Unit Title:	**Engage with employers to develop and support learning provision**
OCR unit number	40*
Level:	3
Credit value:	6
Guided learning hours:	25
Unit accreditation no:	Y/502/9555

*This unit has a different OCR number if taken within the L&D suite.

Unit purpose and aim

The aim of this unit is to assess a learning and development practitioner's competence in working with employers to provide learning opportunities. Opportunities might include, for example: work experience placements, apprenticeship programmes, mentoring. 'Practitioner' means anyone with a learning and development responsibility as part of their role.

Learning Outcomes	Assessment Criteria	Exemplification
The Learner will: 1 Understand information relating to employers developing provision for learners	**The Learner can:** 1.1 Analyse information sources about individual employers and employment sectors, locally and nationally 1.2 Summarise learning provision available to an employer 1.3 Summarise legal requirements that apply to employers developing and supporting provision for learners	Candidates may consider: What employment sectors there are Identifying an employer within each sector What sectors there are locally Who are the key employers in those sectors locally Availability of internal training courses Availability of external training courses within funding constraints Health and Safety At Work 1974 Data Protection 1998 Disability Discrimination Act 1995

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Learning Outcomes	Assessment Criteria	Exemplification
		Children Act 2004 Employment Rights Act 1996 Environmental Protection Act 1990 Sex Discrimination Act 1986 Education and Skills Act 2008 Further Education and Training Act 2007
2 Understand how to engage with employers for the benefit of learners	2.1 Explain how to prepare for first contact with employers to discuss learning provision 2.2 Evaluate employers' level of interest in providing learning opportunities for learners 2.3 Evaluate strategies that help employers overcome concerns about offering learning opportunities 2.4 Explain why employers might need support to provide learning for learners 2.5 Explain the importance of clear channels of communication with employers as delivery partners	Candidates may consider: What their company policies and procedures require What paperwork they already have in place What information they would need in advance of first contact What positive signs of interest from an employer would be What would indicate employers' lack of interest in providing learning opportunities for individuals What information would an employer need What information for employers is available What barriers and concerns might an employer have to providing learning and development to learners What support and assistance is available for employers How can you help the employer What channels of communication could be used with employers

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Learning Outcomes	Assessment Criteria	Exemplification
		What are the benefits of each type of communication
3 Be able to engage with employers for the benefit of learners	3.1 Provide employers with clear information and advice about learning requirements for learners 3.2 Provide advice and assistance to employers delivering learning opportunities 3.3 Establish channels of communication for feedback from employers on the progress of learners	Candidates may consider: Learner development plans Course/programme requirements Review schedules Minutes of meetings with employers Induction programmes with learners and employers Observations of communication with employers Visit schedules Training/off the job requirements Minutes of meetings to discuss the delivery within the organisation Schedule of training and delivery Learner plans including learning/progression/continuing professional development objectives Any information and guidance about the learner created for the employer Learner progress reviews Witness statements from employers Recorded discussions with employers Minutes of meetings held with employers Any form of recorded

Learning Outcomes	Assessment Criteria	Exemplification
		communication with employer with regard to the learner and the learner programme
4 Be able to evaluate the effect of employer provision on the learner and partner organisation	4.1 Assess the impact of employer provision on learners' learning outcomes 4.2 Review the impact of employer provision on partner organisations	Candidate reviews Learner overall progress records Minutes of meetings with all personnel discussing progress Learner reviews Recorded meetings held to discuss learner progress, involving all parties, e.g. colleges, schools, training providers, employers, short course providers etc

Assessment

All learning outcomes in this unit must be assessed using methods appropriate to the assessment of the knowledge and understanding.

This unit assesses understanding and occupational competence. Evidence for learning outcomes 3 and 4 must come from performance in the work environment. Simulations, projects or assignments are not allowed for these learning outcomes.

Evidence requirements

There must be valid, authentic and sufficient evidence for all the assessment criteria. However, one piece of evidence may be used to meet the requirements of more than one learning outcome or assessment criterion.

National Occupational Standards (NOS) mapping/signposting

Learning and Skills Improvement Service (LSIS) Engaging Employers National Occupational Standards 2010, Standard 1.

Additional information

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.

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