Unit Title:	**Identify the learning needs of organisations**
OCR unit number	52*
Level:	4
Credit value:	6
Guided learning hours:	30
Unit accreditation no:	H/502/9543

*This unit has a different OCR number if taken within the L&D suite.

Unit purpose and aim

The aim of this unit is to assess a learning and development practitioner's competence in carrying out a learning or training needs analysis for an organisation. 'Organisation' in this context is taken to mean any group or team learning together as well as a whole organisation.
The term 'practitioner' means anyone with a learning and development responsibility as part of their role.

Learning Outcomes	Assessment Criteria	Exemplification
The Learner will: 1 Understand the principles and practices of learning needs analysis for organisations	**The Learner can:** 1.1 Explain the principles and practice of learning needs analysis for organisations 1.2 Analyse the factors that can influence the identification of organisational learning needs 1.3 Explain why it is important to gain the support and commitment of relevant people 1.4 Review the methodologies required for a learning needs analysis	Candidates may consider: What learning needs analysis is Different types of learning needs analysis eg Context Analysis, User Analysis, Work analysis, Content Analysis, Training Suitability Analysis, Cost-Benefit Analysis, and which would be most appropriate to the organisation in question Aims and purpose of the learning needs analysis, eg assess the current situation, know the workforce, skills audit current ability, highlight knowledge, skills and competencies that exist and those that need developing, identify attitude to learning The benefits of carrying out a

		learning needs analysis including: • identifying what employees would like to achieve, their goals, objectives and aspirations • what gaps exist - is there a need for learning and development programmes • establishing the need/ demand for learning and development programmes that stakeholders have in mind • confidentiality of information collected • appropriateness of data collection methods/sources of information used • complying with Data Protection and Equal Opportunities policies What sources of information there are, eg employees' curriculum vitaes, maintaining records of relevant training and Continuing Professional Development (CPD) and courses attended, examining performance appraisals and the learning and development targets identified, direct observation, confidential postal or online questionnaires, consultation with persons in key positions, and/or with specific knowledge, review of relevant literature, interviews, focus groups, tests, records & report studies, work samples Internal influences including: • higher absenteeism • low morale, • low productivity • higher labour turnover • existing learning and development programmes • constraints, such as technological, logistical, financial, skills shortage for

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		future projects • objectives, needs and expectations for learning and development and key stakeholder agreement of these • Changes in working practices, eg addition of machinery/ technology External influences including: • increased customer complaints • political, economic, social and technological influences (PEST) • competitor actions and activities • competitor research and development budget • competitor training budgets • current market conditions ie growing/expanding/ shrinking, the need to diversify Changes in legislation and the impact of this Existing legislation and its impact Resource implications Financial implications External influences e.g. • Changes in legislation and the impact that can occur • Existing legislation and the impact it has • Resource implications • Financial implications • e.g. opportunity cost, availability of extra funding for training and L&D Who are the key stakeholders, eg line managers, Human Resources staff, individual learners/employees, department heads, supervisors investors/shareholders

		The influence of key stakeholders, eg maintain, increase or establish learning and development budget The benefits of key stakeholder support, eg meeting organisational objectives, gaining/maintaining competitive advantage, retaining investors, investing in people, motivating workforce, improving productivity levels, attracting better applicants, retaining key personnel, improving return on investment Barriers that may be created without key stakeholder support, eg reduced budget for learning and development programmes Benefits and drawbacks of different methodologies Consider most appropriate methodology/methodologies
2 Be able to conduct learning needs analysis for the organisation	2.1 Confirm the purpose and aims of learning needs analysis with relevant people 2.2 Select the organisational learning needs analysis methodology 2.3 Apply the organisational learning needs analysis methodology 2.4 Analyse the learning needs of the organisation 2.5 Review methods of communicating findings from learning needs analysis to relevant people in organisations	Candidates may consider: Matching the ability of the employee with the needs of the organisation; matrix working/ redeployment/ secondment to share good practice and skills Targeting who needs to be involved in the training Observation of meetings and discussions to establish the purpose and aim of learning needs analysis Records of meetings and communication to establish the purpose and aim of learning needs analysis

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		Documentation of the learning needs analysis decisions Information gathered for the learning needs analysis Observations of the process of analysis Records and of the process of analysis Outcomes of the process analysis Reports and meetings on the findings, which are then reviewed in terms of which was the most successful in feeding the information to the key stakeholders and decision makers, about the learning needs analysis Identify appropriate courses and learning and development opportunities Identify appropriate content and delivery strategies, eg class-based, online, work-based Determine the skills and knowledge of the tutor Establish best time to deliver learning and development programmes and over what time frames to fit with business needs Preparing learning and development budget and cost-benefit analysis, eg determining priorities, identifying common gaps across groups/ departments, identifying inconsistencies in the findings, examining documentation and information

		created during the process of analysis What methods could be used to communicate the findings, eg formal report, presentation, meetings, documents, charts, graphs Review in terms of which method was the most successful in feeding the information to the key stakeholders and decision makers, about the learning needs analysis Ensure compliance with Data Protection Act, maintain confidentiality of the findings or clarify if information that is shared is anonymous
3 Be able to agree organisational learning and development plans with relevant people	3.1 Present recommendations for learning and development to relevant people 3.2 Review and revise priorities with relevant people	Candidates may consider: Records of recommendations to key stakeholders Records of meetings and communication in which the priorities are established Strategies to involve employees in future learning and development needs and programmes Identify whether the time of the practitioner and employee will be spent productively/ avoid training of limited value

Assessment

All learning outcomes in this unit must be assessed using methods appropriate to the assessment of the knowledge and understanding.

This unit assesses occupational competence. Evidence for learning outcomes 2 and 3 must come from performance in the work environment. Simulations, projects or assignments are not allowed for these learning outcomes.

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Evidence requirements

There must be valid, authentic and sufficient evidence for all the assessment criteria. However, one piece of evidence may be used to meet the requirements of more than one learning outcome or assessment criterion.

National Occupational Standards (NOS) mapping/signposting

Learning and Development National Occupational Standards Standard 1: Identify collective learning needs.

Additional information

For further information regarding administration for this qualification, please refer to the OCR document '*Admin Guide: Vocational Qualifications' (A850)* on the OCR website www.ocr.org.uk.