

## SQA Advanced Unit Specification

### General information for centres

**Unit title:** Golf Courses: An Introduction

**Unit code:** HW8F 47

**Unit purpose:** The purpose of this Unit is to increase the candidates' knowledge and understanding of golf course development by considering the requirements of different stakeholders and the physical and climatic environment of locations.

### Outcomes

On completion of the Unit the candidate should be able to:

- 1 Explain stakeholder requirements from golf courses.
- 2 Describe the impact of environmental factors on type of golf course.
- 3 Discuss stakeholder expectations and demands which influence the design of golf courses.

**Credit value:** 1 SQA 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 National 1 to Doctorates.*

**Recommended prior knowledge and skills:** There is no formal requirement for previous knowledge, but an interest in golf and basic knowledge of different types of golf course would be an advantage.

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

**Context for delivery:** If this Unit is delivered as part of a Group Award, it is recommended that it should be taught and assessed within the subject area of the Group Award to which it contributes.

**Assessment:** Assessment will be through a combination of means; the design and interpretation of a questionnaire and restricted response and extended response questioning.

## **SQA Advanced Unit Specification**

### **SQA Advanced Unit specification: statement of standards**

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The sections of the Unit stating the Outcomes, Knowledge and/or Skills, and Evidence Requirements are mandatory.

Where evidence for Outcomes is assessed on a sample basis, the whole of the content listed in the Knowledge and/or Skills section must be taught and available for assessment. Candidates should not know in advance the items on which they will be assessed and different items should be sampled on each assessment occasion.

#### **Outcome 1**

Explain stakeholder requirements from golf courses

##### **Knowledge and/or Skills**

- ◆ stakeholders
- ◆ stakeholders expectations
- ◆ demands
- ◆ questionnaires

##### **Evidence Requirements**

Candidates must be able to:

- ◆ identify a range of stakeholders
- ◆ produce and utilise a questionnaire designed to identify stakeholder requirements
- ◆ explain four stakeholder expectations and demands from golf courses
- ◆ explain how competing demands or potential sources of tension might arise between a minimum of two different stakeholder groups

##### **Assessment Guidelines**

Assessment could be through a report in response to a brief questionnaire carried out with a minimum of four stakeholder groups to identify the most important requirements of the golf course for them. This could be presented as a report equivalent to 500 words.

#### **Outcome 2**

Describe the impact of environmental factors on type of golf course

##### **Knowledge and/or Skills**

- ◆ golf landscapes
- ◆ climatic regions
- ◆ golf course playability
- ◆ skills of golf

## **SQA Advanced Unit Specification**

### **Evidence Requirements**

Candidates must:

- ◆ identify, describe and contrast a minimum of three types of landscape where golf courses are located
- ◆ identify, describe and contrast a minimum of three climatic regions where golf courses are located. To include issues of playability, ball behaviour and the skills of golf required to perform well in these differing locations

### **Assessment Guidelines**

Assessment could be through six restricted response questions each worth ten marks and requiring 60% pass mark on each question. This will be a closed-book assessment lasting approximately 60 minutes and will be conducted under invigilated conditions.

## **Outcome 3**

Discuss stakeholder expectations and demands which influence the design of golf courses

### **Knowledge and/or Skills**

- ◆ golf course philosophies — recreation or performance
- ◆ components of difficulty
- ◆ course types

### **Evidence Requirements**

Candidates must:

- ◆ describe factors that influence the level of difficulty of golf courses and the concept of them as places for play or as places for the measurement of performance
- ◆ compare and evaluate the design characteristics of at least two courses from different locations, with reference to at least two stakeholder expectations and demands

### **Assessment Guidelines**

Assessment could be through extended response questions each requiring 60% pass mark. This will be a closed-book assessment lasting approximately 60 minutes and will be conducted under invigilated conditions.

## SQA Advanced Unit Specification

### Administrative Information

<b>Unit code:</b>	HW8F 47
<b>Unit title:</b>	Golf Courses: An Introduction
<b>Superclass category:</b>	SF
<b>Original date of publication:</b>	November 2017
<b>Version:</b>	01

### History of Changes:

Version	Description of change	Date

**Source:** SQA

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**FURTHER INFORMATION:** Call SQA's Customer Contact Centre on 44 (0) 141 500 5030 or 0345 279 1000. Alternatively, complete our [Centre Feedback Form](#).

### SQA Advanced Unit specification: support notes

#### Unit title: Golf Courses: An Introduction

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 40 hours.

#### Guidance on the content and context for this Unit

The Unit should provide an opportunity for the candidate to demonstrate the ability to think about golf courses at more than a superficial level.

Outcome 1 will allow recognition of the fact that different stakeholders require different things from the golf course, and that this can lead to tension about the ways in which courses are managed. Examples include the fact that club members may require the course to be open during inclement weather, eg frost, but that the course manager or head greenkeeper may want to defend the quality of the course and thereby close it on such occasions. These ideas are important in providing a foundation for discussion of who should be making decisions about the golf course and its management. Pressures can come from other sources, depending on the nature of the course and its ownership/governance, eg the significance of commercial interests in a 'for profit' club, the importance of the media in a course hosting a televised event, or the choice to close completely in winter for a high profile tourist course. Stakeholders' expectations are likely to include those of members, visitors, managers, greenkeepers and professionals, but might also include tournament organisers and sponsors, the media, governing bodies, environmental lobbyists, and local and regional communities.

Outcome 2 is intended to provide the candidate with foundation knowledge of the environmental factors determining the characteristics of any golf course. This will include soil type and climate, as determinants of the flora and fauna which will prevail in any situation, and therefore of the way in which a golf ball will behave upon contact with the ground. This can be coupled to understanding of the geography and topography of a variety of courses, illustrated with examples from worldwide. The significance of this upon the skills required to play golf in any contrasting environments should be emphasised, ie the need to control both the flight of the ball and its interaction with the turf when it hits the ground.

Outcome 3 is essentially an introduction to golf design, identifying the factors which determine the difficulty or otherwise of any golf hole or golf course. In addressing the concept of golf courses for 'recreation' or 'performance' the issue of whether any golf course should be presented for the less or more able player is addressed. This is significant in relation to Outcome 1, as any golf club or facility has to make decisions about the way in which a course is managed or set up, often in relation to the golfers who are likely to play there. Issues such as length of carries from tees, quantity and severity of rough, use of water as a hazard, severity and placement of other hazards, greens speed, mowing patterns and other aspects of presentation can be introduced and different golf courses discussed in order to illustrate these points. Stakeholder demands are likely to include the interests of members, visitors, managers, owners and others in, for example, levels of play, availability of tee times, costs, mowing patterns and difficulty of bunkers.

For all Outcomes the awareness of the points under discussion is what is significant, allowing candidates to develop the skills to participate in an informed discussion of the golf course, and contribute in an informed manner to decisions about the golf course.

### Guidance on the delivery and assessment of this Unit

Delivery of the Unit will be through a combination of didactic teaching, use of Land Capability for Agriculture maps, analysis of climate data, discussion and site visits. Delivery could be enhanced through use of video and photographic illustrations of the relevant points, particularly footage of golf competitions played on different types of course, and interpretation of ball behaviour in these different environments. Site visits could be facilitated to a variety of course within the local area, whilst discussion within a class group is likely to elicit information of students having played golf in a variety of locations and circumstances.

Assessment will be through a combination of means; the design and interpretation of a questionnaire, restricted response and extended response questioning.

Responses to a brief questionnaire designed by the candidate and carried out with a minimum of four stakeholder groups will be reviewed to identify the most important requirement of the golf course for them. A report equivalent to 500 words will review the findings.

Sufficient time should be allocated to allow the candidate the opportunities to carry out site visits, prepare and conduct a questionnaire and write up findings.

#### *Opportunities for developing Core Skills*

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

### Open learning

The Unit is suitable for Open Learning should appropriate support materials be available. However it would require planning by the centre to ensure the sufficiency and authenticity of candidate evidence. For information on open learning, please refer to *SQA guide assessment and quality assurance of open and distance learning (A1030, Feb 2001)*.

### Equality and inclusion

This Unit specification 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 our website [www.sqa.org.uk/assessmentarrangements](http://www.sqa.org.uk/assessmentarrangements).

### General information for candidates

#### Unit title: Golf Courses: An Introduction

This Unit will equip you to start thinking about different golf courses and the different experiences people have on them. It will start by identifying all the different people who have a stake in the success or otherwise of the golf course, and asking how and to what extent they are influenced by it.

The Unit will discuss the different things people expect from a golf course, eg the requirement for a high number of rounds per year, or a particular set of criteria regarding turf quality, or if it is to stage a professional competition, in which case it might need to be set up and presented in a certain way.

Secondly the Unit will look at the different environments for golf courses, from the historical links land on the East coast of Scotland to modern courses in hot environments and on inland soils. It will examine the ways in which this affects the way golf is played in these environments, and the skills required in order to control the ball within them.

Finally, the Unit will explore the different things required by different golfers, in terms of whether the course is intended for the golfer to enjoy him or herself, or whether it is supposed to be a stiff test of the golfers' skills. Indeed, can a good course embrace both concepts? Different golf courses will be examined to identify the features which lead to a course being set up to provide fun and sociable golf or demanding performance-oriented golf.