



Regulated Qualifications Unit and Assessment Specification

Unit title	Identifying and Enabling Learning Opportunities for Given Work Teams in the Workplace
Regulator Unit code	D/616/7169
SQA unit code	H6TV 80
SSC Ref	VR 714v2

History of changes

Publication date: April 2014

Version: 02 (July 2017)

Version number	Date	Description	Authorised by
02	July 2017	Unit Specification updated to reflect current Ofqual terminology	Qualifications Officer

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Regulated Qualifications Unit specification

Title	Identifying and Enabling Learning Opportunities for Given Work Teams in the Workplace	
Level	4	
Credit value	7	
Learning Outcomes	Assessment Criteria	
The learner will:	The learner can:	
1	Promote the benefits of learning by giving fair, regular and useful feedback on their team's work performance.	<p>1.1 Analyse individual and collective work performances of team members on various activities.</p> <p>1.2 Regularly provide feedback on individual and collective work performances that is fair and encourages an individuals' learning within their team.</p> <p>1.3 Provide their team members with collective and individual reasons that promote the benefits of continual learning.</p> <p>1.4 Describe the different techniques that can be used to promote benefits of learning to individuals and groups.</p> <p>1.5 Explain the procedures and methods that should be used to give fair, regular and useful feedback to teams and individuals.</p>
2	Work with their team to identify and prioritise learning needs and identify and obtain information on a range of possible learning activities.	<p>2.1 Plan and communicate with individual team members to determine their immediate learning requirements for relevant work activities.</p> <p>2.2 Obtain learning information for individual team members based on at least two of the following learning activities:</p> <ul style="list-style-type: none"> ◆ formal ◆ informal ◆ coached ◆ mentored ◆ vocationally qualifying ◆ continuous professional development ◆ professional membership <p>2.3 Explain the methods and techniques of working effectively with teams and individuals in order to identify and prioritise learning needs.</p> <p>2.4 Outline possible ways of obtaining information from a range of learning activities.</p>

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
3 Discuss development needs with team members.	3.1 Meet with and identify development needs for team members based on the following areas: <ul style="list-style-type: none"> ◆ current skills and knowledge ◆ learning activities undertaken ◆ learning objectives to be achieved ◆ resource requirements for development ◆ timescales 3.2 Explain methods and techniques of discussing and agree development needs with team members.
4 Support team members in undertaking learning activities by making efforts to remove any obstacles to learning.	4.1 Provide relevant assistance and support to individuals and the team when learning or updating skills and knowledge. 4.2 Identify any relevant obstacles to an individual's learning and take actions to remove them. 4.3 Explain procedures that could be implemented to allow support and assistance for team members who are undertaking learning activities. 4.4 Describe the types and ways of identifying obstacles to learning for both individuals and teams. 4.5 Explain how obstacles to learning for individuals and teams can be removed.
5 Evaluate the learning activity undertaken with team members to ensure the desired outcomes have been achieved.	5.1 Appraise learning activities undertaken by individuals and the team on completion of learning programmes. 5.2 Map the learning outcomes from completed learning programmes against team individual's pre-identified learning needs. 5.3 Explain how to plan and implement evaluations on learning activities undertaken by team members. 5.4 Describe methods that can measure desired outcomes from learning activities, and ways to ensure that they have been achieved.

Learning Outcomes		Assessment Criteria	
The learner will:		The learner can:	
6	Update development plans with team members.	6.1	Review team members individual development plans and amend the plans following completed learning activities and/or identified learning needs.
		6.2	Explain the procedures that are or can be used to update development plans with team members.

Additional information about the unit
Unit purpose and aim(s)
The aim of this Unit is to illustrate the skills, knowledge and understanding required to confirm competence in Identifying and Enabling Learning Opportunities for Given Work Teams in the Workplace within the relevant sector of industry.
Unit start date
01 April 2014
Details of the relationship between the unit and relevant national occupational standards (if appropriate)
This unit is based on the National Occupational Standard 'Enable Learning Opportunities' (VR 714v2)
Details of the relationship between the unit and other standards or curricula (if appropriate)
N/A
Assessment requirements specified by a sector or regulatory body (if appropriate)
<p>This unit must be assessed in a work environment and in accordance with:</p> <ul style="list-style-type: none"> ◆ the Additional Requirements for Qualifications using the title NVQ in QCF ◆ the ConstructionSkills' Consolidated Assessment Strategy for Construction and the Built Environment <p>Assessors for this unit must have verifiable, current industry experience and a sufficient depth of occupational expertise and knowledge, and must use a combination of assessment methods as defined in the Consolidated Assessment Strategy.</p> <p>Workplace evidence of skills cannot be simulated.</p>
Endorsement of the unit by a sector or other appropriate body (if required)
CITB
Location of the unit within the subject/sector classification system
05.2 Building and Construction
Name of the organisation submitting the unit
CITB

Additional information about the unit (cont)
Guided Learning Hours
30

Regulated Qualifications Assessment specification

Assessment (evidence) requirements

The evidence requirements for this unit are shown in the main body of the unit under the section titled 'Assessment requirements or guidance specified by a sector or regulatory body'.

Guidance on methods/instruments of assessment

Occupational skills (OS) unit

This unit is designed to assess the skills of learners in the workplace. Observation of learner performance can only be carried out on-the-job and should always be the primary and preferred source of evidence of competent performance.

Collection of supplementary evidence of performance can be used to further substantiate, support and expand the evidence base for competent performance where this is necessary. This may arise in situations where evidence from direct observation of the learners on-the-job is deemed insufficient to fully meet the required standards. Supplementary evidence may include:

- ◆ witness testimony
- ◆ questioning
- ◆ professional discussion
- ◆ product and photographic evidence
- ◆ relevant active documentation, reports, presentations
- ◆ other valid evidence which relates directly to learner performance on-the job

SQA's Guide to Assessment is designed to provide support for everyone who assesses for SQA qualifications. It looks at the principles of assessment, and brings together information on assessment in general as well as on best practice in assessment. The Guide to Assessment can be downloaded free from SQA's website www.sqa.org.uk.