



Engage with employers to facilitate workforce development

VRQ

UV40805

Learner name:

Learner number:

D/502/9556





VTCT

VTCT is a UK Government-approved awarding organisation which has awarded world class qualifications since 1962. Through our strategic approach to sectors we support, we aim to advance education, research and the public dissemination of knowledge, by helping to introduce new initiatives into the education system, to improve the employability and career prospects of learners.

More than 1000 approved centres now work with VTCT, and the ever-expanding list extends across the UK, Ireland, and internationally. We acquired the internationally recognised awarding organisation and examination board iTEC in 2016, adding to our footprint. We also acquired education technology specialists Digital Assess in the same year, adding value for training providers with technology that can digitally capture and assess learners online, amongst other innovations.

iTEC was founded by Dr W.E. Arnould-Taylor who in 1947 was a distinguished physiologist who became a Fellow of the Royal Society of Medicine. Both Dr Arnould-Taylor and Wallace Sharps the founder of VTCT, devoted their lives to developing the standing of the industry and the furtherance of education in the sector. Today iTEC has a close working relationship with over 650 centres worldwide including Europe, South Africa, Asia Pacific and the USA.

VTCT is a registered charity investing in education and skills but also giving to good causes in the area of facial disfigurement.

Statement of unit achievement

By signing this statement of unit achievement you are confirming that all learning outcomes, assessment criteria and range statements have been achieved under specified conditions and that the evidence gathered is authentic.

This statement of unit achievement table must be completed prior to claiming certification.

Unit code	Date achieved	Learner signature	Assessor initials	IQA signature (if sampled)

Assessor tracking table

All assessors using this Record of Assessment book must complete this table. This is required for verification purposes.

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Engage with employers to facilitate workforce development

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The aim of this unit is to enable you to provide access to learning and development solutions to businesses. You will gain an understanding of opportunities available for workforce development, how to promote workforce development, design and delivery of workplace learning opportunities and how to support employers in identifying and implementing solutions.

Level

4

Credit value

6

GLH

30

Observation(s)

0

External Paper(s)

0



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Learning outcomes

On completion of this unit you will:

1. Be able to engage with employers on workforce development issues
 2. Be able to work with employers to facilitate workforce development solutions
 3. Understand the opportunities available for workforce development
 4. Understand how to engage with employers to promote workforce development
 5. Understand how to design learning and development opportunities in the workplace
 6. Understand how to facilitate learning and development opportunities in the workplace
4. **Knowledge outcomes**
There must be evidence that you possess all the knowledge and understanding listed in the 'Knowledge' section of this unit. This evidence may include projects, assignments, case studies, reflective accounts, oral/written questioning and/or other forms of evidence. N.B. This does not apply to outcomes that must be assessed in the work environment.
 5. **Tutor/Assessor guidance**
You will be guided by your tutor/assessor on how to achieve learning outcomes in this unit. All outcomes must be achieved.
 6. **External paper**
There is no external paper requirement for this unit.

Evidence requirements

1. **Teaching practice**
There is no requirement for you to undertake teaching practice.
2. **Working environment**
This unit assesses occupational competence. Outcomes 1 and 2 must be observed/assessed in a work environment. Simulations, projects or assignments are not allowed for these outcomes.
3. **Achieving assessment criteria**
There must be valid, authentic and sufficient evidence for all assessment criteria. Holistic assessment is encouraged and one piece of evidence may be used to meet the requirements of more than one assessment criterion.

Developing knowledge



Achieving knowledge outcomes

You will be guided by your tutor and assessor on the evidence that needs to be produced. Your knowledge and understanding will be assessed using the assessment methods listed below:

- Observed work
- Witness statements
- Audio-visual media
- Evidence of prior learning or attainment
- Written questions
- Oral questions
- Assignments
- Case studies

Where applicable your assessor will integrate knowledge outcomes into practical observations through professional discussion and/or oral questioning.

Learning outcome 1

Be able to engage with employers on workforce development issues

You can:	Portfolio reference/ Assessor initials*
a. Research information about the business needs of employers in relation to productivity and performance	
b. Report to employers employee development needs in a professional manner	

*Assessor initials to be inserted if orally questioned.

Learning outcome 2

Be able to work with employers to facilitate workforce development solutions

You can:	Portfolio reference/ Assessor initials*
a. Prepare information and advice for the employer on solutions relevant to the business	
b. Review employer workforce development needs using methods relevant to the nature of the business and its employees	
c. Propose solutions that recognise the needs of the workforce	
d. Implement processes to develop and support the workforce within a business partnership with the employer	
e. Provide ongoing evaluation of workforce development for the purposes of quality improvement	
f. Work with the employer to measure the impact of workforce development on the business	

*Assessor initials to be inserted if orally questioned.

Learning outcome 3

Understand the opportunities available for workforce development

You can:	Portfolio reference/ Assessor initials*
a. Analyse national approaches related to the skilling and productivity of the workforce in line with current legislation and socio-economic requirements	
b. Explain what constitutes workforce development in a business context	
c. Explain the funding opportunities available for workforce development	

*Assessor initials to be inserted if orally questioned.

Learning outcome 4

Understand how to engage with employers to promote workforce development

You can:	Portfolio reference/ Assessor initials*
a. Analyse information about individual employers and employment sectors, locally and nationally	
b. Explain how to gauge employers' level of interest in workforce development opportunities	
c. Evaluate methods of approaching and engaging with employers to motivate them to engage in workforce development	

*Assessor initials to be inserted if orally questioned.

Learning outcome 5

Understand how to design learning and development opportunities in the workplace

You can:	Portfolio reference/ Assessor initials*
a. Analyse what motivates employees to undertake learning and development in the workplace	
b. Explain the key factors to be considered when designing learning and development solutions for employers and employees	
c. Critically compare learning and development programmes which already exist with newly developed opportunities	

*Assessor initials to be inserted if orally questioned.

Learning outcome 6

Understand how to facilitate learning and development opportunities in the workplace

You can:	Portfolio reference/ Assessor initials*
a. Identify the sources of support and resources that are available from stakeholders	
b. Explain how employees might overcome obstacles when engaging with learning and development	
c. Explain how to select, support and monitor staff delivering learning and development solutions	
d. Evaluate the impact of workforce development opportunities on: <ul style="list-style-type: none">employeesbusinesses	

*Assessor initials to be inserted if orally questioned.

This section provides guidance on the recommended knowledge and skills required to enable you to achieve each of the learning outcomes in this unit. Your tutor/assessor will ensure you have the opportunity to cover all of the unit content.

Learning outcome 1: Be able to engage with employers on workforce development issues

Research information about the business needs of employers in relation to productivity and performance:

Methods of analysis (e.g. TNA - Training Needs Analysis, SWOT analysis - strengths, weaknesses, opportunities, threats, PESTLE - potential, economic, social, technological, legal, environmental, cost benefit analysis), difference between productivity and performance, relationship between policy and practice, strategic/operational plans for workforce development.

Report development needs in a professional manner:

Written, verbal and non-verbal communication skills, objective, subjective, links between learning and development and organisational goals, action planning, systems of communication (e.g. meetings, newsletters, and publications).

Learning outcome 2: Be able to work with employers to facilitate workforce development solutions

Prepare information and advice for the employer on solutions relevant to their business:

Presentation skills, verbal and non-verbal communication, prioritising, business planning, SMART targets (Specific, Measurable, Achievable, Realistic and Time-Based), links between learning and development and organisational goals, problem area.

Review employer workforce development needs using methods relevant to the nature of the business and the employees:

Methods of analysis (e.g. TNA – training needs analysis, SWOT analysis – strengths, weaknesses, opportunities, threats, PESTLE analysis – political, economical, social, technological, legal, environmental, cost benefit analysis, strategic/operational plans for workforce development).

Propose solutions that recognise the needs of the workforce:

Industrial, cultural, social, and personal barriers to learning and development, solutions to minimise effects of barriers, written and verbal communication skills, action planning, SMART targets.

Implement processes to develop and support the workforce within a business partnership with the employer:

Contractual agreement, action planning, SMART targets, regular meetings, negotiation skills.

Provide ongoing evaluation of workforce development for the purposes of quality improvement:

Use of feedback from a range of suitable sources (e.g. employer, employee, tutor TQM – total quality management), evaluation theory (e.g. Kirkpatrick, Brookfield's critical learners), regular reviews, work with the employer to measure the impact of learning and development on the business.

Learning outcome 3: Understand the opportunities available for workforce development

Analyse national approaches related to skilling and productivity of the workforce in line with current legislation and socio-economic requirements:

Current policy relating to up-skilling/ productivity of the workforce (e.g. white papers, legislative requirements, regulatory requirements), current provision and availability of training, identify socio-economic factors affecting workforce development (e.g. changes in the labour market, government initiatives on employment, more flexible systems of work organisations, changes in the educational system, developments in technology).

What constitutes workforce development in a business context:

Link between organisational goals and structure to achieve these, human resources (HR), planning to achieve goals, measures to ensure required staffing resources are available as/ when required in relation to internal/external environmental influences, types of workforce development (succession planning, recruitment problems, expected skills shortages, changing skills requirements, relation difficulties).

Explain the funding opportunities available for workforce development:

Government funded initiatives (e.g. basic skills, entitlement to level 2 qualifications, areas of identified skills shortages), funding agencies (e.g. Education Funding Agency (EFA), Skills Funding Agency (SFA), European Social Fund (ESF) other), funding partnerships (e.g. government/employer) self-funded, employer funded.

Learning outcome 4: Understand how to engage with employers to promote workforce development

Analyse information about individual employers and employment sectors locally and nationally:

National main employment sectors (e.g. hair and beauty, retail, construction, hospitality, engineering), local main employment sectors, national/local workforce development requirements, national strategic plans for the LLS (lifelong learning sector) and targets, local strategic plans and targets.

How to gauge employers' level of interest in workforce development opportunities:

Identify employers' commitment to learning and development (e.g. IIP – investors in people, management interest and commitment, current levels of existing training programmes), identification of local workforce development requirements and the requirement for these to be achieved, communication skills, feedback from a range of suitable sources (e.g. employers, work-based assessors, local networks).

Methods of approaching and engaging with employers to motivate them to engage in workforce development:

Identification of local employers, networking, motivation theory (e.g. Maslow, Herzberg, McGregor), written, verbal and non-verbal communication, negotiation skills, institutional, social and cultural barriers, factors affecting workforce development, benefits of engaging in workforce development (e.g. up-skilling staff, increased productivity, improved competitiveness, empowerment of staff etc.), different methods of communication (e.g. face to face, email, newsletter, telephone).

Learning outcome 5: Understand how to design learning and development opportunities in the workplace

Analyse what motivates employees to undertake learning and development in the workplace:

Motivation theory (e.g. Maslow, Herzberg, McGregor), intrinsic motivation (e.g. status, self-esteem, self improvement) extrinsic motivation (e.g. employability, current or anticipated job requirements, promotional opportunities etc.), benefits of learning and development to individual/organisation, consequences of not undertaking learning and development.

Key factors to be considered when designing learning and development solutions for employers/employees:

Consideration of existing resources (non-human physical assets, materials, facilities/ human – availability of personnel and abilities), consideration of existing programmes, time, availability, finance, instructional, social, cultural and personal barriers to learning, the culture of the organisation (power, culture, role culture, task culture, person culture), written, verbal and non-verbal communication, negotiation skills, workforce availability, legal/statutory requirements, accreditation possibility, quality, inclusion, differentiation.

Critically compare learning and development programmes which already exist with newly developed opportunities:

Links between learning and development programme and potential to contribute to organisational roles, feedback from a range of suitable sources (e.g. employers, employees, stakeholders), use of statistical data if available/ applicable (e.g. retention, results, significant increases in quantifiable data after training productivity repeat business etc.).

Learning outcome 6: Understand how to facilitate learning and development opportunities in the workplace

Identify the sources of support and resources that are available from stakeholders:

Stakeholder group (employees, providers of other organisational groups), networking, coaching, mentoring, facilitating opportunities provided by employer referral agencies.

How employees might overcome obstacles when engaging with learning and development:

Institutional, social, cultural and personal factors affecting learning and development, methods of minimising barriers to learning, written, verbal and non-verbal communication, negotiation skills, involvement in own learning plan/target setting, identification of learner support availability, identification of learning support availability, adaption of learning and development to accommodate specific difficulties and disabilities, different delivery and assessment methods to accommodate learning preferences and different abilities to learners.

How to select, support and monitor staff delivering learning and development solutions:

Methods of staff selection (e.g. peer rating, intray exercises, selection tests, personality questionnaires, group exercises, assessment centres, individual interviews, psychometric testing, graphology), written, verbal and non-verbal communication skills, performance reviews, appraisal reviews, informal/formal observations/meetings), feedback from a range of suitable sources (e.g. employees, peer group, delivery staff), sampling, tracking, monitoring outcomes.

Evaluate the impact of workforce development opportunities on employees/businesses:

Evaluation theory (Kirkpatrick) feedback opportunities from stakeholders/employees (e.g. systematic review, course evaluation, performance review, appraisal review), systems of communication (e.g. team talks, meetings, newsletters, publications, face to face), written, verbal and non-verbal communication, qualitative and quantitative information, benefits to workforce (increased confidence, motivation, commitment to organisation, reduced staff turnover, reduction in absenteeism).

Notes

Use this area for notes and diagrams





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