

## National Unit Specification: general information

**UNIT** Golf Rules, Handicapping and Etiquette: An Introduction  
(Intermediate 2)

**NUMBER** D6DP 11

### COURSE

### SUMMARY

Developing knowledge and understanding of golf handicapping, rules and etiquette to enable the candidate to assist in the running of golfing competitions.

### OUTCOMES

- 1 Describe and apply the system of golf ratings and golf handicapping.
- 2 Describe and apply the range of golfing competitions.
- 3 Apply golf rules and explain the principles of good golfing etiquette.

### RECOMMENDED ENTRY

Access to this unit is at the discretion of the centre. However, it would be beneficial if the candidate had an interest in golf.

### CREDIT VALUE

1 Credit at Intermediate 2.

### CORE SKILLS

Information on the automatic certification of any core skills in this unit is published in *Automatic Certification of Core Skills in National Qualifications* (SQA, 1999).

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## Administrative Information

**Superclass:** SF

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## **National Unit Specification: statement of standards**

### **UNIT**      Golf Rules, Handicapping and Etiquette: An Introduction (Intermediate 2)

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 the Scottish Qualifications Authority.

#### **OUTCOME 1**

Describe and apply the system of golf ratings and golf handicapping.

##### **Performance criteria**

- a) The principles of golf handicapping are explained.
- b) The factors affecting golf handicapping are described.
- c) The terminology of the golf handicap system is applied correctly.
- d) The golf handicap system is applied in the running of a golf tournament.
- e) The principles of the golf course rating system are clearly explained.

##### **Note on range for the outcome**

The range is fully expressed in the performance criteria.

##### **Evidence requirements**

Please refer to *Evidence requirements for the unit* at the end of the Statement of Standards.

#### **OUTCOME 2**

Describe and apply the range of golfing competitions.

##### **Performance criteria**

- a) Types of golfing competition are described accurately.
- b) Golfing competitions are staged using different competition formats.

##### **Note on range for the outcome**

Competitions: stroke play; match play; stableford; foursomes, fourball.

##### **Evidence requirements**

Please refer to *Evidence requirements for the unit* at the end of the Statement of Standards.

## **National Unit Specification: statement of standards (cont)**

**UNIT**            Golf Rules, Handicapping and Etiquette: An Introduction  
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### **OUTCOME 3**

Apply golf rules and explain the principles of good golfing etiquette.

#### **Performance criteria**

- a)        A competition is organised in which the rules of golf are applied correctly.
- b)        The need for appropriate etiquette is recognised and explained.

#### **Note on range for the outcome**

The range is fully expressed in the performance criteria.

#### **Evidence requirements**

Please refer to *Evidence requirements for the unit* at the end of the Statement of Standards.

### **EVIDENCE REQUIREMENTS FOR THE UNIT**

#### **Outcome 1**

Evidence for this outcome can be provided by means of a written or verbal assessment of knowledge and understanding of golf handicapping, and by performance in applying rules and handicapping in a real or simulated golf tournament situation.

#### **Outcome 2**

Evidence for this outcome can be provided by means of a written or verbal assessment of knowledge and understanding of types of golf tournament, and by performance in participating in organisation of a golf tournament.

#### **Outcome 3**

Evidence for this outcome can be provided by means of a written or verbal assessment of knowledge and understanding of golf etiquette, and by performance in applying rules and handicapping and etiquette in a real or simulated golf tournament situation.

## National Unit Specification: support notes

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This part of the unit specification is offered as guidance. The support notes are not mandatory.

While the exact time allocated to this unit is at the discretion of the centre, the notional design length is xx hours.

### **GUIDANCE ON THE CONTENT AND CONTEXT FOR THIS UNIT**

The unit is concerned with the candidates' ability to contribute to the successful running of golf tournaments. Candidates should be able to demonstrate knowledge of types of golf tournament, and should be able to apply rules relating to handicapping and other rules to such an event. The unit is concerned with the commonsense application of golf rules, not with detailed knowledge of rulings by the game's governing bodies.

### **GUIDANCE ON LEARNING AND TEACHING APPROACHES FOR THIS UNIT**

Corresponding to all outcomes:

It is anticipated that teaching and learning will involve a wide variety of activities including didactic delivery, guest speakers, visits to golfing organisations with an interest in golf rules, rating and handicaps staging a golf tournament and applying the rules and handicapping system as part of that activity.

### **GUIDANCE ON APPROACHES TO ASSESSMENT FOR THIS UNIT**

During the unit the candidate is required to demonstrate knowledge of the golf rules, and of golf etiquette, and to apply this knowledge in a practical situation. Assessment can be by written answers, and by observation checklist monitoring performance in the practical situation. Some peer review can be used to gather evidence, as it is likely that golfing activities will be organised by groups.

The tutor/trainer may conduct personal interviews with individual candidates or with groups, as appropriate. The interviews will take place on an on-going basis throughout the unit and should draw on relevant evidence from the candidate's assessment folder.

### **SPECIAL NEEDS**

This unit specification is intended to ensure that there are no artificial barriers to learning or assessment. Special needs of individual candidates should be taken into account when planning learning experiences, selecting assessment instruments or considering special alternative outcomes for units. For information on these, please refer to the SQA document *Guidance on Special Assessment and Certification Arrangements for Candidates with Special Needs/Candidates whose First Language is not English* (SQA, 1998).