Oxford Cambridge and RSA

Unit title:	Working in partnership in health and social care
Unit number:	4
Level:	5
Credit value:	15
Guided learning hours:	60
Unit reference number:	F/601/1576

UNIT AIM AND PURPOSE

This unit will enable learners to analyse and evaluate the benefits of working in partnership in health and social care. Through consideration of the issues affecting working in partnership, the learner will be able to devise strategies to improve outcomes for partnership working.

Learners will understand how to make effective use of partnership working in Health and Social Care. Such knowledge and skills will be transferrable across a wide range of Health and Social Care career opportunities.

LEARNING OUTCOMES AND ASSESSMENT CRITERIA

A pass grade is achieved by meeting **all** the requirements in the assessment criteria.

Learning Outcome (LO) The Learner will:	Pass The assessment criteria are the pass requirements for this unit. The Learner can:
LO1 Understand partnership philosophies and relationships in health and social care services	1.1 explain the philosophy of working in partnership in health and social care 1.2 evaluate partnership relationships within health and social care services
LO2 Understand how to promote positive partnership working with users of services, professionals and organisations in health and social care services	2.1 analyse models of partnership working across the health and social care sector 2.2 review current legislation and organisational practices and policies for partnership working in health and social care 2.3 explain how differences in working practices and policies affect collaborative working
LO3 Be able to evaluate the outcomes of partnership working for users of services, professionals and organisations in health and social care services	3.1 evaluate possible outcomes of partnership working for users of services, professionals and organisations 3.2 analyse the potential barriers to partnership working in health and social care services 3.3 devise strategies to improve outcomes for partnership working in health and social care services

GRADING CRITERIA

A merit grade is achieved by meeting all the requirements in the pass criteria **and** the merit descriptors.

A distinction grade is achieved by meeting all the requirements in the pass criteria **and** the merit descriptors **and** the distinction descriptors.

Merit Criteria (M1, M2, M3) (M1, M2, and M3 are mandatory to achieve a merit grade. Each must be achieved at least once per unit to achieve a merit grade.)	Distinction Criteria (D1, D2, D3) (D1, D2, and D3 are mandatory to achieve a distinction grade. Each must be achieved at least once per unit to achieve a distinction grade.) (In order to achieve a distinction grade, all merit criteria must also have been achieved.)
MANDATORY TO ACHIEVE A MERIT GRADE	MANDATORY TO ACHIEVE A DISTINCTION GRADE
M1 Analyse concepts, theories or principles to formulate own responses to situations.	D1 Evaluate approaches to develop strategies in response to actual or anticipated situations.
M2 Analyse own knowledge, understanding and skills to define areas for development.	D2 Evaluate and apply strategies to develop own knowledge, understanding and skills.
M3 Exercise autonomy and judgement when implementing established courses of action.	D3 Determine, direct and communicate new courses of action.

TEACHING CONTENT

The Teaching Content describes what has to be taught to ensure that learners are able to access the highest grade.

Learners must be able to apply relevant examples to their work. Where examples are given in the Teaching Content these are suggestions; they do not have to be the examples that the learner uses.

LO1 Understand partnership philosophies and relationships in health and social care services	
Philosophy of working in partnership	(e.g. shared vision – attitudes, viewpoints, values)
Partnership relationships	(e.g. local Clinical Commissioning Group, Health and Well-being Boards)
LO2 Understand how to promote positive partnership working with users of services, professionals and organisations in health and social care services	
Models of partnership	(e.g. formal and informal: joint funding, multi-agency, networking)
Analysis	Relevance of the model to purpose of the partnership
Current legislation	(e.g. Health and Social Care Act 2012, National Health Service Act 2006, Children Act 2004)
Current practices and policies	(e.g. Common Assessment Framework, National Service Frameworks, Safeguarding Children and Young People)
Differences in practices and policies	Differences by organisation type (e.g. third sector, specialist, government, providers) Differences by practice and policy type (e.g. statutory, voluntary).

LO3 Be able to evaluate the outcomes of partnership working for users of services, professionals and organisations in health and social care services	
Possible outcomes	(e.g. efficiency, reduced/shared costs (economies of scale), standardisation of quality services, integrated services)
Negative outcomes	(e.g. loss of discrete professions, miscommunication, increased costs (administration burden))
Potential barriers	(e.g. professional boundaries, conflicting policies, attitudes and values)
Strategies to improve outcomes	Devise strategies (e.g. terms of reference; communication systems; data gathering and analysis, targets/goals)
	Outcomes in relation to (e.g. multi-agency working, stakeholders).

GUIDANCE

Delivery guidance
It will be beneficial to deliver this unit in a way that uses actual events, industry forecasts or sector specific contexts which offer the learner the opportunity to explore, develop and apply the fundamental principles of the sector or subject area.   Learners will benefit from being encouraged to exercise autonomy and judgement when conducting interviews and adapting their thinking to reach considered conclusions, when devising strategies.   Learners would benefit from being presented with subject/sector-relevant problems from a variety of perspectives and from being given the opportunity to explore them using diverse approaches and schools of thought.

Assessment evidence guidance
Evidence produced must demonstrate how a learner has met each of the Learning Outcomes and be submitted in the form of assignments, essays, project-portfolios, presentations or, where appropriate, reflective accounts. Where group work/activities contribute to assessment evidence, the individual contribution of each learner must be clearly identified.   All evidence must be available for the visiting moderator to review. Where learners are able to use real situations or observations from work placement, care should be taken to ensure that the record of observation accurately reflects the learner's performance. This should be signed, dated, and included in the evidence. It is best practice to record another individual's perspective of how a practical activity was carried out. Centres may wish to use a witness statement as a record of observation. This should be signed and dated and included in the evidence.

RESOURCES

Books

Crawford, Karin, *Interprofessional Collaboration in Social Work Practice. (Sage Library of Educational Thought & Practice*). Sage Publications Ltd, 2011. ISBN-10: 1849204284; ISBN-13: 978-1849204286

Douglas, Anthony. *Partnership Working (The Social Work Skills Series),* 1st edition..Routledge,, 2008..ISBN-10: 0415311667; ISBN-13: 978-0415311663

Glasby, Jon. Dickinson, Helen. *Partnership Working in Health and Social Care (Better Partnership Working)*. Policy Press, 2008. ISBN-10: 1847420168: ISBN-13: 978-1847420169

Pollard, K.,. Thomas, J.and Miers, M (Editors). *Understanding Interprofessional Working in Health and Social Care: Theory and Practice*. Palgrave Macmillan, 2009. ISBN-10: 023021679X; ISBN-13: 978-0230216792

Journals

Journal of Integrated Care
Nursing Times
Community Care

Websites

www.nursingtimes.net – Nursing Times
www.communitycare.co.uk/Home – Community Care

Signposting to other units within the qualification

Unit 1:   Communicating in health and social care organisations
Unit 4:   Working in partnership in health and social care
Unit 18:   Community development work
Unit 21:   Principles of health and social care practice
Unit 26:   Supporting significant life events