

<b>Unit Title:</b>	<b>Develop and sustain effective working relationships with staff in other agencies</b>
Unit sector reference:	ASM 24
Level:	3
Credit value:	4
Guided learning hours:	24
Unit accreditation number:	R/601/3526

## Unit purpose and aim

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This unit is about sustaining and developing working relationships with staff in other organisations. Effective working is a key feature of, and increasing importance in justice, social care and health organisations. Workers are not expected to set up effective working agreements from scratch, but are expected to contribute to optimising the value of them.

<b>Learning Outcomes</b> The learner will:	<b>Assessment Criteria</b> The learner can:	<b>Exemplification</b>
1 Understand the context of working in partnership	1.1 Identify the nature, roles and functions, policies and procedures of principal agencies. 1.2 Identify structures, function, and methods of communication and decision making. 1.3 Identify the roles and responsibilities of key people who work in these agencies who are involved in joint working arrangements. 1.4 Identify the effect agency structure and culture may have upon the policy and practice of joint working. 1.5 Identify the effect of agency culture and structure upon policy and practice of working in partnership. 1.6 Explain the principles and benefits of working in partnership.	

<b>Learning Outcomes</b> The learner will:	<b>Assessment Criteria</b> The learner can:	<b>Exemplification</b>
2 Develop effective working relationships with staff in other agencies	2.1 Develop clear action plans for joint work which clarify roles and responsibilities of the respective parties. 2.2 Reach agreements about roles and responsibilities and arrangements for decision making. 2.3 Apply principles of equality, diversity and anti-discriminatory practice in working relationships with staff in other agencies. 2.4 Confirm arrangements for joint work which are a) appropriate to the nature and purpose of the work b) likely to be effective in establishing and maintaining relationships c) respect confidentiality while balancing risks of sharing or not sharing information. 2.5 Identify effective methods to monitor and review the progress of joint work. 2.6 Obtain advice and support promptly when team discussion and supervision are appropriate. 2.7 Complete records accurately and clearly and store them according to agency requirements. 2.8 Communicate information to people who are authorised to have it.	
3 Sustain effective working Relationships	3.1 Identify the benefits and advantages of joint working and use these to develop own practice. 3.2 Identify factors which might hinder joint working. 3.3 Explain methods of identifying and resolving conflict within and between agencies and between individuals.	

<b>Learning Outcomes</b> The learner will:	<b>Assessment Criteria</b> The learner can:	<b>Exemplification</b>
	3.4 Demonstrate methods of assessing the effectiveness of joint working relationships. 3.5 Explain and defend the views of your agency and its policies. 3.6 Contribute to regular reviews of effectiveness and efficiency of joint working arrangements and identify ways in which the arrangements could be improved. 3.7 Complete records accurately and clearly and store them according to agency requirements. 3.8 Communicate information to people who are authorised to have it.	

## Assessment

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This unit needs to be assessed in line with the Skills for Care and Development QCF Assessment principles.

This unit is competence based. This means that it is linked to the candidate's ability to competently perform a range of tasks connected with their work. This unit may be assessed using any method, or combination of methods, which clearly demonstrates that the learning outcomes and assessment criteria have been met. This unit requires workplace assessment of occupational competence.

Assessment decisions for competence based learning outcomes (eg those beginning with 'Be able to') must be made in a real work environment by an occupationally competent assessor. Any knowledge evidence integral to these learning outcomes may be generated outside of the work environment but the final assessment decision must be within the real work environment.

Competence based assessment must include direct observation as the main source of evidence.

## Evidence requirements

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### **Evidence Requirements for this unit:**

You must provide your assessor with evidence for **all** the learning outcomes and assessment criteria. The evidence must be provided in the following ways taking into account any of the special considerations below.

**Special Considerations:**

Simulation **is not permitted** for this unit.

The nature of this unit means that **all** of your evidence must come from real work activities.

The evidence must reflect, at all times, the policies and procedures of the workplace, as linked to current legislation and the values and principles for good practice in the sector.

## **Required sources of performance and knowledge evidence:**

**Observation and/or Expert Witness Testimony** is the **required** assessment method to be used to evidence some part of this unit.

If your assessor is unable to observe you s/he will identify an expert witness in your workplace who will provide testimony of your work-based performance. Your assessor or expert witness will observe you in real work activities and this is likely to provide most of the evidence for the assessment criteria for this unit.

## **Other sources of performance and knowledge evidence:**

The following assessment criteria may be difficult to evidence by observation and/or expert witness testimony because they refer to contingencies or infrequently occurring activities:

Not applicable to this unit.

Your assessor will identify other sources of evidence ensuring the most reliable and efficient mix of evidence gathering methods from the list below. This will ensure that all learning outcomes and assessment criteria are met and that the consistency of your performance can be established.

- **Work Products:** These are non-confidential records made, or contributed to, by you eg minutes of meetings with other agencies.
- **Confidential Records:** These may be used as evidence but must not be placed in your portfolio. They must remain in their usual location and be referred to in the assessor records in your portfolio eg case records.
- **Questioning:** Questions may be oral or written. In each case the question and your answer will need to be recorded, eg outline the roles and responsibilities of key people who work in the agencies who are involved in joint working arrangements.
- **Professional Discussion:** This should be in the form of a structured review of your practice with the outcomes captured by means of audiotape or a written summary. These are particularly useful to provide evidence that you know and understand principles which support practice, policies, procedures and legislation, and that you can critically evaluate their application eg the nature, roles and functions, policies and procedures of principal agencies.
- **Original Certificates:** Certificates of training and records of attendance must be authentic, current and valid. Your assessor will also want to check the content of such training so that this can be matched to the standards and check that you have retained and can apply learning to practice eg Certificate/Progression Award in Drug and Alcohol Services.
- **Case Studies, projects, assignments and candidate/reflective accounts of your work:** These methods are most appropriately used to cover any outstanding areas of your qualification. Occasionally, because an event happens rarely or may be difficult to observe, you may be able to use a candidate/ reflective account to provide some of the evidence for this unit eg explain the methods of identifying and resolving conflict within and between agencies and between individuals.

- **Witness Testimony:** Colleagues, allied professionals and individuals with whom you work may be able to provide testimony of your performance. Your assessor will help you to identify the appropriate use of witnesses.

## Unit Guidance

The evidence for this unit is likely to come from:

- the observation of the candidate working with staff from other agencies
- minutes of meetings, and
- the candidate's explanation of their work with staff in other agencies recorded either through professional discussion or a reflective account.

## Guidance on assessment and evidence requirements

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OCR does not stipulate the mode of delivery for the teaching of the content of this unit. Centres are free to deliver this unit using any mode of delivery that meets the needs of their candidates. Centres should consider the candidates' complete learning experience when designing learning programmes.

## National Occupational Standards (NOS) mapping/signposting

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This unit is directly related to the Skills for Justice National Occupational Standard:

F403 Develop and sustain effective working relationships with staff in other agencies

**NOS can be viewed on the relevant Sector Skills Council's website or the Occupational standards directory at [www.ukstandards.co.uk](http://www.ukstandards.co.uk)**

## Functional skills signposting

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This section indicates where candidates may have an opportunity to develop their functional skills.

**Link to functional skills standards <http://www.qcda.gov.uk/15565.aspx>**

Functional Skills Standards					
English		Mathematics		ICT	
Speaking and Listening		Representing		Use ICT systems	✓
Reading	✓	Analysing		Find and select information	✓
Writing	✓	Interpreting		Develop, present and communicate	✓

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## Additional information

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For further information regarding administration for this qualification, please refer to the OCR document '*Administrative Guide for Vocational Qualifications*' (A850).

This unit is a shared unit. It is located within the subject/sector classification system 01.3 Health and Social Care.