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## Overview

This standard covers the competence required to support learning and development. It is about supporting team members and colleagues in identifying their learning needs and helping to provide opportunities to address these needs. It covers individual learning through coaching and assessing colleagues using a range of methods.

### **Target Group**

This standard applies to authorised Port Operations supervisors and first line managers with responsibility for supporting learning and development.

There are 3 elements in this standard:

1. Provide learning opportunities for colleagues
2. Enable individual learning through coaching
3. Assess candidates using a range of methods

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### Performance criteria

#### Provide learning opportunities for colleagues

*You must be able to:*

- P1 promote the benefits of learning to team members and make sure that their willingness and efforts to learn are recognised
- P2 give team members fair, regular and useful feedback on their work performance, discussing and agreeing how they can improve
- P3 work with team 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
- P4 help team 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
- P5 work with team members to identify and obtain information on a range of possible learning activities to address identified learning needs
- P6 discuss and agree, with each team member, a development plan which includes learning activities to be undertaken, the learning objectives to be achieved, the required resources and timescales
- P7 work with team members to recognise and make use of un-planned learning opportunities
- P8 seek and make use of specialist expertise in relation to identifying and providing learning for team members
- P9 support team members in undertaking learning activities making sure any required resources are made available and making efforts to remove any obstacles to learning
- P10 evaluate, in discussion with each team member, whether the learning activities they have undertaken have achieved the desired outcomes and provide positive feedback on the learning experience
- P11 work with team members to update their development plan in the light of performance, any learning activities undertaken and any wider changes
- P12 encourage team members to take responsibility for their own learning, including practising and reflecting on what they have learned

#### Enable individual learning through coaching

*You must be able to:*

- P13 identify team members' individual learning needs and learning styles
- P14 analyse the skills needed, and the order in which they need to be learned
- P15 identify opportunities for team members to achieve agreed learning objectives, agree actions towards developing their skills, including using technology based support and e-support where appropriate
- P16 select a style of coaching which meets the organisation's learning objectives
- P17 coach in a manner and at a speed appropriate to team members
- P18 provide team members with opportunities to practice their skills, to apply

- their knowledge and to gain experience in a structured way
- P19 provide team members with clear and accurate information upon the resources and support available to assist in applying their learning
- P20 review the progress of team members towards achieving their learning objectives
- P21 identify any barriers to learning and address these
- P22 provide team members with constructive feedback on their progress
- P23 adapt coaching skills in response to the progress of team members and their feedback upon the process

### **Assess candidates using a range of methods**

*You must be able to:*

- P24 develop and agree plans for assessing competence with individuals
- P25 check that all individuals understand the assessment process involved
- P26 agree fair, safe, valid and reliable assessment methods
- P27 identify appropriate and cost-effective opportunities for assessing performance
- P28 use different types of evidence
- P29 identify how the past experience and achievements of individuals will contribute to the assessment process
- P30 identify and agree any special arrangements needed to make sure that the assessment process is fair
- P31 identify how other people will contribute to assessments and what support they may need
- P32 identify how to protect confidentiality and agree arrangements to deal with sensitive issues
- P33 agree how you will handle any difficulties or disputes during the assessment
- P34 agree when assessment will take place with individuals and the other people involved
- P35 agree arrangements with individuals for reviewing their progress against the assessment plan
- P36 review and update assessment plans to take account of what the individuals have achieved
- P37 judge evidence against criteria to make assessment decisions using the agreed assessment methods to assess competence in appropriate situations and past experience and achievements of individuals as part of the assessment of their current competence
- P38 ensure that evidence comes from the individuals' own work
- P39 make safe, fair, valid and reliable decisions about the competence of individuals', only on the agreed standard
- P40 collect evidence from the other people involved in the assessment process
- P41 apply any agreed special arrangements to make sure that the

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- assessment is fair
- P42 make decisions on all of the relevant evidence of individuals' performance and knowledge
- P43 take evidence from as many places as possible
- P44 explain and resolve any inconsistencies in the evidence
- P45 make a record of the outcomes of assessments by using the agreed recording system
- P46 speak to the appropriate person if agreement on your assessment of the individual's performance cannot be reached
- P47 provide feedback and support to individuals on assessment decisions at an appropriate time and place
- P48 provide constructive and encouraging feedback, which meets the individual's needs and is appropriate to their level of confidence
- P49 explain clearly the assessment decisions on whether individuals' evidence of competence is good enough
- P50 give individuals advice when they cannot prove their competence and on how they can develop the necessary skills or provide more evidence
- P51 encourage individuals to get advice on assessment decisions
- P52 identify and agree next steps in the assessment process and how individuals will achieve these
- P53 follow agreed complaints and appeals procedures if individuals disagree with your assessment decisions
- P54 ensure that assessment records are accurate and up to date, and provide an audit trail of evidence
- P55 contribute to standardisation of assessment decisions
- P56 give accurate and timely information on assessments
- P57 contribute to agreed quality assurance process

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### Knowledge and understanding

*You need to know and understand:*

- K1 the legal responsibilities for maintaining own and others' health, safety and security in your workplace
- K2 the health and safety requirements placed upon the individual and the organisation by current legislation, directions and bye-laws, relevant to own area of operations
- K3 the principle types of hazard and risk likely to be found in own area of operations
- K4 the precautions appropriate for minimising hazards and risks in own area of operations
- K5 the benefits of learning for individuals and organisations and how to promote these to team members
- K6 ways to develop an 'environment' in which learning is valued and willingness and efforts to learn are recognised
- K7 why it is important to encourage team members to take responsibility for their own learning
- K8 how to provide fair, regular and useful feedback to team members on their work performance
- K9 how to identify learning needs based on identified gaps between the requirements of team members' work-roles and their current knowledge, understanding and skills
- K10 how to prioritise learning needs of team members, including taking account of organisational needs and priorities and the personal and career development needs of team members
- K11 the range of different learning styles and how they affect learning
- K12 how to support team members in identifying their particular learning style(s) or combination of learning styles
- K13 different types of learning activities, their advantages and disadvantages and the required resources
- K14 how/where to identify and obtain information on different learning activities
- K15 why it is important for team members to have a written development plan and what it should contain how to set learning objectives which are SMART (Specific, Measurable, Achievable, Realistic and Time-Bound)
- K16 the sources available of specialist expertise in relation to identifying and providing learning for team members
- K17 what type of support team members might need to undertake learning activities, the resources needed and the types of obstacles they may face and how they can be resolved
- K18 how to evaluate whether a learning activity has achieved the desired learning objectives

- K19 the importance of regularly reviewing and updating written development plans in the light of performance, any learning activities undertaken and any wider changes
- K20 how to take account of equality legislation, any relevant codes of practice and general diversity issues in providing learning opportunities for team members
- K21 industry/sector requirements for the development or maintenance of knowledge, skills and understanding and professional development
- K22 learning issues and specific initiatives and arrangements that apply within the industry/sector
- K23 working culture and practices of the industry/sector
- K24 relevant information on the purpose, objectives and plans of own team or area of responsibility or the wider organisation
- K25 the work roles of team members, including the limits of their responsibilities and their personal work objectives
- K26 the current knowledge, understanding and skills of team members
- K27 the identified gaps in the knowledge, understanding and skills of team members
- K28 the identified learning needs of team members
- K29 the learning style(s) or combinations of styles preferred by team members
- K30 the written development plans of team members
- K31 sources of specialist expertise available in/to your organisation in relation to identifying and providing learning for team members
- K32 the learning activities and resources available in/to the organisation
- K33 the organisation's policies in relation to equality and diversity
- K34 the organisation's policies and procedures in relation to learning
- K35 the organisation's performance appraisal system
- K36 how to analyse and use developments in learning and new ways of delivery, including technology-based learning
- K37 which types of learning are best achieved and supported through coaching
- K38 how to identify individual learning needs
- K39 how to match coaching opportunities to individual learning needs and objectives
- K40 how to put learners at their ease
- K41 how to put information in order and how to decide whether the words used will be appropriate for individual learners
- K42 how to recognise possible barriers to learning and how to overcome them
- K43 how to identify and use different types of evidence when carrying out assessments
- K44 how to identify and compare different types of evidence when making assessment decisions

- K45 how to collect evidence in ways that are cost-effective and timely
- K46 how to collect and use evidence from individuals' prior experience and achievements within the current assessment process
- K47 how to develop and agree assessment plans with individuals and the other people involved
- K48 how to assess performance accurately against specific parts of a standard
- K49 how to take appropriate action and help individuals develop their competence
- K50 how to change assessment procedures to meet individual needs
- K51 how to identify the difficulties in making safe, fair, valid and reliable assessments of evidence and who to involve in such cases
- K52 how to follow standardisation and internal quality assurance procedures
- K53 how to measure existing levels of competence
- K54 how to make valid and reliable assessments of individuals' knowledge
- K55 how to make valid and reliable assessments of individuals' performance
- K56 how to make sure that all the agreed criteria is covered during an assessment
- K57 how to check that evidence is the individuals' own work
- K58 how to make sure that supporting evidence supplied by other people is reliable
- K59 how to encourage individuals to consider and use their past experience and achievements
- K60 how to give constructive feedback on existing levels of competence and what individuals need to do to be fully competent
- K61 how to involve individuals in planning assessments
- K62 how to manage data within requirements of data protection legislation
- K63 how to encourage individuals who have different levels of confidence and experience to take an active part in their assessment
- K64 how to use language and behaviour which does not discriminate against any individual
- K65 how to meet the different needs of individuals
- K66 how to give feedback to individuals with different levels of confidence and experience
- K67 how to encourage individuals to ask questions and to obtain advice
- K68 how to monitor and review progress with individuals
- K69 how to identify changes in levels of individuals' competence and assess how this affects own competence
- K70 how to use opportunities to update skills and experience
- K71 how to identify and use information on current assessment best practice
- K72 how to use personal development opportunities to improve own assessment skills
- K73 how to meet individuals' needs for access to safe, fair, valid and reliable assessment, in line with relevant legislation

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- K74 how to recognise and challenge unfair discrimination in assessments
- K75 how and from whom to obtain advice about meeting individuals' special assessment requirements
- K76 how to identify and plan for issues of confidentiality and data protection during the assessment process
- K77 how to record, store and pass on assessment decisions to other people within an agreed system
- K78 how to identify and assess things that can influence own competence
- K79 how to identify appropriate sources of support for own development



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### Additional Information

#### External Links

This standard is applicable to the provision of learning opportunities, individual learning through coaching and assessing candidates' skills using a range of methods.

The performance criteria, knowledge and understanding requirements are related to the individual's own organisation, job role and area of operations. This includes but is not limited to the individual's immediate place of work. It extends to areas, operations and persons that may be impacted upon by the individual's activity in the workplace.

The performance criteria, knowledge and understanding requirements are specific to the: regulations, industry and other guidance recognised by the individual's employer, employing organisation's objectives, policies, procedures, and working practices; that relate to the elements covered in this standard.

The performance criteria, knowledge and understanding requirements are specific to the individual's own level of authority and responsibility.

Ports and the activities which take place there vary. Employers and any other duty holders must comply with the legal duties imposed on them by health and safety legislation, including the Health and Safety at Work Act 1974. This will also involve careful and continuing risk assessments to enable duty holders to plan, implement, manage and review policies and procedures which address the risks associated with the conduct of their business. The statutory duty of the employee to take reasonable care for the health and safety of themselves and other persons who may be affected by their acts or omissions at work and to cooperate with the employer with regard to the employer's health and safety duties, are an essential part of this standard.

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**Developed by** Port Skills and Safety

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**Version number** 2

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**Date approved** February 2013

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**Indicative review date** February 2016

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**Validity** Current

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**Status** Original

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**Originating organisation** Skills for Logistics

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**Original URN** PSSSPO110

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**Relevant occupations** Supervision of Ports

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**Suite** Supervision of Port Operations

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**Key words** Supervision of ports; port security operations; port safety; ports; vessels