Module Specification

Developing Individuals and Teams

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Contents

Part 1: Information

Module title: Developing Individuals and Teams

Module code: UTLH3U-15-M

Level: Level 7

For implementation from: 2023-24

UWE credit rating: 15

ECTS credit rating: 7.5

College: College of Health, Science & Society

School: CHSS School of Education and Childhood

Partner institutions: None

Field: Secondary Education and Lifelong Learning

Module type: Module

Pre-requisites: None

Excluded combinations: None

Co-requisites: None

Continuing professional development: Yes

Professional, statutory or regulatory body requirements: None

Part 2: Description

Overview: This module focuses on supporting and developing individuals and teams within educational contexts.

Features: Not applicable

Educational aims: This module focuses on enhancing the growth and collaboration of individuals and teams within educational environments. It covers strategies for fostering personal development and teamwork, including communication, leadership,

and conflict resolution skills. Through a combination of theoretical frameworks and practical applications, participants gain insights into effective mentoring, coaching, and feedback techniques. Emphasis is placed on creating supportive and inclusive learning environments conducive to both individual and collective success.

Outline syllabus: This module focuses key knowledge, skills and ability to support personal development within educational contexts. This includes areas such as key theories, approaches and frameworks to help understand personal development, needs analysis, performance indicators and management, communication skills and conflict resolution, active listening skills through coaching and mentoring conversations, understanding individual motivation and developmental goals, ethics , reflection and action planning.

Part 3: Teaching and learning methods

Teaching and learning methods: This module offers students a structured and engaging learning journey, guiding them towards the achievement of specific learning outcomes. The content is thoughtfully curated to facilitate active learning, peer collaboration, and accessibility.

Content Formats:
- Students will have access to a variety of learning materials including clear written text, diagrams, animations, videos, interactive elements, activities, quizzes, and discussions.
- The diverse formats aim to cater to different learning styles and preferences, ensuring inclusivity and engagement.

Facilitating Active Learning:
- Emphasis is placed on active learning strategies where students are encouraged to apply their understanding through tasks and activities.
- Tasks are designed to be authentic and directly relevant to program learning outcomes, fostering real-world application of knowledge.

Facilitating Peer Learning:

- Structured online discussion forums provide opportunities for students to engage with peers, share perspectives, and challenge ideas.
- Asynchronous group work, facilitated through platforms like wikis, encourages collaboration and enhances learning through peer interaction.

Ensuring Inclusivity and Accessibility:

- All learning materials adhere to W3C accessibility standards, ensuring compatibility with popular screen-readers and offering alternative formats where necessary.
- Content is designed to be culturally inclusive, avoiding language or imagery that may alienate or exclude any student demographic.

Key Learning Principles:

- Prioritizing Student Learning: The module design focuses on maximizing student engagement and achievement.
- Ensuring Coherent Design: Content is structured in a logical and organized manner to facilitate seamless learning progression.
- Offering Opportunities for Personalization: Students are encouraged to tailor their learning experience to their individual needs and interests.
- Harnessing Technology: Innovative use of technology enhances the learning experience and facilitates interaction.
- Building Communities: Collaborative learning environments foster a sense of community and support among students.

Integration of UWEs Enhancement Framework:

- The module design aligns closely with UWE's Enhancement Framework principles, ensuring a cohesive and student-centred learning experience.
- By integrating these principles, the module aims to promote success-focused learning outcomes and overall student satisfaction.

Module Learning outcomes: On successful completion of this module students will achieve the following learning outcomes.

MO1 Critically evaluate approaches to professional development.

MO2 Analyse developmental requirements and learning needs in a specific educational context.

MO3 Demonstrate attentive listening and effective communication skills in aiding individual professional development.

Hours to be allocated: 150

Contact hours:

Independent study/self-guided study = 132 hours

E-learning/online learning = 18 hours

Reading list: The reading list for this module can be accessed at readinglists.uwe.ac.uk via the following link https://rl.talis.com/3/uwe/lists/034F38BC-89E6-9CFD-D45F-B81F86E382BA.html

Part 4: Assessment

Assessment strategy: The assessment has been designed to allow students to demonstrate the learning outcomes and develop the key skills in evaluating approaches and applying these to an educational context through a professional dialogue in relation to personal development.

The learners are required to engage in a short development focused conversation and write a reflective analysis relating the conversation to the theory and evidence regarding support and leading personal development within a specific educational context.

The resit strategy is the same as for the first sit.

Assessment tasks:

Case Study (First Sit)
Description: Recorded interview with colleague supporting a professional development conversation (30 mins).
Feedback and reflection on the process and outcome (1500 words).

Weighting: 100 %

Final assessment: Yes

Group work: No

Learning outcomes tested: MO1, MO2, MO3

Case Study (Resit)

Description: Recorded interview with colleague supporting a professional development conversation (30 mins).

Feedback and reflection on the process and outcome (1500 words).

Weighting: 100 %

Final assessment: Yes

Group work: No

Learning outcomes tested: MO1, MO2, MO3

Part 5: Contributes towards

This module contributes towards the following programmes of study:

Education Leadership [UWE Online] MA 2023-24