University of the West of Scotland

Module Descriptor

Session: 2024/25

Title of Module: Group Work and Communication			
Code: BACE07004	SCQF Level: 7 (Scottish Credit and Qualifications Framework)	Credit Points: 20	ECTS: (European Credit Transfer Scheme) 10
School:	School of Education & Social Sciences		
Module Co-ordinator:	A Cusack		
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	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 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	
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.	
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
	Hours Total 200

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 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:

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.

Community Education is an emancipatory practice that works with communities to challenge inequality and promote social justice. Thus, a commitment to equality and accepting difference underpins curriculum, content and process, across the Programme. It is therefore not surprising that our values and ethos adhere to, and go beyond, the minimum legal position as detailed within the Equality Act 2010, in requiring compliance with the general equality duty to:

- Eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Act;
- Advance equality of opportunity between people who share a protected characteristic and those who do not; and
- Foster good relations between people who share a protected characteristic and those who do not.

The programme supports equality of opportunity for students from different backgrounds and with different learning needs. Using appropriate platforms, learning materials are presented in formats that facilitate flexible access and with all

reasonable adjustments being made to ensure fair and inclusive engagement. The programme 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 policy and regulations.

(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	Community Education
Moderator	J Hopkin
External Examiner	F Howard
Accreditation Details	CLD Standards Council Scotland
Changes/Version Number	1

Assessment: (also refer to Assessment Outcomes Grids below)
Assessment 1 Creative output/ Audiotapes/ Videotapes/ Games/ Simulations = 100%
(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)	Weighting (%) of Assessment Element	Timetabled Contact Hours
Creative output/ Audiotapes/ Videotapes/ Games/ Simulations	✓	✓	✓	100%	

Component 3							
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
Combined Total for All Components						100%	XX hours

Change Control:

What	When	Who
Further guidance on aggregate regulation and application when completing template	16/01/2020	H McLean
Updated contact hours	14/09/21	H McLean
Updated Student Attendance and Engagement Procedure	19/10/2023	C Winter
Updated UWS Equality, Diversity and Human Rights Code	19/10/2023	C Winter
Guidance Note 23-24 provided	12/12/23	D Taylor
General housekeeping to text across sections. .	12/12/23	D Taylor

Version Number: MD Template 1 (2023-24)