

1. BASIC INFORMATION

Course	Golf III
Degree program	Bachelor's Degree in Physical Activity and Sport Science
School	Physical Activity and Sport Science
Year	4th
ECTS	6 ECTS
Credit type	Obligatory
Language(s)	Spanish and English
Delivery mode	Face to face
Semester	S7/S8
Academic year	2027/2028
Coordinating professor	Ricardo Macías Plá

2. PRESENTATION

This course aims to continue the knowledge of students taught in the subjects of Golf I and Golf II. It expands both the depth of knowledge already acquired and new knowledge that provides the student with a broader vision of the sport. In this way, it seeks to allow the student to enter a new level of depth of knowledge of sections such as the regulations, analysis of the golf swing, materials, game modes and their application to events, the methodological progression of students of different levels and characteristics, the relationship of golf with science and knowledge of the playing field itself and its unique features.

3. LEARNING OUTCOMES

Knowledge

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

- Presents the components of a golf event in terms of planning and development.
- Identifies the general context of the golf industry and the different job positions and functions available at a golf club.

Skills

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

- Plans a teaching-learning process in golf, adapting contents to the potential learners.
- Adapts golf teaching to different special populations.

- Works with the different layouts and resources for training in golf.
- Understands the scientific literature on the world of golf.

Competences

CP02. Formulate and apply a methodological process based on observation, reflection, analysis, assessment, performance, technical/scientific evaluation and/or dissemination in various contexts, in all areas of professional practice related to physical activity and sport.

CP07. Design and implement—in a straightforward, natural, conscious and continuous manner—appropriate, effective, systematic and varied physical exercise and fitness programmes, based on scientific evidence, for the purpose of enabling individuals to adapt, improve or refresh certain skills related to human movement and its optimisation; ultimately to resolve unstructured problems of an increasingly complex and unpredictable nature, with a focus on particular groups within the population.

CP08. Develop and draw on the expertise needed to analyse, design and evaluate tests that seek to assess and control physical fitness, and physical/sporting performance.

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.

CP40. Teamwork. Cooperate with others in shared academic or professional objectives, participating actively, empathically and exercising active listening and respect for all members.

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 teaching/learning process in Golf
- TOPIC 2. Teaching for special populations
- TOPIC 3. Golf training
- TOPIC 4. Golf events
- TOPIC 5. The golf industry and related careers
- TOPIC 6. The science of golf: scientific reviews and research

5. TEACHING-LEARNING METHODOLOGIES

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

- Master class
- Workshop/laboratory-based learning
- Case method
- Cooperative learning
- Simulation environments

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	12
Practical application clases	18
Oral Presentations of Works	10
Independient work	56
Debates and discussions	8
Tutoring	12
Face to face assessment test	2
Workshop and/or laboratory activities	20
Preparation of reports and writings	6
Case analysis	6
TOTAL	150

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%
Workshop-laboratory practice notebook	15-25%
Case/problem	5-20%
Reports and writings	10-20%

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. Portfolio. Presentation of results obtained in a scientific publication based on technical aspects of golf.	Week 1
Activity 2. Apply a session of a teaching unit.	Weeks 2 and 3
Activity 3. Portfolio on participation in a study related to the putting technique.	Weeks 4 and 5
Activity 4. Identify and select relevant scientific documents in English based on golf and the technical aspect.	Weeks 6 and 7
Activity 5. Develop observational criteria for the golf swing.	Week 8
Activity 6. Analyze the golf swing of a partner.	Weeks 9 to 11
Activity 7. Portfolio. Design of a strength-velocity circuit of the specific phase for a golf player.	Week 12

Activity 8. Design a golf event highlighting HR, media, materials, as well as its concept and dynamics of execution.	Week 13
Activity 9. Knowledge and skills tests	Week 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 recommended Bibliography is:

- Cox T. Bring Me the Head of Sergio Garcia!: Yellow Jersey; 2008.
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- Pradas-García M, García-Tascón M. ¿Cuál Es El Papel del Greenkeeper en un Campo de Golf? *PODIUM Sport, Leisure and Tourism Review*. 2017;6(3):72-82.
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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.