



# Unit 21: Training and Development

---

## Delivery guidance

### Approaching the unit

Throughout the course of this unit, learners will investigate training and development in a variety of businesses. They may bring with them their knowledge as employees in a part-time job, on work experience or as volunteers.

Learners should be encouraged to research a variety of businesses of different sizes as they will be assessed on their knowledge and understanding of why and how a selected business trains its staff, and of induction programmes.

To complete this unit, your learners will need access to a range of current business information from websites and printed resources, including training and development materials and induction programmes.

You could use a range of delivery methods in this unit, for example:

- discussions – class and small-group discussions on training and development, and on induction
- individual or group presentations – examples of training and development in businesses, and of induction programmes
- case studies – illustrations from well-known businesses
- videos – clips of training videos available (e.g. from video-sharing websites).

Group work is also an acceptable form of delivery, but you must ensure that learners individually produce work for assessment that meets the assessment criteria.

You can involve local employers in the delivery of this unit by inviting them as:

- guest speakers
- mentors for learners
- audience members who can give feedback on learner presentations
- providers of business materials as basis for case studies and exemplars
- providing opportunities for work experience for learners.

### Delivering the learning aims

To help deliver learning aim A, it is important that learners understand the difference between training and development. You could ask learners to individually list different types of work that they have done either on work experience, in a part-time job or as a volunteer, and the training and development that was involved. Expand on the topic by asking learners to share stories about their experiences in the workplace, and what they believe contributes to good training. There are a great many short video clips on video-sharing websites that illustrate good and bad training that could be used as prompts for discussion if any learner is lacking in actual experience.

For learning aim B, guest speakers could be invited from local and national businesses to talk about different types of training and development. Learners should be encouraged to ask appropriate questions, and so could be tasked with preparing suitable questions prior to the speaker's arrival on the subject of training and development and the success of the programmes they offer. This should ensure that learners are getting the most out of this activity. Learners could also interview local employees to find out how they were trained, whether they are offered development training and their views on the process.

For learning aim C, learners should carry out research on induction programmes in a variety of businesses before selecting a business for which to create a programme. Again, guest speakers may be useful to enhance learners' knowledge and learners with part-time jobs may be able to share their induction experiences. Learners will need to create a programme that gives a new employee all the information they need to get up to speed in their job, so it is important for learners to carry out in-depth research into the business and its objectives to ensure that the induction plan they create is appropriate for that business, and that the impact of the programme will be positive.



| <b>Learning aim</b>  | <b>Key content areas</b>   | <b>Recommended assessment approach</b>  |
|--|--|---|
| <b>A</b> Investigate training and development in a selected business                                   | <b>A1</b> Training and development<br><b>A2</b> Reasons for training<br><b>A3</b> Identification of training needs   | A professional presentation with speaker notes that examines training and development in a selected business setting, and the likely financial and non-financial costs and benefits to this business.   |
| <b>B</b> Examine the planning and delivery of training programmes in a selected business               | <b>B1</b> Types of training<br><b>B2</b> Costs and benefits of training and development  |   |
| <b>C</b> Develop an appropriate induction programme for a group of new starters in a selected business | <b>C1</b> Induction<br><b>C2</b> Benefits of a good induction programme and costs of a poor induction programme<br><b>C3</b> Developing an appropriate induction programme | A plan for a group of new starters based on independent research that covers their first month at the business, accompanied by appropriate checklists.<br><br>The business selected could be one where they are carrying out a work-related activity such as work experience. |

### **Assessment guidance**

This unit is internally assessed through two assignments. The first covers learning aims A and B, and the second covers learning aim C.

All learners must independently generate individual evidence that can be authenticated. The main sources of evidence are likely to be an individual written report based on individual research on training and development, accompanied by a PowerPoint presentation with speaker notes (learning aims A and B), plus a written plan for a formal induction programme that includes checklists and feedback sheets (learning aim C). Presentations must also be supported by assessor/peer observation records and witness statements.

BTEC assessors should complete observation records, while people such as work colleagues could complete witness statements. Observation records alone are not sufficient sources of learner evidence; the original learner-generated evidence must support them.

## Getting started

This gives you a starting place for one way of delivering the unit, based around the recommended assessment approach in the specification.

| <b>Unit 21: Training and Development</b>   |
|--|
| <p><b>Introduction</b></p> <p>Introduce the unit to learners by means of a group discussion on what they know about training and development. Then outline the learning aims of the unit.</p>  |
| <p><b>Learning aim A – Investigate training and development in a selected business</b></p>   |
| <ul style="list-style-type: none"> <li>• Begin by defining training and development, then ask learners to work in pairs to identify some familiar businesses and create a list of reasons why each business would need to train its staff.</li> <li>• Ask learners to share their ideas on reasons for training with the class then create a spider diagram to visually represent this.</li> <li>• Use the learners' examples to initiate a discussion on how businesses can identify training needs and give learners examples of checklists that could be used (e.g. the training needs assessment worksheet available online at <a href="http://www.mindtools.com/pages/article/worksheetsindex.htm">www.mindtools.com/pages/article/worksheetsindex.htm</a>).</li> <li>• Ask learners to complete a training needs analysis on a job they are familiar with and discuss their findings within a group. How would filling any skills gaps benefit the employee and the employer?</li> </ul>   |
| <p><b>Learning aim B – Examine the planning and delivery of training programmes in a selected business</b></p>   |
| <ul style="list-style-type: none"> <li>• Give learners examples of training and development programmes offered by a variety of businesses to promote their understanding of the wide range of different types of training offered.</li> <li>• Lead a class discussion on these programmes, looking at case studies to illustrate the different types of training offered.</li> <li>• Guest speakers could be used to talk about training and development. Learners should ask questions on the approach taken by the business, why this is used and if it is successful.</li> <li>• Ask learners to share their own experiences of different types of training and development with the group. This might be in their part-time job, through volunteering, on work experience or in education. Which types sound the best? Which types do not sound that interesting or effective? How does the training given impact on the business?</li> <li>• Working in small groups, ask learners to discuss the training and development they have experienced and what they liked and did not like about the training they received. Ask them to record which methods they felt were the most effective and least effective, giving reasons for their choices. Ask each group to share their findings with the class.</li> <li>• Introduce the concept of costs and benefits of training and development. Ask learners to collaborate in small groups to share their thoughts on costs versus benefits. Why do some businesses spend such a great deal on training? What would be the outcome if they did not? How can businesses with small budgets ensure</li> </ul> |

that their staff are well trained if they do not have the opportunity to follow company training programmes?

- Ask learners to share their findings through a PowerPoint presentation.

### **Learning aim C – Develop an appropriate induction programme for a group of new starters in a selected business**

- Begin by defining induction training.
- Ask learners to collaborate in small groups to list as many things they can think of that they would want or need to know on their first day in a new job.
- Show a short relevant video clip from a video-sharing website and ask learners to see how many items from their lists appear in it, and to list others they had not considered.
- Lead a class discussion on how induction might be done in a better way to ensure things such as company objectives are covered, and introduce the use of induction checklists such as the one found at [www.businessballs.com/inductiontrainingchecklist.htm](http://www.businessballs.com/inductiontrainingchecklist.htm)
- Ask learners to collaborate in small groups to share their thoughts on costs versus benefits of induction programmes and participate in a class discussion.
- Ask learners to individually research online and collate a range of materials on induction, with a view to developing a plan for a group of new employees that covers their first month at the business, and that includes appropriate checklists. Learners should then share their findings in small groups to help them decide on what they understand to be the components of a successful induction programme, before writing up their conclusions in a report.
- Guest speakers from local businesses could be used to talk about the induction process they use, giving examples of any checklists and form letters they use, along with information about how they monitor success.

## Details of links to other BTEC units and qualifications, and to other relevant units/qualifications

Pearson BTEC International Level 3 Qualifications in Business:

- Unit 8: Human Resources.

## Resources

In addition to the resources listed below, publishers are likely to produce Pearson endorsed textbooks that support this unit of the BTEC International Level 3 Qualifications in Business. Check the Pearson website (<http://qualifications.pearson.com/endorsed-resources>) for more information as titles achieve endorsement.

## Textbooks

- Biech E – *Training For Dummies* (John Wiley & Sons, 2005) ISBN 9780764559853.  
Although written for the US market, this gives a straightforward, introductory guide to personnel training and development, including useful material on adapting to different learning styles.
- Matthews A – *How To Design And Deliver Great Training* (Create Space Independent Publishing Platform, 2012) ISBN 9781480216280.  
A comprehensive practical guide covering all key aspects of training design and delivery, which also contains some valuable accompanying resources.
- Noe A N – *Employee Training and Development*, 6th edition (McGraw-Hill Higher Education, 2011) ISBN 9780071326384.  
A comprehensive textbook gives coverage of all key topics, including training design, strategy, method, and evaluation. It also includes a useful range of extended topics, such as managing diversity.

## Videos

- [www.intertech.com/Blog/15-worst-employee-training-videos/](http://www.intertech.com/Blog/15-worst-employee-training-videos/)  
15 of the worst employee training videos. It is helpful for illustrating the costs of a poor induction programme (and the benefits of an effective one).

## Websites

- <https://iclg.com/practice-areas/employment-and-labour-laws-and-regulations>  
The ICLG Employment & Labour Law covers common issues in employment and labour laws and regulations – terms and conditions of employment, employee representation and industrial relations, discrimination, maternity and family leave rights and business sales – in 51 jurisdictions
- [www.businessballs.com](http://www.businessballs.com)  
This site contains some useful freely available learning and development resources.
- [www.cipd.co.uk](http://www.cipd.co.uk)
- CIPD is the professional body for HR and people development. The website has a range of free resources.



- <https://www.eapm.org>  
The European Association for People Management (EAPM) forms an umbrella body of national organisations which represent HR professionals. Its EAPM Newsletter is a bi-annual update of what is happening in member countries around Europe.
- [www.mindtools.com/pages/article/worksheetsindex.htm](http://www.mindtools.com/pages/article/worksheetsindex.htm)  
This site contains some useful example of training needs assessment worksheets.
- [www.tutor2u.net](http://www.tutor2u.net)  
This online reference library contains study notes including on the job, off the job and induction training.

*Pearson is not responsible for the content of any external internet sites. It is essential for tutors to preview each website before using it in class so as to ensure that the URL is still accurate, relevant and appropriate. We suggest that tutors bookmark useful websites and consider enabling learners to access them through the school/college intranet.*