



MODULE HANDBOOK

Certificate of Higher Education in Employability Skills

LEVEL 4

Effective Team Working and Communication (BMSW4009)

Module Lead: James Moore

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2024-2025

AIM(S)

- To introduce students to strategies for effective team working.
- To develop students' awareness of the range of communication skills integral to success within the workplace.

LEARNING OUTCOMES

Upon the successful completion of this module, the student should be able to:

- apply the main theories relating to relationships, group dynamics, team working and communication to their own workplace examples;
- analyse and apply team working theories and models

INDICATIVE CONTENT

Through task-based study, students will explore:

- human relationships
- diversity and the importance creativity
- working collaboratively: shared ownership, responsibility and issues related to confidentiality;
- negotiating and developing ideas;
- group dynamics theories;
- theories of team structures, such as Belbin and Tuckman;
- group strategies: shared objectives, group agreements, meaningful schedules and effective delegation.
- role of leadership and management
- inter-personal communication including: body language, active listening, personal presentation and context awareness;
- written communication: formats and structures;
- strategies for improving clarity of expression, grammar, syntax and punctuation;
- presentation formats and structures;
- communication with an audience using visual and electronic resources

LEARNING AND TEACHING STRATEGY

Lectures will introduce the students to the concepts, principles and practices. Tutorials and seminars will introduce practical examples which will be used to support the application, discussion, and critical evaluation of techniques learned. Case studies will also be used to develop understanding and application of the techniques.

Study Time Allocation

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	40	20%
Independent learning	160	80%
Placement learning	0	0 %
TOTAL	200	100%

ASSESSMENT (Tick one)

☐ Written exam ☒ Coursework ☒ Practical

Mode of assessment	Volume	Weighting
Written report	An individual 1000 word reflective report (properly academically referenced and structured)	50%

Mode of assessment	Volume	Weighting
Group presentation supported by individual written report	group presentation (5 minute individual contribution) supported by an individual 1000 word report	50%

Assessment Summary

Activity type	Percentage
Written exam	0%
Coursework	50%
Practical	50%
TOTAL	100%

INDICATIVE READING LIST

Module Code	BMSW4009	
Module Title	Effective Teamworking and Communication	
Classification	Reading List entry	Electronic*
Essential	Mullins, L.J. & Christy, G., (2016). Management & organisational behaviour Eleventh.(11 th Edition). Harlow:Pearson	☒
Essential	Belbin, R. M., (2010) Team roles at work, (2nd edition). London: Routledge	☒
Essential	Tuckman, B.W. and Harper, B.E. (2012) Conducting educational research. 6th edn. United States: Rowman & Littlefield Publishers.	☒
Essential	Stadler, S., (2019). Conflict, Culture and Communication, Milton: Routledge.	☒
Essential	Heffernan, M. (2019) Wilful Blindness, Simon & Schuster Ltd	☒
Essential	Heffernan, M. (2012) Dare To Disagree https://www.ted.com/talks/margaret_heffernan_dare_to_disagree?utm_campaign=tedsread&utm_medium=referral&utm_source=tedcomshare	☒
Essential	Heffernan, M. (2015) Super Chickens, Forget the Pecking Order https://www.ted.com/talks/margaret_heffernan_forget_the_pecking_order_at_work?utm_campaign=tedsread&utm_medium=referral&utm_source=tedcomshare	☒

Module Code	BMSW4009	
Module Title	Effective Teamworking and Communication	
Classification	Reading List entry	Electronic*
Essential	Sinek, S. (2023) Trust: the Basis of High Performing Teams https://youtu.be/P8oieO9za84?si=ZDNualg9hPQ_Y5UU	☒
Further	Adair, J.E., (2015). Effective teambuilding : how to make a winning team (revised.edition). London : Pan Books	☐
Further	Kline, N. (2002) Time To Think: Listening to Ignite the Human Mind, Cassel	☒
Further	Kline, N (20) More Time To Think: the Power of Independent Thinking, Fisher King	☒
Further	Quintanilla, K.M. & Wahl, S.T., (2020). Business and professional communication: KEYS for workplace excellence (4 th edition). Los Angeles : SAGE ©2020	☐
Further	Tannenbaum, S.I. & Salas, E., (2021). Teams that work :the seven drivers of team effectiveness, New York: Oxford University Press	☒
Further	Belbin, R. M & Belbin, R. Meredith, 2010. Management teams why they succeed or fail 3rd ed., Amsterdam ; Oxford: Butterworth-Heinemann.	☒
Further	Duck, S. & McMahan, D.T., 2021. Communication in everyday life : a survey of communication (4 th Edition), Los Angeles : SAGE	☐
Further	Academi Wales (2018) Applied Positive Psychology, https://academiwales.gov.wales/repository/resource/b798a5ea-50e3-46f1-9293-35160f01f266/overview	☒
Further	Academi Wales (2018) Trust: the Foundation of Successful Teams https://academiwales.gov.wales/repository/resource/a3ea75b8-48af-4dd7-b70b-f3ef9bad08e7/overview	☒
Further	Academi Wales (2016) Coaching: Developing People for Success https://academiwales.gov.wales/repository/resource/425cacb-2cfd-4573-b2f1-cea1df17664c/overview	☒

Websites

www.belbin.com	www.cipd.co.uk	www.acas.org.uk
www.scienceforwork.com	www.mindtools.com	www.personneltoday.com
www.simonsinek.com/	www.ted.com/talks	

September 2024 Timetable

Week	Week Commencing	Topic
1	30/9/24	Introductions Difference: the power of (and downsides of!) Relationships: how to build and maintain them Know-Like-Trust Benefits of collaboration Introducing the assessment
2	7/10/24	Reflections on Relationships People dynamics: Transactional Analysis and The Drama Triangle How people respond Applied Positive Psychology Listening and Coaching styles: the importance of creating space to understand and collaborate
3	14/10/24	Reflections on People and People Dynamics What is Conflict: why it is inevitable and essential How to deal with Conflict Thomas Kilmann model
4	21/10/24	Reflections on Relationships and Conflict Communication skills: the foundation of teams Belbin's team roles How to build team engagement and motivation
5	28/10/24	Reading Week
6	4/11/24	Reflections on the dynamics of teams and the roles that are needed. Teams vs Groups Tuckman's theory
7	11/11/24	Reflections on how teams develop Reflections on Teams The role of leaders in building teams Group Assessment preparation in class
8	18/11/24	Pre-booked 1:1 assessment support
9	25/11/24	Mock Presentations in class Submission of Written Report Module Evaluation Survey
10	2/12/24	Assessment FINAL presentation Note. Speaker notes for your individual presentations must be uploaded to the Turnitin link. 1 team member to e mail the entire group presentation by 10.00am on the day of the formal presentation.
11	9/12/24	Group Activity

LEVEL 4 ASSESSMENT SPECIFICATION

Student name:		Student ID number:	
Programme:	Certificate in Higher Education – Skills for the Workplace		
Module:	Effective Team-working and Communication		
Module code:	BMSW4009	Contribution to Overall Module Assessment (%):	100%
Lecturer:	James Moore	Internal Verifier:	Rhiannon Akers
Assignment Title:	Task 1 - Written Report Task 2 - Group Presentation	Word count (or equivalent):	Task 1 - 1000 words Task 2 - 5 minutes per person
Submission deadline:	Task 1 - 29 th November at 23:59 Task 2 - Week commencing 2 nd December 2024 (Drafts deadline: 20 th November 2024)	Return date of provisional marks & written feedback:	17 th January 2025 at 23:59 for both tasks
Submission method:	All written assessments, where practical and possible, must be submitted via Turnitin unless otherwise instructed by the Lecturer. (Please DO NOT put this assessment specification into Turnitin or it will match many similarities with other students' submissions.) Alternative submission method (if applicable): Late submission of the assessment will result in a late penalty mark: Work which is submitted up to 1 week late will be capped at 40% for the first attempt and will be awarded a mark of 0% for re-assessment. Late submission penalties may be lifted only if there is an approved extenuating circumstances claim. Work submitted more than 1 week late will be considered as a non-submission and will not be marked. The work may be considered as a submission for reassessment if offered by an Examining Board or if there is an approved extenuating circumstances claim.		
Academic honesty / referencing:	Academic honesty is required. In the main body of your submission you must give credit to authors on whose research and ideas your work is based. Append to your submission a reference list that indicates the books, articles, etc. that you have used, cited or quoted in order to complete this assessment.		

Module Learning Outcomes (from module syllabus)
Upon the successful completion of this module, the student should be able to: • apply the main theories relating to relationships, group dynamics, team working and communication to their own workplace examples; • analyse and apply team working theories and models

TASK DESCRIPTION

RESEARCH	For this assessment, you can use Generative AI to support you in research, including searching for bibliography, using tools to summarise, compare and interrogate materials.	Yes ☐ No x
STRUCTURE	For this assessment, you can use Generative AI to support you in structuring your submission, including creating a draft argument structure, identifying parts and headings, etc.	Yes ☐ No x
PROOFREADING	For this assessment, you can use Generative AI to check your own text/creation for grammatical and syntactical mistakes, including rephrasing of your own work within specific standards.	Yes ☐ No x
WRITING	For this assessment, you can use Generative AI to create text for submission.	Yes ☐ No x
CREATIVE	For this assessment, you can use Generative AI to create creative materials, such as images.	Yes ☐ No x
PROGRAMING	For this assessment, you can use Generative AI to create and check code.	Yes ☐ No x
NONE	For this assessment, you are not allowed to use any type of Generative AI support. This includes research support, structure support, writing/proofreading support and creative support.	Yes ☐ No x

TASK 1 - REPORT – 1000 WORDS

Our ability to relate and communicate are critical to us being effective in any group or team setting. This means we need to know ourselves, know who we are with, and know our environment. You are required to write a reflective report based on your own personal experiences of working within a team, linking these to relevant models and theory from the module.

Your reflective report should include the following:

1. Contents page (not included in your wordcount).
2. Introduction - Define teamwork and identify your natural role within teams.
3. Findings - Discuss how the models and theory learnt through the module has impacted you and the way you participate as a team member. You should include specific examples.
4. Conclusion - Summarise your findings and confirm what actions you will take to be an effective team member in the future.
5. Reference list (not included in your word count).

Your answers need to be written in an appropriately academic manner, and apply your knowledge and understanding in a workplace context. Your report should include relevant theories such as team development, relationships, conflict and preferences.

Your work should be referenced accordingly, by both providing in-text citations and a reference list containing a minimum of 15 references. This should follow UWTSD Harvard Referencing Guide which can be located on Moodle.

Please upload your word document to Turnitin by **29th November 2024** at **23:59**.

TASK 2 - GROUP PRESENTATION – 5 MINUTES PER PERSON

The ability to present ourselves and our ideas is vital to being effective. Understanding how people work in teams is essential to help these to be as high performing as possible.

Your task is to:

- Create a group of 4-5 people who you will work with to develop and deliver a group presentation.
- Build your group into a team (using your reflections to help you to write Task 1).
- Develop a team presentation that you will deliver to the rest of the module participants entitled “What we have learnt about effective teams?”

Your presentation should include appropriate academic references, team reflections, and ideas about how to help people work collaboratively in workplaces.

The presentations will take place during the week commencing **2nd December 2024**. All members of the group are required to take part in the presentation.

GUIDANCE FOR STUDENTS IN THE COMPLETION OF TASKS

NOTE: The guidance offered below is linked to the five generic assessment criteria overleaf.

1. Engagement with Literature Skills

Your work must be informed and supported by scholarly material that is *relevant* to and *focused* on the task(s) set. You should provide evidence that you have accessed an appropriate *range* of sources, which may be academic, governmental and industrial; these sources may include academic journal articles, textbooks, current news articles, organisational documents, and websites. You should consider the *credibility* of your sources; academic journals are normally highly credible sources while websites require careful consideration/selection and should be used sparingly. Any sources you use should be current and up-to- date, mostly published within the last five years or so, though seminal/important works in the field may be older. You must provide *evidence* of your research/own reading throughout your work, using a suitable referencing system, including in-text citations in the main body of your work and a reference list at the end of your work.

Guidance specific to this assessment: You should include at least 8 references in the report. These should be taken from appropriate journals, textbooks and reliable websites. A reference list should be provided using Harvard referencing conventions (please note this is not included in your word count)

2. Knowledge and Understanding Skills

At level 4, you should be able to demonstrate knowledge of the underlying concepts and principles associated with your area(s) of study. *Knowledge* relates to the facts, information and skills you have acquired through your learning. You demonstrate your *understanding* by interpreting the meaning of the facts and information (knowledge). This means that you need to select and include in your work the concepts, techniques, models, theories, etc. appropriate to the task(s) set. You should be able to explain the theories, concepts, etc. to show your understanding. Your mark/grade will also depend upon the *extent* to which you demonstrate your knowledge and understanding.

Guidance specific to this assessment: You should demonstrate your knowledge and understanding of relationships, diversity, communication and teams that you have studied within the module.

3. Cognitive and Intellectual Skills

You should be able to present, evaluate and interpret qualitative and quantitative data, in order to develop lines of argument and make sound judgements in accordance with basic theories and concepts of your subject(s) of study. You should be able to evaluate the appropriateness of different approaches to solving problems related to your area(s) of study and/or work. Your work must contain evidence of logical, analytical thinking. For example, to examine and break information down into parts, make inferences, compile, compare and contrast information. This means not just describing what! But also justifying: Why? How? When? Who? Where? At what cost? You should provide justification for your arguments and judgements using evidence that you have reflected upon the ideas of others within the subject area and that you are able to make sound judgements and arguments using data and concepts. Where relevant, alternative solutions and recommendations may be proposed.

Guidance specific to this assessment: You should be able to present logical arguments that are robustly underpinned with academic literature.

4. Practical Skills

At level 4, you should be able to apply the basic underlying concepts and principles to evaluate and interpret these within the context of your area of study. You should be able to demonstrate how the subject-related concepts and ideas relate to real world situations and/or a particular context. How do they work in practice? You will deploy models, methods, techniques, and/or theories, in that context, to assess current situations, perhaps to formulate plans or solutions to solve problems, or to create artefacts. This is likely to involve, for instance, the use of real world artefacts, examples and cases, the application of a model within an organisation and/or benchmarking one theory or organisation against others based on stated criteria.

Guidance specific to this assessment: You should use examples to illustrate the points you make and apply the models/theorists to real-life situations.

5. Transferable Skills for Life and Professional Practice

Your work must provide evidence of the qualities and transferable skills necessary for employment requiring the exercise of some personal responsibility. This includes demonstrating: that you can communicate the results of your study/work accurately and reliably, and with structured and coherent arguments; that you can initiate and complete tasks and procedures, whether individually and/or collaboratively; fluency of expression; clarity and effectiveness in presentation and organisation. Work should be coherent and well-structured in presentation and organisation.

Guidance specific to this assessment: You should demonstrate academic report writing skills and your work should be organised and well structured, with no grammar issues.

STUDENT FEEDBACK FORM

This section details the *extent* to which the assessment criteria are demonstrated by you, which in turn determines your mark. The marks available for each category of skill are shown. Lecturers will use the space provided to comment on the achievement of the task(s), including those areas in which you have performed well and areas that would benefit from development/improvement.

Generic Assessment Criteria	Marks available	Marks awarded
1. Engagement with Literature Skills	20	
2. Knowledge and Understanding Skills	20	
3. Cognitive and Intellectual Skills	15	
4. Practical Application Skills	20	

5. Transferable Skills for Life and Professional Practice	25	

Assessment Mark (Assessment marks are subject to ratification at the Exam Board. These comments and marks are to give feedback on module work and are for guidance only until they are confirmed.)	Late Submission Penalties (tick if appropriate)		%
	Up to 1 week late (40% Max)		
	Over 1 week late (0%)		

GENERIC ASSESSMENT CRITERIA

Level 4

In accordance with the Framework for Higher Education Qualifications, at the end of Level 4 students will be expected to have demonstrated knowledge of the basic underlying concepts and principles of a subject, and an ability to evaluate and interpret these within the context of that area of study. They should be able to present, evaluate and interpret qualitative and quantitative data in order to develop lines of argument and make sound judgements in accordance with basic theories and concepts of their subject(s) of study. They will have learned how to evaluate different approaches to solving problems, and will be able to communicate the results of their study/work accurately and reliably, and with structured and coherent arguments. They will be able to undertake further training and develop new skills within a structured and managed environment and will have the qualities and transferable skills necessary for employment requiring the exercise of some personal responsibility.

Level 4	FAIL	MARGINAL FAIL	SATISFACTORY (3 rd / Pass)	GOOD (2.2 / Pass)	VERY GOOD (2.1 / Merit)	EXCELLENT (1 st / Distinction)	EXCEPTIONAL (1 st / Distinction)
Category	0-29%	30-39%	40-49%	50-59%	60-69%	70-84%	85-100%
Engagement with literature (including reading, referencing, academic conventions and academic honesty)	Little or no evidence of reading and/or reliance on inappropriate sources. Views and findings mostly unsupported and non-authoritative. Referencing conventions used incoherently or largely absent.	Poor engagement with essential reading. No evidence of wider reading. Reliance on inappropriate sources, and/or indiscriminate use of sources. Heavily reliant on information gained through class contact. Inconsistent and weak use of referencing.	Engagement with a limited range of mostly relevant and credible sources but with some reliance on information gained through class contact. Some omissions and minor errors. Referencing conventions evident though not always applied accurately or consistently.	Engagement with an appropriate range of literature, including sources retrieved independently. Some over-reliance on texts rather than other sources. Referencing may show minor inaccuracies or inconsistencies.	Engagement with a wide range of literature, including sources retrieved independently. Selection of relevant and credible sources. Generally sound referencing, with no/very few inaccuracies or inconsistencies.	Engagement with an extensive range of relevant and credible literature. Consistently accurate application of referencing.	Exceptional engagement with an extensive range of relevant and credible literature. High-level referencing skills consistently applied.
Knowledge and understanding (Knowledge of the basic underlying concepts and principles of a subject.)	Major gaps in knowledge and understanding of the basic underlying concepts and principles of the subject matter.	Gaps in knowledge of the basic underlying concepts and principles, with flawed or superficial understanding.	Limited knowledge and understanding of the basic underlying concepts and principles within the subject area.	Knowledge of the basic underlying concepts and principles is accurate with a good understanding of	Competent knowledge of the basic underlying concepts and principles. Exhibits very	Excellent knowledge and understanding of the basic underlying concepts and	Exceptional, detailed knowledge and understanding of the basic underlying

Level 4	FAIL	MARGINAL FAIL	SATISFACTORY (3 rd / Pass)	GOOD (2.2 / Pass)	VERY GOOD (2.1 / Merit)	EXCELLENT (1 st / Distinction)	EXCEPTIONAL (1 st / Distinction)
Category	0-29%	30-39%	40-49%	50-59%	60-69%	70-84%	85-100%
	Inclusion of irrelevant material. Substantial inaccuracies.	Some significant inaccuracies and/or irrelevant material.	Some elements may be missing.	the field of study but lacks depth and/or breadth.	good understanding.	principles of the subject.	concepts and principles
Cognitive and intellectual skills (Evaluate underlying concepts and principles of a subject and interpret qualitative and quantitative data in order to develop lines of argument and make sound judgements.)	Wholly or almost wholly descriptive work. Little or no evaluation of the underlying concepts and principles. Failure to develop arguments, leading to illogical or invalid judgements. Minimal or no use of evidence to back up views.	Largely descriptive work, with superficial evaluation of the underlying concepts and principles. Weak interpretation of data, flawed development of arguments and judgements. Information accepted uncritically, uses generalised statements made with scant evidence and unsubstantiated opinions. Ideas sometimes illogical and contradictory.	Limited attempt at evaluation of the underlying concepts and principles, tending towards description. Can interpret qualitative and quantitative data but with some errors. Some evidence to support emerging arguments and judgements but these may be underdeveloped or with a little inconsistency / mis-interpretation.	Good evaluation of the underlying concepts and principles. Can interpret qualitative and quantitative data, with minor errors. An emerging ability to use evidence to support the argument. Mostly valid arguments and logical judgements.	Sound evaluation of the underlying concepts and principles. Can interpret qualitative and quantitative data accurately. Ability to devise arguments using evidence to make mostly appropriate and valid judgements.	Excellent evaluation of the underlying concepts and principles. Can interpret qualitative and quantitative data accurately and with some insight. Excellent ability to devise arguments using evidence and make appropriate and valid judgements.	Exceptional evaluation of the underlying concepts and principles based evidence. Outstanding interpretation of qualitative and quantitative data. Exceptional ability to devise arguments using evidence and make wholly appropriate and valid judgements.
Practical skills (Different approaches to solving problems in particular contexts.)	Limited or no use of taught, basic methods, materials, tools and/or techniques. Little or no appreciation of the context of the application. Very weak evidence of	Rudimentary application of taught, basic methods, materials, tools and/or techniques but without consideration and competence. Flawed	An adequate awareness and mostly appropriate application of basic methods, materials, tools and/or techniques. Basic appreciation of	A good and appropriate application of basic methods, materials, tools and/or techniques. Clear appreciation of the context of the application.	A very good application of a range of basic methods, materials, tools and/or techniques. Very good consideration of the context of the application. Very good	An advanced application of a range of taught, basic methods, materials, tools and/or techniques. The context of the application is well considered, and insightful.	Exceptional levels of application and deployment skills in particular practical contexts. Outstanding identification of problems in particular

Level 4	FAIL	MARGINAL FAIL	SATISFACTORY (3 rd / Pass)	GOOD (2.2 / Pass)	VERY GOOD (2.1 / Merit)	EXCELLENT (1 st / Distinction)	EXCEPTIONAL (1 st / Distinction)
Category	0-29%	30-39%	40-49%	50-59%	60-69%	70-84%	85-100%
	different approaches to problem-solving in particular contexts.	appreciation of the context of the application. Weak evidence of different approaches to problem-solving in particular contexts.	the context of the application. Can identify problems in particular contexts and propose basic alternative approaches or solutions though there may be errors.	Good evidence of different approaches to problem-solving in particular contexts and proposes mostly appropriate solutions.	evidence of different approaches to problem-solving in particular contexts and proposes appropriate solutions.	Excellent evidence of different approaches to problem-solving in particular contexts and proposes appropriate solutions.	contexts and formulation of wholly appropriate, thoughtful solutions / different approaches.
Transferable skills for life and professional practice (Communicate the results of their study/work accurately and reliably, and with structured and coherent arguments; the qualities needed for employment requiring the exercise of some personal responsibility within a structured and managed environment.)	Work is poorly structured, disorganised, inaccurate and/or confusingly expressed. Very weak use of language and/or very inappropriate style. Failure to work effectively individual or as part of a group. Little or no evidence of the skills for employment requiring the exercise of some personal responsibility.	Work is poorly presented in a disjointed manner. It is loosely, and at times incoherently, structured, with information and ideas often poorly expressed. Weak use of language and/or inappropriate style. Flawed approach to individual or group work, meeting only partial obligations to others. Limited evidence of the skills for employment requiring the exercise of some personal responsibility.	Mostly ordered presentation and structure in which relevant ideas / concepts are reasonably expressed. Work may lack coherence and/or accuracy in places. Can work as part of a group, meeting most obligations to others but perhaps with limited involvement in group activities. Demonstrates the basic skills for employment requiring the exercise of some personal responsibility, with some areas of minor weakness.	Mostly coherent, organised and accurate work, in a suitable structure and is for the most part clearly expressed. Can work effectively independently and/or as part of a team, with clear contribution to group activities. Demonstrates the skills for employment requiring the exercise of some personal responsibility, with some areas of strength and some of minor weakness.	Work is accurate, coherent, fluent, well-structured and organised. Can work effectively independently and/or as part of a team, with very good contribution to group activities. Demonstrates very good skills for employment requiring the exercise of some personal responsibility, with just occasional minor weakness.	Work is coherent, very fluent and is presented professionally. Can work effectively independently and/or as part of a team, with an excellent contribution to group activities. Demonstrates excellent skills for employment requiring the exercise of some personal responsibility with an appetite for further development.	Work is accurate, exceptionally coherent, very fluent and presented well. Can work effectively independently and/or as part of a team, with an exceptional contribution to group activities. Demonstrates exceptional skills for employment requiring the exercise of some personal responsibility with an appetite for further development.

