

# **DP6W 04 (HD7) Provide Learning Opportunities for Colleagues**

## **Element of competence**

### **HD7.1 Provide learning opportunities for colleagues**

#### **About this Unit**

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 purpose of this Unit, 'colleagues' means those people for whom you have line management responsibility

#### **Target Group**

This Unit is recommended for team leaders, first line managers, middle managers and senior managers.

#### **Evidence Requirements for the Unit**

**It is essential that you adhere to the Evidence Requirements for this Unit — please see details overleaf.**

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Specific Evidence Requirements for this Unit
<b>Simulation:</b>
Simulation is not permitted for this Unit.
<b>The following forms of evidence ARE mandatory:</b>
<b>Direct Observation:</b> Your assessor or expert witness must observe you in real work activities which provide a significant amount of the Performance Criteria for most of the Elements in this Unit. For example your assessor may see you setting up or attending a meeting between yourself and other colleagues to discuss resources available or needed to take advantage of learning opportunities. A meeting held between colleagues to discuss learning styles, or how to take advantage of unplanned learning opportunities.
<b>Reflective Account/professional discussion:</b> These will be an explanation or a description of your practice in particular situations based on current working practices. For example an account of a meeting with yourself and a colleague(s) to look at learning activities and/or to address possible learning opportunities. An account of how you prepared a development plan for a colleague(s) and arranged a meeting to arrange learning opportunities.
<b>Competence of performance and knowledge could also be demonstrated using a variety of evidence from the following:</b>
<b>Questioning/professional discussion:</b> May be used to provide evidence of knowledge, legislation, policies and procedures which cannot be fully evidenced through direct observation or reflective accounts. In addition the assessor/expert witness may also ask questions to clarify aspects of your practice.
<b>Expert witness:</b> A designated expert witness may provide direct observation of practice, questioning, undertaking a professional discussion or providing feedback on a reflective account.  Working within the Youth Justice field can pose a number of challenges for Direct Observation of practice by assessors not based in the workplace and it is vital that expert witnesses are identified at the planning stage as they will be required to work closely with your assessor in the evidence gathering process.
<b>Witness testimony:</b> Can be a confirmation or authentication of the activities described in your evidence which your assessor has not seen. This could be provided by a work colleague or another key person. It is NOT appropriate to use witness testimony from any member of their family or circle of friends.
<b>Products:</b> These can be anonymised copies of any development plans or agency approved learning and development/performance management or appraisal and supervision forms. Where products have not been developed or compiled by the candidate you need to provide an explanation of the contribution you made to them or your reasoning for offering them to your colleague eg brochures, courses and conference material.  Due to the nature of this Unit considerable care should be given to the inclusion of any anonymised records in your portfolio. They should remain where they are normally stored and checked for their authenticity by your assessor as well as occasionally by your Verifier. Where records are included great care should be taken to ensure they are anonymised to ensure confidentiality.

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### General guidance

- ◆ Prior to commencing this Unit you should agree and complete an assessment plan with your assessor which details the assessment methods (including potential products) and the tasks you will be undertaking to demonstrate your competence.
- ◆ Evidence must be provided for ALL of the Performance Criteria, ALL of the knowledge and parts of the scope that are relevant to your job.
- ◆ Candidates and assessors should ensure that knowledge evidence should be **integrated** into the reflective accounts, direct observations and if appropriate in professional discussions. Care should be taken to **avoid** assessment of knowledge through set or banks of questions as they generally do not reflect real work practice.
- ◆ The evidence must reflect the policies and procedures of your workplace and be linked to the current legislation, values and principles of best practice within the Community Justice Sector and in particular those staff working with the Youth Justice Sector.
- ◆ ALL evidence must relate to your own work practice.

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### Knowledge Specification for this Unit

Competent practice is a combination of the application of skills and knowledge informed by values and ethics. This specification details the knowledge and understanding required to carry out competent practice in the performance described in this Unit.

When using this specification **it is important to read the knowledge requirements in relation to expectations and requirements of your job role.**

**You need to provide evidence for ALL knowledge points listed below. There are a variety of ways this can be achieved so it is essential that you read the 'knowledge evidence' section of the Assessment Guidance.**

You need to show that you know, understand and can apply in practice:	Enter Evidence Numbers
<b>General knowledge and understanding</b>	
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 to 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 types 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.	

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You need to show that you know, understand and can apply in practice:	Enter Evidence Numbers
15 The importance of reviewing regularly 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.	
<b>Justice sector specific knowledge and understanding</b>	
17 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 sector.	
19 Working culture and practices of the sector.	
<b>Context specific knowledge and understanding</b>	
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 style(s) or combinations of styles preferred by colleagues.	
26 The written development plans of colleagues.	
27 Sources of specialist expertise available into your organisation in relation to identifying and providing learning for colleagues.	
28 Learning activities and resources available into your organisation.	
29 Your organisation's policies in relation to equality and diversity.	
30 Your organisation's policies and procedures in relation to learning.	
31 Your organisation's performance appraisal system.	

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## HD7.1 Provide learning opportunities for colleagues

Performance Criteria		DO	RA	EW	Q	P	WT
		1	Promote the benefits of learning to colleagues and make sure that their willingness and efforts to learn are recognised.				
2	Give colleagues fair, regular and useful feedback on their work performance, discussing and agreeing how they can improve.						
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.						
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.						
5	Work with colleagues to identify and obtain information on a range of possible learning activities to address identified learning needs.						
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 unplanned 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 that 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 which they have undertaken have achieved the desired outcomes and provide positive feedback on the learning experience.						
11	Work with colleagues to update their development plan in the light of performance, any learning activities undertaken and any wider change.						
12	Encourage colleagues to take responsibility for their own learning, including practising and reflecting on what they have learned.						

DO = Direct Observation  
EW = Expert Witness

RA = Reflective Account  
P = Product (Work)

Q = Questions  
WT = Witness Testimony

# **DP6W 04 (HD7) Provide Learning Opportunities for Colleagues**

## **HD7.1 Provide learning opportunities for colleagues**

### **Behaviours Which Underpin Effective Performance**

- 1 Recognise the opportunities presented by the diversity of people.
- 2 Find practical ways to overcome barriers.
- 3 Make time available to support others.
- 4 Seek to understand individuals' needs, feelings and motivations and take an active interest in their concerns.
- 5 Encourage and support others to make the best use of their abilities.
- 6 Recognise the achievements and the success of others.
- 7 Inspire others with the excitement of learning.
- 8 Confront performance issues and sort them out directly with the people involved.
- 9 Say no to unreasonable requests.
- 10 Show integrity, fairness and consistency in decision making.

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*To be completed by the candidate*

**I submit this as a complete Unit**

Candidate's name: .....

Candidate's signature: .....

Date: .....

*To be completed by the assessor*

*It is a shared responsibility of both the candidate and assessor to claim evidence, however, it is the responsibility of the assessor to ensure the accuracy/validity of each evidence claim and make the final decision.*

**I certify that sufficient evidence has been produced to meet all the Elements, PCs and Knowledge of this Unit.**

Assessor's name: .....

Assessor's signature: .....

Date: .....

### **Assessor/internal verifier feedback**

*To be completed by the internal verifier if applicable.*

***This section only needs to be completed if the Unit is sampled by the internal verifier.***

Internal verifier's name: .....

Internal verifier's signature: .....

Date: .....