

Higher National Graded Unit Specification

General Information for Centres

This Graded Unit has been validated as part of the Sport and Recreation Management: Graded Unit 1. 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: Sport and Recreation Management: Graded Unit 2

Graded Unit Code: DP9W 35

Type of Graded Unit: Project

Assessment Instrument: Investigation

Credit points and level: 2 HN Credits at SCQF level 8: (16 SCQF credit points at SCQF level 8*)

**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.*

Purpose: This Graded Unit is designed to provide evidence that the candidate has achieved the following principal aims of the Sport and Recreation Management: HND Graded Unit.

- ◆ To gain knowledge and skills of investigation, planning and problem solving.
- ◆ Identify key issues facing those working in the sport and recreation industry.
- ◆ Investigate and evaluate the systems and/or procedures and their inter-relationships in a selected sport and recreation organisation.
- ◆ To develop and focus on appropriate functional management skills.
- ◆ Learning good practice from sports professionals at work.
- ◆ To build on previously acquired transferable skills
- ◆ To assist candidate in making informed choices regarding career options.

Recommended Prior Knowledge and Skills: It is recommended that the candidate should have completed or be in the process of completing the following Units relating to the above specific aims prior to undertaking this Graded Unit:

- ◆ D4XD 34 Employment Law
- ◆ DG6P 35 Marketing Planning for a Domestic Market
- ◆ DN7J 35 Human Resource Management: Performance Management
- ◆ DE3J 35 Preparing Financial Forecasts
- ◆ DP8C 35 Sport and Recreation Programming

General Information for Centres (cont)

- ◆ DO29 35 Contemporary Sports Policy and Practice
- ◆ DA8X 35 Event management in Sport
- ◆ DP2A 35 Organisational Change and Leadership in Sport and Recreation Management

The core mandatory units which comprise the HND Sport & Recreation Management

- ◆ D4XD 34 Employment Law
- ◆ DG6P 35 Market Planning for a Domestic Market
- ◆ DN7J 35 Human Resource Management: Performance Management
- ◆ DE3J 35 Preparing Financial Forecasts
- ◆ DP8C 35 Sport and Recreation Programming
- ◆ DP29 35 Contemporary Sports Policy and Practice
- ◆ DA8X 35 Event Management in Sport
- ◆ DP2A 35 Organisational Change and Leadership in Sport and Recreation Management

Core Skills: There is no automatic certification of Core Skills or a Core Skill component as part of this Graded Unit. However, there may be opportunities to develop the Core Skill of Problem Solving.

Assessment: This Graded Unit will be assessed by the use of Investigation. The “fleshed-out” Investigation should provide the candidate with the opportunity to produce evidence that demonstrates she/he has met the aims of the Graded Unit that it covers.

This assessment must be undertaken as a work based project.

The Graded Unit will be assessed by the three stages of:-

- ◆ Planning,
- ◆ Developing
- ◆ Evaluating

This practical work-based project should provide the candidate with the opportunity to produce evidence that demonstrates she/he has met the aims of the graded unit.

It is recommended that a holistic approach to assessment is used covering all stages. Each candidate will be asked to select a local sport and recreation organisation and in relation to this project investigate and evaluate specific aspects of the organisation.

Candidates will be required to submit a written report of between 4500 and 5000 words in a word processed format, in addition to presenting a 20 minute oral presentation summarising the key points. The presentation may make use of electronic media and software packages.

There will be many potential opportunities to integrate assessment tasks with mandatory units for this graded unit. Centres are encouraged to adopt this approach in order to enhance delivery of the award and to eliminate duplication of assessment.

Administrative Information

Graded Unit Code: DP9W 35

Graded Unit Title: Sport and Recreation Management: Graded Unit 2

Original date of publication: August 2005

Version: 02 (August 2006)

History of Changes:

Version	Description of change	Date
02	Amendment to mark allocation for Stage 2 and Stage 3.	24/8/06

Source: SQA

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Higher National Graded Unit Specification: Instructions for designing the assessment task and assessing candidates

Graded Unit Title: Sport and Recreation Management: Graded Unit 2

Conditions of Assessment

The candidate should be given a date for completion of the assignment. However, the instructions for the assessment task should be distributed to allow the candidate 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 candidate's evidence at the time of the completion date. Reassessment of this Graded Unit should be based on a significantly different assessment task.

At this level, candidates should work independently. It is up to Centres to take reasonable steps to ensure that the project is the work of the candidate. For example, Centres may wish to informally question candidates at various stages on their knowledge and understanding of the project on which they have embarked. Centres should ensure that where research etc, is carried out in other establishments or under the supervision of others that the candidate does not receive undue assistance.

Instructions for designing the assessment task

The assessment task is a project. The project undertaken by the candidate must be a complex task which involves:

- ◆ variables which are complex or unfamiliar
- ◆ relationships which need to be clarified
- ◆ a context which may be familiar or unfamiliar to the candidate

The assessment task must require the candidate 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

The assessment will take the form of an investigative research project of approximately 4000-4500 word, with an additional 20 minute presentation. The research is to be based upon organisational change within a sport and recreation organisation of the candidates choosing.

The candidate will be expected to research the driver(s) for the change within at least one macro environment element and analyse and report on the micro environmental effects caused by change and how these micro environment elements interrelate and influence with each other during the change process.

Higher National Graded Unit Specification: Instructions for designing the assessment task and assessing candidates (cont)

There is scope for integrating other core units into this research project. However, which core units may be integrated is dependant on the nature of the project that the candidate chooses. For example, if the project is Marketing based, there may be opportunities to integrate some or all of the “Market Planning for a Domestic Market” unit. Or if the candidate approaches the research project from a programming perspective then there may be scope for integration for the “Sport & Recreations Programmes” unit.

Guidance on grading candidates

Candidates who meet the minimum Evidence Requirements will have their achievement graded as C – competent, or A – highly competent or B somewhere between A and C. The grade related criteria to be used to judge candidate performance for this Graded Unit is specified in the following table.

Grade A	Grade C
<p>Is a seamless, coherent piece of work which:</p> <ul style="list-style-type: none"> ◆ has sufficient evidence for the three essential phases of the project, is produced to a high standard, and is quite clearly inter-related ◆ demonstrates an accurate and insightful interpretation of the project brief ◆ is highly focused and relevant to the tasks associated with the project brief ◆ is clear and well structured throughout and language used is of a high standard in terms of level, accuracy and technical content ◆ effectively consolidates and integrates required knowledge and skills 	<p>Is a co-ordinated piece of work which:</p> <ul style="list-style-type: none"> ◆ has sufficient evidence of the three essential phases of the project, is produced to an adequate standard ◆ demonstrates an acceptable interpretation of the project brief ◆ is focused and relevant to the tasks associated with the project brief ◆ is satisfactorily structured and language used is adequate in terms of level, accuracy and technical content ◆ consolidates and integrates knowledge and skills but this may lack some continuity and consistency

The project will be marked out of 100. Assessors will mark each stage of the project, taking into account the criteria outlined. The marks will then be aggregated to arrive at an overall mark for the project. Assessors will then assign an overall grade to the candidate for this graded unit based on the following grade boundaries.

A = 70% - 100%

B = 60% - 69%

C = 50% - 59%

Note: the candidate must achieve all of the minimum evidence specified below for each stage of the project in order to achieve the graded unit.

Higher National Graded Unit Specification: Instructions for designing the assessment task and assessing candidates (cont)

Evidence Requirements

The project consists of three stages: planning; developing; and evaluating. The following table specifies the minimum evidence required to pass each stage.

Note: The candidate must achieve **all of the minimum evidence** specified below for each stage of the project in order to pass the Graded Unit.

Project Stage	Minimum Evidence Requirements
Stage 1 — Planning 20%	<p>Evidence of analysing and interpreting what is involved in the work based project brief and key factors influencing the project and these inter-relationships</p> <p>Evidence of developing a research approach that is appropriate to the subject matter eg desk research, Qualitative, Quantitative research, Primary and Secondary research</p> <ul style="list-style-type: none"> ◆ Has the candidate provided justification for selecting an approach? <p>Establish aims and objectives for the work based investigative project</p> <ul style="list-style-type: none"> ◆ Has the candidate stated the aims and objectives of the project (minimum of 3 objectives and a maximum of 2 aims)? ◆ Evidence of negotiated access to an appropriate facility. <p>Evidence of developing an action plan to carry out the work based project</p> <ul style="list-style-type: none"> ◆ Is there evidence of a work-placed negotiated brief? ◆ Has the candidate identified any ethical issues involved in the project? ◆ Has the candidate identified any contingency plans that can be put into operation? ◆ Does the work contain a clear plan of action? ◆ Does the work retain focus on the task? <p>Set clear timescales for completion of stages</p> <ul style="list-style-type: none"> ◆ Has the candidates allowed a realistic timescale for the stages involved in the project? <p>Identify the resources and materials to carry out project</p> <ul style="list-style-type: none"> ◆ Has the candidate identified the resources/materials/information required to complete the project? ◆ Has the candidate identified where the materials/resources/information required to complete the project can be sourced/accessed? <p><i>The candidate must achieve all of the minimum evidence specified above in order to pass the Planning stage.</i></p>

Higher National Graded Unit specification: Instructions for designing the assessment task and assessing candidates (cont)

Project Stage	Minimum Evidence Requirements
Stage 2 — Developing (40%)	<p>Evidence of candidate carrying out the work based project, meeting the requirements of the plan, managing the project which</p> <ul style="list-style-type: none"> ◆ develops a coherent line of thought ◆ contains accurate details of the Investigation ◆ applies course knowledge and skills ◆ accesses an appropriate range of resources ◆ applies effective research techniques ◆ demonstrates effective selection and analysis of information ◆ applies problem solving techniques ◆ identifies and gathers of appropriate evidence to decide whether the criteria have been met <p><i>The candidate must achieve all of the minimum evidence specified above in order to pass the Developing stage</i></p>
Stage 3 — Evaluating (40%)	<p>An evaluation of the effectiveness of the approach taken which includes all stages of the activity, e.g. analysis of the task, the planning and organisation of the work based project, carrying the plan through to completion.</p> <p>The evaluation should include:</p> <ul style="list-style-type: none"> ◆ identification of the criteria on which to base the evaluation ◆ presents objective, reliable results ◆ uses appropriate language, format and structure ◆ demonstrates accuracy in writing skills ◆ evaluation of the effectiveness of the project, explaining the relevance of the evidence – the evaluation should be related to the original aims and objectives of the project ◆ reference to any modifications to the approach during the course of the project or to alternative approaches considered ◆ presents sound conclusions consistent with data and acknowledges sources ◆ provide recommendations (with justifications) for the future which are relevant to the project <p><i>The candidate must achieve all of the minimum evidence specified above in order to pass the Evaluating stage.</i></p>

Higher National Graded Unit specification: Instructions for designing the assessment task and assessing candidates (cont)

Brief

The candidate is required to plan, develop and evaluate a work based investigation on organisational change that has in the recent past (within the last 5 years), currently, or may in the future, impact on the selected sport and recreation organisation.

In undertaking this project, the candidate will be required to negotiate access to a selected sport and recreation organisation and secure agreement to carry out the investigation. The organisation chosen for this project can be within either the public, voluntary or commercial sector.

The candidate must identify and investigate the driver(s) for the need for change within the organisation and must take into account the effect of organisational change at both micro and macro environment levels. Therefore internal and external analysis of the organisation is required.

In order to incorporate evidence of learning and understanding within other core units, the candidate's analysis must take in account the interrelationship of effect between elements at both micro and macro environment levels when operational change occurs.

At least 1 macro environment element and at least 4 inter-related micro environment elements must be investigated and analysed for the effect of organisational change.

An example of this type of investigation could be a socially/politically driven initiative set by local government to tackle childhood obesity by providing funding to local authority leisure departments to provide free use of local swimming facilities to children during the summer holidays. The micro environmental effects of this macro environment drive for change could affect areas such as Marketing/Advertising (to create awareness of free swim use), Staffing, (increase staff members to met increased demand of service) Service Programming (to accommodate increased demand without other users suffering loss of service), and Finance (to allocate increased funding and manage the offset in loss of paying customer revenue).

Briefly, other examples of macro environment elements that may be investigated by the candidate could an economic drop in the national market resulting in a drop in demand for existing product/service.

or,

A change in governmental legislation, such as the passing of a new act/law. (Child protection, Health & safety, Banning of blood sports such as fox hunting etc).

or,

A breakthrough in technology or innovation that allows enhanced quality of product/service ("state of the art" gymnasium equipment, electronic membership/booking systems, etc.).

The candidate must chose at least one macro environment element which may be the driver for organisational change and also be able to identify, critically analyse and report on at least 4 inter-related micro environmental elements within the chosen organisation that are affected as a result of this change.

Higher National Graded Unit specification: Instructions for designing the assessment task and assessing candidates (cont)

The following, non exhaustive, list gives examples of the types of elements at a micro environment level that may be considered:

- ◆ Marketing and Advertising
- ◆ Human resources/Staffing
- ◆ Health and safety
- ◆ Quality systems
- ◆ Customer Care
- ◆ Service Programming
- ◆ Products/Services provision
- ◆ Information Communications Technology Systems
- ◆ Finance
- ◆ Operational structures & systems
- ◆ Suppliers
- ◆ Investor/Shareholder/sponsor relations
- ◆ Research and design
- ◆ Competitor behaviour

The following list gives examples of the types of elements at a macro level that may be considered:

- ◆ Political implications for change
- ◆ Economic implications for change
- ◆ Social implications for change
- ◆ Technological implications for change
- ◆ Legal implications for change

Planning Stage

Candidates must produce a work place project outline, in the region of 1000 words, which will include:-

- ◆ Introduction

This provides a brief overview of the nature of the selected organisation and its key features and issues. It will be in the region of 250 words.

- ◆ Overall Aim

This will be a general statement of the overall aims (maximum of two) of your investigation. It is anticipated that this would be not more than 100 words in length.

- ◆ Objectives

Candidates should identify a minimum of 3 objectives. This should be in the region of 50 words.

- ◆ Research Approach

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There are a variety of research methods that candidates may choose. However this falls into two, main categories:

- a) Qualitative Research
- b) Quantitative Research

Information gathered for the project will also come from Primary sources e.g. questionnaires, interviews etc and also from Secondary sources e.g. organisation reports, Government papers etc. This will be in the region of 250 words.

◆ Sources of Reference

You must provide a minimum of 4 key sources of reference material (e.g. company reports, research documents, government papers) that will provide direction to your investigation.

◆ Overview of Action Plan and /or methodology

This will provide an overview of the proposed action plan to allow the objectives to be achieved. This will be approximately 250 words.

The Introduction section of the project outline is one specific component of this planning stage. Other elements of this stage will be embedded in your project and will contain evidence of the following:

- ◆ Stated aims (Max. 2) and objectives (Min 3)
- ◆ Clear focus on the task of collecting specific information on the selected issue
- ◆ Evidence of negotiated access to an appropriate facility
- ◆ Evidence of an approach to research e.g. desk research, qualitative or quantitative research
- ◆ Justification on the “approach to research”
- ◆ Overview of specific type of information
- ◆ Identification of contingency planning

The work produced should always be the candidates own. However, tutors are expected to provide candidates with advice, guidance and constructed criticism as necessary when they are devising their plans.

In the event that the assessor forms the view that the work finally submitted by the candidate for the planning stage is so weak as to prevent the candidates progressing to the next stage, the candidate may receive additional assistance (over and above the norm). In this event, the assessor will record this fact and the candidate may receive no more than half of the available marks for this stage.

Developing Stage

Candidates must provide clear evidence of undertaking a work based investigation and of implementing the action plan which may include all or some of the following:

- ◆ Clear evidence of research which should be clearly referenced.
- ◆ Information sources (primary and secondary)

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- ◆ Primary information sources may include:
 - Questionnaires
 - Tapes and or transcripts of interviews including interview questions.
 - Observation records and/or experiments
 - Work diary
 - Progress reviews.
- ◆ Secondary Information sources may include:-
 - Library
 - SportScotland
 - NHS/HEBS
 - Marketing Plans
 - Operational procedures
 - H/S reports
 - Minutes of meetings
 - Company reports
 - Government reports etc.
 - Information collected from the internet
 - Customer comment cards
 - Other reference material.
- ◆ Copies of correspondence associated with the project. (These will be presented as an appendix).

Once all the evidence is gathered and collated it must be prepared for presentation using appropriate language, format and structure.

The candidate should have regular meetings with the project supervisor/assessor who will provide advice and assistance where appropriate.

It is anticipated that this stage will be in the region of 2000-2500 words. Appendices may be used and referenced appropriately.

Evaluation

Candidates must produce a report that contains

An evaluation of the effectiveness of the approaches taken to all stages of the investigation.

- ◆ Identification of the criteria on which to base the evaluation
- ◆ Present objective, reliable results
- ◆ Present sound conclusions consistent with data
- ◆ Acknowledge sources
- ◆ Use appropriate language, format and structure
- ◆ Demonstrate accuracy in communication skills
- ◆ Utilise data to support the conclusion.
- ◆ Make reference to any modifications to the approach during the course of the project or to alternative approaches considered.
- ◆ Draw conclusions as to how the process of carrying out the project could be improved
- ◆ Provide recommendations (with justifications) for the future and support this with data.
- ◆ Examine the effectiveness of the original analysis and planning.
- ◆ Refer to skills developed and strengths of the investigative process

Higher National Graded Unit specification: Instructions for designing the assessment task and assessing candidates (cont)

The evaluation report should be no less than 1000 words.

Oral Presentation

The candidate will present a 20-minute oral presentation which should incorporate an overall summary of the investigations evaluation process. The presentation may make use of electronic media and software packages.

The total word count for the investigative research report should be approximately 4000-4500 words, with the addition of a presentation lasting approximately 20 minutes.

Candidates with Additional Support Needs

This Graded Unit specification is intended to ensure that there are no artificial barriers to learning or assessment. The additional support needs of individual candidates should be taken into account when planning learning experiences, selecting assessment instruments or considering special alternative assessment arrangements. For information on these, please refer to the SQA document *Guidance on Assessment Arrangements for Candidates with Disabilities and/or Additional Support Needs*, which is available on the SQA website www.sqa.org.uk.