OCR Teaching in the Lifelong Learning Sector − Qualification Units

Unit 22 − Level 4 Effective Partnership Working in the Learning and Teaching Context

Level 4
QCA Accreditation Number L/500/9903

Unit description

Unit aims

The aim of this unit is for candidates in full teacher roles who work with other teachers, administrators, technical staff and external agencies to support and deliver learning.
The unit will enhance the candidate's ability work effectively with other stakeholders to deliver learning by recognising the respective roles of the members of the group and the boundaries and constraints under which they operate. It will also provide the candidate with the opportunity to reflect upon their own practice as part of a team.

Credit value 15

Unit synopsis

This unit is about:

- Student teachers demonstrating and enhancing their ability to work in close partnerships between teachers, students, administrators, technical staff and external agencies
- Investigating the reasons why partnership working is required
- Investigating the management, roles and responsibilities of the group members.

Examples of teaching and learning strategies

The following teaching methods and learning strategies are appropriate to the delivery and development of the knowledge, understanding and skills covered in this unit. A variety of these should be used to provide a model of good practice to the candidate. This list is not exhaustive:

- Small group discussion
- Directed study and research
- Resource based learning
- Question and answer
- Role play
- Discussion
- Debate
- Attendance at conferences
- Presentation of papers to conferences
- Attendance at meetings
- Membership of relevant professional bodies
- Professional discussion
- Tutorials
- Workshop activities

Guidance on delivery for centres

Appropriate methods of delivery:

- provision of individual learning plans
- provision of guidance on the qualification and progression routes to further development,
- provision of opportunities for learning, e.g. discussion fora,
- provision of ongoing mentoring to the candidate, including review and feedback on learning experiences and development of competence.
- Observation of peer-to-peer discussions of groups of candidates or of students teachers and qualified teachers.
- Observation of candidate working within a partnership
- Professional discussion with the assessor will test the knowledge requirements, where these are not already met through the activities described above.

Guidance on assessment for centres

This is an optional unit and the centre must be able to provide opportunities for teaching practice.

The assessment can include:

- Professional discussions with the candidate and their colleagues

- Witness statements

- Reviewing documentation, including minutes, reports, and presentations, schemes of work, lesson plans, assessment plans and marking schemes

- Video recordings

- Observation of practice in partnership fora

- Reports written by the candidate on research, analysis and interpretation of wider professional practice.

This is a level four unit and thus the candidate must demonstrate complex skills and knowledge and in this particular area of partnerships it will often be covering more than one element of the assessment criteria. The ability to recognise and develop thinking across these criteria is to be encouraged but it does mean that reports, whilst aiming for succinctness and clarity of thought will need to be of sufficient depth and breadth to meet the level four standard. Therefore, reports presented as evidence, should be of four sides of A4. Similarly, professional discussion and video recordings will need to demonstrate these qualities and should be of 20 minutes duration.

Suggested reading:

The following list is not intended to be exhaustive, but provides suggested texts which candidates may find helpful. It is not compulsory for students to read all publications in the list; they are identified for reference only.

Ainley, P. and Bailey, B. (1997) *The Business of Learning: Staff and Student Experiences of Further Education in the 1990s*. London: Cassell

Brown, S. and Race, P. (1994) *Assess Your Own Teaching Quality*. London: Kogan Page

Curzon, L. (1997) T*eaching in Further Education: An Outline of Principles and Practice*. 5th edition. London: Cassell

DfEE (1998) *The Learning Age: A Renaissance for a New Britain*. London: HMSO

DfEE (1999) *Learning to Succeed: A New Framework for Post-16 Learning*. London: HMSO

DfES (2001) *Schools – Achieving Success*. London: HMSO

Gibbs, G. (1995) *Assessing Student Centred Courses*. Oxford: The Oxford Centre for Staff and Learning Development

Goleman, D. (2005) *Emotional Intelligence*. Bantam Books

Gravells, A. (2006*) Delivering Adult Learning – Level 3 Coursebook*, Learning Matters,

Maslow, A. (1987) *Motivation and Personality*. New York: Harper & Row

Petty, G. (2004) *Teaching Today* (3rd Edition), Nelson Thornes Business Education Publishers Ltd

Power, J. (2005) *'Building Effective Teams'* Oak Tree eWare

Rowntree, D. (1987) *Assessing Students: How Shall We Know Them?* London: Kogan Page

Tennant, M. (1997) *Psychology and Adult Learning.* London: Routledge

Unwin, L. and Wellington, J. (2000) *Young People's Perspectives on Education, Training and Employment.* London: Kogan Page

Wallace, S. (2007) *Teaching, Tutoring and Training in the Lifelong Learning Sector* (3rd Edition) Learning Matters.

Websites

www.ocr.org.uk   OCR web site

www.qca.org.uk   Qualifications and Curriculum Authority

www.dfes.gov.uk   Department for Children, Schools and Families (Formerly Department for Education and Skills (DfES)

www.gtce.org.uk   General Teaching Council for England

www.gtcs.org.uk   General Teaching Council for Scotland

www.gtcw.org.uk   General Teaching Council for Wales

www.gtcni.org.uk   General Teaching Council for Northern Ireland

www.estyn.gov.uk   The Office of Her Majesty's Chief Inspector for Education and Training in Wales

www.ofsted.gov.uk   The Office for Standards in Education.

www.hmie.gov.uk   Her Majesty's Inspectorate of Education (Scotland)

www.lgpartnerships.com   A local government sponsored site which provides a tool box for those developing partnerships (accessed 02/07/2007)

www.niace.org.uk/information/briefing_sheets/ACLF.htm   (2002) *Building Effective Partnerships* (accessed 1/8/2007)

www.14-19guide.org.uk The Association of Learning Providers, *A How to Guide for for Work-based learning providers.* (Although focusing on under 16 age group it has a useful chapter on Effective Partnerships)

Assessment Criteria, Knowledge and Evidence Linked to Practice

1.

		Assessment Criteria	Knowledge	Evidence Linked to Practice
1.1		Discuss reasons for partnership working.	Understands the benefits of partnership learning.	This can take the form of discussions amongst staff, meetings at conferences, presentations to peer groups and follow-on discussions.
1.2		Review opportunities and challenges of working within a partnership.	Recognises that partnerships enhance the institution and individuals resources.	
1.3		Discuss models of partnerships.	Understand the reasons for building trust.	
1.4		Review ways of sustaining partnerships and their outputs.	Recognise that partnerships engender learning opportunities for the participants.	Minutes of meetings where the candidate's contribution is significant and can be clearly defined.
			Understand that partnerships provide both opportunities and challenges.	A report or a video/digital recording of such discussions.
			Define the main opportunities that partnerships present.	
			Define the main challenges that partnerships present.	Where possible the candidate should relate their discussions to examples from their own experience.
			Recognise that partnerships do not conform to a single format.	
			Define a range of partnership modes.	
			Understand the range of partnership models that are available.	
			Understand the strengths and weaknesses of the models.	
			Understand the reasons why partnerships may fail.	

		Understand the reasons why partnerships are successful. Recognise the critical success factors for effective partnerships.	

2.

	Assessment Criteria	Knowledge	Evidence Linked to Practice
2.1	Discuss the potential contribution of relevant stakeholders to a specific partnership.	List the relevant stakeholders. Define the potential contribution of each stakeholder.	This can take the form of discussions amongst staff, presentations to peer groups and follow-on discussions.
2.2	Review individual roles and responsibilities within a specific partnership.	Understand the main roles and responsibility of any partnership.	Minutes of meetings where the candidate's contribution is significant and can be clearly defined.
2.3	Discuss boundaries of individual roles and ownership issues.	Define any additional roles and responsibilities particular to the specific partnership.	
2.4	Review ways of managing partnerships, summarising potential management issues.	Understand the rationale for any additional roles in the partnership.	A report or a video/digital recording of such discussions.
2.5	Discuss resource implications for a specific partnership and its individual members.	Recognise the importance of boundaries within partnerships. Understand the difficulties which can arise from poor or non-existent boundary setting. Define the boundaries for specific roles. Arrange the ownership of particular outcomes or tasks to specific roles.	Where possible the candidate should a include real-life example of their own experience.

		Understand the challenges of assigning ownership.	
		Understand the issues which can arise from lack of ownership.	
		Understand the management skills required to manage diverse partnerships.	
		Define the different management styles.	
		List potential management issues.	
		Understand the range of resources which will be required by the specific partnership.	
		Define the range of resources which will required by each member in terms of role, responsibility, expenses, costs to the institution, expenses for the individual.	

3.

	Assessment Criteria	Knowledge	Evidence Linked to Practice
3.1	Review the aims, objectives and proposed outputs of a specific partnership.	Understand the difference between aims and objectives.	Discussions amongst staff, presentations to peer groups and follow-on discussions.

| 3.2 | Discuss the need for ground rules and terms of reference in effective partnership working. | Understand the relationship between aims, objectives and outputs.

Understand the different backgrounds and cultures from which individuals in the partnership are drawn.

Understand the importance of clear direction and planning in successful partnerships.

Understand the need for agreement and consensus in partnership working.

Understand the effect of unrealistic deadlines on personal and group morale. | Minutes of meetings where the candidate's contribution is significant and can be clearly defined.

A report or a video/digital recording of such discussions. Where possible the candidate should a include real-life example of their own experience. |
| 3.3 | Justify the need for realistic timescales and deadlines. | Understand the dangers of unrealistic deadlines and timescales in terms of:
Rushed, incomplete and poor quality work Cost of resources in correcting work or having to increase budget to meet the change of deadlines. Negative effect on image and status of individuals and organisations involved in the partnership. The importance of a logical and honest approach to setting timescales and deadlines to ensure a successful conclusion. | |

4.

	Assessment Criteria	Knowledge	Evidence Linked to Practice
4.1	Review performance indicators to measure partnership effectiveness.	Understand the purpose of performance indicators in measuring the success of the partnership.	Discussions amongst staff,

4.2	Review partnership outputs, using appropriate methods and valid and reliable data.	Understand the purpose of performance indicators in measuring the partnerships achievements of aims, objectives and outcomes.	presentations to peer groups and follow-on discussions.
4.3	Review methods of presenting partnership outputs to a variety of recipients.	Recognise the need for all partners to take ownership of agreed performance indicators.	Minutes of meetings where the candidate's contribution is significant and can be clearly defined.
		Understand the difference between qualitative and quantitative data.	A report or a video/digital recording of such discussions. Where possible the candidate should a include real-life example of their own experience
		Recognise the importance of both qualitative and quantitative data.	
		Understand a suitable range of methods for collecting and evaluating data.	
		Recognise the need to ensure that data valid and reliable.	
		Understand how the test the validity and reliability of data.	
		Understand the interests of the recipients in terms of the outputs from the partnership.	
		Recognise that some recipients will feel happier with quantitative data and others with qualitative.	
		Understand the level of knowledge and understanding of specialist terms of the recipients.	
		Recognise that recipients may have preferred methods of receiving the outputs.	

		Understand and describe a range of possible methods of presentation of outputs, including oral, written, meetings, etc.	

5.

	Assessment Criteria	Knowledge	Evidence Linked to Practice
5.1	Discuss a range of methods for effective communication between partners.	Understand the range of communications which may be used to communicate between partners :	Discussions amongst staff, presentations to peer groups and follow-on discussions.
5.2	Review the partnership's communication strategy.	• On an ad hoc basis • Agreed points of contact • Interim reporting within the team	Minutes of meetings where the candidate's contribution is
5.3	Review own communication skills and methods as a partnership member.	• Error or problem reporting • Management reports • Team meetings • Partnership meetings. • Drafting of reports • Agreeing final reports. Recognise the possible diversity of the partnership and how this impinges on the methods of communications. Recognise the resourcing costs of methods of communication. Understand the rational for the communication strategy. Under the cultures and communication requirements of individual members of the partnership. Understand the cultures and requirements of the	significant and can be clearly defined. A report or a video/digital recording of such discussions. Where possible the candidate should a include real-life example of their own experience.

| | | organisational partners.

Understand the range of communication skills required of members of partnerships.

Understand the specific range of communication skills required for the particular role the candidate is undertaking within the partnership.

Recognise the need to review whether the skills and methods of communication in place are:
- Appropriate for the role
- Appropriate for the partnership members
- Are delivering clear, useful information to fellow members and the partnership as a whole. | |

6.

	Assessment Criteria	Knowledge	Evidence Linked to Practice
6.1	Discuss the potential impact of other stakeholders and agencies relevant to the partnership.	Know the stakeholders and agencies that will be affected by the outcomes of the partnership.	Discussions amongst staff, presentations to peer groups and follow-on discussions.
6.2	Discuss the impact of key government policies/ initiatives relevant to the partnership.	Understand the proposed outcomes from the partnership.

Recognise the way impact that the outcomes will have on the client group. | Minutes of meetings where the candidate's contribution is significant and can be clearly |
| 6.3 | Review ways to establish and maintain communities of practice. | Understand where to find a range of relevant government policies and initiatives. | defined. |
| | | Understand which policies and initiatives would impact upon the particular partnership. | A report or a video/digital recording of such discussions. Where possible the candidate |

			Recognise the need to continually review government policies and initiatives in case there have been additions or updates which will impact upon the partnership.	should a include real-life example of their own experience.
			Understand the benefits of partnership working providing opportunities for future collaboration.	
			Understand the value of partnerships in developing individuals and partner organisation.	
			Understand the importance of sharing experience, learning and development.	
			Recognise the opportunity for transforming working relationships, communications and culture.	