

Session: 2022/23

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Title of Module: Group Dynamics in Sport			
Code: SPOR10048	SCQF Level: 10 (Scottish Credit and Qualifications Framework)	Credit Points: 10	ECTS: 5 (European Credit Transfer Scheme)
School:	School of Health and Life Sciences		
Module Co-ordinator:	Harry Warburton		
Summary of Module			
<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"> • Analytical • Emotionally intelligent • Collaborative • Ethically-minded <p>Work Ready:</p> <ul style="list-style-type: none"> • Problem-solver • Effective Communicator • Digitally literate <p>Successful:</p> <ul style="list-style-type: none"> • Innovative • Resilient • Transformational 			

Module Delivery Method					
Face-To-Face	Blended	Fully Online	HybridC	HybridO	Work-based Learning
	✓				
<p>Face-To-Face Term used to describe the traditional classroom environment where the students and the lecturer meet synchronously in the same room for the whole provision.</p> <p>Blended A mode of delivery of a module or a programme that involves online and face-to-face delivery of learning, teaching and assessment activities, student support and feedback. A programme may be considered "blended" if it includes a combination of face-to-face, online and blended modules. If an online programme has any compulsory face-to-face and campus elements it must be described as blended with clearly articulated delivery information to manage student expectations</p> <p>Fully Online Instruction that is solely delivered by web-based or internet-based technologies. This term is used to describe the previously used terms distance learning and e learning.</p> <p>HybridC Online with mandatory face-to-face learning on Campus</p> <p>HybridO Online with optional face-to-face learning on Campus</p> <p>Work-based Learning Learning activities where the main location for the learning experience is in the workplace.</p>					

Campus(es) for Module Delivery						
The module will normally be offered on the following campuses / or by Distance/Online Learning: (Provided viable student numbers permit)						
Paisley:	Ayr:	Dumfries:	Lanarkshire:	London:	Distance/Online Learning:	Other:
			✓			
Term(s) for Module Delivery						
(Provided viable student numbers permit).						
Term 1	✓	Term 2		Term 3		

Learning Outcomes: (maximum of 5 statements)	
On successful completion of this module the student will be able to: L1. Synthesise a variety of intra-individual and inter-individual processes which influence group functioning within a sport context. L2. Critically evaluate strategies which can be used to optimise group functioning within a sport context.	
Employability Skills and Personal Development Planning (PDP) Skills	
SCQF Headings	During completion of this module, there will be an opportunity to achieve core skills in:
Knowledge and Understanding (K and U)	SCQF Level 10. 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.
Practice: Applied Knowledge and Understanding	SCQF Level 10. 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. Designing practical intervention strategies to optimise group functioning within a sport context.
Generic Cognitive skills	SCQF Level 10. 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.
Communication, ICT and Numeracy Skills	SCQF Level 10. 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.	
Autonomy, Accountability and Working with others	SCQF Level 10. Exercising autonomy and initiative in learning activities but also work as part of a team.	
Pre-requisites:	Before undertaking this module the student should have undertaken the following:	
	Module Code: SPOR09029	Module Title: Psychology of Sport *
	Other:	
Co-requisites	Module Code:	Module Title:

* Indicates that module descriptor is not published.

Learning and Teaching	
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.	
Learning Activities During completion of this module, the learning activities undertaken to achieve the module learning outcomes are stated below:	Student Learning Hours (Normally totalling 200 hours): (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
	100 Hours Total
**Indicative Resources: (eg. Core text, journals, internet access)	
The following materials form essential underpinning for the module content and ultimately for the learning outcomes: Recommended texts: Eys, M., Evans, M. B., & Benson, A. (2020). <i>Group Dynamics in Sport</i> . Fitness Information Technology, Incorporated. Haslam, A., Fransen, K., & Boen, F. (2020). <i>The New Psychology of Sport and Exercise: The Social Identity Approach</i> . Sage Publications Ltd.	

Schuler, J., Wegner, M., Plessner, H., & Eklund, R, C. (2023). *Sport and Exercise Psychology: Theory and Application*. Springer Publications Ltd.

(**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)

Engagement Requirements

In line with the Academic Engagement Procedure, Students are defined as academically engaged if they are regularly engaged with timetabled teaching sessions, course-related learning resources including those in the Library and on the relevant learning platform, and complete assessments and submit these on time. Please refer to the Academic Engagement Procedure at the following link: [Academic engagement procedure](#)

Supplemental Information

Programme Board	Sport and Exercise
Assessment Results (Pass/Fail)	No
Subject Panel	Sport & Exercise L7-11
Moderator	Dr Matt Boulter
External Examiner	E Bradley
Accreditation Details	N/A
Version Number	1

Assessment: (also refer to Assessment Outcomes Grids below)

Students will be required to complete a written case study

Assessment 1. Case Study

(N.B. (i) **Assessment Outcomes Grids** for the module (one for each component) can be found below which clearly demonstrate how the learning outcomes of the module will be assessed.
(ii) An **indicative schedule** listing approximate times within the academic calendar when assessment is likely to feature will be provided within the Student Handbook.)

Assessment Outcome Grids (Footnote A.)

Component 1					
Assessment Type (Footnote B.)	Learning Outcome (1)	Learning Outcome (2)	Weighting (%) of Assessment Element	Timetabled Contact Hours	
Case study	✓	✓	100	0	
Combined Total For All Components			100%	0 hours	

Footnotes

A. Referred to within Assessment Section above

B. Identified in the Learning Outcome Section above

Note(s):

1. More than one assessment method can be used to assess individual learning outcomes.
2. Schools are responsible for determining student contact hours. Please refer to University Policy on contact hours (extract contained within section 10 of the Module Descriptor guidance note).
This will normally be variable across Schools, dependent on Programmes &/or Professional requirements.

Equality and Diversity

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 learning or assessment, alternative formats and/or roles will be provided for students with physical disabilities which impact participation.

Please refer to the UWS Equality and Diversity Policy at the following link:

[UWS Equality and Diversity Policy](#)

(N.B. Every effort will be made by the University to accommodate any equality and diversity issues brought to the attention of the School)