

National Unit Specification: general information

UNIT Golf Caddying 1: An Introduction (Intermediate 2)

NUMBER D6Y4 11

COURSE

SUMMARY

This unit provides trainee caddies with the knowledge of the rules, etiquette and terminology they require about the game of golf, and introduces them to the skills and services required by golf caddies. It is a required component of the Caddie Connect qualification.

OUTCOMES

- 1 Describe the role of the caddie within the game of golf.
- 2 Explain the rules and terminology associated with the game of golf.
- 3 Identify and describe the customer care skills required by a golf caddie.

RECOMMENDED ENTRY

Access to this unit is at the discretion of the centre.

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).

Administrative Information

Superclass: MG

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National Unit Specification: statement of standards

UNIT Golf Caddying 1: 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 the role of the caddie within the game of golf.

Performance criteria

- a) Early literary references to golf caddies are identified accurately.
- b) The historical role of the caddie is described clearly.
- c) The major contributions of golf caddies to the development of golf are identified accurately.
- d) The role of the modern golf caddie is described clearly.

Note on range for the outcome

Literary references: pre 20th century; 20th century to present day.

Major contributions: ball and club making; early green keepers; early champion golfers.

Role of modern caddie: consultant to golfer; companion; guide; historian; amateur; psychologist.

Evidence requirements

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

OUTCOME 2

Explain the rules and terminology associated with the game of golf.

Performance criteria

- a) The rules of golf are described accurately.
- b) The etiquette of golf is explained clearly.
- c) Terminology appropriate for a golf caddie is applied correctly.

Note on range for the outcome

Rules: rules 1-2; 4-4; 6-4; 8-1-2; 13-4; 14-2; 17-1-2-3; 18; 18-2-3-4; 19; 19-2-3-4.

Etiquette: movement and sound; playing in turn; playing safely; course care.

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)

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OUTCOME 3

Identify and describe the customer care skills required by a golf caddie.

Performance criteria

- a) The customer care needs of a golfer are identified clearly.
- b) The expectations a golfer has of a caddie are described clearly.
- c) The skills required to meet these needs are identified accurately.

Note on range for the outcome

Customer needs and expectations: timeliness; presentation; introductions; attentiveness; local knowledge.

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

Written and/or oral evidence that the candidate has knowledge of the history, development and current role of the caddie.

Outcome 2

Written and/or oral evidence that the candidate has knowledge of the rules, etiquette and terminology of the game of golf.

Outcome 3

Written and/or oral evidence that the candidate has knowledge and understanding of the expectations and needs of the golfer as a customer.

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 40 hours.

GUIDANCE ON THE CONTENT AND CONTEXT FOR THIS UNIT

The context of this unit is within the needs of the golfer as customer. The golfer has certain expectations of the caddie, and may well have been looking forward to his/her round of golf for many months or even years. The performance of the caddie can have a great bearing upon the golfer's enjoyment, and as such the caddie needs to be fully aware of these expectations, and be prepared to develop his/her performance in order to meet them. The art of caddying is considered to be under threat, and this unit is part of a training programme designed to enhance and develop the role of the caddie in modern golf.

Delivery of the unit will consist of classroom based teaching drawing on the experience of all present, and will introduce the historical aspects of caddying. The role of the caddie for the recreational golfer and the professional will be explored, and points emphasised with evidence drawn from a variety of sources. Assessment will consist of written and oral assessment of the role of the caddie. Case studies will be a valuable tool in encouraging candidates to think about the role of the caddie in a variety of circumstances. Ideally these will be drawn from candidate's own experiences.

GUIDANCE ON LEARNING AND TEACHING APPROACHES FOR THIS UNIT

Teaching and learning will be as a combination of formal teaching input, on-course performance and appraisal, and considerable informal feedback from golfers and caddie master. Teaching can include reference to caddying within golfing literature, anecdotes, studies of the role of caddies in the modern game eg. on the professional golf circuits.

GUIDANCE ON APPROACHES TO ASSESSMENT FOR THIS UNIT

Assessment will through formal written assessment, and by observation of performance on the golf course in the 'real life' situation.

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).