

U29203: Provide learning opportunities for colleagues

Unit Descriptor:

This unit is about supporting colleagues in identifying their learning needs and helping to provide opportunities to address these needs.

Encouraging colleagues to take responsibility for their own learning is an aspect of this unit as is your role in providing an 'environment', for example, in your team or area of responsibility, in which learning is valued.

For the purposes of this unit, 'colleagues' means those people for whom you have line management responsibility.

PERFORMANCE CRITERIA

BEHAVIOURS WHICH UNDERPIN EFFECTIVE PERFORMANCE

To be competent you must achieve the following:

This element requires that you:

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| 1. Promote the benefits of learning to colleagues and make sure that their willingness and efforts to learn are recognised. | a. Recognise the opportunities presented by the diversity of people. |
| 2. Give colleagues fair, regular and useful feedback on their work performance, discussing and agreeing how they can improve. | b. Find practical ways to overcome barriers. |
| 3. Work with colleagues to identify and prioritise learning needs based on any gaps between the requirements of their work-roles and their current knowledge, understanding and skills. | c. Make time available to support others. |
| 4. Help colleagues to identify the learning style(s) or combination of styles which works best for them and ensure that these are taken into account in identifying and undertaking learning activities. | d. Seek to understand individuals' needs, feelings and motivations and take an active interest in their concerns. |
| 5. Work with colleagues to identify and obtain information on a range of possible learning activities to address identified learning needs. | e. Encourage and support others to make the best use of their abilities. |

6. Discuss and agree, with each colleague, a development plan which includes learning activities to be undertaken, the learning objectives to be achieved, the required resources and timescales.
 7. Work with colleagues to recognise and make use of un-planned learning opportunities.
 8. Seek and make use of specialist expertise in relation to identifying and providing learning for colleagues.
 9. Support colleagues in undertaking learning activities making sure any required resources are made available and making efforts to remove any obstacles to learning.
 10. Evaluate, in discussion with each colleague, whether the learning activities they have undertaken have achieved the desired outcomes and provide feedback on the use of learning the experience.
 11. Work with colleagues to update their development plan in the light of performance, any learning activities undertaken and any wider changes.
 12. Encourage colleagues to take responsibility for their own learning, including practicing and reflecting on what they have learned.
- f. Recognise the achievements and the success of others.
 - g. Inspire others with the excitement of learning.
 - h. Confront performance issues and sort them out directly with the people involved.
 - i. Say no to unreasonable requests.
 - j. Show integrity, fairness and consistency in decision making.

UNDERPINNING KNOWLEDGE

General knowledge and understanding

You need to understand:

1. The benefits of learning for individuals and organisations and how to promote these to colleagues.
2. Ways in which you can develop an 'environment' in which learning is valued and willingness and efforts to learn are recognised.
3. Why it is important to encourage colleagues to take responsibility for their own learning.
4. How to provide fair, regular and useful feedback to colleagues on their work performance.
5. How to identify learning needs based on identified gaps between the requirements of colleagues' work-roles and their current knowledge, understanding and skills.
6. How to prioritise learning needs of colleagues, including taking account of organisational needs and priorities and the personal and career development needs of colleagues.
7. The range of different learning styles and how to support colleagues in identifying the particular learning style (s) or combination of learning styles which works best for them.
8. Different types of learning activities, their advantages and disadvantages and the required resources (for example, time, fees, substitute staff).
9. How/where to identify and obtain information on different learning activities.
10. Why it is important for colleagues to have a written development plan and what it should contain (for example, identified learning needs, learning activities to be undertaken and the learning objectives to be achieved, timescales and required resources).
11. How to set learning objectives which are SMART (Specific, Measurable, Achievable, Realistic and Time-Bound).
12. Sources of specialist expertise in relation to identifying and providing learning for colleagues.
13. What type of support colleagues might need to undertake learning activities, the resources needed and the types of obstacles they may face and how they can be resolved.
14. How to evaluate whether a learning activity has achieved the desired learning objectives.
15. The importance of regularly reviewing and updating written development plans in the light of performance, any learning activities undertaken and any wider changes.
16. How to take account of equality legislation, any relevant codes of practice and general diversity issues in providing learning opportunities for colleagues.

UNDERPINNING KNOWLEDGE (continued)**Industry/sector specific knowledge and understanding**

17. Industry/sector requirements for the development or maintenance of knowledge, skills and understanding and professional development.
18. Learning issues and specific initiatives and arrangements that apply within the industry/sector.
19. Working culture and practices of the industry/sector.

Context specific knowledge and understanding

20. Relevant information on the purpose, objectives and plans of your team or area of responsibility or the wider organisation.
21. The work roles of colleagues, including the limits of their responsibilities and their personal work objectives.
22. The current knowledge, understanding and skills of colleagues.
23. Identified gaps in the knowledge, understanding and skills of colleagues.
24. Identified learning needs of colleagues.
25. Learning styles(s) or combinations of styles preferred by colleagues.
26. The written development plans of colleagues.
27. Sources of specialist expertise available in/to your organisation in relation to identifying and providing learning for colleagues.
28. Learning activities and resources available in/to your organisation.
29. Your organisation's policies in relation to equality and diversity.
30. Your organisations's policies and procedures in relation to learning.
31. Your organisation's performance management systems.

EVIDENCE REQUIREMENTS**1. Critical Aspects of Evidence**

Performance Criteria	Evidence of Performance Criteria: • possible examples of evidence	Behaviours	Knowledge and Understanding		
			General	Industry specific	Context specific
	Identification of development needs, plans to meet development needs and monitoring and review of development activity:				
O1 O2 O3 O4 O5 O6 O7	• notes, memos, emails or other records of feedback and performance appraisals/reviews and of discussions or identification of learning and development preferences and needs (including learning styles, personal constraints, learning disabilities and difficulties that affect learning)	c, d, e, f, g, h, i, j	1, 4, 5, 6, 7, 8, 12, 16	17,18,19	20,21,22 23,24,25 27,29,30 31
O8 O9 O10 O11 O12	• details of support arrangements inside and outside the organisation (eg a training department's or external supplier's assessment services) that you have identified and arranged for a colleague to access	b, c, d, e	1, 4, 12, 13, 16	17,18,19	24,25,28 29,30,31
	• training and development opportunities (eg coaching, internal and external courses, learning centre/e-learning programmes) that you have identified and enables colleagues to access to meet agreed learning and development requirements	a, b, c, d, e g, i, j	1, 2, 3, 5, 6, 8, 9, 10, 12, 13, 16	17,18,19	22,23,24 25,26,27 28,29,30 31
	• copies of development or learning plans you have discussed, agreed, reviewed and revised with colleagues	c, d, e, g, j	1, 2, 3, 10, 11	17,18,19	23,24,25 26,28,29 30,31
	• notes, memos, emails or other records of meeting or discussions you have had with colleagues to review their learning and its effect on their performance	c, d, e, f, h, j	1, 2, 3, 14, 15	17,18,19	20,21,22 23,24,29, 30,31
	• personal statement (your reflections on your role in identifying learning requirements, organisation of development activity and review of its effectiveness in improving or enhancing performance)	a, b, d, e, f, h, i	2, 3, 4, 5, 6, 7, 8, 10, 13, 14, 15, 16	17,18,19	21,22,23 24,25,28, 29,30,31

EVIDENCE REQUIREMENTS (continued)

Performance Criteria	Evidence of Performance Criteria: • possible examples of evidence	Behaviours	Knowledge and Understanding		
			General	Industry specific	Context specific
	• witness statement (comments on your role in identifying learning requirements, organising development activity and reviewing of its effectiveness in improving or enhancing performance)	b, c, d, e, f, g, j	-	-	-

2. Method of Assessment

A combination of direct performance evidence (e.g. observation of performance and products of work) and supplementary evidence such as witness testimony personal statement, professional discussion and questioning.

3. Context of Assessment

The unit should be assessed using evidence from the workplace. Simulations is **not** allowed.

4. Links with other units

This unit is linked to the units **Recruit, select and keep colleagues, Allocate and check work in your team** and **Allocate and monitor the progress and quality of work in your area of responsibility** in the overall suite of National Occupational Standards for management.