

University of the West of Scotland

Module Descriptor

Session: 202425

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| Title of Module: Working in a Team | | | |
| Code: BAEL07002 | SCQF Level: 7 (Scottish Credit and Qualifications Framework) | Credit Points: 10 | ECTS: 5 (European Credit Transfer Scheme) |
| School: | School of Education and Social Sciences | | |
| Module Co-ordinator: | J Leslie | | |
| Summary of Module | | | |
| <p>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.</p> <p>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.</p> <p>This will all be 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.</p> | | | |

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| Module Delivery Method | | | | | |
| Face-To-Face | Blended | Fully Online | HybridC | Hybrid 0 | Work-Based Learning |
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| See Guidance Note for details. | | | | | |

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| Campus(es) for Module Delivery |
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| The module will normally be offered on the following campuses / or by Distance/Online Learning: (Provided viable student numbers permit) (tick as appropriate) | | | | | | |
| Paisley: | Ayr: | Dumfries: | Lanarkshire: | London: | Distance/Online Learning: | Other: |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Add name |

| Term(s) for Module Delivery | | | | | |
|---|--------------------------|--------|--------------------------|--------|-------------------------------------|
| (Provided viable student numbers permit). | | | | | |
| Term 1 | <input type="checkbox"/> | Term 2 | <input type="checkbox"/> | Term 3 | <input checked="" type="checkbox"/> |

| Learning Outcomes: (maximum of 5 statements) These should take cognisance of the SCQF level descriptors and be at the appropriate level for the module. At the end of this module the student will be able to: | |
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| 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 |

| Employability Skills and Personal Development Planning (PDP) Skills | |
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| SCQF Headings | During completion of this module, there will be an opportunity to achieve core skills in: |
| Knowledge and Understanding (K and U) | SCQF Level 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 Level 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 Level 7 Present and evaluate information and ideas relating to collaboration and team working. |

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| | Synthesis of ideas relating to professionalism and standards for professional practice. | |
| Communication, ICT and Numeracy Skills | SCQF Level 7 Convey ideas in a well-structured and coherent form. | |
| Autonomy, Accountability and Working with others | SCQF Level 7 Work under guidance, with others to acquire an understanding of current professional practice. | |
| Pre-requisites: | Before undertaking this module the student should have undertaken the following: | |
| | Module Code: | Module Title: |
| | Other: | |
| Co-requisites | Module Code: | Module Title: |

| Learning and Teaching | |
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| 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 (Normally totalling 200 hours): (Note: Learning hours include both contact hours and hours spent on other learning activities) |
| Lecture/Core Content Delivery | 18 |
| Work Based Learning/Placement | 50 |
| Independent Study | 32 |
| | Hours Total 100 |
| **Indicative Resources: (eg. Core text, journals, internet access) | |

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 (part-time and distant learning students should check with their programme leader for any queries) 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 law.

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](#).

Please ensure any specific requirements are detailed in this section. Module Co-ordinators should consider the accessibility of their module for groups with protected characteristics..

(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

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| Divisional Programme Board | Division of Education |
| Assessment Results (Pass/Fail) | Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> |
| School Assessment Board | Childhood Studies/Practice & Early Years |
| Moderator | TBC |
| External Examiner | I. Birnie |
| Accreditation Details | e.g. ACCA Click or tap here to enter text. |
| Changes/Version Number | 1.0 |

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| Assessment: (also refer to Assessment Outcomes Grids below) |
| <p>Formative Assessment for this module will include practice activities during class workshops and reflective posts on the VLE site based on workplace experiences. Digitally enabled, efficient and effective formative feedback will provide students with guidance on how to gauge and inform progress.</p> <p>In small groups, students will consider problem-based learning activities relating to a case study staff team comprising a minimum of 4 team members. 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.</p> <p>The Summative Assessment for this module will consist of two parts as described below:</p> <p>Part A: A poster presentation (60%) Part B: Essay (1000 words). (40%)</p> |
| Assessment 1 – Poster presentation |
| Assessment 2 - Essay |
| <p>(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.</p> <p>(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.)</p> |

Assessment Outcome Grids (See Guidance Note)

| Assessment Type (Footnote B.) | Learning Outcome (1) | Learning Outcome (2) | Learning Outcome (3) | Weighting (%) of Assessment Element | Timetabled Contact Hours |
|--------------------------------------|-----------------------------|-----------------------------|-----------------------------|--|---------------------------------|
| Poster presentation | X | X | | 60 | 0 |

| Assessment Type (Footnote B.) | Learning Outcome (1) | Learning Outcome (2) | Learning Outcome (3) | Weighting (%) of Assessment Element | Timetabled Contact Hours |
|--------------------------------------|-----------------------------|-----------------------------|-----------------------------|--|---------------------------------|
| Essay | | | X | 40 | 0 |

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| Combined Total for All Components | 100% | XX hours |
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Change Control:

| What | When | Who |
|---|-------------|------------|
| Further guidance on aggregate regulation and application when completing template | 16/01/2020 | H McLean |
| Updated contact hours | 14/09/21 | H McLean |
| Updated Student Attendance and Engagement Procedure | 19/10/2023 | C Winter |
| Updated UWS Equality, Diversity and Human Rights Code | 19/10/2023 | C Winter |
| Guidance Note 23-24 provided | 12/12/23 | D Taylor |
| General housekeeping to text across sections. | 12/12/23 | D Taylor |
| Module descriptor update following cyber incident | 06/02/24 | J Leslie |

Version Number: MD Template 1 (2023-24)