**Module Descriptor**

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| **Title** | Situated Communication | | |
| **Session** | 2025/26 | **Status** | |
| **Code** | UGED07003 | **SCQF Level** | 7 |
| **Credit Points** | 20 | **ECTS (European Credit Transfer Scheme)** | 10 |
| **School** | **Education and Social Sciences** | | |
| **Module Co-ordinator** | L Bell | | |

**Summary of Module**

Students will develop awareness of their own interpersonal communication behaviours and skills in a range of social and professional (primary school) situations. They will analyse and examine how they react to a range of circumstances and challenges, consider their preferred modes of communication and the extent to which these may fit specific work-related environments, including school and academic experience, professional expectations and requirements. The module will also focus on expectations of university students as learners and how effective communication may aid achievement. Specifically, this aspect of the module will focus on the ability to use information and communication tools to communicate appropriate information and gather and evaluate resources relevant to professional activities, as well as the development of effective study skills.

Students will undertake a short placement in a primary school, observing and reflecting on protocols, processes, demands and expectations. The requirements and expectations of placements are governed by the regulatory body for teachers GTC Scotland, and align with the Standard for Provisional Registration. Students will identify their individual interpersonal strengths and challenges, preferences and responses and reflect upon how effective these may be in fulfilling the demands of specific environments.

| **Module Delivery Method** | **On-Campus[1]** | **Hybrid[2]** | **Online[3]** | **Work -Based Learning[4]** |
|---|---|---|---|---|
| | ☒ | ☐ | ☐ | ☐ |

[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

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| **Campuses for Module Delivery** | ☒ Ayr<br>☐ Dumfries | | ☐ Lanarkshire<br>☐ London<br>☐ Paisley | | ☐ Online / Distance Learning<br>☐ 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** | |
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| **L1** | Demonstrate effective communication in a range of contexts. |
| **L2** | Effectively manage interpersonal relationships and transactions within specific environments. |
| **L3** | Demonstrate knowledge and understanding of effective collaborative and independent learning skills. |
| **L4** | Demonstrate an ability to use technology creatively for a range of tasks and purposes. |
| **L5** | Demonstrate an ability to reflect on practice. |

| **Employability Skills and Personal Development Planning (PDP) Skills** | |
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| **SCQF Headings** | **During completion of this module, there will be an opportunity to achieve core skills in:** |
| **Knowledge and Understanding (K and U)** | **SCQF 7**<br>An appreciation that research identifies a range of communication styles.<br>Knowledge of some of the main theories relating to interpersonal communication<br>An understanding of some of the differences which may appear to exist between research-based findings and individual situations and preferences<br>Knowledge and understanding of key concepts and principles using technology to support both independent and collaborative learning. |
| **Practice: Applied Knowledge and Understanding** | **SCQF 7**<br>In work-based environments<br>In 'critical incident' simulations of routine and non-routine contexts<br>Information literacy skills including defining subject and purpose, locating, selecting, evaluating and organising information and communicating results. |
| **Generic Cognitive skills** | **SCQF 7**<br>Assimilate, present and evaluate arguments, information and ideas relating to effective inter and intra personal communication.<br>Use a range of approaches to address the potential problems relating to effective communication and interaction which may be identified within specific work related, professional and other contexts. |

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| **Communication, ICT and Numeracy Skills** | **SCQF 7**<br>Convey complex ideas in well-structured and coherent form<br>Use a range of forms of communication effectively in both familiar and unfamiliar contexts<br>Select and use standard ICT applications to process and obtain a variety of information and data<br>Communicating effectively and appropriately abiding fully by the Standard English rules for spelling, grammar, syntax and punctuation. |
| **Autonomy, Accountability and Working with Others** | **SCQF 7**<br>Exercise some initiative and independence in carrying out defined activities at a professional level in practice<br>Accept supervision in new and unfamiliar areas of work<br>Take the lead in implementing agreed plans in familiar or defined contexts<br>Take account of own and others' roles and responsibilities when carrying out and evaluating tasks<br>Work, under guidance with others to acquire an understanding of current professional practice. |

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

| **Learning and Teaching** | |
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| 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.<br>200 | |
| **Learning Activities**<br>During completion of this module, the learning activities undertaken to achieve the module learning outcomes are stated below: | **Student Learning Hours**<br>(Note: Learning hours include both contact hours and hours spent on other learning activities) |
| Lecture / Core Content Delivery | 12 |
| Tutorial / Synchronous Support Activity | 24 |
| Independent Study | 44 |
| Practice-based Learning | 120 |
| Please select | |
| Please select | |
| **TOTAL** | 200 |

**Indicative Resources**

**The following materials form essential underpinning for the module content and ultimately for the learning outcomes:**

Beebe, S. A., Beebe, S. J. and Redmond, M. V. (2014) Interpersonal Communication; Relating to Others. Seventh edition. London: Pearson/Allyn and Bacon

Grugeon, E. and Garder, P., (2013) The art of storytelling for teachers and pupils: Using stories to develop literacy in primary classrooms. Routledge (e-book)

Medlicott, M. (2018) Storytelling and Story-Reading in Early Years How to Tell and Read Stories to Young Children. Jessica Kingsley Publishers (e-book)

Tauber, R.T and Mester, C.S (2006) Acting Lessons for teachers; Using performance skills in the classroom Second edition. Westport, CN Praeger (e-book)

White, J. and Gardner, J. (2012) The Classroom X factor the Power of Body Language and Nonverbal Communication in Teaching. Routledge (e-book)

**(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 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.**

**For the purposes of this module, academic engagement equates to the following:**

All students are required to attend all scheduled classes and participate with all delivered elements of the module as part of their engagement with their programme of study. Consideration will be given to students who have protection under the appropriate equality law. Please refer to UWS Regulations, Chapter 1, 1.64 – 1.67, available at the following link: http://www.uws.ac.uk/current-students/rights-and-regulations/regulatory-framework/

Given the professional nature of the programme, 100% attendance and engagement is expected. The module co-ordinator and year group leader maintain an overview of attendance and engagement. Should there be concerns, there will be liaison between module co-ordinator, year group leader, personal tutor and the student to identify steps to support engagement and success.

**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. Aligned with the overall commitment to equality and diversity stated in the Programme Specifications, the module supports equality of opportunity for students from all backgrounds and with different learning needs. Using the Aula VLE, learning materials will be presented electronically in formats that allow flexible access and manipulation of content. The module complies with University regulations and guidance on inclusive learning and teaching practice. Specialist assistive equipment, support provision and adjustment to assessment practice will be made in accordance with UWS

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| policy and regulations. The University's Equality, Diversity and Human Rights Policy can be accessed at the following link: http://www.uws.ac.uk/equality/<br><br>Student teachers are encouraged to reflect on their developing understanding of aspects relating to equality and diversity and to consider how this helps them to work towards meeting the Standard for Provisional Registration (GTCS, 2021), of which demonstrating commitment to social justice and inclusion is a significant part.<br><br>Through studying this module, student teachers develop the professional skills and abilities to employ teaching strategies and resources, including digital approaches, to meet the needs and abilities of every learner; and build positive, rights respecting relationships for learning.<br><br>A direct focus on these aspects not only advances equality in the student environment, by promoting empathy and affiliation, but also within the school settings where student teachers undertake their school experience. |
| **(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**

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| **Divisional Programme Board** | **Education** |
| **Overall Assessment Results** | ☐ **Pass / Fail** ☒ **Graded** |
| **Module Eligible for Compensation** | ☒ **Yes** ☐ **No**<br>**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** | ESS |
| **Moderator** | Y White |
| **External Examiner** | F Hendry |
| **Accreditation Details** | GTCS |
| **Module Appears in CPD catalogue** | ☐ **Yes** ☒ **No** |
| **Changes / Version Number** | 2.06 |

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| **Assessment (also refer to Assessment Outcomes Grids below)** |
| **Assessment 1** |
| Presentation - communicative task in professional setting. This component is weighted by 40% of the overall summative assessment. |
| **Assessment 2** |
| Written assignment (1500 words). This component is weighted by 60% of the overall summative assessment. |
| **Assessment 3** |
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| (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.<br><br>(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** |
| Presentation | ☒ | ☒ | ☐ | ☒ | ☐ | 40 | N/A |

| Component 2 | | | | | | | |
|---|---|---|---|---|---|---|---|
| **Assessment Type** | **LO1** | **LO2** | **LO3** | **LO4** | **LO5** | **Weighting of Assessment Element (%)** | **Timetabled Contact Hours** |
| Essay | ☒ | ☐ | ☒ | ☐ | ☒ | 60 | N/A |

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

**Change Control**

| **What** | **When** | **Who** |
|---|---|---|
| New template, no changes | Mar 25 | L Bell |
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