



Higher National Unit specification

General information

Unit title: Effective Partnership Working (SCQF level 8)

Unit code: H6MC 35

Superclass: AB

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Version: 02

Unit purpose

The purpose of this Unit is to enable learners to explore and consider key aspects of partnership working and collaborative leadership. Recognising the importance of public sector leadership, analysis will be made of the ways in which partnership working and collaboration can help achieve the objectives of the various stakeholders, set against the backdrop of modern, complex organisations operating in challenging environments.

The Unit is aimed at learners who wish to develop their management capabilities or prepare themselves for a managerial role. It may, therefore, be undertaken on a stand-alone basis or in combination with other Units as part of a management development programme designed for a particular situation.

Outcomes

On successful completion of the Unit the learner will be able to:

- 1 Analyse factors in the development of effective partnerships.
- 2 Examine the development and maintenance of stakeholder relationships within partnership working.
- 3 Evaluate collaborative leadership in the delivery of partnership outcomes.

Credit points and level

2 Higher National Unit credits at SCQF level 8: (16 SCQF credit points at SCQF level 8)

Higher National Unit specification: General information (cont)

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Recommended entry to the Unit

For learners who are completing the group award PDA Diploma in Police Service Leadership and Management at SCQF level 8, it is recommended that learners complete F5GH 36 *Leadership for Managers*, and H1F3 35 *Plan, Lead and Implement Change*, before undertaking this Unit. Alternately, for learners who are undertaking this Unit on a stand-alone basis, they should ideally possess an understanding of *Leadership Theory* at SCQF level 8 (FOEJ 35 *Leadership* — if previously a learner of the DPSLM) and communication skills to a level equivalent to SCQF level 6. It would be beneficial also if all learners had some knowledge of management and business principles. All learners should have good analytical, evaluative and diagnostic skills.

Core Skills

Achievement of this Unit gives automatic certification of the following:

Complete Core Skills Problem Solving at SCQF level 6

Core Skill component(s) None

There are also opportunities to develop aspects of Core Skills which are highlighted in the Support Notes of this Unit Specification.

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 which it contributes.

Equality and inclusion

This Unit specification has been designed to ensure that there are no unnecessary barriers to learning or assessment. The individual needs of learners should be taken into account when planning learning experiences, selecting assessment methods or considering alternative evidence.

Further advice can be found on our website www.sqa.org.uk/assessmentarrangements.

Higher National Unit specification: Statement of standards

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Acceptable performance in this Unit will be the satisfactory achievement of the standards set out in this part of the Unit specification. All sections of the statement of standards are mandatory and cannot be altered without reference to SQA.

Outcome 1

Analyse factors in the development of effective partnerships.

Knowledge and/or Skills

- ◆ Explore the origins of partnership working in policing
- ◆ Identify key events in the development of effective partnerships
- ◆ Analyse the development of internal/external partnerships and stakeholder engagement
- ◆ Review policing responses to developments
- ◆ Analyse models of organisational leadership in the public sector
- ◆ Analyse the relevance of organisational structure and culture in the development of effective relationships
- ◆ Consider the role of formal and informal leaders

Outcome 2

Examine the development and maintenance of stakeholder relationships within effective partnership working.

Knowledge and/or Skills

- ◆ Identify stakeholders and their potential impact
- ◆ Consider the roles and responsibilities of relevant parties
- ◆ Identify effective communication approaches and reporting arrangements
- ◆ Consider the importance of Agreements — formal and otherwise
- ◆ Consider legislation, policies and procedures
- ◆ Assess arrangements for monitoring and review
- ◆ Analyse key external factors

Higher National Unit specification: Statement of standards (cont)

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Outcome 3

Evaluate collaborative leadership in the delivery of partnership outcomes.

Knowledge and/or Skills

- ◆ Explore the principles and benefits of joint working
- ◆ Analyse multi-agency working
- ◆ Evaluate the role of the leader in developing new partnerships
- ◆ Evaluate the role of the leader in maintaining existing partnerships
- ◆ Analyse influencing skills in collaborative leadership
- ◆ Analyse methods to manage conflict in collaborative leadership
- ◆ Analyse negotiation skills in collaborative leadership

Evidence Requirements for this Unit

Learners will need to provide evidence to demonstrate their Knowledge and/or Skills in the form of:

- (a) a learning log that the learner will maintain throughout the period of the Unit.

The learning log will be in an agreed format and will identify the learner's skill development as per the following:

- ◆ The ability to apply analytical skills to complex practical problems
- ◆ Collaborative leadership and partnership working skills
- ◆ The ability to apply relevant skills and processes in relation to the leadership and development of partnerships
- ◆ Partnership project enquiry skills
- ◆ The capacity to evaluate alternative strategies in relation to problems and challenges within a partnership(s)
- ◆ Evaluation of the strengths and weaknesses of particular solutions in specific contexts and their applicability to other situations

- (b) a portfolio of evidence for a work based project which learners will carry out, to include witness testimony from their line manager and an appropriate representative from the partnership agency/ies.

Learners will produce a project proposal and a plan for implementation of the project for approval by their course tutor prior to carrying out the project.

The plan and project should be delivered in an environment consistent with the development of effective partnership working. The proposal must be based on analysis of information and must be compatible with the objectives of the organisation. It must also be approved by the learner's line manager.

Higher National Unit specification: Statement of standards (cont)

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The proposal should include:

- ◆ Background history to the issue being addressed
- ◆ Consideration of why the plan and project would benefit from a partnership approach
- ◆ Justification for selection of the plan and project
- ◆ A clear definition of the plan and project
- ◆ Analysis of potential partner agencies
- ◆ Justification of the approach
- ◆ Anticipated results of the plan and project
- ◆ Resources required

The project plan should follow on from the proposal and should include:

- ◆ Identification of stakeholders and their potential impact on the plan and project
- ◆ Roles and responsibilities of those partner agencies involved
- ◆ Consideration of potential issues in relation to developing and maintaining the partnership, eg influencing/managing conflict/negotiation
- ◆ Key tasks to be achieved with clear deliverables in SMART format
- ◆ Plan/Project timeline
- ◆ Target audience
- ◆ Communication Strategy

Learners will provide work based evidence in relation to the implementation of the project including:

- ◆ Briefings delivered
- ◆ Project monitoring
- ◆ Feedback from key individuals/stakeholders
- ◆ Outcome of plan and project

The project must relate to a particular situation involving partnership working in which the learner acted in a leadership capacity, drawing on the theory and practices that they have studied during the course of the Unit. A structured guidance grid will be provided to managers for this purpose. In exceptional circumstances, following approval by the learner's course tutor, a learner may be given the opportunity to use an alternative real life scenario/case study from an area of the organisation with which they are familiar.

The project will have a specified start point and duration, and the learner will clearly identify their role. The focus is on the learner executing a plan and project to address a specific problem or issue that effective partnership working could address. The plan and project must involve at least one other agency/partner — either internal or external, or a combination - and it must address an issue which meets an organisational priority;

Higher National Unit specification: Statement of standards (cont)

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- (c) an evaluative report regarding the implementation of the plan and project, and the effectiveness of collaborative leadership in delivering partnership outcomes. During their involvement in the plan and project, the learner will utilise the relevant theories, concepts and approaches they have studied and show they can analyse their involvement accordingly. The written content should be about 4,000 words long. Learners are expected to be proactive in their approach to learning and to seek feedback from course tutors at key milestones.

Satisfactory achievement will consist of successful completion of the criteria for each component (a), (b) and (c).



Higher National Unit Support Notes

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Unit Support Notes are offered as guidance and are not mandatory.

While the exact time allocated to this Unit is at the discretion of the centre, the notional design length is 80 hours.

Guidance on the content and context for this Unit

The Unit may be part of a Group Award such as Diploma in Police Service Leadership and Management, designed to provide learners with knowledge and understanding of partnership working, and collaborative leadership. If the Unit is taught as part of the Diploma in Police Service Leadership and Management, it may be necessary to deliver this Unit after learners have completed some other Units in the award.

It is suitable for learners who wish to develop their management capabilities or prepare themselves for a managerial role. It may, therefore, be undertaken on a stand-alone basis or in combination with other Units as part of a management development programme designed for a particular situation.

Where learners are employed, they will be able to apply their analysis to real work situations. However, they may not yet be in occupational roles which include permanent management responsibilities. If this is the case, they may well expect to assume such responsibilities in the near future.

The Unit highlights the dynamic nature of partnership working and relationship building. It is designed to:

- ◆ introduce learners to the nature of partnership working and collaborative leadership and its practise within complex, dynamic organisations.
- ◆ introduce learners to the distinctive issues and practices of working in partnership, and the features of collaborative leadership.
- ◆ provide learners with an opportunity to explore and evaluate collaborative projects that investigate significant work-based issues and propose solutions.

Throughout the Unit the emphasis should be on the practical implication and introduction of ideas and theories into the workplace.

There are a large number of different theories and models which can illustrate the content of this Unit and explain, analyse and evaluate the situation in a particular organisation. The following give some guidance on suitable content. It is neither exhaustive nor prescriptive.

Higher National Unit Support Notes (cont)

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Outcome 1

This Outcome will address the origins and development of partnerships identifying key milestones. This should look at the more relevant developments over the last 30 years, and their impact on collaborative relationships. There will also be a comparison of various theories of organisational leadership, recognising leadership styles, and how this relates to partnerships. The differences between the private sector and the public sector will be identified. Johnson and Scholes' 'Strategic Management Model' could be used to clarify the critical success factors in terms of leadership and partnership, as well as Mark Moore's 'Strategic Triangle'. In relation to internal and external partners there will be a strong focus on financial priorities and funding issues; of particular importance here is the role of the third (voluntary) sector. The importance of strong leadership in order to maximise the benefits of joint working will be taken as a priority. Within the context of policing, in the 1980s this could include joint interviewing with Social Work Department; Architectural Liaison; Community Involvement; Community Safety. The 1990s — Crime Management Units; Preventative Measures; Reduction vs Prevention; Scottish Devolution. The 2000s — Role of Scottish Executive; Local Government in Scotland Act 2003; ASBO's; NIM; MAPPA and PPU's. The 2010s — Christie Commission; Local Government Reform; Police and Fire Reform; Local Accountability; National Performance Framework; Government Economic Strategy. Organisational culture will be discussed in particular Johnson and Scholes' 'Cultural Web' will show the differences in organisational culture. Henry Mintzberg (5 Part Model) will be used to examine structures and how each of the components of individual structures influences how effectively the organisation works in a partnership.

Outcome 2

This Outcome will examine the development and maintenance of partnership relationships, particularly those which are external, taking cognisance of the needs of stakeholders. The formal and informal arrangements that enable partnerships to flourish will be addressed, including pertinent legal issues, policies and procedures, and the need to raise awareness of the issues pertaining to reputational risk. The legislation, policies and procedures will also be addressed via the Scottish Government's Economic Strategy and Local Government in Scotland Act 2003 (Part 2 Community Planning). Approaches to monitoring and evaluation using business tools, eg Balanced Scorecard, will be addressed and contextualised in terms of the maintenance of productive relationships within partnership working, and what approaches can be used when problems occur. PESTEL and SWOT can be used to show how a meaningful action plan for the partnership can be formulated and how this can relate to the National Outcomes set by the Scottish Government.

Outcome 3

The main focus here will be the evaluation of collaborative leadership in relationship to partnership outcomes and Community Planning, The Scottish Government Economic Strategy and how the National Performance Framework relates to the National Outcomes and how to fulfil the five strategic objectives. The interpersonal skills of Influencing, Negotiation and Managing Conflict will be examined particularly where there is a strong emphasis upon achieving collaborative gain. The Violence Reduction Unit at Pitt Street in Glasgow will be the focus of a detailed case study, with regeneration and an 'Asset Based Approach' being analysed. The effects of Austerity will also be explored in relation to the effect this has had on existing partnerships and the formation of new partnerships.

Higher National Unit Support Notes (cont)

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National Occupational Standards

The following National Occupational Standards are consistent with the Outcomes contained in this Unit:

HC4 (ML C4):	Lead change
SFJ BA13:	Enable groups, communities and organisations to address issues which address community safety and social inclusion
SFJCCAA1:	Work in co-operation with other organisations
SFJAD5:	Promote multi-agency working at agencies
SFJBA9:	Contribute to strategies for promoting community justice and social inclusion
D3:	Develop your professional networks
A3:	Develop and sustain relationships with colleagues and stakeholders
CFACSB9:	Deliver customer service using service partnerships

Guidance on approaches to delivery of this Unit

The focus for delivery of this Unit is learner-centred, with the emphasis on applying the theories and concepts from the learning materials to a practical situation. Delivery of the Outcomes will be sequential. Delivery method will be primarily via open and distance learning with access to learning materials, although this will be predicated by a taught tutorial aimed at introducing learners to the learning materials and the case study which learners will work through and feedback on. Group exercises will be used to illustrate pertinent points. Further guidance and discussion will also be available via the online platform or directly from the tutor.

Guidance on approaches to assessment of this Unit

Evidence can be generated using different types of assessment. The following are suggestions only. There may be other methods that would be more suitable to learners.

Centres are reminded that prior verification of centre-devised assessments would help to ensure that the national standard is being met. Where learners experience a range of assessment methods, this helps them to develop different skills that should be transferable to work or further and higher education.

The assessment for this Unit will comprise three distinct components:

- (a) Learning Log: learners will maintain this throughout the period of the Unit, where the focus will be evidencing their development in line with the skills identified below.
- (b) A directed project which involves partnership working. Prior to commencing the Unit, the learner will identify and provide a summary of the partnership they intend to work with and what their involvement will be. The learner will then be required to provide documentation and evidence to detail their involvement in the project, using connecting concepts and theories where appropriate. The project will then be written up and submitted at the conclusion of the Unit along with an evaluative report detailing the implementation of the project. The criteria that the learner needs to be able to

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demonstrate must be consistent with the Outcomes and the skills development below.

- (c) Evidence Portfolio: evidence gathering will be on-going and learners will provide work based evidence in relation to the implementation of the project including: briefings delivered; project monitoring; feedback from key individuals/stakeholders; outcome of plan and project.

Intellectual skills and attributes:

- ◆ Ability to analyse the requirements for effective partnership working and collaborative leadership
- ◆ Understanding of the key skills and processes of collaborative leadership and partnership working, especially in the context of multifunctional teams
- ◆ Ability to exercise analytical and evaluative skills in relation to collaborative leadership and partnership working issues that require action and review
- ◆ Understanding of the main principles underpinning the effective leadership and development of partnerships
- ◆ Ability to identify the likely effectiveness of proposed solutions to collaborative leadership and partnership working problems and challenges
- ◆ Identification of the implications for all stakeholders of a variety of policy alternatives which are likely to involve ethical, social and environmental issues as well as organisational and managerial concerns
- ◆ Ability to apply a range of theories to inform practice-led initiatives in partnership working

Professional/subject-specific/practical skills:

- ◆ The ability to apply analytical skills to practical problems
- ◆ Collaborative leadership and partnership working skills
- ◆ The ability to apply relevant skills and processes in relation to the leadership and development of partnerships
- ◆ Partnership project enquiry skills
- ◆ The capacity to evaluate alternative strategies in relation to problems and challenges within a partnership(s)
- ◆ Evaluation of the strengths and weaknesses of particular solutions in specific contexts and their applicability to other situations

At the end of the course, learners should be able to demonstrate the following transferable skills:

- ◆ Communication skills: oral and written
- ◆ Research skills: the ability to undertake research and produce reports
- ◆ Self-management skills: planning, organising, independent work, initiative, time management, responsibility for personal and career development
- ◆ Professional awareness: assessment of professional issues, and the viability and consequences of alternative strategies and solutions to such issues

Successful achievement of the Unit will require the learner to pass both elements (a), (b) and (c).

Higher National Unit Support Notes (cont)

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Authentication of the learner's role in the project activities will involve an appropriate line manager(s), and an appropriate representative from the partnership agency(s).

The mode of assessment encourages the submission of evidence in electronic format.

Since the Core Skills of Problem Solving at SCQF Level 6 is embedded in this Unit, it is strongly recommended that you follow the assessment guidelines given. If you wish to use a different assessment model, you should seek prior verification of the assessment instrument(s) you intend to use to ensure that the Core Skill is still covered.

Opportunities for e-assessment

E-assessment may be appropriate for some assessments in this Unit. By e-assessment we mean assessment which is supported by Information and Communication Technology (ICT), such as e-testing or the use of e-portfolios or social software. Centres which wish to use e-assessment must ensure that the national standard is applied to all learner evidence and that conditions of assessment as specified in the Evidence Requirements are met, regardless of the mode of gathering evidence. The most up-to-date guidance on the use of e-assessment to support SQA's qualifications is available at www.sqa.org.uk/e-assessment.

Opportunities for developing Core and other essential skills

This Unit has the Core Skills of Problem Solving embedded in it. This means that when the candidates achieve the Unit, their Core Skills profile will also be updated to show they have achieved Problem Solving at SCQF level 6.

The Unit offers many opportunities to explore ways of enhancing skills in managing co-operative working with others. Planning and implementing the development and maintenance of relationships within the context of partnership working requires the identification of aims tailored to the needs of new and existing partnerships. Maximising opportunities to encourage appropriate negotiation while adapting approaches to maximise the strengths of all involved in the process is integral to developing abilities in effective collaborative leadership.

Learners could further develop communication skills with the use of self-assessment checklists to ensure they meet the physical, emotional and cultural needs of others within the constraints of organisational and legal requirements. There will be opportunities to achieve a sophisticated level of communication skills in identifying and demonstrating effective communication approaches and reporting arrangements. Although skills in written communication are not formally assessed, learners will express essential ideas and information accurately using a recognised format and referencing system.

All elements of the Core Skill of *Problem Solving* — Critical Thinking, Planning, Organising, Reviewing and Evaluating — are naturally developed and enhanced. As aims and objectives are analysed in detail, the identification and assessment of all factors impacting on providing the most effective environment and experience for collaborative working will involve a high level of critical thinking. Designing and implementing strategies to allow opportunities for review and adjustment will be important. Reflective review and evaluation of the achievements of each element of the Unit will be an essential aspect of competence.

History of changes to Unit

Version	Description of change	Date
02	Core Skills Problem Solving at SCQF level 6 embedded.	31/03/14

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General information for learners

Unit title: Effective Partnership Working (SCQF level 8)

This section will help you decide whether this is the Unit for you by explaining what the Unit is about, what you should know or be able to do before you start, what you will need to do during the Unit and opportunities for further learning and employment.

This Unit can be undertaken as a discrete Unit or form part of a Group Award, for example, the Diploma in Police Service Leadership and Management. This is a Professional Development Award Accredited by SQA.

The Unit will introduce learners to partnership working, relationship building and collaborative leadership within a public sector and/or voluntary (third) sector context. A range of different theories, concepts and approaches that are relevant to partnership working will be explored in context. The Unit will also provide learners with the opportunity to apply these theories, concepts and approaches to a partnership project which they will undertake, and this will enable skills development in the following areas:

Intellectual skills and attributes:

- ◆ Ability to analyse the requirements for effective partnership working and collaborative leadership
- ◆ Understanding of the key skills and processes of collaborative/partnership working especially in the context of multifunctional teams
- ◆ Ability to exercise analytical and evaluative skills in relation to workplace and wider organisational issues that require action and review
- ◆ Understanding of the main principles underpinning the effective leadership and development of partnerships
- ◆ Ability to identify the likely effectiveness of proposed solutions to managerial and organisational problems and challenges
- ◆ Identification of the implications for all stakeholders of a variety of policy alternatives which are likely to involve ethical, social and environmental issues as well as organisational and managerial concerns
- ◆ Ability to apply a range of theories to inform practice-led initiatives in the workplace

Professional/subject-specific/practical skills:

- ◆ The ability to apply analytical skills to complex practical problems
- ◆ Collaborative leadership and partnership working skills
- ◆ The ability to apply relevant skills and processes in relation to the leadership and development of partnerships
- ◆ Partnership project enquiry skills
- ◆ The capacity to evaluate alternative strategies in relation to problems and challenges within a partnership(s)
- ◆ Evaluation of the strengths and weaknesses of particular solutions in specific contexts and their applicability to other situations

General information for learners (cont)

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At the end of the course learners should be able to demonstrate the following transferable skills:

- ◆ Communication skills: oral and written
- ◆ Research skills: the ability to undertake research and produce reports
- ◆ Self-management skills: planning, organising, independent work, initiative, time management, responsibility for personal and career development
- ◆ Professional awareness: assessment of professional issues and the viability and consequences of alternative strategies and solutions to such issues

The assessment will be via a learning log that will be maintained throughout the duration of the Unit, and a project where the learner will take an active role in partnership working. The scope and duration of the learner's involvement in the partnership will be identified prior to their commencing the Unit. This involvement will be appropriate to them having the opportunity to apply some of the theories, concepts and approaches that they will address during the course of the Unit. The project will then be written up and submitted at the conclusion of the Unit.

The learner will be given support material to help them work on this Unit on their own. It will give them the background knowledge and understanding that they need to explore the key aspects of partnership working, relationships and collaborative leadership.