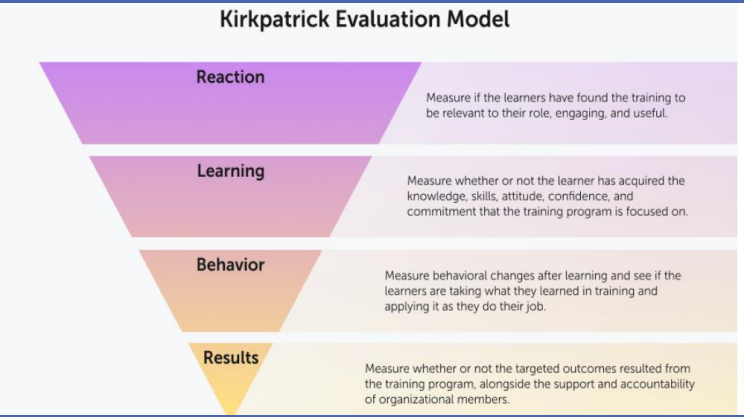


Health care on Hand Factsheet									
This factsheet is to provide information on the benefits of Learning and Development, providing information on different learning needs, approaches ,individual requirement and preferences along with how these can be evaluated. Further information can be obtained by contacting the People Team.									
■ Explain why learning and development activities are of benefit to individuals and organisations. (AC 6.1) According to Waite,et,al (2021) Employees can benefit from learning and development activities to help develop transferable skills and knowledge where there is a gap which can be applied to job roles, increasing competency, confidence, and productivity resulting in positive effects in employees behaviour helping with better efficiency and commitment to the organisation. Employees can also benefit from further opportunities for promotion . ■ Employers who encourage L & D activities benefit by having employees who are upskilled, more motivated, and committed, this is important as employees who are motivated, perform better, better engaged with the organisation which helps with the retention of individuals and supports talent management strategies as the organisation shows their commitment to the learning and development needs of their employees. ■ GOV.UK (2021) offer many initiatives to help both individuals and employers develop and increase knowledge and skills. One initiative is ‘skills Bootcamp training program, offering 16 weeks of flexible training. £16,000 fully funded training to help upskill or retain employees along with 400 free training courses provided through the ‘free course for jobs’ program. The Skills Accelerator program is aimed at working with employers and colleges to provide training to fill the skills gaps. These initiatives benefit employees as current employees/potential employees are given the opportunity to upskill skills and knowledge which increases confidence and employers benefit by having their employees upskilled and able to progress through the organisation with the support of free government schemes which helps with employee retention.	Describe different types of learning needs and reasons why they arise for individuals and organisations. (AC 6.2) Factorial (2023) suggests Learning and Development is continuous method of professional development where there are gaps in skills or knowledge. The CIPD Professional Map (2018) CIPD (2023) outlines the importance of Learning and Development, looking at the need to analyse strengths and weaknesses, stating employees need to have the skills and competence to fulfill both personal and organisational needs. Learning needs include gaps in skills and knowledge, lack of understanding regarding organisational aims and goals, and an understanding the organisation’s strategies. , inefficiency in the organisation or systems making it hard for individuals to complete tasks competently, and lack of communication. According to CIPD (2021) literature review, there are many different learning and development approaches. Since the COVID outbreak, there has been an increase in individuals needing to use technology, for example, the increase in individuals having to work from home due to legislation changes, to fulfill this learning and development need digital training could be required, programs consisting of two or three blended learning techniques together can provide more interesting training and flexibility for both employees and employers. Internal factors such as organisation structure change, changes in internal policies and procedures, an employee underperforming within their job role, change in job roles affecting the competency of employees as well as external factors play a role. According to Waite,et,al (2021) PESTLEE is a good example to analyse external change which effects learning and development and therefore affect employers and provides the needs for an employee to develop further skills and knowledge to comply with both internal and external demand, the model covers Political, Economic,social,techological,legal,environmental Changes. Organisations might also change their goal or strategy which in turn requires employees to upskill or learn new methods to meet the organisations requirements as well as satisfy individual goals which Care in Hand will look to support for the benefit of employees and the organisation.								
Summarise different face-to-face and blended learning and development approaches, including: facilitation, training, coaching, and mentoring. (AC 6.3) CIPD (2022) suggests learning such as online or face-to-face training programs, workshops, courses, mentorship, and seminars, formal or informal techniques to name a few examples of the type of Learning and Development activities that can help develop employees and benefit employers. Gov.UK (2019) suggests the 70-20-10 model works well suggesting 70% of learning should be on the job, 20% of learning focused on learning through others, and 10% learning from formal skills training. According to Waite,et,al (2021) research suggest, there are a variety of different face-to-face and blended learning approaches, Synchronous learning is a type of learning that occurs at the time or same location online or face-to-face allowing individuals to learn through different technology methods to suit their individual needs which can prove convenient. Asynchronous learning occurs at different times and places, it is thought that this way of learning can increase engagement due to its flexibility. Digital learning is becoming increasingly popular due to less time-consuming than traditional methods such as classroom learning, individuals can learn at their own pace proving more convenient for organisations as employees have less time away from the workplace if training is conducted digitally. Training is a structured way for learning with the passing of information of skills and knowledge using methods of presentation, research, group discussions either on a one-to-one basis or as a group, the benefits of these methods is individuals often have the opportunity to learn together which offers support but also able to have support on a one to one basis. According to Waite,et,al (2021) Facilitation focuses on the learner and their management of their own learning needs with the input of limited training and guidance which suits some individuals are they feel more in control of their learning needs, online learning offers access to learning digitally which consists of interactive learning material which can be accessed anytime, online learning can also be offered in way of online seminars or virtual classroom learning proving popular though the COVID outbreak due to its convenience, Coaching, according to Waite,et,al (2021) the passing on of skills and knowledge to others in the same area of work to help develop and reflect in on skill sets, Coaching helps look at weaknesses and set goals to manage these. models such as STAR and CLEAR are useful techniques to manage this method of L & D , Mentoring, is different to Coaching in the way that mentoring often involves senior staff ‘ helping new or more inexperience members to grow and acting more directive, the focus is more informal than compared to workplace coaching where this is more of a formal where goals and targets are set, mentoring is usually for longer periods of time where mentoring is until goals are achieved.	Explain how, in the design and delivery of learning and development initiatives, individual requirements and preferences must be accommodated. (AC 6.4) According to Waite,et,al (2021) it is important to tailor Learning and Development initiatives by looking at individual approaches for learners to engage and respond positively. Education Technology (2023) looks at the ‘Theory of Andrgogy’ where we can underpin assumptions about learners in order to deliver appropriate learning methods for that individual, the assumptions reinforce the need to use individualism when tailoring training. Such individual preferences would be to look at learners’ past learning history, learning preferences, and willingness to learn, in order to tailor specific learning this could be in the form of working in groups if an individual felt this method worked well in their past learning history which the program could be tailored to individual participation to meet preferences, individual learning can be more adaptable as specific learning needs can be addressed on a one to one basis and individual requirements are more easily met. Training must also take into consideration Ethical needs, such as being mindful of religious beliefs such are learning on a Sunday. Recognising and meeting learning needs results in better engagement, successful learning outcomes which benefit individuals and employers. Discuss at least two methods of evaluating learning and development and its impact (AC 6.5). There are many methods to evaluate learning and development. One method, according to CIPD (2023) is The Kirkpatrick Model looking at 4 areas of evaluation, Reaction looking at how training was received by the learners, did they feel engaged. Learning, is the evaluation of what information has been absorbed from the training and the behaviour the learner has achieved as a result of the training on their specific job role,and if the desired target has been met. Another method to evaluate learning according to Waite,et,al (2021) It the Training Cycle. The cycle encourages individuals to evaluate on the training and the impact this has had to analyse its effectiveness, it is suggested that evaluation should be ongoing throughout the training program rather than when this finishes. Feedback can be gathered in various ways for both methods, formally with stakeholders, through presentations, self-reflection activities, these methods would be effective as it encourages learners to identify positive and negative impacts the training has had on them as well as from an organisation point of view.								
Candidate name: Charlotte McQuarrie Candidate number: 8725995 Word count: 1371	 Kirkpatrick Evaluation Model <table border="1"> <tbody> <tr> <td>Reaction</td> <td>Measure if the learners have found the training to be relevant to their role, engaging, and useful.</td> </tr> <tr> <td>Learning</td> <td>Measure whether or not the learner has acquired the knowledge, skills, attitude, confidence, and commitment that the training program is focused on.</td> </tr> <tr> <td>Behavior</td> <td>Measure behavioral changes after learning and see if the learners are taking what they learned in training and applying it as they do their job.</td> </tr> <tr> <td>Results</td> <td>Measure whether or not the targeted outcomes resulted from the training program, alongside the support and accountability of organizational members.</td> </tr> </tbody> </table>	Reaction	Measure if the learners have found the training to be relevant to their role, engaging, and useful.	Learning	Measure whether or not the learner has acquired the knowledge, skills, attitude, confidence, and commitment that the training program is focused on.	Behavior	Measure behavioral changes after learning and see if the learners are taking what they learned in training and applying it as they do their job.	Results	Measure whether or not the targeted outcomes resulted from the training program, alongside the support and accountability of organizational members.
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