



## Higher National Unit specification

### General information for centres

**Unit title:** Establish Effective Working Relationships

**Unit code:** F1WB 37

**Unit purpose:** This Unit is designed to enable candidates to demonstrate effective relationship building skills to support learners in an inter-professional context. Successful candidates will support learning through the provision of, and support for, effective professional and inter-professional working relationships.

On completion of the Unit candidates should be able to:

- 1 Establish effective professional and inter-professional working relationships to support learning whilst maintaining professional boundaries.
- 2 Use effective working relationships with learners to support them in the achievement of their learning objectives.
- 3 Support learners in exploring different working practices and the impact this may have on established professional roles.

**Credit points and level:** 1 HN credit at SCQF level 10: (8 SCQF credit points at SCQF level 10\*)

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

**Recommended prior knowledge and skills:** Candidates 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.

**Core Skills:** Although there is no automatic certification of Core Skills or Core Skills components in this Unit, there are opportunities to develop the Core Skills of Working with Others, Problem Solving and Communication at SCQF level 6. Additionally, there may be opportunities to develop the Core Skill of Information Technology.

**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.

## **General information for centres (cont)**

**Assessment:** The focus of this Unit is on the development of competence to use a wide range of principal skills, some specialised skills and advanced applications to establish effective working relationships. Assessment mechanisms should gather evidence from a range of sources.

This collection of evidence approach allows candidates flexibility in relation to evidence gathering and scope to present their evidence in a way that best fits with their learning needs and styles. The evidence gathered to demonstrate that candidates have achieved the Outcomes should be naturally occurring during their day to day activity, therefore encouraging them to critically reflect on the nature of what they do on a daily basis.

Candidates' practice evidence of their ability to establish effective learning relationships can be taken from a variety of sources including feedback from peers, managers, learners, service users, carers and other professionals. This will be collated alongside evidence of the candidate's knowledge and understanding of the topics covered by the Unit. Candidates should also provide a critically reflective narrative identifying their learning for the Unit, critically reflecting on what they have done well, what they might have done differently and what they need to work on in the future.

## **Higher National Unit specification: statement of standards**

**Unit title:** Establish Effective Working Relationships

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

Please see specific knowledge and/or skills required in relation to each Outcome and Evidence Requirements for the Unit after the Outcomes.

The whole of the content listed in the knowledge and skills sections must be taught and available for assessment.

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

### **Outcome 1**

Establish effective professional and inter-professional working relationships to support learning whilst maintaining professional boundaries

#### **Knowledge and/or Skills**

- ◆ Roles of practice educator, learner and others
- ◆ Professionalism and professional boundaries
- ◆ Current context and models of inter-professional work
- ◆ Potential benefits, barriers and challenges in inter-professional work
- ◆ Values, ethics and principles across and between professions

### **Outcome 2**

Use effective working relationships with learners to support them in the achievement of their learning objectives

#### **Knowledge and/or Skills**

- ◆ Characteristic behaviours which contribute to an effective working relationship
- ◆ Factors which impact on learning relationship eg power, discrimination and diversity
- ◆ Adult learning theories and principles
- ◆ Learning Contracts which make roles, responsibilities and expectations explicit

## **Higher National Unit specification: statement of standards (cont)**

**Unit title:** Establish Effective Working Relationships

### **Outcome 3**

Support learners in exploring different working practices and the impact this may have on established professional roles

#### **Knowledge and/or Skills**

- ◆ Different working practices, their effectiveness and their impacts on roles
- ◆ Professional and organisational differences in ways of working
- ◆ Process and impact of change in applying new ways of working
- ◆ Methods for critically analysing working practices

### **Evidence Requirements for the Unit**

Candidates must provide evidence to cover all Knowledge and Skills in the Outcomes above by demonstrating effective relationship building skills sufficient to support learning as part of a wider inter-professional context for a range of learners in practice learning environments. The evidence will demonstrate application of knowledge, sources of knowledge and a critical understanding of principal theories relevant to this Unit.

Candidates will provide evidence of:

- ◆ being directly observed where the observer comments on the candidate's practice specifically on the effectiveness of a working relationship
- ◆ establishing and sustaining inter-professional relationships with key contributors to the overall learner experience, whilst maintaining professional boundaries
- ◆ critically evaluating the effectiveness of their relationship with the learner and critically analysing how this has contributed to the learning objectives of the learner
- ◆ facilitating learner(s)' exploration of different working practices including impact on established professional roles

### **Assessment guidelines**

This Unit stands alone and can be assessed in its own right. However, when delivered as part of a Group Award it may be appropriate for candidate evidence to span more than one Unit.

Appropriate methods for candidates to demonstrate knowledge and understanding of how to establish effective working relationships to support learning include witness statements, formal and informal feedback, learning material, self-evaluation, direct observation and critical analysis of own practice.

## **Administrative Information**

<b>Unit code:</b>	F1WB 37
<b>Unit title:</b>	Establish Effective Working Relationships
<b>Superclass category:</b>	PM
<b>Original date of publication:</b>	August 2007
<b>Version:</b>	01

### **History of changes:**

<b>Version</b>	<b>Description of change</b>	<b>Date</b>

**Source:** SQA

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## **Higher National Unit specification: support notes**

### **Unit title:** Establish Effective Working Relationships

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

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

### **Guidance on the content and context for this Unit**

This Unit has been designed as a stand alone Unit. It can be delivered as a stand-alone Unit if a centre has determined that the knowledge and skills developed within this Unit are all that are required to enhance the capability of candidates. Alternatively, the Unit can be delivered as part of an SQA Group Award such as a Professional Development Award (PDA). For example, it is one of eight Units that comprise the:

- ◆ PDA in Practice Learning at SCQF level 10
- ◆ PDA in Practice Learning (Social Services) at SCQF level 10

Where this Unit is delivered as part of the PDA in Practice Learning (Social Services) at SCQF level 10, the centre should be aware that there may be additional entry requirements for candidates in line with Scottish Social Services Council (SSSC) policy.

This Unit is intended for candidates 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. The Unit is designed to enable candidates to demonstrate effective relationship building skills sufficient to support learning as part of a wider inter-professional context for learners. Successful candidates 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).

Outcome 1 considers how to establish effective professional and inter-professional working relationships and focuses on the roles of those supporting learning and factors which impact across professional boundaries eg power and status, diversity and discrimination.

Outcome 2 looks at the development and maintenance of the relationship with the learner(s) and its use in supporting the learner(s) in the achievement of their learning objectives. It considers factors which may impact on the learning relationship, for example power imbalances and issues of discrimination and diversity. Candidates will learn how to apply adult learning theories and principles to enable the establishment of effective relationships with learner(s) (eg Knowles' conditions for effective learning; the key attributes of adult learning as discussed in the work of Gagne, Rogers, Argyris, Kolb). In Outcome 3 candidates will consider how to support learners in finding out about how different professions and organisations work and the forces that impact on roles and relationships. Through application of their developing skills in making their working relationships more effective, candidates will support learners to achieve their learning objectives and facilitate the exploration and analysis of different ways of working.

## **Higher National Unit specification: support notes (cont)**

### **Unit title:** Establish Effective Working Relationships

Candidates 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. Candidates 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 candidates' effective working relationships.

### **Guidance on the delivery and assessment of this Unit**

#### *Delivery*

This Unit involves candidates in a significant amount of experiential learning. Candidates are required to critically analyse and critically reflect on this experience and to be able to make conclusions for their future behaviour and development.

It is expected that the facilitation of learning for this Unit will be through a range of approaches including face-to-face inputs, blended and other forms of directed and self-directed learning.

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 candidates.

At the outset, centres should make candidates aware of the requirements of the Unit, including the need to gather evidence, critically analyse and report on their experiences. They should also inform candidates 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 candidates will manage their learning independently to a significant extent. Centres will make suitable arrangements to support and guide candidates throughout. This could involve regular meetings with candidates on an individual basis or in groups or through e-learning.

#### *Assessment*

Centres should advise candidates about assessment requirements. The Unit takes a holistic approach to assessment and all three Outcomes are closely and systematically connected. Candidates should be encouraged to seek opportunities to generate evidence that would span more than one of the Outcomes. For example, aspects of potential barriers and challenges in inter-professional work (Outcome 1) is likely to be closely linked to professional organisational differences in ways of working and the process and impact of change in applying new ways of working (Outcome 3). Both of these can be addressed, for example, in a critically reflective and analytical account of the candidate's practice.

## **Higher National Unit specification: support notes (cont)**

### **Unit title:** Establish Effective Working Relationships

Candidates should demonstrate that they have achieved the Unit Outcomes by gathering evidence from a range of sources. As far as possible for most candidates the evidence should be ‘naturally occurring’ during the course of their day to day activity. Where candidates 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. This approach aims to reduce the need for contrived assessed activity in circumstances where Outcomes are effectively being evidenced in candidates’ work. The approach aims to encourage candidates to critically reflect on the nature of what they do on a daily basis.

An example of this holistic approach to gathering evidence for all eight Units of the Award can be found in the Arrangements document.

Centres should provide advice and guidance to candidates on gathering evidence. The evidence should be presented as a coherent and logical whole rather than a collection of disparate items. Essentially, it is a record of the learning journey undertaken by candidates.

The evidence produced by candidates should demonstrate their knowledge, understanding and skills in relation to each Outcome. Overall, this should encompass a demonstration of:

- ◆ the professional performance improvements that candidates have achieved as a result of participating in this learning and related practical activities
- ◆ candidates’ ability to critically evaluate and critically review their own and their learners’ experiences of the learning environment
- ◆ candidates’ application of relevant theories, methodologies and standards to enhance the learning environment

There may be opportunities to combine evidence for this Unit with evidence from other Units, especially where candidates are undertaking a relevant Group Award or a number of Units as part of a programme of Continuous Professional Development.

Combining evidence from several Units should be encouraged wherever possible. It will give candidates the opportunity to develop a more comprehensive record of their learning, but will also highlight the close connections and relationships between the different strands involved in professional development. It may also enable candidates to make use of the same piece of evidence in different contexts.

#### ***Collection of Evidence***

Assessment mechanisms should offer candidates flexibility in relation to evidence gathering against the Outcomes. Each candidate’s evidence will be unique and will be expected to meet a set of minimum required content criteria as advised by the centre. Candidates are encouraged to offer fewer rather than more pieces of work to evidence several Outcomes. This is not intended to deter candidates from taking a rigorous approach to their assessment tasks, but rather to allow them scope to focus their evidence. The statement of standards for the Unit lists the mandatory Evidence Requirements, but the type of evidence candidates present for assessment is not prescribed unless specifically stated.

## **Higher National Unit specification: support notes (cont)**

### **Unit title:** Establish Effective Working Relationships

It is likely that content will include items covering both product and process. Evidence of support for learning can be drawn from any context across health, education and social services and involve work with individual learners and/or groups, such as through the facilitation of group supervision, or planning, delivering and/or evaluating training events. Evidence can come in a variety of forms including assignment, video, audio, presentations, witness statements etc.

Centres will advise on specific requirements but candidates will need to provide evidence of knowledge, values and skills and may include some of the following, for example:

1. Critically reflective narrative of the learning from the Unit as a whole. This is candidates' summary of how the evidence they have provided meets the Outcomes. It can include a clear map indicating where the evidence provided links to the Outcomes. It is likely that this will also describe what they have done well, what they might have done differently and what they need to work on in the future
2. Candidates' critically reflective accounts of how they have met each of the Outcomes
3. Evidence of direct observation of candidates' current practice with a learner or learners
4. Witness statements from, for example, managers, colleagues, service users, the learners themselves or practitioners in other related disciplines
5. Formal and informal feedback on practice from a learner or learners with whom candidates have been working
6. Formal and informal feedback on practice from, as appropriate, mentor, assessor, a service user, carer, peers, managers, and other professionals
7. A self-assessment, including critical reflection by candidates on feedback received
8. Product evidence to specifically demonstrate knowledge gained in relation to the purposes, design and choice of evaluation strategies and collaboration in this regard. For example, assignments, reports, extracts of minutes, supervision notes and practice documents etc

### ***Opportunities for developing Core 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, candidates 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 Technology.

## **Higher National Unit specification: support notes (cont)**

### **Unit title:** Establish Effective Working Relationships

Candidates 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 candidate. Candidates 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.

### **Open learning**

This Unit requires candidates to take responsibility for their own learning. If it is to be delivered by means of open learning it will be necessary to ensure candidates have access to relevant material to enable them to assimilate the underpinning concepts and knowledge. Candidates will also need access to guidance and support throughout the learning and development process.

### **Candidates with disabilities and/or additional support needs**

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

## **General information for candidates**

### **Unit title:** Establish Effective Working Relationships

The Unit is designed to enable you to demonstrate effective relationship building skills sufficient to support learning as part of a wider inter-professional context for learners. You will support learning through the provision of effective professional and inter-professional working relationships and through the exploration of different working practices.

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

## **General information for candidates (cont)**

### **Unit title:** Establish Effective Working Relationships

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. Your collection of evidence will be unique, although it will be expected 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 events.

Your evidence collection is likely to consist of several different types of item covering both product and process. Centres will advise you about any specific requirements. Some examples of items of evidence you might provide are:

- ◆ critically reflective accounts of how you have met each of the Outcomes
- ◆ witness testimony from others involved in the learning process (learners, colleagues, service users, assessors, other professionals, university or college tutors etc)
- ◆ product evidence to specifically demonstrate knowledge gained eg exercises used to assist learners to critically appraise good practice in a variety of practice specific contexts. For example, assignments/exercises, reports, extracts of minutes, supervision notes and practice documents etc
- ◆ a critically reflective narrative of learning from the Unit as a whole
- ◆ video, audio, presentations

If you take this Unit in conjunction with one or more other Units, you may be able to present evidence for more than one Unit at the same time. In this way, you can provide a much fuller record of several interconnected aspects of your personal development. It is possible, therefore, to use evidence generated as part of this Unit to gain credit for more than one Unit.