



### Overview

#### **This unit is appropriate for you if your role involves:**

- co-ordinating a range of people who contribute to a learning programme
- delivering learning programmes by working with other people
- ensuring that learning programmes are organised

#### **The activities you are likely to be involved in:**

- identifying the people who will contribute to learning programmes and explaining the requirements to them
- giving contributors information on their role in the overall learning programme
- monitoring the quality of individual contributions
- working with contributors and giving them guidance on the requirements

#### **What the unit covers:**

- 1 agreeing roles and resources with contributors
- 2 co-ordinating the activities of contributors
- 3 monitoring and reviewing how effective contributors are



### Element L8.1: Agree roles and resources with contributors

#### Performance criteria

You must be able to do the following:

- a Give contributors clear and accurate information about the learning programme, the needs of learners and the planned outcomes.
- b Ensure that individual contributions are co-ordinated as part of an organised learning programme.
- c Assess how competent the contributor is to provide the necessary input.
- d Agree the learning objectives to be covered.
- e Agree how you will evaluate inputs.
- f Give contributors appropriate support materials, including technology-based materials.

### Element L8.2: Co-ordinate the activities of contributors

#### Performance criteria

You must be able to do the following:

- a Give contributors accurate information about learners and their progress and the activities of other contributors.
- b Give contributors the opportunities to work together effectively.
- c Regularly work with contributors to monitor progress.
- d Give each contributor all necessary guidance and support on requirements, procedures and timescales.

### Element L8.3: Monitor and review how effective contributors are

#### Performance criteria

You must be able to do the following:

- a Give contributors the opportunities to respond to comments on their performance and the quality of their input.
- b Monitor how organised the learning experience is and the value of individual contributions to it.
- c Ensure that contributors give evidence of having achieved the agreed outcomes.
- d Evaluate contributions against agreed criteria.
- e Give contributors constructive feedback on their performance, including poor performance or lack of competence.
- f Give clear and justified reasons if you no longer want to use a contributor for future learning programmes.



### Knowledge requirements

You need the following knowledge to perform this Unit of Competence. You will show this through the outcome of your work activities and through evaluations of systems and processes.

You need to be able to show that you have general knowledge and understanding of the following:

#### The nature and role of providing learning

- 1 how to identify the overall aims and objectives of learning programmes and the place of individual contributions
- 2 how to use individual contributions in an organised learning programme
- 3 how to identify and evaluate the competence of contributors
- 4 how to manage individual contributions within an overall budget and timescale

#### Principles and concepts

- 5 how to identify and provide the information contributors need
- 6 how to ensure contributions are suitable for learners' needs
- 7 how to set out specific outcomes for each contributor
- 8 how to apply equal opportunities, and practices that do not discriminate against people, to individual contributions
- 9 how to monitor and review contributors' inputs to the overall learning programme
- 10 how to evaluate contributions against the necessary outcomes
- 11 how to work with contributors to ensure they make an effective contribution
- 12 how to support contributors to ensure they are effective
- 13 how to produce materials which are suitable for learners
- 14 what type of evidence is suitable for achieving the agreed outcomes
- 15 how to give constructive feedback
- 16 how to identify and meet any legal requirements

#### External factors influencing learning agreements

- 17 how to ensure everybody acts in line with health, safety and environmental protection good practice
- 18 how to evaluate developments in education, training and qualifications which have a direct effect on the design of learning materials
- 19 how to analyse and use developments in learning and new ways of delivery, including technology-based learning and e-learning