

Unit PPLHSL24 (HK6W 04) Provide Learning Opportunities for Colleagues

I confirm that the evidence detailed in this unit is my own work.

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| **Candidate’s name** |  | **Candidate’s signature** |  | **Date** |
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I confirm that the candidate has achieved all the requirements of this unit.

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| **Assessor’s name** |  | **Assessor’s signature** |  | **Date** |
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| **Countersigning — Assessor’s name**  **(if applicable)** |  | **Countersigning — Assessor’s signature**  **(if applicable)** |  | **Date** |
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I confirm that the candidate’s sampled work meets the standards specified for this unit and may be presented for external verification.

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| **Internal verifier’s name** |  | **Internal verifier’s signature** |  | **Date** |
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| **Countersigning — Internal verifier’s name**  **(if applicable)** |  | **Countersigning — Internal verifier’s signature**  **(if applicable)** |  | **Date** |
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| **External Verifier’s initials and date (if sampled)** |  |

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| **Unit overview** |
| This unit is about helping colleagues/staff to develop their skills through a variety of learning opportunities. This unit is for hospitality team leaders, first line managers or supervisors. |

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| **Sufficiency of evidence** |
| There must be sufficient evidence to ensure that the candidate can consistently achieve the required standard over a period of time in the workplace or approved realistic working environment. |

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| **Performance criteria** |
| **What you must do:** |
| There must be evidence for **all** Performance Criteria (PC). |
| 1 Promote the benefits of learning to staff members and make sure that their willingness and efforts to learn are recognised.  2 Give staff members fair, regular and useful feedback on their work performance, discussing and agreeing how they can improve.  3 Work with staff members 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 staff members 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 Recognise and seek to find out about differences in expectations and working methods of any staff members from a different country or culture and promote ways of working that take account of their expectations and maximise productivity.  7 Discuss and agree with each staff member a plan for development which includes learning activities to be undertaken, the learning objectives to be achieved, the required resources and timescales.  8 Work with staff members to recognise and make use of un-planned learning opportunities.  9 Seek and make use of specialist expertise in relation to identifying and providing learning for staff members.  10 Support staff members in undertaking learning activities, making sure any required resources are made available and making efforts to remove any obstacles to learning.  11 Evaluate, in discussion with each staff member, whether the learning activities they have undertaken have achieved the desired outcomes and provide positive feedback on the learning experience.  12 Work with staff members to update their development plan in the light of performance, any learning activities undertaken and any wider changes.  13 Encourage staff members to take responsibility for their own learning, including practising and reflecting on what they have learned. |

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| **Evidence reference** | **Evidence description** | **Date** | **Performance criteria** | | | | | | | | | | | | |
| **What you must do** | | | | | | | | | | | | |
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| **Knowledge and understanding** | | **Evidence reference**  **and date** |
| **What you must know and understand** | |
| For those knowledge statements that relate to **how** the candidate should do something, the assessor may be able to infer that the candidate has the necessary knowledge from observing their performance or checking products of their work. In **all** other cases, evidence of the candidate’s knowledge and understanding must be gathered by alternative methods of assessment (eg oral or written questioning). | |
| 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 recognized. |  |
| 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 the values, ethics, beliefs, faith, cultural conventions, perceptions and expectations of any people from other countries or cultures may impact on their personal development and learning. |  |
| 7 | How to prioritise learning needs of colleagues, including taking account of organisational needs and priorities and the personal and career development needs of colleagues. |  |
| 8 | 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. |  |
| 9 | Different types of learning activities, their advantages and disadvantages and the required resources (time, fees and substitute staff). |  |
| 10 | How/where to identify and obtain information on different learning activities. |  |
| 11 | Why it is important for colleagues to have a written development plan and what it should contain (identified learning needs, learning activities to be undertaken and the learning objectives to be achieved, timescales and required resources). |  |
| 12 | How to set learning objectives which are SMART (Specific, Measurable, Achievable, Realistic and Time-Bound). |  |
| 13 | Sources of specialist expertise in relation to identifying and providing learning for colleagues. |  |
| 14 | What type of support colleagues might need to undertake learning activities, the resources needed, the types of obstacles they may face and how they can be resolved. |  |
| 15 | How to evaluate whether a learning activity has achieved the desired learning objectives. |  |

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| 16 | The importance of regularly reviewing and updating written development plans in the light of performance, any learning activities undertaken and any wider changes. |  |
| 17 | How to take account of equality legislation, any relevant codes of practice and general diversity and inclusion issues in providing learning opportunities for colleagues. |  |
| **Industry/sector specific knowledge and understanding** | | |
| 18 | Industry/sector requirements for the development or maintenance of knowledge, skills and understanding and professional development |  |
| 19 | Learning issues and specific initiatives and arrangements that apply within the industry/sector |  |
| 20 | Working culture and practices of the industry or sector |  |
| **Context specific knowledge and understanding** | | |
| 21 | Relevant information on the purpose, objectives and plans of your team or area of responsibility or the wider organisation. |  |
| 22 | The work roles of colleagues, including the limits of their responsibilities and their personal work objectives. |  |
| 23 | The current knowledge, understanding and skills of colleagues. |  |
| 24 | Identified gaps in the knowledge, understanding and skills of colleagues. |  |
| 25 | Identified learning needs of colleagues. |  |
| 26 | Learning style(s) or combinations of styles preferred by colleagues. |  |
| 27 | The written development plans of colleagues. |  |
| 28 | Sources of specialist expertise available in/to your organisation in relation to identifying and providing learning for colleagues. |  |
| 29 | Learning activities and resources available in/to your organisation. |  |
| 30 | Your organisation's policies in relation to equality and diversity. |  |
| 31 | Your organisation's policies and procedures in relation to learning. |  |
| 32 | Your organisation's performance appraisal systems. |  |

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# Supplementary evidence

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| **Evidence** | | **Date** |
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| **Assessor feedback on completion of the unit** |
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