

1. BASIC INFORMATION

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| Course | Golf I |
| Degree program | Bachelor's Degree in Physical Activity and Sport Science |
| School | Medicine, Health and Sports |
| Year | 1st |
| ECTS | 4 ECTS |
| Credit type | Optional |
| Language(s) | Spanish and English |
| Delivery mode | On-site |
| Semester | S1-S2 |
| 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 4 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.

The subject is developed in such a way that the practical contents are reinforced with a theoretical basis.

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. COMPETENCIES AND LEARNING OUTCOMES

Core competencies:

- CB1: That students know how to apply their knowledge to their work or vocation in a professional way and possess the skills that are usually demonstrated through the elaboration and defense of arguments and the resolution of problems within their area of study.
- CB2: That students have the ability to gather and interpret relevant data (normally within their area of study) to make judgments that include a reflection on relevant issues of a social, scientific or ethical nature.
- CB3: That students can transmit information, ideas, problems and solutions to both a specialized and non-specialized audience.
- CB5: That students have developed those learning skills necessary to undertake further studies with a high degree of autonomy.

Cross-curricular competencies:

- CT1: Autonomous Learning: Ability to choose the strategies, tools and moments that you consider most effective to learn and independently put into practice what you have learned.
- CT2: Self-confidence: Ability to assess our own results, performance and abilities with the internal conviction that we are capable of doing things and the challenges that are set before us.
- CT5: Ability to apply knowledge to practice: Ability to use the knowledge acquired in the academic field in situations as similar as possible to the reality of the profession for which they are being trained.
- CT15: Responsibility: Ability to fulfill the commitments that the person reaches with himself and with others when carrying out a task and trying to achieve a set of objectives within the learning process. Existing capacity in every subject to recognize and accept the consequences of an act carried out freely.

Specific competencies:

- CE1: Ability to design, develop and evaluate teaching-learning processes related to physical activity and sport, taking into account the individual and contextual characteristics of people and assuming the necessary educational, technical and curricular principles.
- CE2: Ability to transmit attitudes and values in professional practice in all areas of physical activity and sport, participating in the improvement of society.
- CE3: Ability to plan, program, apply, control and evaluate training and competition processes at different levels and different ages.
- CE9: Ability to select and know how to use the appropriate sports material and equipment for each type of activity, identifying the technical characteristics of the different sports spaces.

Learning outcomes:

- RA1: Design of a teaching-learning process related to physical activity and golf, taking into account the individual and contextual characteristics of people and assuming the necessary educational, technical and curricular principles.
- RA2: Design and elaboration of teaching sessions based on golf in difficulty progression with the objectives, contents and work methodology for the teaching/learning of sports.
- RA3: Project of the didactic fundamentals in sports teaching and learning.
- RA4: Realization of the planning, programming, application, control and evaluation of the teaching and learning processes that take place in golf in the different stages.
- RA5: Behaviors and attitudes of the students in the training activities and practical sessions aligned with the codes of good practices of reference. In this case, with the etiquette rules in golf.
- RA6: Understanding of concepts related to the principles of golf, technical-tactical resources, regulations, physiological, biomechanical, psychological and social aspects of the different fields of physical activity, sport and recreation at this stage.

The following table shows the relationship between the competencies developed during the course and the learning outcomes pursued:

| Competencies | Learning outcomes |
|--------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| CB2, CB4, CT2, CT15, CE9 | RA1: Design of a teaching-learning process related to physical activity and golf, taking into account the individual and contextual characteristics of people and assuming the necessary educational, technical and curricular principles. |
| CB3, CT1, CT13, CE3 | RA2: Design and elaboration of teaching sessions based on golf in difficulty progression with the objectives, contents and work methodology for the teaching/learning of sports. |
| CB2, CT5, CE2, CE7 | RA3: Project of the didactic fundamentals in sports teaching and learning. |
| CB2, CB4, CT2, CT15, CE9 | RA4: Realization of the planning, programming, application, control and evaluation of the teaching and learning processes that take place in golf in the different stages. |

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| CB3, CT1, CT13, CE3 | RA5: Behaviors and attitudes of the students in the training activities and practical sessions aligned with the codes of good practices of reference. In this case, with the etiquette rules in golf. |
| CB2, CT5, CE2, CE7 | RA6: Understanding of concepts related to the principles of golf, technical-tactical resources, regulations, physiological, biomechanical, psychological and social aspects of the different fields of physical activity, sport and recreation at this stage. |

4. CONTENT

The subject is organized into six learning units, which, in turn, are divided into topics:

Unit 1: Etiquette Rules

Topic 1: Etiquette rules and its application in the field.

Unit 2: Rules of Golf

Topic 2: Golf rules and its application in the field.

Unit 3: Golf Swing basic analysis

Topic 3: Swing analysis based on direct observation. The swing analysis based on the filmed image. The use of Apps as a means of analysis and feedback. New technologies in swing analysis.

Unit 4: Short Game

Topic 4: Types of golf shots. Clubs used. The size of the swing. Swing speed in the short game. The bounce of the club.

Unit 5: Long Game

Topic 5: Golf grip. The preparation of the shot. The stance set up. The phases of the golf swing. The size of the swing and the amplitude. The half swing. The main effects. Laws of the golf swing. Basic principles of the golf swing (grip, posture and body movement).

Unit 6: Putting

Topic 6: Types of grips. The posture in the golf putt. The most used putters. The size of the swing. Swing speed on putting stroke. Distance and direction.

5. TEACHING-LEARNING METHODOLOGIES

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

- Master class.
- Problem-based learning.
- Cooperative learning.

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 | 14 |
| Design and direction of practical sessions | 25 |
| Autonomous work | 25 |
| Tutorial | 4 |
| Search for resources and selection of information sources | 18 |
| Asynchronous Masterclasses | 4 |
| Activities in workshops and/or laboratories | 10 |
| TOTAL | 100 |

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 |
|---------------------------------------|--------|
| In-person knowledge tests | 70% |
| Participation in classroom activities | 15% |
| Assessment of reports and writings | 15% |

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 5.0 in the final exam (theoric and practice 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 5.0 in the final exam (theoric and practice 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: Basics of the golf swing. | Week 6 |
| Activity 2: Playing format | Week 8 |
| Activity 3: Design of golf putting exercise/game | Week 10 |
| Activity 4: Theoric and practical exam | Weeks 9, 13 & 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. BIBLIOGRAFÍA

The recommended Bibliography is:

- Campbell M. Técnicas fundamentales de golf: Blume; 1999.
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- Pelz D, Frank JA. Dave Pelz's short game bible: Master the finesse swing and lower your score: Doubleday; 1999.
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- PGA R&A. Reglas del golf. 2018.
- Wiren 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.