



National Unit Specification: general information

UNIT Golf Course Construction: An Introduction (SCQF level 5)

CODE F6TL 11

SUMMARY

The Unit is designed to enable candidates to develop relevant construction skills and techniques by participating in the construction of important golf course features (ie a green or tee and a bunker). It will also enable candidates to develop a basic knowledge and understanding of the methods and resources required in golf course construction.

This Unit is aimed at candidates wishing to pursue a career in the greenkeeping and sportsturf industries.

OUTCOMES

- 1 Demonstrate knowledge and understanding of the current methods and resources required to construct a green or tee.
- 2 Participate in the construction of one type of green or tee.
- 3 Demonstrate knowledge and understanding of the current methods and resources required to construct a bunker.
- 4 Participate in the construction of one type of bunker.

RECOMMENDED ENTRY

Entry is at the discretion of the centre.

CREDIT VALUE

1.5 credits at SCQF level 5 (9 SCQF credit points at SCQF level 5*).

**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.*

Administrative Information

Superclass: SF

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CORE SKILLS

Achievement of this Unit gives automatic certification of the following:

Complete Core Skill	None
Core Skill component	Critical Thinking at SCQF Level 5 Planning and Organising at SCQF Level 5

There are also opportunities to develop aspects of Core Skills which are highlighted in the Support Notes of this Unit Specification.

National Unit Specification: statement of standards

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Acceptable performance in this Unit will be the satisfactory achievement of the standards set out in this part of the Unit Specification. All sections of the statement of standards are mandatory and cannot be altered without reference to SQA.

OUTCOME 1

Demonstrate knowledge and understanding of the current methods and resources required to construct a green or tee.

Performance Criteria

- (a) Describes accurately the construction of a green or tee to USGA (United States Golf Association) specification.
- (b) Explains clearly the function of each of layers and materials used in the above method of construction.
- (c) Correctly prepares a basic work plan which correctly sequences the work and which covers labour requirements, seasonality and timing.
- (d) Correctly prepares a list of essential machinery and equipment needed for constructing a USGA green or tee.
- (e) Describes accurately one other method of constructing a green or tee.

OUTCOME 2

Participate in the construction of one type of green or tee.

Performance Criteria

- (a) Identify correctly the type of green or tee to be constructed.
- (b) Identify correctly the materials used in the construction.
- (c) Participate effectively in the key phases of constructing a green or tee.

OUTCOME 3

Demonstrate a knowledge and understanding of the current methods and resources required to construct a bunker.

Performance Criteria

- (a) Describes accurately the materials and methods used in the construction of a bunker.
- (b) Explains clearly the function of each of the materials required.
- (c) Prepares accurately a basic work plan which correctly sequences the work undertaken and which covers labour requirements, seasonality and timing.
- (d) Prepares accurately a list of essential machinery and equipment required to construct a bunker.

National Unit Specification: statement of standards (cont)

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OUTCOME 4

Participate in the construction of one type of bunker.

Performance Criteria

- (a) Identifies clearly the type of bunker to be constructed.
- (b) Identifies clearly the materials and resources used to construct a bunker.
- (c) Participates effectively in the construction of one type of bunker.

EVIDENCE REQUIREMENTS FOR THIS UNIT

All relevant operational procedures undertaken in this Unit must adhere to current legislation, regulations, codes of practice and manufacturers' recommendations where appropriate.

Evidence is required to demonstrate that candidates have achieved all Outcomes and Performance Criteria.

Outcomes 1 and 3 — Written and/or recorded oral evidence

Written and/or recorded oral evidence is required which demonstrates that the candidate has achieved Outcomes 1 and 3 to the standards specified in the Outcomes and Performance Criteria.

The candidate must:

- ◆ be aware of current methods and resources used in construction or reconstruction
- ◆ know the importance of correct timing and sequencing of work in achieving successful constructions or reconstructions

Evidence should be gathered under closed-book conditions.

Satisfactory achievement of Performance Criteria (c) and (d) in Outcomes 1 and 3 will be based on the candidate producing a basic work programme which would be effective in a practical situation.

National Unit Specification: statement of standards (cont)

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Outcomes 2 and 4 — Performance evidence

Performance evidence is required to demonstrate that the candidate has participated individually and as part of a team in the construction of a green or tee and a bunker to the standard specified in the Outcomes and Performance Criteria of Outcomes 2 and 4.

An assessor observation checklist should record the participation of the candidate for PC (c) of Outcomes 2 and 4.

The checklist must include:

- ◆ Basic initial site evaluation
- ◆ Setting out/marketing out of the site
- ◆ Any necessary site clearance
- ◆ Shaping or levelling of the formation layer or subsoil (where appropriate)
- ◆ Drainage (where required)
- ◆ Installing correct types and depths of specified materials
- ◆ Required consolidation and preparation of specified materials
- ◆ Finishing off processes (eg grading/marrying in to surrounding levels)
- ◆ Turfing and/or seeding; tidying etc to achieve a quality finished construction

The Assessment Support Pack for this Unit provides appropriate instruments of assessment, assessor checklists and assessor guidance. Centres wishing to develop their own assessments should refer to the assessment support pack to ensure a comparable standard.

Centres must be satisfied that the evidence submitted is the work of individual candidates.

When using Performance Evidence, assessor observation checklists and other assessment records should be maintained and kept up to date to keep track of candidate progress and to provide evidence for internal and external verification purposes.

National Unit Specification: support notes

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This part of the Unit Specification is offered as guidance. The support notes are not mandatory.

While the exact time allocated to this Unit is at the discretion of the centre, the notional design length is 60 hours.

GUIDANCE ON THE CONTENT AND CONTEXT FOR THIS UNIT

This Unit is a mandatory Unit in the National Certificate in Greenkeeping, but is also available as a free-standing Unit.

This Unit is aligned to the following Lantra, Sector Skills Council's National Occupational Standard (NOS) Units:

- ◆ (CU2) Monitor and Maintain Health and Safety
- ◆ (CU5) Develop personal performance and maintain working relationships
- ◆ (L27) Use and maintain equipment and machines
- ◆ (L2) Establish plants outdoors

NB: Where the Unit refers to construction, it is also understood that this could include reconstruction.

The purpose of the Unit is to enable the candidate to participate in the construction or reconstruction of golf course features (eg a green or tee and bunker) and to introduce the candidate to related elements of skills work and knowledge.

Relevant hazard awareness, risk assessments and work methods should be observed at all times.

GUIDANCE ON LEARNING AND TEACHING APPROACHES FOR THIS UNIT

Practical activities should ideally be preceded by demonstration(s) with appropriate references made to current practice and terminology. Candidates should be encouraged to work as part of a team when participating in each of the key stages of the constructions or reconstructions.

Learning approaches should ideally be based on practical activities.

Background notes and information on various construction methods, techniques, work practices and relevant resources should be gathered by candidates during lectures and practical sessions.

Wherever possible site visits to see construction works in progress should take place.

Other visual stimuli should be provided (eg samples of materials, videos, CDs and Internet information on construction methods, materials and equipment) for the candidate wherever possible.

For Outcomes 2 and 4 candidates could be encouraged to keep personal diaries/logs and photographic evidence (eg 'before and after' photos) to record personal/group participation in the key stages of the constructions and to highlight any problems encountered or successes achieved during the process.

National Unit Specification: support notes (cont)

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OPPORTUNITIES FOR CORE SKILL DEVELOPMENT

In this Unit candidates have the opportunity to develop practical skills valued by employers.

There are also opportunities here for developing aspects of the following Core Skills:

- ◆ *Working with Others* (SCQF level 4)
- ◆ *Problem Solving* (SCQF level 4)
- ◆ *Communication* (SCQF level 4)
- ◆ *Numeracy* (SCQF level 4)

GUIDANCE ON APPROACHES TO ASSESSMENT FOR THIS UNIT

An observational checklist should be developed for both Outcome 2 and Outcome 4 defining the key stages/skills of the practical operations. Assessors should prepare a clear brief for candidates before the practical operations commence.

A log book or diary could be used for the candidate to record progress (or otherwise) and to record equipment, materials and labour used during the operations.

For Outcome 1, the candidate could be presented with assessments designed to test the knowledge and skills needed for the different types and methods of constructing or reconstructing greens and tees, for example:

- ◆ Performance Criteria (a) and (e)
An annotated diagram or cross-sectional drawing indicating a minimum of three layers of a profile for one type of green or tee.
- ◆ Performance Criterion (b)
Restricted response questions to cover the materials used and the function(s) of each of the materials/layers.
- ◆ Performance Criteria (c) and (d)
A small assignment where the candidate prepares a basic work programme for the construction or reconstruction of a green or tee outlining the following:
 - the sequence and timing of operations
 - materials needed
 - labour requirements

National Unit Specification: support notes (cont)

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For Outcome 3, the candidate could be presented with assessments designed to test the knowledge and skills needed for the different types and methods of constructing a bunker, for example:

- ◆ Performance Criterion (a)
An annotated diagram or cross-sectional drawing indicating a minimum of two layers of a profile for a bunker construction or reconstruction.

- ◆ Performance Criterion (b)
Restricted response questions to cover the materials used and the function(s) of each of the materials/layers.

- ◆ Performance Criteria (c) and (d)
A small assignment where the candidate prepares a basic work programme for the construction or reconstruction of a bunker outlining the following:
 - the sequence and timing of operations
 - materials needed
 - labour requirements
 - machinery/equipment required for the operations

Time should be allowed for any necessary re-assessment.

Opportunities for the use of e-assessment

E-assessment may be appropriate for some assessments in this Unit. By e-assessment we mean assessment which is supported by Information and Communication Technology (ICT), such as e-testing or the use of e-portfolios or e-checklists. Centres which wish to use e-assessment must ensure that the national standard is applied to all candidate evidence and that conditions of assessment as specified in the Evidence Requirements are met, regardless of the mode of gathering evidence. Further advice is available in *SQA Guidelines on Online Assessment for Further Education (AA1641, March 2003)*, *SQA Guidelines on e-assessment for Schools (BD2625, June 2005)*.

DISABLED CANDIDATES AND/OR THOSE WITH ADDITIONAL SUPPORT NEEDS

The additional support needs of individual candidates should be taken into account when planning learning experiences, selecting assessment instruments, or considering whether any reasonable adjustments may be required. Further advice can be found on our website www.sqa.org.uk/assessmentarrangements