**Higher National Unit Specification**

**General information**

**Unit title:** Establish Effective Working Relationships (SCQF level 10)

**Unit code:** TBC

**Superclass:** completed by SQA

**Publication date:** completed by SQA

**Source:** Scottish Qualifications Authority

**Version:** completed by SQA

**Unit purpose**

This Unit is designed to enable learners to demonstrate effective relationship building skills to support practice learning within inter-professional contexts. Successful learners will reflect on their own role in building effective working relationships and act as a role model for learners.

**Outcomes**

On successful completion of the Unit the learner will be able to:

1 Establish collaborative relationships to support learning in inter-professional contexts.

2 Develop safe and effective relationships with learners.

3 Support learners to develop effective working relationships.

**Credit points and level**

1 Higher National Unit credit at SCQF level 10: (8 SCQF credit points at SCQF level 10)

**Recommended entry to the Unit**

Learners should have well developed communication and inter-personal skills and be able to demonstrate their ability to critically review and consolidate knowledge, skills, practices and thinking in their disciplines. This may be demonstrated by: relevant professional qualifications at SCQF level 9 (or equivalent) or above with relevant experience in a social services or other related setting. Acceptance of relevant equivalent qualifications and experience will be at the discretion of the centre.

**Higher National Unit Specification: General information (cont)**

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**Core Skills**

Opportunities to develop aspects of Core Skills are highlighted in the Support Notes for this Unit specification.

There is no automatic certification of Core Skills or Core Skill components in this Unit.

**Context for delivery**

If this Unit is delivered as part of a Group Award, it is recommended that it should be taught and assessed within the subject area of the Group Award to which it contributes.

**Equality and inclusion**

This Unit specification has been designed to ensure that there are no unnecessary barriers to learning or assessment. The individual needs of learners should be taken into account when planning learning experiences, selecting assessment methods or considering alternative evidence.

Further advice can be found on our website **www.sqa.org.uk/assessmentarrangements**.

**Higher National Unit Specification: Statement of standards**

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Acceptable performance in this Unit will be the satisfactory achievement of the standards set out in this part of the Unit specification. All sections of the statement of standards are mandatory and cannot be altered without reference to SQA.

**Outcome 1**

Establish collaborative relationships to support learning in inter-professional contexts.

**Knowledge and/or Skills**

 Professional roles and functions

 Challenges and opportunities in partnership working

 Values that underpin practice in different organisations

**Outcome 2**

Develop safe and effective working relationships with learners.

**Knowledge and/or Skills**

 Roles of practice educator, learner and others

 Skills to promote learning relationships

 Professionalism and professional boundaries

 Anti-oppressive and empowering relationships

**Outcome 3**

Support learners to develop effective working relationships.

**Knowledge and/or Skills**

 Professional and organisational differences in ways of working

 Methods for critically analysing working practices

 Skills to enable learners to work collaboratively

**Higher National Unit Specification: Statement of standards (cont)**

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**Evidence Requirements for this Unit**

Learners will need to provide evidence to demonstrate their Knowledge and/or Skills across all Outcomes by showing that they can undertake an assignment in the form of a critical review and evaluation of their work with their learner in 1,5002,000 words in which they:

 review the professional roles functions and boundaries which promote learning relationships.

 critically evaluate two challenges and two opportunities in partnership working.

 critically review three values that underpin practice in different organisations with a focus on anti-oppressive and empowering relationships.

 critically analyse two working practices and two organisational differences and identify their role in enabling learners to work collaboratively.