



Higher National Unit Specification

General information for centres

Unit title: Contemporary Golf Industry

Unit code: F0WB 35

Unit purpose: The purpose of the Unit is to develop knowledge and understanding of the global golf industry and the governance and administration of golf with specific reference to elements of history, demographics and current trends. Candidates will also develop knowledge and understanding of the world of the tour professional.

Outcomes

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

- 1 Evaluate the provision of golf facilities in global terms.
- 2 Describe the governance structures of golf.
- 3 Analyse the golf industry for one country.
- 4 Describe competing demands within the professional golf circuits.

Credit value: 1 HN credit at SCQF level 8: (8 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.*

Recommended prior knowledge and skills: There are no specific prior knowledge or skills requirements for this Unit, although an interest in current issues within golf would be advantageous.

Core Skills: There may be opportunities to gather evidence towards Core Skills 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 is through a variety of means, including the preparation of a portfolio of researched information, a presentation, a poster or other visual medium, and a report.

Higher National Unit specification: statement of standards

Unit title: Contemporary Golf Industry

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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

Evaluate the provision of golf facilities in global terms

Knowledge and/or Skills

- ◆ Continents/Countries
- ◆ Facilities
- ◆ Demographics
- ◆ Trends in provision and participation

Evidence Requirements

Candidates will need evidence to demonstrate all Knowledge and/or Skills by showing that they can:

- ◆ identify and evaluate important information relating to the provision of golf in a minimum of four countries, each from a different continent. This should include the provision of facilities, the demographics of participation and the trends in provision and participation.

Assessment Guidelines

Assessment could be through the preparation of a portfolio of information, duly referenced, of 1,000 words or equivalent, containing information about golf in each of the four countries being studied, with a commentary summarising and interpreting the information gathered. The assessment task should be introduced to the candidate and a deadline for submission negotiated which allows sufficient time for the necessary research to be undertaken.

Higher National Unit specification: statement of standards (cont)

Unit title: Contemporary Golf Industry

Outcome 2

Describe the governance structures of golf

Knowledge and/or Skills

- ◆ Local governance
- ◆ National governance
- ◆ International governance
- ◆ Roles and responsibilities
- ◆ Tensions

Evidence Requirements

Candidates will need evidence to demonstrate all Knowledge and/or Skills by showing that they can:

- ◆ research two bodies with a governance responsibility in golf at each of the following levels — local, national, and international and compare their roles and responsibilities
- ◆ describe any potential sources of tension between the various organisations

Assessment Guidelines

Assessment could be through the preparation of a poster or other visual medium to include annotated information for two countries. This might include a map indicating the location of the governing bodies with a description of the role and responsibility of each organisation identified. A header or footer panel could describe any potential sources of tension. The candidate could also do a presentation of 10 minutes to explain the poster. The assessment task should be introduced to the candidate and a deadline for submission negotiated which allows sufficient time for the necessary research to be undertaken.

Governing bodies could include any local (eg regional) golf associations, national golf unions or associations and the international governing bodies, the Royal and Ancient Golf Club of St Andrews (R&A) and United States Golf Association (USGA).

Outcome 3

Analyse the golf industry for one country

Knowledge and/or Skills

- ◆ Participants
- ◆ Facilities
- ◆ Governance
- ◆ Politics
- ◆ Trends
- ◆ Challenges
- ◆ Economic impact
- ◆ developing potential of players

Higher National Unit specification: statement of standards (cont)

Unit title: Contemporary Golf Industry

Evidence Requirements

Candidates will need evidence to demonstrate all Knowledge and/or Skills by showing that they can:

- ◆ research, summarise and draw conclusions from information about golf in a particular country. Information should be gathered from a minimum of three different sources, to establish a picture of golf in the country under study

Assessment Guidelines

Assessment could be through the preparation of a portfolio of information, duly referenced, about golf in a particular country with a commentary summarising and interpreting the information gathered. A commentary might be approximately 750 words, or a 15 minutes presentation to a peer group. The assessment task should be introduced to the candidate and a deadline for submission negotiated which allows sufficient time for the necessary research to be undertaken.

Sources of information could include but not be limited to internet, industry reports, personal experience, conference proceedings and direct contact with the national governing body. Unless a source specifically discusses trends and challenges the information on eg politics and trends of participation should be interpreted and evaluated in order to draw conclusions about the trends and challenges faced.

Outcome 4

Describe competing demands within the professional golf circuits

Knowledge and/or Skills

- ◆ Golf circuits
- ◆ Stakeholders
- ◆ Competing demands

Evidence Requirements

Candidates will need evidence to demonstrate their Knowledge and/or Skills by showing that they can

- ◆ identify four expectations and demands of five stakeholders groups within the professional golf circuits to include both men's and women's professional golf and circuits from at least three different continents
- ◆ describe the competing demands of three of these stakeholders groups
- ◆ describe a possible solution to ease tensions caused by these expectations and demands for each of the three stakeholder groups

Assessment Guidelines

Stakeholders include players, players' agents or representatives, sponsors, media, equipment manufacturers, venues, organising bodies and governing bodies or other stakeholder identified by the candidate or tutor. Assessment could be through a report, duly referenced, of 1,000 words or equivalent of the stakeholders and their demands within professional golf.

Administrative Information

Unit code: F0WB 35
Unit title: Contemporary Golf Industry
Superclass category: AD
Original date of publication: August 2006
Version: 01

History of Changes:

| Version | Description of change | Date |
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Higher National Unit specification: support notes

Unit title: Contemporary Golf Industry

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 phenomenon of golf as a global sport provides the context for this Unit, in that it has become a sport which is found in every continent and in a great variety of landscape and climatic situations. Outcome 1 is intended to provide a global overview of the range and diversity of golf provision across continents and could include golf provision in countries as diverse as the United States of America and Nepal. Trends in provision and participation are of particular interest in countries where golf is developing rapidly eg China, but equally as fascinating is to examine countries where golf has a longer history but where traditions of participation are being challenged.

Outcome 2 examines issues of the governance of golf from local to international contexts, and the roles and responsibilities of the different organisations in managing the different facets of the game will be investigated.

Outcome 3 is intended to allow the candidate a closer examination of golf in a particular country. This might be the candidate's home country, somewhere they have visited to play golf, or have seen in the media. It might also provide an opportunity to examine golf in a country which is successful in terms of its elite players' world rankings and performance eg Sweden, in order to learn more of its junior programmes or strategic development of golf. Where a significant factor, an exploration of government attitudes towards golf eg the Club Golf initiative in Scotland and its role in attracting a major competition such as the Ryder Cup to Gleneagles in 2014 is another contemporary topic.

Outcome 4 takes a look at the world of the professional golf and explores ideas of stakeholders within that environment and the expectations all have from the game. This includes the players themselves but also the various peripheral attendants, organisations, equipment manufacturers, media and other stakeholders. The nature of the interest of each group should be examined with questions about the power relationships in professional golf.

Guidance on the delivery and assessment of this Unit

Delivery and assessment will be through a variety of means, including personal research, visiting speakers, internet search, use of industry reports, didactic delivery and visits to golf organisations eg tournament organisers and equipment manufacturers. Assessment is through a variety of means, including the preparation of a portfolio of researched information, a verbal presentation, a poster or other visual medium, and a written or verbal report.

Higher National Unit specification: support notes (cont)

Unit title: Contemporary Golf Industry

Opportunities for developing Core Skills

There are opportunities to develop the Core Skills of Communication and Problem Solving in this Unit, however there is no automatic certification of Core Skills or Core Skill components.

Open learning

This Unit is suitable for open learning. 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)*.

Candidates with disabilities and/or additional support needs

The additional support needs of individual candidates should be taken into account when planning learning experiences, selecting assessment instruments, or considering alternative Outcomes for Units. Further advice can be found in the SQA document *Guidance on Assessment Arrangements for Candidates with Disabilities and/or Additional Support Needs* (www.sqa.org.uk).

General information for candidates

Unit title: Contemporary Golf Industry

This Unit is designed to provide you with a deeper knowledge of the different activities which take place within the golf industry, and what each organisation aims to do or take from it. We will start by looking at golf all over the world, at the nature and extent of golf development on all continents, and focussing on a couple of countries that might be of personal interest. The Unit will also allow the opportunity to learn more of who runs the game at local, national and international level, and the roles each organisation has. Finally, we will look at professional golf, at the tour circuits, at the range of people and organisations that have an interest in their success, and at the potential conflicts that might arise from these different interests.

The phenomenon of golf as a global sport provides the context for this Unit, in that it has become a sport which is found in every continent and on a great variety of landscape and climate situations. Outcome 1 is intended to provide a global overview of the range and diversity of golf provision, and could include golf provision in countries as diverse as the United States of America and Nepal.

You will be introduced to issues of governance of golf from local to international contexts, and the roles and responsibilities of the different organisations in managing the different facets of the game.

Outcome 3 is intended to allow the candidate a closer examination of golf in a particular country. This might be the candidate's home country, or somewhere they have visited to play golf, or that they have seen in the media.

Outcome 4 takes a look at professional golf and explores ideas of stakeholders within that environment and the expectations all have from the game. This includes the players themselves but also the various peripheral attendants, organisations, equipment manufacturers, media and other stakeholders. The nature of the interest of each group will be examined, with questions about the power relationships in professional golf.

Delivery and assessment will be through a variety of means, including personal research, visiting speakers, internet search, use of industry reports, didactic delivery and visits to golf organisations eg tournament organisers and equipment manufacturers. Assessment is through a variety of means, including the preparation of a portfolio of researched information, a verbal presentation, a poster or other visual medium, and a written or verbal report.