



## Module Descriptor

Title	Group Dynamics in Sport		
Session	2024/25	Status	
Code	SPOR10048	SCQF Level	10
Credit Points	10	ECTS (European Credit Transfer Scheme)	5
School	Health and Life Sciences		
Module Co-ordinator	H. Warburton		
<b>Summary of Module</b>			
<p>This module advances knowledge and skills developed in previous psychology and sociology focussed modules. Students will explore the impact of group dynamics in sport and critically evaluate strategies to optimise the functioning of groups. The module will equip students with the theoretical knowledge and skills that are required to effectively optimise group functioning within sport contexts.</p> <p>This module will assist the student in the development of key 'I am UWS Graduate Attributes' to allow those that complete this module to be:</p> <p>Universal</p> <ul style="list-style-type: none"><li>Analytical</li><li>Emotionally intelligent</li><li>Collaborative</li><li>Ethically-minded</li></ul> <p>Work Ready:</p> <ul style="list-style-type: none"><li>Problem-solver</li><li>Effective Communicator</li><li>Digitally literate</li></ul> <p>Successful:</p> <ul style="list-style-type: none"><li>Innovative</li><li>Resilient</li><li>Transformational</li></ul>			

<b>Module Delivery Method</b>	<b>On-Campus<sup>1</sup></b> <input type="checkbox"/>	<b>Hybrid<sup>2</sup></b> <input checked="" type="checkbox"/>	<b>Online<sup>3</sup></b> <input type="checkbox"/>	<b>Work -Based Learning<sup>4</sup></b> <input type="checkbox"/>		
<b>Campuses for Module Delivery</b>	<input checked="" type="checkbox"/> Ayr <input type="checkbox"/> Dumfries		<input checked="" type="checkbox"/> Lanarkshire <input type="checkbox"/> London <input type="checkbox"/> Paisley		<input type="checkbox"/> Online / Distance Learning <input type="checkbox"/> Other (specify)	
<b>Terms for Module Delivery</b>	Term 1	<input checked="" type="checkbox"/>	Term 2	<input type="checkbox"/>	Term 3	<input type="checkbox"/>
<b>Long-thin Delivery over more than one Term</b>	Term 1 – Term 2	<input type="checkbox"/>	Term 2 – Term 3	<input type="checkbox"/>	Term 3 – Term 1	<input type="checkbox"/>

Learning Outcomes	
<b>L1</b>	Synthesise a variety of intra-individual and inter-individual processes which influence group functioning within a sport context.
<b>L2</b>	Critically evaluate strategies which can be used to optimise group functioning within a sport context.
<b>L3</b>	
<b>L4</b>	
<b>L5</b>	

Employability Skills and Personal Development Planning (PDP) Skills	
<b>SCQF Headings</b>	<b>During completion of this module, there will be an opportunity to achieve core skills in:</b>
<b>Knowledge and Understanding (K and U)</b>	<b>SCQF 10</b> Demonstrating a comprehensive knowledge of the intra-individual and inter-individual processes which influence group functioning within a sport context.  Demonstrating critical understanding of strategies which can be used to optimise group functioning within a sport context.
<b>Practice: Applied Knowledge and Understanding</b>	<b>SCQF 10</b> Applying a range of specific data collection techniques to understand group dynamics and interpret such data to evaluate the influence of various factors on group functioning.

<sup>1</sup> Where contact hours are synchronous/ live and take place fully on campus. Campus-based learning is focused on providing an interactive learning experience supported by a range of digitally-enabled asynchronous learning opportunities including learning materials, resources, and opportunities provided via the virtual learning environment. On-campus contact hours will be clearly articulated to students.

<sup>2</sup> The module includes a combination of synchronous/ live on-campus and online learning events. These will be supported by a range of digitally-enabled asynchronous learning opportunities including learning materials, resources, and opportunities provided via the virtual learning environment. On-campus and online contact hours will be clearly articulated to students.

<sup>3</sup> Where all learning is solely delivered by web-based or internet-based technologies and the participants can engage in all learning activities through these means. All required contact hours will be clearly articulated to students.

<sup>4</sup> Learning activities where the main location for the learning experience is in the workplace. All required contact hours, whether online or on campus, will be clearly articulated to students

	Designing practical intervention strategies to optimise group functioning within a sport context.
<b>Generic Cognitive skills</b>	<b>SCQF 10</b> Critically identifying, defining, conceptualising and analysing complex group dynamics case studies. Critically reviewing and consolidating up to date knowledge, practices and thinking of group dynamic processes in sport.
<b>Communication, ICT and Numeracy Skills</b>	<b>SCQF 10</b> Presenting or conveying, formally and informally, information about contemporary themes within group dynamics in sport research. Using a range of ICT applications to support and enhance work at this level and adjust features to suit purpose. Interpreting, using and evaluating a wide range of numerical and graphical data to set and achieve goals/targets.
<b>Autonomy, Accountability and Working with Others</b>	<b>SCQF 10</b> Exercising autonomy and initiative in learning activities but also work as part of a team.

Prerequisites	Module Code	Module Title
	<b>Other</b>	
Co-requisites	Module Code	Module Title

<b>Learning and Teaching</b>	
<p>In line with current learning and teaching principles, a 20-credit module includes 200 learning hours, normally including a minimum of 36 contact hours and maximum of 48 contact hours.</p> <p>The teaching and learning approach will utilise of asynchronous and synchronous activities to provide a flexible approach to learning. Core theoretical content will be predominantly delivered through a series of online materials, including recorded lectures and interactive tasks hosted on the VLE. Synchronous sessions will comprise of workshops and tutorials, where the focus will be on working in groups to learn about groups. Much of the learning will be achieved through experiential learning, directed independent study tasks, group work and/or class discussion, and creative problem solving.</p>	
<b>Learning Activities</b> During completion of this module, the learning activities undertaken to achieve the module learning outcomes are stated below:	<b>Student Learning Hours</b> (Note: Learning hours include both contact hours and hours spent on other learning activities)
Laboratory / Practical Demonstration / Workshop	6
Tutorial / Synchronous Support Activity	6
Asynchronous Class Activity	6
Independent Study	82
Please select	

Please select	
<b>TOTAL</b>	100 hours

<b>Indicative Resources</b>
<p><b>The following materials form essential underpinning for the module content and ultimately for the learning outcomes:</b></p> <p>Eys, M., Evans, M. B., &amp; Benson, A. (2020). Group Dynamics in Sport. Fitness Information Technology, Incorporated.</p> <p>Haslam, A., Fransen, K., &amp; Boen, F. (2020). The New Psychology of Sport and Exercise: The Social Identity Approach. Sage Publications Ltd.</p> <p>Schuler, J., Wegner, M., Plessner, H., &amp; Eklund, R, C. (2023). Sport and Exercise Psychology: Theory and Application. Springer Publications Ltd.</p> <p><b>(N.B. Although reading lists should include current publications, students are advised (particularly for material marked with an asterisk*) to wait until the start of session for confirmation of the most up-to-date material)</b></p>

<b>Attendance and Engagement Requirements</b>
<p><b>In line with the <a href="#">Student Attendance and Engagement Procedure</a>, Students are academically engaged if they are regularly attending and participating in timetabled on-campus and online teaching sessions, asynchronous online learning activities, course-related learning resources, and complete assessments and submit these on time.</b></p> <p><b>For the purposes of this module, academic engagement equates to the following:</b></p> <p>The university is committed to providing a supportive learning environment that actively facilitates student success. In this module, there is a high degree of student-led flexibility. You are academically engaged if you are regularly engaged with scheduled live sessions on-campus and online, including engaging with online learning activities in your own time, course-related learning resources, and with timely completion and submission of assessments.</p>

<b>Equality and Diversity</b>
<p><b>The University's Equality, Diversity and Human Rights Procedure can be accessed at the following link: <a href="#">UWS Equality, Diversity and Human Rights Code</a>.</b></p> <p>In line with current legislation (Equality Act, 2010) and the UWS Equality, Diversity, and Human Rights Code, our modules are accessible and inclusive, with reasonable adjustment for different needs where appropriate. Module materials comply with University guidance on inclusive learning and teaching, and specialist assistive equipment, support provision and adjustment to assessment practice will be made in accordance with UWS policy and regulations. Where modules require practical and/or laboratory based learning or assessment required to meet accrediting body requirements the University will make reasonable adjustment such as adjustable height benches or assistance of a 'buddy' or helper.</p> <p><b>(N.B. Every effort will be made by the University to accommodate any equality and diversity issues brought to the attention of the School)</b></p>

#### Supplemental Information

<b>Divisional Programme Board</b>	<b>Sport Exercise Health</b>
<b>Overall Assessment Results</b>	<input type="checkbox"/> Pass / Fail <input checked="" type="checkbox"/> Graded



Change Control

What	When	Who