Module Descriptor

Title	Working In A Team		
Session	2025/26	**Status**	
Code	BAEL07002	**SCQF Level**	7
Credit Points	10	**ECTS (European Credit Transfer Scheme)**	5
School	**Education and Social Sciences**		
Module Co-ordinator	J Leslie		

Summary of Module

The module will allow students to develop skills in identifying what is meant by team and teamwork. Students will seek to describe the personal and professional qualities needed to be an effective contributor within an Early Learning and Childcare team.

Students will investigate how teams develop, and the stages as defined for example by Tuckman (Forming, Storming, Norming and Performing) (1965). Roles within teams will be explored using models such as Belbin (1993). Students will develop a greater understanding of the complexity of teams and the varying perspectives within teams which can lead to conflict as well as ways in which members can play to their strengths to support effective practice, through teambuilding.

Collaborative working will be investigated and the extent to which it plays an important part in supporting all members of teams and developing a positive organisational culture. The concept of 'leadership at all levels' will be explored and students will be encouraged to apply this knowledge to their practice, developing understanding of their work context and their role within the workplace.

This is set within the context of the Early Years sector enabling students to consider the nature of professional working, including ethical practice, confidentiality and data protection.

The module enables students to develop the following UWS Graduate Attributes:

Collaborative

Effective communicator

Resilient

The module contributes towards the following UN Sustainability Goals:

Ensure healthy lives and promote well-being for all at all ages

Promote sustained, inclusive and sustainable economic growth, full and productive employment and decent work for all

Module Delivery Method	On-Campus[1] ☒	Hybrid[2] ☐	Online[3] ☐	Work -Based Learning[4] ☐
Campuses for Module Delivery	☐ Ayr ☐ Dumfries	☒ Lanarkshire ☐ London ☐ Paisley	☐ Online / Distance Learning ☐ Other (specify)	

Terms for Module Delivery	Term 1	☐	Term 2	☐	Term 3	☒
Long-thin Delivery over more than one Term	Term 1 – Term 2	☐	Term 2 – Term 3	☐	Term 3 – Term 1	☐

Learning Outcomes	
L1	Define and discuss what is meant by a team and teamwork and how this applies to your role and the roles of others.
L2	Identify a range of strategies used in successful teambuilding and demonstrate how these may be applied in an early childhood setting to create a positive work environment
L3	Discuss personal and professional qualities required for effective teamwork, in relation to professionalism and standards for professional practice
L4	
L5	

Employability Skills and Personal Development Planning (PDP) Skills	
SCQF Headings	**During completion of this module, there will be an opportunity to achieve core skills in:**
Knowledge and Understanding (K and U)	**SCQF 7** Demonstrate broad knowledge of the theories of teams and team building and the role of collaboration in effective teamwork.
Practice: Applied Knowledge and Understanding	**SCQF 7** Analysis of team membership, team working and collaboration with the everyday functioning of the setting, including awareness of ethical practice, data protection and confidentiality.
Generic Cognitive skills	**SCQF 7**

[1] Where contact hours are synchronous/ live and take place fully on campus. Campus-based learning is focused on providing an interactive learning experience supported by a range of digitally-enabled asynchronous learning opportunities including learning materials, resources, and opportunities provided via the virtual learning environment. On-campus contact hours will be clearly articulated to students.

[2] The module includes a combination of synchronous/ live on-campus and online learning events. These will be supported by a range of digitally-enabled asynchronous learning opportunities including learning materials, resources, and opportunities provided via the virtual learning environment. On-campus and online contact hours will be clearly articulated to students.

[3] Where all learning is solely delivered by web-based or internet-based technologies and the participants can engage in all learning activities through these means. All required contact hours will be clearly articulated to students.

[4] Learning activities where the main location for the learning experience is in the workplace. All required contact hours, whether online or on campus, will be clearly articulated to students

	Present and evaluate information and ideas relating to collaboration and team working. Synthesis of ideas relating to professionalism and standards for professional practice.
Communication, ICT and Numeracy Skills	**SCQF 7** Convey ideas in a well-structured and coherent form.
Autonomy, Accountability and Working with Others	**SCQF 7** Work under guidance, with others to acquire an understanding of current professional practice.

Prerequisites	**Module Code**	**Module Title**
	Other	
Co-requisites	**Module Code**	**Module Title**

Learning and Teaching	
In line with current learning and teaching principles, a 20-credit module includes 200 learning hours, normally including a minimum of 36 contact hours and maximum of 48 contact hours.	
Learning Activities During completion of this module, the learning activities undertaken to achieve the module learning outcomes are stated below:	**Student Learning Hours** (Note: Learning hours include both contact hours and hours spent on other learning activities)
Lecture / Core Content Delivery	18
Work-based Learning	50
Independent Study	32
Please select	
Please select	
Please select	
TOTAL	100

Indicative Resources
The following materials form essential underpinning for the module content and ultimately for the learning outcomes: Cable, C, Miller, L and Goodliff, G. (2012) Working with Others in the Early Years . Maidenhead. Open University Press. (e-book) Stacey, M. (2009) Teamwork and collaboration in early years settings. Exeter. Learning Matters.

(N.B. Although reading lists should include current publications, students are advised (particularly for material marked with an asterisk*) to wait until the start of session for confirmation of the most up-to-date material)

Attendance and Engagement Requirements
In line with the Student Attendance and Engagement Procedure, Students are academically engaged if they are regularly attending and participating in timetabled on-campus and online teaching sessions, asynchronous online learning activities, course-related learning resources, and complete assessments and submit these on time. **For the purposes of this module, academic engagement equates to the following:** All fulltime students are required to attend all scheduled classes and participate with all delivered elements of the module as part of their engagement with their programme of study. Consideration will be given to students who have protection under the appropriate equality aw.

Equality and Diversity
The University's Equality, Diversity and Human Rights Procedure can be accessed at the following link: UWS Equality, Diversity and Human Rights Code. In line with current legislation (Equality Act, 2010) and the UWS Equality, Diversity, and Human Rights Code, our modules are accessible and inclusive, with reasonable adjustment for different needs where appropriate. Module materials comply with University guidance on inclusive learning and teaching, and specialist assistive equipment, support provision and adjustment to assessment practice will be made in accordance with UWS policy and regulations.
(N.B. Every effort will be made by the University to accommodate any equality and diversity issues brought to the attention of the School)

Supplemental Information

Divisional Programme Board	**Please select**
Overall Assessment Results	☐ **Pass / Fail** ☒ **Graded**
Module Eligible for Compensation	☒ **Yes** ☐ **No** **If this module is eligible for compensation, there may be cases where compensation is not permitted due to programme accreditation requirements. Please check the associated programme specification for details.**
School Assessment Board	Early Years
Moderator	A,Malik
External Examiner	S. Harris
Accreditation Details	
Module Appears in CPD catalogue	☒ **Yes** ☐ **No**
Changes / Version Number	1.1

Assessment (also refer to Assessment Outcomes Grids below)
Assessment 1

Students will consider problem-based learning activities relating to a case study staff team comprising a minimum of 4 team members and their own practice experiences. Using teamwork models from their studies, students will propose individual staff responses to problems, analyse how these responses may impact on the other members of the team and generate solutions to issues. Part A: A poster presentation (60%)
Assessment 2
Part B: Essay (1000 words) (40%)
Assessment 3
(N.B. (i) Assessment Outcomes Grids for the module (one for each component) can be found below which clearly demonstrate how the learning outcomes of the module will be assessed. (ii) An indicative schedule listing approximate times within the academic calendar when assessment is likely to feature will be provided within the Student Module Handbook.)

Component 1							
Assessment Type	**LO1**	**LO2**	**LO3**	**LO4**	**LO5**	**Weighting of Assessment Element (%)**	**Timetabled Contact Hours**
Poster	☒	☒	☐	☐	☐	60	0

Component 2							
Assessment Type	**LO1**	**LO2**	**LO3**	**LO4**	**LO5**	**Weighting of Assessment Element (%)**	**Timetabled Contact Hours**
Essay	☐	☐	☒	☐	☐	40	0

Component 3							
Assessment Type	**LO1**	**LO2**	**LO3**	**LO4**	**LO5**	**Weighting of Assessment Element (%)**	**Timetabled Contact Hours**
	☐	☐	☐	☐	☐		
Combined total for all components						100%	0 hours

Change Control

What	**When**	**Who**
Module descriptor annual update; update to include reference to SDGs and Graduate Attributes; add moderator; change of External Examiner;	12/03/25	J Leslie