

Group Dynamics and Facilitation

Section A: Headline Information	
Module title	Group Dynamics and Facilitation
Module NFQ level (only if an NFQ level can be demonstrated)	Level 8
Module number/reference	TBC
Module co-ordinator	Gerry Morgan
Parent programme(s)	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 2
Module credit units (FET/HET/ECTS)	ECTS
Module credit number of units	5 ECTS
List the teaching and learning modes	This module will be delivered principally through lectures in the beginning moving into practical workshops and learner led presentations in the later stages.
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 the relevant discipline or a closely cognate area. Where experiential learning is at the core of the module the co-ordinator must have appropriate experience in the required skill and practice area.
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, small group work room; access to Moodle; e-portfolio access.
Analysis of required learning effort	
*Effort while in contact with staff	

Classroom and demonstrations		Mentoring and small-group tutoring		Other (specify) Preparation for group facilitation		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			21	40	40		125
Allocation of marks (within the module)										
				Continuous assessment	Supervised project	Proctored practical examination	Proctored written examination	Total		
Percentage contribution				100%				100%		

Section B: Module Descriptor	
Rationale for Inclusion of the Module in the Programme and its Contribution to the Overall IPLOs	An understanding of and capacity to facilitate group work is important for the working with communities and groups in a professional context. This module is intended to introduce learners to the skills and knowledge needed for group work.
Module Aims and Objectives	This module is intended to introduce the learner to the following: <ul style="list-style-type: none"> theories of group dynamics group planning strategies for groups group leadership styles and facilitation
Minimum Module Learning Outcomes	On successful completion of this module, learners should be able to: <ol style="list-style-type: none"> Demonstrate a clear understanding of the practical implications of group dynamics. (MIPLO 4) Prepare a clear plan for a group process including resource analysis, aims and evaluation methods. (MIPLO 4) Demonstrate leadership/facilitation skills in practice. (MIPLO 4, 5) Understand the theories associated with group work. (MIPLO 4)

Information Provided to Learners about the Module	<p>College Prospectus specifies module name, stage and ECTS.</p> <p>College website and programme handbook to contain (in addition to above) short description of module content, module learning outcomes, prerequisite modules, and assessment mechanisms.</p> <p>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.</p> <p>Diploma Supplement contains module name, code, stage and ECTS</p>
Module Content, Organisation and Structure	<p>The following topics will be delivered through lectures. Learners will also have web facilitated learning in the form of guided readings on Moodle.</p> <ul style="list-style-type: none"> • Introduction to theories of group dynamics (Bion and Yalom) • Inclusion, Identity and cohesion • Structure, Influence and Power <p>The next four topics build on the theory and learners start to examine group needs and planning, moving into the area of praxis. Delivered through lectures and small group work.</p> <ul style="list-style-type: none"> • Researching the need for a group (Benson) • Group vs Individual needs (Benson) • Drawing up a plan for group work (Benson) • Leadership and facilitation skills (Benson) <p>The final two items are intended to allow learners to gain the skills need to implement the learning practically. Delivered in small groups to all for mentoring.</p> <ul style="list-style-type: none"> • Learner Presentations of plans • Short peer group facilitation by learners
Module Teaching and Learning Strategy	<p>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 exercise and activities, reflective questioning and the application of content to practical case study scenarios. The approach will include a one-hour lecture with the full cohort of students assigned to the module. The module also incorporates an additional one hour lecture/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.</p>
Work-Based Learning and Practice-Placement	<p>Not applicable</p>
E-Learning	<p>Use of VLE; demonstration of learning through e-portfolio.</p>
Specifications for Module Staffing Requirements	<p>Module co-ordinators, lecturers and tutors must have a minimum Level 9 qualification in the relevant discipline or a closely cognate area. Staff delivering this module must have personal professional experience of group facilitation and planning.</p>
Module Summative and Formative Assessment Strategy	<p>Presentation of a plan for working with a specific group towards a specific goal with feedback. (Formative and summative) 25%; MIPLOs 4.</p>

	<p>A written submission of that plan in outline (750 words). Summative 25% MIPLOs 4.</p> <p>An essay on the group dynamic theory which includes reflection on their facilitation experience during this module (1,250-1,500 words). Summative 50% MIPLOs 4 and 5.</p>
<p>Sample Assessment Materials</p>	<p>Sample of essay title: ‘Outline and discuss the theories associated with group work and the implications for practice.’</p>
<p>Reading Lists and Other Information Resources</p>	<p><u>Essential Reading:</u> Benson, J. F. (2001). <i>Working More Creatively With Groups</i>. London: Routledge.</p> <p>Forsyth, D.R. (2009). <i>Group Dynamics</i>. London: Wadsworth.</p> <p><u>Other Reading:</u> Bion, W.R. (1998). <i>Experiences in Groups</i>. London: Routledge.</p> <p>Prendiville, P. (2004). <i>Developing Facilitation Skills: A handbook for Group Facilitators</i>. Dublin: Combat Poverty Agency.</p> <p>Stanchfield, J. (2007). <i>Tips and Tools: The art of experiential group facilitation</i>. USA: Wood’N’Barnes Publishing.</p>
<p>Module Physical Resource Requirements</p>	<p>This module requires a lecture hall and a room suitable for small group workshops. It also requires equipment for audio-visual presentation.</p>