WCS

**World Class
Skills Programme**

Developing Responsive Provision

LSIS LEARNING
AND SKILLS
IMPROVEMENT
SERVICE

Employer relationships

Undertaking effective organisational and training needs analyses

Skills

Contents

Foreword

The further education sector understands the need to improve skills levels if business is to compete and succeed in global markets. Further education providers recognise too the key role they have to play in innovation, training and support for employers. We are keen to learn from the many examples of effective practice in the sector to build provider capacity to deliver high quality, flexible provision that responds to employers' needs.

The Learning and Skills Improvement Service's (LSIS) World Class Skills programme (WCS) provides a range of products and services that are alert to the needs of individual providers as they seek to improve the responsiveness and quality of their offer to employers.

Fully funded, it provides a free-of-charge range of interactive workshops, seminars, consultancies and structured support to take forward reform and development through thematic development projects.

This publication is one of a group of resources that have been developed to support interactive workshops and seminars offered through the programme. We believe it brings together useful information to support providers as they gear up their business with and for employers.

Dr David Collins CBE
Chief Executive, LSIS

Welcome to World Class Skills

The *Leitch Review of Skills: Prosperity for all in the Global Economy, World Class Skills* (2006) investigated the UK's long-term skills needs and predicted that even if targets current at the time of the report were met, the UK's skills base would still lag behind many of its key comparators.

That's why the government has committed to ensuring that the workforce in England has world-class skills by 2020. This will call for an enormous shift in attitudes and aspirations within workplaces, schools, colleges, universities and society itself.

It will require every individual to think about updating their skills and qualifications to ensure that they are giving employers what they really need.

It will require employers to play an active role in helping to reform vocational qualifications to ensure that they are relevant and responsive to changes in the global economy.

In support of these reforms, the Learning and Skills Improvement Service (LSIS), working closely with national partners, was asked by the government to lead the development of a single, integrated improvement strategy to support the drive for excellence in the further education system that would succeed in the new demand-led environment.

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In the twenty-first century, our natural resource is our people – and their potential is both untapped and vast. Skills will unlock that potential. The prize for our country will be enormous – higher productivity, the creation of wealth and social justice.

Lord Leitch, *Leitch Review of Skills*, 2006

Introduction to the programme

The **World Class Skills – developing responsive provision** is an LSIS programme providing support for improvement activities for LSC-funded providers in enhancing their employer-facing provision. This will support organisations in developing provision to meet employers' skills needs and the aspirations of the *Leitch Review of Skills*.

KPMG and its consortium partners are delivering this major support programme. Together they can bring significant expertise to you and your organisation. KPMG has an in-depth understanding of the wider education and skills sector that can help further education colleges and independent training providers deliver improved outcomes for learners and employees, as well as achieve their organisational goals. They can also draw in the sector's most innovative and effective practice to share with you.

Programme benefits

Involvement in the programme will help LSC-funded providers of education and training to:

- develop and extend effective employer relationships
- ensure that growth and quality go hand in hand
- create fit-for-purpose organisational structures
- gain relevant accreditation, for example, Training Quality Standard (TQS) and Framework for Excellence
- access high-level support through a range of focused events
- network with peers and share effective practice.

Programme overview

The programme is designed to support the Train to Gain Plan for Growth, the changes to demand-led funding, the rolling out of the TQS accreditation, National Skills Academies and the development of specialist networks.

The focus of the programme is to work with providers and other stakeholders to be more responsive to the needs of employers and increase the capacity of the FE system to provide high quality, flexible training and support for employers and their employees in order that they can contribute to UK productivity and competitiveness in a global economy.

The programme comprises both seminars and workshops. Seminars provide a high-level introduction and overview of the topic. Workshops are designed for smaller groups: the sessions are more interactive and practical in nature, giving participants the opportunity to work with a range of proven tools and techniques. There will be an opportunity for providers to apply for individualised consultancy support to work within their organisation in an intensive way to focus on the development of employer-responsive provision.
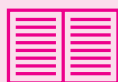
Resources

HMSO (Her Majesty's Stationery Office) (2007) *World Class Skills: Implementing the Leitch Review of Skills in England*. Norwich: HMSO. Available online at:
www.dius.gov.uk/reports_and_publications%20HIDDEN/leitch.aspx

Lord Leitch (2006) *Leitch Review of Skills: Prosperity for all in the Global Economy, World Class Skills*. London: HMSO. Available online at:
www.dcsf.gov.uk/furthereducation/uploads/documents/2006-12%20LeitchReview1.pdf

QIA (Quality Improvement Agency) (2006) *Pursuing Excellence: An Outline Improvement Strategy for Consultation*. Coventry: QIA.

Learning and Skills Council: www.lsc.gov.uk
Learning and Skills Improvement Service: www.lsis.org.uk
World Class Skills: http://wcs.excellencegateway.org.uk

E-learning

Alongside the workshops and seminars, a suite of five online training modules has been developed. The topics are as follows:
- Building employer-responsive skills in your organisation
- Funding and finance for maximising business
- Identifying bottom-line benefits
- Sales and gaining repeat business
- Targeting SMEs for training.

E-learning is an alternative way for providers to interact with the programme and share knowledge within their organisation.

Each module will take between 40 minutes and an hour to complete, and include interactive material such as multiple-choice questions, quizzes, games, scenarios and case studies.

The modules can be accessed from http://wcs.excellencegateway.org.uk

If you would like further information please contact
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Agenda

Coffee and registration	**09.30**
Welcome and introductions	**10.00**
Aims and objectives	**10.10**
What is the value of carrying out organisational and training needs analyses?	**10.20**
Existing practice	**10.50**
Break	**11.30**
What challenges do we face?	**11.45**
Lunch	**12.35**
Carrying out a training needs analysis	**13.35**
How do you identify the needs of individual employers?	**14.00**
Mapping job roles to literacy and numeracy skills	**14.30**
Break	**14.50**
How successful are your processes?	**15.05**
Closing session	**15.45**

Workshop outline

Aim

To equip you with the tools and knowledge to undertake effective organisational and training needs analyses.

Objectives

- To understand the value that organisational and training needs analyses can deliver.
- To identify some of the practical challenges within the education sector.
- To explore models of delivery for employers and how these can be used to progress employees' achievement and meet the employer's business needs.
- To equip you with the tools to reassess your organisational and training needs analysis on an ongoing basis.

Benefits

- Upskilling and enhancing the effectiveness and efficiency of staff by giving them an opportunity to modernise and consolidate their skills.
- Organisational and training needs analyses offer tailored and individual support when working with employers and evidence of delivering a quality service for inspections and quality standards (eg Ofsted and the Training Quality Standard).
- Effective organisational needs analysis will also allow you to clearly assess the needs of your organisation and provide a stronger focus on the needs of the employer.

What are organisational and training needs analyses?

It is critical to understand how to plan and develop an effective organisational needs analysis (ONA) and training needs analysis (TNA). These both assist in the collation of accurate information and will help to evaluate current and future training programmes.

ONA and TNA results can be very powerful to organisations, allowing them to potentially increase their effectiveness, achieve their objectives and work towards becoming a market leader in their arena or indeed to become world class.

Carrying out an effective ONA/TNA helps you to base your offer of training and support around identified needs that are specific to the employer. This is a valuable alternative to offering off-the-shelf training packages to all employers.

The difference between an ONA and a TNA
An ONA will explore with an organisation some or all of the following areas:
- the background, history, current targets and challenges it faces
- the key markets, products and services, routes to market and promotional support
- how costs, efficiency, quality, customer satisfaction and so on are managed
- the organisational structure
- any major changes faced or looming
- staff development/skills and leadership issues
- sector regulations.

Without taking into account the many aspects of an organisation's business and issues, a solution through consultancy or training may miss a key factor or influence on delivering a solution for success.

Sometimes, probing for an ONA will reveal, even to senior management, a factor which they had not previously considered as impacting on their performance. The more comprehensive the ONA undertaken, the more likely the service provider will deliver a successful solution to the business issues.

The completed ONA can be discussed with experts in many business fields who can help to shape the recommended training or consultancy solution for the company. An ONA can also be used in situations where change is happening in the organisation.

The starting point for ONA

Examples:
Business goals
Skills required
Gap analysis
Error rates
HR procedure

Examples:
Challenges faced
Changes in the business
Sector requirements
Skills requirements
Stakeholder/customer research

Examples:
TNA
Training
Delivery type
SMOG
HR procedure

Consult
- Provide a baseline measurement to track needs.
- Assess progress in working towards the changes of the market.
- Work with employers to identify the factors that hinder and those that facilitate change.
- Work with employers to remove the barriers to change and promote the identified changes.

Analyse
- Capitalise on success factors.
- Consider the capacity and developmental needs for the employer.
- Ensure that needs are assessed in a timely manner.
- Assist employers to develop local 'learning histories'.

Recommend
- Produce a local organisational development needs action plan.
- Make arrangements to monitor and review the achievement of the targets and objectives of the action plan.

Gap analysis

Gap analysis is a business resource assessment tool enabling a company to compare its actual performance with its potential performance. At its core are two questions:
- Where are we?
- Where do we want to be?

Training needs analysis, on the other hand, looks at the identification of training needs at employee, departmental or organisational level, in order for the organisation to perform effectively. The aim of TNA is to ensure that training addresses existing problems, is tailored to organisational objectives and is delivered in an effective and cost-efficient manner. TNA involves monitoring current performance using techniques such as observation, interviews and questionnaires, anticipating future shortfalls or problems, identifying the type and level of training required and analysing how this can best be provided.

Seven easy steps for TNA
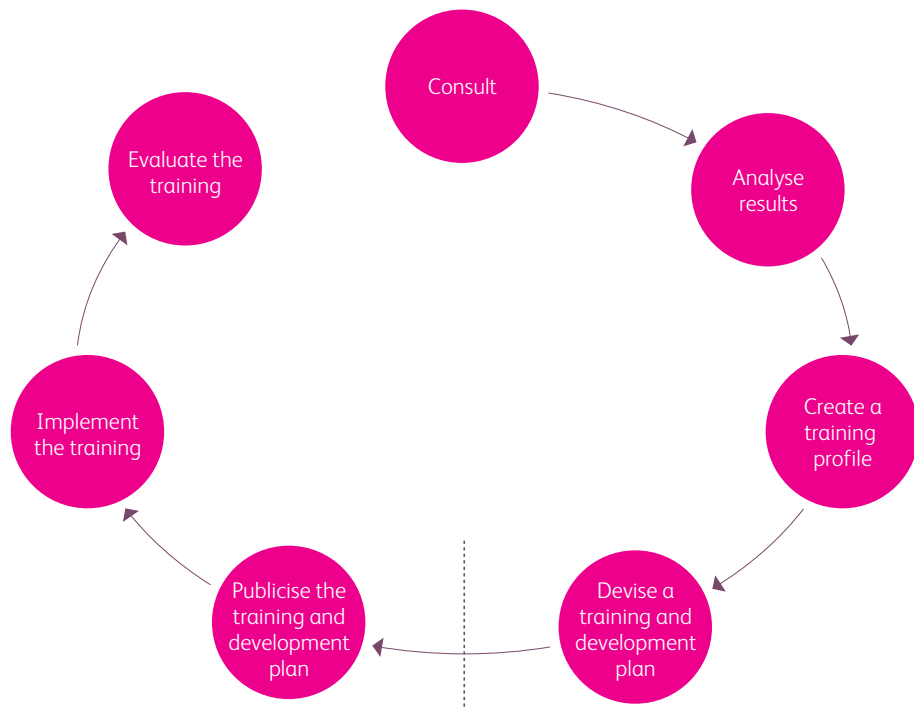
The dotted line on the diagram indicates the stage at which a TNA would often end. However, a fully effective TNA will go beyond the planning of delivery and continue throughout the actual delivery, as opportunities for further training needs may be identified at any stage.

TNA checklist

- Are the methods of TNA data collection appropriate for the organisation (see some of the examples in the Appendices)?
- Will the methods allow the employer to coordinate, communicate, synchronise and monitor the needs effectively?
- Is the TNA tailored for the specific organisation, project and target audience?
- Does the TNA address what the learning environment requirements are in terms of appropriate methods and media?
- Are needs specific to the organisation, the team and their day-to-day activities?
- Will the TNA support the delivery of learning to meet a strategic training objective and are these mapped to desired outcomes?

Notes

What challenges do we face?

Exercise

In small groups, share examples of your organisation's current practice. Discuss what has particularly worked and what has been challenging.

Also consider what challenges you may face carrying out an ONA or a TNA.

Challenges of carrying out an ONA

Challenges of carrying out a TNA

Challenges of carrying out an ONA continued

Challenges of carrying out a TNA continued

Now look at the Appendices section to see if there were any challenges you missed.

Notes

> **Exercise**
>
> In small groups, spend five minutes quickly jotting down as many advantages and challenges to carrying out an effective ONA and TNA prior to delivery.

ONA

Advantages	Challenges

TNA

Advantages	Challenges

Case study: Taylor Air

Taylor Air was established 17 years ago and employs 1,500 staff. The company's targets are to increase profits and shareholder value and to influence the European market.

The company has recently signed the Skills Pledge, so there is a need to meet the core responsibilities.

Key markets, products and services
- The airline industry is targeting young travellers and is considering a move into retail on the ground.
- The company offers cheap flights providing on-board meals and in-the-air retail.

As part of the management of quality and customer satisfaction the company found that some of the main areas of customer dissatisfaction were:
- delayed flights
- untidy cabins
- damaged baggage
- rude staff
- the cost of carrying sports equipment and pushchairs
- staff unable to calculate check-in times.

A number of the errors can be attributed against numeracy issues, however, some of the more common issues could relate to poor customer service skills or the inability to solve problems within tight timescales or under pressure.

Taylor Air is moving to a computerised seating system. Check-in staff will be calculating excess baggage.

Staff are required to have a minimum of Level 2 technical skills in this sector. Level 1 key skills are required to complete the NVQ. Some skills in reading, writing and maths are in excess of Level 1.

The current training for the cabin crew is contracted out. Training sits on its own and reports to the admin department. As this area grows, the company is looking at the benefits of moving this to human resources.

Recommendations
Below are suggested recommendations you could make to Taylor Air.
- Induction manuals are changed for the next reprint.
- Notices around the workplace are made easier to read.
- Put in place up to Level 2 provision which all employees
  have access to, including Skills for Life.

Training needs analysis
- Establish who and how many have the sector requirements on ground
  training and in-the-air training.
- Establish baseline levels required to complete the job role fully and
  to complete the NVQ. For example, what technical levels and English
  and maths skills are required?

Delivery of training
- Consider delivery methods such as peer assessment, union learning,
  assessor learning, e-learning, contracting out.
- Suggest qualifications such as:
  - Edexcel Level 3 BTEC National Award in Aviation Operations
  - First Aid, Health and Safety
  - City & Guilds Level 2 NVQ Providing Aviation Operations
    on the Ground
  - City & Guilds Level 3 NVQ Coordinating Aviation Operations
    on the Ground
  - OCNW Level 2 Certificate in Airport Customer Service Skills
  - OCNW Level 2 Certificate in Air Cabin Crew skills
  - OCNW Level 2 Certificate in Principles of Aviation First Aid
  - Skills for Life certificate in literacy and numeracy and/or key skills

Recruitment procedure
- Introduce an assessment tool on recruitment.
- Place training in the HR department rather than elsewhere.

Case study: Ashford Manufacturing

Ashford Manufacturing was established 12 years ago and currently employs 350 staff. It manufactures plastic components for motor vehicles. The company has recently signed the Skills Pledge.

Its key markets are both in the UK and Europe. Its target is to increase profits and shareholder value and to obtain a greater share of the European market. The company wants to develop the innovative use of high-tech plastic materials and promote a broader application of plastics in the motor industry.

Ashford Manufacturing experiences high levels of wastage from plastic extrusion. Its end products are not meeting the stringent quality assurance criteria.

Most of the errors can be attributed against numeracy and literacy issues, however, some of the more common issues could relate to the inability to solve problems within tight timescales or under pressure. There have recently been two serious accidents relating to chemical processes.

A new computerised quality assurance monitoring system has just been introduced and part of their manufacturing process may be moved to Eastern Europe to reduce costs.

Staff are required to have a minimum of Level 2 technical skills in this sector. Level 1 key skills are required to complete the NVQ. Some skills in reading, writing and maths are in excess of Level 1. Training sits on its own and reports to the admin department.

Key considerations to think about are:
- Difficulties in communicating with customers can impact on customer service.
- Delays in reports being completed or inaccuracies can impact on insurance claims.
- Challenges around communication between staff and management can result in inefficiencies/ineffective use of resources.
- Numeracy problems can lead to errors in invoicing/record keeping that have a financial impact on the company.

Exercise

In small groups, role play your first meeting with the client and conducting an ONA. Be prepared to present your recommendations.

Statistics

UK government statistics identify that the cost to both employers and employees is considerable. Poor literacy and numeracy skills result in a cost to UK industry of around £4.8bn per year. Employees with poor basic skills will earn, on average, 11 per cent less than colleagues who have these skills.

Tools

Screening tools

- **Building Essential Skills** (CTAD). This is just one example of a number of assessment tools to screen in a technical/vocational area. Contextualising assessment tools in effect provide coping strategies to hide a need for Skills for Life, so aren't always the best option. A contextualised tool will assess literacy and numeracy in the work context and not the actual functional skills.
- **Basic Skills Screener** (www.ctad.co.uk) (CTAD). This is a quick test that shows if a learner is competent at Level 2 of the National Standards and is ideal to use with groups of learners. All results can be collated using a customised management data tool and it meets the requirements for the initial identification of basic skills needs. There are 10 different literacy and numeracy assessments (from a bank of 96 literacy questions and 120 numeracy questions to avoid repetition).
- **Fast track** (www.dcsf.gov.uk/readwriteplus/LearningInfrastructureScreening) (BSA). This consists of 20 questions and two sections around completing a form. It will only give you an indication of a need and isn't foolproof.
- **The Test Factory** (www.thetestfactory.com). This application allows you to select a range of questions to suit your needs and subject area. It is often used with employers but not so much with providers.
- **Smart Move** (http://excellence.qia.org.uk/toolslibrary). The Skills Check tools are designed to assess whether an individual has a literacy or numeracy need and to identify learners who would benefit from a more in-depth initial assessment. These tools help to determine a potential need, but they are not designed to indicate the specific level of the learner.
- **BKSB** (www.forskills.co.uk/index.php?page=bksbOnline_ and www.bksb.co.uk) (WNC). A fully interactive and self-marking assessment that gives a clear indication of a learner's current literacy and numeracy levels. This assessment is suitable for all learners and is specified to National Standards for basic and key skills.

Initial assessment tools

- **Target Skills** (www.targetskills.net and www.ctad.co.uk/content/view/70/115) (CTAD). Target Skills is the UK's best-selling suite of ICT-based Skills for Life materials. It delivers highly effective learning to adults, integrating sophisticated initial assessment tools, a web-based management system and content-rich modules – all mapped precisely to the core curricula.

- **Tools library** (http://excellence.qia.org.uk/toolslibrary). These tools have been designed for specific audiences:
  - The **Standard** tools are for general use in a range of contexts.
  - The **Workplace** tools are for use in non-sector-specific workplaces.
  - The **Contextualised** tools are for sector-specific workplace use.
  - **Asset skills working with the Cleaning Industry** are assessment tools designed for people working in the cleaning sector and should be used with learners currently working in the sector or those who have had recent experience working in the sector.
  - **Road Passenger Transport Industries** are tools designed for people working in road passenger transport and should be used with learners currently working in the sector or those who have had recent experience working in the sector.
  - **Skills for Health** has been designed specifically for health care assistants working in a variety of health care settings.
  - **Skillsmart Retail** has been designed for people working in the retail sector and should be used with learners currently working in the sector or those who have had recent experience of working in the sector.
  - **Initial Assessment tools** (literacy and numeracy). The Initial Assessment tools are designed to help learners and their teachers ascertain the approximate general literacy or numeracy skills level at which the learner is working and, therefore, if further diagnostic assessment or skills support might be appropriate. However, it should be stressed that this is not a diagnostic tool. The outcome will tell the learner whether he/she is working at one of five adult core curriculum levels from Entry 1 to Level 2 and will feed into the diagnostic assessment process. The Skills Check tools and Initial Assessment tools for literacy and numeracy are available in both paper-based and computer-based format.
- **BKSB** (www.forskills.co.uk/index.php?page=bksbOnline_ and www.bksb.co.uk) (WNC). A fully interactive and self-marking assessment that gives a clear indication of a learner's current literacy and numeracy levels. This assessment is suitable for all learners and is specified to National Standards for basic and key skills.
- **Thomas Skills** (www.thomasinternational.net). Skills Online is a series of over 100 online aptitude tests that measure hard competences such as MS Office, call centre listening and keying, keyboard and secretarial skills as well as literacy and numeracy. Skills Online is a fast and accurate series of aptitude tests that are an effective predictor of performance skills competence. Aptitude testing can help you recruit and train people more effectively. Skills Online also provide training modules to enable candidates to learn new skills where a training need has been identified. The skills training, like the tests, is delivered in real time and is easy to follow, interactive and especially designed for ease of understanding and navigation.

Diagnostic assessment tools

- **Target Skills Gold** (www.targetskills.net and www.ctad.co.uk/content/view/245/302) (CTAD). A full online learning tool which combines all of the Target Skills learning suite and provides feedback throughout. A lot of the large multi-site employers have gone for this type of package, however you should be aware of the limitations of using e-learning in a Skills for Life context.
- **DIUS** (www.dcsf.gov.uk/readwriteplus). There is a very good range of tools provided by the DIUS and they are all free.
- **BKSB** (www.forskills.co.uk/index.php?page=bksbOnline_ and www.bksb.co.uk) (WNC). A fully interactive and self-marking assessment that gives a clear indication of a learner's current literacy and numeracy levels. This assessment is suitable for all learners and is specified to National Standards for basic and key skills.

Notes

How to present your findings

The skills gap
Britain needs to train nearly two million workers in key industries by 2014
to remain competitive.

Government projections suggest a need for
- 656,000 construction workers
- 508,000 IT workers
- 457,000 finance workers
- 324,000 science and engineering workers.

There will also be a need to build nuclear power stations and green
power generators
- 40 per cent of pharmaceutical companies have difficult filling positions.

Notes

Case study: ONA: recommend

Simple measure of gobbledygook (SMOG)
- Suggest that induction manuals (when ready for re-print) are changed.
- Notices around the work place made easier to read.

Training needs analysis
- Establish who and how many have the sector requirements on ground training and in the air training.
- Establish baseline levels required to complete the job role fully and to complete the NVQ eg what technical levels and English and maths skills are required?

Delivery of training
- Delivery methods eg peer assessment, union learning, assessor learning, e-learning, contracting out.
- Customer service
  - OCNW Level 2 Certificate in Airport Customer Service Skills
  - OCNW Level 2 Certificate in Air Cabin Crew skills
- Aviation qualifications
  - City and Guilds Level 2 NVQ Providing Aviation Operations on the Ground
  - City and Guilds Level 3 NVQ Coordinating Aviation Operations on the Ground
  - Edexcel Level 3 BTEC National Award in Aviation Operations
- First aid, health and safety
  - OCNW Level 2 Certificate in Principles of Aviation First Aid
- Skills for Life
  - Certificate in literacy and numeracy and/or key skills

Recruitment procedure
- Introduce an assessment tool at recruitment.
- Place training in the HR department rather than elsewhere.

Skills Pledge
- Put in place up to level 2 provision which all employees have access to, including Skills for Life.

Case study: ONA Ashford: recommend

Simple measure of gobbledygook (SMOG)
- Suggest that induction manuals and quality assurance manuals (when ready for re-print) are changed.
- Notices (especially health and safety notices) around the work place made easier to read.

Training needs analysis
- Establish who and how many have the sector requirements.
- Establish baseline levels required to complete the job role fully and to complete the NVQ eg what technical levels and English and maths skills are required?

Delivery of training
- Delivery methods eg peer assessment, union learning, assessor learning, e-learning, contracting out.

Qualifications
- NVQs
  – City & Guilds Level 2 Performing Manufacturing Operations
  – City & Guilds Level 2 Materials Processing and Finishing (Injection Moulding)
  – City & Guilds Level 3 Materials Processing and Finishing (Injection Moulding)
- First aid, health and safety
  – OCNW Level 2 Certificate in Health and Safety in the Workplace
- IT
  – Introduction to Computing, CLAIT or ECDL
- Skills for Life
  – Certificate in literacy and numeracy and/or key skills

Recruitment procedure
- Introduce an assessment tool at recruitment.
- Place training in the HR department rather than elsewhere.

Skills pledge
- Put in place up to level 2 provision which all employees have access to, including Skills for Life.

The Kirkpatrick model

The Kirkpatrick model is a means of evaluating the effectiveness of training. In order to realise the expected benefits of any training intervention, including the financial return on investment, this model can be a useful tool.

Kirkpatrick's four levels of measurement

Learning					
	About	Level 1	Reaction	Immediate	Captures the initial reaction to the learning intervention
	To do	Level 2	Learning	3 months +	Tests recall and application of new concepts to see if learning has taken place
	To do	Level 3	Behaviour change	6 months +	Tracks sustained application through evidence of the learner doing things differently
	To be	Level 4	Business results	12 months +	Tracks the financial impact on the business and overall return on investment

Level 1: reaction

Level 1 measures are typically undertaken via a satisfaction questionnaire/survey. It should be taken at the end of the training session or within three days after the end of the session.

The satisfaction questionnaire will usually measure the whole training experience, including the participants' perception of the trainers' effectiveness, the pre-work, the environment, etc and while these are all very important and do add to the overall learning experience, we recommend that no more than six measures are tracked.

In addition to measuring the participant's reaction through a questionnaire/ survey, it is recommended that the line manager facilitates a debrief session with the participants some three to five days after the training. This allows a dialogue to take place to better understand what worked and what didn't, and more importantly ensures a focused development plan is implemented and learning is reinforced. It also enables the line manager to identify and give feedback to the human resources team or the training sponsors of any pertinent concerns or issues around the training.

Examples of measurement

Measurements of TNA			
Level 1: reaction	**(immediate)**	**Level 2: learning**	**(3 months +)**
• Satisfaction questionnaire • Facilitator observation • Debrief with line manager post training (within three to five days)		• Satisfaction questionnaire • Reconnect sessions • Review session with line manager • Multiple choice and high-performance questionnaire/survey	
Effectiveness of the session and its delivery			
Level 3: behaviour change	**(6 months +)**	**Level 4: business results**	**(12 months +)**
• 360-degree appraisal • Self-assessment capability questionnaire • Line manager observation (prior to training and post six months)		• Satisfaction questionnaire • Effective transitions • Employee satisfaction scores • Employee retention • Achievement of revenue targets	

Level 2: learning

Level 2 measures are essentially built around the notion of testing to ensure that learning is taking and has taken place. In the first instance 'testing', whether implicitly or explicitly, needs to be built into the design of the training intervention. This is usually done within assignments, exercises, role plays, case studies, etc and monitored by the facilitator during the intervention.

As well as through testing, it is advisable to do a follow-up survey about three months after completing the training intervention, using questions that are linked specifically to the knowledge and skills addressed during the learning. This can be done using either multiple choice or high-gain questions that make the learners think.

As with Level 1, line managers should take an active role and conduct a review session with the participants at around the same time using a set of standard questions and linking these to the performance/appraisal process would secure further commitment.

Level 3: behaviour change

Level 3 measures take the learning one step further and evaluate the effectiveness of the behaviour change as a result of the learning. In essence Level 3 measures track sustained application. Typically, measures in this category are subjective and therefore often the hardest of the four categories to track. They are, however, leading indicators and if not acted upon will not yield sustainable business results. It is recommended that Level 3 measures are taken approximately six months after the training intervention.

Level 4: business results

Level 4 measures are the ultimate business value measures of success, which every organisation strives to achieve. Level 4 measures typically measure the financial return on investment (ROI) about 12 months after the training intervention.

Identifying and then tracking key management information against benchmarks is critical. Behaviour change and therefore the impact of training takes time and organisations often struggle with agreeing a reasonable ROI.

You could, at the outset, use the Jack Philips' method of calculating the degree of confidence key sponsors have that the training will achieve the business results sought and then track a control or sample group going through the training intervention to validate the results.

Once satisfied, the ROI measure can be adjusted and tracked continuously but only sporadically thereafter. ROI measures agreed at the outset link directly to the business objectives and are translated into financial benefits using a weighting percentage based on probability and the direct result of training.

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Most organizations spend less than 1 % of their training budgets on measurement and evaluation … to truly maximize the benefits of ROI, training and performance improvement programs should be measured throughout the planning and development process.

Patricia P. Phillips and Jack J. Phillips

Notes

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Plan of action

What are the top three actions I need to carry out back in the organisation?

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What are the timescales I need to set myself?

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What resources do I need to support me in these actions?

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How will I measure the success of these actions?

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C

Contacts

Name

Job title

Organisation

Email

Telephone

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Job title

Organisation

Email

Telephone

Name

Job title

Organisation

Email

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Name

Job title

Organisation

Email

Telephone

Notes

Resources

Publications

HMSO (Her Majesty's Stationery Office) (2007) *World Class Skills: Implementing the Leitch Review of Skills in England*. Norwich: HMSO. Available online at: www.dius.gov.uk/reports_and_publications % 20HIDDEN/ leitch.aspx

Lord Leitch (2006) *Leitch Review of Skills: Prosperity for all in the Global Economy, World Class Skills*. London: HMSO. Available online at: www.dcsf.gov.uk/furthereducation/uploads/documents/ 2006-12 % 20LeitchReview1.pdf

Phillips, P.P. and Phillips, J.J. (2002) *The Bottom Line on ROI: Basics, Benefits and Barriers to Measuring Training and Performance Improvement*. Atlanta, GA: CEP Press.

Websites

Chartered Institute of Personnel Development: www.cipd.co.uk
Learning and Skills Council: www.lsc.gov.uk
Learning and Skills Improvement Service: www.lsis.org.uk
World Class Skills: http://wcs.excellencegateway.org.uk

CPD tool

You can use the Continuing Professional Development (CPD) Tool
to record thoughts, ideas, reflections and actions as you continue
your journey of professional development with the WCS programme.

To access the tool and find further details about how you can use it to
record your CPD activity please visit the CPD pages of the WCS website:
http://wcs.excellencegateway.org.uk/CPD-tool

Courses

Visit the World Class Skills website for listings of all seminars and workshops within the programme: http://wcs.excellencegateway.org.uk

Courses that may be of special interest are:
- Assessing your level of responsiveness
- Building employer-responsive skills in your organisation
- Developing your vision for employer responsiveness
- Effective work-based delivery models
- Employer engagement strategy and the Skills Broker Standard
- Engaging employers through the achievement of the Skills Broker Standard
- Gaining and maintaining employer involvement
- Identifying bottom-line benefits
- Identifying key skills and behaviours for engaging employers
- The sales skills programme.

PDFs of all the courses are available to download.

E-learning
Visit the World Class Skills website for all e-learning courses within the programme: http://wcs.excellencegateway.org.uk

Courses that may be of special interest are:
- Building employer-responsive skills in your organisation
- Identifying bottom-line benefits
- Sales and gaining repeat business.

Appendices

What challenges do we face?

Here are some challenges you may face within your organisation. Compare your answers on pages 16–17 to the following challenges and the suggested ways in which to prevent or resolve them.

- **Gaining the cooperation of all involved.** Act professionally to gain people's trust, show evidence of the previous quality of work and reputation. Show the clear advantages to be had.
- **Does performance on the task actually transfer to the working situation?** Analyse job roles and needs to ensure the contextualisation is relevant.
- **Being able to spot the weaknesses of data in an ONA.** You need to be effective at spotting data that are incorrect and then be able to find a different route for gathering this information.
- **If previous experience of ONA/TNA has been negative or time consuming this could then become a barrier.** ONAs and TNAs can sometimes be too in-depth and take too long to complete. Provide guidance and examples along with a timeline for completion.
- **Do the data you collect adhere to employment laws and rules and data protection?** Be aware of employment laws around age, disability, gender and the possible implications of the data you collect.

Methods for TNA

Method	Advantages	Disadvantages
Interviews	• Immediacy of feedback • Ability to explore/check responses with the individual responder	• Time intensive • May have lower coverage
Group discussions	• Immediacy of feedback • Ability to explore/check responses with individual responder and the rest of the group – can therefore also help members of the group to deepen their understanding of the issues	• Possible emergence of 'group think' and so discounting other points of view • Careful preparation required; need to ensure that group members selected have developed a reasonable understanding of the issues
Focus groups	• Immediacy of feedback • Ability to explore/check responses with individual responder and the rest of the group – can therefore also help members of the group to deepen their understanding of the issues	• Possible emergence of 'group think' and so discounting other points of view • Careful preparation required; need to ensure that group members selected have developed a reasonable understanding of the issues
Questionnaires and surveys, including e-surveys	• Potentially larger audience with different viewpoints	• Data analysis can be time-consuming where not completed by e-survey with an automatic report generation function • Can be difficult to develop an unambiguous questionnaire • May not allow for 'free-form' comments • May be problems with ensuring completion
Job analysis	• Can provide realistic evaluation of the actual environment and requirements of the work	• In situations of change may not reflect the new requirements of the job
On-the-job-observation, including task analysis	• Can provide realistic evaluation of the actual environment and requirements of the work	• Less appropriate where the job and tasks involved are going to change • Need to verify observations and ensure that the 'sample' chosen is representative
Desktop reviews (eg of policies and procedures; user manuals; functional and technical specification documents etc)	• Provides good background information on how the work is meant to be completed	• May not provide good feel for the actual environment in which the work has to be completed and the practicalities of how the job is completed in practice
Business change analysis, where current processes are mapped against future projected processes to assess the changes to working practice	• Provides a view of how the new work processes are expected to operate	• More difficult where major change is planned and relies on 'visioning' of new job processes
Evaluating role redesign/competency evaluation work that has happened	• Provides a view of how the new work processes are expected to operate and the resulting change in knowledge and skills required	• More difficult where major change is planned and relies on 'visioning' of new job processes and the competencies required

Train to Gain organisational needs analysis

The following ONA form was produced under the Train to Gain programme and is also available online at: http://readingroom.lsc.gov.uk/Lsc/EastMidlands/TtG_emr-ONAtemplate-13dec2006.pdf

Organisation's name:

Contact's position:

Number of employees:

Industrial sector:

Company background, business vision and goals
How long has the business been established?
What are the company's goals and targets for the future?
What are the current and future key challenges for the business?

Markets, products and services
What are your organisation's main markets, products and services?
How do you promote your business?
What are your routes to market – how do you sell?
How do you develop new products/services?

Accreditations and standards

☐ ISO 14000   ☐ Industry specific (state)

☐ ISO 9000   ☐ Other (state)

☐ Investors in People   ☐ Other (state)

Operations

How do you measure – costs, efficiency, customer satisfaction and quality?

What ICT is in place – networks, Internet, website, email?

Structure and people

What is the structure of the business – different departments? Draw or attach an organisational chart.

Any vacancies or issues surrounding recruitment and/or retention of staff?

HR policies and procedures
Do employees have job descriptions and contracts of employment?

Job description	☐ All	☐ Some	☐ None
Employment contracts	☐ All	☐ Some	☐ None
Annual appraisals	☐ All	☐ Some	☐ None
Are they up to date?		☐ Yes	☐ No
Do you have a training plan?		☐ Yes	☐ No
Do you have a Health & Safety Policy?		☐ Yes	☐ No

Training and development
Currently undertaking training and development?   ☐ Yes   ☐ No

How close is your current workforce to meeting any regulatory training targets?   %

Details of current training taking place (in-house or externally delivered).

Is there any further training and development planned in the next 6 to 12 months?

☐ Yes   ☐ No

Details (in-house or externally delivered).

ONA summary

Main business issues which may have a training solution:

1

2

3

4

5

Training needs identified

	Type/level of qualification or short course	Potential numbers of learners	Learners eligible for Train to Gain funding (the provider must have carried out eligibility checks)
First Full Level 2 or Level 3 Jumper			
Level 3			
Skills for Life			
Other NVQs			
Apprenticeships			
Short courses			
HE/foundation degrees			
Leadership and management			
Other			

Agreed actions

What?	When?	Who?

I certify that the actions described above meet my current and (known) future business needs at this time, and that I am aware that if I require any further help, particularly for any skills-related issues, I can contact a skills broker.

Employer's signature:

Name: Date:

Provider's signature:

Name: Date:

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