University of the West of Scotland

Module Descriptor

Session: 202425

Title of Module: Interpersonal Relationships and Communication			
Code: PGES11021	**SCQF Level: 11 (Scottish Credit and Qualifications Framework)**	**Credit Points: 20**	**ECTS: 10 (European Credit Transfer Scheme)**
School:	School of Education & Social Sciences		
Module Co-ordinator:	L Lafferty		

Summary of Module
This module has been designed to support practitioners working within a range of workplace settings (e.g., education, health, and other allied fields) where management and implementation of learning and teaching sessions are required. Specifically, the module provides participants with an opportunity to demonstrate competence in motivating learners through the use of effective communication and interpersonal relationships. In doing so, the module explores learning interventions, motivational management and implementation of successful sequential learning and teaching activities and is contextualised in light of the interpersonal relationships developed within the learning and teaching environment, acknowledging the key role of effective communication.

Module Delivery Method					
Face-To-Face	**Blended**	**Fully Online**	**HybridC**	**Hybrid 0**	**Work-Based Learning**
☐	☐	☒	☐	☐	☐
See Guidance Note for details.					

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) (tick as appropriate)						
Paisley:	Ayr:	Dumfries:	Lanarkshire:	London:	Distance/Online Learning:	Other:
☐	☐	☐	☐	☐	☒	Add name

Term(s) for Module Delivery					
(Provided viable student numbers permit).					
Term 1	☐	Term 2	☒	Term 3	☐

Learning Outcomes: (maximum of 5 statements)
These should take cognisance of the SCQF level descriptors and be at the appropriate level for the module.
At the end of this module the student will be able to:

L1	Demonstrate critical understanding and knowledge of the nature of interpersonal relationships within learning, teaching, and training contexts.
L2	Critically appraise the key theories that underpin effective communication and interpersonal relationships within learning, teaching, and training experiences.
L3	Demonstrate detailed critical knowledge and understanding of the effective management of interpersonal relationship networks within learning, teaching, and training environments.
L4	Demonstrate the application of enhanced knowledge and critical evaluation of effective communication and interpersonal relationship skills within a learning, teaching, and training 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 **11** Extensive detailed knowledge of the management of learning, teaching, and training. A critical understanding of learning interventions in motivating learners. Extensive, detailed critical knowledge and understanding of the impact of the design and implementation of learning activities. Critical awareness of current issues in relation to best practice in learning, teaching, and training.
Practice: Applied Knowledge and Understanding	SCQF Level **11** Critically reflect on the use of a range of learning and teaching techniques and practices that demonstrate effective skills in relation to motivating learners. Demonstrate originality or creativity in the application of knowledge, critical understanding and practices that relate to effective communication and interpersonal relationships with learners.

Generic Cognitive skills	SCQF Level **11**
	Apply critical analysis, evaluation and synthesis to interpersonal and communication issues informed by developments in learning and teaching.
	Develop critical and creative responses to the application of motivational learning and teaching practices.
	Critically review skills practices and thinking within a learning, teaching, and training context.
Communication, ICT and Numeracy Skills	SCQF Level **11**
	Communicate effectively with learners and peers in relation to the motivation of learners and on aspects of good practice in learning and teaching.
	Engage with and contribute to the literature and public discussion on the development of effective interpersonal relationships and communication in supporting learning, teaching, and training practices.
Autonomy, Accountability and Working with others	SCQF Level **11**
	Exercise substantial autonomy in professional and equivalent activities, demonstrating initiative in enhancing personal work (and that of others) as appropriate.
	Demonstrate significant responsibility for own work and for the work of others.
	Demonstrate leadership and initiative and contribute to change and development in relation to interpersonal relationships and communication in support of learner motivation.
	Demonstrate critical reflection on own and others' roles and responsibilities in relation to providing effective learning, teaching and training contexts.

Pre-requisites:	Before undertaking this module the student should have undertaken the following:	
	Module Code:	**Module Title:**
	Other:	
Co-requisites	**Module Code:**	**Module Title:**

Learning and Teaching
The module handbook will provide specific information regarding the particular learning and teaching methodologies adopted however, in general terms, the module

is delivered using an "integrated" (online) delivery approach. That is to say, the various formative activities/readings build into resources which learners are able to refer back to throughout the module and which have immediate application to their respective personal and professional practice. The module introduces a number of inter-related themes, and the associated coursework consists of a number of independent and collaborative online activities and selected reading. A detailed module timeline will also be provided so as to enable each learner to manage their study time; accordingly, to plan and review their progress against timescales and deadlines at regular intervals throughout the module.

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)
Asynchronous Class Activity	80
Independent Study	120
	200 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:

Access to internet: As the module is delivered entirely online via the University's virtual learning environment, participants must have access to an appropriate internet connected device which will enable full engagement with, and the development of, work at Masters level.

Reading: The under noted reading list provides a limited number of texts for illustrative purposes only. Coursework will provide direction to a range of literature with a number of texts (and readings) currently available in 'e' (online) format from the library. Participants are advised to contact their programme leader (or the module coordinator) in advance of the module commencing to check availability of ebook formats (and/or to enquire about how to access a copy of the module resource list online).

Beebe, S.A., Beebe, S.J., Redmond, M.V. (2014) *Interpersonal Communication: Relating to others*. London: Pearson

Hewstone, M., Stroebe, W., Jonas, K. (2020) *An introduction to Social Psychology*. (7th Edition). West Sussex: BPS/John Wiley & Sons Ltd

Hogg, M. and Vaughan, G.M. (2021) *Social Psychology*. (9th Edition). Prentice Hall/Pearson Education

Journals: Academic journals are a valuable source of reading. Key articles will be detailed as part of module activities where applicable however participants should also source relevant material, using databases and other resources, provided by the UWS

Library as a means of extending their own personal and professional knowledge and skills.	
(**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:

*Part-time, distance learning students should review the module's 'attendance and engagement' requirements as set out in the Module Handbook.

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.]()

(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	Education
Assessment Results (Pass/Fail)	Yes ☐ No ☒
School Assessment Board	Career-Long Professional Learning
Moderator	Y Matemba
External Examiner	S Jones
Accreditation Details	n/a
Changes/Version Number	Annual review/general housekeeping across sections.

Assessment: (also refer to Assessment Outcomes Grids below)

The module is assessed via a single piece of summative assessment (weighted 100%). The summative assessment is graded in line with the University's A-E assessment/grading scale and further, more specific, detail and guidance (including word count allowance) will be provided via the Module Assessment Handbook.

Assessment 1 – A written assignment which requires critical reflection on an activity plan that demonstrates the effective use of a range of interpersonal and communication skills within the individual's professional learning, teaching, or training related context.

(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.)

Assessment Outcome Grids (See Guidance Note)

Component 1							
Assessment Type (Footnote B.)	Learning Outcome (1)	Learning Outcome (2)	Learning Outcome (3)	Learning Outcome (4)	Learning Outcome (5)	Weighting (%) of Assessment Element	Timetabled Contact Hours
Written Assignment	✓	✓	✓	✓	n/a	100%	0

Combined Total for All Components	**100%**	**0 hours**