



Higher National Unit specification

General information

Unit title: Sport and Active Leisure Management: Applied Business Project (SCQF level 8)

Unit code: H8HD 35

Superclass: AF

Publication date: November 2014

Source: Scottish Qualifications Authority

Version: 01

Unit purpose

This Unit is designed to develop skills in investigating, analysing, decision making, problem solving, planning, producing and presenting complex written and oral business information. It is also designed to provide evidence that the learner has achieved the following principle aims of the PDA in Sport and Active Leisure Management:

- ◆ To develop knowledge and skills of investigation, planning and problem solving.
- ◆ To develop an open minded, critical and evaluative perspective.
- ◆ To develop financial understanding.
- ◆ To develop and focus on appropriate interpersonal skills.
- ◆ To develop appropriate communication skills and presentation techniques.
- ◆ To develop time management skills.
- ◆ To reinforce key skills for employability by reinforcing and honing the competencies required within the Active Leisure industry.

The Unit enhances skills for learning, life and work and there is a particular emphasis on employability.

On completion of this Unit Learners should be able to:

- 1 Identify, investigate and analyse a problem within an active leisure organisation.
- 2 Develop an appropriate complex business project.
- 3 Demonstrate effective presentation skills.

Higher National Unit specification: General information (cont)

Unit title: Sport and Active Leisure Management: Applied Business Project (SCQF level 8)

Credit points and level

1.5 Higher National Unit credit at SCQF level 8: (12 SCQF credit points at SCQF level 8)

Recommended entry to the Unit

While entry is at the discretion of the centre, it is recommended that the learners have good research and communication skills. Previous workplace experience within the active leisure sector would be beneficial, as the concepts and processes covered by this Unit contain both the complexity and ambiguity of the modern working environment. For learners with non-prior employment/voluntary experience, it is recommended that learners have the opportunity to be able to access an active leisure organisation that they can work with for this Unit.

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

This Unit is contained within the PDA in Sport and Active Leisure Management. It is recommended that it should be taught and assessed within the subject area of the Group Award to which it contributes. This Unit can be integrated with four Units in the PDA in Sport and Active Leisure Management framework:

Exercise and Fitness: Health and Safety Management
Sport and Active Leisure Management: Promoting Excellent Customer Service
Sport and Active Leisure Management: Organisational Change and Leadership
Sport and Active Leisure Management: Managing People

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 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.

Higher National Unit specification: Statement of standards

Unit title: Sport and Active Leisure Management: Applied Business Project (SCQF level 8)

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

Identify, investigate and analyse a problem within an active leisure organisation.

Knowledge and/or Skills

- ◆ Identify and analyse a work based problem
- ◆ Problem solving skills
- ◆ Decision making skills
- ◆ Sourcing, evaluating and selecting complex information/ideas

Outcome 2

Develop an appropriate complex business project.

Knowledge and/or Skills

- ◆ Report Writing
- ◆ Cost analysis and expenditure profiling
- ◆ Planning and preparing business information
- ◆ Using format and structure appropriate to purpose and context
- ◆ Sourcing, evaluating and selecting complex information/ideas

Outcome 3

Demonstrate effective presentation skills.

Knowledge and/or Skills

- ◆ Presenting skills
- ◆ Use of appropriate language
- ◆ Listening skills
- ◆ Written records
- ◆ SMART principles
- ◆ Evaluation skills

Higher National Unit specification: Statement of standards (cont)

Unit title: Sport and Active Leisure Management: Applied Business Project (SCQF level 8)

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:

- ◆ identify and analyse the task and decide on a course of action for undertaking the project.
- ◆ plan and organise work and carry it through to completion within the stated timescales.
- ◆ present findings both in written and oral form appropriate to the project.
- ◆ produce evidence of meeting the aims of the project Unit.

The project undertaken by learners will consist of three stages — research and investigation, developing and presenting. The learner should be given a completion date for each Outcome of the project. During the time between distribution of the project instructions and the completion date, assessors may answer questions, provide clarification, guidance and reasonable assistance. Learners must complete the Outcomes in order 1, 2 and 3.

Outcome 1

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

- ◆ identify and analyse an existing active leisure work based problem.
- ◆ state the aims and objectives of the project.
- ◆ provide a rationale for work based problem selected, considering impact of problem.
- ◆ source evidence to support the work based problem identified.
- ◆ identify, describe and apply problem solving (minimum one technique) and decision making skills (minimum one technique) to provide a solution to the work based problem.
- ◆ identify the solution.
- ◆ sourcing, evaluating and selecting complex information/ideas.
- ◆ evidence of analysing and interpreting what is involved in the project brief.

All evidence should be generated through an open-book assessment within which the learner must produce a project brief. Learners must submit brief and appendices on time and in appropriate format.

The learner will be required to negotiate access to an organisation and secure written consent to carry out this project. Where an organisation cannot be accessed the learner should be given an appropriate case study.

Higher National Unit specification: Statement of standards (cont)

Unit title: Sport and Active Leisure Management: Applied Business Project (SCQF level 8)

Outcome 2

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

- ◆ write an appropriately structured persuasive report.
- ◆ develop a coherent line of thought.
- ◆ prepare a cost analysis (income and expenditure) for the project.
- ◆ prepare a report, implementation plan, evidence, notes and any other relevant material.
- ◆ identify a min of one problem that could be encountered during project and how the problem impact the plan.

All evidence should be generated through an open-book assessment in the form of a report. The report should be presented in an appropriate format with all supporting documentation. Learners must keep within budget allocated for their project. Learners must provide clear evidence of undertaking the project with full supporting material for all aspects of the report.

Learners must produce a fully supported persuasive report proposing a solution to the business problem identified in Outcome 1.

Learners must submit report and appendices on time and in appropriate format.

Outcome 3

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

- ◆ present an oral summary of written report.
- ◆ use language appropriate to purpose and audience during presentation.
- ◆ apply listening skills effectively to progress interaction and respond to questions.
- ◆ produce formal written records.
- ◆ prepare SMART targets in an action plan for project development.
- ◆ evaluate personal performance.

All evidence should be generated through a 10–15 minute presentation. The learner will summarise their project report and may make use of electronic and software packages to do this. The learner must produce appropriate business communication to support their presentation.

Learners must participate in a business meeting where they will deliver a presentation of the report produced in Outcome 2. Learners must then produce an evaluation of personal performance identifying strengths and areas for improvement.

Learners must submit presentation on time, within time restraint and with appropriate supplementary information.



Higher National Unit Support Notes

Unit title: Sport and Active Leisure Management: Applied Business Project (SCQF level 8)

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 60 hours.

Guidance on the content and context for this Unit

This Unit should be delivered as flexibly as is practical to reflect the needs of learners. Induction to the Unit should encourage the learner to review and reflect on his/her own current problem solving techniques, decision making skills, communication skills and presenting skills.

Outcome 1

The learner should be encouraged to explore and identify a work based problem within the active leisure industry. The tutor should provide the learners with examples of current work based problems. The learners should then be introduced to a variety of problem solving and decision making techniques, such as; Pareto Analysis, Grid Analysis, Pros and Cons, Paired Comparison Analysis, Algorithms, Force Field Analysis, Decision Trees, six Thinking Hats and Cost/Benefit Analysis, etc. The tutor should provide the learners with creative thinking methods that can produce solutions and generate ideas to solve the work based problem, such as; wishful thinking, visualisation, concept fan, reversal and challenging assumptions, etc. Using these techniques learners will be able to generate creative new solutions to the work based problems.

Co-operative working with other learners to gather and exchange information, as typical of workplace practice should be encouraged and supported.

Learners should explore the types of evidence they need to produce in order to support the business problem. This could take the form of reduced customer satisfaction levels and/or income, accident analysis, maintenance records, customer comment cards, customer letters, marketing information, business research or staff training records, etc.

Higher National Unit Support Notes (cont)

Unit title: Sport and Active Leisure Management: Applied Business Project (SCQF level 8)

Outcomes 2 and 3

The learner should be introduced to various forms of business communication, such as; written, oral, non-verbal and communication tools. The benefits and barriers of a variety of communication methods.

The tutor should ensure the learners understand appropriate meeting structure and format appropriate to the active leisure sector.

The tutor should ensure the learners can produce agendas, reports (including the importance of writing persuasive business reports, planning the report, collecting relevant information, understanding the structure and presenting your report), action plans and minutes, presentations and income and expenditure spreadsheets. The learners should also be introduced to the basics of financial planning and budgeting. The tutor should also introduce project planning and implementation plans (Gantt chart, action planning, etc). Learners must be provided with opportunities and be encouraged to take an active role in their learning.

The learners should be introduced to the SMART acronym (Specific, Measurable, Achievable, Realistic and Time bound). Learners will also benefit from presenting skills both orally and by use of electronic sources and self evaluation tools.

Guidance on approaches to delivery of this Unit

This Unit may be delivered as part of a Group Award, PDA in Sport and Active Leisure Management but can also be taken as a stand-alone Unit. Although this is part of a PDA designed to provide learners with technical and professional knowledge and skills those who successfully complete the award are likely to progress to first line manager or team leader posts.

This Unit is designed to develop skills in investigating, analysing, decision making, problem solving, planning, producing and presenting complex written and oral business information.

The Unit is designed to develop skills required by Active Leisure organisations and should therefore be delivered in a context which facilitates this. Centres should ensure that learners investigate and become familiar with current communication formats, styles and approaches as well as emerging practices within Active Leisure.

This is a practical Unit and delivery should reflect this. The Unit provides numerous opportunities for the learner to be involved in individual and group research, developing interpersonal and Core Skills. Practical exercises are likely to be important parts of delivery with learners evaluating reports, preparing business documentation, etc.

Higher National Unit Support Notes (cont)

Unit title: Sport and Active Leisure Management: Applied Business Project (SCQF level 8)

Guidance on approaches to assessment of this Unit

Evidence can be generated using different types of assessment. The following are suggestions only. 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 assessment methods, this helps them to develop different skills that should be transferable to work or further and higher education.

This Unit should be assessed by means of a project. The project should be given to the learner in the form of a case study where the learner can't access a work based problem. The case study must provide the opportunity for the learner to meet the Evidence Requirements in full.

For the purposes of assessment the learners should produce a project brief, once approved and passed this brief should then be developed into a full persuasive report that will be presented verbally during a work meeting along with relevant and appropriate supporting documents.

In this Unit, these three Outcomes can be assessed through a single assessment in the form of a project which makes use of a case study to provide learners with the opportunity to demonstrate their knowledge and skills.

The assessments for this Unit are all combined and related to each other as they would be within industry. The learner, having successfully produced the project brief (Outcome 1), should then after further investigation produce the report and evidence (Outcome 2) which should then be presented in a meeting format (Outcome 3). It is recommended the learner complete their evaluation immediately following their presentation. The learner should be encouraged to retain a portfolio of evidence for all Outcomes.

Learners must analyse the way in which the meeting ran by preparing an evaluative record of the meeting.

Opportunities for e-assessment

E-assessment may be appropriate for some assessments in this Unit. 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.

Higher National Unit Support Notes (cont)

Unit title: Sport and Active Leisure Management: Applied Business Project (SCQF level 8)

Although this Unit could be delivered by online and distance learning, it would require a considerable degree of planning by the centre to ensure the sufficiency and authenticity of learner evidence. Specifically there may be opportunity to use video conferencing, Skype, e-portfolios or other social software however arrangements would have to be made to ensure that all evidence generated was generated by the learner. For example, centres may wish to informally question learners at various stages on their knowledge and understanding of the project on which they have embarked.

Opportunities for developing Core and other essential skills

Learners will develop components of the following Core Skills at SCQF level 6:

Problem Solving: learners will develop a project to complete a task and then identify and obtain resources to carry it out. The task will involve a large number of variables, many of which will be an unfamiliar context to the learner, and some relationships will also be unfamiliar. The learner will identify and obtain a number of resources which he/she must select from a wide range, the resources must be appropriate to the project.

Information and Communication Technology (ICT): learners will develop *ICT* skills via the practical assessment instruments when producing reports, spreadsheets, financial business documents, etc. Learners will use a variety of *ICT* equipment independently, carry out complex searches and manage and organise the security of their work. They will present relevant, accurate information effectively using media appropriate to both subject and audience. The learner will be expected to extract and present information in a logical appropriate format.

Communications: evidenced and developed by learners through both written and practical assessment instruments (oral) as well as peer discussion during class time or online via blogs, discussion boards, etc. The learner will need to convey information, ideas and opinions accurately, coherently and succinctly using appropriate vocabulary and language structures. The overall project is a complex topic and will involve a large number of related ideas, opinions and detail which will need to be analysed and evaluated clearly with logical conclusions.

Numeracy: learners will develop numeracy skills during the cost analysis and determining income and expenditure for project undertaken.

Working with Others: learners will work with others during practical activities and alongside active leisure employees during this project.

History of changes to Unit

Version	Description of change	Date

© Scottish Qualifications Authority [year]

This publication may be reproduced in whole or in part for educational purposes provided that no profit is derived from reproduction and that, if reproduced in part, the source is acknowledged.

Additional copies of this Unit specification can be purchased from the Scottish Qualifications Authority. Please contact the Business Development and Customer Support team, telephone 0303 333 0330.

General information for learners

Unit title: Sport and Active Leisure Management: Applied Business Project (SCQF level 8)

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.

This Unit is designed to enable you to develop the knowledge and skills required to conduct an active leisure sector business project. In particular, it concentrates on your ability to identify work based problems and solutions. It will also give you the opportunity to reflect on your own problem solving and decision making skills and develop a variety of techniques to improve these skills.

In order to complete this Unit you will have to produce a selection of written relevant and appropriate business communication documents, such as; project brief, persuasive report, financial spreadsheet, action plans, etc. You will also have to develop an oral presentation and an understanding of appropriate meeting conduct and protocol.

Ideally you will be employed or have been employed in a position which enables you to research and identify a work based problem that you will develop into your applied business project. Alternatively if you are not able to do this you will be provided with a case study to enable you to meet all the Evidence Requirements necessary for all three Outcomes of this Unit.

You will be expected to supplement your project brief and report with evidence of your research.

In undertaking this project, you will be required to negotiate access to an organisation and secure consent to carry out this project. There are significant issues of confidentiality involved in the completion of this project.

Whatever the learning, teaching and assessment approaches adopted this Unit provides opportunities for developing the following Core Skills; *Communications, ICT, Problem Solving, Numeracy* and *Working with Others*.