The Further Education and Training Awards Council (FETAC) was set up as a statutory body on 11 June 2001 by the Minister for Education and Science. Under the Qualifications (Education & Training) Act, 1999, FETAC now has responsibility for making awards previously made by NCVA.

Module Descriptor

Group Work Theory and Practice

Level 6   E30163

www.fetac.ie
# Level 6 Module Descriptor

## Summary of Contents

<table>
<thead>
<tr>
<th>Description</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction</td>
<td>Describes how the module functions as part of the national vocational certificate framework.</td>
</tr>
<tr>
<td>Module Title</td>
<td>Indicates the module content. This title appears on the learner’s certificate. It is no more than 35 characters in length. It can be used to download the module from the website <a href="http://www.fetac.ie">www.fetac.ie</a>.</td>
</tr>
<tr>
<td>Module Code</td>
<td>An individual code is assigned to each module; a letter at the beginning denotes a vocational or general studies area under which the module is grouped and the first digit denotes its level within the national vocational certificate framework.</td>
</tr>
<tr>
<td>Level</td>
<td>Indicates where the module is placed in the national vocational certificate framework, from Level 3 to Level 6.</td>
</tr>
<tr>
<td>Credit Value</td>
<td>Denotes the amount of credit that a learner accumulates on achievement of the module.</td>
</tr>
<tr>
<td>Purpose</td>
<td>Describes in summary what the learner will achieve on successfully completing the module and in what learning and vocational contexts the module has been developed. Where relevant, it lists what certification will be awarded by other certification agencies.</td>
</tr>
<tr>
<td>Preferred Entry Level</td>
<td>Recommends the level of previous achievement or experience of the learner.</td>
</tr>
<tr>
<td>Special Requirements</td>
<td>Learners must be working in community development in a co-ordination or leadership role.</td>
</tr>
<tr>
<td>General Aims</td>
<td>Describe in 3-5 statements the broad skills and knowledge learners will have achieved on successful completion of the module.</td>
</tr>
<tr>
<td>Units</td>
<td>Structure the learning outcomes; there may be no units.</td>
</tr>
<tr>
<td>Specific Learning Outcomes</td>
<td>Describe in specific terms the knowledge and skills that learners will have achieved on successful completion of the module.</td>
</tr>
<tr>
<td>Portfolio of Assessment</td>
<td>Provides details on how the learning outcomes are to be assessed.</td>
</tr>
<tr>
<td>Grading</td>
<td>Provides details of the grading system used.</td>
</tr>
<tr>
<td>Individual Candidate Marking Sheets</td>
<td>List the assessment criteria for each assessment technique and the marking system.</td>
</tr>
<tr>
<td>Module Results Summary Sheet</td>
<td>Records the marks for each candidate in each assessment technique and in total. It is an important record for centres of their candidate’s achievements.</td>
</tr>
<tr>
<td>Appendices</td>
<td>Can include approval forms for national governing bodies.</td>
</tr>
<tr>
<td>Glossary of Assessment Techniques</td>
<td>Explains the types of assessment techniques used to assess standards.</td>
</tr>
<tr>
<td>Assessment Principles</td>
<td>Describes the assessment principles that underpin FETAC approach to assessment.</td>
</tr>
</tbody>
</table>
**Introduction**

A module is a statement of the standards to be achieved to gain an FETAC award. Candidates are assessed to establish whether they have achieved the required standards. Credit is awarded for each module successfully completed.

The standards in a module are expressed principally in terms of specific learning outcomes, i.e. what the learner will be able to do on successful completion of the module. The other elements of the module - the purpose, general aims, assessment details and assessment criteria - combine with the learning outcomes to state the standards in a holistic way.

While FETAC is responsible for setting the standards for certification in partnership with course providers and industry, it is the course providers who are responsible for the design of the learning programmes. The duration, content and delivery of learning programmes should be appropriate to the learners’ needs and interests, and should enable the learners to reach the standard as described in the modules. Modules may be delivered alone or integrated with other modules.

The development of learners’ **core skills** is a key objective of vocational education and training. The opportunity to develop these skills may arise through a single module or a range of modules. The core skills include:

- taking initiative
- taking responsibility for one’s own learning and progress
- problem solving
- applying theoretical knowledge in practical contexts
- being numerate and literate
- having information and communication technology skills
- sourcing and organising information effectively
- listening effectively
- communicating orally and in writing
- working effectively in group situations
- understanding health and safety issues
- reflecting on and evaluating quality of own learning and achievement.

Course providers are encouraged to design programmes which enable learners to develop core skills.
1. Module Title  
Group Work Theory and Practice

2. Code  
E30163

3. Level  
6

4. Value  
1

5. Purpose  
This module is designed to enhance learners understanding of group work theory and practice. Candidates are required to have a basic understanding of group dynamics and facilitation skills. It is aimed at those who are currently employed in the community and voluntary sector or have at least 3yrs experience in community development. This can be used as a stand-alone module or as an elective within the Community Development Award Level 6.

6. Preferred Entry Level  
Level 5 Certificate, or equivalent qualifications and/or relevant life and work experiences.

7. Special Requirements  
Learners must have successfully completed FETAC Level 5 ‘Working with Groups’ module or its equivalent.

8. General Aims  
Learners who successfully complete this module will:

8.1 Acquire critical understanding of the theory underpinning group work.
8.2 Reflect on individual group work practice
8.3 Acquire interpersonal skills applicable to group work practice
8.4 Evaluate their practice as group workers
8.5 Develop creative methods of approach to facilitation
8.6 Appreciate the importance of the processes involved in co-facilitation.

9. Units  

<table>
<thead>
<tr>
<th>Unit</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit 1</td>
<td>Group work Theory and Practice</td>
</tr>
<tr>
<td>Unit 2</td>
<td>Group Construction and Roles</td>
</tr>
<tr>
<td>Unit 3</td>
<td>Task and Process in groups</td>
</tr>
<tr>
<td>Unit 4</td>
<td>Group stages</td>
</tr>
<tr>
<td>Unit 5</td>
<td>Co-facilitated practical skills workshop</td>
</tr>
</tbody>
</table>
10 Specific Learning Outcomes

Unit 1 Group work theory and practice

The learner should be able to:

10.1.1 Demonstrate a knowledge and understanding of core group work concepts

10.1.2 Demonstrate a knowledge and awareness of group dynamics as they are manifested in practice

10.1.3 Identify and define key facilitation skills

10.1.4 Demonstrate a flexibility in their practice appropriate to specific group needs, with particular emphasis on staff groups

10.1.5 Demonstrate self awareness and an ability to reflect on their practice in group facilitation

Unit 2 Group construction and Roles

The learner should be able to:

10.2.1 Demonstrate knowledge of how groups are constructed at the level of the practical, the conscious and the unconscious

10.2.2 Identify the dynamics that occur in group’s in relation to their construction

10.2.3 Demonstrate knowledge of the role of the facilitator in relation to group construction

10.2.4 Identify exercises and processes that assist group development.

10.2.5 Explain roles within groups

10.2.6 Identify different roles that individuals take up in groups.

10.2.7 Demonstrate knowledge of how roles are created in groups.

10.2.8 Demonstrate knowledge of roles as they apply to Task, Process, and, Egocentric behaviour.

10.2.9 Demonstrate a self awareness regarding the roles they themselves assume.
Unit 3. Group Stages and Task and Process in groups

The learner should be able to:

10.3.1 Define task and process as they apply to groups and group work.
10.3.2 Demonstrate knowledge of the role of facilitator in relation to maintaining balance between task and process in group work.
10.3.4 Identify and define the key stages of group process.
10.3.5 Define the concepts of love and will in the life of a group.
10.3.6 Demonstrate knowledge of how they apply to the different stages of group process.
10.3.7 Identify challenges and issues that arise for groups in the different stages.
10.3.8 Demonstrate knowledge of the role of the facilitator in each stage.

Unit 4. Plan a co-facilitated workshop.

10.4.1 Plan a co-facilitated workshop as part of the “gathering for Learning” programme.
10.4.2 Explain the stages involved in planning and delivering a co-facilitating workshop.
10.4.3 Distinguish between facilitating on one’s own and co-facilitating.
10.4.4 Identify practical and interpersonal skills needed for co-facilitation.
10.4.5 Devise a co-facilitated workshop.
10.4.6 Identify group needs.
10.4.7 Demonstrate an awareness of the stage and development of the group.
10.4.8 Devise workshop aims and objectives.
10.4.9 Demonstrate effective time management in the delivery of a co-facilitated workshop.
10.4.10 Critically evaluate the co-facilitated workshop.
10.4.11 Demonstrate a flexible approach to facilitation during the workshop.
10.4.12 Deliver and respond to feedback as apart of workshop process.
10.4.13 Evaluate and document learning from the session.
11 Assessment Summary

<table>
<thead>
<tr>
<th></th>
<th>50%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Skills Demonstration</td>
<td></td>
</tr>
<tr>
<td>Project</td>
<td></td>
</tr>
</tbody>
</table>

11.1. Skills demonstration

The internal assessor will devise a brief which will require the candidate to:
- Co-facilitate the “Gathering for Learning” session of the course programme. They are required to plan, implement and document evaluation of the session.
- The internal assessors will observe candidates carrying out a range of skills demonstrating the following skills:
  - Evidence of preparation
  - Time management
  - Meeting the objectives of the session
  - Appropriateness of reconvening exercises to group stage.
  - Facilitation skills, encouraging participation, listening, summarising, clarification, moving the group on.
  - Evidence of self awareness
  - Evidence of ability to reflect on experience and identify learning.

11.2. Project

The internal assessor will devise a brief that requires candidates to demonstrate
- An understanding of, and application of group work theory in particular choosing one of the five aspects of group life.
- Ability to analyse, evaluate and draw conclusion with reference to own group experience.

12 Grading

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pass</td>
<td>50 - 64%</td>
</tr>
<tr>
<td>Merit</td>
<td>65 - 79%</td>
</tr>
<tr>
<td>Distinction</td>
<td>80 - 100%</td>
</tr>
<tr>
<td>Assessment Criteria</td>
<td>Maximum Mark</td>
</tr>
<tr>
<td>-----------------------------------------</td>
<td>--------------</td>
</tr>
<tr>
<td><strong>11.1. Skills Demonstration</strong></td>
<td></td>
</tr>
<tr>
<td>Preparation / planning</td>
<td></td>
</tr>
<tr>
<td>Evidence of planning session outline</td>
<td></td>
</tr>
<tr>
<td>Time management</td>
<td></td>
</tr>
<tr>
<td>Appropriateness of reconvening exercises</td>
<td></td>
</tr>
<tr>
<td>Meeting the objectives</td>
<td></td>
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<tr>
<td>Facilitation skills</td>
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<tr>
<td>Encouraging participation</td>
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<tr>
<td>Listening</td>
<td></td>
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<tr>
<td>Summarising</td>
<td></td>
</tr>
<tr>
<td>Clarification</td>
<td></td>
</tr>
<tr>
<td>Moving the group on</td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>50</td>
</tr>
</tbody>
</table>

Assessor's Signature: _________________________ Date: __________

External Authenticator's Signature: ________________ Date: __________
Candidate Name: _____________________  PPSN: ______________

Centre: ___________________________________  Centre No: __________

<table>
<thead>
<tr>
<th>Assessment Criteria</th>
<th>Maximum Mark</th>
<th>Candidate Mark</th>
</tr>
</thead>
<tbody>
<tr>
<td>11.2 Project</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Apply group work theory choosing one of the five aspects of group life to own group work practice</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Analysis</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Evaluate and draw conclusions of own group work experience</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>50</strong></td>
<td></td>
</tr>
</tbody>
</table>

Assessor's Signature: ____________________  Date: ______

External Authenticator's Signature: ____________________  Date: ______
Glossary of Assessment Techniques

**Assignment:** An exercise carried out in response to a brief with specific guidelines and usually of short duration.
Each assignment is based on a brief provided by the internal assessor. The brief includes specific guidelines for candidates. The assignment is carried out over a period of time specified by the internal assessor.

Assignments may be specified as an oral presentation, case study, observations, or have a detailed title such as audition piece, health fitness plan or vocational area profile.

**Collection of Work:** A collection and/or selection of pieces of work produced by candidates over a period of time that demonstrates the mastery of skills.
Using guidelines provided by the internal assessor, candidates compile a collection of their own work. The collection of work demonstrates evidence of a range of specific learning outcomes or skills. The evidence may be produced in a range of conditions, such as in the learning environment, in a role-play exercise, or in real-life/work situations.

This body of work may be self-generated rather than carried out in response to a specific assignment e.g. art work, engineering work etc

**Examination:** A means of assessing a candidate’s ability to recall and apply skills, knowledge and understanding within a set period of time (time constrained) and under clearly specified conditions.
Examinations may be:
- Practical, assessing the mastery of specified practical skills demonstrated in a set period of time under restricted conditions.
- oral, testing ability to speak effectively in the vernacular or other languages.
- interview-style, assessing learning through verbal questioning, on one-to-one/group basis.
- aural, testing listening and interpretation skills.
- theory-based, assessing the candidate’s ability to recall and apply theory, requiring responses to a range of question types, such as objective, short answer, structured, essay. These questions may be answered in different media such as in writing, orally etc.

**Learner Record:**
A self-reported record by an individual, in which he/she describes specific learning experiences, activities, responses, skills acquired.
Candidates compile a personal logbook/journal/diary/daily diary/record/laboratory notebook/sketch book.
The logbook/journal/diary/daily diary/record/laboratory notebook/sketch book should cover specified aspects of the learner’s experience.

**Project:** A substantial individual or group response to a brief with guidelines usually carried out over a period of time.
Projects may involve:
research – requiring individual/group investigation of a topic
process – e.g. design, performance, production of an artefact/event

Projects will be based on a brief provided by the internal assessor or negotiated by the candidate with the internal assessor. The brief will include broad guidelines for the candidate. The work will be carried out over a specified period of time.

Projects may be undertaken as a group or collaborative project, however the individual contribution of each candidate must be clearly identified.

The project will enable the candidate to demonstrate: (some of these – about 4 or 5)
• understanding and application of concepts in (specify area)
• use/selection of relevant research/survey techniques and sources of information, referencing/bibliography
• ability to analyse, evaluate, draw conclusions, make recommendations
• understanding of process /production of documentation/support studies/log
• design skills
• planning skills
• ability to implement/ produce/ make/ construct/ perform (specify)
• mastery of tools and techniques
• creativity/ visual/media/technological awareness
• problem solving skills
• time management skills
• team working, co-operation, participation
• presentation/display skills

Skills Demonstration: Assessment of mastery of specified practical, organisational and/or interpersonal skills.

These skills are assessed at any time throughout the learning process by the internal assessor/ another qualified person in the centre for whom the candidate undertakes relevant tasks.

The skills may be demonstrated in a range of conditions, such as in the learning environment, in a role-play exercise, or in real-life/work situations.

The candidate may submit written report/supporting documentation as part of the assessment.

Examples of skills: laboratory skills, computer skills, coaching skills, interpersonal skills.
FETAC Assessment Principles

1. Assessment is regarded as an integral part of the learning process.

2. All FETAC assessment is criterion referenced. Each assessment technique has assessment criteria which detail the range of marks to be awarded for specific standards of knowledge, skills and competence demonstrated by candidates.

3. The mode of assessment is generally local i.e. the assessment techniques are devised and implemented by assessors (internal assessors/trainers) in centres.

4. Assessment techniques in FETAC modules are valid in that they test a range of appropriate learning outcomes.

5. The reliability of assessment techniques is facilitated by providing support for assessors.

6. Arising from an extensive consultation process, each FETAC module describes what is considered to be an optimum approach to assessment. When the necessary procedures are in place, it will be possible for assessors to use other forms of assessment, provided they are demonstrated to be valid and reliable.

7. To enable all learners to demonstrate that they have reached the required standard, candidate evidence may be submitted in written, oral, visual, multimedia or other format as appropriate to the learning outcomes.

8. Assessment of a number of modules may be integrated provided the separate criteria for each module are met.

9. Group or team work may form part of the assessment of a module, provided each candidate’s achievement is separately assessed.