

# BUSINESS CASE PLANNING TOOL

A guide to aid the planning process for Teach Too collaboration



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# FOREWORD

Teach Too supports meaningful collaboration between education and training providers with industry, encouraging employers to spend some time teaching their skills and sharing their knowledge. The programme enables occupational staff to teach learners in the provider or workplace setting and supports employers to contribute to curriculum design, planning and development. Teachers and trainers update their skills by spending time within the workplace and employer staff are supported to update their pedagogical practice. In each arrangement, staff develop 'dual professional' identities, where occupational and pedagogy expertise are combined. The various approaches to Teach Too help to build a 'two-way street' model of genuine collaboration.

Arrangements for the strategic leadership and development of Teach Too partnerships should be agreed prior to delivery. All partners should set realistic objectives that are in line with individual business priorities. Creating and agreeing to the business case early will aid delivery of Teach Too and support sustainability of approaches in future activity.

This business case planning tool explores the characteristics of effective Teach Too collaboration. It provides contextual information to support collaboration in the areas of programme co-design and facilitates a move towards dual professionalism for teachers, trainers and employers. The tool will support employers and providers to develop business propositions. It outlines the different approaches and key issues that partners will need to consider before and during any collaborative initiative.

# HOW TO USE THE BUSINESS CASE PLANNING TOOL

This tool is for both employers and education and training providers to support collaboration for the design, delivery, and assessment of technical and vocational education. It can be used in its entirety, as a comprehensive manual to support new ways of working. However, each section stands alone and can be referred to individually to support an area of interest. Each activity can be used by individuals; however, activities also provide stimulus material for group discussions.

## WHY HAS THIS TOOL BEEN DEVELOPED?



There are many benefits to Teach Too partnerships. Employers and providers can work together to provide progression for learners by developing a clear line of sight to work. For those preparing to enter the workforce, this partnership approach is essential to help learners to:

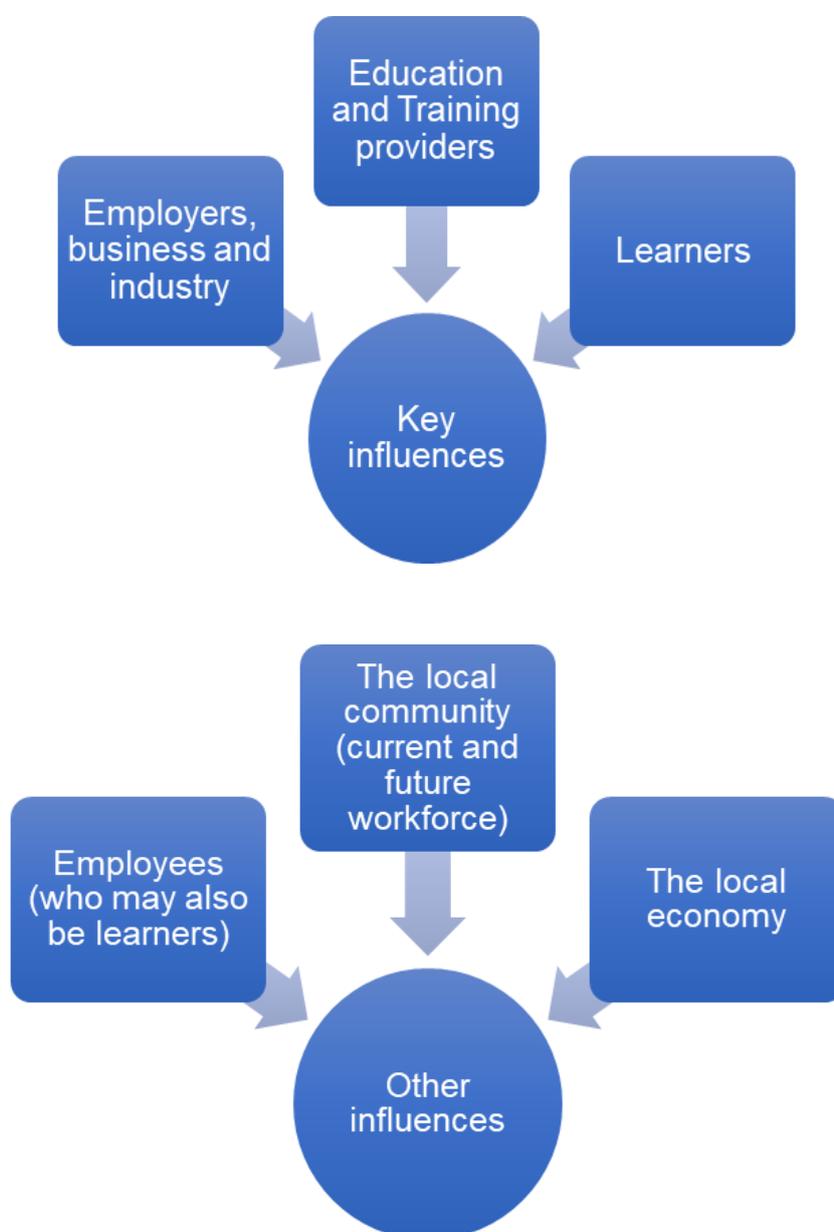
- Make well-informed career decisions
- Be aware of the requirements of the world of work and how these have an impact on what they learn
- Reflect on the relevance of what they learn in an education setting
- Develop social and personal skills, including employability skills
- Develop networks in the world of work during and after leaving full time education
- Benefit from a culture of expectation and aspiration
- Progress their admission to university courses, apprenticeships or further learning
- Achieve a more direct line of sight to work, enhancing motivation and engagement

For people already in the workplace, the partnership approach will help to:

- Raise standards of professionalism and knowledge across all areas of the business
- Enhance transferable skills such as communication and team-working to complement the knowledge skill set
- Develop knowledge and skills that reflect advances in industry-specific sectors
- Improve their performance and enhance their careers

# DEVELOPING YOUR TEACH TOO BUSINESS CASE FOR CURRICULUM CO-DESIGN, PLANNING AND DELIVERY

This diagram is to help establish who and what the main influences will be when developing the provider/ employer partnership for curriculum co design, planning and delivery.



## For education and training providers

The imperative for learning providers to align what they deliver with the needs of the regional economy and its associated skills plans is acknowledged. This is to ensure that by working with local authorities and employers, FE colleges can provide a curriculum that meets their needs so that learners leave with employable skills desired by the local economy. The Government wants colleges to bridge the gap between education and the workplace. The overarching headline of any business plan is how this initiative will address the skill shortages faced in the region.

**Case study:** The West Yorkshire combined authority has partnered with the West Yorkshire Consortium of Colleges to agree a joint plan to align college training provision with the needs of the Leeds city region economy.

The Gatsby Foundation is also piloting several local projects. These projects are planning and driving improvements in technical education: aligning provision more closely to labor market demand, reducing unnecessary duplication offered by providers, and investing in greater specialisation of resources. More information is on the [Gatsby Foundation website](#).

**Activity:** Answer the following questions to place your current activity in line with local planning:

- How does your proposed activity align with your local skills plan?
- Do you have a delivery agreement?
- In what ways do Teach Too align with your plan?

## For all partners

The following model proposes some of the benefits/activities/outcomes that partners might wish to see emerging from the project. Which elements will you prioritise when constructing your business case? What will you omit? What will you need to add? Access to industry leading resources is a further example that you may wish to add.



## Considerations

For some projects, developing a business case might seem formal, for others it is a prerequisite and many organisations will have their own templates and formats. It can be beneficial to spend some time at preplanning stage reflecting on and considering what the intended outcomes of the partnership will be and to explain concisely the reasons for the project, different options for carrying out activity, what benefits there might be, a risk assessment and a review of the cost implications and a summary of the timescale. This document can then be used as a way of communicating activity to stakeholders and measuring its progress against the plan.

In any Teach Too activity, joint leadership from both employers and providers is important. Creating a business case will help to embed leadership roles and responsibilities within your project.

The business case template below includes guidance to support its use. It can be used collaboratively to produce a plan that meets the needs of all stakeholders. A blank template has also been provided for your own use.

# EXAMPLE BUSINESS CASE

It is important to demonstrate that there is a business case to be made for adopting a partnership approach to developing and delivering technical education and training. The costs and benefits should be identified as well as the scope and scale of collaboration.

Below is a resource which can provide guidance for your business case, followed by a blank template. You may have an internal template that you can use to make your case but here are some of the elements you will need to consider for any approach you will take.

<b>Business Case Summary</b>
Provide a summary statement about the business case e.g. What is it; what does it say and who is it for; who has developed it and when.
<b>Drivers for Change</b>
Outline a few of the drivers for implementing the new Teach Too strategy: <ul style="list-style-type: none"><li>• What are the significant areas of concern you are responding to?</li><li>• What are the short and long-term changes you are aiming for in your learning programme?</li><li>• What are your aims and objectives</li></ul> <b>Explore the External drivers:</b> <ul style="list-style-type: none"><li>• How have you identified the need for this development?</li><li>• What do your local employers want?</li><li>• How does the initiative fit in with local and regional skills strategies?</li><li>• Are there any specific policies or strategies you are responding to (e.g. the Apprenticeship Levy)?</li></ul> <b>Explore the Internal drivers:</b> <p><i>For providers:</i> Where does Teach Too sit within your overall workforce/business plan e.g. reducing the average age profile of the staff; improving staff/learner ratios; recruitment and retention of learners; development and career progression for existing staff; improving the quality of teaching, addressing supply issues in the local region?</p> <p><i>For Employers:</i> Where does this policy sit within your overall workforce/business plan e.g. Improved influence on education and training provided locally; recruitment and retention of staff, employees or apprenticeships; providing more effective work placements; providing a support structure for learners; improving the quality of teaching/training in the workplace; greater understanding of requirements for assessment and achievement of training outcomes; improved skills and competence and career progression for existing staff; addressing supply issues in the local region?</p>
<b>Market Analysis</b>
A market analysis should be included. It will respond to the drivers outlined above and consider some of their influences on your approach to developing your project. Areas to

consider include:

- Demographics - what are the current and future concerns influencing this agenda e.g. staff age profile, retirements, gender, diversity?
- Are there any competing providers influencing the market? Could you work together on this agenda?
- Where will learners come from? Is there competition to recruit them? How can the supply be addressed?
- Are there any barriers/concerns that you will need to address that might prevent you meeting your requirements e.g. financial/funding concerns, lack of training/learning opportunities for partners, lack of physical resources, setting up structures/processes?
- Any regulations or requirements you need to consider in your business case e.g. health and safety, safeguarding, employment legislation

## Benefits

This section explores some of the benefits for all partners (including learners) from developing a Teach Too partnership. Some examples may include:

*For employers:*

- Business productivity
- Boosts profile and reputation within the local population and promotes position as a first-choice employer for young people
- Widens participation and provides opportunities to a diverse workforce
- Supports service and workforce plans and provides training that is linked to employer needs
- Improves transition between education/training and work and provides clear progression routes and career pathways
- Standardises and quality assures learning, skills and knowledge and contributes to a strong learning environment within the business
- Provides a chance for learners and employers to get to know each other- expectations, requirements, skills and behaviours and safeguarding requirements
- Enables (for example apprentice) to contribute to business productivity
- Responds to the local employment and skills agenda
- Provides an opportunity for existing staff to develop skills in:
  - Teaching

- Training
- Reviewing pedagogic (teaching) practice for shared work-based and classroom learning
- Mentorship, coaching and supervision
- Workplace assessment

*For providers:*

- Ensures that the curriculum remains up-to-date,
- Provides the chance to offer flexible learning opportunities
- Ensures that staff have up-to-date knowledge and skills relating to the sector
- Prepares staff for the delivery of future technical qualifications
- Responds to the changing model for delivering vocational/technical education
- Reviews individual and team pedagogic practice for shared work-based and classroom learning
- Supports CPD which develops and meets Professional Standards
- Supports employers in training their trainers
- Shares knowledge of the effective practice with employers

*For learners:*

- Emphasises the clear line of sight to work
- Provides a more stimulating learning environment
- Improves transitions between college and work and gives an understanding of progression routes and career pathways for entrants
- Gives learners and employers opportunities to develop understanding of each other
- Develops understanding of expectations of work, and of the skills, behaviours and values needed in the workplace

### Risks

An outline of potential risks involved in the project are highlighted below. These suggestions can be used to inform your project risk register. Some of the areas to be considered include: Time/timing, costs, funding, demand and supply, support in practice, workplace health and safety, quality/standard of recruits, suitability of qualifications, investment v benefit

### Aim and Objectives

Provide a summary of the main aim and objectives in developing your project. Make the section concise so your message is clear. Here is an example:

Your aim: Develop and deliver a level 3 learning programme to 30 students in partnership with X and Y

Your Objectives:

- Identify together the staff CPD requirements to make the programme relevant for meeting local employer needs
- Identify elements of the current programme to which employers could contribute
- Identify the changes required within the extended teaching team to support learners in and out of the classroom
- Joint training and development activities that can make the programme more relevant
- Opportunities for learners to work more effectively with employers/trainers/assessors
- Joint activity to develop appropriate resources for the programme

### Key Performance Indicators

You will need to consider carefully the way you will measure performance in meeting your aim and objectives. This will include developing baseline metrics for the evidence you will use for monitoring and evaluation of your new programme. Make sure you think carefully about the timeframe for development and identify short and longer-term plans, taking account of any potential new developments.

Separate documents may be developed that support this part of the business case e.g.

- The Implementation Plan

### Metrics: Quality Improvements / Non-Financial Benefits

Suggestions include:

- Targets for recruitment, retention of learners,
- Changes to workplace practices such as HR, Health and Safety, Supervision/mentoring
- Qualifications achieved
- Employment/progression outcomes for participating learners
- Impact on other work groups

### Metrics: Cost-Benefit assessment

- Costs of recruitment
- Costs of training, mentoring and supervision for teaching team
- Costs of additional training provision to support trainer developments in safeguarding, and in effective practice.
- Costs of investment of resources/assets

### Implementation Plan

An Implementation Plan will be included. This should outline the process for implementation, target dates for achievement and measures on performance.

### Roles and Responsibilities

To be added: who does what

### HR Requirements

This section should summarise the resources and support required from the HR department. It will include ensuring some of the following is in place:

- Job descriptions and agreements for staff delivering the learning
- Recruitment process
- Risk assessment

# BUSINESS CASE TEMPLATE

<b>Business Case Summary</b>
<b>Drivers for Change</b>
<b>Market Analysis</b>
<b>Benefits &amp; Risks</b> (see additional Resource to help with this section)
<b>Aim and Objectives</b>
<b>Key Performance Indicators</b>
<b>Metrics: Quality Improvements / Non-Financial Benefits</b>
<b>Metrics: Cost-Benefit assessment</b>
<b>Implementation Plan</b>
<b>Roles and Responsibilities</b>
<b>HR Requirements</b>

# TEMPLATE FOR REVIEWING THE BENEFITS AND RISKS TO PARTNERSHIP WORKING

Using the information in the business case planning template, each partner should consider the benefits to be gained from partnership working for their business and for their learners. Use this template to help to identify priorities and plan how to mitigate risks.

Benefits to be gained for the business	Elements that benefit our learners	Priorities in our Implementation Plan?

Risk	Likelihood (high/medium/low)	Mitigation

# IMPLEMENTATION PLAN

Use this checklist to plan the schedule for putting your strategy for developing and delivering programme co-design and staff development into action. The plan should outline the process for implementation, give target dates for achievement and identify agreed performance measures.

Activity	Responsibility	Timeframe
Agree Strategy		
Approve business plan		
Carry out full risk analysis		
Staff consultation/awareness raising/communication programme		
Identify programme(s) and learners to be included in the development		
Agree staff involvement from provider(s) and employer(s)		
Identify networks and groups to be involved, (named people/job titles) Learner involvement if appropriate		
Include schedule for meetings, and timeframe for completion with review dates (How will you undertake development and when would you like to complete each stage?)		
Identify action required to ensure appropriate CPD provision and programme of learning/development for the staff who will be supporting learners (in terms of assessment, support with development of portfolios, mentoring etc.)		
Establish mentoring and support arrangements for staff (from employers and providers), including arrangements for employees/professionals coming into the classroom and arrangements for provider staff going into the workplace		
Complete a service agreement between partners. Confirm how and where employers-provider partnership could enhance programme of learning		
Develop common metrics for measuring progress. and impact Confirm internal monitoring and benchmarking arrangements		
Review and evaluation of plan		

## OUR PARTNERS



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