

## Group Dynamics and Facilitation

7.1 Module Overview									
Module Number		Module Title	Group Dynamics and Facilitation						
Stage of Principal Programme			2	Semester	2	Duration. (Weeks F/T)	12	ECTS	5
Mandatory / Elective	M	Hours of Learner Effort / Week	2						
Analysis of required hours of learning effort									
Teaching and Learning Modalities						✓if relevant to this module	Approx. proportion of total (hours)		
Contact Hours									
In person face-to-face						✓	24		
Synchronous									
Indirect/Non-Contact Hours									
Asynchronous									
Work Based									
Other:							101		
<ul style="list-style-type: none"> <li>Independent reading, engagement with VLE, research and preparation of assessments</li> </ul>						✓			
<b>Total</b>							125		

Pre-Requisite Module, if any. Module # and Title	N/A
Co-Requisite Module, if any. Module # and Title	N/A
Maximum number of learners per instance of the module	60
Specification of the qualifications (academic, pedagogical and professional/occupational) and experience required of staff working in this module.	
Role e.g., Tutor, Mentor, Lecturer, Research Supervisor, etc.	Qualifications & experience required
	Staff - Learner Ratio X:Y
Lecturer	Module lecturer must have a minimum Level 9 qualification in Social Sciences/Applied Social Studies or closely cognate area. As Experiential Learning is at the core of the module the lecturer must have appropriate experience in the required skill and practice area. The specific requirements of professional bodies (e.g. CORU) must be taken into consideration when meeting the staffing requirements of the programme.
	1: 60 lectures
	1: 15 for group work

Assessment Techniques – percentage contribution					
Continuous Assessment	50%	Proctored Exam – in person		Practical Based	Skills
Project		Proctored Exam - online		Work Based	50%
Capstone (Y/N)?	N	If Yes, describe			

7.2 Minimum Intended Module Learning Outcomes (MIMLOs)	
MIMLO	Related MIPLO #
On completion of this module a learner will be able to:	
1. Demonstrate a clear understanding of the practical implications of group dynamics	2, 5, 6
2. Prepare a clear plan for a group process including resource analysis, aims and evaluation methods	3, 4, 5
3. Demonstrate Leadership/ facilitation skills in practice.	4, 5, 6

4. Understand the theories associated with group work	1, 6, 7
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<b>7.3 Indicative Module Content, Organisation and Structure</b>
<p>This module aims to support and enhance the students to develop and understand the importance and relevance of group work theory and practice. The module is intended to introduce social care students to the principles of group work, skills and knowledge needed for group work. It is essential for students to gain practical experience of group dynamics, planning, implementation, and evaluation of groups. The learner will have an experiential and theoretical understanding of group work, a capacity to facilitate group work and a clear understanding of the importance and role of group work social care professional practice.</p> <ul style="list-style-type: none"> <li>• Theories of group dynamics</li> <li>• Group planning</li> <li>• Strategies for groups</li> <li>• Group leadership styles and facilitation</li> </ul> <p>The module will also prepare students for placement in stage 3 equipped with skills and confidence to facilitate various sized groups within the social care settings.</p>

<b>7.4 Work-based learning and practice-placement (if applicable)</b>
N/A

<b>7.5 Specific module resources required (if applicable)</b>
Art materials for experimental learning of group work.

<b>7.6 Application of programme teaching, learning and assessment strategies to this module</b>
<p>Lectures will deliver the module content, with time given for discussion, questions. Web facilitated learning through you-tube clips or Ted talks will take place on occasion. The teaching strategy rests on the core objective of creating an experiential learning environment through the delivery of module content, the facilitation of practical group exercises and activities, reflective questioning, and the application of content to practical case scenarios. The approach will include a one-hour lecture with full cohort of students assigned to the module.</p> <p>The module also incorporates an additional one-hour workshop per week delivered to small groups. Facilitation, role play, presentations of prescribed readings will be used to encourage learners to fully engage with the material. Some of the assessments will test skills and competencies whilst others will test knowledge acquisition.</p> <p><u>Teaching and Learning objectives are to:</u></p> <ul style="list-style-type: none"> <li>• Promote deep learning (through techniques for learner engagement and interactivity, flipped classrooms, groupwork)</li> <li>• Support inclusive teaching (Universal Design for Learning (UDL), EDI and inclusive curricula reflected in module content below)</li> <li>• Provide opportunities for collaborative learning (using different learning spaces as appropriate)</li> </ul> <p><u>This module contains 'Must-pass' assessments and students must attend workshop sessions in person in order to pass.</u></p> <p>If an assessment is essential to the achievement of a MIMLO i.e. there is no other opportunity for the learner to achieve that MIMLO, then the assessment should be designated as 'must pass'. Even if a learner achieves a pass mark by virtue of other assessments, they will fail the module if they do not pass a 'must pass' assessment.</p>

<b>7.7 Summative Assessment Strategy for this module</b>		
<b>MIMLOs</b>	<b>Technique(s)</b>	<b>Weighting</b>
1,3, 4	Theory to Practice Assignment	50%
2, 4	Group Presentation	25%

<b>2, 4</b>	Written Summary - group presentation	<b>25% (Must Pass Assessment)</b>
<b>Standards of Proficiency taught:</b>	1.1, 1.6, 1.7, 1.11, 1.14, 1.18, 1.20, 1.22, 2.1, 2.2, 2.10, 2.11, 2.15, 2.16, 3.2, 3.3, 3.6, 3.7, 3.8, 3.11, 3.14, 4.6, 5.1, 5.5, 5.9, 5.12, 5.18	
<b>Standards of Proficiency assessed:</b>	1.1, 1.7, 1.11, 1.18, 1.20, 1.22, 2.1, 2.2, 2.10, 2.11, 2.15, 2.16, 3.3, 3.6, 3.7, 3.8, 3.11, 4.6, 5.5, 5.9, 5.12, 5.18	

<p><b>7.8 Sample Assessment Materials</b></p> <p><b>Examples of Essay titles:</b></p> <ol style="list-style-type: none"> <li>1. Outline and discuss the theories associated with group work and the implications for practice.</li> <li>2. Discuss and identify the necessary skills needed for the role of the facilitator within a group setting.</li> </ol> <p><i>Assignment Requirements:</i>  Times New Roman Font 12  Line-spacing 1.5  Word count: 1000  Soft copy submission through Turnitin  Criteria used for marking are based on structure, content, grammar, spelling, and referencing</p> <p><b>Practice Exercise – Written Plan / Group Presentation</b>  Short oral presentation of a plan for working with a specific group towards a specific goal. Choose and outline a plan relating to a group to be chosen from typical/hypothetical scenario from a Social Care setting.</p> <p>The oral presentation is accompanied by a written summary (500 words) of the outlined plan with links to module material.</p> <p>Marking of assessments will be in line with the Marking Assessment Guidelines as outlined in Section 3.3 of the College’s <a href="#">Regulations in Relation to Assessment and Standards</a> unless otherwise indicated.</p>
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<p><b>7.9 Indicative reading lists and other information resources</b></p> <p><b>Indicative Core Reading:</b>  Benson, J.F. (2018) <i>Working more creatively with groups</i>, (4<sup>th</sup> edition). London: Routledge  Forsyth, D.R (2018) <i>Group dynamics</i>, (7<sup>th</sup> edition). London: Routledge</p> <p><b>Other reading:</b>  Dale Hunter, (2012) <i>The Art of facilitation</i>. New Zealand: Random House  Prendiville, P. <i>Developing facilitation skills. A handbook for group facilitators</i>. Dublin: Combat Poverty Agency  Schwarz, R. M. (2016) <i>The Skilled Facilitator: A Comprehensive Resource for Consultants, Facilitators, Coaches, and Trainers</i>. New York: John Wiley &amp; sons</p> <p><b>Youtube clips:</b>  Don Forsyth: <a href="https://www.youtube.com/watch?v=GbDUxVcMOx0">https://www.youtube.com/watch?v=GbDUxVcMOx0</a>  Belbin Team roles: <a href="https://www.youtube.com/watch?v=hMesDq_rNOw">https://www.youtube.com/watch?v=hMesDq_rNOw</a>  <a href="https://www.youtube.com/watch?v=7LunroajlLE">https://www.youtube.com/watch?v=7LunroajlLE</a>  Group dynamics: <a href="https://www.youtube.com/watch?v=7LunroajlLE">https://www.youtube.com/watch?v=7LunroajlLE</a></p>
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