

Qualification Unit

This unit forms part of a regulated qualification.

Unit Title: Leading Integrated and Inter-Professional Working

Unit Reference Number: D/652/0861

Level: Five (5)

Credit Value: Nine (9)

Minimum Guided Learning Hours: 45

Learning Outcome (The Learner will):	Assessment Criterion (The Learner can):
1. Understand integrated working	1.1 Analyse integrated care structures and drivers
	1.2 Analyse the impact of integrated and inter-professional working on: <ul style="list-style-type: none"> a) Service delivery b) Systems efficiency c) Clients/ customers experience and outcomes d) Workforce effectiveness and development e) Wider health and care services
2. Be able to lead collaborative practice	2.1 Analyse the effectiveness of established shared objectives and protocols
	2.2 Analyse challenges in partnership working
	2.3 Produce a strategy for improving integrated and inter-professional working across the service

Indicative Content	
LO1	AC1.1 <ul style="list-style-type: none"> • Integrated Care Systems (ICSs), place-based and neighbourhood health models • Policy and legislative drivers for integration across health, social care and wider services

	<ul style="list-style-type: none"> • Multi-disciplinary team (MDT) models and inter-professional working arrangements • Roles and responsibilities of statutory, voluntary, community and independent sector partners • Digital interoperability, lawful information sharing and consent boundaries • Governance structures, accountability and escalation within integrated systems • Leadership responsibilities within integrated and system-wide working arrangements <p>AC1.2</p> <ul style="list-style-type: none"> • Impact of integrated working on service delivery, coordination and continuity of care • System efficiency, reduction of duplication and better use of resources • Experience and outcomes for individuals and families • Co-production with individuals and families as equal partners in design, delivery and evaluation • Workforce effectiveness, collaboration and skills development • Impact on wider health and care system performance and sustainability • Leadership role in maximising benefits and mitigating risks of integration
LO2	<p>AC2.1</p> <ul style="list-style-type: none"> • Developing shared vision, objectives and outcome frameworks across partners • Joint working protocols and agreed ways of working • Multi-disciplinary team (MDT) processes and decision-making arrangements • Information-sharing agreements and data protection considerations • Governance, accountability and assurance arrangements • Evaluating effectiveness of collaborative practice using feedback, outcomes and performance data <p>AC2.2</p> <ul style="list-style-type: none"> • Organisational, professional and cultural boundaries • Information governance, consent and confidentiality challenges • Differing priorities, funding arrangements and performance measures • Power dynamics, conflict and professional disagreement • Workforce capacity, skills and confidence issues • Leadership strategies for managing conflict, building trust and overcoming barriers <p>AC2.3</p> <ul style="list-style-type: none"> • Assessing current partnership and integrated working arrangements • Engaging stakeholders, partners, individuals and families • Setting clear shared objectives and improvement priorities • Strengthening communication, trust and mutual accountability • Governance oversight and clarity of roles and responsibilities • Measures of success and outcome indicators • Monitoring impact, reviewing progress and sustaining improvement • Leadership accountability for implementation and review of partnership strategies

Assessment Requirements

This unit must be assessed in line with Open Awards' assessment requirements and Skills for Care & Development assessment principles. Assessment must be work-based and grounded in the learner's real work practice within an adult social care setting.

Learners must generate evidence that demonstrates full achievement of all learning outcomes and associated assessment criteria for each unit.

AC2.3 - Assessment evidence should include a partnership improvement strategy that sets out shared objectives, governance oversight, measures of success and arrangements for review.

While some knowledge evidence may be generated outside of the workplace, final assessment decisions must confirm that knowledge and understanding have been applied effectively in the real work environment, in line with Skills for Care expectations.

Assessment evidence may include a range of methods, selected to ensure validity and reliability, including but not limited to:

- Direct observation of practice in the workplace
- Reflective accounts demonstrating application of learning to practice
- Professional discussion to explore understanding, reasoning and decision-making
- Work-based documentation relevant to the learner's role (e.g. policies, procedures, plans, audits, reports)
- Witness testimony from managers, colleagues or relevant professionals
- Feedback from individuals, staff or partner organisations, where appropriate.

Where learning outcomes require demonstration of competence, direct observation of practice should form the primary source of evidence. Observation should normally take place in person in the learner's work setting.

All assessment evidence must be valid, authentic, current, sufficient and reliable, and clearly attributable to the learner. Assessors must ensure that evidence is fit for purpose, reflects the learner's role and level of responsibility, and demonstrates both knowledge and effective practice, where required.

Evidence must be clearly attributable to the learner and reflect their role, responsibilities and level of autonomy within the adult social care setting.

Confidential, sensitive or personal information must not be included in learner portfolios. Such evidence may be referenced, anonymised or summarised in line with organisational policies, data protection legislation and Open Awards requirements.

Assessment decisions must be made by an appropriately qualified assessor and are subject to internal and external quality assurance in accordance with Open Awards policies and procedures and Skills for Care expectations.