

Unit 17: Training in the Business Workplace

Unit code:	A/502/5448
QCF Level 3:	BTEC National
Credit value:	10
Guided learning hours:	60

● Aim and purpose

The aim of this unit is to develop learners' skills and knowledge of performance improvement in the workplace, through understanding the importance of staff training and development by identifying training needs, translating these needs into training programmes, and evaluating their success.

● Unit introduction

Staff training and development are key to running a successful organisation. It is appropriate at all levels of the organisational structure. This unit aims to develop knowledge and understanding of the importance of ensuring that the type of training and development for different personnel meets both the organisation's and individual's objectives, and as such this will vary in level and duration. It may be skill or knowledge based. It may be designed to inform the strategic decision-making process or it may be aimed at improving the operational side of an organisation's activities.

Successful organisations recognise that their training programmes need to be planned and managed. Managers need to have well-planned training cycles in place. Training and development requirements need to be updated constantly. This is important if organisations are to compete effectively in the environment or markets they operate in. These may be local, regional, national or global. The common denominator is that these markets are subject to change which can often be rapid.

This unit introduces how changes may be caused by a variety of factors, for example new technology, new legislation or increased competition. It is important therefore that organisations plan their training and development requirements. Managers need to know how to identify training needs across the organisation, and it is important for learners to appreciate that training methods are varied and these will need to be appropriate to the required training.

All training has a cost to the organisation. Managers need to be able to provide training programmes within their training budgets. The outcomes of training programmes need to be evaluated. Managers will need to devise appropriate ways of assessing or measuring the impact of staff training. The process of managing the training cycle is important to an organisation. If it is well managed, staff will have the correct range of up-to-date skills and knowledge that will allow them to perform their jobs effectively.

● Learning outcomes

On completion of this unit a learner should:

- 1 Understand why organisations need to train their workforce
- 2 Know the ways organisations identify their training needs
- 3 Be able to plan and deliver a training programme
- 4 Be able to assess the effectiveness of a training programme.

Unit content

1 Understand why organisations need to train their workforce

Organisational level: strategic objectives eg increase profit, increase turnover, become market leader; operational objectives (increase productivity, introduce new technology, improve health and safety, create a more flexible workforce, introduce succession training for promotion, improve job performance and motivation); satisfy UK and EU legislation; Investors in People status

Departmental level: departmental objectives (sales targets, customer service improvements); job/role changes; team changes; new equipment; new procedures; new products/services; new technology; new range of clients

Individual level: appraisal/performance review; promotion; change of job role; individual needs

2 Know the ways organisations identify their training needs

Identification of training needs: the training cycle; analysing needs (company, departmental, team, individual needs); skills audits; benchmarking; updating/retraining; continuous professional development

3 Be able to plan and deliver a training programme

Designing and delivering the training programme: objectives; on/off job; internal/external trainers; delivery methods (courses, mentoring, coaching, action learning, assignments, projects, seminars, e-learning, distance learning, workshops, shadowing, secondments, conferences); training budget; training costs

4 Be able to assess the effectiveness of a training programme

Evaluation: planning; design; delivery; implementation; content; achievement of objectives

Methods: questionnaires; observation; trainer/trainee feedback; customer comments; training audits; achievements of awards by trainees; indicators eg labour turnover, productivity measures, quality improvements, performance indicators (sales figures, customer service feedback)

Assessment and grading criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria for a pass grade describe the level of achievement required to pass this unit.

Assessment and grading criteria		
To achieve a pass grade the evidence must show that the learner is able to:	To achieve a merit grade the evidence must show that, in addition to the pass criteria, the learner is able to:	To achieve a distinction grade the evidence must show that, in addition to the pass and merit criteria, the learner is able to:
P1 explain how the training needs for an organisation are linked to the different levels within its structure [IE]	M1 compare the training needs for staff at different levels in an organisation	D1 assess the importance for an organisation of training its staff, using appropriate examples from different levels
P2 describe what an organisation needs to consider when identifying its training needs	M2 explain the importance for an organisation (and its employees) of identifying its training needs	
P3 plan suitable development activities for a training programme [IE, CT]	M3 explain the importance of the factors which need to be considered when planning, designing and delivering a training programme.	D2 evaluate the planning, design and delivery of a training programme
P4 conduct a review of the success of a training programme. [RL]		D3 evaluate the effectiveness of a training programme.

PLTS: This summary references where applicable, in the square brackets, the elements of the personal, learning and thinking skills applicable in the pass criteria. It identifies opportunities for learners to demonstrate effective application of the referenced elements of the skills.

Key	IE – independent enquirers CT – creative thinkers	RL – reflective learners TW – team workers	SM – self-managers EP – effective participators

Essential guidance for tutors

Delivery

Staff training and development are fundamental activities in all successful organisations. They are very important in ensuring that employees make an effective contribution to the aims and objectives of the organisation. All organisations operate in a dynamic environment, irrespective of their size and sector. They all need to ensure that their staff are well trained to meet the demands of operating in a modern economy.

Training requirements will change over time for all organisations. In educational organisations, for example, all tutors and support staff now require significant training and development on the use of information learning technology in the classroom. Changing legislation requires support staff in education to be trained and aware of equal opportunities and non-discriminatory practices. Effective training and development programmes will be planned to meet the current and future needs across the organisation.

Training and development is relevant to all employees at all levels. Training programmes may have elements which are common to all employees, such as training on how to use a new telephone system. There will also be specific training programmes to meet the needs and requirements of employees at different levels, in different sections or departments, and in different job roles. For example, middle management training or the training of reception staff in customer service skills will be different.

This unit is designed to be taught using examples drawn from real organisations. Some learners may be able to draw on their own experiences in employment with practical examples of training and development opportunities. Researching a real organisation will broaden learners' understanding of the processes involved in the planning and delivery of training programmes.

It is important that learners understand why organisations need to train their workforce. Tesco, for example, acknowledges the role that staff training has played in building their position as the leading UK supermarket chain. Learners will need to identify that training programmes are linked to organisational objectives and that effective training is a key contributory factor towards meeting those objectives. As part of the planning process the needs of the individual should be considered against the objectives of the organisation. Learners should, therefore, understand the processes for assessing training needs at all levels.

A proposed merger or expansion may require existing staff to develop new skills, including training new staff. At a departmental level there may be changes to a particular job or group of employees, such as when new procedures or products are introduced. The system should identify skills gaps or changes in job and training requirements, the staff who will be affected and the timescales involved. The training needs of individual employees should be reviewed regularly through an appraisal or similar management system.

Learners should understand that organisations have limited resources and a training schedule should be prepared in order of priority, using the most efficient training methods. Learners should know the different types of training methods used and who delivers them. On-the-job training can be carried out by observing a trained employee or instructor. Apprenticeships require a mixture of on-the-job and off-the-job training. Competence-based training is generally on-the-job where trainees are assessed by a qualified assessor. Off-the-job training can be carried out in-house or by bringing in an external trainer.

Courses run by external agencies and colleges can be used for skill, vocational or professional development. E-learning has become a popular alternative to traditional methods in meeting some training needs. Learners should understand the need for training to be carried out by the most efficient means, and that the people responsible for the training budget will monitor the type of training offered closely. Reviewing the success of a training programme closes one training cycle and will inform the planning stage of the following cycle.

Outline learning plan

The outline learning plan has been included in this unit as guidance and can be used in conjunction with the programme of suggested assignments.

The outline learning plan demonstrates one way in planning the delivery and assessment of this unit.

Topic and suggested assignments/activities and/assessment
Introduction to unit and structure of the programme/assignments
Theory components of an organisation's structural levels Types of training for different levels Preparation for assignment
Research and group work
Theory components of identifying training needs Research how different organisations identify training needs Preparation for assignment
Assignment 1: Training Needs
Theory components of designing and delivering training programmes Research training methods of different organisations Preparation for assignment
Research and group work
Assignment 2: Designing a Training Programme
Theory components of reviewing and evaluating training programmes Analyse the success of a training programme Preparation for assignment
Assignment 3: How Successful was the Training Programme?
Supervised assignment work
Non-supervised study time and completion of assignments

Assessment

Evidence for assessment will be drawn from the learning programme. Examples of training and development strategies from real organisations will link theory and practice. Tutors may find that a single task-based assignment is suitable to meet the grading criteria. Alternatively, a number of smaller assignments, covering clusters of grading criteria, would be an appropriate approach to the assessment of this unit.

For P1, learners will need to look at the different structural levels that exist within a company. They will need to examine the types of training that may be appropriate at each level. Training objectives at different levels may be the same for all staff or they may be different and specific to the level. For example, training on using new photocopying equipment may be the same across the organisation, whereas succession training for promotion may be aimed at middle management. Evidence is likely to be in the form of a report or presentation resulting from an investigation into an organisation. (P1, P2, M1 and M2 are linked.)

For P2, learners should be aware of how organisations identify their training requirements. The training cycle is a fundamental principle that learners need to understand. Skills audits are a common way of identifying skills gaps and learners should be familiar with this process. Many organisations use benchmarking as a way of comparing skills levels. For example, leading retail organisations will benchmark the percentage of staff that have achieved NVQs. Continuous professional development is an important factor in motivating and retaining good staff. Learners should be aware of the importance of accommodating the needs of individuals whilst meeting the needs of the organisation. (P1, P2, M1, M2 and D1 are linked.)

For P3, learners should be aware that organisations use a variety of methods and activities to train their staff and understand key concepts such as on and off-the-job training. For example, construction companies may offer their apprentices, off-the-job training in local colleges while also using on-the-job computer-based learning packages for their middle managers. Learners will need to understand that training does not come without a cost. Training is only possible within a budget and all training has to be costed within the allocated resources. Learners can use their centre, their employer or another suitable organisation to research training methods. Learners need to outline the key considerations for organisations in planning their training programmes. Learners should understand that planning training programmes is crucial to their success. Planners need to have a broad view of the levels and range of qualifications and training programmes available. Good organisation and communication skills are essential as training programmes are discussed and agreed with the parties involved, both internally and externally.

Learners should understand that the organisation and administration of training programmes is an involved process. Decisions on the numbers to be trained, the duration and location of the training may have to be balanced against other factors such as costs and the state of the training budget. (P3, M3 and D2 are linked.)

For P4, learners will need to review of the success of a training programme they have investigated. They need to understand that review methods are varied. For example, retailers use mystery shoppers to review customer service skills. Where external trainers are used, many companies will ask their staff to complete evaluation forms on the quality of the training they have received. Which methods are used may be determined by any number of factors, such as the nature of the training, time available, staffing availability and the size of the company. Learners should understand the importance of the link between training and the achievement of the organisation's objectives. (P4, M4 and D3 are linked.)

For M1, learners must show that they have a clear understanding that the training needs of people differ depending on where in the organisation they work.

For M2, learners will need to understand that training contributes directly to the development of more effective employees by equipping them with the skills, knowledge and understanding they need in order to carry out their roles effectively.

For M3, learners must be able to identify a range of training methods used in their chosen organisation. They should be able to explain why the methods are appropriate to the staff being trained. Distance learning packages may be suitable for the manager of one department but a secondment may be more appropriate for the manager of a different department in the same organisation. Learners should be aware of the factors that should be considered in making decisions concerning the appropriateness of the methods of training at different levels of the organisation.

Distinction level work is characterised by the ability to apply problem-solving skills, be innovative think creatively.

To achieve D1, learners should develop their ideas for merit grade and assess the importance for an organisation of training its staff.

For D2, learners will need to make judgements about matching the requirements of individuals to the methods used to deliver the training. Learners will need to understand that training cannot be planned without reference to budgets and costs. Although training budgets vary in size between organisations, even the most successful have to work within budgetary constraints. When planning training programmes, decision makers will need to have a clear view of the costs of each programme.

For D3, learners will need to provide evidence of how training has improved how staff in an organisation work. Sometimes there may be a time lag involved before the success, or failure, of some types of training can be properly evaluated. Where training is evaluated by using feedback or customer comments there may be a mixed and unclear response. Learners should evaluate specific parts of the training programme and the overall programme itself referring to different methods used and making recommendations for improvements. Ultimately, the judgement must be based on whether the programme is inclusive and balanced and whether it will help achieve the organisation's objectives. For example, customer service staff in Tesco, are trained to honour the company's 'price promise' without arguing with the customer. This creates a positive image of a business that has a clear customer focus.

Programme of suggested assignments

The table below shows a programme of suggested assignments that cover the pass, merit and distinction criteria in the grading grid. This is for guidance and it is recommended that centres either write their own assignments or adapt any Edexcel assignments to meet local needs and resources.

Criteria covered	Assignment title	Scenario	Assessment method
P1, P2, M1, M2, D1	The Importance of Identifying Training Needs.	Brief from a local company, with plans to expand, wanting guidance on planning and managing training programme.	Produce a group presentation on the types of training and development needed at different levels in an organisation, and how organisations respond to change through training programmes.
P3, M3, D2	Designing a Training Programme.	Develop brief to include suitability of different training methods.	Produce a leaflet on what should be considered when planning and designing a training programme including different training methods.
P4, M4, D3	How Successful was the Training?	Brief to include the importance of reviewing the success of the training.	Produce a portfolio of evidence containing: <ul style="list-style-type: none"> • written report outlining methods which can be used to review success • a review of the success of a selected training programme.

Links to National Occupational Standards, other BTEC units, other BTEC qualifications and other relevant units and qualifications

This unit forms part of the BTEC Business sector suite. This unit has particular links with the following unit titles in the Business suite:

Level 2	Level 3
People in Organisations	The Business Environment
	Business Resources
	Human Resource Management in Business

This unit links to the Level 3 National Occupational Standards for Management and Leadership, particularly Units D1 and D3.

Essential resources

Many of the outcomes for this unit require learners to undertake research. To enable research skills to be developed effectively they should be introduced to as many different forms of information as possible, for example libraries and other research facilities including the internet.

Employer engagement and vocational contexts

Visits to businesses and from guest speakers will be useful for the delivery of this unit. Training or human resource managers who can talk about approaches to staff training and development, and how this informs planning, for changes, will be invaluable.

Indicative reading for learners

Textbooks

There are relatively few resources specifically concerning training at Level 3. The internet has many sites related to training but these are mostly consultancy companies offering specific sector training with little relevance to this unit. The Level 4 books listed below look at the processes and practices of training in detail. These may be beyond the requirements of this unit but they will be useful as reference points.

Barrington H and Reid M A – *Training Interventions: Managing Employee Development* (Chartered Institute of Personnel & Development, 2001) ISBN 085292660X

Boydell T and Leary M – *Identifying Training Needs* (Chartered Institute of Personnel & Development, 1996) ISBN 0852926308

Donovan P, Townsend, J, Hailstone P – *The Training Needs Analysis Pocketbook* (Management Pocketbooks, 2004) ISBN 1903776244

Moskowitz M – *A Practical Guide to Training and Development* (Jossey Bass, 2008) ISBN 0470189460

Noe R A – *Employee Training and Development, 4th Edition* (McGraw-Hill Higher Education, 2007) ISBN 0071259341

Websites

www.cipd.org.uk

The Chartered Institute of Personnel and Development

www.iipuk.co.uk

Investors in People website provides case studies

www.thetimes100.co.uk

A number of case studies on training including Travis Perkins, Audi UK, The Polestar Group and Kraft Foods Ltd

Delivery of personal, learning and thinking skills

The table below identifies the opportunities for personal, learning and thinking skills (PLTS) that have been included within the pass assessment criteria of this unit.

Skill	When learners are ...
Independent enquirers	identifying the links between training needs and levels in an organisation researching how organisations plan and deliver training programme
Creative thinkers	when designing activities for a training programme
Reflective learners	reviewing the success of a training programme.

Although PLTS are identified within this unit as an inherent part of the assessment criteria, there are further opportunities to develop a range of PLTS through various approaches to teaching and learning.

Skill	When learners are ...
Independent enquirers	analysing training needs at different levels, judging the relevance and value
Creative thinkers	using research from evaluating training programmes to question people's assumptions
Reflective learners	setting goals with, success criteria, for the review of the training programme they are carrying out in terms of what answers they want to find out reviewing progress, making changes if necessary
Team workers	working together to carry out the review, collaborating to work towards common goals reaching agreements on which evaluation methods to use
Self-managers	showing initiative, commitment and perseverance when conducting research for the review
Effective participators	discussing issues of concern during the review activity identifying improvements for the training programmes to benefit others.

● Functional Skills – Level 2

Skill	When learners are ...
ICT – Find and select information	
Select and use a variety of sources of information independently for a complex task	researching the training programmes in different organisations
ICT – Develop, present and communicate information	
Enter, develop and format information independently to suit its meaning and purpose including: <ul style="list-style-type: none"> • text and tables • images • numbers • records 	creating a presentation on types of training and development at different levels in the organisation
Bring together information to suit content and purpose	preparing a presentation preparing the review of the success of the training programme
Present information in ways that are fit for purpose and audience	preparing a presentation
Mathematics	
Understand routine and non-routine problems in a wide range of familiar and unfamiliar contexts and situations	investigating costs of providing training
Draw conclusions and provide mathematical justifications	investigating costs of providing training
English	
Speaking and listening – make a range of contributions to discussions and make effective presentations in a wide range of contexts	discussing the planning and implementation of training programmes with others
Reading – compare, select, read and understand texts and use them to gather information, ideas, arguments and opinions	researching aspects of training in different organisations
Writing – write documents, including extended writing pieces, communicating information, ideas and opinions, effectively and persuasively	writing a review of the success of the training programme.