



Higher National Project-based Graded Unit Specification

General Information

This Graded Unit has been validated as part of the HND 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 2
(SCQF level 8)

Graded Unit code: H7AN 35

Type of Project: Practical Assignment

Publication date: July 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 Golf Management:

- ◆ to develop team building and management skills in order to form a functioning managerial group with specific specialised roles.
- ◆ Increase the depth of understanding of core management skills. The HNC will provide students with a basic understanding of contemporary issues in the business and management. The HND will enable students to consider and revisit these issues from a managerial perspective.
- ◆ the development of organisational and operational skills. The HND will further develop skills in planning and organisation and require the students to investigate in more depth, contemporary business and golf industry issues.
- ◆ develop competencies in a range of specialised areas of their choice in line with the areas of the golf industry they wish to proceed their career.
- ◆ provide a basis for future career and personal development
- ◆ build on previously acquired transferable skills.
- ◆ adopt an innovative and creative approach to their work and be able to respond quickly to challenges

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

Credit points and level

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

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:

F0W2 34 *History and Development of Golf*
H71B 34 *Management of Turf Areas on Golf Courses*
H718 34 *Managing Turf Playing Performance*
F1NH 34 *Project Management: An Introduction*
H1KP 34 *Human Resource Management: Introduction*
F7BX 34 *Marketing: An Introduction*
F0WB 34 *Contemporary Golf Industry*
F56S 35 *Understanding Golf Tourism*

DL3W 35 *Hospitality Management Accounting*

Or

F84K 35 *Statistics for Business*

H1S9 35 *Management Research*

Or

FK8L 35 *Marketing Research Applications*

Learners should relate to topics covered in all the above Units. When choosing a practical assignment or case study, learners should ensure that it will be sufficient to meet all the requirements of this Graded Unit.

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.

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

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: Golf Management: Graded Unit 2
(SCQF level 8)

Assessment

This Graded Unit will be assessed by the use of a project-based *practical assignment* 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.

Conditions of assessment

The learner should be given a date for completion of the report. However, the instructions for the assessment task should be distributed to allow the learner 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 learner's evidence at the time of the completion date. If a group practical assignment is undertaken then this must take place and be managed by a group with learners fulfilling appropriate individual roles within the management team. Re-assessment of this Group Award Graded Unit should be based on a significantly different assessment task. It is the responsibility of the Centre to take reasonable steps to ensure that work submitted as part of the management group is the work of the learner. For example, centres may wish to informally question learners at various stages on their role within the group or their knowledge and understanding of the practical assignment or case study.

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**.

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

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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>Design and plan a practical assignment or case study to be open to participation for external individuals or groups. The report must describe the skills and processes involved in the design of the practical assignment or case study, including:</p> <ul style="list-style-type: none"> ◆ the objectives of the practical assignment or case study are clearly defined and reasons for the choice of practical assignment or case study are justifiable and appropriate ◆ produce a project task list ◆ the identification of the skills required ◆ allocation of the roles ◆ a timescale for the planning, developing and implementation of the practical assignment or case study, including marketing strategy, budget schedules and final dates ◆ identification of resources and budget requirements required in order for the practical assignment or case study to be successful ◆ legal and safety considerations, appropriate to an event and venue ◆ schedule of meetings <p>Produce a plan detailing all of the above utilising any analytical tools or diagrammatic representations as appropriate.</p> <p><i>The learner must achieve all of the minimum evidence specified above in order to pass the Planning stage.</i></p>	20 marks

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

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Project stage	Minimum Evidence Requirements	% Mark Allocation
Stage 2 — Developing	<p>Participate in the management of the practical assignment or case study. The report must include:</p> <ul style="list-style-type: none"> ◆ implementation of and modifications to the marketing strategy ◆ explanation of the marketing issues of running the practical assignment or case study, identifying the range of marketing methods available and which of those are appropriate to the chosen practical assignment or case study. ◆ implementation of the planning schedule, highlighting any problems identified and modifications to the schedule. ◆ records of any meetings required by the management group, giving reasons for the meetings and subsequent actions ◆ any correspondence with external groups or individuals with regard to the practical assignment or case study, including host venues, participants and possible sponsors. <p><i>The learner must achieve all of the minimum evidence specified above in order to pass the Developing stage.</i></p>	50 marks

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Project stage	Minimum Evidence Requirements	% Mark Allocation
Stage 3 — Evaluating	<p>Provide an evaluation of the success of the practical assignment or case study and the effectiveness of any management team. The evaluation must include:</p> <ul style="list-style-type: none"> ◆ evaluate the extent to which each of the original objectives of the practical assignment or case study have been met. This should include any modifications made during the course of the practical assignment or case study and to any alternative courses of action considered but rejected. Credible reasons should be provided throughout. ◆ commentary on aspects of the planning and development stages which worked effectively and why and on those that did not work as effectively as expected. ◆ evaluation of the strengths and weaknesses of the practical assignment or case study. This should include credible reasons. ◆ recommendations for future practical assignment or case study. These should be based on the areas mentioned above. It should be clear from the recommendations that the learner has reflected on and has drawn conclusions from this reflection. ◆ identify the knowledge and skills that have been gained <p>Evidence will be submitted as part of the final report on the practical assignment or case study. Individual learners should comment on the overall practical assignment or case study but also on their own roles and reflect on their own contribution during the process. This will be worth 30 marks.</p> <p><i>The learner must achieve all of the minimum evidence specified above in order to pass the Evaluating stage.</i></p>	30 marks

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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.

Grade Related Criteria	
Grade A	Grade C
<p>Is a seamless, coherent piece of work which:</p> <ul style="list-style-type: none"> ◆ is highly focused throughout on the objectives of the planning stage ◆ carefully selects information from a variety of sources to provide strong and valid reasons to support decisions made ◆ uses concepts and topics from HND Golf Management accurately and relevantly to support points made ◆ is well-structured and uses language of a high standard in terms of accuracy and technical content 	<p>Is a co-ordinated piece of work which:</p> <ul style="list-style-type: none"> ◆ meets the objectives of the planning stage but not in a consistent or fully comprehensive manner ◆ uses information from a limited number of sources and in a manner which does not always support reasons given ◆ makes limited reference to concepts and topics from HND Golf Management which may not always be used accurately nor always be fully relevant to the points made ◆ is satisfactorily structured and uses language which is adequate in terms of accuracy and technical content

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

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Grade Related Criteria (cont)	
Grade A	Grade C
<ul style="list-style-type: none"> ◆ includes a careful and considered reflection on the practical assignment or case study which informs realistic recommendations for improvement ◆ provides evidence of learning from HND Golf Management from the way theory and practice are related ◆ demonstrates independence of thought, both critically and analytically ◆ represents a successfully completed practical assignment or case study, both in management and in practice 	<ul style="list-style-type: none"> ◆ has some limited reflection on the but is not comprehensive practical assignment or case study and does not form the basis for a set of realistic recommendations ◆ shows knowledge of core concepts from HND Golf Management though techniques have been sparsely used ◆ analytical techniques are used but not fully exploited, little critical thought evident ◆ represents a partially with scope for practical assignment or case study improvement in planning and implementation

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

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Guidance on approaches to delivery and assessment of this Graded Unit

For a practical assignment it is expected that the report will detail the required planning, development and evaluation of an event which may be carried out in a group. The objectives of the event and the way it is planned and conducted should reflect the opportunities for collaborative effort.

For the case study it is expected that the report will detail the required planning, development and evaluation. The case study enables the learner to undertake objectives reflecting their personal preference or vision.

Learners must submit evidence of all three stages of the Graded Unit even if it is undertaken collaboratively. Each stage of the Graded Unit has specific requirements for which the learners must supply evidence. Within the report the learner should include an individual account describing their role within the group and an evaluation of their own role and contribution.

Opportunities for developing Core and other essential skills

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

History of changes to Graded Unit

Version	Description of change	Date

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General information for learners

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This Graded Unit provides you with an opportunity to 'put into practice' much of what you have learnt during the HND. It will require you to make a significant personal contribution to managing practical assignment or case study. This will involve you in the planning, preparation, implementation and evaluation of practical assignment or case study, during which you will work with your peers and with external organisations. The intention is that this will provide you with an experience that will develop your skills and enhance your employability.