NOS PSS SPO110 Support learning development

Unit PSS SPO110.2 Enable individual learning through coaching (SQA Unit Code-H79K 04)

Performance Criteria

You must be able to

Enable individual learning through coaching

1. identify team members' individual learning needs and learning styles
2. analyse the skills needed, and the order in which they need to be learned
3. identify opportunities for team members to achieve agreed learning objectives, agree actions towards developing their skills, including using technology based support and e-support where appropriate
4. select a style of coaching which meets the organisation's learning objectives
5. coach in a manner and at a speed appropriate to team members
6. provide team members with opportunities to practice their skills, to apply their knowledge and to gain experience in a structured way
7. provide team members with clear and accurate information upon the resources and support available to assist in applying their learning
8. review the progress of team members towards achieving their learning objectives
9. identify any barriers to learning and address these
10. provide team members with constructive feedback on their progress
11. adapt coaching skills in response to the progress of team members and their feedback upon the process

Knowledge and understanding

You need to know and understand

1. the legal responsibilities for maintaining own and others' health, safety and security in your workplace
2. the health and safety requirements placed upon the individual and the organisation by current legislation, directions and bye-laws, relevant to own area of operations
3. the principle types of hazard and risk likely to be found in own area of operations
4. the precautions appropriate for minimising hazards and risks in own area of operations
5. the benefits of learning for individuals and organisations and how to promote these to team members
6. ways to develop an 'environment' in which learning is valued and willingness and efforts to learn are recognised
7. why it is important to encourage team members to take responsibility for their own learning
8. how to provide fair, regular and useful feedback to team members on their work performance
9. how to identify learning needs based on identified gaps between the requirements of team members' work-roles and their current knowledge, understanding and skills
10. how to prioritise learning needs of team members, including taking account of organisational needs and priorities and the personal and career development needs of team members

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11. the range of different learning styles and how they affect learning
12. how to support team members in identifying their particular learning style(s) or combination of learning styles
13. different types of learning activities, their advantages and disadvantages and the required resources (for example, time, fees, substitute staff)
14. how/where to identify and obtain information on different learning activities
15. why it is important for team members 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)
16. how to set learning objectives which are SMART (Specific, Measurable, Achievable, Realistic and Time-Bound)
17. you know sources of specialist expertise in relation to identifying and providing learning for team members
18. what type of support team members might need to undertake learning activities, the resources needed and the types of obstacles they may face and how they can be resolved
19. how to evaluate whether a learning activity has achieved the desired learning objectives
20. the importance of regularly reviewing and updating written development plans in the light of performance, any learning activities undertaken and any wider changes
21. how to take account of equality legislation, any relevant codes of practice and general diversity issues in providing learning opportunities for team members
22. industry/sector requirements for the development or maintenance of knowledge, skills and understanding and professional development
23. learning issues and specific initiatives and arrangements that apply within the industry/sector
24. working culture and practices of the industry/sector
25. relevant information on the purpose, objectives and plans of own team or area of responsibility or the wider organisation
26. the work roles of team members, including the limits of their responsibilities and their personal work objectives
27. the current knowledge, understanding and skills of team members
28. the identified gaps in the knowledge, understanding and skills of team members
29. the identified learning needs of team members
30. the learning style(s) or combinations of styles preferred by team members
31. the written development plans of team members
32. sources of specialist expertise available in/to your organisation in relation to identifying and providing learning for team members
33. the learning activities and resources available in/to the organisation
34. the organisation's policies in relation to equality and diversity
35. the organisation's policies and procedures in relation to learning
36. the organisation's performance appraisal system
37. how to analyse and use developments in learning and new ways of delivery, including technology-based learning
38. which types of learning are best achieved and supported through coaching
39. how to identify individual learning needs
40. how to match coaching opportunities to individual learning needs and objectives
41. how to put learners at their ease

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42. how to put information in order and how to decide whether the words used will be appropriate for individual learners
43. how to recognise possible barriers to learning and how to overcome them

Additional Information

This standard is applicable to enabling individual learning through coaching and links to the provision of learning opportunities and assessing candidates' skills using a range of methods.

The performance criteria, knowledge and understanding requirements are related to the individual's own organisation, job role and area of operations. This includes but is not limited to the individual's immediate place of work. It extends to areas, operations and persons that may be impacted upon by the individual's activity in the workplace.

The performance criteria, knowledge and understanding requirements are specific to the: regulations, industry and other guidance recognised by the individual's employer, employing organisation's objectives, policies, procedures, and working practices; that relate to the elements covered in this standard.

The performance criteria, knowledge and understanding requirements are specific to the individual's own level of authority and responsibility.

Ports and the activities which take place there vary. Employers and any other duty holders must comply with the legal duties imposed on them by health and safety legislation, including the Health and Safety at Work Act 1974. This will also involve careful and continuing risk assessments to enable duty holders to plan, implement, manage and review policies and procedures which address the risks associated with the conduct of their business. The statutory duty of the employee to take reasonable care for the health and safety of themselves and other persons who may be affected by their acts or omissions at work and to cooperate with the employer with regard to the employer's health and safety duties, are an essential part of this standard.