The guide is developed to support educators and trainers within the Canadian Food Processing Industry. It provides guidelines, tips and templates to design formal training courses and programs based on National Occupational Standards for various positions within the industry.

The Food Processing Human Resources Council ‘Sanitation Training Program for Food Processing Industry Workers’ is funded by Human Resources Skills and Development Canada’s Sector Council Program.

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1.1 Training and Development

**Importance:** Training and Development plays an important role in organizations as a way of ensuring that individuals develop and maintain the skills and knowledge they need to perform effectively in their current and future jobs. Training also links organizational needs to jobs to address gaps between current and required knowledge and skills; And ensures workers are given the training experiences required to perform at expected proficiency levels. A structured training and development process creates training plans tailored to specific requirements.

**Benefits:** Training offers a number of benefits, such as:
- Identifies the knowledge/skills workers need to enhance or develop in their current positions and to plan their careers
- Provides standards for measuring workers’ performance and capabilities
- Provides the foundation for identifying training tools such as e-training and rotation of tasks
- Provides standards for evaluating training success
- Allows training approaches/tactics/methods to be strategic by linking training plans to organizational objectives and closes gaps in competencies
- Supports forecasting of organizational and project-related training requirements

**Linking with your business:** The appropriate timing and type of training/development program(s) will depend on the nature of business and industry in which a company operates. Any training and development programs should be linked closely to business/strategic objectives of the company and individual objectives related to each position and employee occupying the position. As a business owner, employer or HR manager, you can benefit from National Occupational Standards when developing your Human Resource Strategy.
1.2 National Occupational Standards

National Occupational Standards (NOS) are a tool or resource which can be used to support education and training in the workplace. The standards specify what is expected of a competent performer – however, they do not specify how individuals should develop their skills and knowledge.

Therefore, the trainer’s role is gradually changing from delivering a range of courses to becoming a facilitator of learning tailored to the individual. This is partly because of changes in technology but it also reflects the growing recognition that, in order for learning to be effective, learners have to take more ownership of their own learning. For trainers this change means more than developing a repertoire of training methods and approaches; it also means working closely with managers to help them fulfil their staff development role. Using National Occupational Standards develops that connection between learning and work requirements – therefore performance management and development are closely linked. This does not mean that existing education and training provision has to be discarded but it may need some re-thinking.

Trainers and Training providers can use National Occupational Standards to:
- Make training programs more relevant to people’s needs
- Provide clear goals for structured learning
- Design tailored training packages
- Assess relevance and effectiveness of training
- Define the learning outcomes

1.3 Introduction to the Guide

This guide is divided into three distinct parts. The first part deals with the Training Needs Analysis (TNA) and its relationship with NOS. The second part explains the role of NOS in Training Design, which also covers Assessing the existing programs with respect to NOS. The third and final part of the guide describes the Evaluation of Training Programs.

The thoroughness and objectivity of National Occupational Standards, enable training plans and training courses to be developed to address both organizational and individual learning needs. The standards can be used to inform the content of training programs, as they specify in detail what constitutes best practice and can therefore be used for the assessment of competence and the achievement of qualifications. They can also be used to evaluate training by defining the outcomes expected from a training investment. The training can then be evaluated against the outcomes, and most importantly, the actual practice of those who have been trained can be checked against the intended outcomes. Monitoring of the effectiveness of the training can continue to be carried out through supervision and appraisal of individuals.

National Occupational Standards can be used by employers to set out the learning outcomes they expect from training. Training providers are now mapping the relationship between their programs and the standards, thereby creating an opportunity for better understanding between themselves and employers as the purchasers of training. Training programs that can be mapped to the National Occupational Standards can attract external funding support and can therefore be a cost effective resource in meeting business training needs.
National Occupational Standards can be used at every step of training and development process as they contain detailed descriptions of knowledge and skills required for a particular occupation. NOS can support training and development needs analysis, the design of training and learning materials, and the evaluation of the effectiveness of training and development interventions.
3.0 Training Needs Analysis (TNA)

Training needs analysis is the process by which training and development needs of individuals in an organization are identified, assessed and prioritized. A TNA seeks to identify the gap between the current skills and knowledge of staff, and the skills and knowledge required to achieve their objectives in the workplace.

Reference to NOS is increasingly relevant to providers of education and training programs. This applies both to delivery of ‘Open’ programs and ‘Customized’ programs:

TNA should be conducted:
• To ensure that appropriate training is undertaken to address business goals
• To determine what knowledge and skills need to be learned
• To identify how employees’ on-the-job behaviours should be changed to meet new performance expectations
• To determine the financial resources necessary to undertake appropriate training

Open programs – open to various employers/individuals

Before designing and delivering an open program, the provider must be confident that the program will meet a need (whether for employers or individuals). This usually requires some type of ‘market research’ (e.g. identifying emerging skills needs, consulting with local employers, consulting with the Sector Council etc.).
This process is supported when NOS are used as a benchmark to identify and describe the desired outcomes of performance and the related knowledge and skills. In other words, NOS provide a consistent and objective description of performance in the workplace, which supports effective communication and understanding between providers of education and training programs and their clients. Through identifying the outcomes of performance first, the learning outcomes, aims, content and assessment of the education and training program can then be developed to ensure that workplace performance outcomes can be met by individual learners.

**Customized programs – tailored specifically to the needs of an employer/individual**

Customized Programs may allow for a more structured process of education and training needs analysis, in partnership with the employer and/or individual:

Analysis of education and training needs requires the answer to two key questions:

1. What skills and knowledge do people need in order to achieve their objectives?
2. What skills and knowledge do people currently possess?

When these questions have been answered, it is possible to plan education and training to fill any gaps between what people currently know and can do, and what they need to know and do.

Because NOS describe the standards of performance that staff are expected to achieve in their work they can effectively support this TNA process.

Assessment against NOS therefore supports the identification of education and training needs. This process can also be used in the context of appraisals, supervision in the workplace and continuing professional development. Through identifying the education and training needs of individuals, the outcomes of performance can be specified and the aims, content and assessment of the education and learning program can then be developed to ensure these outcomes can be met by individual learners.

### 3.1 Conducting Training Needs Analysis

- Examine organization’s mission, vision and strategic objectives to determine the priorities of the organization.
- Conduct job analyses to define tasks and duties performed in specific jobs; the final product of a job analyses is a comprehensive list of tasks/duties and behaviours performed on a job.
- Examine lists of tasks and duties for specific jobs.
- **Perform gap analysis** – an assessment of the gap or discrepancy between employees’ current knowledge, skills and abilities and those that are required for the company or business to achieve its current and future objectives.
- Determine training priorities – that is specific knowledge/skills to be targeted within the training.
- Set training objectives by defining specific knowledge/skills to be acquired during the training.
- Identify ways to measure progress toward achieving training goals – that is assessment of acquired knowledge/skills.
- Determine appropriate training method (and financial resources necessary for it).
3.2 Using NOS in Training Needs Analysis: Step by step

**Step 1.** After determining the organization’s objectives and priorities, NOS should be reviewed to determine the tasks and sub-tasks that are the most relevant to the organization’s objectives.

**Step 2.** Next, the relevant tasks and sub-tasks should be mapped to the corresponding Knowledge and Ability statements (from the NOS) describing the types of knowledge and skills associated with the identified tasks/sub-tasks.

**Step 3.** Then, one should assess employees’ current levels of the relevant knowledge or abilities against the required levels of these knowledge or abilities (i.e., through a gap analysis); this can be accomplished within the standard performance management process or as a part of a separate training initiative.

*For example, if a company’s objective is to provide superior customer service, then the employees’ current knowledge and abilities related to customer service should be assessed against the required knowledge and abilities in this area; if it is determined that there is a gap between the current and the required customer service knowledge and abilities, then training should be provided to target this knowledge/ability gap.*

**Step 4.** Once the nature of the gap is determined, then priorities can be set to raise the level(s) of specific knowledge and abilities for which the required levels are higher than the current level(s); thus, the primary objective of the training will to raise the level of the required knowledge and/or skill.
Step 5. Next, appropriate training method(s) should be considered based on the specific knowledge and/or skills targeted within the training; training and development can include methods such as:
- Classroom based training
- Coaching and mentoring
- Action learning
- Job shadowing
- E-learning
- Self-study

Step 6. Lastly, one should consider effective ways of assessing the extent to which the new knowledge and/or ability was acquired. Again, various assessment methods are available including; Multiple choice Examinations, short answer and answer completion questions, essay questions, on-the-job observation, work simulation, structured interview and portfolio assessment etc. to name a few.

3.3 Example of Training Needs Analysis Using the Food Process Operator (FPO) NOS

At the initial stages of TNA – after determining the organization’s objectives and priorities, one can examine tasks and task groupings from the NOS to identify areas of specific jobs which are important for the organization’s objectives. More particularly, specific tasks and knowledge and skills can be identified which will enhance the organization’s ability to achieve its business goals.

For example, a food processing company has a goal to achieve the highest standards of food safety and the current Food Process Operators (FPOs) do not possess all the knowledge and skills necessary to achieve this goal. So, the company considers adopting a training program that focuses on standards and best practices for food safety. Specifically, upon conducting the analysis of organizational priorities, it is determined that raising food safety standards to the next level in the company will require advanced knowledge of various types of hazards and ways of dealing with them. Upon reviewing the FPO NOS, it is determined that the task that is the most relevant to this objective is B3 – including sub-tasks 3.1, 3.2, and 3.5. Next, knowledge and ability statements from the FPO NOS are examined in order to determine which types of knowledge and skill are the most relevant, and it is decided that the knowledge of chemical, biological and physical hazards as well as the skill in recognizing these hazards and responding to them appropriately are some of the priority areas on which a new training program should focus.
So, the analysis looks like the following:

<table>
<thead>
<tr>
<th>Relevant Task/ Sub-tasks</th>
<th>Corresponding Knowledge/ Abilities</th>
<th>Current Level of Knowledge/ Ability</th>
<th>Desired Level of Knowledge/ Ability</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.1 Follow company procedures and standards (e.g., HACCP plans, food safety program) for monitoring CPs and CCPs</td>
<td>• Knowledge of chemical hazards (e.g., lubricants, cleaning products) • Knowledge of biological hazards (e.g., bacteria, yeasts, moulds, food allergens) • Knowledge of physical hazards (e.g., metal, wood, plastic, stones, bones) • Ability to recognize hazards • Ability to record, report and take corrective action in response to hazards</td>
<td>• Intermediate knowledge of chemical, biological and physical hazards - demonstrates knowledge of common chemical, biological and physical hazards consistently in a range of typical situations • Intermediate ability to recognize hazards and record, report and take corrective action in response to hazards</td>
<td>• Advanced knowledge of chemical, biological and physical hazards - demonstrates advanced knowledge of common and uncommon chemical, biological and physical hazards and applies this knowledge appropriately in typical as well as unusual/challenging situations • Advanced ability to recognize hazards and record, report and take corrective action in response to hazards - demonstrates the expected behaviour in most complex and challenging situations; demonstrates advanced critical judgment and problem solving when responding to hazards</td>
</tr>
</tbody>
</table>
4.0 Training Design

4.1 Curriculum Development

4.1.1 Design Learning and Development

National Occupational Standards support organizations define learning and development - the NOS define the standards of performance required to meet organizational objectives and also specify the skills and knowledge required to work to these standards. They therefore help to ensure that learning and development is clearly linked to organizational performance and provides a complete curriculum of the knowledge and skills staff need to work effectively.

National Occupational Standards specify the standard of performance required of individuals and the knowledge and skills necessary for competent performance. Therefore, the standards provide learning objectives for specific training interventions and learning materials.

1 Identify the standards relevant to the work of the individuals who need training and development. The combined Knowledge and Abilities sections from these standards specify the corpus of knowledge the individuals need.
2 Identify the specific standards in which the individuals need to develop their competence and express this as an overall aim for the learning program in terms of the performance required.
3 Use the Knowledge and Understanding specifications within the standard to identify the specific learning objectives that need to be met by each training event or learning module.
4 Design the learning program and individual sessions using appropriate media to ensure that the overall aim and specific learning objectives are met.
Steps to take when using National Occupational Standards within the process:

4.1.2 Specify the Aim and learning outcomes

It is accepted good practice that education and training activities should have a clearly stated overall aim and specific outcomes to be achieved i.e.

Aim – the overall purpose of the learning
Learning Outcomes – what participants should know, understand and can do as a result of their learning.

Because NOS describe the required standards of performance and related knowledge and skills, they provide a useful indication of aims and learning outcomes. Use the National Occupational Standards to help you specify the results you want from the learning activities.

The Task title provides an overall aim, while the sub-tasks, (and in some cases, knowledge and abilities too), describe the more specific learning outcomes.

For example, at the end of the learning program, learners might need to be able to demonstrate that they are competently able to ‘Clean and sanitize equipment and tools’ (Task C4). So the overall aim of the program is ‘To develop competence in cleaning and sanitizing equipment and tools’.

By the end of any training provided, those leading the training will need to provide opportunities for learners to apply their knowledge, understanding and skills – under supervision until they are competent in this area.

In this example, at the end of theory learning, learners will need to know the Standard Sanitation Operating Procedures (SSOPs), Material Safety Data Sheet (MSDS), Workplace Hazardous Materials Information System (WHIMS) and Mandatory Personal Protective Equipment (PPE).

At the end of the practical learning, learners will have had the knowledge of How to conduct swab test, to conduct allergen test, disassemble and reassemble equipment, Cleaning and Sanitizing Chemicals, Cleaning and Sanitizing Equipment, Equipment, chemical, physical and biological hazards and Contaminants.

After a period of supervised practice, learners will have developed their competence in performing cleaning and sanitation tasks and will be able to operate cleaning and sanitation equipment and they will consistently perform in line with the statements of effective performance in the task.

Clearly, the scope of education and training events will vary widely (e.g. from short courses, to longer term activities). Therefore, the Aim and Learning Outcomes may include part of a Task – or many Tasks. Nonetheless, the principle of using Tasks and Sub-tasks to structure an education and training program (e.g. to provide specific learning outcomes) can be applied in many situations.
### 4.1.3 Education and Training Content

If the aim and learning outcomes are based on the Tasks and Sub-tasks of NOS, then it is a logical next step in developing the education and training content to refer to the description of required skills, knowledge and abilities within each Task.

This provides a description of the knowledge and understanding that a competent person would need in order to carry out the activities to the National Occupational Standards.

Designers of education and training programs can use this description of the required knowledge and abilities as a framework for the course content/syllabus.

### 4.1.4 Example of a Learning Program

| **Title** | **Learning to monitor quality of raw ingredients**  
* (derived from Task title B1) |
|---|---|
| **Target Group**  
(derived from NOS scope of occupation ) | Food Process Operators working for Canadian and multi-national companies of different sizes (i.e. small, medium, large) and in various sectors, including:  
- Meat and Poultry  
- Dairy  
- Seafood  
- Bakery  
- Fruit and Vegetables  
- Sugar/Confectionary  
- Animal Food  
- Beverages  
- Grain and Oil Seeds  
- Other |
| **Type of module** | Short course (2 days) + self study |
| **Link to NOS** | Task B1 (all elements) |
| **Aim (derived from NOS task title B1)** | To develop competence in monitoring the quality of raw ingredients |
| **Learning outcomes**  
(derived from NOS sub-task titles) | At the end of the course, participants will be able to demonstrate that they can:  
- Follow company procedures when monitoring quality/grading raw ingredients  
- Use equipment to monitor grading, for example:  
  - computer screens  
  - vision systems  
  - temperature  
- Verify that product meets standards and regulatory requirements  
- Conduct raw ingredient evaluation from sampling |
4.1.5 Learning Outcomes and Methods of Delivery

The National Occupational Standards do not specify a methodology to be used by the trainer/facilitator – this would be designed according to the usual considerations of the needs of the target group and good practice in designing a varied and appropriate program.

- Learning outcomes should specify what each learner is expected to know, understand and can do at the end of the learning event and, where appropriate, fit the local context (e.g. use of local terminology and reference to local policy, procedures and activities etc.).
- Learning methods should be appropriate to support learners in achieving the learning outcomes e.g. if the learning outcome requires the learner to demonstrate a skill, the learning method should allow the learner to practice the skill and acquire the knowledge necessary to apply the skill in a range of circumstances.

It should also be remembered that the knowledge, abilities and skills described in a number of Tasks are likely to overlap. In particular, some of the more ‘generic’ aspects are likely to be repeated in a number of Tasks. Therefore, the designer of the education and training event may need to recognize that the learning outcomes and methods cover the required knowledge, abilities and skills for a number of units.
In addition, where learners have already acquired knowledge and skills in a previous education and training event, this can be reinforced in another education and training event to show how the knowledge and skills can be applied in a different context.

### 4.1.6 Example Outline Teaching Plan

<table>
<thead>
<tr>
<th>Session</th>
<th>Learning Outcomes (Based on sub-tasks 1.1-1.4, task B1)</th>
<th>Learning Methods/Activities</th>
<th>Resources Required</th>
<th>Duration (approx.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Follow company procedures when monitoring quality/grading raw ingredients</td>
<td>• Presentation by facilitator • Small group brainstorm/activity • Review case studies in groups</td>
<td>• Powerpoint • Flip chart and marker pens • Handouts • Case studies</td>
<td>180 mins</td>
</tr>
<tr>
<td>2</td>
<td>Use computer screen to monitor grading</td>
<td>• Hands-on training in computer lab • Case Study</td>
<td>• Computers with relevant software and hardware • Samples • Case Study</td>
<td>60 mins</td>
</tr>
<tr>
<td>3</td>
<td>Use vision systems to monitor grading</td>
<td>• Hands-on training on the actual systems • Classroom based teaching</td>
<td>• Vision systems with required hardware/software • Classroom with teaching aids and facilities</td>
<td>60 mins</td>
</tr>
<tr>
<td>4</td>
<td>Use temperature to monitor grading</td>
<td>• Simulation</td>
<td>• Simulator to demonstrate temperature based monitoring</td>
<td>60 mins</td>
</tr>
<tr>
<td>5</td>
<td>Verify that product meets standards and regulatory requirements</td>
<td>• Presentation by facilitator • Case studies</td>
<td>• Powerpoint • Flip chart and marker pens • Case study and handout</td>
<td>120 mins</td>
</tr>
<tr>
<td>Etc.</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>240 mins</td>
</tr>
</tbody>
</table>
4.1.7 Design the program

Design the training or development program to meet the learning outcomes required, taking into account learners’ abilities and styles, and the resources available. There might be a number of different learning or development activities required to meet the learning outcomes in full. For example, a program could involve the following:

- Background reading on the area
- Classroom sessions to ensure learners develop the necessary knowledge and skills
- Simulated activities to help learners practise their skills and develop their confidence
- Practice in real conditions under the guidance and supervision of a competent professional
- Group work with other learners to discuss and learn from experiences
- Assessment of competence against the National Occupational Standards through observation, a personal report and additional evidence
- E-learning
- Mentoring
- Partnership training with colleagues from other agencies
- Coaching

4.2 Assessing curricula for existing training

Ideally, all learning programs will use National Occupational Standards as their starting point, although clearly, many existing education and training programs will not have been designed around them. Existing programs can however be cross-referenced, or ‘mapped’ to National Occupational Standards to show which Tasks (and parts of Tasks) they relate to.

Mapping an existing program to NOS

Review Tasks and Sub-task titles from National Occupational Standards to identify those which closely relate to the education and training provision.

Review the selected Tasks and Sub-tasks in detail to identify whether they are fully or partially covered by the education and training program.

Where there is no fit, or a poor fit with the National Occupational Standards, identify whether changes need to be made to align the program with the national benchmark.

There will rarely be an exact fit between existing education and training programs and National Occupational Standards. Therefore, mapping should make use of Tasks and Sub-tasks to identify broad areas of correlation. The standards of performance, knowledge and Abilities within each Task/Sub-task can then be examined to clarify whether the education and training provision covers the entire Task/Sub-task, or whether coverage is only partial.
When an education and training program has been mapped to National Occupational Standards (or developed from National Occupational Standards), it is then possible to make a statement about the training/learning provision, such as:

“This training program is designed to develop the knowledge, abilities and/or skills specified by the following National Occupational Standards:
Tasks # and # (fully); Tasks # and # (partially)”

If an education and training program covers only a small fraction of a Task or Sub-task, then it should not be counted in the mapping. Mapping is most useful when it highlights significant parts of Tasks or Sub-tasks covered by the education and training provision. The mapping process may itself provide an opportunity to review and update existing education and training programs. Where changes are needed, these can be made with reference to the appropriate National Occupational Standards.

Please note that Mapping education and training programs to NOS tells people that you have identified the Tasks/Sub-tasks covered by the education and training programs. It must never imply that all the people who participate in the learning will be competent in that activity or achieve a qualification related to the Tasks/Sub-tasks. Individuals will only be awarded partial or whole qualifications when they have also successfully completed a formal assessment process in the workplace following their learning.

Design the training or development program to meet the learning outcomes required, taking into account learners’ abilities and styles, and the resources available.
5.0 Evaluation of Training

5.1 Evaluating learning and development

Effective evaluation relies on development activities having clear objectives in the first place – ‘if you don’t know where you are going, how will you know if you’ve arrived?’ As has already been illustrated, National Occupational Standards can be used to assess whether the learner has achieved the learning outcomes.

NOS offer clear objectives and outcomes for learning programs, unambiguous criteria for assessing learners and a transparent way of evaluating the effectiveness of training and development activities.

Those involved in evaluating training and development will also need to adhere to best practices and standards of Learning and Development. For example, they should evaluate and continuously improve learning and development programs and assess learners using a range of methods.

National Occupational Standards can help you to evaluate the effectiveness of training and development interventions at three different levels:
- Knowledge and skills acquisition
- Individual performance
- Impact on achievement of strategic objectives.

1. Before commencing the training or development activity, clearly define the specific learning objectives as described above. On completion of the training or development intervention, assess participants (using oral questioning, written tests, simulated activities, etc.) to check whether they have effectively acquired the knowledge and skills.
2. Before commencing the learning program, clearly define its overall aim in terms of the standard of performance required. On completion of the learning program and a period of supervised practice, assess participants (using observation, reflective accounts, witness testimony, oral questioning, etc.) to check whether their performance now meets the required standard.

3. Before commencing the learning program, be clear how competent performance in these activities contributes to the achievement of the strategic objectives of the team, organization or partnership and which strategic objectives would not be met if these activities were not carried out competently. Evaluate the contribution of the learning program in delivering competent performance and therefore meeting the strategic objectives.

5.2 Incorporating National Occupational Standards into the evaluation process:

**Step 1. Measure current levels of performance, knowledge and skills**

When a learning or development need is identified, the line manager and the individual will agree the way in which that need can best be met. The individual and the line manager should assess the current level of performance, knowledge and skills in relation to the identified need.

Use the relevant National Occupational Standard as the benchmark for this process.

Look at the statements of effective performance and the specifications of skills and knowledge and agree which the individual is currently competent in. Sometimes an individual will not be competent in any of these because it is a completely new area that they need to develop.

This measurement will then serve as a benchmark for assessing skills and knowledge after the development activity has taken place.

Measurement can be done in a variety of ways:
- By formally assessing the current level of skill against the standards
- Through a structured written test
- Through a professional discussion
- Through a pre-course questionnaire to cover the areas to be learned

**Step 2. Measuring the reaction to the learning**

At the end of a learning program or activity you need to find out the learner’s reaction to it. There are various ways of doing this, depending on the type of learning opportunity.

A typical way with a training session is to:
- Design a question and answer sheet covering: how they rated the presentation technique, how well topics were covered, how valuable they found it and how they plan to use their new skills back on the job
- Set out a scoring system
- Arrange for the collated responses to be sent to a specific person/section in HR
- Arrange comparisons between this and other training activities and assess the effectiveness of the course as a learning tool
Another approach is to carry out a ‘Post-It’ exercise. The trainer sets up flipchart sheets with headings such as venue, course objectives, and new things learned, etc., and learners write comments on post-it notes which they stick on the relevant flipchart sheet.

With other types of development opportunities it might be more appropriate to:

- Have a brief discussion between the line manager and the member of staff
- Complete an online questionnaire for an e-learning program
- Write a report after a conference or seminar

However, this type of evaluation process only provides a rather subjective interpretation by the learners of their learning experience. In fact, immediate post-event evaluations often reveal more about whether participants have enjoyed the activity, rather than focussing on how much they have learnt or how well their learning will be applied in the workplace.

**Step 3. Measure the level of learning that has taken place**

After any learning opportunity, the trainer or line manager should measure the learning that has taken place. This might be done by:

- A test or exam (oral, written, skill test, simulation etc.)
- An in-depth discussion between the manager and the individual
- A questionnaire to see how much information has been acquired

**Step 4. Calculate the impact of learning on the individual’s workplace performance**

In addition to checking how much individuals have learned, you need to assess their competence and appraise their performance. Has the learning program or activity helped learners to improve their performance in the workplace?

You will already have assessed their competence before the learning activity. Line managers should use the relevant tasks(s) of National Occupational Standards to assess the learner’s performance after a learning activity in order to measure how much improvement there has been.

In some cases, organizational barriers may inhibit such transfer of learning to the workplace.

**Step 5. Calculate the impact of the learning on the organizational objectives**

The impact of the learning and development on organizational objectives can be measured by the changes in the working environment.
In summary, National Occupational Standards support the effective design and delivery of education and training because they:

- promote better understanding between education and training providers and their customers regarding the outcomes and content of education and training provision (i.e. based on a consistent, nationally recognized framework)
- help education and training providers to address the specific needs of employers – particularly where employers use National Occupational Standards to structure their job descriptions, performance management processes etc.
- link education and training provision to nationally recognized qualifications
- provide added credibility to education and training provision (i.e. providing national as well as local recognition)
- provide a structure for the design of education and training programs
- provide an objective framework for assessment and evaluation