



# Administration (Business Professional)

<b>Unit Title:</b>	<b>Train and develop staff</b>
OCR unit number:	29
Level:	4
Credit value:	4
Guided learning hours:	36
Unit reference number:	M/505/7068

## Unit purpose and aim

The aim of this unit is to develop learners' skills in planning and conducting staff development reviews and identifying training needs.

Learning Outcomes	Assessment Criteria	Knowledge, understanding and skills
<p><b>The Learner will:</b></p> <p>1 Be able to conduct staff development review interviews within a business environment</p>	<p><b>The Learner can:</b></p> <p>1.1 Plan for staff development review interviews</p> <p>1.2 Conduct staff development review interviews in accordance with organisational procedures</p> <p>1.3 Assist the interviewee to evaluate their own training and development needs including:</p> <ul style="list-style-type: none"> <li>• personal objectives</li> <li>• organisational objectives</li> </ul> <p>1.4 Agree on how training needs will be assessed in accordance with organisational requirements</p> <p>1.5 Record the outcome of the staff development review interviews</p>	<ul style="list-style-type: none"> <li>• Basic psychology in dealing with people and an awareness of cultural differences</li> <li>• Current and anticipated requirements of work teams and individual</li> <li>• Principles of job motivation and satisfaction</li> <li>• Interview techniques – listening, questioning and summarising techniques</li> <li>• How to establish rapport and inspire trust in an interview situation</li> <li>• Principles and methods of identifying competence requirements in relation to work demands</li> <li>• How to identify, define and assess the competencies and learning abilities of individuals</li> <li>• Key strengths and weaknesses of individuals including a knowledge of skills and competence</li> <li>• Functions, procedures and accepted standards of achievement and proficiency involved with effective performance of a job</li> <li>• Significance of oral and non verbal communication</li> <li>• How to analyse job components and identify areas of difficulty in a job</li> </ul>

Learning Outcomes	Assessment Criteria	Knowledge, understanding and skills
		<ul style="list-style-type: none"> <li>• How to establish and agree objectives for development</li> <li>• How to clearly explain the purpose of the development review process</li> <li>• Resources and opportunities available for training and development</li> <li>• How to explain given procedures in a logical sequence</li>   <li>• The importance of: <ul style="list-style-type: none"> <li>– completing review documentation accurately incorporating the principles of staff appraisal and complying with legal and your organisation's requirements</li> <li>– ensuring all discussions are conducted in an environment conducive to open two-way discussions</li> <li>– maintaining confidentiality at all times</li> </ul> </li> </ul>
<p>2 Be able to prepare training programs to meet training needs within a business environment</p>	<p>2.1 Prepare training programs which implement training needs in accordance with organisational requirements including:</p> <ul style="list-style-type: none"> <li>• investigating suppliers</li> <li>• clarifying budget authorisation</li> </ul>	<ul style="list-style-type: none"> <li>• Training methods and content of available courses</li> <li>• Investigate and identify suitable suppliers/ sources of training to meet an individual's training needs</li> <li>• Seeking authorisation for the training programme to proceed</li> <li>• Evaluate effectiveness of training provided</li>   <li>• The importance of: <ul style="list-style-type: none"> <li>– the appropriateness and acceptability of the training programme for all involved</li> <li>– ascertaining improvements to an individual's performance and the operation of your organisation</li> </ul> </li> </ul>

Learning Outcomes	Assessment Criteria	Knowledge, understanding and skills
3 Be able to evaluate implemented training programs within a business environment	3.1 Evaluate the implemented training programs	<ul style="list-style-type: none"> <li>• Report to an appropriate person</li> <li>• Report in accordance with organisation's requirements</li> <li>• Compose and present review feedback documentation keeping within the requirements of equal opportunities</li> <li>• Principles of self evaluation</li> </ul>

## Assessment

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This unit is assessed by the centre and sent to OCR for moderation.

## Guidance on assessment and evidence requirements

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This unit is assessed using a model assignment. OCR has produced a model assignment for each unit which centres may use for the purpose of assessment. The model assignment contains a scenario or real-life situation and related tasks which are based on the assessment criteria of the unit.

Centres may either use the model assignment as an entire, holistic assessment for an individual unit, adapt it to suit individual candidates' needs or devise their own assignment. If they choose to adapt the assignment or devise their own assignment they must ensure that the modified assignment will provide candidates with sufficient opportunity to demonstrate achievement of all the assessment criteria in the unit.

Please refer to the model assignment for this unit which can be found on the OCR website [www.ocr.org.uk](http://www.ocr.org.uk).

## Functional skills signposting

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The functional skills mapping for this unit is detailed in the centre handbook which can be found on the OCR website [www.ocr.org.uk](http://www.ocr.org.uk).

## Additional information

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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](http://www.ocr.org.uk).