

Next Generation Higher National Unit Specification

Partnerships: Supporting Collaborative Working with Families and other Professionals (SCQF level 7)

Unit code: J7DG 47
SCQF level: 7 (16 SCQF credit points)
Valid from: session 2024–25

Prototype unit specification for use in pilot delivery only (version 2.0) August 2024

This unit specification provides detailed information about the unit to ensure consistent and transparent assessment year on year.

This unit specification is for teachers and lecturers and contains all the mandatory information required to deliver and assess the unit.

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Unit purpose

This unit helps learners to identify, analyse and evaluate the fundamental importance of collaborative working with families and other professionals in their practice. This enables learners to consider how this can impact their practice in relation to working with families, children, practitioners and other professionals in Scotland.

The unit is suitable for learners studying for the Higher National Certificate (HNC) in Childhood Practice. It helps them to gain knowledge and skills related to the importance of partnership and collaborative working in their practice. This includes understanding the importance of building positive relationships with families in early learning and childcare settings.

Entry is at your centre's discretion. We recommend that learners have relevant qualifications at SCQF level 6 or experience of working in the childhood practice sector before starting the unit.

Learners who complete the unit as part of the HNC in Childhood Practice may have the opportunity to progress to further learning, including Higher National Diploma (HND) or degree-level courses.

Unit outcomes

Learners who complete this unit can:

- 1 investigate a variety of family types, structures and roles, and the influence they have on families
- 2 describe the role of communities, professionals and services in supporting collaborative working
- 3 research legislation, codes, standards, frameworks and guidance related to collaborative working with communities, professionals and services, including examples from practice
- 4 work collaboratively and in partnership with communities, professionals and services to support service users and their families, while analysing your own responsibilities, strengths and skills in practice that support effective collaborative working

Evidence requirements

Learners must produce knowledge evidence and product evidence.

Knowledge evidence

Outcomes 1 to 3

Learners' knowledge evidence relates to outcomes 1 to 3. This can be written or oral, or a combination of both, and captured in a range of media. To achieve these outcomes, learners must demonstrate that they can:

- ◆ describe a range of family types
- ◆ identify a variety of social factors that influence families
- ◆ analyse how social factors can influence changes in family roles and relationships
- ◆ identify the roles and responsibilities of professionals in health, education and community services
- ◆ evaluate the impact of these professionals in relation to collaborative working of professionals in the local community
- ◆ evaluate at least one example of current legislation that emphasises a commitment to partnership and collaborative working
- ◆ describe at least one current professional code of practice that supports partnership and collaborative working
- ◆ describe at least one current framework and guidance document that supports partnership and collaborative working
- ◆ describe at least two different theories that support partnership and collaborative working
- ◆ describe a range of professional responsibilities that support partnership and collaborative working

Product evidence

Outcome 4

Learners' product evidence relates to outcome 4. For outcome 4, evidence relates to learners implementing collaborative working through practical tasks while on placement or in employment.

To achieve these outcomes, learners must demonstrate that they can:

- ◆ explain the terms 'partnership' and 'collaborative working' in relation to working with other professionals to support families and children
- ◆ explain the purpose of the team around the child (TAC) and how this can support professionals, families and children
- ◆ provide examples of how TAC collaboration can impact professionals, families and children

Learners' product evidence for outcome 4 includes a self-analysis of their collaborative working.

As part of their self-analysis, learners must:

- ◆ identify their own professional responsibilities, strengths and skills in practice to support effective partnership and collaborative working
- ◆ reflect on their own professional responsibilities and skills in relation to partnership and collaborative working. They must include:
 - strengths
 - areas for improvement
 - opportunities
 - threats

The evidence for all outcomes should be produced over a period of time in lightly-controlled conditions and requires authentication.

Knowledge and skills

The following table shows the knowledge and skills covered by the unit outcomes:

Knowledge	Skills
<p>Outcome 1 Learners should understand:</p> <ul style="list-style-type: none"> ◆ different family types ◆ how to identify a range of social factors ◆ how social factors have influenced changes in families 	<p>Outcome 1 Learners can:</p> <ul style="list-style-type: none"> ◆ use research skills to explore different family types ◆ consider the impact of social factors on families and relationships ◆ consider a variety of different family roles and relationships
<p>Outcome 2 Learners should understand:</p> <ul style="list-style-type: none"> ◆ the role of health professionals, education professionals and community provision, including available services that support families ◆ the importance of health professionals, education professionals and community provision, including available services that support families 	<p>Outcome 2 Learners can:</p> <ul style="list-style-type: none"> ◆ use research skills to explore a variety of health professionals' roles and responsibilities ◆ use research skills to explore a variety of education professionals' roles and responsibilities ◆ use research skills to investigate a variety of community provision, including available services that support families
<p>Outcome 3 Learners should understand:</p> <ul style="list-style-type: none"> ◆ current legislation that supports collaborative working ◆ current codes and standards that support collaborative working ◆ current frameworks and guidance that support collaborative working ◆ theories that support collaborative working ◆ their professional responsibilities and the role they play in partnership and collaborative working 	<p>Outcome 3 Learners can:</p> <ul style="list-style-type: none"> ◆ evaluate current legislation ◆ discuss current codes of practice and standards ◆ describe current frameworks and guidance ◆ outline theories ◆ analyse professional responsibilities

Knowledge	Skills
<p>Outcome 4 Learners should understand:</p> <ul style="list-style-type: none"> ◆ the importance of working in partnership with families ◆ how working in partnership with children and families can positively impact their lives ◆ the importance of working collaboratively with professionals ◆ how collaborative working with other professionals supports children and their families ◆ their own responsibilities, strengths and skills in practice that support effective collaborative working 	<p>Outcome 4 Learners can:</p> <ul style="list-style-type: none"> ◆ define the terms ‘partnership’ and ‘collaborative working’ ◆ identify positive and negative factors that may impact effective partnership and collaborative working ◆ consider the impact on partnership and collaborative working of: <ul style="list-style-type: none"> — time constraints — communication systems — professional training — team agendas that include department goals and improvement plans ◆ understand the purpose of Getting it Right for Every Child (GIRFEC), shared language and understanding, named persons, clear roles and responsibilities ◆ consider the importance of TAC collaboration ◆ identify, analyse and reflect on personal responsibilities, and evaluate how these can impact on practice

Meta-skills

Throughout the unit, learners develop meta-skills to enhance their employability in the early learning and childcare sector.

Self-management

This meta-skill includes:

- ◆ integrity: self-awareness; critical reflection; self-learning
- ◆ adapting: developing resilience to possible triggers
- ◆ initiative: time management; sustainability; building a sense of community and social understanding

Social intelligence

This meta-skill includes:

- ◆ communicating: sharing and receiving information
- ◆ feeling: being aware of unconscious bias; showing empathy and social perceptiveness
- ◆ collaborating: relationship building

Innovation

This meta-skill includes:

- ◆ curiosity: sourcing information
- ◆ creativity: discussing strategies to promote equality, diversity and inclusion
- ◆ critical thinking: analysing; logical thinking and judgement

Literacies

Learners develop core skills in the following literacies:

Numeracy

Learners develop numeracy skills by collating statistics and figures during research tasks.

Communication

Learners develop communication skills by:

- ◆ communicating with others, including peers, practitioners, children, families and other professionals
- ◆ recording and assessing information
- ◆ evaluating and sharing findings
- ◆ crediting sources of information used

Digital

Learners develop digital skills and computer literacy by:

- ◆ independently researching online to gain knowledge from credible sources of information
- ◆ writing and submitting assessments
- ◆ accessing records or reports digitally in a practice setting
- ◆ creating a strengths, weaknesses, opportunities and threats (SWOT) analysis

Delivery of unit

You can deliver the unit as a stand-alone unit or as an optional unit in the HNC in Childhood Practice.

Learners studying the unit need a workplace or placement in an early learning and childcare setting, to enable partnership and collaborative working with families and other professionals.

You can integrate common themes in the unit with other units in the qualification. You should identify themes such as safeguarding and understanding additional support needs, deliver them holistically to learners, and integrate them into assessments.

Links to practice may be relevant to the Scottish Vocational Qualification (SVQ) units in the qualification, and you should identify any opportunities to integrate them into assessments.

The notional design length for the unit is 80 hours, however the amount of time you allocate to each outcome is at your discretion. We suggest the following distribution of time, including assessment:

- Outcome 1** — Investigate a variety of family types, structures and roles, and the influence they have on families
(20 hours)
- Outcome 2** — Describe the role of communities, professionals and services in supporting collaborative working
(20 hours)
- Outcome 3** — Research legislation, codes, standards, frameworks and guidance related to collaborative working with communities, professionals and services, including examples from practice
(20 hours)
- Outcome 4** — Work collaboratively and in partnership with communities, professionals and services to support service users and their families while analysing your own responsibilities, strengths and skills in practice that support collaborative working
(20 hours)

Professional recognition

This is an optional unit in the HNC in Childhood Practice, which is a registrable qualification with the Scottish Social Services Council (SSSC).

Additional guidance

The guidance in this section is not mandatory.

We recommend that learning is evidenced in the following ways:

Outcome 1: portfolio, journal, academic poster, mindmap

Outcome 2: portfolio, journal, academic poster, mindmap

Outcome 3: portfolio, journal, academic poster, mindmap, case study

Outcome 4: SWOT analysis

Learners can use employee specifications from job adverts to identify professional responsibilities.

Equality and inclusion

This unit is designed to be as fair and as accessible as possible with no unnecessary barriers to learning or assessment.

You should take into account the needs of individual learners when planning learning experiences, selecting assessment methods or considering alternative evidence.

Guidance on assessment arrangements for disabled learners and/or those with additional support needs is available on the assessment arrangements web page:

www.sqa.org.uk/assessmentarrangements.

Information for learners

Partnerships: Supporting Collaborative Working with Families and other Professionals (SCQF level 7)

This information explains:

- ◆ 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
- ◆ opportunities for further learning and employment

Unit information

This unit helps you to identify, analyse and evaluate the fundamental importance of supporting families and collaborative working with other professionals in your practice. You understand the importance of building positive relationships with families in early learning and childcare settings.

You understand the importance of developing partnerships with other professionals to support the service users and their families in an early learning and childcare setting. You gain awareness of the importance of equality, diversity and inclusion in your practice and the practice of others.

During the unit, you:

- 1 investigate a variety of family types, structures and roles, including the influence this has on families
- 2 describe the role of communities, professionals and services in supporting collaborative working
- 3 research legislation, codes, standards, frameworks and guidance related to collaborative working with communities, professionals and services, including examples from practice
- 4 work collaboratively and in partnership with communities, professionals and services to support service users and their families while analysing your own responsibilities, strengths and skills in practice that support effective collaborative working

Through the tasks carried out in the unit, you develop meta-skills such as self-management, social intelligence and innovation. You are assessed through a variety of projects, and you reflect on your own practice.

The unit is an optional unit in the Higher National Certificate (HNC) in Childhood Practice. The HNC in Childhood Practice is a recognised qualification for registration with the Scottish Social Services Council (SSSC) and employment in early years sectors.

On completion of the unit, you may have the opportunity to progress to further learning, including Higher National Diploma (HND) or degree-level courses.

Administrative information

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Superclass: PR

History of changes

Version	Description of change	Date
2.0	Change to the SQA credit value from 3 to 2 credits, which required changes to outcomes, knowledge/skills and evidence requirements.	May 2024

Note: please check [SQA's website](#) to ensure you are using the most up-to-date version of this document.