



Higher National Project-based Graded Unit Specification

General Information

This Graded Unit has been validated as part of the Higher National Certificate 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: H7AM 34

Type of Project: Case Study

Publication date: July 2018

Source: Scottish Qualifications Authority

Version: 02

Graded Unit purpose

This Graded Unit is designed to provide evidence that the learner has achieved the following principal aims of the HNC 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 Higher National Unit credit at SCQF level 7: (8 SCQF credit points at SCQF level 7)

Higher National Project-based Graded Unit Specification: General Information (cont)

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:

F0W2 34 *History and Development of Golf*
H71B 34 *Management of Turf Areas on Golf Courses*
F0WF 34 *Golf Club Operations*
F84T 34 *Managing People and Organisations*

D7MH 34 *Understanding and Managing Financial Resources: An Introduction*

Or

F86W 34 *Payroll*

Or

H1XN 34 *Human Resource Management: An Introduction to Finance*

DW8Y 34 *Quality Models*

Or

DV9T 34 *Fundamentals of Quality*

Or

DF8F 34 *Quality Service Operations for Sport and Recreation*

H719 34 *Golf Management: Food and Beverage Operations*

Or

F35X 34 *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.

Higher National Project-based Graded Unit Specification: General Information (cont)

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

Higher National 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.

Reasonable assistance is the term used by SQA to describe the difference between providing learners with some direction to generate the required evidence for assessment and providing too much support which would compromise the integrity of the assessment. Reasonable assistance is part of all learning and teaching processes. In relation to the assessment of Higher National Project-based Graded Units, assessors may provide advice, clarification, and guidance during the time between the distribution of the project instructions and the completion date, ie at each stage of the project.

Remediation allows an assessor to clarify learner responses, either by requiring a written amendment or by oral questioning, where there is a minor shortfall or omission in evidence requirements. In either case, such instances must be formally noted by the assessor, either in writing or recording, and be made available to the internal and external verifier. In relation to Higher National Project-based Graded Units, learners must be given the opportunity for remediation at each stage of the project.

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The evidence for a Higher National Project-based Graded Unit is generated over time and involves three distinct stages, each of which has to be achieved before the next is undertaken. This means that any re-assessment of stages must be undertaken before proceeding to the next stage. The overall grade is derived from the total number of marks *across all* sections, and should reflect the ability of the learner to work autonomously and the amount of support required. In relation to Higher National Project-based Graded Units, learners who have failed any stage of the project and have been unable to provide the necessary evidence through remediation must be given the opportunity for re-assessment of that stage.

Higher National Project-based Graded Unit Specification: Designing the project and assessing learners (cont)

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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"> ◆ Title of the project ◆ Statement of scope identifying in broad terms the issues to be investigated and the proposed methodology ◆ Evidence of setting a clear objective ◆ Identifying a minimum of three constraints and limitations to the objective being met ◆ Identifying tasks required to reach the objective ◆ Producing a plan with tasks appropriately sequenced and limited by time ◆ Identifying resources required to complete each task <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> <p><i>The learner must achieve all of the minimum evidence specified above in order to pass the Planning stage.</i></p>	30% of total mark

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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> <p><i>The learner must achieve all of the minimum evidence specified above in order to pass the Developing stage.</i></p>	50% of total mark

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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"> ◆ Evaluate the extent to which objectives have been met ◆ 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. ◆ Evaluate the findings and recommendations, which might be supported through discussion with the assessor. <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> <p><i>The learner must achieve all of the minimum evidence specified above in order to pass the Evaluating stage.</i></p>	20% of total mark

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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"> ◆ Identifies clearly the context for the case study ◆ States the objective(s) clearly using SMART or similar methodology ◆ Establishes a detailed plan with identified tasks with completion dates, and which is carried out to plan and on schedule ◆ Carefully selects information from a variety of sources to provide strong and valid reasons to support points made ◆ Uses concepts and topics from throughout the other Units of the HNC 	<p>Is a co-ordinated piece of work which:</p> <ul style="list-style-type: none"> ◆ Identifies the context for the case study ◆ States the objective but lacks appropriate methodology ◆ Prepares a plan which whilst adequate might lack detail and clear time scales ◆ Provides information which might be from limited sources and of limited relevance ◆ Makes limited reference to topics from the other Units of the HNC ◆ Identifies links between the areas of the project but lacks clear coherence ◆ Is satisfactorily structured but is limited in its language and terminology

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Grade Related Criteria (cont)	
Grade A	Grade C
<ul style="list-style-type: none"> ◆ Creates specific and clear links between the different phases of the investigation ◆ Is well structured and uses appropriate language ◆ Provides careful and considered recommendations based upon thoughtful reflection ◆ Provides a clear and coherent evaluation related to the objective(s) 	<ul style="list-style-type: none"> ◆ Provides recommendations but lacks good evidence of careful consideration and thoughtful reflection ◆ Provides an evaluation related to the objective

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.

Any learner who has failed their graded unit or wishes to upgrade their award must be given a re-assessment opportunity, or in exceptional circumstances, two re-assessment opportunities. In the case of project-based graded units, this must be done using a substantially different project.

The final grading given must reflect the quality of the learner's evidence at the time of the completion of the graded unit. Learners must be awarded the highest grade achieved — whether through first submission or through any re-assessment, remediation, and/or reasonable assistance provided.

Higher National Project-based Graded Unit Support Notes

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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 HNC. 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
02	Update of Conditions of Assessment	Jul 2018

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Additional copies of this Unit specification can be purchased from the Scottish Qualifications Authority. Please contact the Business Development and Customer Support team, telephone 0345 279 1000.

General information for learners

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