Module Descriptor

Title	Group Dynamics in Sport		
Session	2026/27	**Status**	Published
Code	SPOR10048	**SCQF Level**	10
Credit Points	10	**ECTS (European Credit Transfer Scheme)**	5
School	**Health and Life Sciences**		
Module Co-ordinator	Harry Warburton		

Summary of Module

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.

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:

Universal

Analytical

Emotionally intelligent

Collaborative

Ethically-minded

Work Ready:

Problem-solver

Effective Communicator

Digitally literate

Successful:

Innovative

Resilient

Transformational

Module Delivery Method	On-Campus[1] ☒	Hybrid[2] ☐	Online[3] ☐	Work -Based Learning[4] ☐
Campuses for Module Delivery	☒ Ayr ☐ Dumfries	☒ Lanarkshire ☐ London ☐ Paisley	☐ Online / Distance Learning ☐ Other (specify)	

Terms for Module Delivery	Term 1	☒	Term 2	☐	Term 3	☐
Long-thin Delivery over more than one Term	Term 1 – Term 2	☐	Term 2 – Term 3	☐	Term 3 – Term 1	☐

Learning Outcomes	
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.
L3	
L4	
L5	

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 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 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.

[1] 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.

[2] 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.

[3] 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.

[4] 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.
Generic Cognitive skills	**SCQF 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 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 10** Exercising autonomy and initiative in learning activities but also work as part of a team.

Prerequisites	**Module Code**	**Module Title**
	Other	
Co-requisites	**Module Code**	**Module Title**

Learning and Teaching	
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. The teaching and learning approach will utilise a synchronous approach to learning on-campus. Content will include learning about theory and empirical evidence on matters relating to teamwork and related facets of psychology and performance. Moreover, students will engage in experiential learning, directed tasks, group work and/or class discussion, to allow students to develop applied knowledge of how support the development of teams and conduct research in the field.	
Learning Activities During completion of this module, the learning activities undertaken to achieve the module learning outcomes are stated below:	**Student Learning Hours** (Note: Learning hours include both contact hours and hours spent on other learning activities)
Tutorial / Synchronous Support Activity	12
Laboratory / Practical Demonstration / Workshop	6
Independent Study	82
n/a	
n/a	
n/a	

TOTAL	100

Indicative Resources
The following materials form essential underpinning for the module content and ultimately for the learning outcomes: Eys, M., Evans, M. B., & Benson, A. (2020). Group Dynamics in Sport. Fitness Information Technology, Incorporated. Haslam, A., Fransen, K., & Boen, F. (2020). The New Psychology of Sport and Exercise: The Social Identity Approach. 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)

Attendance and Engagement Requirements
In line with the Student Attendance and Engagement Procedure, Students are academically engaged if they are attending and participating in all timetabled programme activities including on-campus and online teaching sessions, asynchronous online learning activities, placement, work-based elements, course-related learning resources, and complete assessments and submit these on time. **For the purposes of this module, academic engagement equates to the following:** 100% Attendance at all module events and consistent weekly engagement with online materials.

Equality and Diversity
The University's Equality, Diversity and Human Rights Procedure can be accessed at the following link: UWS Equality, Diversity and Human Rights Code. 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.
(N.B. Every effort will be made by the University to accommodate any equality and diversity issues brought to the attention of the School)

Supplemental Information

Divisional Programme Board	**Sport Exercise Health**
Overall Assessment Results	☐ **Pass / Fail** ☒ **Graded**
Module Eligible for Compensation	☐ **Yes** ☒ **No** **If this module is eligible for compensation, there may be cases where compensation is not permitted due to**

	programme accreditation requirements. Please check the associated programme specification for details.
School Assessment Board	Sport, Exercise & Health
Moderator	Mark Carroll
External Examiner	E Bradley
Accreditation Details	
Module Appears in CPD catalogue	☒ **Yes** ☐ **No**
Changes / Version Number	2

Assessment (also refer to Assessment Outcomes Grids below)
Assessment 1
Case Study.
Assessment 2
Assessment 3
(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 Module Handbook.)

Component 1							
Assessment Type	**LO1**	**LO2**	**LO3**	**LO4**	**LO5**	**Weighting of Assessment Element (%)**	**Timetabled Contact Hours**
Case study	☒	☒	☐	☐	☐	100	0

Component 2							
Assessment Type	**LO1**	**LO2**	**LO3**	**LO4**	**LO5**	**Weighting of Assessment Element (%)**	**Timetabled Contact Hours**
	☐	☐	☐	☐	☐		

Component 3							
Assessment Type	**LO1**	**LO2**	**LO3**	**LO4**	**LO5**	**Weighting of Assessment Element (%)**	**Timetabled Contact Hours**
	☐	☐	☐	☐	☐		
Combined total for all components						100%	0 hours

Change Control

What	When	Who
E&D and A&E as per SEH.	18/03/2025	Sarah Darroch
Module delivery method changed from Hybrid to on-campus. Tutorial hours changed from 6-12 and asynchronous hours removed.	12/03/2026	Harry Warburton