and analysis of information ◆ application of problem solving techniques and drawing of implications from investigation and examines effects on patient ◆ care/treatment ◆ statement of conclusions from investigation ◆ identification and gathering of appropriate evidence to decide whether the criteria set in initial brief have been met <p>Evidenced in the form of a report in a word processed format.</p> <p>Development phase. Scientific report format and appropriate referencing should be used and the report submitted by a negotiated timeline.</p> <p>The report may be supplemented by evidence collected orally by the learner in a discussion with the assessor. A record should be made of any such discussions and retained for evidence of authenticity.</p> <hr/> <p><i>The learner must achieve all of the minimum evidence specified above in order to pass the Developing stage.</i></p>	50

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Project stage	Minimum Evidence Requirements	% Mark Allocation
Stage 3 — Evaluating	<p>An evaluation of the effectiveness of the approach taken which includes all stages of the activity, eg analysis of the task, the planning and organisation of the research tasks, carrying the plan through to completion.</p> <p>The evaluation should include:</p> <ul style="list-style-type: none"> ◆ An evaluation of the effectiveness of the project, explaining the relevance of the evidence. The evaluation should be related to the original aims and objectives of the project. ◆ Reference to any modifications to the approach during the course of the project or to alternative approaches considered but perhaps not executed. ◆ Presentation of objective, reliable results. ◆ Uses appropriate language, format and structure. ◆ Provides a commentary on the efficacy of each of the three aspects of the project. ◆ Demonstrates accuracy in writing skills. ◆ Presents sound conclusions consistent with data and acknowledges sources. ◆ Provide recommendations (with justifications) for the future which are relevant to the project. ◆ Recommendation for future investigations could relate to personal and/or professional development of the learner. <p>It should be clear from the evaluation that the learner has reflected on what she/he has undertaken, appraised strengths and weaknesses of any aspect of their project brief and drawn recommendations from these reflections.</p> <p>Evidenced in the form of a report using scientific report format and appropriate referencing submitted to negotiated timeline.</p> <p><i>The learner must achieve all of the minimum evidence specified above in order to pass the Evaluating stage.</i></p>	25

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Assessing and grading learners

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

The percentage of marks allocated to each stage of the project 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 project 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.

Learners who meet the minimum Evidence Requirements will have their achievement graded as C — competent, or A — highly competent or B somewhere between A and C. The grade related criteria to be used to judge learner performance for this Graded Unit is specified in the following table.

Grade Related Criteria	
Grade A	Grade C
<p>Is a seamless, coherent piece of work which:</p> <ul style="list-style-type: none">◆ has sufficient evidence for the three essential phases of the investigation◆ demonstrates clear and explicit links between the three stages of the investigation◆ information gathering is based upon well proven methodology◆ is highly focused throughout on the aims and objectives of the investigation	<p>Is a co-ordinated piece of work which:</p> <ul style="list-style-type: none">◆ has sufficient evidence of the three essential phases of the investigation to meet minimum standards◆ is produced to an adequate standard, is satisfactorily structured and the language used is adequate in terms of level, accuracy and technical content◆ meets the objectives of the investigation but not in a consistent manner◆ information gathered uses limited sources and links to investigation not robust

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Grade Related Criteria (cont)	
Grade A	Grade C
<ul style="list-style-type: none"> ◆ provides logical justification of issues raised ◆ is clear and well-structured throughout and language used is of a high standard in terms of level, accuracy and technical content ◆ effectively consolidates and integrates required knowledge and skills ◆ evaluation is a coherent section and relates back to planning stages to provide criteria for judging the success of the project 	<ul style="list-style-type: none"> ◆ evaluation section has limited reflection back to planning stage ◆ some points made regarding justification of issues raised but fails to demonstrate strength of any links ◆ consolidates and integrates knowledge and skills but this may lack some continuity and consistency

The marks allocated to each stage will then be aggregated to arrive at an overall mark for the project. 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 project, ie all stages are undertaken using a new project (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: Sports Therapy: Graded Unit 2 (SCQF level 8)

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 tutor/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 recommended that tutors/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 tutor/assessor, should be kept for the purposes of verification.

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*, *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

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General information for learners

Graded Unit title: Sports Therapy: Graded Unit 2 (SCQF level 8)

When you are about half way through the second year of your award, you will start your Graded Unit 2. The purpose of this Unit is to combine many of the skills and knowledge that you have gained and allow you to demonstrate these in a realistic setting. This will be a project and will take the form of a detailed investigation.

Graded Units are the only Units in your award which will be given a mark out of 100 and have a grade (A, B or C) attached. These grades are based on the following marks and will be recorded on your certificate.

A = 70% — 100%

B = 60% — 69%

C = 50% — 59%

You will have studied or be in the course of studying the following Units by this stage:

H4XX 35	<i>Clinical Sports Massage</i>
H4Y3 35	<i>Clinical and Team Experience 1</i>
H71L 35	<i>Clinical and Team Experience 2</i>
H4XY 35	<i>Sports Massage for Events and Special Populations</i>
DP6E 34	<i>Taping Techniques for Sports Injuries</i>
H71M 35	<i>Clinical Assessment of Sports Injuries</i>
H71S 35	<i>Plan and Deliver Exercise Based Sports Rehabilitation</i>
H71N 35	<i>Electrotherapy</i>
H71K 34	<i>Biomechanics and Movement Patterns</i>

At the start of the Unit, you will be asked to select a Sports Therapy related topic and relate this in a definitive way to patient care/treatment and your lecturer will advise and support you with this task to ensure that the topic is valid.

Examples (note — these are not exhaustive) might include:

- ◆ Impact of different treatment methods on client recovery
- ◆ Proprietary range of machines available
- ◆ Electrotherapy versus exercise based rehabilitation
- ◆ The debate over appropriate certification for Sports Therapy/Sports Injury practitioners
- ◆ New, developing techniques and applications
- ◆ Note taking and recording software or best practice. Modifications to assessment methodology

You may select a topic appropriate to the needs of internal/external customers.

You will be given advice and support but the work will be your own.

The project will have three separately marked sections to it. There will be a planning stage which is worth 25% and where you will be expected to produce a planning document showing your aims and objectives, your timelines and the resources and materials you will require. This will include both quantitative and qualitative research.

General information for learners (cont)

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The development stage is where you will put your plan into action and this is worth 50% of the total mark. You will be advised on the type of evidence which you will need to supply, what might be included and how this might be referenced and presented. It will however include detailed references and explanations.

Following this stage, you will be required to submit an evaluation of the project and this will be worth 25%. This will be an objective evaluation of your project and will refer to your original aims and will reflect what you learned, what went well and what might have been different in light of experience.

The Graded Unit reflects the purpose of the whole award and these include:

- ◆ Develop transferable skills
- ◆ Develop research and study skills
- ◆ Enable progression within the SCQF framework including progression to HE
- ◆ Providing opportunities for career planning and enhancing learner's employability prospects
- ◆ Ability to problem solve and apply technical skills in relation to exercise based programme prescription and management
- ◆ Ability to analyse, plan and communicate solutions to sports injury referrals
- ◆ Identify key issues facing those working in the Sports Therapy industry
- ◆ Develop the ability to be flexible and work co-operatively within a team structure
- ◆ Learn good practice from Sports Therapy professionals at work

The work that you undertake will allow the enhancement of *Communication* skills and *Working with Others*. It is likely that you will further enhance your *ICT* skills through internet research and emails and also in the presentation of your submissions although alternative methods may be used. Your *Problem Solving* ability may also be enhanced as the project advances.

Your lecturer will give you advice and support throughout the Unit to try to ensure that you are on the right track and meet the required timescale. It is recommended that at least one guidance meeting is arranged at each stage to monitor your progress.