



Higher National Unit Specification

General information

Unit title: Childhood Practice: Integrated Working and Collaborative Practice (SCQF level 8)

Unit code: HT8L 35

Superclass: PR

Publication date: September 2017

Source: Scottish Qualifications Authority

Version: 2

Unit purpose

The unit is designed to enable learners to examine issues relating to integrated working and collaborative practice within childhood practice. The learner will explore the nature of integration and collaboration, including related theoretical perspectives. They will place integrative working and collaborative practice within current legislative and policy frameworks. They will demonstrate the knowledge and skills required to develop a culture of integrated working and collaborative practice across the many agencies and professionals within the childhood practice sector. They will explore the contribution that parents, families and the wider community make to integrated and collaborative practice and its impact on the lives of children. It will evaluate the contribution of children themselves in promoting children's wellbeing across services.

To enable learners to complete this unit, ideally they will be required to be appropriately employed or supervised as part of a work placement within a childhood practice setting but there is no need for them to work directly with children.

Outcomes

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

- 1 Demonstrate an understanding of the nature of integrated working and collaborative practice.
- 2 Evaluate the current legislative policy frameworks and guidance to support integrated working and collaborative practice within childhood practice setting.
- 3 Understand the contribution of integrated working and collaborative practice on children, parents, families and wider communities.
- 4 Demonstrate knowledge of the team around the child and the skills required to develop a culture of integrated working and collaborative practice in a workplace setting.

Higher National Unit Specification: General information (cont)

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Credit points and level

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

Recommended entry to the unit

Learners should have good communication skills, both written and oral, preferably through achievement of Higher English or a Communication unit at SCQF level 6. Ideally the learners should have achieved a relevant qualification at SCQF level 7, eg HNC, SVQ level 3 or equivalent. Learners should be appropriately employed or supervised as part of a work placement within a childhood practice setting but there is no need for them to work directly with children.

Core Skills

Achievement of this Unit gives automatic certification of the following:

Complete Core Skill	Working with Others at SCQF level 6
Core Skill component	None

There are also opportunities to develop aspects of Core Skills which are highlighted in the support notes of the 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.

If being taught, as part of the HND Childhood Practice, it is recommended that this unit should be taught and assessed within the subject area of the HND group award.

The Assessment Support Pack (ASP) for this unit provides assessment and marking guidelines that exemplify the national standard for achievement. It is a valid, reliable and practicable assessment. 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.

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.

Higher National unit specification: Statement of standards

Unit title: Childhood Practice: Integrated Working and Collaborative Practice (SCQF level 8)

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 integrated working and collaborative practice.

Knowledge and/or skills

- ◆ Advantages of integrated working and collaborative practice
- ◆ Barriers and challenges which inhibit integrated working and collaborative practice within childhood practice setting
- ◆ Multi-professional agency teams and their purpose within a childhood practice context
- ◆ Theoretical perspectives related to integrated working and collaborative practice

Outcome 2

Evaluate the current legislative policy frameworks and guidance to support integrated working and collaborative practice within childhood practice setting.

Knowledge and/or skills

- ◆ Legislation and policy frameworks supporting integrated working and collaborative practice
- ◆ Government perspective towards integrated working and collaborative practice
- ◆ Reports that recommend and support integrated working and collaborative practice
- ◆ Organisations and individuals that promote integrated working and collaborative practice
- ◆ What is meant by integrated working and collaborative practice both nationally and in the local community
- ◆ Legislation and policy relating to the support of children and their families

Higher National Unit Specification: Statement of standards (cont)

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Outcome 3

Understand the contribution of integrated working and collaborative practice on children, parents, families and wider communities.

Knowledge and/or skills

- ◆ Levels of involvement of children to their own development and learning
- ◆ Levels of involvement of parents and families in childhood practice settings
- ◆ Rights of parents and families to be involved in their children's learning
- ◆ Rights and ethics based approach to working with children and families
- ◆ Complexity of families in contemporary society
- ◆ Concepts and models for working with children, parents and families and with the community
- ◆ Benefits and risks involved in listening to children

Outcome 4

Demonstrate knowledge of the team around the child and the skills required to develop a culture of integrated working and collaborative practice in a workplace setting.

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 and others to develop and maintain integrated working and collaborative practice within childhood practice settings
- ◆ Possible benefits and potential opportunities to own workplace context of developing models of collaborative working
- ◆ Possible outcomes that impact on own workplace context of developing integrated working and collaborative practice.

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:

Outcomes 1 and 2

- ◆ explain the need for integrated working and collaborative practice within childhood settings.
- ◆ discuss a range of advantages to integrated working and collaborative practice and relate a minimum of two advantages to their own workplace context.
- ◆ discuss any barriers and challenges to integrated working and collaborative practice.

Higher National Unit Specification: Statement of standards (cont)

Unit title: Childhood Practice: Integrated Working and Collaborative Practice (SCQF level 8)

- ◆ identify two types of multi-professional/agency teams and their purpose within a workplace setting.
- ◆ Analyse one theoretical perspective related to integrated working and collaborative practice.
- ◆ Identify current legislation supporting integrated working and collaborative practice relevant to own workplace context.
- ◆ Evaluate two policy frameworks that support integrated working and collaborative practice relevant to own workplace context.
- ◆ Evaluate two relevant reports that recommend and support integrated working and collaborative practice.
- ◆ Evaluate the role of two organisations and/or individuals that promote integrated working and collaborative practice within childhood settings.
- ◆ Give two examples of integrated working and collaborative practice within own workplace that demonstrate different approaches to integrated working and collaborative practice.

Outcome 3 and 4

- ◆ explain the different levels of involvement of children to their own development and learning.
- ◆ explain the different levels of involvement of parents and families in childhood practice settings.
- ◆ identify your approach to working with children and their families in relation to the rights of parents and ethical considerations.
- ◆ demonstrate an understanding of the complexity of modern family life.
- ◆ analyse a range of concepts and models for working with parents and their families within the context of the wider community.
- ◆ evaluate the benefits and risks involved in listening to children.
- ◆ identify potential opportunities to develop integrated working and collaborative practice within a workplace.
- ◆ reflect on the knowledge and skills required by self and others to develop these opportunities further.
- ◆ reflect upon the roles others can play to develop these opportunities further.
- ◆ analyse possible benefits and potential opportunities to own workplace context of collaborative practice.
- ◆ discuss possible outcomes that impact on own workplace of developing integrated working and collaborative practice.



Higher National Unit Support Notes

Unit title: Childhood Practice: Integrated Working and Collaborative Practice (SCQF level 8)

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

Outcome 1

Learners could 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 could examine perceived barriers to partnership such as failures in communication: funding implications and distrust between professional groups. This can also include issues related to training and qualifications and set these against recognised advantages of collaborative working to children, families and communities. This includes the delivery of a quality service that is more efficient and effective.

Learners could be encouraged to debate the wider issues that prevent integrated working and collaborative practice when all indications support this approach.

Learners could explore the various types of partnership working and recognise that there are a wide range of different approaches to integrated working in childhood practice. This 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

Learners could investigate examples of each or draw upon 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.

Learners could also look at differing models of multi-professional teams such as multi-agency and multi-disciplinary teams. They could also examine the way in which these teams are managed and coordinated.

Higher National Unit Support Notes (cont)

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Theoretically learners 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) to develop this further.

Learners could understand that different professional groups bring along their own perspective to integrated working and that it is crucial to build on this understanding and appreciation of skills, knowledge and responsibilities to develop an integrated and collaborative approach which is complementary to each other. The important skill to develop is the ability to recognise when each individual contribution is appropriate and necessary to build up mutual trust and confidence in each other's abilities. There is considerable potential for integrated and collaborative practice developments to change some of the current interventions with children and their families by breaking down formal and informal distinctions between agency responsibilities. Such developments may be more likely to place children at the centre of these interventions, which in turn may lead to a greater sense of freedom and creativity for childhood practitioners.

With a wide range of professionals involved in the process this offers a broad range of skills and knowledge which can add to a recognition of each other's specific knowledge and competencies reducing suspicion and mistrust. It can help develop professionals who are confident in their own core skills and expertise as well as the skills and expertise of other professionals. This allows practitioners to conduct themselves in a non-hierarchical and collegiate way with other members of working teams so as to relate well to each other and continuously improve a service.

Outcome 2

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

- ◆ United Nations Convention on the Rights of the Child (1991)
- ◆ Regulation of Care (Scotland) Act 2001: particularly in relation to the SSSC and its Codes of Practice
- ◆ New National Health and Social Care Standards (2017)
- ◆ The Standards for Childhood Practice (2015)
- ◆ Early Years and Early Intervention Framework (2008)
- ◆ Getting it Right for Every Child
- ◆ Education (Additional Support for Learning) (Scotland) Act 2009
- ◆ Data Protection Act 1998
- ◆ Joining The Dots 2011
- ◆ Parental Involvement Act 2006
- ◆ Parental Involvement Strategy
- ◆ Self-Directed Support Act 2010

Higher National Unit Support Notes (cont)

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- ◆ Children and Young People's (Scotland) Act 2014
- ◆ Equally Well: Report of the Ministerial Task Force on Health Inequalities 2012
- ◆ Towards a Healthier Scotland (1999)
- ◆ Building The Ambition: National Practice on Early Learning and Childcare
- ◆ Exploring The Evidence Base for Integrated Children's Services (2006)
- ◆ The Principles of Good Transitions 3 (2017)
- ◆ A Blueprint for 2020: The expansion of early learning and Childcare in Scotland.
- ◆ Skills Investment Plan: Prospectus For Scotland's Early Learning and Childcare Sector
- ◆ Pre-Birth to Three: Positive Outcomes for Scotland's Children and Families
- ◆ How Good is our School (2016)
- ◆ How Good is our Early Learning and Childcare (2016)
- ◆ National Improvement Framework (NIF)

Learners could also consider policies drawn from health and social care that also promote closer working and collaboration as well as various reports often written in response to child protection issues that promote collaboration. For example:

- ◆ Christie Report 2011
- ◆ Public Bodies (Joint Working) (Scotland) Act 2014
- ◆ Voluntary Health Scotland

Government legislation and policy has ever more indicated the need for inter-professional working for efficient service provision. Many government enquiries have led to new guidance on interagency working but success is still going to depend on the extent to which organisations and individuals in childhood practice settings make the operation in practice affective (Scottish Government 2006).

Much has been written about the implementation gap between policy making and the actual delivery of services; however, issues such as performance indicators, target setting, individual outcomes and inspection regimes designed to assess outcomes within sectors do not lend themselves to cross sector analysis of integrated working and collaborative practice. Many health inequalities have remained unchanged yet public service providers are required to work much more closely in partnership to integrate service provision and improve the outcomes they achieve. Early years services do have an established tradition of collaborative practice working. Early years centres are establishing in communities to bring resources and staff together to provide a wide range of non-stigmatising services for children and their families. These responsive services will depend on their legal duties to work jointly with others and individual and groups attitudes towards integrated working and collaborative practice.

Higher National Unit Support Notes (cont)

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Outcome 3

The learner could develop knowledge of the breadth of services available to support children and their families in Scotland. This will include an understanding of the role that families, children and communities play in achieving potential as well as the role of multi-agency working.

Learners could consider the barriers and attitudes to parental participation which may include:

- ◆ Work life balance
- ◆ Patterns of attendance
- ◆ Parental attitude to education and learning
- ◆ Social and economic circumstances
- ◆ Pressure of family life
- ◆ Differing family construction and complexity
- ◆ Previous experience of professional involvement in a family

The rights of parents to be included in their child's care and education could be explored and learners could also reflect upon the ethics of parental participation in the light of the need for:

- ◆ Confidentiality
- ◆ Sensitivity and responsiveness to family circumstances
- ◆ Parental right to refuse inclusion

A range of concepts for working with children, parents, families and the community could be explored including:

- ◆ Working in pre-five settings
- ◆ Peer support and counselling
- ◆ Outreach through home visiting
- ◆ Outreach and collaborative working with partner agencies
- ◆ Provision of information and signposting
- ◆ Identifying issues important to participants
- ◆ Meeting the information needs of 'hard to engage families'
- ◆ Provision of workshops and training

Learners could explore the benefits and risks of listening to children particularly as the UNCRC affirms children's right to express their views and supports children's participation.

Benefits of listening to children and valuing their contribution could include:

- ◆ Providing genuine opportunities to influence decision making
- ◆ Using appropriate, stage related, methods to promote meaningful participation
- ◆ Ensuring that children can express their views and have them respected
- ◆ Involving socially excluded and discriminated against children

Higher National Unit Support Notes (cont)

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The risks involved in listening to children may include:

- ◆ Adults' loss of power. Exploration of the disparity of the power and equality status between adults and children.
- ◆ The child does not understand that negotiations do not always go their way.
- ◆ An awareness of historical adult attitudes to listening to children 'children should be seen and not heard', and a sensitivity and responsiveness to the context in which some children live.
- ◆ Ensuring that parents and carers are kept informed of the approach to avoid conflict in other areas of a child's life.
- ◆ Clarification of the approach to partner providers to ensure continuity of approach.

It will be important that learners show sensitivity to individual children's rights not to participate and an awareness of the care and guidance that very young children need to be able to express their views.

Outcome 4

Learners could be aware that the Local Authority, Third Sector and Independent Services have a key role in developing and delivering childcare services locally and provide a coherent network for children, parents and their families. Specialist frontline professionals have a key influence on the success of integration and 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.

Learners could reflect on the many different terms that are used when discussing interagency working and could consider the differences in professional language. They should then consider the teams and professionals who might work within these structures and the roles they might have. Learners could then analyse the individual roles of professionals, with whom they may engage, in the organisation in which they work. They 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

Higher National Unit Support Notes (cont)

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

- ◆ High satisfaction and improved quality of working lives
- ◆ Stimulating and creative approaches
- ◆ Less replication of services
- ◆ Less isolation
- ◆ Earlier identification of problems
- ◆ Safer practice
- ◆ Improved awareness of services
- ◆ Improved services to children and their families
- ◆ Broader perspective
- ◆ Raised awareness of other agencies
- ◆ Clarity of role and function
- ◆ Efficient and cost effective use of resources
- ◆ Aids planning of future development

Different types of multi-professional/agency teams can offer a more rounded approach to service delivery and may generate a more creative environment for innovation where the staff team are able to discuss new ideas and approaches.

A greater level of responsiveness will allow children and their families to have their needs met and allow childcare professionals to be empowered to make a greater range of options available, including an ability to 'signpost' a child and their family to a relevant service. However, there can also be many problems with regards to integrated working and collaborative practice including initiating contact with other professionals, pessimistic literature which can offer a cynical outlook of collaborative work, only being sustained in 'fair weather' and when the going 'gets tough' agencies revert to individualised ways of working based on their unique priorities and operational rules and who will take the blame if it all goes wrong. On the other hand, inquiries and reviews into particular circumstances of children who have died or have been injured show that a failure to collaborate effectively can result in risky and harmful practice.

There are also seen to be boundary disputes and 'what is or is not my job' could be a difficult question for many involved in collaborative working. Some partnerships have an unclear and limited view of their own boundaries and despite a drive from government at an organisational stage the different values, priorities and methods of intervention requires an investment in time to negotiate and plan for a more joined up approach.

A team must simply go beyond sharing out tasks and begin to adopt principles of collective responsibility and accountability. Childcare workers have to become familiar with different ways of working if they want to successfully participate in integrated working and collaborative practice.

Higher National Unit Support Notes (cont)

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Useful materials and sources

The Standards of Childhood Practice (2015)

- 3 Managers/Lead Practitioners value, respect and show commitment to the parents and carers, families, communities and other agencies and partnerships with whom they work.
- 10 Managers/Lead Practitioners have a working knowledge of the breadth of the service and the professional roles and responsibilities of early learning and childcare workers within it.
- 11 Managers/Lead Practitioners have a critical understanding of the contribution of other professionals to the service and to other children's services.
- 1 Managers/Lead Practitioners lead and support teamwork and collaboration.
21. Managers/Lead Practitioners lead and support collaboration with other agencies and other children's services to build capacity and develop services.

Guidance on approaches to delivery of this unit

This unit can be undertaken as a standalone unit for CPD, however, it is recommended that there will be integration between this unit and the mandatory units of PDA/HND Childhood Practice to facilitate integration of assessment.

It is recommended that this unit is delivered through lecturer's group work, practical classroom activities, visits by professionals and visits to appropriate childhood practice settings. There are a variety of media resources that can be used to support the delivery of this unit. Learners should be encouraged to undertake autonomous learning through research of current policy, legislation and frameworks.

It is essential that learners make reference to current National Care Standards and relevant legislation, policy, frameworks and practice throughout. Learners should also be aware of Childhood Practice Standards (2015 revised) for Managers/Lead Practitioners to facilitate progression within the sector. Completion of the HND Childhood Practice Group Award will enable progression to BA Childhood Practice. This will allow the candidate to register with Scottish Social Services Council (SSSC).

Guidance on approaches to assessment of this unit

Learners could produce a 1,500 word integrative essay or report covering all evidence requirements for outcomes 1 and 2. Alternatively, learners could give a presentation using PowerPoint on issues relating to their own practice supported by a 1,000 word report.

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Learners could produce a 1,500 word integrative essay or report covering all evidence requirements for Outcomes 3 and 4. Alternatively, learners could complete a reflective log that is maintained throughout the delivery of the unit and is based on experiences within their own work settings. The reflective log will cover all the evidence requirements for Outcomes 3 and 4. The reflective log should be verified by the learner's supervisor prior to submission.

It is important that the assessments for outcome 3 and 4 reflect the knowledge gained in the unit as well as evidence that the learner operates as a reflective practitioner.

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

Evidence can be generated using different types of assessment. The following are suggestions only. There may be other methods that could 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.

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 Skill of Working with Others embedded in it, so when learners achieve this Unit their Core Skills profile will be updated to show that they have achieved Working with Others at SCQF Level 6

Learners will also have the opportunity to develop the following Core Skills:

- ◆ *Communication* — written communication will be developed through learners producing written work in a variety of formats; oral communication will be developed through discussion, debate and evidence of engagement with other learners, professionals and key people.
- ◆ *Information and Communication Technology (ICT)* — learners will develop their *ICT* skills through research and the presentation of written assignments.

History of changes to unit

Version	Description of change	Date
2	Core Skill Working with Others at SCQF Level 6 embedded	20/09/17

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General information for learners

Unit title: Childhood Practice: Integrated Working and Collaborative Practice (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 is designed to provide you with a range of knowledge and skills relating to integrated working and collaborative practice. It is intended for learners to examine legislation, policy issues and current practice in relation to integrated working and collaborative practice in order to ensure high standards of professional practice in childhood practice.

On successful completion of the unit you will be able to:

- ◆ demonstrate an understanding of the nature of integrated working and collaborative practice.
- ◆ evaluate the current legislative policy frameworks and guidance to support integrated working and collaborative practice within childhood practice setting.
- ◆ understand the contribution of integrated working and collaborative practice on children, parents, families and wider communities.
- ◆ demonstrate knowledge of the team around the child and the skills required to develop a culture of integrated working and collaborative practice in a workplace setting.

You will have the opportunity to undertake a work placement if you are not already in employment and this will facilitate your learning on how integrated working and collaborative practice is applied and impact on practice.

You will be given the opportunity to reflect and evaluate your own work practice in relation to other professionals, your own work team, parents, carers and children.

If you are undertaking this unit on a standalone basis, all outcomes may be assessed through either an essay or report covering all evidence requirements for all outcomes.

Alternatively you could give a presentation using a PowerPoint on issues relating to your own practice supported by a 1,000 word report.

If you are undertaking this unit as part of a wider integrated assessment you should ensure that you have met all the evidence requirements for each outcome.

General information for learners (cont)

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This Unit has the Core Skill of Working with Others embedded in it, so when you achieve this Unit your Core Skills profile will be updated to show that you have achieved Working with Others at SCQF Level 6

There are also opportunities for you to develop the Core Skills of *Communication* and *Problem Solving* in this unit.

If you use the Internet to conduct research you will also have opportunities to develop skills in *Information and Communication Technology (ICT)* and *Numeracy* depending on the variety of data gathered and how the data is presented.

You will be encouraged to undertake autonomous learning through research of current studies and strategies to support integrated working and collaborative practice in the workplace. This will further develop the essential skills around future employability, sustainability and citizenship.

It is essential that you make reference to the New National Health and Social Care Standards (2017) and relevant legislation, policy and practice throughout this unit. You should also be aware of Childhood Practice Standards (2015 revised) for Managers/Lead Practitioners to facilitate progression within the sector.