



Higher National Unit specification

General information for centres

Unit title: Integrated Working and Collaborative Practice

Unit code: F56A 35

Unit purpose: The Unit is designed to enable candidates to examine issues relating to integrated and collaborative working within childhood practice. The candidate will explore the nature of collaboration, including related theoretical perspectives and they will place collaboration and integrative working within current legislative and policy frameworks. They will demonstrate the knowledge and skills required to develop a culture of integrated and collaborative practice within their workplace.

To enable candidates to complete this Unit, they will be required to reflect on and develop their own practice and therefore they must be appropriately employed within the early years and childcare sector but there is no need for them to work directly with children or in a childcare setting.

On completion of the Unit the candidate should be able to:

- 1 Demonstrate an understanding of the nature of collaboration and scope of integrated working within childhood practice.
- 2 Analyse current legislative and policy frameworks for integrated and collaborative working within childhood practice.
- 3 Demonstrate the knowledge and skills required to develop a culture of integrated and collaborative working within a childhood practice setting.

Credit points and level: 1 HN credit at SCQF level 8: (8 SCQF credit points at SCQF level 8*)

**SCQF credit points are used to allocate credit to qualifications in the Scottish Credit and Qualifications Framework (SCQF). Each qualification in the Framework is allocated a number of SCQF credit points at an SCQF level. There are 12 SCQF levels, ranging from Access 1 to Doctorates.*

Recommended prior knowledge and skills: It is recommended that candidates should already have achieved a relevant qualification at SCQF level 7 or equivalent and must be working in a childhood practice context.

Core Skills: There are opportunities to develop the Core Skills and Core Skill components of *Communication* — Oral Communication and Written Communication (writing) at SCQF level 6; *Information Technology* at SCQF level 6; *Problem Solving* — Critical Thinking and Planning and Organising at SCQF level 6 and *Working with Others* at SCQF level 6 in this Unit, although there is no automatic certification of Core Skills or Core Skills components.

General information for centres (cont)

Context for delivery: If this Unit is delivered as part of a Group Award, it is recommended that it should be taught and assessed within the subject area of the Group Award to award to which it contributes. This is a mandatory Unit within the Professional Development Award in Childhood Practice at SCQF level 8 (G96H 48) but could also be delivered on a stand alone basis for CPD purposes.

Assessment: Outcomes for this Unit will be assessed holistically. Candidates will be expected to produce an integrative report of approximately 2,500 words meeting the Evidence Requirements for all three Outcomes.

Alternatively, candidates could give a presentation using PowerPoint on issues relating to their own practice supported by a report or a reflective log.

An Assessment Exemplar for this Unit has been produced, centres wishing to use another instrument of assessment are recommended to submit proposals for prior verification.

Higher National Unit specification: statement of standards

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The sections of the Unit stating the Outcomes, Knowledge and/or Skills, and Evidence Requirements are mandatory.

Where evidence for Outcomes is assessed on a sample basis, the whole of the content listed in the Knowledge and/or Skills section must be taught and available for assessment. Candidates should not know in advance the items on which they will be assessed and different items should be sampled on each assessment occasion.

Outcome 1

Demonstrate an understanding of the nature of collaboration and scope of integrated working within childhood practice

Knowledge and/or Skills

- ◆ Need for collaborative working within childhood practice
- ◆ Advantages of integrated and collaborative working
- ◆ Barriers to integrated and collaborative working
- ◆ Different types of multi — professional/agency teams and their purpose within a childhood practice context
- ◆ Theoretical perspectives related to collaborative and integrated working
- ◆ Current opportunities for collaborative and integrated working within childhood practice

Outcome 2

Analyse current legislative and policy frameworks for integrated and collaborative working within childhood practice

Knowledge and/or Skills

- ◆ Current legislation supporting integrated and collaborative working
- ◆ Policy frameworks that support integrated and collaborative working
- ◆ Relevant reports that recommended and support integrated and collaborative working
- ◆ Organisations and individuals that promote integrated and collaborative working

Higher National Unit specification: statement of standards (cont)

Unit title: Integrated Working and Collaborative Practice

Outcome 3

Demonstrate the knowledge and skills required to develop a culture of integrated and collaborative working within a childhood practice setting

Knowledge and/or Skills

- ◆ Examples of integrated and collaborative working within own workplace
- ◆ Advantages of integrated and collaborative working to own workplace
- ◆ Barriers to integrated and collaborative working within own context
- ◆ Potential opportunities to develop integrated and collaborative working within own workplace
- ◆ Knowledge and skills required by self to develop integrated and collaborative working
- ◆ Roles others can play to develop integrated and collaborative working within own context
- ◆ Possible outcomes to own workplace context of developing integrated and collaborative working

Evidence Requirements for Unit

The assessment for this Unit is holistic and candidates should show evidence of integrating the knowledge and skills developed across all Outcomes. They are required to apply the theoretical view of integrated and collaborative working within a childhood practice context acquired in Outcomes 1 and 2 to their own context in Outcome 3.

Candidates will need to provide evidence to demonstrate their Knowledge and/or Skills by showing that they can:

- ◆ justify the need for integrated and collaborative working within childhood practice
- ◆ discuss a range of advantages and the barriers to integrated and collaborative working and relate a minimum of two advantages and two barriers to their own workplace context
- ◆ identify two types of multi — professional/agency teams and their purpose within a childhood practice context
- ◆ analyse one theoretical perspective related to integrated and collaborative working
- ◆ identify current legislation supporting integrated and collaborative working relevant to own workplace context
- ◆ describe two policy frameworks that supports integrated and collaborative working relevant to own workplace context
- ◆ describe two relevant reports that recommended and support integrated and collaborative working
- ◆ describe the role of two organisations and/or individuals that promote integrated and collaborative working within childhood practice
- ◆ give examples of integrated and collaborative working within own workplace
- ◆ describe potential opportunities to develop integrated and collaborative working within own workplace
- ◆ reflect on the knowledge and skills required by self to develop these opportunities further
- ◆ reflect upon the roles others can play to develop these opportunities further
- ◆ identify possible outcomes to own workplace context of developing these opportunities
- ◆ draw on a range of sources to support the assessment and reference them appropriately

Higher National Unit specification: statement of standards (cont)

Unit title: Integrated Working and Collaborative Practice

Assessment Guidelines for Unit

Candidates could produce a 2,500 word integrative essay or report covering all Evidence Requirements for the Unit. Alternatively, candidates could give a presentation using PowerPoint on issues relating to their own practice supported by a report or reflective log.

It is recommended that if this Unit is undertaken as a part of the PDA Childhood Practice at SCQF level 8 Group Award, it is delivered in an integrated fashion with other related Units from the Group Award.

Administrative Information

Unit code: F56A 35

Unit title: Integrated Working and Collaborative Practice

Superclass category: PM

Original date of publication: August 2008

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History of changes:

Version	Description of change	Date

Source: SQA

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Higher National Unit specification: support notes

Unit title: Integrated Working and Collaborative Practice

This part of the Unit specification is offered as guidance. The support notes are not mandatory.

While the exact time allocated to this Unit is at the discretion of the centre, the notional design length is 40 hours.

Guidance on the content and context for this Unit

In keeping with the Scottish Government's vision of a single integrated qualification and professional development framework, this Unit and the Group Award it belongs to has been aligned to the Standard for Childhood Practice, 2007. More specifically this Unit maps to elements of the following Standards:

Managers/lead practitioners:

- ◆ 2.1 — value and demonstrate a commitment to inclusion, diversity, social justice, anti-discrimination, and protecting and caring for children
- ◆ 2.3 — value, respect and show commitment to the parents and carers, families, communities, and other agencies and partnerships with whom they work
- ◆ 3.2 — have a critical understanding of the content of relevant organisational frameworks and statements of principles for supporting and enabling play, learning opportunities and experiences
- ◆ 3.5 — have a critical understanding of the principle features of local, national and international systems, and of policies, practices, and legal requirements relevant to the service
- ◆ 3.6 — have a working knowledge of the breadth of the service and the professional roles and responsibilities of Early Years and Childcare workers within it
- ◆ 3.7 — have a critical understanding of the contribution of other professionals to the service and to other children's services
- ◆ 3.9 — have the knowledge and understanding needed to support evidence informed practice
- ◆ 4.6 — lead and support teamwork and collaboration
- ◆ 4.7 — promote and actively lead others in working with parents and carers, families and communities
- ◆ 4.8 — lead and support collaboration with other agencies and other children's services to build capacity and develop services

Outcome 1

Candidates should be introduced to the development of separate health, social care and educational services for children and examine the need to improve the quality of service offered through an integrated and collaborative approach to childhood practice. They should examine perceived barriers to partnership such as failures in communication; funding implications and distrust between professional groups as well as issues related to training and qualifications, and set these against recognised advantages of collaborative working to children, families and communities. Candidates should be encouraged to debate the wider issues that prevent integrated and collaborative working when all indications support this approach.

Higher National Unit specification: support notes (cont)

Unit title: Integrated Working and Collaborative Practice

Candidates should explore the various types of partnership working and recognise that there is a wide range of different approaches to integrated working in childhood practice. These can be set within a continuum and have varying degrees of partnership:

- ◆ co-operation — agencies working together but remain separate bodies
- ◆ collaboration — agencies work and plan jointly and have common goals to provide a comprehensive service
- ◆ coordination — agencies working systematically together towards shared and agreed goals
- ◆ integration — elements of agencies join into a single organisation

Candidates could investigate examples of each or draw from own experience to share with the rest of the group. Academic journals and local childcare partnership groups often offer case studies of services who work in partnership that could be used to stimulate debate and raise awareness of wider best practice.

Candidates should also look at differing models of multi-professional teams such as: multi-agency teams and multi-disciplinary teams. They should also examine the way that these teams are managed or co-ordinated.

Theoretically candidates can be encouraged to examine the well known team theories such as Belbin and Tuckman but should be aware that the development of multi-professional teams goes beyond these theories, and that additional team characteristics may be required such as shared values, flexibility and reflective practice. (Chandler, T (2006) 'Working in Multidisciplinary Teams' in Pugh and Duffy) develops this further.

Outcome 2

There is an increasing amount of evidence to support multi-professional working and candidates should be encouraged to use an evidence based approach when investigating legislation and policy. They should be familiar with those as related to childhood practice such as:

- ◆ Regulation of Care (Scotland) Act 2001: particularly in relation to the role of the SSSC and its Codes of Practice
- ◆ The National Care Standards for Education and Childcare up to the age of 16 (2005)
- ◆ National Review of the Early Education and Childcare Workforce (2004)
- ◆ The Standard for Childhood Practice (2007)
- ◆ Early Years and Early Intervention Framework: (2008)
- ◆ Getting it Right for Every Child
- ◆ Education (Additional Support for Learning) (Scotland) Act 2004

They should also consider policies drawn from both health care and social care that also promote closer working and collaboration such as 'Equally Well' and 'Toward a Healthier Scotland'.

They should also consider the various reports, often written in response to child protection issues that promote collaboration, some of these are listed overleaf.

Higher National Unit specification: support notes (cont)

Unit title: Integrated Working and Collaborative Practice

Outcome 3

This Outcome gives candidates the opportunity to reflect upon and develop their own practice by initially considering ways in which they currently work with others, and to consider ways in which they could develop further opportunities. Whilst there is no requirement for candidates to carry out these developments they should be encouraged to do so. They should apply to their practice the knowledge that they have gained in the previous Outcomes. The suggested opportunities for integrated and collaborative working should be in the context of where they work and therefore should be along the continuum previously discussed.

Recommended Resources

The following resources are current and available at the time of writing this Unit. Lecturers should ensure that the material used by candidates to support their learning is current and appropriate to their workplace context practice.

Books

Illes-Buck & Newstead (2003), *Essential Skills for Managers of Child-Centred Setting*, London: David Fulton

MacLeod-Brudenell & Kay (2008) (2nd ed), *Advanced Early Years for Foundation Degrees & levels 4/5*, London: Heinemann

Rodd, J. (2006) (3rd ed), *Leadership in Early Childhood*, Maidenhead: OU Press

Pugh, G & Duffy, B (eds) (4th ed), *Contemporary Issues in the Early Years*, London: Sage

Reports

- ◆ The Hammond Inquiry following the death of Kennedy MacFarlane (2003)
- ◆ The report of the death of Caleb Ness:
http://www.edinburgh.gov.uk/social_work/calebness/calebness.html
- ◆ 'It's everyone's job to make sure I'm alright' Report of the Child Protection Audit and Review
<http://www.scotland.gov.uk/Publications/2002/11/15820/14009>
- ◆ Early Years Early Intervention Framework
<http://www.scotland.gov.uk/Publications/2008/03/14121428/4>
- ◆ Scottish Subject Benchmark: The Standard for Childhood Practice 2007
- ◆ www.qaa.ac.uk
- ◆ Brown, K & White K. (2006) Exploring the Evidence Base for Integrated Children's Services. Scottish Executive Education Department. Last accessed on 12/12/08 at
<http://www.scotland.gov.uk/Resource/Doc/90282/0021746.pdf>

Higher National Unit specification: support notes (cont)

Unit title: Integrated Working and Collaborative Practice

Websites

‘Getting it right for every child’
<http://www.scotland.gov.uk/Topics/People/Young-People/childrenservices/girfec>

‘Education (Additional Support for Learning) (Scotland) Act 2004’
http://www.opsi.gov.uk/legislation/scotland/acts2004/asp_20040004_en_1

‘The Inclusion Agenda’ Scottish Government
<http://www.scotland.gov.uk/Topics/People/Social-Inclusion>

Every Child Matters: www.everychildmatters.gov.uk

Equally Well: <http://www.scotland.gov.uk/Publications/2008/06/25104032/13>

www.businessballs.com

Guidance on the delivery and assessment of this Unit

As the Unit forms part of the mandatory section of the PDA Childhood Practice at SCQF level 8 it will be covered in the Graded Unit, this should be given consideration when deciding which order to deliver the Units.

This Unit has been written in such a way that Outcomes 1, 2 and 3 will be assessed holistically.

It is possible to integrate both the content and the assessment of this Unit with other units from the PDA Childhood Practice at SCQF level 8 and the HND Childhood Practice, refer to the appropriate Arrangement Document for further details. If integrating assessments Centres should ensure that all Evidence Requirements are covered and they should **not** be sampled across Units or Outcomes.

Opportunities for developing Core Skills

There are opportunities to develop the Core Skills and Core Skill components of *Communication* — Oral Communication and Written Communication (writing) at SCQF level 6; *Information Technology* at SCQF level 6; *Problem Solving* — Critical Thinking and Planning and Organising at SCQF level 6 and *Working with Others* at SCQF level 6 in this Unit, although there is no automatic certification of Core Skills or Core Skills components.

Communication: This will be developed through communicating at a professional level with peers, colleagues and partnerships as well as producing reports, presentations, portfolios, essays and literature reviews.

Working with others: This will be developed through the use of group discussions, group research and presentation as part of the formative and summative assessment process.

Problem Solving: This will be developed through collation and interpretation of data and also through the practical elements for this Unit.

Higher National Unit specification: support notes (cont)

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Information Technology: This will be developed by the use of software packages to present and manipulate data collected and to present assessment material.

Open learning

The Unit could be delivered by distance learning. However it would require planning by the centre to ensure the sufficiency and authenticity of candidate evidence. Arrangements would have to be made to ensure that assessment of Outcomes 1, 2 and 3 is assessed by an appropriate supervisor.

Candidates with disabilities and/or additional support needs

The additional support needs of individual candidates should be taken into account when planning learning experiences, selecting assessment instruments, or considering alternative Outcomes for Units. Further advice can be found in the SQA document *Guidance on Assessment Arrangements for Candidates with Disabilities and/or Additional Support Needs* (www.sqa.org.uk).

General information for candidates

Unit title: Integrated Working and Collaborative Practice

This Unit is a mandatory Unit in the PDA Childhood Practice at SCQF level 8 and can be taught as part of this award. It can also be delivered on its own for CPD purposes.

This Unit is designed to enable you to examine issues relating to integrated and collaborative working within childhood practice. You will explore the nature of collaboration, including related theoretical perspectives and you will place integrated and collaborative working within current legislative and policy frameworks. You will demonstrate the knowledge and skills required to develop a culture of collaboration and integrated practice within your own workplace by developing opportunities for partnership with others.

To complete this Unit, you will be required to reflect on and develop your own practice and therefore you must be appropriately employed within the early years and childcare sector but there is no need for you to work directly with children or in a childcare setting.

On completion of the Unit you should be able to:

- 1 Demonstrate an understanding of the nature of collaboration and scope of integrated working within childhood practice.
- 2 Analyse current legislative and policy frameworks for integrated and collaborative working.
- 3 Demonstrate the knowledge and skills required to develop a culture of integrated and collaborative working within a childhood practice setting.

You may be given the opportunity to develop the Core Skills and Core Skill components of *Communication* — Oral Communication and Written Communication (writing) at SCQF level 6; *Information Technology* at SCQF level 6; *Problem Solving* — Critical Thinking and Planning and Organising at SCQF level 6 and *Working with Others* at SCQF level 6 in this Unit, although there is no automatic certification of Core Skills or Core Skills component.

The assessment for this Unit is holistic and combines all three Outcomes into a single report. Your tutor may integrate this assessment with others from the Group Award.