



Unit DR7C 04 (707)

Provide Learning Opportunities for Colleagues

Unit Summary

This Unit is about supporting colleagues in identifying their learning needs and helping to provide opportunities to address these needs. You will be expected to encourage colleagues to take responsibility for their own learning in your role in providing an 'environment' eg, in your team or area of responsibility, in which learning is valued. For the purposes of this Unit, 'colleagues' means those people for whom you have line management responsibility.

In order to achieve this Unit you must demonstrate that you meet all the requirements of the units. This means all of the stated outcomes and behaviours and every item of knowledge and understanding. Your assessor must be able to observe you in the workplace or you must provide the following **tangible evidence** to your assessor. Please note that **simulation** is **not** allowed for this Unit, ie all your evidence must relate to real work activities.

Achievement of this Unit will provide you with opportunities to develop the following SQA Core Skills:

Communication Higher

- ◆ Produce and respond to oral communication on a complex topic.

Working With Others Higher

- ◆ Work with others in a group to analyse, plan and complete a complex activity.

I have completed the requirements of this Unit.

Candidate name: _____ Date: _____

Candidate signature: _____ Date: _____

I can confirm the candidate has completed all requirements of this Unit.

Assessor signature: _____ Date: _____

IV signature: _____ Date: _____

Assessment centre: _____

You must be able to

- 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 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 un-planned 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 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 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 changes.
- 12 Encourage colleagues to take responsibility for their own learning, including practising and reflecting on what they have learned.

Behaviours

This means you:

- ◆ recognise the opportunities presented by the diversity of people
- ◆ find practical ways to overcome barriers
- ◆ make time available to support others
- ◆ seek to understand individuals' needs feelings and motivations and take an active interest in their concerns
- ◆ encourage and support others to make the best use of their abilities
- ◆ recognise the achievements and success of others
- ◆ inspire others with the excitement of learning
- ◆ confront performance issues and sort them out directly with the people involved
- ◆ say no to unreasonable requests
- ◆ show integrity, fairness and consistency in decision making

Evidence of Performance

The following provides guidance on **possible** examples of evidence.

Identification of development needs, plans to meet development needs and monitoring and review of development activity:

- ◆ notes, memos, e-mails or other records of feedback and performance appraisals/reviews, and of discussions or identification of learning and development preferences and needs (including learning styles, personal constraints, learning disabilities and difficulties that affect learning)
- ◆ details of support arrangements inside and outside the organisation (eg a training department's or external supplier's assessment services) that you have identified and arranged for a colleague to access
- ◆ training and development opportunities (eg coaching, internal and external courses, learning centre/ e-learning programmes) that you have identified and enabled colleagues to access to meet agreed learning and development requirements
- ◆ copies of development or learning plans you have discussed, agreed, reviewed and revised with colleagues
- ◆ notes, memos, e-mails or other records of meeting or discussions you have had with colleagues to review their learning and its effect on their performance
- ◆ personal statement (your reflections on your role in identifying learning requirements, organisation of development activity and review of its effectiveness in improving or enhancing performance)
- ◆ witness statement (comments on your role in identifying learning requirements, organising development activity and reviewing of its effectiveness in improving or enhancing performance)

Unit DR7C 04 (707)**Provide Learning Opportunities for Colleagues**

Candidate name:		Assessor initials/date
No	Activity	
1		
2		
3		
4		
5		
6		
7		
8		
9		
10		
11		
12		

You need to know and understand		Evidence
Evidence of knowledge and understanding should be collected during observation of performance in the workplace. Where it cannot be collected by observing performance, other assessment methods should be used.		
General knowledge and understanding		
K1	The benefits of learning for individuals and businesses and how to promote these to colleagues.	
K2	Ways in which you can develop an 'environment' in which learning is valued and willingness and efforts to learn are recognised.	
K3	Why it is important to encourage colleagues to take responsibility for their own learning.	
K4	How to provide fair, regular and useful feedback to colleagues on their work performance.	
K5	How to identify learning needs based on identified gaps between the requirements of colleagues' workroles and their current knowledge, understanding and skills.	
K6	How to prioritise learning needs of colleagues, including taking account of business needs and priorities and the personal and career development needs of colleagues.	
K7	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.	
K8	Different types of learning activities, their advantages and disadvantages and the required resources (eg, time, fees, substitute staff).	
K9	How/where to identify and obtain information on different learning activities	
K10	Why it is important for colleagues to have a written development plan and what it should contain (eg, identified learning needs, learning activities to be undertaken and the learning objectives to be achieved, timescales and required resources).	
K11	How to set learning objectives which are SMART (Specific, Measurable, Achievable, Realistic and Time-Bound).	
K12	Sources of specialist expertise in relation to identifying and providing learning for colleagues.	
K13	What type 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.	
K14	How to evaluate whether a learning activity has achieved the learning outcomes required.	
K15	The importance of regularly reviewing and updating written development plans in the light of performance, any learning activities undertaken and any wider changes.	
K16	How to take account of equality legislation, any relevant codes of practice and any general diversity issues in providing learning opportunities for colleagues.	
Knowledge and understanding in the context of your business		
K17	Relevant information on the purpose, objectives and plans of your team or area of responsibility or the wider business.	
K18	The work roles of colleagues, including the limits of their responsibilities and their personal work objectives.	
K19	The current knowledge, understanding and skills of colleagues.	
K20	Identified gaps in the knowledge, understanding and skills of colleagues.	
K21	Identified learning needs of colleagues.	

Unit DR7C 04 (707)**Provide Learning Opportunities for Colleagues**

You need to know and understand (cont)		Evidence
K22	Learning style(s) or combinations of styles preferred by colleagues.	
K23	The written development plans of colleagues.	
K24	Sources of specialist expertise available in/to your business in relation to identifying and providing learning for colleagues.	
K25	Learning activities and resources available in/to your business.	
K26	Your business policies in relation to equality and diversity.	
K27	Your business policies and procedures in relation to learning.	
K28	Your business performance appraisal systems.	
Industry or sector specific knowledge and understanding		
K29	Sector requirements for the development or maintenance of knowledge, skills and understanding and professional development.	
K30	Learning issues and specific initiatives and arrangements that apply within the sector.	
K31	Working culture and practices of the sector.	

Notes/Comments

Assessor signature: _____**Date:** _____