

1. BASIC INFORMATION

Course	Golf I
Degree program	Bachelor's Degree in Physical Activity and Sport Science
School	Physical Activity and Sport Science
Year	2nd
ECTS	3 ECTS
Credit type	Obligatory
Language(s)	Spanish and English
Delivery mode	Face to face
Semester	S3
Academic year	2025/2026
Coordinating professor	Ricardo Macías Plá

2. PRESENTATION

Golf I is an optional subject taught in the first year of the Degree in Physical Activity and Sports Sciences. It is a subject of 3 ECTS credits that aims to provide the student with tools for the development of activities and events related to golf. In this way, the student will deep into the knowledge of the different technical models, competitions and rules. In addition, students will learn to carry out practical sessions adapted to different ages and levels, focused on improving technique and real game situations.

In addition, external practices are carried out in real game situations, video analysis and other activities that reinforce learning. In this way, it is intended that future graduates acquire a series of skills, knowledge and competencies that allow them to organize, develop and supervise any sports activity related to golf.

3. LEARNING OUTCOMES

Knowledge

KN03. Describes geared towards prevention, adaptation and improvement of physical and sporting performance and health through physical condition and exercise.

- Identifies Identify concepts related to principles of golf and its rules.
- Identifies Identify the different facilities and spaces for practising golf.

Skills

SK02. Designates exercise-related tasks, progress indicators and strategies to promote health and sports performance based on individual variables and environmental conditions.

- Understands the technical and tactical resources required for playing the game of golf.

Competences

CP16. Adopt a straightforward approach to formulating procedures and protocols to resolve unstructured problems of an increasingly complex and unpredictable nature, while developing and drawing on expertise in the features, methods, processes, activities, resources and techniques that characterise basic motor skills, physical activities, sports skills, play, physical expression through movement and dance, and nature activities in an adequate, effective, systematic, varied and methodologically integrated manner for the entire population, with a focus on particular groups such as senior citizens (the elderly), schoolchildren, people with disabilities and people with diseases, health problems or similar conditions (diagnosed and/or prescribed by a physician), taking into account gender and diversity considerations, in any area of professional activity within the sport and physical activity sector (formal and informal physical education and sports instruction; physical and sports training; health-focused exercise; physical activity and sports management).

CP37. Strategic communication. Transmit messages (ideas, concepts, feelings, arguments), both orally and written, strategically aligning the interests of the different stakeholders involved in the communication in the academic and professional environment.

CP41. Critical analysis. Integrate analysis with critical thinking in a process of evaluating different ideas or professional possibilities and their potential for error, based on evidence and objective data that lead to effective and valid decision-making.

4. CONTENT

Topic 1. The game of golf, its rules, golf courses, types and spaces for practising golf

Topic 2. Competitions, game variations and categories

Topic 3. The golf swing, the short game, the long game and the golf putt

5. TEACHING-LEARNING METHODOLOGIES

The types of teaching-learning methodologies used are indicated below:

- Master class
- Simulation
- Learning based on workshop/laboratory teachings

6. LEARNING ACTIVITIES

Listed below are the types of learning activities and the number of hours the student will spend on each one:

Campus-based mode:

Learning activity	Number of hours
Master class	3
Practical application clases	12
Oral presentations	3
Independient work	28
Debates and discussions	4
Tutoring	6
Face to face assessment test	2
Workshop and/or laboratory activities	6
Preparation of reports and writings	11
TOTAL	75

7. ASSESSMENT

Listed below are the assessment systems used and the weight each one carries towards the final course grade:

Campus-based mode:

Assessment system	Weight
Face to face assessment tests	40-50%
Oral presentations	5-10%
Performance evaluation	30-50%
Reports and writings	5-10%

When you access the course on the *Campus Virtual*, you'll find a description of the assessment activities you have to complete, as well as the delivery deadline and assessment procedure for each one.

7.1. First exam period

To pass the course in the first exam period, you must obtain a final course grade of at least 5 out of 10 (weighted average).

In any case, you will need to obtain a grade of at 4.0 in the final exam in order for it to count towards the final grade along with all the grades corresponding to the other activities.

7.2. Second exam period

To pass the course in the second exam period, you must obtain a final grade of at least 5 out of 10 (weighted average).

In any case, you will need to obtain a grade of at 4.0 in the final exam in order for it to count towards the final grade along with all the grades corresponding to the other activities.

The student must deliver the activities not successfully completed in the first exam period after having received the corresponding corrections from the professor, or those that were not delivered in the first place.

8. SCHEDULE

This table shows the delivery deadline for each assessable activity in the course:

Assessable activities	Deadline
Activity 1. Design of a putting stroke drill or game.	Week 6
Activity 2. Know and evaluate the basic fundamentals of the swing and its relationship with the different ball flights.	Week 8
Activity 3. Application of a game modality on the field and its corresponding scoring system.	Week 10
Activity 4. Knowledge and skills tests.	Week 9, 13 y 14

This schedule may be subject to changes for logistical reasons relating to the activities. The student will be notified of any change as and when appropriate.

9. BIBLIOGRAPHY

The main reference work for this subject is:

- McCord, G. Golf for dummies: Dummies; 2006.

The recommended Bibliography is:

- Cox T. Bring Me the Head of Sergio Garcia!: Yellow Jersey; 2008.
- Craig CM, Delay D, Grealy MA, Lee DN. Guiding the swing in golf putting. Nature. 2000;405(6784):295.
- Drury P. Hole, course, or tournament style golf game. Google Patents; 2003.

- Jacobs J. Todo mi legado golfístico. Tutor, editor 2006.
- Leadbetter D, Huggan J. David Leadbetter's Faults & Fixes: How to Correct the 80 Most Common Problems in Golf: Harper & Row; 1996.
- Martino R, Wade D. The PGA Manual of Golf: The Professional's Way to Learn and Play Better Golf: Warner Books; 2002.
- McLean J. Los Ocho Pasos del Swing: Tutor; 2007.
- Novosel J, Garrity J. TOUR TEMPO. El gran secreto del golf finalmente revelado (Libro+ CD): Editorial Paidotribo; 2007.
- Pelz D, Frank JA. Dave Pelz's short game bible: Master the finesse swing and lower your score: Doubleday; 1999.
- Penick H. Harvey Penick's little red book: Lessons and teachings from a lifetime in golf: Simon and Schuster; 1992.
- PGA R&A. Golf rules. Current edition.
- Wren G. The PGA manual of golf: Macmillan; 1991.
- Woods T. How I play golf: Grand Central Pub; 2001.

10. EDUCATIONAL GUIDANCE AND DIVERSITY UNIT

From the Educational Guidance and Diversity Unit we offer support to our students throughout their university life to help them reach their academic achievements. Other main actions are the students' inclusions with specific educational needs, universal accessibility on the different campuses of the university and equal opportunities.

From this unit we offer to our students:

1. Accompaniment and follow-up by means of counselling and personalized plans for students who need to improve their academic performance.
2. In terms of attention to diversity, non-significant curricular adjustments are made in terms of methodology and assessment for those students with specific educational needs, pursuing an equal opportunities for all students.
3. We offer students different extracurricular resources to develop different competences that will encourage their personal and professional development.
4. Vocational guidance through the provision of tools and counselling to students with vocational doubts or who believe they have made a mistake in their choice of degree.

Students in need of educational support can write to us at:

orientacioneducativa@universidadeuropea.es

11. ONLINE SURVEYS

Your opinion matters!

The Universidad Europea encourages you to participate in several surveys which help identify the strengths and areas we need to improve regarding professors, degree programs and the teaching-learning process.

The surveys will be made available in the “surveys” section in virtual campus or via e-mail.

Your assessment is necessary for us to improve.

Thank you very much for your participation.