



Module Descriptor

Title	Group Work and Communication		
Session	2025/26	Status	
Code	BACE07008	SCQF Level	7
Credit Points	20	ECTS (European Credit Transfer Scheme)	10
School	Education and Social Sciences		
Module Co-ordinator	A Cusack		
Summary of Module			
<p>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.</p>			

Module Delivery Method	On-Campus¹ <input checked="" type="checkbox"/>		Hybrid² <input type="checkbox"/>		Online³ <input type="checkbox"/>		Work -Based Learning⁴ <input type="checkbox"/>
Campuses for Module Delivery	<input type="checkbox"/> Ayr <input type="checkbox"/> Dumfries		<input checked="" type="checkbox"/> Lanarkshire <input type="checkbox"/> London <input type="checkbox"/> Paisley		<input type="checkbox"/> Online / Distance Learning <input type="checkbox"/> Other (specify)		
Terms for Module Delivery	Term 1	<input checked="" type="checkbox"/>	Term 2	<input type="checkbox"/>	Term 3	<input type="checkbox"/>	

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

Long-thin Delivery over more than one Term	Term 1 – Term 2	<input type="checkbox"/>	Term 2 – Term 3	<input type="checkbox"/>	Term 3 – Term 1	<input type="checkbox"/>
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Learning Outcomes	
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 7 Demonstrate understanding of a limited range of core theories, principles and concepts related to communication and groupwork.
Practice: Applied Knowledge and Understanding	SCQF 7 Engage in routine lines of enquiry, and investigation into professional level, problems and issues related to communication and groupwork
Generic Cognitive skills	SCQF 7 Use and critically evaluate a range of group work approaches
Communication, ICT and Numeracy Skills	SCQF 7 Convey complex information to a range of audiences and for a range of purposes.
Autonomy, Accountability and Working with Others	SCQF 7 Demonstrate capacity to plan and implement a limited range of groupwork and communication approaches

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.

Learning Activities	Student Learning Hours
During completion of this module, the learning activities undertaken to achieve the module learning outcomes are stated below:	(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
n/a	
n/a	
TOTAL	200

Indicative Resources
<p>The following materials form essential underpinning for the module content and ultimately for the learning outcomes:</p> <p>Baird, S.L. and Alaggia, R., 2021. Trauma-informed groups: Recommendations for group work practice. <i>Clinical Social Work Journal</i>, 49(1), pp.10-19.</p> <p>Benson, Jarlah. (2000) <i>Working More Creatively with Groups</i>. London: Routledge.</p> <p>Ennis, G. and West, D., 2010. Exploring the potential of social network analysis in asset-based community development practice and research. <i>Australian Social Work</i>, 63(4), pp.404-417.</p> <p>Jeffs, Tony and Mark K. Smith (2005) <i>Informal Education. Conversation, democracy and learning 3e</i>. Nottingham: Educational Heretics Press.</p> <p>Johnson, David W. and Frank P. Johnson (2003) <i>Joining Together. Group theory and group skills</i>. Boston: Allyn and Bacon.</p> <p>Pelech, W., Basso, R., Lee, C.D. and Gandarilla, M., 2016. <i>Inclusive group work</i>. Oxford University Press.</p> <p>Preston-Shoot, M. (2007) <i>Effective Groupwork</i>, Basingstoke: Palgrave Macmillan</p> <p>Westergaard, Jane (2009) <i>Effective Group Work with Young People</i>. Maidenhead: Open University Press..</p> <p>(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)</p>

Attendance and Engagement Requirements
<p>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.</p> <p>For the purposes of this module, academic engagement equates to the following:</p>

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
Overall Assessment Results	<input type="checkbox"/> Pass / Fail <input checked="" type="checkbox"/> Graded
Module Eligible for Compensation	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> 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	Community Education
Moderator	J Hopkin
External Examiner	F Howard
Accreditation Details	CLD Standards Council Scotland
Module Appears in CPD catalogue	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Changes / Version Number	1

Assessment (also refer to Assessment Outcomes Grids below)
Assessment 1
Assessment 1 Creative output/ Audiotapes/ Videotapes/ Games/ Simulations = 50%
Assessment 2
Reflective Essay = 50%
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
Creative output/ Audiotapes/ Videotapes/	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	50	

Games/ Simulations							
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Component 2							
Assessment Type	LO1	LO2	LO3	LO4	LO5	Weighting of Assessment Element (%)	Timetabled Contact Hours
Reflective Essay	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	50	

Component 3							
Assessment Type	LO1	LO2	LO3	LO4	LO5	Weighting of Assessment Element (%)	Timetabled Contact Hours
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Combined total for all components						100%	hours

Change Control

What	When	Who
Transfer to new template, assessment changed for 25/26	04-03-25	A Cusack