University of the West of Scotland

Module Descriptor

Session: 23-24

Title of Module: Working in a Team			
Code: EDUC07037	**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:	Joyce 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 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. |

Module Delivery Method					
Face-To-Face	**Blended**	**Fully Online**	**HybridC**	**Hybrid 0**	**Work-Based Learning**
☒	☐	☐	☐	☐	☐
See Guidance Note for details.					

Campus(es) for Module Delivery

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:
☐	☐	☐	☒	☐	☐	Add name

Term(s) for Module Delivery					
(Provided viable student numbers permit).					
Term 1	☐	Term 2	☐	Term 3	☒

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:	
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	Click or tap here to enter text.
L5	Click or tap here to enter text.

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 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. 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:**

*Indicates that module descriptor is not published.

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** (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
Choose an item.	
Choose an item.	

Choose an item.	
Choose an item.	
Choose an item.	
Choose an item.	
	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.

Click or tap here to enter text.

(**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

Divisional Programme Board	Division of Education
Assessment Results (Pass/Fail)	Yes ☐No ☒
School Assessment Board	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

Assessment: (also refer to Assessment Outcomes Grids below)
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. 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. The Summative Assessment for this module will consist of two parts as described below: Part A: A poster presentation (60%) Part B: Essay (1000 words). (40%)
Assessment 1 – Poster presentation

Assessment 2 - Essay
Assessment 3 – Free Text
(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.)

Assessment Outcome Grids (See Guidance Note)

Component 1							
Assessment Type (Footnote B.)	**Learning Outcome (1)**	**Learning Outcome (2)**	**Learning Outcome (3)**	**Learning Outcome (4)**	**Learning Outcome (5)**	**Weighting (%) of Assessment Element**	**Timetabled Contact Hours**
Poster presentation	X	X				60	0

Component 2							
Assessment Type (Footnote B.)	**Learning Outcome (1)**	**Learning Outcome (2)**	**Learning Outcome (3)**	**Learning Outcome (4)**	**Learning Outcome (5)**	**Weighting (%) of Assessment Element**	**Timetabled Contact Hours**
Essay			X			40	0

Component 3							
Assessment Type (Footnote B.)	**Learning Outcome (1)**	**Learning Outcome (2)**	**Learning Outcome (3)**	**Learning Outcome (4)**	**Learning Outcome (5)**	**Weighting (%) of Assessment Element**	**Timetabled Contact Hours**
Combined Total for All Components						**100%**	**XX hours**

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)