

SQA Advanced unit specification

General information

Unit title: Golf Management: Managing Retail Operations and Merchandising (SCQF level 8)

Unit code: HW8W 48

Superclass: BA

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Source: Scottish Qualifications Authority

Version: 01

Unit purpose

The aim of this unit is to provide learners with an understanding of the operational and supervisory aspects of running a retail operation within a range of establishments and in particular a golf club/facility environment.

To encourage an appreciation of the origins of such systems and to understand the various factors involved in meeting customer needs. Learners will gain an understanding of retail and merchandising, customer service and will have sufficient knowledge to understand the retail environment within the golf industry. The importance of retail operations to a golf club/facility, particularly the relationship between the various interested parties such as the golf club; golf facility and/or the golf professional; along with relationships over corporate branding and golf club/facility identity will be developed.

Outcomes

On successful completion of the unit the learner will be able to:

- 1 Describe the key areas of retailing.
- 2 Describe the principles of managing retail golf shops/stores, shop layout and visual presentation.
- 3 Describe the principles of merchandise planning, merchandise sales and branding.
- 4 Develop inventory control and buying strategies for a golf club/facility.

Credit points and level

1 SQA Credit at SCQF level 8: (8 SCQF credit points at SCQF level 8)

Recommended entry to the unit

Access to this unit is at the discretion of the centre. However, it would be beneficial if learners had an interest in golf or had work experience in a golf club environment. In addition, any specific retail experience would be useful, but not essential.

Core Skills

Opportunities to develop aspects of Core Skills are highlighted in the Support Notes for this unit specification.

There is no automatic certification of Core Skills or Core Skill components in this unit.

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.

The Assessment Support Pack (ASP) for this unit provides assessment and marking guidelines that exemplify the national standard for achievement. It is a valid, reliable and practicable assessment. Centres wishing to develop their own assessments should refer to the ASP to ensure a comparable standard. A list of existing ASPs is available to download from SQA's website (<http://www.sqa.org.uk/sqa/46233.2769.html>).

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.

SQA Advanced 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.

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. Learners 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

Describe the key areas of retailing.

Knowledge and/or Skills

- ◆ Retailing, the basic facts, range and scope
- ◆ Development of retail brands
- ◆ Retail law
- ◆ Customer service in a retail environment
- ◆ Retail pricing
- ◆ Retailer's productivity and efficiency
- ◆ Effective financial management/sales performance

Outcome 2

Describe the principles of managing retail golf shops/stores, shop layout and visual presentation.

Knowledge and/or Skills

- ◆ Managing retail in a golf club/facility
- ◆ Principles of retail design/merchandising
- ◆ Store design and visual merchandising
- ◆ Information systems
- ◆ Managing and developing people

Outcome 3

Describe the principles of merchandise planning, merchandise sales and branding.

Knowledge and/or Skills

- ◆ Retail merchandising and sales
- ◆ Merchandising display and sales
- ◆ Visual merchandising and sales
- ◆ Branding

Outcome 4

Develop inventory control and buying strategies for a golf club/facility.

Knowledge and/or Skills

- ◆ Stock management
- ◆ Inventory management
- ◆ Loss of inventory and stock, retail crime and security

Evidence Requirements for this unit

Learners will need to provide evidence to demonstrate their Knowledge and/or Skills across all outcomes by showing that they can compile and produce a portfolio of research information evidence which will critically appraise a chosen retail operation within a golf club/facility.

The learner should submit the completed portfolio as evidence of her/his planning, preparation and organisation of the project. This portfolio will represent an holistic assessment combining all the outcomes together to ensure the following evidence is provided the critical appraisal for a golf club/facility retail operation:

- 1 Key retailing knowledge.
- 2 Key financial aspects relating to store design and visual merchandising.
- 3 Merchandising and branding of golf products.
- 4 Stock, inventory and buying strategies.

The portfolio will provide the following evidence:

- (a) Proposal in a format relevant to the brief.
- (b) Record of research sources relevant to brief and audience.
- (c) Research briefs for all elements of the retail content (this should be concise and clear representing condensed and relevant information/background on the contributor/supplier/location) including notes on or links to sources, to allow tracking and authentication of information.
- (d) A critical appraisal of the suitability of the retail operation for the chosen golf club/facility. This should include a brief evaluation of the suitability of strategies on (i) the merchandising (ii) product branding (iii) premises (iv) stock and inventory and (v) buying within the chosen golf club/facility.
- (e) Critically appraise the strategies appropriate for financial and budgetary constraints.
- (f) Finally, store and organise files logically to ensure they are accessible.

An e-portfolio would be an ideal way to collate and present the evidence required for this unit.

SQA Advanced Unit Support Notes

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Unit Support Notes are offered as guidance and 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

This unit is primarily intended to allow the learner to experience the production of an e portfolio, analysing the research requirements appropriate to the target audience for the content process in the role of researcher, and to understand the broad role of research in analysing a business opportunity within a golf club/facility. The unit allows the learner a wide remit to choose a golf club/facility which will enable a critical appraisal to be undertaken.

Outcomes 1, 2, 3 and 4 will be integrated together which will represent an holistic assessment combining all the outcomes together to meet the evidence requirements.

The use of feedback from assessors throughout this unit can support learners in research and portfolio processes allowing learners to develop their knowledge and skills in the following:

- 1 Outlining and evaluating a range of potential sources of information relevant to the brief.
- 2 Suggesting strategies which support financial and budgetary constraints.
- 3 Identifying and evaluating potential contributors to the retail operation.
- 4 Efficient presentation of accurate and comprehensive content and records of information sources.
- 5 Communication and persuasive skills.
- 6 Team working and collaboration.
- 7 Files should be organised and stored logically to ensure business continuity.

In Outcome 1, the learner will be introduced a number of the basic facts concerning retail incorporating a range and scope of types of retail formats and operations; key issues affecting the development of retail brands. Learners will then examines retail law, including consumer protection, product liability, displaying prices, consumer credit and employee-related legislation and how they might impact upon a golf club/facility retail operation. The learner will then identify and assess the key issues associated with customer service in a retail environment and apply that knowledge to the golf sector.

Finally the learner will be introduced to the financial aspects of a retail operation and how the different elements of retail operations contribute to a retailer's productivity and efficiency. This will then enable the learner to evaluate the key drivers of effective financial management/sales performance within a retailing outlet in the golf sector.

Outcome 2 will focus on the management of the retail golf shops or stores, along with the shop or store layout. This will embrace the concept of visual presentation, store design and visual merchandising. Areas which will be addressed include the day-to-day store operations, with a particular focus on managing a retail store and developing its people and processes. The learner will be introduced to the principles of retail design and merchandising along with retail store information systems.

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In Outcome 3 the learner will be introduced to the principles of merchandise planning and merchandise sales. This will determine how activities such as retail merchandising contribute to the sale of products to the consumers for their end use; the importance of how golf club/facility offer 'own line of merchandise' as part the retail offering; the importance of merchandising display in attracting the customers into the store and prompting them to purchase as well. Also, how attractive merchandising display of the products at the store increases their sale and generate revenues for the retail operation store; and finally how merchandising assists in the sensible presentation of the products available for sale to entice the customers and make them brand loyalist. This outcome will focus on the branding of goods associated with the golf industry and demonstrate the particular importance for all golf club/facility retail operations.

Outcome 4 will develop the learners' knowledge of inventory control and buying strategies encompassing stock management; the management of inventory to avoid being 'out of stock; and the opportunity for a golf club/facility to own a warehouse to stock the merchandise sold in the specific outlet. Finally the learner will be introduced to systems to prevent loss of inventory and stock; and appreciate the scale of retail crime and the measures deployed to ensure retail security within a general retail environment.

In summary, each unit examines issues, topics and theories that will enable the learner to build a solid understanding of the foundations of retail management and retail marketing. The identified themes focus on areas posing major challenges to a retailer operation within the golf sector. Completing this unit will give the learner a good grounding and understanding of retail operations as an integral part of the golf industry.

Guidance on approaches to delivery of this unit

The delivery of the knowledge for the unit would likely consist of tutor exposition, examples of industry materials and practice, and group exercises. In addition to classroom activities, field trips and visits to relevant retail operations, primarily in the golf industry sector; which are able to demonstrate the variety of commercial and non commercial operations in the golf club/facility environment. In addition, visits to other retail operations at different locations will be encouraged and skills to critically appraise a retail operation within a golf club/facility.

Delivery of this unit might include identification/analysis of the role of research in content generation (ie including contributors, suppliers, locations, archive material, facts, etc). The skills of team working and collaboration are implicitly part of this work and opportunities to enhance these skills occur throughout the unit.

Formative tasks in searching out and evaluating the usefulness of these elements, particularly contributors and suppliers, would be very useful in developing the verbal communication skills needed by the content researcher. Online research and written communications will be used, but highlighting the need for direct (verbal) communication with contacts is key.

Guidance on approaches to assessment of this unit

Evidence can be generated using different types of assessment. This unit lends itself to e-assessment and could be carried out through the compilation of an e-portfolio. (Details provided below under e- assessment). There may be other methods that would be more suitable to learners.

Centres are reminded that prior verification of centre-devised assessments would help to ensure that the national standard is being met. Where learners experience a range of

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assessment methods, this helps them to develop different skills that should be transferable to work or further and higher education.

The assessment could be completed under open-book conditions both in the classroom and in the learner's own time. The assessment can be integrated to provide an holistic approach. It is possible for evidence to be generated for all outcomes of the unit via an e-portfolio.

Opportunities for e-assessment

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 social software. Centres which wish to use e-assessment must ensure that the national standard is applied to all learner evidence and that conditions of assessment as specified in the Evidence Requirements are met, regardless of the mode of gathering evidence. The most up-to-date guidance on the use of e-assessment to support SQA's qualifications is available at www.sqa.org.uk/e-assessment.

The choice of delivery methods for the unit is particularly important as the unit lends itself to learning and teaching approaches which make it possible for learners to document and present suitable assessment evidence as they work through the unit.

Learners, for example, will be encouraged to create an e-portfolio, or write a blog or maintain a learning journal. They could, as an integral part of the learning and teaching process, be given guidance on how to structure and organise their material so that it is in a form that can easily be presented for assessment purposes.

Learners work will be authenticated through guidance provided above.

Hence, in devising suitable delivery methods, it may be helpful to bear in mind that evidence for assessment can be generated in many different ways, including:

Use of e-portfolios: embed or link media rich work such as audio, video, image; encourage peer review and feedback conversations; open online platform debate and discussion; learning journals; project documentation; research diaries and reading logs; reflection.

Use of blogs: embed or link media rich work such as audio, video, photographs, project documentation, learning journals, research diaries, online presentation.

Use of VLEs as collaborative assignment hubs: eg documentation of project research; events; work experience; forums.

Use of social media as interactive assignment hubs: eg documentation of project, research diary; events; work experience; forums.

Methods such as those above link learning and teaching methods directly with the generation of formative and summative assessment evidence so that they become part and parcel of the same thing. The categories are not mutually exclusive, eg social media can be used as a hub for peer review.

Opportunities for developing Core and other essential skills

Depending on the learning and teaching approaches adopted, the unit provides opportunities for developing three components of the Core Skill of *Communication*, two components of *Problem Solving*, and two components of *Working with Others*.

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Communication: Oral Communication at SCQF level 6

Learners will work, both individually or as part of a team developing a broad range of skills while communicating with other members of the team. They will need to convey information and contribute to classroom debates and discussions all of which will require them to use vocabulary, appropriate to the golf and retail industry.

Communication: Written Communication (Reading) at SCQF level 6

In order to complete the unit, learners will have to become familiar with the technical terms used in golf, finance and retail.

Communication: Written Communication (Writing) at SCQF level 6

In order to complete the unit, learners will have to generate evidence to demonstrate that they have achieved all three outcomes. This could take the form of written communication. In this, they will be expected to present their work in a suitable manner using a recognised format. There are alternative ways to present written evidence such as by personal reports or by contributions to an online forum. Whatever approach is adopted, learners will be required to organise a substantial body of material and make use of complex language and specialist vocabulary.

Communication: Oral Communication at SCQF level 6

Learners will be required to provide evidence of various aspects of their research for the any golf club/facility under investigation. The research may be complex and learners may also respond to questions or queries from others. Learners may also contribute to debates and discussions all of which will require them to use vocabulary appropriate to the audience involved.

Problem Solving: Critical Thinking at SCQF level 6

In order to complete the unit, learners will be expected to put some of the theories into practice while expanding both skill set and knowledge. The learner will have to compare and consider the choices available at different golf clubs/facilities. The learner will gain an understanding and appreciation of the relationship between different retail operations both within and outwith the golf club/facility sector.

Problem Solving: Planning and Organising at SCQF level 6

In order to complete the unit, learners will have to plan their activities and research. Learners will have to identify the type and availability of resources required by the project which will require them to engage in research activity.

Information and Communication Technology (ICT): Accessing Information at SCQF level 6

In order to complete the unit, learners will be required to carry out research relevant to their chosen strategy. This is likely to involve the use of a range of ICT equipment and learners may need to carry out complex searches for information relevant to the chosen strategy. Learners are also likely to need to ensure that the data for their project is kept secure and well managed.

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Information and Communication Technology (ICT): Providing/Creating Information at SCQF level 6

In the development of their idea from the initial concept through production of the final report, learners are likely to use *ICT* for a range of tasks including locating and integrating data from a range of sources.

Working with Others: Working Co-operatively with Others at SCQF level 6

The learner will, on occasion, be working as part of a team. During this phase the learner will to collaborate with others while considering individual preferences, working methods and shared goals within a task. Opportunities will arise for the learner to review and discuss their own performance with the aim of becoming more efficient and competent.

Other essential skills

Throughout the unit learners will develop knowledge and skills which are specifically intended to enhance their employability in the golf management sector. Because these and other soft skills such as punctuality, presentability and efficient time management are readily transferable, they could also be applied to many other sectors and/or areas of employment.

History of changes to unit

Version	Description of change	Date

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SQA acknowledges the valuable contribution that Scotland's colleges have made to the development of SQA Advanced Qualifications.

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

General information for learners

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This section will help you decide whether this is the unit for you by explaining what the unit is about, what you should know or be able to do before you start, what you will need to do during the unit and opportunities for further learning and employment.

Successfully managing the golf shop is an integral component of a golf club/facility's overall operation. Topics such as seasonality, inventory management, customer identification and service, brand loyalty, display techniques and promotional ideas for generating additional revenues for the pro shop will be addressed.

You will acquire knowledge of retail merchandising principles and understand the differences of the various target markets that frequent a typical golf retail operation (private and public facilities). Formulating buying plans for both hard and soft goods, establishing pricing strategies and inventory controls as well as developing merchandising strategies through effective advertising and promotional strategies are covered.

The unit is also designed to allow you to experience the role of researcher within factual or non-factual content generation and to analyse the researcher's role in development of a retail operation or brand and in the production process.

The outcomes will allow you to experience, at first hand, and understand the researcher's practical role within content production. You will critically appraise and analyse the requirements of your target audience and the purpose of the operation, plan a research strategy and generate a research portfolio of the step-by-step research required to underpin the process.

The research gathered and generated during this process will be the evidence for the assessment as well as contributing to the critical appraisal of the retail operation.

On completion of the unit you should be able to understand:-

- 1 Key retailing knowledge.
- 2 Key financial aspects relating to store design and visual merchandising.
- 3 Merchandising and branding of golf products.
- 4 Stock, inventory and buying strategies.

The unit provides opportunities to develop Core Skills in *Communication, Working with Others, ICT and Problem Solving*.

This unit aims to encourage you to demonstrate a range of enterprising values where you will be encouraged to become self-confident, show a belief in your ability and adopt a positive work ethos. Through the range of field trips, visits to relevant golf clubs and facilities and your own work experience, the learners will be able to appreciate and gain exposure to the enterprise environment operating within the golf industry.

You will become aware of the different working environments, organisational cultures within a range of organisations, along with operating policies and processes, and the needs/requirements of appropriate stakeholders.

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You will also be encouraged to demonstrate your own entrepreneurial skills within the framework of the unit's activities, where you will be encouraged to use your own initiative, apply creative thinking and problem solving to all aspects required to deliver the evidence to meet the unit's outcomes.

Again, through the exposure to a range of field trips, visits to relevant golf clubs and facilities you will be able to determine any future or potential career development. This will provide you with an understanding of the development needs, interests, motivations, aspirations and careers, roles in workplace and progression routes, within the golf industry. You will be able to demonstrate self-awareness and improvement which will be enhanced to provide an opportunity for learning by experience, ensuring focus on activities and achievements of the necessary Evidence Requirements to meet the unit's outcomes.