

**Sheffield  
Hallam  
University**

# Collaborative Learning





# Introduction



Learning at Hallam engages you with the world beyond the University. Your learning is intellectually stretching and you use opportunities to apply research-based knowledge to make a positive impact on issues relevant to service users, health and social care professionals and your future employers.

At Hallam, part of your course involves working and learning with from and about other professional groups and this is part of the distinctive curriculum you are studying. This element of your course supports you to develop your expertise; be innovative; to explore collaboration; develop your entrepreneurial capabilities and go beyond the boundaries of your discipline. Learning in this way enables you to strive personally culturally and professionally. This is achieved through your curriculum that has been designed to achieve personal goals, career aspirations and explore your future employment opportunities. This framework accompanies your learning and in particular helps you to think about your professional development in relation to your collaborative skills. The framework can be used to plot your development and in conjunction with other aspects of your course is a great tool to help you to meet your career goals.

## Where has the Framework come from?

From the start, this framework has been designed with the service users, students and employers. This framework was originally devised as part of research project conducted by health and social care practitioners and educators working in the Combined Universities Interprofessional Learning Unit (CUILU). This project is part of a learning legacy at Sheffield Hallam University concerned with facilitating collaborative learning approaches. The University is proud of this history and works hard to create distinctive, applied curricula to help prepare students for the world of work. The framework, first developed 2004 has been reviewed and 2010 and 2014. Employers, fellow students and service users value that you have opportunities to develop your collaborative practice. The framework refers to the ability to work collaboratively with, service users and practitioners from other professions and agencies.

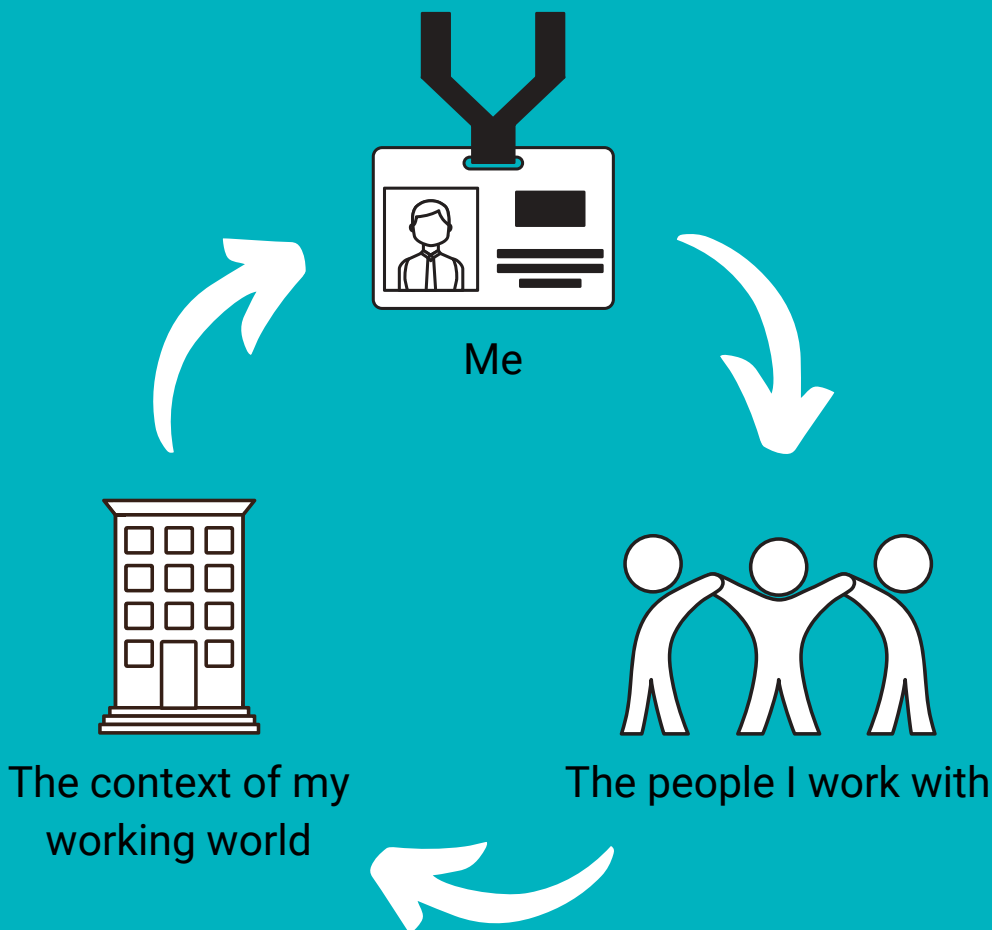
Collaborative working is about engaging in partnership with other professionals and service users, as no one profession can meet the needs of those who use services, however by using the skills and expertise of everyone (including the service user) in an integrated way, we can ensure that all the needs of the people using services are met.

There are many high-profile cases where breakdowns in care and responsibilities are described. Often individuals, families and communities have been affected where needless distress and harm has been caused to vulnerable people. Working collaboratively across services and agencies is seen as a vital way to avoid such terrible mistakes, helping to inform services that meet the needs of individuals Communities and Society more broadly.

Working to co-produce services often means that we need to consider complex situations and look at this from the perspective of one profession is not enough.

# The Collaborative Framework

The framework offers a way of understanding what needs to be learnt to effectively collaborate. It contains three domains that relate to and support collaborative working. Within each domain are a number of features that you can self-assess against. It is important to understand that the framework helps to highlight the journey when adopting collaborative practice as part of your career, recognising that your career development is ongoing and unique due to the teams you participate in, your professional background and the diverse needs of the public.



The Framework has three domains:

## Me (the learner)

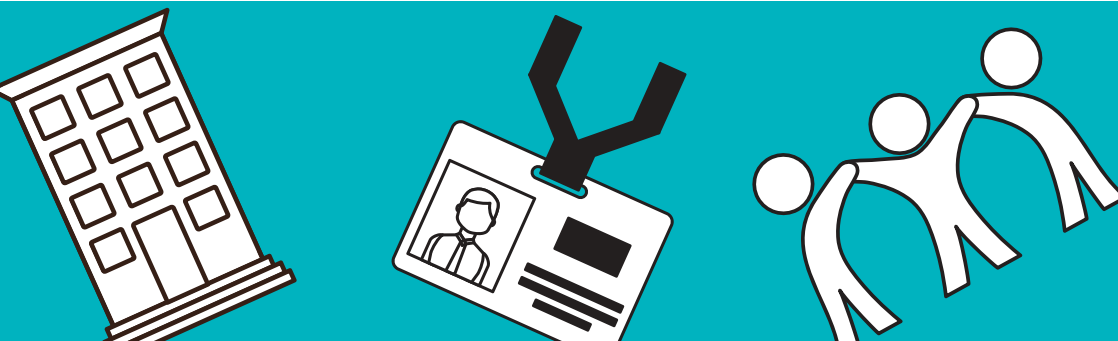
To work effectively and collaboratively across professional boundaries with service users, requires that you take responsibility for your own personal and professional development. Working effectively with others also demands that you are aware of the demands made of other professions, regarding their duty of care to recognise the similarities and differences between professional groups. Developing these skills also requires that you can maintain your own wellbeing and this part of the framework helps you to reflect on your own interpersonal skills. Working demands made on individuals when adopting collaborative and co-production approaches may require that you work across traditional boundaries or 'boundary spanning' and the emotional effort it takes to work in new ways. This domain asks you to consider your own buoyancy when faced with challenges and the ways in which you can seek to gain support and advice. Thinking about how confident you are when working within networks and advocating for others.

## The places where I work

This part of the framework captures your readiness to work in partnership: to co-design and co-produce services with service users and other professionals and agencies. This means that you can collaborate to create shared and integrated action plans in partnership with service users whilst being responsive to the context of that service. This requires that you can consistently communicate in a sensitive, responsive and responsible manner being aware of differences in language and approaches of your colleagues. Focusing on the needs of service users, working collaboratively also includes how you share profession specific knowledge with others to contribute and enhance the services you provide. Working collaboratively requires that you can engage in collective decision-making to agree goals that are in the best interest of the service user and the services you provide.

## The context of services I work in

This part of the framework helps you to explore the policy context of collaborative working across both professional and organisational boundaries. It focuses on the requirements of a collaborative worker to participate and lead to promote effective partnerships: to co-produce services with service users and with other professionals and agencies. Being able to critically evaluate policy in practice with regards to changing roles and boundaries can help improve how services are delivered and make recommendations to influence the ongoing development of services through partnership working. This part of the framework asks you to consider your awareness of team structures and how services are configured in relation to meeting the needs of service users families communities and society at large. Within the organisations you work you also are aware of the requirement to effectively and efficiently manage resources and how policy and practices impact on how services are co-ordinated and resourced.



# How to use the Framework

It's all down to you, to assess yourself against the descriptor, on a simple rating scale of 1-10. The tool will capture where you have rated yourself and provide you with guidance, make recommendations and pointers to consider what to do next.

You can repeat this self-assessment, throughout your course to chart your development and the learning gains you have made that help you to be ready for employment.

The framework starts with you, moves on to think about the places where you work and finally the systems that these services operate within.

## Me (the learner)

I have a critical understanding of the requirements of non-judgemental and anti-discriminatory practice in order that I can contribute to effective services.

I can interact within the professions and agencies, providing services to promote autonomy and advocate for service users, to help co-produce effective services.

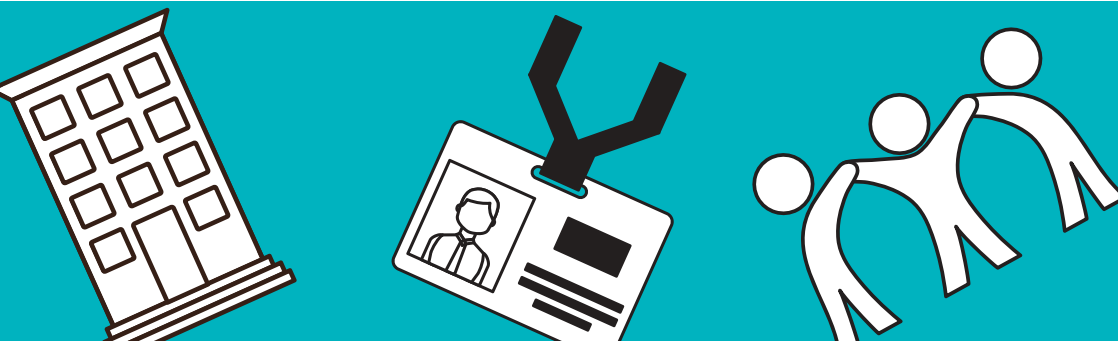
I can contribute to develop, promote and practice in a way that respects others cultures values and belief systems

I understand and can navigate the legal, statutory and regulatory requirements of professions and agencies I work with.

I can identify resources and support to negotiate the ups and downs of everyday professional life as part of my own development in my profession.

I can apply my reflective thinking to work situations so I can contribute to the service, when thinking about an evidence base to support practice.

I can lead or participate across professional boundaries to ensure services are responsive, integrated and person-focused.



## The people I work with

I can contribute to create and implement an integrated action plan, in partnership with people who use services, whilst being responsive to changing service requirements

I can communicate sensitively, professionally and responsibly, harnessing my interpersonal skills in the context of providing a person-focused service

I can share profession-specific knowledge with others to contribute to their understanding to enhance the collaborative process.

I am actively involved in decision making between people who use services and service providers, to achieve shared goals within the resources available

I have a critical understanding of how teams work, understand group dynamics and relationships between professionals and agencies

## The systems I work within

I can evaluate policy and the systems services are delivered within in relation to providing person-focused services.

I can evaluate policy in relation to the changing boundaries between professions and agencies to provide effective services

I can make recommendations to influence developments in services when collaborating with others.

