



## Higher National Graded Unit specification

### General information for centres

This Graded Unit has been validated as part of the Higher National Certificate Golf Management. Centres are required to develop the assessment instrument in accordance with this validated specification. Centres wishing to use another type of Graded Unit or assessment instrument are required to submit proposals detailing the justification for change for validation.

**Graded Unit title:** Golf Management: Graded Unit 1

**Graded Unit code:** F13E 34

**Type of Graded Unit:** Project

**Assessment Instrument:** Case Study

**Credit points and level:** 1 HN credit at SCQF level 7: (8 SCQF credit points at SCQF level 7\*)

*\*SCQF credit points are used to allocate credit to qualifications in the Scottish Credit and Qualifications Framework (SCQF). Each qualification in the Framework is allocated a number of SCQF credit points at an SCQF level. There are 12 SCQF levels, ranging from Access 1 to Doctorates.*

**Purpose:** This Graded Unit is designed to provide evidence that the candidate has achieved the following principal aims of the HNC Golf Management:

- 1 To reason critically, to communicate ideas, and to participate effectively in a variety of team roles across a range of organisational contexts.
- 2 To embed transferable competences, such as interpersonal skills and emotional intelligence, that will assist in ongoing personal development.
- 3 To develop a strong interpersonal focus together with a capability to work effectively in a variety of roles in the golf industry.
- 4 To develop the knowledge, understanding and skills required of the golf industry such that successful candidates can make a positive contribution to the functioning of a golf facility on a day-to-day basis.
- 5 Development of academic knowledge and an understanding of the conceptual frameworks upon which the study of business and management is based.

## General information for centres (cont)

**Recommended prior knowledge and skills:** It is recommended that the candidate should have completed or be in the process of completing the following Units relating to the above specific aims prior to undertaking this Graded Unit:

- ◆ *History and Development of Golf*
- ◆ *Golf Courses: An Introduction*
- ◆ *Golf Operations*
- ◆ *Managing People and Organisations*

**Core Skills:** There are opportunities to develop the Core Skills of *Communication* (at SCQF level 6), *Problem Solving* (at SCQF level 6) and *Working with Others* (at SCQF level 6) in this Unit, although there is no automatic certification of Core Skills or Core Skills components.

**Assessment:** This Graded Unit will be assessed by the use of a case study. The developed case study should provide the candidate with the opportunity to produce evidence that demonstrates she/he has met the aims of the Graded Unit that it covers.

## Administrative Information

**Graded Unit code:** F13E 34

**Graded Unit title:** Golf Management: Graded Unit 1

**Original date of publication:** August 2006

**Version:** 01

### History of changes:

Version	Description of change	Date

**Source:** SQA

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## **Higher National Graded Unit specification: instructions for designing the assessment task and assessing candidates**

**Graded Unit title:** Golf Management: Graded Unit 1

### **Conditions of assessment**

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

The evidence for the project is generated over time and involves three distinct stages — planning, developing and evaluating, where each stage has to be achieved before the next is undertaken. Thus any reassessment of stages must be undertaken before proceeding to the next stage.

If a candidate 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 candidate's grade will be based on the achievement in the re-assessment, if this results in a higher grade.

### **Instructions for designing the assessment task**

The assessment task is a case study. The case study undertaken by the candidate must be a complex task which involves:

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

The assessment task must require the candidate 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

### **Case study of a golf facility**

The candidate is required to prepare a report based upon a golf facility case study. The report should include a historical context for the profiled golf club, as well as a contemporary context for where the traditional members' club now finds itself. Candidates are expected to research members' and visitors' needs and to report on them, including any conflicts of interest and potential sources of tension between visitors and members. The report should be developed to identify the culture, procedures and practices that prevail, demonstrating an understanding of implications, and providing an element of analysis and recommendation. This section of the report should consist of 2,000 words or equivalent and be presented in a professional format including contents, summary and references.

## Higher National Graded Unit specification: instructions for designing the assessment task and assessing candidates (cont)

### Guidance on grading candidates

Candidates 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 candidate performance for this Graded Unit is specified in the following table.

Grade A	Grade C
<p>Is a seamless, coherent piece of work which:</p> <ul style="list-style-type: none"> <li>◆ Identifies clearly the context for the case study</li> <li>◆ States the objective(s) clearly using SMART or similar methodology</li> <li>◆ Establishes a detailed plan with identified tasks with completion dates, and which is carried out to plan and on schedule</li> <li>◆ Carefully selects information from a variety of sources to provide strong and valid reasons to support points made</li> <li>◆ Uses concepts and topics from throughout the other Units of the HNC</li> <li>◆ Creates specific and clear links between the different phases of the investigation</li> <li>◆ Is well structured and uses appropriate language</li> <li>◆ Provides careful and considered recommendations based upon thoughtful reflection</li> <li>◆ Provides a clear and coherent evaluation related to the objective(s)</li> </ul>	<p>Is a co-ordinated piece of work which:</p> <ul style="list-style-type: none"> <li>◆ Identifies the context for the case study</li> <li>◆ States the objective but lacks appropriate methodology</li> <li>◆ Prepares a plan which whilst adequate might lack detail and clear time scales</li> <li>◆ Provides information which might be from limited sources and of limited relevance</li> <li>◆ Makes limited reference to topics from the other Units of the HNC</li> <li>◆ Identifies links between the areas of the project but lacks clear coherence</li> <li>◆ Is satisfactorily structured but is limited in its language and terminology</li> <li>◆ Provides recommendations but lacks good evidence of careful consideration and thoughtful reflection</li> <li>◆ Provides an evaluation related to the objective</li> </ul>

The project will be marked out of 100. Assessors will mark each stage of the project, taking into account the criteria outlined. The marks will then be aggregated to arrive at an overall mark for the project. Assessors will then assign an overall grade to the candidate for this Graded Unit based on the following grade boundaries.

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

**Note:** the candidate must achieve all of the minimum evidence specified below for each stage of the project in order to achieve the Graded Unit.

## Higher National Graded Unit specification: instructions for designing the assessment task and assessing candidates (cont)

### Evidence Requirements

The project consists of three stages: planning; developing; and evaluating. The following table specifies the minimum evidence required to pass each stage.

**Note:** The candidate must achieve **all of the minimum evidence** specified below for each stage of the project in order to pass the Graded Unit.

Project stage	Minimum Evidence Requirements
Stage 1 — Planning <i>25 marks</i>	<ul style="list-style-type: none"> <li>◆ Title of the project</li> <li>◆ Statement of scope identifying in broad terms the issues to be investigated and the proposed methodology</li> <li>◆ Evidence of setting a clear objective</li> <li>◆ Identifying a minimum of three constraints and limitations to the objective being met</li> <li>◆ Identifying tasks required to reach the objective</li> <li>◆ Producing a plan with tasks appropriately sequenced and limited by time</li> <li>◆ Identifying resources required to complete each task</li> </ul> <p>Evidence of the above should be presented and may be supplemented by oral evidence through discussion with the assessor.</p> <p><i>The plan is worth 25 marks. A pass of 50% must be achieved to include evidence of each of the above in order to pass the Planning stage.</i></p>
Stage 2 — Developing <i>50 marks</i>	<ul style="list-style-type: none"> <li>◆ Preparation of a report</li> </ul> <p>This should include a historical context for an identified golf club, as well as a contemporary context for where the traditional members' club now finds itself. Candidates are expected to research members' and visitors' needs and to report on them, including any conflicts of interest and potential sources of tension between visitors and members.</p> <p>The report should be developed to identify the culture, procedures and practices that prevail, demonstrating an understanding of implications, and providing an element of analysis and recommendation.</p> <p>This section of the report should consist of 2,000 words or equivalent and be presented in a professional format including contents, summary and references.</p> <p>Evidence of the above should be presented and may be supplemented by oral evidence through discussion with the assessor.</p> <p><i>The developing stage is worth 50 marks. A pass of 50% must be achieved to include evidence of each of the above in order to pass the Developing stage.</i></p>

## Higher National Graded Unit specification: instructions for designing the assessment task and assessing candidates (cont)

Project stage	Minimum Evidence Requirements
Stage 3 — Evaluating <i>25 marks</i>	<p>Providing an evaluation of the process and findings of the case study. This should include:</p> <ul style="list-style-type: none"> <li>◆ Evaluate the extent to which objectives have been met.</li> <li>◆ Evaluate aspects of planning and implementation, including the ability to maintain time scales and sequencing. This should include discussion of difficulties in keeping to plan and reasons for any slippage.</li> <li>◆ Evaluate the findings and recommendations, which might be supported through discussion with the assessor.</li> </ul> <p>Recommendations for any follow-up work, which could relate to the personal development of the candidate or aspects of the project. It should be clear from the recommendations that the candidate has reflected upon what happened and has drawn conclusions from this process.</p> <p>Evidence of the above should be presented and may be supplemented by oral evidence through discussion with the assessor.</p> <p><i>The evaluation stage is worth 25 marks. A pass of 50% must be achieved to include evidence of each of the above in order to pass the Evaluating stage.</i></p>

### Support notes

This Graded Unit is intended to assess the candidates' ability to link the problems described in a case study with the knowledge and understanding gained over the course of the HNC. It provides an opportunity for the candidate to relate their knowledge of organisational structure and history to problems faced by many golf providers today. The emphasis is on the competing needs and demands of different stakeholders including members and visitors. The candidate is expected to be able to identify issues and to propose some actions which could effect change without disenfranchising either members or visitors. Further emphasis is on relationships and working with people, communication and customer care. This Unit provides a good opportunity to apply golf knowledge, management competence and Core Skills to an issue, and to propose appropriate actions.

### Candidates with disabilities and/or additional support needs

The additional support needs of individual candidates should be taken into account when planning learning experiences, selecting assessment instruments or considering alternative assessment arrangements. For information on these, please refer to the SQA document *Guidance on Assessment Arrangements for Candidates with Disabilities and/or Additional Support Needs*, which is available on SQA's website: [www.sqa.org.uk](http://www.sqa.org.uk).

## **General information for candidates**

This Graded Unit provides you the opportunity to integrate aspects of your learning from throughout your HNC Group Award into a single case study, based upon a situation of familiarity. It is intended for you to demonstrate an understanding of the context of the traditional members club within the changing face of golf. You are asked to identify the issues around the running of the club and the challenges it faces, make an analysis of the situation, and make some recommendations on how the club can meet the challenges it faces. You will pull upon many of the subject areas you have been studying, and present your findings in an integrated manner.