

SOCIETY, HEALTH AND DEVELOPMENT

Unit 3: Partnership working in practice in the sectors covered by society, health and development



Society, Health and Development

Level 3 Unit 3: Partnership working in practice in the sectors covered by society, health and development

Sample scheme of work

Total GLH	90, 15 of which will be for the internal assessment
Aim/s or statement of purpose	<p>Learners will:</p> <ul style="list-style-type: none"> • know the key purposes of partnership working • understand the importance of partnership working within and across the sectors • be able to develop collaborative relationships for different contexts.
Notes	<p>This unit is assessed through a centre set and marked assignment, which will be subject to moderation. This internal assignment will take approximately 15 of the 90 GLH.</p> <p>Differentiation will take place through question and answer, peer or group work, through the level of support provided and extension activities undertaken.</p> <p>On completion of the learning outcomes, learners should prepare for the external assessment.</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 key purposes of partnership working in the sectors (LO1)</p> <p>Learners will:</p> <ul style="list-style-type: none"> • describe the role, key features and range of partnership working in thorough detail (AC1a) • describe statutory and non-statutory arrangements for partnership working in thorough detail (AC1b) 	<p>Learners:</p> <ul style="list-style-type: none"> • Discuss what they understand by the term ‘partnership working’ • Through class discussion list the people at school working in partnership, naming personnel • In pairs, write down the purpose of a team. What teams do they belong to? What is their role? • As a group, identify all the partnerships in the sectors of children and young people, social care, community justice and health within their locality • For each identified partnership describe the role and key features in detail. This could be done by interview, questionnaires while on work experience or direct to the guest speakers. • Produce the findings as a comprehensive guide • Define the terms ‘statutory’ and ‘non-statutory’ arrangements in relation to partnership working • Illustrate the definitions with examples from the research <p>Tutors:</p> <ul style="list-style-type: none"> • Prepare for group discussion on what is meant by partnership working. The SOW for Unit 3 Level 1 has some simple activities to start this activity. Also look at resources on www.skillsforhealth.org.uk/diploma • Demonstrate to the group ways of searching for partnerships on the internet • Arrange for guest speakers from some partnerships to talk about their work • Arrange for learners to conduct research off site if required • Collate findings and ensure all groups have information • Plenary – guides should present findings. Ask learners to look at each other’s findings and evaluate. 	

Learning outcomes/topics/content	Activities/assignments/assessments/resources/teaching aids	PLTS
<p>Aim: to understand the importance of partnership working within and across the sectors (LO2)</p> <p>Learners will:</p> <ul style="list-style-type: none"> • evaluate partnership working for service providers, individuals and communities, showing sound understanding of a good range of positive and negative influences (AC2a) • give a fully developed explanation of how barriers to partnership working can be managed (AC2b) • explain thoroughly how information can be shared through partnership working, covering relevant aspects (AC2c) • give a comprehensive explanation of how people who use services are central to partnership working (AC2d) 	<p>Learners:</p> <ul style="list-style-type: none"> • Using information from the visiting speakers and/or work experience, complete an evaluation for all four sectors to include key benefits of working in a partnership, advantages to people who use services, advantages to care providers and barriers to partnership working • Carry out a SWOT framework for partnership working in each sector: <ul style="list-style-type: none"> ○ Strengths – advantages and benefits ○ Weaknesses – what works less well and/or needs to be addressed ○ Opportunities – where and how could the partnership be developed? ○ Threats – what are the obvious threats that challenge any successes of the partnership? • Present each sector finding in a format for wall displays advertising partnership working • Use the case study to explain thoroughly the sharing of information through partnership working • Using notes from visiting speakers and/or work experience, explain how service users are key to the success of partnership working <p>Tutors:</p> <ul style="list-style-type: none"> • Allocate the sectors to various groups and ensure all activities are carried out and shared. • If available download the summary article entitled 'Active governance: the value added by community involvement in governance through local strategic partnerships' www.jrf.org.uk, this article if available is a good starting point for the key themes of this unit. • Create a case study to illustrate partnership working. 	

Learning outcomes/topics/content	Activities/assignments/assessments/resources/teaching aids	PLTS
<p>Aim: to be able to develop partnerships within and across sectors (LO3)</p> <p>Learners will:</p> <ul style="list-style-type: none"> • collaborate very effectively on most occasions with others to enable the partnership to meet their goals (AC3a) • negotiate, using different and appropriate techniques, to balance diverse views in the majority of occasions when working in collaboration (AC3b) • adapt behaviour appropriately to suit it to their role and situation (AC3c) • give an in-depth review of their own and others' collaborative working skills, including detail about their contribution to the collaborative working relationship with sound reasoning throughout (AC3d) 	<p>Learners:</p> <ul style="list-style-type: none"> • Mind map as a class possible issues that could be covered for all four sectors • Divide themselves into groups of 4–6 people • Finalise chosen issue • Discuss and agree key objectives for the partnership • Within your group allocate roles to each other • Produce basic job role descriptions • Conduct team meetings • Create an action plan with timescales on how to address the issue/s • Keep effective records of all meetings, tasks, etc. • Complete records of own communication skills and collaborative working skills • Modify skills for role • Carry out partnership for the specific purpose • Log barriers and how these were overcome • Get views of the service users • Evaluate the partnership, reflecting on own experience <p>Tutors:</p> <ul style="list-style-type: none"> • In the ideal world the relevant sector personnel will form partnerships. If this is not possible, a simulation is acceptable. In a simulation, collect possible issues from employers to create case conference or local partnership meeting. • Allocate roles to learners and staff to enable all to know their role and stay within it for the duration of the task • Monitor the work of the teams and individuals • Conduct a plenary reflecting on their work, skills shown both personally and collaboratively 	<p>TW1</p> <p>EP5</p> <p>TW3</p> <p>RL5</p>