



Higher National Unit specification

General information

Unit title: Collaborative Working (SCQF level 7)

Unit code: H994 34

Superclass: PM

Publication date: June 2015

Source: Scottish Qualifications Authority

Version: 01

Unit purpose:

The Unit is designed to enable candidates to understand what is meant by collaborative working and examine issues relating to collaborative working within Social Services. The candidate will explore the nature of collaboration, including related theoretical perspectives and they will place collaboration and integrative working within the current government's vision and the legislative and policy frameworks. They will demonstrate the knowledge and skills required to support the development of a culture of collaborative practice within their workplace and across the many agencies and professionals within the sector.

It will provide candidates with an understanding of the nature of collaborative working, the supporting theory, current legislation, guidance and policy and the skills require to maintain collaborative working.

Outcomes

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

- 1 Demonstrate an understanding of the nature of collaborative working and research the theory behind approaches to collaborative working.
- 2 Explain the current legislative, policy frameworks and guidance to support collaborative working practices.
- 3 Demonstrate knowledge of the team around the Individual, in a practice setting and the skills required to develop and maintain collaborative working.

Credit points and level

1 Higher National Unit credit at SCQF level 7: (8 SCQF credit points at SCQF level 7)

Higher National Unit specification: General information (cont)

Unit title: Collaborative Working (SCQF level 7)

Recommended entry to the Unit

Core Skills

Opportunities to develop aspects of Core Skills are highlighted in the Support Notes for this Unit specification.

There is no automatic certification of Core Skills or Core Skill components in this Unit.

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.

Centres wishing to develop their own assessments should refer to the ASP to ensure a comparable standard. A list of existing ASPs is available to download from SQA's website (<http://www.sqa.org.uk/sqa/46233.2769.html>).

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

Unit title: Collaborative Working (SCQF level 7)

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.

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. Learners 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 collaborative working and research the theory behind approaches to collaborative working.

Knowledge and/or Skills

- ◆ Theory behind collaborative working
- ◆ Different approaches to collaborative working within practice settings
- ◆ Current challenges and barriers which inhibit collaborative working within practice settings
- ◆ Advantages and challenges to collaborative working within practice settings

Outcome 2

Investigate the current legislative, policy frameworks and guidance to support collaborative working practices.

Knowledge and/or Skills

- ◆ Current legislation driving collaborative work
- ◆ Current policy supporting collaborative working
- ◆ Current government attitude towards collaborative working
- ◆ What is meant by collaborative working both nationally and in the local community

Outcome 3

Demonstrate knowledge of the team around the individual in a practice setting and the skills required to develop and maintain collaborative working.

Knowledge and/or Skills

- ◆ Different types of multi — professional/agency teams and their purpose within a practice context
- ◆ Individual roles of the professionals within practice settings
- ◆ Skills necessary by self to develop and maintain collaborative working within practice settings
- ◆ Skills necessary by others to develop and maintain collaborative working within practice settings
- ◆ Possible benefits to own workplace context of developing models of collaborative working

Higher National Unit specification: Statement of standards (cont)

Unit title: Collaborative Working (SCQF level 7)

Evidence Requirements for this Unit

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

- ◆ Demonstrate knowledge of the need for integrated and collaborative working within practice.
- ◆ Identify a range of advantages and the barriers to collaborative working.
- ◆ Identify the types of multi — professional/agency teams, and individual roles within the teams and their purpose within a practice context.
- ◆ Demonstrate knowledge of current legislation supporting collaborative working.
- ◆ Demonstrate a knowledge policy framework that supports collaborative.
- ◆ Demonstrate a knowledge relevant reports that recommended and support integrated and collaborative working.
- ◆ Identify national and local organisations that promote collaborative working within relevant Social Service and/or Childhood Practice settings.
- ◆ Identify 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.
- ◆ Use research skills to explore current government policy and attitude to collaborative working.
- ◆ Present at least two barriers which inhibit collaborative working.
- ◆ Discuss the advantages and challenges of collaborative working.
- ◆ Apply knowledge of confidentiality policy and the data protection act.



Higher National Unit Support Notes

Unit title: Collaborative Working (SCQF level 7)

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 40 hours.

Guidance on the content and context for this Unit

Outcome 1

The candidates' attention should be drawn to the Scottish Government's commitment to all sectors of Social Services working together, to drive change, to address the inequalities in Scottish society. This should be done through a study of the recent policy and guidance currently driving this commitment and encouraging professional groups to break down barriers and to work together collaboratively.

Candidates should be encouraged to explore the wealth of theories within the literature based on Social Care and Education which highlights the need for agencies to work together, more effectively, in partnership and collaboration. Candidates could briefly explore the policies in place since the post war creation of the welfare state, which promoted the 'one-size fits all' theory, and which have failed to help the people they were designed to help. Indeed this system is now seen as disempowering the receivers of the services

It will be important to promote an understanding of the terms used within the context of collaborative working. Candidates should look at some definitions of partnership and collaboration to explore the differences and similarities in these definitions particularly as these terms are often used interchangeably within policy and guidance

Definitions:

- ◆ Collaboration 'work jointly' or 'cooperate traitorously with an enemy' *The Concise Oxford Dictionary*
'The process by which people/organisations work together to accomplish a common mission' wind.uwyo.edu/sig/definition.asp
- ◆ Partnership 'equal commitment' 'The state of being a partner' *Collins Oxford Dictionary*
'A person who take part with another, especially in business with shared risk and profit'
The Concise Oxford Dictionary

It is worthwhile to distinguish between what something is (partnership) and what practitioners do (collaborate or work together)

Higher National Unit Support Notes (cont)

Unit title: Collaborative Working (SCQF level 7)

This Outcome should also focus on discussing and evaluating the different models of partnerships which are in current use in their services and in their local area. Their analysis could include looking at the way that theory (what the collaboration is) and practice (what it does) can often be worlds apart. This is important if candidates are to understand whether collaboration or partnership is effective and is a genuine example of agencies working together within their services.

Carnwell and Carson (2009) identify the following types of partnerships which may be explored include:

- ◆ Project partnership — Partnerships which are time limited and for the duration of a particular project
- ◆ Problem Oriented Partnerships — Partnerships formed to meet specific problems
- ◆ Ideological Partnerships — Partnerships which arise from a shared belief or point of view
- ◆ Ethical Partnerships — May have a number of features of the other partnerships but also have a sense of 'mission' and an ethical agenda.

Alternatively

In their evaluation of early excellence centres, Bertram et al. identify four types of integrated working:

- ◆ *A Unified Model:* with amalgamated management, training and staffing structures for its services, which may be delivered by different sectors but are closely united in their operation.
- ◆ *A Coordinated Model:* where the management, training and staffing structures are synchronised so that the various services work in harmony but remain individually distinct.
- ◆ *A Coalition Model:* where management, training and staffing structures of the services work in a federated partnership. There is an association and alliance of the various elements but they operate discretely.
- ◆ *A Hybrid Model:* this model indicates that the EEC [Early Excellence Centre] is strategically operating with a mixture of the above models to achieve its full range of services, with no one model dominating.'

(Bertram et al., 2002, p.8)

In social care many definitions of integrated care exist. The phrase 'integrated care' has a variety of meanings, conveying different things depending on context, organisation and professional group. One group of researchers (Armitage et al, 2009) found around 175 definitions and concepts in a literature review of the field. Most definitions describe bringing together inputs, delivery, management and the organisation of services in such a way as to improve access, quality, user satisfaction and efficiency (Kodner and Spreeuwenberg, 2002). The term 'integrated care' is used to refer to: Health and social services delivered by a single organisation Joint delivery of health and social services by more than one organisation Links between primary and secondary health care Joining care at different levels within a single sector eg mental health services Joining prevention and treatment services.

Higher National Unit Support Notes (cont)

Unit title: Collaborative Working (SCQF level 7)

Integration can mean that services are jointly commissioned and/or funded, delivered by multi-disciplinary teams in which team members are employed by more than one organisation, or delivered by multi-disciplinary teams in which members are employed by the same organisation.

Kodner and Spreeuwenberg propose two approaches to defining integrated care, patient-centric or organisational. Patient-centric integrated care is concerned with aligning funding, management and organisational issues by cutting across multiple services, providers and settings to deliver the best quality of care, quality of life, patient satisfaction and efficiency possible. By contrast, organisational integration is largely structural or hierarchical, driven by corporate systems and processes designed to achieve efficiency.

Integration takes place in a number of ways. Kodner and Spreeuwenberg (2002) describe a continuum from co-operation between entirely separate organisations through the co-ordination of services in multi-disciplinary networks (eg managed clinical networks) to fully integrated services with pooled funding, joint planning and management, and multi-disciplinary teams. They identify a number of strategies and approaches which foster integration

http://www.rcn.org.uk/__data/assets/pdf_file/0008/455633/Hilarys_Paper.pdf

Kodner and Spreeuwenberg propose two approaches to defining integrated care. Candidates should further identify the current barriers and challenges which inhibit collaborative working. These barriers and challenges may include:

- ◆ Complexity of roles boundaries and relationships
- ◆ The element of confidentiality
- ◆ Establishing trust
- ◆ Influence of vocal groups
- ◆ Threats to professional identity
- ◆ Threats to the development of a particular professional group
- ◆ Complexity of issues facing service users
- ◆ Reluctance of some service users to be involved
- ◆ Establishing a common language and avoiding professional 'jargon'
- ◆ Unrealistic expectations

Candidates should further identify the advantages inherent in collaborative working. These may include:

- ◆ Becoming a member of a team with a common goal
- ◆ Sharing knowledge and expertise
- ◆ Sharing responsibility for the Outcome
- ◆ Building trust, respect and empathy
- ◆ Joint planning and delivery of service
- ◆ Promoting clear lines of communication
- ◆ Reducing paperwork and duplication of services
- ◆ Including the perspectives of service users

Higher National Unit Support Notes (cont)

Unit title: Collaborative Working (SCQF level 7)

Finally candidate should be encouraged to discuss what attributes of partnerships they have found in practice, what benefits they think exist and how they think any barriers might be overcome.

Outcome 2

The Scottish government has made it clear that their intention is to require local government and voluntary sector service providers to work together to address the current issues facing children, and adults in Scotland today. The aspiration is to bring education, health and social services together to create partnership working. This is viewed as a way to address the impact of poverty, poor health, poor educational attainment and the limitations of current intervention in the welfare and safety of children and vulnerable adults.

The Self Directed Support strategy sets out a clear message about individuals and families having real choice and control, and the key challenges that we need to work on over the next ten years to deliver that. The focus is on delivering better Outcomes through focused assessment and review, improved information and advice, and a clear and transparent approach to support planning. The strategy is part of a wider reform agenda, and reflects the common goals of current health and social care policy to deliver better Outcomes for individuals and communities. These include recent developments in Reshaping Care for Older People, Caring Together, and the National Dementia Strategy. Implementation will also bring a focus to the development of self-directed support for children and young people alongside GIRFEC. This will also make a significant contribution to our 'Shared Vision for Independent Living'.

There is an increasing amount of direction from policy and guidance to support collaborative working in Education and Social Services and candidates should be encouraged to use an evidence based approach when investigating legislation and policy. They should be familiar with those either related to 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)
- ◆ 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
- ◆ Data protection Act
- ◆ Joining the Dots
- ◆ Parental Involvement Act
- ◆ Parental Involvement Strategy
- ◆ Self Directed Support Act 2010
- ◆ Children and Young People's Act 2014

Candidates should be encouraged to use their own experiences to explore the local approach to collaborative working.

Higher National Unit Support Notes (cont)

Unit title: Collaborative Working (SCQF level 7)

They should also consider policies drawn from health, education 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 or adult protection issues that promote collaboration, some of these are listed here.

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
- ◆ Brown, K & White K. (2006) Exploring the Evidence Base for Integrated Children's Services. Scottish Executive Education Department.
<http://www.scotland.gov.uk/Resource/Doc/90282/0021746.pdf>
- ◆ Stafford Hospital Trust enquiry
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/170701/Patients_First_and_Foremost.pdf
- ◆ Miss X <http://www.equalityhumanrights.com/legal-and-policy/inquiries-and-assessments/inquiry-into-disability-related-harassment/ten-cases/case-two-the-case-of-the-vulnerable-adult/>

Building the Ambition National Practice Guidance on Early Learning and Childcare Children and Young People (Scotland) Act 2014

Outcome 3

Candidates should be aware of the fact that Local Authority, Third Sector and Independent services have a key role in developing and delivering services locally and providing a coherent network for service users.

Specialist front line professionals have a key influence on the success of collaboration depending on their degree of understanding and engagement with the process and with other agencies.

The development of a shared philosophy and vision requires time, commitment, support and effective communication.

Higher National Unit Support Notes (cont)

Unit title: Collaborative Working (SCQF level 7)

Many different terms are used when discussing interagency working and Lloyd et al (2001) describe this area as a 'terminological quagmire' (p3). Candidates should consider the differences in professional language and define what is meant by:

- ◆ Inter-disciplinary
- ◆ Inter-agency
- ◆ Multi-disciplinary
- ◆ Multi-organisational

They should then consider the teams and professionals who might work within these structures and the roles they might have.

They could then analyse the individual roles of professional, with whom they may engage, in the organisation in which they work.

Candidates should discuss and evaluate the skills necessary by themselves and other professionals which would make collaboration successful.

These skills may include:

- ◆ Communication Skills
- ◆ Understanding of confidentiality and Data protection
- ◆ Understanding own role and those of others
- ◆ Professional knowledge
- ◆ Leadership
- ◆ Team working

Candidates should evaluate the advantages to their own workplace context of developing models for collaborative working
In most context these could include:

- ◆ High satisfaction and improved quality of working lives
- ◆ Stimulating and creative approaches
- ◆ Less replication of services
- ◆ Rapid and appropriate support
- ◆ Less isolation
- ◆ Earlier identification of problems
- ◆ Safer practice
- ◆ Improved awareness of services
- ◆ Improved services to service users
- ◆ Broader perspective
- ◆ Raised awareness of other agencies
- ◆ Clarity of role and function
- ◆ Cost-effective
- ◆ Aids planning of future development

Higher National Unit Support Notes (cont)

Unit title: Collaborative Working (SCQF level 7)

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.

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 or other methods of presentation, on issues relating to their own practice experience supported by a report or a reflective professional log.
Or
- ◆ It is suggested a holistic case study supported by a professional journal could be used to assess this Unit.

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.

Higher National Unit Support Notes (cont)

Unit title: Collaborative Working (SCQF level 7)

Opportunities for developing Core and other essential skills

Candidates will have the opportunity to develop the following Core Skills:

Communication: Written Communication will be developed through candidates producing written work in a variety of formats; oral communication will be developed through discussion, debate and evidence of engagement with other candidates, professionals and key people.

Working with Others: Will be developed as candidates will be required to work collaboratively with colleagues from their own and other service areas in the preparation and research for their assignments.

Information and Communication Technology (ICT): Candidates will develop their ICT skills through research and the presentation of written assignments.

History of changes to Unit

Version	Description of change	Date

© Scottish Qualifications Authority 2015

This publication may be reproduced in whole or in part for educational purposes provided that no profit is derived from reproduction and that, if reproduced in part, the source is acknowledged.

Additional copies of this Unit specification can be purchased from the Scottish Qualifications Authority. Please contact the Business Development and Customer Support team, telephone 0303 333 0330.

General information for learners

Unit title: Collaborative Working (SCQF level 7)

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 will help you to demonstrate an understanding of the nature of collaborative working, the need for integrated and collaborative working within practice and to research the current, legislation, policy and theory which support approaches to collaborative working.

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

- ◆ Demonstrate an understanding of the nature of collaborative working and research the theory behind approaches to collaborative working.
- ◆ Explain the current legislative, policy frameworks and guidance to support collaborative working practices.
- ◆ Demonstrate knowledge of the team around the Individual, in a practice setting and the skills required to develop and maintain collaborative working.

The Unit will enable you to research the nature of collaborative working and the theory which supports it. You will have the opportunity to develop your knowledge and understanding of the different approaches to collaborative working within practice settings. You will analyse the advantages of collaborative working and the challenges and barriers which inhibit the development of collaborative working in practice. You will evaluate possible solutions to these challenges and barriers.

You will become familiar with the theories and definitions of collaborative working and the role collaborative working plays in supporting the Scottish government's aspirations for services for children and young people.

You will be given the opportunity to develop your knowledge of current legislation, policy, frameworks and relevant reports that inform and promote collaborative working within both the local community and the national landscape.

You will have the opportunity to develop your knowledge of multi-professional teams, and the approaches they take which support children and young children in practice settings. You will also become familiar with the many agencies, statutory and Third Sector, local and national, which support children and young people.

You will explore the professional roles within teams and the skills required to support the development of these teams.

You will become familiar with examples of collaborative practice in settings and organisations and evaluate the advantages of collaborative working to your own setting. You will explore the opportunities, open to you and other professionals, to develop practice which supports children and young people. You will demonstrate your understanding of the need to develop the skills which are necessary to maintain your own contribution to collaborative working within practice settings.