

## University of the West of Scotland

## Module Descriptor

Session: 2024/25

Title of Module: Situated Communication			
Code: UGED07003	SCQF Level: 7 (Scottish Credit and Qualifications Framework)	Credit Points:20	ECTS:10 (European Credit Transfer Scheme)
School:	School of Education and Social Sciences		
Module Co-ordinator:	L Bell		
<b>Summary of Module</b> The module is a core element of the B.A. Education programme and is designed to enable participants to explore and analyse communication in a range of forms (verbal and non-verbal) and contexts.			
Students will consider and develop awareness of their own interpersonal communication behaviours and skills in a range of social and professional 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, as appropriate to the demands of SCQF level 7 study. Students will undertake a short placement in a school, observing and reflecting on protocols, processes, demands and expectations. These placements are organised by GTCS and in some situations, students will be placed in schools in pairs. They 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.			
The module supports students in working towards the GTCS Standard for Provisional registration: 3.3 Professional Learning 3.3.1 Engage critically with literature, research and policy; 3.3.2 Engage in reflective practice to develop and advance career-long professional learning and expertise The module addresses GTCS Standard for Provisional Registration by supporting students to work towards the following aspects:			
<b>1.1 Professional Values</b> Social Justice – (Building and fostering positive relationships in the learning community which are respectful of individuals.) Trust and Respect (Acting and behaving in ways that develop a culture of trust and respect for self, others and the natural world.) Integrity			
<b>1.2 Professional Commitment</b> <b>Professional Knowledge and Understanding</b> 2.1.1 Have knowledge and understanding of Pedagogical Theories and Professional Practice 2.2.2 Have a knowledge and understanding of Learning Communities			

**3 Professional Skills and Abilities**

3.1.1 Plan effectively to meet learners' needs -

Communicate appropriately with every learner, modelling and promoting competence and confidence in literacy, numeracy, health and wellbeing and digital literacy.

3.1.3 Utilise partnerships for learning and wellbeing -

Create and sustain effective working relationships with colleagues, parents/carers, families and the wider school community and partner agencies where appropriate, to support learning and wellbeing across the school

3.2.3 Build positive, rights respecting relationships for learning -

promote and develop positive and purposeful relationships with and between learners, colleagues, families and partners.

- In relation to learning for sustainability, students will use opportunities for taking learning outdoors where possible, including experiences of nature and other learning within and beyond the campus boundary. They will also develop competence in their communication skills to support participatory competence.
- Through participating in the module, students will develop UWS Graduate Attributes and will demonstrate, in particular, that they are collaborative, motivated, effective communicators, digitally literate and analytical thinkers.

**Module Delivery Method**

Face-To-Face	Blended	Fully Online	HybridC	Hybrid 0	Work-Based Learning
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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:
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Add name

**Term(s) for Module Delivery**

(Provided viable student numbers permit).

Term 1		Term 2		Term 3	
	<input type="checkbox"/>		<input checked="" type="checkbox"/>		<input type="checkbox"/>

**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 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.
<b>Employability Skills and Personal Development Planning (PDP) Skills</b>	
<b>SCQF Headings</b>	During completion of this module, there will be an opportunity to achieve core skills in:
Knowledge and Understanding (K and U)	<p><b>SCQF Level 7</b></p> <p>An appreciation that research identifies a range of communication styles.</p> <p>Knowledge of some of the main theories relating to interpersonal communication</p> <p>An understanding of some of the differences which may appear to exist between research-based findings and individual situations and preferences</p> <p>Knowledge and understanding of key concepts and principles using technology to support both independent and collaborative learning.</p>
Practice: Applied Knowledge and Understanding	<p><b>SCQF Level 7</b></p> <p>In work-based environments</p> <p>In 'critical incident' simulations of routine and non-routine contexts</p> <p>Information literacy skills including defining subject and purpose, locating, selecting, evaluating and organising information and communicating results.</p>
Generic Cognitive skills	<p><b>SCQF Level 7</b></p> <p>Assimilate, present and evaluate arguments, information and ideas relating to effective inter and intrapersonal communication.</p> <p>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</p>
Communication, ICT and Numeracy Skills	<p><b>SCQF Level 7</b></p> <p>Convey complex ideas in well-structured and coherent form</p> <p>Use a range of forms of communication effectively in both familiar and unfamiliar contexts</p> <p>Select and use standard ICT applications to process and obtain a variety of information and data</p> <p>Communicating effectively and appropriately abiding fully by the Standard English rules for spelling, grammar, syntax and punctuation.</p>
Autonomy, Accountability and Working with others	<p><b>SCQF Level 7</b></p> <p>Exercise some initiative and independence in carrying out defined activities at a professional level in practice</p>

	Accept supervision in new and unfamiliar areas of work Take the lead in implementing agreed plans in familiar or defined contexts Take account of own and others' roles and responsibilities when carrying out and evaluating tasks Work, under guidance with others to acquire an understanding of current professional practice.	
<b>Pre-requisites:</b>	Before undertaking this module the student should have undertaken the following:	
	<b>Module Code:</b>	<b>Module Title:</b>
	<b>Other:</b>	
<b>Co-requisites</b>	<b>Module Code:</b>	<b>Module Title:</b>

Learning and Teaching	
<b>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.</b>	
<b>Learning Activities</b> During completion of this module, the learning activities undertaken to achieve the module learning outcomes are stated below:	<b>Student Learning Hours</b> (Normally totalling 200 hours): (Note: Learning hours include both contact hours and hours spent on other learning activities)
Lecture/Core Content Delivery	12
Independent Study	44
Work Based Learning/Placement	120
Tutorial/Synchronous Support Activity	24
	Hours Total 200
<b>**Indicative Resources: (e.g. Core text, journals, internet access)</b>	

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)

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Please ensure the list is kept short and current. Essential resources should be included, broader resources should be kept for module handbooks / Aula VLE.

Resources should be listed in Right Harvard referencing style or agreed professional body deviation and in alphabetical order.

(\*\*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](#).

Please ensure any specific requirements are detailed in this section. Module Co-ordinators should consider the accessibility of their module for groups with protected characteristics..

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 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/>

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.

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.

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

<b>Divisional Programme Board</b>	Education
<b>Assessment Results (Pass/Fail)</b>	Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>
<b>School Assessment Board</b>	Education
<b>Moderator</b>	Y White
<b>External Examiner</b>	F. Hendry
<b>Accreditation Details</b>	GTCS
<b>Changes/Version Number</b>	2.05

### 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

(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)**

<b>Component 1</b>							
<b>Assessment Type (Footnote B.)</b>	<b>Learning Outcome (1)</b>	<b>Learning Outcome (2)</b>	<b>Learning Outcome (3)</b>	<b>Learning Outcome (4)</b>	<b>Learning Outcome (5)</b>	<b>Weighting (%) of Assessment Element</b>	<b>Timetabled Contact Hours</b>
	√	√		√		40	0

<b>Component 2</b>							
<b>Assessment Type (Footnote B.)</b>	<b>Learning Outcome (1)</b>	<b>Learning Outcome (2)</b>	<b>Learning Outcome (3)</b>	<b>Learning Outcome (4)</b>	<b>Learning Outcome (5)</b>	<b>Weighting (%) of Assessment Element</b>	<b>Timetabled Contact Hours</b>
	√		√		√	60	0

<b>Component 3</b>							
<b>Assessment Type (Footnote B.)</b>	<b>Learning Outcome (1)</b>	<b>Learning Outcome (2)</b>	<b>Learning Outcome (3)</b>	<b>Learning Outcome (4)</b>	<b>Learning Outcome (5)</b>	<b>Weighting (%) of Assessment Element</b>	<b>Timetabled Contact Hours</b>
<b>Combined Total for All Components</b>						<b>100%</b>	<b>0 hours</b>

**Change Control:**

<b>What</b>	<b>When</b>	<b>Who</b>
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)**