Employment FM Training Handbook

Developing young people's employability and communication skills through community radio

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Employment FM Training Handbook

Contents

This handbook has been developed collaboratively with significant input from Employment FM partners SHMU, Reform Radio and Standguide

1

1.   Introduction to employability training

This handbook aims to be a reference guide to any community radio station wanting to deliver employability training. We've tried to make it as compact and practical as possible – to avoid overloading with information whilst giving enough resources to facilitate building a programme and course from scratch.

Employability training offers many potential benefits to a community radio station, including generating revenue and enhancing your role and offer within your community. The work can be as big or small as you want it to be – and we map out here various forms this could take.

Every employability programme will be different - there is no 'one size fits all'. However, there are enough common aspects of putting a programme together – from recruitment, to accreditation, to course design – to enable a course to be built from existing templates, as are provided in this handbook.

We have produced a range of supporting material to complement this handbook – from teaching resources, to policy and procedure documentation, to podcasts on the value of doing this work – all of which can be found on the Community Radio Toolkit website.[1]

2.   Before setting up an employability programme

If you want to undertake employability training at your station, it's likely that you will start small, delivering a discrete locally-funded piece of work. Some community radio stations have however developed extensive employability programmes e.g. SHMU in Aberdeen, which delivers statutory employability provision and large contracts for local councils and other major bodies. It is worth bearing in mind the ambitions for your programme as you approach its development, even though this may change as you progress with delivery.

Depending on the scope of your work, running employability training can be a sizeable undertaking with potentially significant implications for your organisation including:

- Changes to your organisation's responsibilities or duty of care

- Bringing a new group of learners into the building (depending on recruitment and partnerships)

- Impacting your radio output/brand

If you want employability training to be a central part of your activities, it is imperative that you are committed to this path as an organisation, with support throughout from your board to your volunteers, and with staff, policies and processes in place to enable this to happen.

A further piece of advice is to start networking with employers and other potential partners in your area in order to see how your work can link up with others, and to identify how learners will come to you (e.g. through referrals) and where they can go

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[1] http://www.communityradiotoolkit.net/EmploymentFM

afterwards (e.g. traineeships, apprenticeships, work placements, etc.). We can't emphasise enough the importance of doing this: both to put your organisation 'on the map' to employers and other organisations, and to help clarify what it is that *your* station can offer.

Finally, we strongly advise you to pilot some training. Piloting is your opportunity to establish and test your training model and to make a start on proving your capacity to funders, partners and others. This may require you to get a small amount of funding to get that first course under your belt – and you should use this to identify the strengths and weaknesses of your model and see what changes need to be made for delivering further courses.

3.   Six key questions about running employability training

You don't need to ask or answer the following questions in this order – but you will need to answer them all.

You want to offer training?
Some key questions to ask yourself, and some options

1   Is the training accredited?
- Yes? Need accrediting body
- No? In-house certificate

2   Delivered yourself or in partnership?
- You are the learning provider
- Delivered in partnership with FE College, or other learning provider

3   What training will you be offering?
- Radio skills
- Employability
- IT skills
- ESOL
- Media skills

4   How is it to be funded?
- Government
- Local authority
- Grant
- Learner / organisation pays

5   Who are the learners?
- NEET
- Young people
- Your volunteers
- From another organisation

6   What capacity do you need to offer this training?
- Trained tutors
- Resources (space, equipment)
- Policies & processes
- Learning materials

II. Will you be offering a qualification?

You don't have to offer a qualification for the course to have value, but if you do, this is a strong incentive – many people we have engaged in employability training are not particularly interested in radio, but want something to show on a CV, or to get a job interview. The qualifications used in Employment FM were:

- SQAs in Employability, Radio & Film: http://www.sqa.org.uk/sqa/14901.html
- BTEC Level 1 Award in Workskills:
  http://qualifications.pearson.com/en/qualifications/btec-workskills/level-1.html
- AQA Unit Award Scheme: http://www.aqa.org.uk/programmes/unit-award-scheme
  Sample unit: http://www.aqa.org.uk/programmes/unit-award-scheme/unit-details?unit=30334
- Arts Award: http://www.artsaward.org.uk

For whichever qualification you are using (including different qualifications to the above), you'll need to download the spec of the qualification and any other supporting documentation, and familiarise yourself with the requirements to award this qualification.

If you are using a different qualification to the Employment FM course you are adapting, you can use our course builder resources (see section 7) to compare the qualification frameworks to each other and map their similarities and differences. Some questions to guide you through this process:

- What are the learning outcomes?
- How is each learning outcome evidenced?

Some basic points about qualifications:

- All qualifications have a list of learning outcomes that need to be achieved.
- For each learner, you will need to evidence that each learning outcome has been achieved. The evidence needed is set by the qualification body and can include e.g. tutor checklist, learner worksheet, learner portfolio etc.
- Ultimately, certifying a qualification is about evidencing learning outcomes.

III. Who will be managing accreditation?

If you're offering a qualification, who will be the accrediting organisation – your own station, or a partner organisation (e.g. College)?

There's a difference between being an accredited learning centre, and a learning provider – put simply:

- Accredited learning centres deliver training towards a qualification, which is then verified (accredited) by a learning provider
- A learning provider does the verification/accreditation as well as the training

Clearly, being a learning provider is a significantly more complex undertaking than being a learning centre – but the payoff is that it can bring in more income and allow you to be

in charge of your own destiny. Most organisations will deliver accredited training in partnership with a College (or similar), where the College is the accrediting partner.

By contrast, Arts Award accreditation is with the trainer – the trainer undertakes a one-day training course by Arts Award which enables the trainer to accredit their training. This is much more easily accessible to smaller organisations than other awarding bodies.

IV. What training will you be offering?

In this handbook we are focusing on employability training – as a subset of the training options you could offer. On top of this range of options, there is a variety of ways in which employability learning outcomes can be facilitated and evidenced. This is an opportunity, therefore, to think about what it is that you are trying to help learners achieve; and in so doing thinking about radio as a means to an end as opposed to the end in itself.

Fundamental to this question is the learners themselves: who are they, what are their learning needs and barriers, and what do they expect from this training? From this, can you identify areas of learning which would be beneficial to offer your learners? For example, is there a need to offer support on written or spoken English, or IT skills; and if so do you have the capacity to do that or could you work with another organisation to create this offer?

The other crucial element of course is to recognise the value of what you already have: a community radio station, with all the opportunities this offers. As you already know, making radio builds a host of skills; so building an employability training programme around radio involves evidencing that learning, and blending it with other activities that build the desired learning outcomes for your targeted learners.

V. How will you fund the training?

There are various ways of funding training, but we think it's useful to map out three main models – representing a pathway of starting small and moving towards bigger work:

- Grants and funding by project partners
- Delivering accredited courses
- Delivering government contracts

Funding from grants and project partners

The most accessible way of funding training is by applying for a grant or approaching a project partner and running a course which meets that organisation's objectives. This is basically funding a social outcome e.g. 'getting unemployed 18-30 year olds into work' or 'improving the employability skills of young people with autism'. Each grant funder or partner will have a specific focus, and it's up to you to identify who it would be of mutual benefit to work with.

If the stated outcome of your training is getting people into work, some funders (e.g. Talent Match) will operate a 'payment by results' model, where you're paid an amount for each person that you help into a job within a given timeframe.

Work like this can be quite small scale and relatively straightforward for your organisation. Examples of funders are given in the supporting resources to this handbook – see further information at: http://www.communityradiotoolkit.net/EmploymentFM.

Delivering accredited courses

By delivering certain qualifications in England, you can potentially draw down funding from the Education and Skills Funding Agency (ESFA). In Scotland this funding is managed by Skills Development Scotland. In Wales and Northern Ireland, funding for delivering qualifications is directly funded through government departments.

To access this funding, you have to (1) become an approved learning centre for the qualification that you want to deliver and (2) either become a learning provider as well (see section II above) or set up a partnership with an existing learning provider (e.g. a College) to manage the accreditation. If you are working with a partner College, they will receive a payment (from e.g. ESFA) for each qualification that you deliver, and they should pass some of this on to you, depending on the agreement in place. Each College has a quota of funding that they can draw down from their funding agency, so this is not a limitless pot.

There are a number of accrediting bodies for different qualifications e.g. AQA, Arts Award, BTEC. Arts Award accreditation is probably the most accessible, but the qualifications that they offer are limited in range - most other accrediting bodies have far more qualifications to choose from.

Delivering Government contracts

Becoming a learning provider allows you to bid for government tenders. This involves going through a rigorous process of accreditation as set by the relevant body. For example, in England this could be the ESFA (to deliver qualifications) or the Department for Work and Pensions (to be a provider of the Work and Health Programme); in Scotland this employability work would be through Skills Development Scotland (to be an Employability Fund provider). SHMU in Aberdeen are an example of a community radio station which is a learning provider, having gone through the Employability Fund accreditation process – they describe the process they went through in supporting resources to this handbook.

VI. Who are your learners?

For any training programme to be successful, it's essential to put in the time to identify your learners and their needs. You need to think about:

- What age are your learners?
- What is their background (family, area, etc.)?
- What challenges have they experienced in life and learning?
- What are your learners' abilities, and what experience do they bring?
- What do your learners want to achieve in this course
- What are your learners working towards (i.e. aspire to)?
- What are their barriers to learning?
- What kinds of support or resources will they need?

The other key question here is: how are your learners recruited? Are they coming through another organisation; or what organisations do you need to make links with in order to manage recruitment? Are you doing recruitment yourself – through, e.g., flyers, open days, social media?

VII. What do you need to have in place to deliver training?

This is quite a large question – covering a number of key issues!

Course materials

Activities and materials will be shaped by whether you are offering a qualification: if you are, you will have a set of learning outcomes to be evidenced, which will give you a course structure or framework; if not, you are free to put together a course framework according to what you see as the best fit for your learners.

Once you have a learning framework, you can then adapt the materials to the needs of your learners and the context of the learning. This is where you identify activities that should help the learners achieve the desired learning outcomes.

In section 7, we map out the process of building a course around the learning outcomes of two particular qualifications (in this case, BTEC Level 1 Award in Workskills and SQA in Employability).

You are welcome to use the materials we have developed in Employment FM courses, but even if you are using the same qualification framework, you may want to adapt the materials for the specific needs of your learners.

If there are ways of adding specific examples / case studies to the existing materials, do so. (This will help make the materials that bit more *real* to the learners.) You can also make use of audio content from your own station in order to ground it in the work of your own station, with your own identity.

<u>Capacity</u>

Do you have enough trainers and support workers to run a session with the size and nature of group you will be training? Does each trainer and support worker have the necessary training and other certification (e.g. DBS checks)? Are trainers aware of and appropriately trained to support particular learning barriers or behavioural issues?

Do you have a suitable training space for the intended group size? Think about breakout activities as well as all-group activities – particularly ones which involve multiple people conducting audio recordings.

What IT equipment and software will you be needing to run your planned activities? This could include: voice recorders, computers (with internet access), printers, specialist software (e.g. Audition, Photoshop) etc. Think here about small-group activities and what would be needed for each group.

Finally, think about any other implications of delivering this kind of training: might it impact on any other activities ongoing in your station, or other individuals (perhaps vulnerable) who may also be present? Do you have the necessary policies, procedures and support for dealing with any situations?

4.　　Evaluation – how to assess and prove that your course works

No employability programme can be sustained without a robust evaluation approach. Having an evaluation system in place enables you to determine whether your course is effective, and to demonstrate to funders etc. that your employability programme is worth funding.

Evaluation approaches are broadly categorised as qualitative or quantitative.

The main tool we used to assess employability skills in Employment FM was the Work Star™ –one of a suite of tools developed by Triangle Consulting, called Outcomes Stars.[2]

The Work Star assesses people on seven outcome areas:

- Challenges
- Job-specific skills
- Stability
- Job search skills
- Basic skills
- Aspiration and motivation
- Social skills for work

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[2] http://www.outcomesstar.org.uk/work/

Work Star © Triangle Consulting Social Enterprise ltd
Authors: Joy MacKeith and Sara Burns
www.outcomesstar.org.uk

The main value of a tool like this is to produce statistical outputs – such as "75% of course participants improved in their 'Social skills for work'". This is known as **quantitative** data – putting numbers on your course outputs and outcomes. The alternative to this is **qualitative** data – or words, images, audio, video, etc – which you can use to demonstrate how much a learner got from doing your course and what their learning 'journey' was like, or some other aspect of your work's impact.

We have found that both quantitative and qualitative methods are usefully combined in an evaluation approach – some funders will respond better to numbers, while for other funders or audiences, hearing a person's story may be more persuasive.

5.   Top tips for delivering training

If you want to run an employability course, the following are some key points to bear in mind. These may all sound obvious, but they are all things that probably *will* have some bearing on some aspect of your training!

- **Know your learners**

Everything you do in training stems from this question: who are your learners, what are their needs, and how can you support their needs? You might be focussed on a particular group of people, which may help to frame some aspects of your course design and delivery, but you will also need to take the time to understand your learners individually. If you have the chance, a good way of doing this is to put in place some pre-assessment,

where you discuss with each individual where they are at and what they are looking for from working with you. This should give you an idea of what barriers they face, as well as what learning activities will be of most use to them. If this is not possible, or if it proves intimidating for the learner, you can use activities in the first few sessions that will help you assess the learners. This can be done in a way which isn't obvious – e.g. asking learners to fill in a simple form (name, age, etc.) can serve to highlight barriers to literacy.

- **Make sure you have the right staff in place**

In our experience, not everyone can work with young people. Furthermore, just because you have a skill (e.g. presenting a radio show) doesn't mean that you can teach that skill. We therefore strongly believe that just as much time should be spent on staff training/learning when setting up a programme as should be with trainees. Having the wrong staff in place may well lead to a course that will not work – which would have a negative impact on your station's reputation.

- **Deliver the course to be as close to an employment setting as possible**

Ok, you're not actually employing your learners (at least yet!), but if the aim is to build employability skills, course participants will ultimately benefit most if you are holding them to the same level of responsibility as they would have in a job. In running an employability course, you can provide a structured environment which helps to simulate the experience of the workplace.

Time keeping, clothing, language, behaviour: these are all part of keeping a job, and so should be as much part of your employability course as are the formal activities.

SHMU in Aberdeen run a regular 12 week employability course called Positive Transitions. Course participants come in 5 hours per day, 5 days per week – and, as training manager Brian Webb says, during that time "they are my employees." All SHMU trainees refer to the trainee handbook, which is a signed contract between themselves and SHMU.

If you like (and if you have the staff), you can play 'good cop bad cop' i.e. someone to set and enforce clear rules and someone who is more on the trainees' side, attentive to their concerns and needs. This should provide some balance for the trainees: impressing upon them their responsibilities in the workplace, but not enforcing these to the point that they feel overwhelmed.

This approach may not suit all learners; you will need to decide what is the best way to push or nudge your learners forward. In whichever case, there does need to be a way to stretch learners in some way; as Daniel Achim Big Issue North said in putting their Employment FM course together, "It's hard work but that's the point."

- **Keep a balance between fun and serious**

A radio-based employability course is both fun and serious – and needs to have a balance between these to keep it both motivating and productive. As above, you are trying to

model an employment setting, and pushing your learners to develop their skills in a variety of ways. But, in your community radio station, as you are well aware, you have a powerful tool of 'learning by stealth' – where people learn without realising that they are learning. We find that the best courses incorporate plenty of games and activities that build communication skills, confidence, team working, problem solving etc. But it's also necessary to be up front with the learner about why you are doing this and to make explicit to them the skills they are developing in any given activity.

- **Consider whether group work versus one to one support is more appropriate to your learners' needs**

Many people will find a group learning environment intimidating for any number of reasons. You will most probably be working with people who have had negative experiences with school and/or employment, so it will be almost a given that there will be barriers to break down with your learners. Some learners face such acute barriers that they will not be willing to enter a group learning environment. With this in mind, you should consider whether or how you can support people one-to-one – and what this looks like in practice. Some stations have a more lightweight, 'drop-in' or 'ad hoc' employability/life skills programme for people in this category – often with a view to working towards entering their group learning employability programme at some point in the future.

- **There needs to be a clear method for recruitment – sometimes requiring making links with referral organisations**

Terms like 'hard to reach' or 'marginalised' people are used for a reason – you will need either strong referral links, or community networks – and even then, you can't be sure you will get a viable group together.

Recruitment can be a significant challenge – and is not to be underestimated. For example, Standguide, an experienced employability training provider based in Manchester, decided not to recruit for their Employment FM course through their usual pathways. They approached a long list of organisations around Manchester, people in youth centres, even people hanging around Piccadilly Gardens in central Manchester – and, despite this extensive effort, only brought together a cohort of learners after a hard and stressful slog!

- **Be prepared for participants dropping out**

Expect a number of people to either drop out during the course, or not show up in the first place and build this into your planning - particularly if your funding is dependent on course completion numbers, or if you need a minimum number of course participants to run particular activities. Sometimes people are dropping out for the best reasons – i.e. they have found a job! As a guideline, recruit 1.5 times the number of participants – and be prepared on the first day, in case it happens, for them all turning up!

6.   Budgets and costs

When it comes to thinking about money, there are two questions that you may need to answer:
1. how much will the training cost me to deliver (and can I afford it)
2. how much should I charge a partner to deliver a training course

The cost of delivering a course will depend on a number of factors, including:
-   How many staff/trainers are present at each session
-   What training space you need (one or two training rooms, full broadcast studio?)
-   How much work is needed to write or customise your course
-   Whether you pay any allowances to your trainees (e.g. travel) or provide lunch
-   What sort of evaluation you carry out
-   Whether the course is accredited

How much your course will cost you as additional expenditure will depend on how it is delivered, and whether you can use 'in-house' resources or need to pay for additional room space, staff time and equipment hire etc.

If you are charging another organisation for the training, you should try to ensure that all of these costs are covered in full, even if they aren't additional expenditure to you. And you should, ideally, add on an amount to cover your general day-to-day management costs, and include the cost of staff time spent developing the project.

If the project is grant-funded, you can only charge the actual cost of the training to you, you can't make a profit from it. But most grant funders allow you to use 'full cost recovery' – meaning that you can include all associated overheads, such as the allocated cost of space used for training, office costs for staff working on the project, and an allocated proportion of your general overheads. These are the figures shown in the **Cost 1** column of the example budget table on page 15. In this way, grant funding for a specific project can contribute to the running costs of your station. Note that some funders, such as Awards For All, will NOT fund a proportion of your day-to-day running costs. If possible you should apply for grants where full cost recovery is allowed.

If you are delivering training for a partner, you will need to agree a price to charge them. As a general rule, a fair price is how much the training would cost you if all of the required services had to be bought in externally - trainers, room hire etc - even if these are not actually an additional cost to you. Some example figures are shown in the **Cost 2** column of the budget table (page 15). Depending on the project partner, and the extent to which the training helps your station to deliver outcomes that meet your aims, you may decide to charge less than this rate. But you should at least try to cover the actual cost of the training, including organisational on-costs and project development time (Cost 1).

If you are delivering a training contract for a partner or government agency, you can also include a profit element in the price, but you obviously need to make sure that your fee is still affordable or competitive. If you are conducting any evaluation as part of the

training delivery this could be an additional cost (and justify a higher fee) as well. A fairly basic evaluation report can add a lot of value to a project partner.

The budget table on page 15 gives illustrative figures for a 50 hour training course which shows:

- Although the additional cost to you might only be the cost of course accreditation, the actual cost if the training were delivered entirely in-house is £2,720 (Cost 1) in the course example given.

- If you had to engage external agencies to deliver all of the activity, the cost could be as much as £6,300 (Cost 2).

- Cost 2 is ideally the minimum rate you should charge external parties for the course. But if this seems too high for the partner concerned – or if the project is grant-funded - you should at least charge the Cost 1 amount i.e. the actual cost of your staff time and facilities, including a contribution to your running costs.

- A well-resourced partner could well pay more than the higher figure given, particularly if more people are attending the training and if value is added by providing project evaluation.

You might also want to encourage attendance by paying allowances to your trainees for their travel costs and lunch, or simply to attend the course:

Optional beneficiary support costs		
Refreshments	Tea and coffees or lunch	£5/head for 8 participants x 10 weeks = **£400**
Travel expenses	May be needed for some participants to attend	£5 a head/week = **£400**
Training allowance	Could be useful to encourage attendance although there may be issues with benefits payments to participants	As appropriate
TOTAL		**£800**

Example costs of a 50 hour training course (5 hours a week for 10 weeks) with 10 of the training hours delivered in a broadcast studio and an evaluation report provided.

Item	How provided		COST 1	COST 2
	In-house	*External supply*	**Actual cost to you**	**Cost if external supply**
Course development/ customisation	*Station staff deliver in usual hours*	*Engage freelance worker to deliver*	If customising a course, perhaps 10 hours of staff time at £18/hr * = **£180**	Depending on the amount of work involved, this might be part of the trainer's hourly fee
Trainer			50 hrs at £18/hr = **£900**	At least £25/hr, up to say £40/hr - so up to **£2,000**
Training support worker			50 hrs at £15/hr = **£750**	£20-£30/hr - so up to **£1,500**
Project development/ management costs		*Input from station manager still needed even if project delivered by external suppliers*	Maybe up to 20 hrs of station management staff time at £20/hr = **£400**	
Training room hire	*Use own training space*	*Hire room for training*	£3/hr for 40 hrs = **£120**	£25/hr for 40 hrs = **£1,000**
Use of broadcast studio for training and show broadcast	*Use own studio*	*Hire external facility*	Cost of space only = £3/hr for 10 hrs = **£30**	£30/hr for 10 hrs = £300. Could charge more for show broadcast, say £200 for 2 hrs? So up to **£440**
Equipment e.g. recording kit, headphones, computers, projector	*Use own*	*Hire equipment*	Minimal, assuming you own already	Say £10/hr for 40 hrs = **£400**
Evaluation report	*If training support worker present, evaluation material could be collected in sessions, but staff time needed to write evaluation report.*		Up to 10 hrs @ £18/hr = **£180**	Up to 10 hrs @ £40/hr = **£400**
Accreditation	*Additional cost*	*Paid to accrediting body if accredited course*	£20/head x 8 participants = **£160**	
SUB-TOTAL			**£2,720**	**£6,300**
Plus contribution to organisation running costs at say 20% of budget total			£544	£1,260
TOTAL			**£3,264**	**£7,560**

* staff hourly rates include amounts for gross salary, employers' National Insurance and pension contributions, plus an estimated £3/hr for office on-costs

7.   Employment FM course structures and materials

Here we map out some of the courses that were delivered as part of Employment FM. Each course is broken down by length, session structure and accreditation, and each accredited course is linked to its learning outcomes. We have also produced a course builder tool which contains a simplified list of learning outcomes and can be used to map learning activities in one course to those with similar learning outcomes in another course (see below and on the Community Radio Toolkit website).

Employment FM course structures

Course partner	Course length (hrs)	Number sessions	Session timetable	Qualification
Standguide	100	20	5hrs per day, 5 days per week, 4 weeks	BTEC Level 1 Workskills
Reform	100	10 + experience	2 weeks: 6 hrs per day, 5 days per week (60 hrs) 4 weeks: Personalised prog (40 hrs)	Arts Award
SHMU	300	60	5 hrs per day, 5 days per week, 12 weeks	SQAs Level 4/5 in Employability, Radio, Film (plus certs in Digital music, Life skills)
The Grange	75	25	3hrs per day, 1 day per week, 25 weeks	AQA Unit Awards (Entry Level)
Big Life	50	10	5 hrs per day, 2 days per week, 5 weeks	N/a
Manchester PRU	25	8	5 x 2hr tasters + 3 x 5 hr sessions (1 week)	Arts Award
Salford PRU	17	11	1 x 1hr taster + 8 x 2 hr sessions (9 weeks)	N/a

Course builder

As mentioned above, certifying a qualification boils down to evidencing learning outcomes. We have compiled a list of learning outcomes from the qualifications awarded as part of Employment FM – these are in a separate 'Course builder' spreadsheet which can be downloaded from the Community Radio Toolkit.[3]

From the learning outcomes specified by each qualification framework used in Employment FM, we have produced a shorter, more simplified list:

- Understand goal-setting
- Know how to recognise own interests and skills for job roles
- Know how to develop skills for job roles
- Able to prepare a CV
- Know and make use of sources of information about jobs
- Able to prepare a job application
- Able to prepare for a job interview
- Able to answer questions and behave appropriately in a job interview
- Have the skills and knowledge to behave appropriately at work
- Able to work effectively in a team
- Able to communicate effectively

This list can be used to 'map' learning outcomes from a variety of qualifications to this simplified list, which would enable a course to be built around another qualification, or a bespoke course to your own specification.

Example: Standguide course

The Standguide course was built around the BTEC Level 1 Award in WorkSkills (QCF). Three units were chosen – each with one credit – to give a 3-credit Award. Each week was designed around one unit; as it was a four-week course, the fourth week was designed around a further unit which was not assessed (and so didn't make up the credits awarded).

The 3 accredited units were:

- Unit 10: Self assessment
- Unit 5: Searching for a Job
- Unit 7: Preparing for an Interview

The extra unaccredited unit was:

- Unit 16: Positive Attitudes and Behaviours at Work

The learning outcomes for each accredited unit and the associated learning activity are given in the following tables:

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[3] http://www.communityradiotoolkit.net/EmploymentFM

BTEC Level 1 Award in WorkSkills		
Unit 10: Self assessment		
Learning Outcome	**Assessment criteria**	**Learning activity**
Understand personal strengths and weaknesses	Identify own strengths and weaknesses	**Group exercise**: Learners will assess the strengths and weaknesses of their chosen celebrity – any celebrity recently involved in a media scandal such as Jeremy Clarkson, Zayn Malik, Charlie Sheen, Katie Hopkins etc. **Solo exercise**: Learners will then self-assess their own strengths and weaknesses using the outcomes star tool.
	Explain how to improve on areas of weakness	Using Outcomes Star, Learners will identify two strengths, two weaknesses and explain how they could take steps to remedy their weaknesses – including where this course will help as well as where they can take steps themselves.
Understand the importance of recognising personal skills and qualities	Identify own skills and qualities	Solo exercise: Each learner will identify their personal skills and qualities in a self-assessment checklist – "What I have to offer." Each learner to assess their own skills and qualities, where they developed these skills and where these skills might be applied to: Their work, This course, Radio production / the group project, Their personal life.
	Explain how own skills and qualities may be used in work and personal life	In course of above activity, learners will explain how at least 2 skills and 2 qualities may be used in their professional or personal life, this course or their career plans – relating them back to Work Star. Learners will also state which radio roles their skills & qualities would suit and why.
Understand goal-setting	Explain why it is important to set short and long-term goals	Group activity: Long term goals & ambitions discussion – presented & filmed.
	Identify a personal long-term goal	Video diary activity: What are my long-term goals and why? – This will also build confidence and assess verbal presentation skills.
	Identify personal short term goals	Solo activity: Returning to Outcomes Star – action planning. Learners will set themselves short-term goals aimed at supporting their progress towards one of their long-term goals.
	Outline ways to achieve short-term goals	Work Star self-assessment tool - Action Plan: Each learner must identify three short-term goals. The short-term goals should help the learner achieve the long-term goal identified last session. Learners will set themselves a SMART target for each of the three goals – the learners must identify which of the strengths, skills and qualities they have identified this week could help them to achieve one or more of their identified short-term goals.
	Explain how own skills, qualities and strengths may help in achieving short term goals	Work Star self-assessment tool - Action Plan: Each learner must identify three short-term goals. The short-term goals should help the learner achieve the long-term goal identified last session. Learners will set themselves a SMART target for each of the three goals – the learners must identify which of the strengths, skills and qualities they have identified this week could help them to achieve one or more of their identified short-term goals.

BTEC Level 1 Award in WorkSkills **Unit 5: Searching for a job**		
Learning Outcome	**Assessment criteria**	**Learning activity**
Know sources of information about jobs	Outline different sources of information about jobs	Radio activity: Research sources – ways of researching for radio / finding job vacancies – learners will research various Recruitment services: locations of recruitment services e.g. job centres, recruitment agencies, local community noticeboards, advertisements inside or outside shops, offices, restaurants or other places of work, local newspapers and other local publications, national press, internet, self-employment, HR departments of organisations/companies, word of mouth.
	Outline the assistance provided by different recruitment services	**Analysis activity**: Advantages & disadvantages of jobsearch methods. **Project Research**: Introduction of week 2 topic: "Employability: Jobsearch through the eyes of a teenager" – In which learners must discuss what approaches they have tried and how they felt about these approaches, the challenges they faced & how they overcame challenges. Learners will explore a range of ways to present researched information: How to guides, Listiscles, Phone-in-discussions, Panel discussion, Radio drama
Know how to recognise own interests and skills for job roles	Identify own interests and skills for employment	I.T. activity: Learners will use 'Adult Directions' to assess their own interests and skills and provide a breakdown of each, using the results of week 1's skills & qualities activities as a basis. They will identify 'hard' and 'soft' skills from these lists and quantify skills wherever possible.
	Identify potential job roles which match own skills and interests	In Adult Direction activity (above), learners will provide at least two suitable job goals, with appropriate sector research.
Know how to search for job vacancies	Outline relevant information to look for in job adverts for potential jobs	Group activity: Analysis of job adverts – Learners will analyse relevant job adverts to identify key terms, requirements, specifications, details etc, for example how the skills requirements section of a job advert can help them to narrow down their search. Learners will list any of the requirements they could incorporate into their C.V's / Applications.
	Identify appropriate methods to search for potential job vacancies	Research activity: Planning a jobsearch strategy – learners will build a jobsearch strategy based on their job goals, highlighting the most appropriate jobsearch methods for their sector / job goals. Individual activity: Learners will complete targeted C.V.'s / application forms in line with the requirements they have identified in the previous session. Each learner will provide evidence of one job application (job advert and accompanying C.V. & Letter or application form).

BTEC Level 1 Award in WorkSkills **Unit 7: Preparing for an interview**		
Learning Outcome	**Assessment criteria**	**Learning activity**
Know information required to prepare for an interview	Identify the purpose of the interview	Radio group activity: Learners will work as a group to decide on their own show's theme and choose a type of guest/s to interview.
	Outline the key information about the job/placement/course drawing on application information	Workbook task: "What's your interview style?" Learners to watch video clips to analyse and evaluate different interview styles and assess what circumstances each suits. Learners will evaluate job interviews using the same approach to assess employers' objectives during job interviews leading into "What info do I need" activity.
Be able to prepare for interview questions	Prepare answers to questions that might be asked at the interview	Online module: Learners will sit the Standguide job interviews online module.
	Identify questions to ask which show interest in the job, placement or course	Learners will script questions for their radio interview and will identify questions they would ask an employer at a job interview, giving explanations for each.
Be able to plan travel for an interview	Confirm time and place where interview will be held	Project progress: Learners will confirm interview date and time with their interviewee.
	Plan a route and means of transport to arrive on time for the interview	Knowing the area: Learners will establish a meeting point for their interview up to 90 minutes from where they live. They will research transport options using a range of websites: Google maps, AA Route Planner, TFGM, Trainline, Stagecoach, First buses, Ring & ride. Learners will plan travel to an interview 90 minutes away from where they live.

The following table shows how those activities broke down by day during the first week of the course – around the BTEC Level 1 WorkSkills unit 10: Self Assessment.

BTEC Level 1 Award in WorkSkills Unit 10 Activities – Mon-Tues		
Session objectives:	**Activities**	**Outcomes & Assessment evidence**
Monday: 1.1 Identify own strengths and weaknesses 1.2 Explain how to improve on areas of weakness	Group contract, group dynamics, creating an e-mail addresses. **Group activity:** Reflecting on the course **Radio activity:** Style and content – targeting listeners **Group strengths & weaknesses assessment exercise:** Learners will assess the strengths and weaknesses of their chosen celebrity – any celebrity recently involved in a media scandal such as Jeremy Clarkson, Zayn Malik, Charlie Sheen, Katie Hopkins etc. **Solo strengths & weaknesses assessment exercise:** Learners will then self-asses their own strengths and weaknesses using the outcomes star tool.	**Individual progress:** **Outcomes Star self-assessment tool** Using Outcomes Star: Learners will identify two strengths, two weaknesses and explain how they could take steps to remedy their weaknesses – including where this course will help as well as where they can take steps themselves. **Project progress:** Learners will have a basic understanding of radio style and content
Tuesday: 2.1 Identify own skills and qualities 2.2 Explain how own skills and qualities may be used in work and personal life	**Radio activity:** What is community radio? Learners will listen to various radio shows and podcasts to determine differences in approach and style. This will lead into the following activity: "What I have to offer" **Solo exercise:** Self-assessment checklist – "What I have to offer." Each learner to assess their own skills and qualities, where they developed these skills and where these skills might be applied to: • Their work • This course • Radio production / the group project • Their personal life **Introduction of 1st radio segment theme:** "The employability challenges facing young people" – Requiring learners to introduce themselves and discuss their goals and ambitions as well as the challenges they perceive.	**Skills & Qualities Assessment:** Each learner will identify their personal skills and qualities in a self-assessment checklist. They will explain how at least 2 skills and 2 qualities may be used in their professional or personal life, this course or their career plans – relating them back to Workstar. Learners will also state which radio roles their skills & qualities would suit and why **Project progress:** Learners will understand the difference between different types of radio and make informed decisions about how this can inform style and content selection. This will lead to preliminary ideas for radio show content.

BTEC Level 1 Award in WorkSkills Unit 10 Activities – Weds-Fri		
Session objectives:	**Activities**	**Outcomes & Assessment evidence**
Wednesday: 3.1 Explain why it is important to set short and long-term goals 3.2 Identify a personal long-term goal 3.3 Identify personal short term goals 3.4 Outline ways to achieve short-term goals 3.5 Explain how own skills, qualities and strengths may help in achieving short-term goals	**Radio activity** – What can influence your programming style? **Group activity:** Long term goals & ambitions discussion – presented & filmed. **Solo activity:** Returning to Outcomes Star – action planning. Learners will set themselves short-term goals aimed at supporting their progress towards one of their long-term goals. **Video diary activity:** What are my long-term goals and why? – This will also build confidence and assess verbal presentation skills.	**Individual progress:** **Video Diary:** Each learner will give one clear reason why it is important to set short term goals and one clear reason why it is important to set long-term goals. Each learner will identify one long-term goal. **Outcomes Star self-assessment tool - Action Plan:** Each learner must identify three short-term goals. The short-term goals should help the learner achieve the long-term goal identified last session. Learners will set themselves a SMART target for each of the three goals – the learners must identify which of the strengths, skills and qualities they have identified this week could help them to achieve one or more of their identified short-term goals. **Project progress:** Learners will have selected content for their 1st radio show and will have practiced recorded public speaking.
Thursday:	**Content creation & rehearsal** **Group activity:** Learners will work as a whole group to select content and develop ideas.	**Individual progress:** **Project progress:** Learners will have plotted and rehearsed the running order for their 1st recording, tomorrow.
Friday: Recording 1st "As Live" radio session	Recording at All FM, Levenshulme	Learners will record their first 20-minute radio segment: "Employability: The challenges facing young people" – Requiring learners to introduce themselves and discuss their goals and ambitions as well as the challenges they perceive.

SHMU Employability SQA Programme

This table gives an overview of the 12 week SHMU employability & radio programme.

Week		First Session		Second Session
1	1	Induction & initial paperwork (**evaluation**)	2	Team building
2	2	Benefits of Teambuilding exercise / Who am I poster and/or Road Map	3	SMART Goals / Drawing conclusions / Transferable skills etc. / Buzz, Honey & Mumford, VAK
3	4	Planit Plus / My World of Work / Labour market research	5	CV & Cover Letter
4	5	CV & Cover Letter **4-week evaluation / review**	6	Mock Application Form / Where to apply for jobs info **4-week evaluation / review**
5	6	Employer visit / Job applications	6	Employer visit / Job applications
6	6	Job applications	7	Responsibilities of employment / Dealing with work situations / Culture of the workplace
7		Work experience placement		Work experience placement
8	8	Work experience reflection / Interview preparation **8-week evaluation / review**	6/8	Interview preparation / Job applications **8-week evaluation / review**
9	6/8	Mock interviews / job applications	6/8	Mock interviews / Job applications
10	6/8	Mock interview & work placement feedback discussion / Job applications	6	Job applications
11	6/9	Dealing with work situations / Job applications	6	Job applications
12	6	Job applications **12-week evaluation**	6	Job applications **12-week evaluation**

The following table shows how one module of the SQA in Employability is addressed and evidenced across the 12 weeks of the SHMU Employability & Radio programme.

A more complete breakdown of this course – and sample training materials – is given in supporting materials to this handbook on the Community Radio Toolkit.[4]

SHMU Employability SQA Programme

Module - Preparing for Employment: First Steps

Learning Outcome	Tasks/Evidence	Session
Review your own past and present experience. Identify the things you have done in the past which have enabled you to develop skills and understanding. Identify things which you are doing at the moment which are helping you to develop skills and understanding as part of your current programme.	Roles/tasks/skills worksheet (past experience) Poster/Collage to show the skills learned so far in prep for CV creation (present experience) Video doc exploring journey through the course (past and present experience) Personal profiles on early shows of Radio Learning styles/Myers-Briggs style tests	EET Session 1: Transferable skills EET Session 5: Career Planning Radio: Early shows - Research/scripts Video - Documentary
Draw conclusions on how your past and present experience can help you enter the world of work. Think about the skills and qualities you have and think about how they may help you to enter the world of work. Think about the things from your past and present experience which you like doing and which may help you enter the world of work.	Drawing conclusions worksheet Video doc – "what have you got out of the course?" (work specific)	EET Session 5: Career Planning Video – Final documentary interviews
Find out about yourself and the world of work. Identify the things that you want from a job. Identify the kinds of jobs that will fit in with what you want from a job. Identify what you will need to offer to get and keep the jobs that you would like to have.	Type of Job I Want worksheet SMART goal sheet and action plan Planit Plus Careerometer Video doc – "what do you want from a job?" Radio – Employability show (use these topics as part of the show)	EET Session 5: Career Planning EET Session 6: Goal setting/Action Planning Video – Early doc interviews Radio – employability show

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[4] http://www.communityradiotoolkit.net/EmploymentFM

ABOUT EMPLOYMENT FM

Employment FM is a three year project to assess the value of community radio training in improving the speaking and listening skills and employability prospects of young people. Funded by the Paul Hamlyn Foundation and coordinated by Radio Regen, the project has been delivered as a collaborative partnership by a number of organisations based in Scotland and the North West of England.

The project aims to:

- provide evaluated radio and employability training to several groups of mainly disadvantaged young people

- build links between employability providers and community radio stations

- develop models of training and evaluation that can be used to improve employability provision for young people

The project demonstrates that radio training moves young people closer to employment as well as actually into employment. 83% of participants showed significant improvement in their employability skills, and all showed significant improvement in communication skills.

This handbook provides practical guidance to enable community radio stations and partner organisations to deliver similar employability training projects.

"I didn't realise how much they'd enjoyed it until there was a parents' forum and I was stopped by three parents, and they thanked me saying that their children loved the radio station, it's the best thing they do, they talk about it non-stop"

Sangeeta Shakos,
Salford Pupil Referral Unit teacher

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