

SOCIETY, HEALTH AND DEVELOPMENT

Unit 3: Introduction to partnership working between the sectors covered by society, health and development



Society, Health and Development

Level 1 Unit 3: Introduction to partnership working between the sectors covered by society, health and development

Sample scheme of work

Total GLH	30, of which 5 will be needed for the internal assessment
Aim/s or statement of purpose	<p>Learners will:</p> <ul style="list-style-type: none"> • know the meaning of partnership working • know the purpose of teams in sector partnerships • understand the importance of involving individuals in decision making in sector partnerships • be able to work collaboratively on local sector issues.
Notes	<p>This unit is assessed through a centre set and marked assignment, which will be subject to moderation. This internal assessment will take 5 of the 30 GLH.</p> <p>On completion of the learning outcomes learners should undertake the assessment appropriate for this unit. Within teaching and learning differentiation will take place through question and answer, pair or group work, through the level of support provided and extension activities undertaken.</p> <p>Learning activities</p> <p>A selection of activities has been designed to support the learning outcomes of each unit. These may be adapted to suit the centre, the learners and the local context. In addition, it is expected that learners will have access to employers and work experience as appropriate. Some web links have been included, but it is recognised that learners may need direction when using them and that the websites may change significantly over time.</p>

Learning outcomes/topics/content	Activities/assignments/assessments/resources/ teaching aids	PLTS
<p>Aim: to know the meaning of partnership working (LO1)</p> <p>Learners will:</p> <ul style="list-style-type: none"> • describe what is meant by partnership working, covering all relevant aspects in good detail (AC1a) • describe different partnerships, covering relevant aspects in good detail (AC1b) 	<p>Learners:</p> <ul style="list-style-type: none"> • Discuss what they understand by the term 'partnership working' • Draw a map of the people at school working in partnership, naming personnel • In pairs, describe the role and responsibility of one named person from the map. Could interview the member of staff. • Report back on findings to the rest of the group • As a group, identify other partnerships within SHD <p>Tutor:</p> <ul style="list-style-type: none"> • Provide definition of the term 'partnership working' at end of discussion • Explain the task for drawing the map • Allocate a role to each pair from the map • Collate findings and ensure all groups have information 	

Learning outcomes/topics/content	Activities/assignments/assessments/resources/teaching aids	PLTS
<p>Aim: to know the purpose of teams in sector partnerships (LO2)</p> <p>Learners will:</p> <ul style="list-style-type: none"> outline the purpose of teams, covering all relevant aspects in good detail (AC2a) identify all relevant roles of individuals in teams, in good detail (AC2b) 	<p>Learners:</p> <ul style="list-style-type: none"> Using the map from LO1 identify possible teams In pairs, write down the purpose of a team. What teams do you belong to? What is your role? In small groups research the partnerships in the locality – identify the members and their roles Report back to the group <p>Tutor:</p> <ul style="list-style-type: none"> Organise learners into pairs and groups for tasks Provide possible contacts/speakers for the partnerships in your locality – youth offending team (may be known as youth justice service), drug action team, PCTs, etc Conduct a plenary on the purpose of teams in SHD 	
<p>Aim: to understand the importance of involving individuals in decision making in sector partnerships (LO3)</p> <p>Learners will:</p> <ul style="list-style-type: none"> give detailed explanation of how individuals receiving services are involved in the decision making process (AC3) 	<p>Learners:</p> <ul style="list-style-type: none"> Discuss how they as individuals are involved in decision making at school/college Using a case study, work together in groups to identify the points when the individual is involved in decision making <p>Tutor:</p> <ul style="list-style-type: none"> Lead class discussion Create a case study task and allocate groups Conduct a plenary on why it is important to be involved in decision making 	

Learning outcomes/topics/content	Activities/assignments/assessments/resources/teaching aids	PLTS
<p>Aim: be able to work collaboratively on local sector issues (LO4)</p> <p>Learners will:</p> <ul style="list-style-type: none"> • collaborate effectively with others, offering a range of detailed and relevant ideas to resolve issues or problems (AC4a) • show confidence in themselves and their contribution in the majority of occasions, requiring minimal direction and guidance in their role (AC4b) • consistently reach agreements to solve problems in an appropriate way (AC4c) • give a detailed review of relevant aspects of own contribution to team work (AC4d) 	<p>Learners:</p> <ul style="list-style-type: none"> • Complete the team exercise in groups • Individually have an identified role and keep notes on their own progress • Report back on findings <p>Tutor:</p> <ul style="list-style-type: none"> • Provide a case study, which could be one adapted from http://shd.skillsforhealth.org.uk/page/compendium-of-applied-learning-materials/applied-learning-material – go to the topic 'An introduction to partnership working'. • Monitor the working of the groups • Conduct a plenary of findings 	<p>TW1</p> <p>TW5</p> <p>TW2</p> <p>RL5</p>