Communication and People Skills

Section A: Headline Information	
Module title	Communication and People Skills
Module NFQ level (only if an NFQ level can be demonstrated)	8
Module number/reference	TBC
Module Co-ordinator	Gerry Morgan
Parent programme	Higher Certificate in Social, Political and Community Studies; BA in Social, Political and Community Studies; BA (Honours) in Social, Political and Community Studies.
Stage of parent programme	Stage 1
Semester (semester1/semester2 if applicable)	Semester 1
Module credit units (FET/HET/ECTS)	ECTS
Module credit number of units	5
List the teaching and learning modes	Lectures, Class discussion and debate, Learner Presentations.
Entry requirements (statement of knowledge, skill and competence)	College Entry Requirements must be satisfied for entry onto Stage 1.
Pre-requisite module titles	None
Co-requisite module titles	None
Is this a capstone module? (Yes or No)	No
Specification of the qualifications (academic, pedagogical and professional/occupational) and experience required of staff (staff includes workplace personnel who are responsible for learners such as apprentices, trainees and learners in clinical placements)	Module co-ordinators, lecturers and tutors must have a minimum Level 9 qualification in communications. It is desirable that staff teaching on this module have direct experience of communication within a professional context.
Maximum number of learners per module	25
Duration of the module	1 Semester: 12 weeks
Average (over the duration of the module) of the contact hours per week (see * below)	2 hours per week
Module-specific physical resources and support required per centre (or instance of the module)	Lecture Hall and Small Group work Room, Library resources and access to Moodle
Analysis of required learning effort	
Effort while in contact with staff	

Classroom and demon-strations		Mentoring and small-group tutoring		Other (specify)		Directed e-learning (hours)	Independent learning (hours)	Other hours (specify)	Work-based learning hours of learning effort	Total effort (hours)
Hours	Minimum ratio teacher/learner	Hours	Minimum ratio teacher/learner	Hours	Minimum ratio teacher/learner					
12	1: 5	12	1: 5				101			125

Allocation of marks (within the module)

	Continuous assessment	Supervised project	Proctored practical examination	Proctored written examination	Total
Percentage contribution	100%: Essay 60%, Group Presentation 40%				**100%**

Section B: Module Descriptor	
Rationale for Inclusion of the Module in the Programme and its Contribution to the Overall IPLOs	It is essential that learners have acquired competency in effective communication with service users, co-workers, multi-disciplinary team members and local community participants. They need to be aware broadly of the nature of communication, along with the possible cultural and contextual pitfalls. Their understanding needs to extend to oral and written communication but also to the non-verbal.
Module Aims and Objectives	This module is designed to support the learner to develop an understanding of communication (in its various modes), active listening, self and other, in order to develop required skills and competencies.
Minimum Module Learning Outcomes	On successful completion of this module, learners should be able to: 1. Demonstrate an ability to communicate effectively orally and in writing. (MIPLO 4) 2. Understand the basic principles of communication. (MIPLO 3,4) 3. Make a short effective presentation. (MIPLO 4, 8) 4. Have a clear understanding of the communication skills needed for professional community, voluntary and non-profit work practice. (MIPLO 4, 7)

Information Provided to Learners about the Module	College Prospectus specifies module name, stage and ECTS. College website and programme handbook to contain (in addition to above) short description of module content, module learning outcomes, prerequisite modules, and assessment mechanisms. Module handbook to contain (in addition to above) schedule of classes and topics, detailed assessment information with titles and submission dates, full bibliography and list of learning resources. Diploma Supplement contains module name, code, stage and ECTS.
Module Content, Organisation and Structure	The following topics will be delivered through lectures. Learners will also have web facilitated learning in the form of guided readings on Moodle. • What is communication? Models of communication. Coding and decoding. Cultural Difference • Language, modes and registers • Context and meaning The following topics build on the theory, moving into the area of praxis. Delivered through lectures and small group work. • Formal written communication • Non-verbal communication • Active Listening • Communicating with non-verbal service users • The need for self-awareness • The right to be heard. The capacity to choose and make decisions Finally, learners will be facilitated to integrate their knowledge and practical communication skills working towards a group presentation.
Module Teaching and Learning Strategy	The module coordinator will deliver most of the module content, with time given for questions and discussion. Web-facilitated learning through You-Tube clips or TED Talks will take place on occasion. Learners will, in small groups have the opportunity to break down the material in tutorials for greater examination of the issues. Prescribed readings will be used to encourage engagement by learners, and provide a basis for formative assessment or assessment for learning (Carlow College, Teaching and Learning Strategy). Peer learning will be facilitated through a group presentation assignment.
Work-Based Learning and Practice-Placement	Not Applicable
E-Learning	Not Applicable
Specifications for Module Staffing Requirements	Staff: Learner ratio is typical of the overall programme approach with a maximum of 25 learners.

	Staffing requirements: 1 lecturer with teaching and/or research competence in the relevant area.
Module Summative and Formative Assessment Strategy	Present essay plan and receive feedback **(Formative)** Essay examining aspects of communication in the profession. This will also serve to assess the learners' ability in written communication (1500 words) **(Summative)** 60% Give a group presentation to peers to demonstrate presentation skills or use video to record a presentation for peers to be posted on course Moodle page. (10 minute presentation) Peer and tutor feedback. **(Formative and Summative)**. Learners will be assessed both on their presentation and on their feedback 40%
Sample Assessment Materials	1. Outline the ways in which we communicate non-verbally in the course of every interaction with community groups. 2. The self can be described as the tool of the caring/community work professional. Outline the ways in which self-awareness is important for such professionals. 3. Why are boundaries in Community Work of such great importance?
Reading Lists and Other Information Resources	**Essential Reading:** Bolton, G. (2005). *Reflective Practice: Writing and Professional Development*. London: Sage. Thompson, N. (2015). *People Skills.* London: Palgrave MacMillan. Thompson, N. (2011). *Effective Communication: A Guide for the People Professions*. London: Palgrave Macmillan.
Module Physical Resource Requirements	This module requires a room suitable for small group workshops. It also requires equipment for audio-visual presentation.