Online Training Needs Analysis: Determining Training Needs Course, Leading to Diploma - Postgraduate – in Training Needs Analysis, Accumulating to Postgraduate Diploma

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Online Training Needs Analysis: Determining Training Needs

Course or Seminar

Leading To:

DIPLOMA - POSTGRADUATE IN
Training Needs Analysis

Accumulating to
POSTGRADUATE DIPLOMA
Online Training Needs Analysis: Determining Training Needs Course, Leading to Diploma - Postgraduate – in Training Needs Analysis, Accumulating to Postgraduate Diploma

Online Training Needs Analysis: Determining Training Needs Course or Seminar

Leading To:

DIPLOMA - POSTGRADUATE IN
Training Needs Analysis

Accumulating to

POSTGRADUATE DIPLOMA
Course Coordinator:
Prof. Dr. R. B. Crawford – Director of HRODC Ltd. and Director of HRODC Postgraduate Training Institute, A Postgraduate-Only Institution. He has the following Qualifications and Affiliations:

- Doctor of Philosophy {(PhD) (University of London)};
- MEd. Management (University of Bath);
- Advanced Dip. Science Teacher Ed. (University of Bristol);
- Postgraduate Certificate in Information Systems (University of West London, formerly Thames Valley University);
- Diploma in Doctoral Research Supervision, (University of Wolverhampton);
- Teaching Certificate;
- Fellow of the Institute of Management Specialists;
- Human Resources Specialist, of the Institute of Management Specialists;
- Member of Academy of Management (MAoM), within the following Management Disciplines:
  - Human Resources;
  - Organization and Management Theory;
  - Organization Development and Change;
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- Research Methods;
- Conflict Management;
- Organizational Behavior;
- Management Consulting;
- Gender & Diversity in Organizations; and
- Critical Management Studies.

- Member of the Asian Academy of Management (MAAM);
- Member of the International Society of Gesture Studies (MISGS);
- Member of the Standing Council for Organisational Symbolism (MSCOS);
- Life Member of Malaysian Institute of Human Resource Management (LMIHRM);
- Member of ResearchGate Community;
- Member of Convocation, University of London;
- Professor HRODC Postgraduate Training Institute.

**Prof. Crawford was an Academic at:**

- University of London (UK);
- London South Bank University (UK);
- University of Greenwich (UK); and
- University of Wolverhampton (UK).

**For Whom This Course is Designed**

This Course is Designed For:

- Human Resource Managers;
- Human Resource Professionals;
- Employee Development Managers;
- Talent Management Officials;
- Line Managers;
- Training Managers;
- Training Coordinators and Administrators;
- Supervisors;
- Officers;
- Business owners;
Those who would like to gain knowledge and understanding about the concept of Training Needs Analysis.

Duration: 12 Days, Based On 3 Hours Per Day Tuition

Cost: £4,020.00 Per Delegate

Please Note:

- V.A.T. (Government Tax) does not apply to Corporate Sponsored Individuals, taking Programmes or Courses in any location - within or outside the UK.
- It applies only to Individuals and Corporations based in the UK and to Non-UK Individual Residents taking courses in the UK.

Video-Enhanced Online Training Needs Analysis: Determining Training Needs Course
Leading to Diploma-Postgraduate in Training Needs Analysis

Our Video-Enhanced Online Mode of delivery of this course is the same as being in a classroom – but virtually.

- This Video-Enhanced Online mode of delivery is Revolutionary and currently unique to HRODC Postgraduate Training Institute.
- The tutor will meet the group on Video and present the course, in the same way as though in a classroom.
- Where there is more than one participant, they will be able to see and interact with each other, and with the tutor.
- They will watch and discuss the various video cases and demonstration videos that form an integral part of our courses.
- Assessment is structured in the same way as it is done in a classroom setting.
- The Video-Enhanced Online mode of training usually starts on the 1st of each month, with the cut-off date being the 20th of the previous month. This cut-off date means that Admission should have been granted and fee payment received;
It will last twice as long as the classroom-based deliveries. For example, a 5-day (30 Credit Hours) classroom-based course will last 10 days, in Video-Enhanced Online mode. This calculation is based on 3 hours tuition per day, meeting the Institute’s required 30 Credit-Hours.

The cost of the Video-Enhanced Online mode is 67% of the classroom-based course.

For example, a 5-day classroom-based course, which costs Five Thousand Pounds, costs only Three Thousand Three Hundred and Fifty Pounds (£3,350.00) in Video-Enhanced Online Mode.

Course Objectives

By the conclusion of the specified learning and development activities, delegates will be able to:

- Demonstrate a heightened understanding of the underlying notions of organisational development and establish how a successful training needs analysis can lead towards organisational development;
- Describe training in the aspect of macro and micro organisational development;
- Identify the rationale for and definition of Training Needs Analysis (TNA);
- Demonstrate a heightened understanding of how organisational training needs analysis, subsystem training needs analysis and individual training needs analysis are conducted;
- Enumerate the approaches, methods and techniques of TNA and discuss each;
- Distinguish among education, training and development as important organisation investment;
- Determine the organisation’s opportunity costs in providing education, training and development among its employees;
- Establish the efficiency gains derived by an organisation out of education, training and development of its employees;
- Demonstrate their competence in the measurement of efficiency gains and suggest ways on how to improve efficiency gains;
- Ascertain how return on investment can be achieved to justify the funding for the employee’s training;
- Explain the underlying concept of Investors in People (IIP);
- Gather information and evidence from ‘Investors-in-People’;
- Calculate Return on Investment (ROI) from education, training and development;
- Describe the organisational learning process as part of the training needs analysis;
- Realise the importance of focus group in the learning process;
- Describe the key procedures and skills required to implement action learning;
- Identify how an organisation can facilitate organisational development;
- Determine the training applications of experiential learning and learn how to utilise effectively the powerful potential of learning from experience;
- Understand reflective practice as part of the training process;
- Develop the necessary skills through some collaborative learning opportunities;
- Determine the different ways of developing a synergy in the learning process;
- Draw the importance of learning to learn which leads towards the improvement of an individual’s ability to learn;
- Ascertain how lifelong learning mark a decisive turning point in the way that people and organisations define and manage their learning;
- Demonstrate a heightened understanding of the group processes and organisational change;
- Identify the sources of information for TNA and the factors which should be taken into consideration when choosing which among the approaches will be used;
- Demonstrate a heightened knowledge of how training needs might be devised from Strategic Plans;
Suggest how training needs might be derived from an examination of an organisation’s Tactical Plans;
Highlight the value of Operational Plans in the determination of departmental training needs;
Provide a practical guide with respect to the use of Strategic Operational Review in determining organisational and departmental training needs;
Demonstrate the use of Human Resource Plan in the determination of individual training needs;
Elucidate the use of Management Succession Plans in the determination of individual developmental needs;
Explain the process and value of Human Resource Audit;
Demonstrate a heightened understanding of Critical Incident Reports and their value in training needs analysis;
Practicalise the use of Individual Performance Appraisal Reports in the individual and departmental training needs analysis;
Demonstrate what Personnel Deployment Charts are and how they may be used in the determination of departmental training needs;
Work their way through Business Plans, determining the skills and expertise that are needed to execute them, thereby identifying how they relate to current and future roles, and the departmental and individual training gaps that exist;
Demonstrate the relationship between Job Evaluation or Job Tasks and Role Analysis and the determination of training gaps, in training needs analysis;
Determine how Client or Customer Feedback can be used in determining gaps that pre-exist in skills, knowledge and expertise;
Explain the process of 360 Degrees Feedback, the data analysis process, and the way in which the information that has been produced, might be used in determining the know, skills and attitudes that need to be developed for the individuals concerned;
Explain how Supervisory Reports might best be used to determine the skills, knowledge and attitude that an individual falls short of in his or her role performance;
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- Suggest how best Training Needs Analysis Questionnaires might be constructed, analysed and used in determining knowledge, skills and attitude gaps;
- Explain what Assessment Centres are and the way in which the information from them might be used as a basis for determining individual competency levels;
- Highlight the value of Training Needs Survey in training needs analysis;
- Determine how Task Competencies Analysis Report can be used in enhancing the effectiveness of departmental and individual training needs analysis.

Course Contents, Concepts and Issues

Part 1: Contextualising Training Needs Analysis

- Organisational Development in Context;
- Training an Macro Organisational Development;
- Training an Micro Organisational Development;
- Rationale for Training Needs Analysis (TNA);
- Training Needs as Gaps;
- Organisational Training Needs Analysis;
- Subsystem Training Needs Analysis;
- Individual Training Needs Analysis;
- Approaches to Training Needs Analysis;
- Methods of Training Needs Analysis.

Part 2: Education, Training and Development as Investment

- Difference between Education, Training and Development;
- Education, Training and Development, and ‘Opportunity Cost’;
- Education, Training and Development for ‘Efficiency Gains’;
- Defining Efficiency Gains;
- Measuring Efficiency Gains;
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- Improving Efficiency Gains;
- Training as Investment;
- Investors in People (IIP): The British Model;
- Evidence from ‘Investors-In-People’;
- Calculating Return on Investment (ROI) from Education, Training and Development.

**Part 3: Learning in Organisations and Organisational Learning**

- The Organisational Learning Process;
- The Individual Learning Process;
- The Importance of Focus Groups in the Learning Process;
- The Action Learning in Organisational Learning;
- The ‘Learning Organisation’ and its facilitation of Organisational Development;
- Experiential Learning;
- Reflective Practice;
- Collaborative Learning;
- Synergy in the Learning Process;
- Learning to Learn;
- Life-Long Learning;
- Understanding Group Processes and Organisational Change.

**Part 4: Utilising Possible Sources of Information in Training Needs Analysis (TNA) -1**

- Strategic Plans;
- Tactical Plans;
- Operational Plans;
- Strategic Operational Review;
- Human Resource Plan;
- Succession Plan;
- Human Resource Audit;
- Critical Incident Reports;
- Individual Performance Appraisal Reports;
- Personnel Deployment Charts;
- Business Plans.

**Part 5: Utilising Possible Sources of Information in Training Needs Analysis (TNA) - 2**

- Job Evaluation or Job Tasks and Role Analysis;
- Client or Customer Feedback;
- 360 Degrees Feedback;
- Supervisory Reports;
- Critical Incident Report;
- Training Needs Analysis Questionnaires;
- Assessment Centres;
- Training Needs Survey;
- Task Competencies Analysis Report.

**Part 6: Focusing on Training Policy and Strategy in TNA**

- Training Policy Vs. Business Strategy;
- Training Policy:
  - Matched with Specific Organisational Needs;
  - Response to Existing Organisational Ineffectiveness.
- Linking Training Policy to Business Strategy:
  - The Element of Finite Resources;
  - Good Business Sense;
  - Enhancement of Organisational Objectives.
  - Other Arguments.
- Education & Training for Personal Development:
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- Relation to Micro OD;
- The Spin-off of Micro OD;
- Policy: Aligned to Business Strategy;
- Improved Effectiveness.

➢ General Questions:
- Contribution to Competitive Advantage or Improved Organisational Functioning;
- Training and Unemployment.

Diploma – Postgraduate Short Course, and Postgraduate Diploma Programme, Regulation

Postgraduate Diploma and Diploma – Postgraduate: Their Distinction, Credit Value and Award Title

Postgraduate Short Courses of a minimum of five days’ duration, are referred to as Diploma – Postgraduate. This means that they are postgraduate credits, towards a Postgraduate Diploma. A Postgraduate Diploma represents a Programme of Study, leading to an Award bearing that title prefix. We, therefore, refer to our short-studies as ‘Courses’, while the ‘longer-studies’, are regarded as Programmes. However, both study-durations are often referred to as ‘Courses’. Another mark of distinction, in this regard, is that participants in a short-course are referred to as ‘Delegates’, as opposed to the term ‘Students’, which is confined to those studying a Postgraduate Programme.

Courses are of varying Credit-Values; some being Single-Credit, Double-Credit, Triple-Credit, Quad-Credit, 5-Credit, etc. These credits, therefore, accumulate to a Postgraduate Diploma. As is explained, later, in this document, a Postgraduate Diploma is awarded to students and delegates who have achieved the minimum of 360 Credit Hours, within the required level of attainment.
Delegates studying courses of 5-9 days’ duration, equivalent to 30-54 Credit-Hours (Direct Lecturer Contact), will, on successful assessment, receive the Diploma – Postgraduate Award. This represents a single credit at Postgraduate Level. While 6-day and 7-day courses also lead to a Diploma – Postgraduate, they accumulate 36 and 42 Credit Hours, respectively.

### Postgraduate Diploma and Diploma - Postgraduate
### Assessment Requirement

Because of the intensive nature of our courses and programmes, assessment will largely be in-course, adopting differing formats. These assessment formats include, but not limited to, in-class tests, assignments, end of course examinations. Based on these assessments, successful candidates will receive the Diploma – Postgraduate, or Postgraduate Diploma, as appropriate.

In the case of Diploma – Postgraduate, a minimum of 70% overall pass is expected. In order to receive the Award of Postgraduate Diploma, candidates must have accumulated at least the required minimum ‘credit-hours’, with a pass (of 70% and above) in at least 70% of the courses taken.

Delegates and students who fail to achieve the requirement for Postgraduate Diploma, or Diploma - Postgraduate - will be given support for 2 re-submissions for each course. Those delegates who fail to achieve the assessment requirement for the Postgraduate Diploma or Diploma - Postgraduate - on 2 resubmissions, or those who elect not to receive them, will be awarded the Certificate of Attendance and Participation.
Applicants for Diploma – Postgraduate – and Postgraduate Diploma are required to submit the following documents:

- Completed Postgraduate Application Form, including a passport sized picture affixed to the form;
- A copy of Issue and Photo (bio data) page of the applicant’s current valid passport or copy of his or her Photo-embedded National Identity Card;
- Copies of credentials mentioned in the application form.

On receipt of all the above documents we will assess applicants’ suitability for the Course or Programme for which they have applied;

If they are accepted on their chosen Course or Programme, they will be notified accordingly and sent Admission Letters and Invoices;

One week after the receipt of an applicant’s payment or official payment notification, the relevant Course or Programme Tutor will contact him or her, by e-mail or telephone, welcoming him or her to HRODC Postgraduate Training Institute;

Those intending to study in a foreign country, and require a Visa, will be sent the necessary immigration documentation, to support their application;

Applicants will be notified of the dates, location and venue of enrolment and orientation, where appropriate.
Modes of Study for Postgraduate Diploma Courses

There are three delivery formats for Postgraduate Diploma Courses, as follows:

1. Intensive Full-time (Classroom-Based) Mode (3 months). This duration is based on six hours' lecturer-contact per day, five days (30 hours) per week;
2. Full-time (Classroom-Based) Mode (6 month). This duration is based on two and a half days' lecturer-contact, equivalent to fifteen hours, per week;
3. Video-Enhanced On-Line Mode. This mode is achieved in twenty (20) weeks, based on three hours per day, six days per week.

Whichever study mode is selected, the aggregate of 360 Credit Hours must be achieved.

20-Week Video-Enhanced Online Postgraduate Diploma

You might study an Online Postgraduate Diploma Course, in 20 weeks, in the comfort of your homes, through HRODC Postgraduate Training Institute's Video-Enhanced Online Delivery. We will deliver the 360 hours ‘Direct-Lecturer-Contact’, as is required by our Institute’s Regulation, within the stipulated 20 weeks. We aim to fit the tuition around your work and leisure, thereby enhancing your effective ‘Life-Style Balance’, at times convenient to you and your appointed tutor.

Cumulative Postgraduate Diploma Courses

All short courses can accumulate to the required number of hours, for the Postgraduate Diploma, over a six-year period from the first registration and applies to both general and specialist groupings. In this regard, it is important to note that short courses vary in length, the minimum being 5 days (Diploma – Postgraduate) – equivalent to 30 Credit Hours, representing one credit, as is tabulated below.

On this basis, the definitive calculation on the Award requirement is based on the number of hours studied (aggregate credit-value), rather than merely the number of credits.
achieved. This approach is particularly useful when a student or delegate studies a mixture of courses of different credit-values.

For those delegates choosing the accumulative route, it is advisable that at least two credits be attempted per year. This will ensure that the required number of credit hours for the Postgraduate diploma is achieved within the six-year time frame.

<table>
<thead>
<tr>
<th>Credit Value</th>
<th>Credit Hours</th>
<th>Award Title Prefix (&amp; Suffix)</th>
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</thead>
<tbody>
<tr>
<td>Single-Credit</td>
<td>30-54</td>
<td>Diploma - Postgraduate</td>
</tr>
<tr>
<td>Double-Credit</td>
<td>60-84</td>
<td>Diploma – Postgraduate (Double-Credit)</td>
</tr>
<tr>
<td>Triple-Credit</td>
<td>90-114</td>
<td>Diploma – Postgraduate (Triple-Credit)</td>
</tr>
<tr>
<td>Quad-Credit</td>
<td>120-144</td>
<td>Diploma – Postgraduate (Quad-Credit)</td>
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<td>150-174</td>
<td>Diploma – Postgraduate (5-Credit)</td>
</tr>
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<td>6-Credit</td>
<td>180-204</td>
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<td>11-Credit</td>
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<td>12-Credit</td>
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<td>Postgraduate Diploma</td>
</tr>
</tbody>
</table>

360 Credit-Hours = Postgraduate Diploma

12 X 5-Day Courses = 360 Credit-Hours = Postgraduate Diploma

10 X 6-Day Courses = 360 Credit-Hours = Postgraduate Diploma
Accumulated Postgraduate Diploma Award Titles

All Specialist Postgraduate Diploma Programmes have their predetermined Award Titles. Where delegates do not follow a Specialism, for accumulation to a Postgraduate Diploma, they will normally be Awarded a General Award, without any Specialist Award Title. However, a Specialist Award will be given, where a delegate studies at least seventy percent (70%) of his or her courses in a specialist grouping. These are exampled below:

1. Postgraduate Diploma in Accounting and Finance;
2. Postgraduate Diploma in Aviation Management;
3. Postgraduate Diploma in Business Communication;
4. Postgraduate Diploma in Corporate Governance;
5. Postgraduate Diploma in Costing and Budgeting;
6. Postgraduate Diploma in Client or Customer Relations;
7. Postgraduate Diploma in Engineering and Technical Skills;
8. Postgraduate Diploma in Events Management;
9. Postgraduate Diploma in Health and Safety Management;
10. Postgraduate Diploma in Health Care Management;
11. Postgraduate Diploma in Human Resource Development;
12. Postgraduate Diploma in Human Resource Management;
13. Postgraduate Diploma in Information and Communications Technology (ICT);
14. Postgraduate Diploma in Leadership Skills;
15. Postgraduate Diploma in Law – International and National;
16. Postgraduate Diploma in Logistics and Supply Chain Management;
17. Postgraduate Diploma in Management Skills;
18. Postgraduate Diploma in Maritime Studies;
19. Postgraduate Diploma in Oil and Gas Operation;
20. Postgraduate Diploma in Oil and Gas Accounting;
22. Postgraduate Diploma in Procurement Management;
23. Postgraduate Diploma in Project Management;
24. Postgraduate Diploma in Public Administration;
25. Postgraduate Diploma in Quality Management;
26. Postgraduate Diploma in Real Estate Management;
27. Postgraduate Diploma in Research Methods;
28. Postgraduate Diploma in Risk Management;
29. Postgraduate Diploma in Sales and Marketing;
30. Postgraduate Diploma in Travel, Tourism and International Relations.

The actual courses studied will be detailed in a student or delegate’s Transcript.

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Service Contract, incorporating Terms and Conditions

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The submission of our application form or otherwise registration by of the submission of a course booking form or e-mail booking request is an attestation of the candidate’s subscription to our Policy Terms and Conditions, which are legally binding.