



Higher National Unit Specification

General information

Unit title: Establish Effective Working Relationships (SCQF level 10)

Unit code: HA6P 37

Superclass: PM

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Unit purpose

This Unit is designed to enable learners to demonstrate effective relationship building skills to support practice learning within inter-professional contexts. Successful learners will reflect on their own role in building effective working relationships and act as a role model for learners.

Outcomes

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

- 1 Establish collaborative relationships to support learning in inter-professional contexts.
- 2 Develop safe and effective relationships with learners.
- 3 Support learners to develop effective working relationships.

Credit points and level

1 Higher National Unit credit at SCQF level 10: (8 SCQF credit points at SCQF level 10)

Recommended entry to the Unit

Learners should have well developed communication and inter-personal skills and be able to demonstrate their ability to critically review and consolidate knowledge, skills, practices and thinking in their disciplines. This may be demonstrated by: relevant professional qualifications at SCQF level 9 (or equivalent) or above with relevant experience in a social services or other related setting. Acceptance of relevant equivalent qualifications and experience will be at the discretion of the centre.

Higher National Unit Specification: General information (cont)

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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.

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

Establish collaborative relationships to support learning in inter-professional contexts.

Knowledge and/or Skills

- ◆ Professional roles and functions
- ◆ Challenges and opportunities in partnership working
- ◆ Values that underpin practice in different organisations

Outcome 2

Develop safe and effective working relationships with learners.

Knowledge and/or Skills

- ◆ Roles of practice educator, learner and others
- ◆ Skills to promote learning relationships
- ◆ Professionalism and professional boundaries
- ◆ Anti-oppressive and empowering relationships

Outcome 3

Support learners to develop effective working relationships.

Knowledge and/or Skills

- ◆ Professional and organisational differences in ways of working
- ◆ Methods for critically analysing working practices
- ◆ Skills to enable learners to work collaboratively

Higher National Unit Specification: Statement of standards (cont)

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Evidence Requirements for this Unit

Learners will need to provide evidence to demonstrate their Knowledge and/or Skills across all Outcomes by showing that they can undertake an assignment in the form of a critical review and evaluation of their work with their learner in 1,500–2,000 words in which they:

- ◆ review the professional roles functions and boundaries which promote learning relationships.
- ◆ critically evaluate two challenges and two opportunities in partnership working.
- ◆ critically review three values that underpin practice in different organisations with a focus on anti-oppressive and empowering relationships.
- ◆ critically analyse two working practices and two organisational differences and identify their role in enabling learners to work collaboratively.



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 40 hours.

Guidance on the content and context for this Unit

This Unit is suitable for learners from a range of occupational and professional situations within social services, education or health settings. Examples include first line managers supervising staff, people in a variety of posts delivering training courses to staff, those supervising learners in practice learning and workplace assessors. This list is not exhaustive but provides a flavour of the diversity of people who might wish to access this Unit from a social services or other relevant setting.

It will enable learners to demonstrate effective relationship building skills sufficient to support learning as part of a wider inter-professional context for learners. Successful learners will support learning through the provision of effective professional and inter-professional working relationships and through the exploration of different working practices (eg organisational structures, norms, values, teamwork, power and status, perspective, eg social and medical models).

Learners will develop effective working relationships with learners, professionals and others in order to support the learning process, within an environment that respects and maintains professional boundaries. This involves using appropriate inter-personal skills and behaviours to improve the learning experience and likelihood of learner success.

Learners will develop the ability to engage in relationships, which are enabling respectful and collaborative, which recognise that learners bring different experiences, expectations, apprehensions and aspirations to any new learning situation. Management of these dynamic elements will form the basis of learners' effective working relationships.

Theories that support the development of relationships and effective communication in relationships with learners are relevant to consider. In addition, understanding the broader dynamics of inter-professional practice and learning is important. Learners need to understand the professional and practice contexts in which they work and the web of relationships in which learning is promoted.

Learners should be exploring the landscape of relationships in integrated services alongside a depth analysis of group dynamics, culture and power relations within these.

Centre for the Advancement of Inter-professional Education provides a global resource on the broad context of effective relationships <http://caipe.org.uk/>

Higher National Unit Support Notes (cont)

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The National Centre for Inter-professional Practice and Education provides a web-based collection of audit and exploratory tools regarding practice, which may be useful to learners. This can be accessed at, <https://nexusipe.org/advancing/measurement-instruments>.

Guidance on approaches to delivery of this Unit

The delivery mechanisms adopted by centres should be flexible to allow comprehensive access and participation, including distance and e-learning. An Outcomes-based approach, centred round the learning needs of the individual, may best meet the requirement for flexible delivery. The delivery of the Unit must take account of its practical nature and of the occupational and professional backgrounds of learners.

At the outset, centres should make learners aware of the requirements of the Unit, including the need to gather evidence, critically analyse and report on their experiences. They should also inform learners at the outset about the type of evidence they will have to provide in order to complete the Unit successfully. It is likely that delivery will consist of some initial orientation and briefing sessions after which learners will manage their learning independently to a significant extent.

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.

Learners should demonstrate that they have achieved the Unit Outcomes by gathering evidence from a range of sources. As far as possible for most learners the evidence should be 'naturally occurring' during the course of their day-to-day activity. Where learners are not able to rely solely on naturally occurring evidence, appropriate supplementary assessment activity such as role-play or simulation will need to be developed by centres.

Learners will need to provide evidence to demonstrate their Knowledge and/or Skills across all Outcomes by showing that they can develop an essay style response in 1,500–2,000 words in which they:

- ◆ review the professional roles functions and boundaries which promote learning relationships.
- ◆ critically evaluate two challenges and two opportunities in partnership working.
- ◆ critically review three values that underpin practice in different organisations with a focus on anti-oppressive and empowering relationships.

Higher National Unit Support Notes (cont)

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- ◆ critically analyse two working practices and two organisational differences and identify their role in enabling learners to work collaboratively.

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

All elements of the Core Skill of *Problem Solving* at SCQF level 6, namely Planning and Organising, Critical Thinking, and Reviewing and Evaluating could be developed and enhanced.

Support in developing an effective research strategy for accessing and critically evaluating paper based and electronic sources of complex information will be of value. The production and discussion of initial draft documents for the completed range of evidence is a useful way to ensure the development of skills in presentation and collation of relevant materials.

Although communication skills are not formally assessed learners should be expected to produce and present written work to a professional standard, and to communicate essential ideas and concepts effectively.

Terminology and spelling used in annotation should be technically accurate. As such, opportunities exist to develop *Communication* at SCQF level 6. The availability of suitable software to support an effective professional presentation could further assist the development of Core Skills *Information and Communication Technology (ICT)*.

Learners may have the opportunity to develop the Core Skill of *Working with Others* as they undertake group work, and one to one supervision with their learner. Learners should be made aware of techniques to put subjects at ease, or to create appropriate environments, using reflective listening and non-verbal communication, including making eye contact and relaxed body language. They should know how to initiate actions confidently and in a way that progresses communication and they should continually modify and adapt their approach to produce desired effects.

History of changes to Unit

Version	Description of change	Date

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General information for learners

Unit title: Establish Effective Working Relationships (SCQF level 10)

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.

In this Unit you have to achieve three Outcomes. Collectively these Outcomes cover a range of effective relationship building skills to support learning as part of a wider inter-professional context for a range of learners in practice learning environments. They will involve you in learning about the characteristic behaviours and practices, which contribute to effective working relationships thus enabling you to establish effective working relationships with learners, colleagues and other professionals. You will also learn about the potential benefits, barriers and challenges in inter-professional work, including the impacts of diversity and discrimination. Through application of your developing skills in making your working relationships more effective, you will support learners to achieve their learning objectives and facilitate the exploration and critical analysis of different ways of working.

The overall purpose of the Unit is to enable you to establish and use inter-professional and learner relationships effectively to support and enhance the learning experience for learners. Additionally, you will develop effective working relationships with learners and professionals from other settings in order to support the learning process within an environment that respects and maintains professional boundaries. This involves using appropriate inter-personal skills and behaviours to improve the learning experience and likelihood of learner success. You will develop the ability to engage in relationships, which are enabling, respectful and collaborative, which recognise that learners bring different experiences, expectations, apprehensions and aspirations to any new learning situation. Your ability to manage these dynamic elements will form the basis of effective working relationships.

On successful completion of this Unit, you will be able to use appropriate inter-personal and behavioural skills to build effective working relationships with learner(s), professionals and others.

You will work with them to provide a supportive and constructive learning environment using working practices appropriate for learner needs and conducive to learner success.

The assessment for the Unit requires you to produce evidence that you can:

- ◆ establish and sustain complex professional and inter-professional relationships with those who contribute to the overall learner experience, whilst maintaining professional boundaries.
- ◆ critically evaluate the effectiveness of your relationship with a learner and how this has contributed to the learner's achievement of agreed goal.
- ◆ facilitate the learner(s)' exploration of different working practices including impact on established professional roles.

It is important that you gather this evidence from your ongoing practice with learners and build a collection of evidence of your work. This tool should offer you flexibility in relation to evidence gathering against the Outcomes.

General information for learners (cont)

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Your collection of evidence will be unique, it will be able to meet a set of minimum required content criteria as advised by the centre and will include evidence of knowledge, values and skills. You can use evidence from any context across health, education and social services and involve work with individual learners and/or groups, such as through the facilitation of student supervision, study groups or planning, delivering and/or evaluating training event.