University of the West of Scotland

Module Descriptor

Title of Module: Group Work and Communication			
Code: EDUC07027	**SCQF Level: 7** **(Scottish Credit and Qualifications Framework)**	**Credit Points: 20**	**ECTS: 10** **(European Credit Transfer Scheme)**
School:	School of Education & Social Sciences		
Module Co-ordinator:	Eddie Beggan		

Summary of Module
Effective group work and communication are core activities in Community Education. This module will facilitate understanding of interpersonal communication through analysis of psychological and sociological theories that underpin group work skills and processes. Particular emphasis is placed on developing knowledge and understanding of power dynamics within groups in order to consider the transformative potential of group work. Participating in group work activities and tasks engages students in experiential learning that use the CLD Standards Council Competency Framework to explore the range of contexts in which group work is facilitated.

Module Delivery Method		
Face-To-Face	**Blended**	**Fully Online**
	✓	

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.

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.

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

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:
			✓			

Learning Outcomes: (maximum of 5 statements)

On successful completion of this module the student will be able to:

L1. Demonstrate understanding of key theories of group work and group dynamics.

L2. Identify a range of communication skills to show knowledge of how they might be used in a community context.

L3. Reflect on the skills and attributes that are required in different group work situations within community education and how these facilitate engagement in learning.

L4. Experience different roles, such as facilitating, supporting, leading and advocating, that are appropriate to the work in which they are involved.

L5. Present an argument to peers, on an aspect of communication or groupwork.

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 7. Demonstrate understanding of a limited range of core theories, principles and concepts related to communication and groupwork.
Practice: Applied Knowledge and Understanding	SCQF Level 7. Engage in routine lines of enquiry, and investigation into professional level, problems and issues related to communication and groupwork
Generic Cognitive skills	SCQF Level 7. Use and critically evaluate a range of group work approaches

Communication, ICT and Numeracy Skills	SCQF Level 7. Convey complex information to a range of audiences and for a range of purposes.	
Autonomy, Accountability and Working with others	SCQF Level 7. Demonstrate capacity to plan and implement a limited range of groupwork and communication approaches	
Pre-requisites:	Before undertaking this module the student should have undertaken the following:	
	Module Code:	**Module Title:**
	Other:	
Co-requisites	**Module Code:**	**Module Title:**

* Indicates that module descriptor is not published.

Learning and Teaching	
Though there will be occasional lectures, the teaching and learning strategy for the programme is founded on the notion of communities of practice, on problem based strategies and on collaborative learning. This will be underpinned, supported and extended through reading assignments based on the VLE and tailored assessment. In tutorial discussions, students will be able to reflect on their understanding of theoretical and empirical information, apply their knowledge to concrete scenarios and case studies, and develop their interpersonal and communication skills. Through their assignments, students will be able to demonstrate their ability to search for sources, evaluate, analyse and interpret source materials, integrate theoretical knowledge and empirical information, and develop balanced and evidence-based conclusions, in appropriate academic style.	
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)
Lecture/Core Content Delivery	12
Tutorial/Synchronous Support Activity	24
Asynchronous Class Activity	24
Independent Study	140

	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: Benson, Jarlah. (2000) Working More Creatively with Groups. London: Routledge.   Jeffs, Tony and Mark K. Smith (2005) Informal Education. Conversation, democracy and learning 3e. Nottingham: Educational Heretics Press.   Johnson, David W. and Frank P. Johnson (2003) Joining Together. Group theory and group skills. Boston: Allyn and Bacon.   Preston-Shoot, M. (2007) Effective Groupwork, Basingstoke: Palgrave Macmillan   Westergaard, Jane (2009) Effective Group Work with Young People. Maidenhead: Open University Press.
(**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 Requirements
In line with the Academic Engagement and Attendance 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 Moodle, and complete assessments and submit these on time. Please refer to the Academic Engagement and Attendance Procedure at the following link: Academic engagement and attendance procedure

Supplemental Information

Programme Board	Education
Assessment Results (Pass/Fail)	No
Subject Panel	Community Education
Moderator	Annette Coburn
External Examiner	S Moir
Accreditation Details	CLD Standards Council for Scotland
Changes/Version Number	1

	updated coordinator; updated moderator; updated external examiner	

Assessment: (also refer to Assessment Outcomes Grids below)
The assessment for this module will be compatible with published principles and is intended to be both sustainable (fit for contemporary purpose and future development) and constructively aligned (integral to methods for teaching and learning). Quality assurance for assessment is obtained through joint planning and scrutiny in a systematic process each trimester (Quality Assurance and Review Group-QARG). The assignment will therefore be equivalent to a 3000 word paper drawing from a range of assessment instruments that may include academic paper; report; facilitated workshop; illustrated talk; video production; lecture; or poster. 50% Practical - creative output/film
50% Assignment - Essay
(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)**	**Learning Outcome (3)**	**Learning Outcome (4)**	**Learning Outcome (5)**	**Weighting (%) of Assessment Element**	**Timetabled Contact Hours**
Creative output/ Audiotapes / Videotapes/ Games/ Simulations		✓		✓	✓	50	2

Component 2							
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**
Essay	✓		✓			50	2

Combined Total For All Components	100%	4 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

This module is appropriate for all students irrespective of ethnic status, disability, age, gender, socio-economic background, religious and sexual orientation. To promote inclusive practice, procedures and processes have been subject to Equality Impact Assessment where appropriate. Flexibility and anticipatory adjustments in teaching and learning strategies and in assessment methods are intended to facilitate inclusiveness within this module.

In line with current legislation (Equality Act, 2010) and UWS Equality Scheme (2010-13) the School of Education encourages disability disclosure throughout recruitment, selection and in the duration of this module. Emphasis is placed on confidentiality of information, the benefits of disclosure and that no detriment to progress will be experienced.

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)