

This file is part of **Introduction** <www.qiaemployerled.org.uk/search/Resource-23557.aspx>, **Using A framework to measure and improve employer responsiveness** <www.qiaemployerled.org.uk/search/Resource-23562.aspx>, **Module 1: Working with employers as customers** <www.qiaemployerled.org.uk/search/Resource-23558.aspx>, **Module 2: Developing flexible delivery** <www.qiaemployerled.org.uk/search/Resource-23559.aspx>, **Module 3: Developing responsive people and organisations** <www.qiaemployerled.org.uk/search/Resource-23560.aspx> and **Module 4: Partnership building for responsiveness** <www.qiaemployerled.org.uk/search/Resource-23561.aspx>

Glossary

Term	Definition	Mainly occurs in
Action learning	Action learning is an approach that focuses on real issues, and uses the experience and knowledge of each individual to help create new knowledge and action. This process can take place with a group of between six and eight individuals, who meet regularly to focus on specific projects and challenges. The group shares experiences, generates ideas and creates solutions through reflection, learning and action.	Module 3
Assess– Train– Assess	An approach to developing individual skills in the context of an organisation’s needs: the initial assessment identifies the gap between current skills and experiences, and those required for the job. The individual is given relevant training, and is subsequently re-assessed to determine the extent to which the gap has been closed. It can accelerate learning and achievement and so provide early success, which may be motivating to learners and encourage their continued participation.	Module 2
Assessment of prior learning (APL)	An assessment of what an individual already knows and can do, usually in relation to the knowledge and skills required in a particular job role or qualification. The information is often recorded on an individual learning plan (see below), and will influence the training provided. This is often used when the candidate is being assessed for an accredited qualification.	Module 2
Cultural web	A way of identifying what is and is not working, and what needs changing in your organisation’s culture by looking at stories, routines and rituals.	Module 3

Term	Definition	Mainly occurs in
Customer journey	The succession of points of contact that a customer has with your organisation.	Module 3
Customer relationship management (CRM)	The capture, storage and analysis of information about your customers. The information should be used in making decisions about products and services.	Module 1
Development Programme for Train to Gain	This is run by LSN, under contract from QIA. It is designed to help all areas of your organisation to meet the challenges of delivering Train to Gain and employer-facing provision more effectively. It provides opportunities to attend workshops, undertake supported Improvement Projects (see below), develop materials, and engage in peer-review (see below) groups and action learning.	Introduction
Diagnostic assessment	This is an evaluation of a learner's skills, strengths and weaknesses that indicates not only which level an individual needs to be placed in for each subject but also which specific areas of work they need to improve on. Diagnostic assessment builds on initial assessment to provide more in-depth information about an individual's strengths and weaknesses, enabling tutors to design a programme of work suitable to the needs of the individual learner.	Module 2
Directional Policy Matrix	A tool that helps providers think about the segments/sectors in which they operate and how they want to develop their offer to employers/customers.	Module 4
Embedded learning	Combines the development of literacy, language and numeracy with vocational and other skills providing learners with the confidence, competence and motivation necessary to succeed in qualifications, in life and at work.	Module 2
Employer engagement	The term is useful shorthand to describe the active involvement of employers in the design, development, management and delivery of post-16 learning. Employer engagement can include a wide range of interactions between providers and employers and is seen as vital to the development of skills for productivity.	Module 1

Term	Definition	Mainly occurs in
Employer-facing or employer-focused	An approach to organising and delivering a service to employers where systems and procedures have been designed with the needs of employers in mind.	Module 1 Introduction
Employer-led provision	Training and learning programmes that have been designed in response to employers' needs.	Module 1
Employer responsiveness	Providing a service that aims to meet the skills needs of the local and national economy and individual employers.	All
Flexible delivery	Providing training and learning programmes at a time and place that suit the needs of employers and employees, with appropriate content and delivery media to match their specific requirements.	Module 2 Module 1
Forcefield analysis	A way of identifying the driving and restraining forces in areas in which you seek change.	Module 3
Important accounts	Customers whose business with your organisation accounts for the top 20% of income generated, but who you do not believe have the same significance as your key accounts.	Module 1
Improvement Projects	A project-based approach that uses enquiry-based methods to identify strengths and weaknesses in provision in relation to agreed criteria for good practice and then undertakes appropriate action to improve specific aspects of provision.	All
Individual learning plan (ILP)	<p>A record of the outcomes of initial and diagnostic assessment and subsequent training and achievements that is reviewed and updated on a regular basis to reflect achievement and new learning goals. ILPs help learners to stay focused on their future plans by reminding them of their goals and targets and celebrating their achievements.</p> <p>The ILP should be a 'live' document as it records how a learner will achieve their learning aims and when these aims are achieved.</p>	Module 2

Term	Definition	Mainly occurs in
Initial assessment	The process of assessing individuals' skills, knowledge, experience and aspirations. The information is used to identify training and development needs and is recorded in an individual learning plan.	Module 2
Key accounts	<p>Customers whose business with your organisations falls into one or more of the following categories:</p> <ul style="list-style-type: none"> ■ has provided a significant proportion of your organisation's income over the past 1–3 years ■ has generated and may continue to generate healthy profit margins ■ is in a sector of the market expected to continue to thrive ■ has business interests in line with your organisation's current business strategy ■ currently use your services less than you would like, but you believe you could increase the volume of business, with healthy margins. 	Module 1
Literacy, language and numeracy skills (LLN)	Commonly used to describe what may alternatively be referred to as basic skills or Skills for Life (the ability to read, write and speak in English, and to use mathematics at a level necessary to function at work and in society in general). LLN is usually developed most effectively when its relevance to an appropriate vocational context is emphasized (see embedded learning above).	Module 2
Labour market information (LMI)	Information about demand for, and supply of, labour and skills. Demand might be looked at in the context of industrial sectors, occupations or geographical areas. Supply can be described in terms of the age, gender, ethnicity and educational level of the workforce. Training provision can contribute to addressing mismatches between supply and demand of knowledge and skills.	Module 1
Learning and Skills Council (LSC)	Responsible for planning and funding high-quality education and training for everyone in England other than those in universities. Encouraging work in partnerships and consortia.	Module 4
Leitch Review of Skills (2006)	An independent review of the UK's long-term skills needs led by Lord Sandy Leitch.	Introduction

Term	Definition	Mainly occurs in
McKinsey 7S model	A model used to illustrate that soft factors (skills, shared values, staff and style) are as important as hard factors (strategy, structure and systems) in making a business excellent.	Module 3
Organisational culture	The explicit and implicit attitudes, ethos and behaviour that affect the ways things get done in an organisation.	Module 3
Pareto Principle	Also known as the 80–20 rule, this principle proposes that, for many events, 80% of the effects comes from 20% of the causes.	Module 1
Peer reviewing (sometimes known as peer referencing)	Defined by the Quality Improvement Agency as: <i>a process whereby professionals of similar status or standing exercise collective judgements about the quality and standards of provision, as well shared responsibilities for their improvement. It has both an assessment function that includes benchmarking and the validation of self-assessment judgements, and an improvement function that includes joint action planning and support in the sharing and transfer of good practice.</i>	Framework
PEST analysis	A tool for helping you to understand the political, economic, social and technical factors that may influence your work.	Module 3
Responsive provision	Provision constructed and delivered around the needs of the customers rather than what the organisation wants to provide.	All
Service-level agreement (SLA)	A formal, negotiated agreement between two parties that describes the ‘what, when, how and to what standards’ a service will be delivered, each parties respective responsibilities in this, and the procedure for resolving disputes.	Module 1
Skill scan	An assessment of an individual’s skills, often done on-line but also done face to face with tailor-made assessment instruments related to the skills and competences required in a particular role or vocational area.	Module 2

Term	Definition	Mainly occurs in
Skills brokers	Organisations who offer free, impartial and independent advice to businesses, help them find a training provider that can match their training needs, and ensure that the training delivered meets business needs.	Module 2
SMART objectives	Objectives that are s pecific, m easurable, a chievable, r ealistic and t imebound.	Module 1
Small and medium-sized enterprises (SMEs)	Definitions of what this means in terms of the number of employees has varied, but the EU definition of organisations which employ up to 250 staff is now becoming the standard.	Module 2
Solutions focus	Aims to discover 'what works' in a given situation, simply and practically. Looks at solutions (not problems), the future (not the past) and what's going well (not what's gone wrong) leads to a positive and pragmatic way to work with organisations and individuals.	Module 3
SWOT analysis	A tool to help organisations position themselves in the market by analysing their s trengths and w eaknesses, the o pportunities open to them and the t hreats that they face.	Module 4
Training needs analysis (TNA) and organisational needs analysis (ONA)	A TNA is a process that systematically assesses the match between the current level of employees' skills and knowledge and the level required in a specific job role. An ONA is a similarly systematic approach to assessing the gap between the capacity currently existing within the organisation and the skills and knowledge required by the organisation in order to become more effective or to meet new demands.	Modules 1 and 2