

## SQA Advanced Project-based Graded Unit Specification

### General Information

This Graded Unit has been validated as part of the SQA Advanced Certificate in Golf Club 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 Club Management: Graded Unit 1  
(SCQF level 7)

**Graded Unit code:** HW96 47

**Type of Project:** Case Study

**Publication date:** November 2017

**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 SQA Advanced Certificate in Golf Club Management:

- 1 Prepare learners for employment in a practical or technical capacity in the golf or golf tourism industry.
- 2 Develop a broad overview and understanding of the way the golf and golf tourism industries operates.
- 3 Develop practical skills required in the modern golf and golf tourism industries.
- 4 Enable learners to develop a knowledge and understanding of the golf and golf tourism industries.

### Credit points and level

1 SQA Credit at SCQF level 7: (8 SCQF credit points at SCQF level 7)

## SQA Advanced Unit Specification

### 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:

HW84 47 *History and Development of Golf*  
HW90 47 *Management of Turf Areas on Golf Courses*  
HW91 47 *Golf Club Operations*  
HP71 47 *Managing People and Organisations*

HV77 47 *Understanding and Managing Financial Resources: An Introduction*

**Or**

HR17 47 *Payroll*

**Or**

HW8V 47 *Human Resource Management: An Introduction to Finance*

HW7X 47 *Quality Models*

**Or**

HW7V 47 *Fundamentals of Quality*

**Or**

HW7R 47 *Quality Service Operations for Sport and Recreation*

HW8Y 47 *Golf Management: Food and Beverage Operations*

**Or**

HW92 47 *Food and Beverage Events*

### 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.

### 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](http://www.sqa.org.uk/assessmentarrangements)**

## SQA Advanced Project-based Graded Unit Specification: Designing the project and assessing learners

**Graded Unit title:** Golf Club Management: Graded Unit 1  
(SCQF level 7)

### Assessment

This Graded Unit will be assessed by the use of a project-based *case study* 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 project. However, the instructions for the project should be distributed to allow the learner sufficient time to assimilate the details and carry out the project. During the time between the distribution of the project instructions and the completion date, assessors may answer questions, provide clarification, guidance and reasonable assistance. The project 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.

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 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**, if this results in a higher grade.

## 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	<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 30 marks. A pass of 50% in each Evidence Requirement must be achieved in order to pass the Planning stage.</i></p> <hr/> <p><i>The learner <b>must</b> achieve all of the minimum evidence specified above in order to pass the Planning stage.</i></p>	30% of total mark

## SQA Advanced Unit Specification

Project stage	Minimum Evidence Requirements	% Mark Allocation
Stage 2 — Developing	<p>◆ Preparation of a report.</p> <p>This should include a historical context for golf clubs, as well as a contemporary context for where the traditional members' club now finds itself. Similarly 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>Learners 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>This section of the report should consist of approximately 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% in each evidence point above must be achieved in order to pass the Developing stage.</i></p> <hr/> <p><i>The learner <b>must</b> achieve all of the minimum evidence specified above in order to pass the Developing stage.</i></p>	50% of total mark

## SQA Advanced Unit Specification

Project stage	Minimum Evidence Requirements	% Mark Allocation
Stage 3 — Evaluating	<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 learner or aspects of the project. It should be clear from the recommendations that the learner 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 20 marks. A pass of 50% in each evidence point must be achieved in order to pass the Evaluating stage.</i></p> <hr/> <p><i>The learner <b>must</b> achieve all of the minimum evidence specified above in order to pass the Evaluating stage.</i></p>	20% of total mark

## 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"> <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 SQA Advanced Certificate</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 SQA Advanced Certificate</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>

## SQA Advanced Unit Specification

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).



## SQA Advanced Project-based Graded Unit Support Notes

**Graded Unit title:** Golf Club Management: Graded Unit 1  
(SCQF level 7)

### Guidance on approaches to delivery and assessment of this Graded Unit

This Graded Unit is intended to assess the learners' ability to link the problems described in a case study with the knowledge and understanding gained over the course of the SQA Advanced Certificate. It provides an opportunity for the learner 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 learner 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.

### Opportunities for developing Core and other essential 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.

## History of changes to Graded 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

**Graded Unit title:** Golf Club Management: Graded Unit 1  
(SCQF level 7)

This Graded Unit provides you the opportunity to integrate aspects of your learning from throughout your SQA Advanced Certificate 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.