**Employment FM course structures**

This document gives a breakdown of two course structures used in Employment FM – mapping the learning outcomes of each qualification used, the evidencing process for each learning outcome, and the learning activities used to facilitate these outcomes.

The qualifications used are:

SHMU

* SQA Employability (level 4) (SCQF)
* SQA Radio (level 5) (SCQF)

Standguide

* BTEC Award in Workskills (level 1) (QCF)

**SHMU Positive Transitions Employability & Radio course**

Employability SQA programme

|  |  |  |  |
| --- | --- | --- | --- |
| **Module** | **Learning Outcome** | **Tasks/Evidence** | **Session** |
| Preparing for Employment: First Steps | 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 |
| Building Own Employability Skills | Find information about employment opportunities that may be suitable for you.   * Use sources of information to find out about job opportunities. * Find out what sort of jobs are available. * Find out about employers who may have jobs you would be able to do. | * Tutor observation checklist * Individual or group project – after doing careerometer choose one of the job profiles and research it. Create poster. | EET Session 7: Labour Market research  EET Job search sessions |
| Practice the skills you will need to use to apply for a job.   * Contact an employer. * Fill in a job application. * Prepare a CV. * Prepare for a job interview. * Act as an interviewee in a job interview. | * Tutor observation checklist * Copy of CV * Follow on from project: find relevant job to apply for, complete application, research company, prep for interview and complete mock interview. Could be done in small groups up to point of interview. * Video – Film mock interviews? * Radio – Research preparing for shows (photos and written/typed work) | EET Session 5: CV building  EET Session 9 and 10: Interview – How to and Mock Interviews  EET Job Search sessions  Video – either separate Video session or bring cameras into interview EET session  All radio sessions |
| Responsibilities of Employment | Identify how employers will expect you to behave at work and how they should treat you.   * Identify your responsibilities as an employee. * Identify what employers should do to treat you properly when you are in the workplace. * Draw conclusions about the differences between how you behave in the workplace and how you behave in other places you know. | * Employer expectations group flipchart (photos) * Workplace culture worksheet * Case study worksheets * Employment law/rights project – groups picking issues and doing research project around it. * Radio show based on research from project | EET Session 1  EET Session 4: Workplace culture and Employment Law  Radio – employment law session |
| Identify what might happen to you if you do not act in the way an employer expects.   * Identify what could be unacceptable behaviour in the workplace. * Identify what an employer might do if you behave in an unacceptable way. * Draw conclusions about the consequences for you if you behave in an unacceptable way. | * Case study worksheets * Radio – Broadcast guidelines and law * Candidate handbook | EET Session 4: Workplace culture and Employment Law  Radio – Session one  Course intro session |
| Dealing with Work Situations | Know how to interact with others at work.   * Identify the different types of people you could work with. * Know how to behave towards other people at work. * Know how other people should behave towards you. | * Team work activities - photos * Benefits of group work – flip chart (photos) * Effective communication activities (photos and tutor observations) * Group contract and group dynamics (photos and tutor observations) * Video – both films will show team work in action * Radio – show recordings * Photos from both radio and video sessions | EET Session 2: Working with others  EET Session 3: Effective communication |
| Develop skills you will need to cope with situations you might meet at work.   * Know what to do when you have to discuss with someone else how to tackle a work related issue. * Know how to cope with conflict at work. * Draw conclusions about the consequences for you if you do not deal with situations at work in an acceptable way. | * CAB sessions on Assertiveness built into EET session * Case study worksheets as evidence of knowledge. * Tutor observations from video/radio/EET sessions * Candidate handbook | EET Session 4 – Workplace culture |

Radio SQA - Evidence overview

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Module** | **Evidence** | **Complete** |  | **Module** | **Evidence** | **Complete** |
| Radio Interviewing | Microphone technique |  | Music Programme | Planning clock complete |  |
| Interview prep and practice |  | Music playlist |  |
| Carry out interview |  | Running order |  |
| Audio |  | Audio |  |
| Presenting for Radio | Booklet (Do’s and Don’ts |  | Radio programme | Planning clock complete |  |
| Plans |  | Music playlist |  |
| Mind map |  | Running order |  |
| running order |  | Audio |  |
| Tutor observation |  | Scripting | Complete Radio training booklet |  |
| Diary |  | Show scrips |  |
| Radio Journalism | Original press release |  |
| Copy of Script |  | NOTES | | |
| Audio files |  |
|  | |

Radio SQA - Evidence Checklist by week

|  |  |  |
| --- | --- | --- |
| **Session** | **Evidence** | **Complete** |
| 1. Introduction to Radio   Broadcast Law  Intro to Script writing  Radio Show Jingle | Booklet pages \_\_\_ filled out |  |
| Personal Profile script |  |
| Running Order  Live show CD  Evaluation Diary |  |
|  |
|  |
| Jingle script and recording |  |
| Tutor Observation |  |
|  |
| 1. Technical Operation   Topic planning  Intro to scripting and research  Live show  Show planning  Show evaluation | Photographs |  |
| Booklet pages\_\_\_\_ |  |
| Live show CD |  |
| Show plan – group work paper |  |
| Evaluation sheets |  |
|  |  |
| 1. Radio production and Planning   Presenter Training  Studio Discussion  Live show  Intro to Adobe Audition | Photographs |  |
| Copy of Scripts |  |
| CD - Live show edits of discussions. |  |
| Tutor Observation |  |
| Reflective diary |  |
| Tutor observation |  |
| 4. Interview skills – Plan and organise  Sound recording  Research and Planning  Live show |  |  |
|  |  |
| Interview research and typed up questions |  |
| Photographs |  |
| Reflective diary |  |
| Tutor observation |  |
|  |  |
| 5. Intro to Radio Journalism  Planning and Research  Live show  Adobe Audition | News worksheet |  |
| Photo of group reading and listening to examples of radio news |  |
| Show audio on CD |  |
| Reflective diary |  |
| Tutor observation |  |
|  |  |
|  |  |
| 6. Advanced studio operation  Optional unit – planning  Research and scripting  Live radio show | Photo Graphs |  |
| Planning sheets |  |
| Copy of research and scripts |  |
| CD |  |
|  |  |
| 7. Live Interview prep  Research and Scripting  Live radio show – With interview  Adobe Audition – Edit of show | Scripted questions with introduction |  |
| Cope of research and scripting |  |
| CD and photo |  |
| CD and Photo |  |
|  |  |
| 8. Creating a news bulletin  Radio show Planning  Live show  Editing | News bulletin research and script |  |
| Show clock |  |
| CD |  |
| Photo |  |
| Reflective diary  Tutor observation |  |
|  |  |  |
| 9. Research and scripting  Live show  Evaluate and reflect on live show | Copy of script |  |
| CD |  |
| Evaluation form |  |
| 10. Interviews  Research script and plan radio show  Live show  Adobe Audition | Interview prep sheet |  |
| Copy of research and scripts |  |
| CD |  |
| Photo of editing |  |
| Reflective diary |  |
|  | Tutor observation |  |
| 11. Live show prep  Live show  Optional Unit - completion | Photos |  |
| Scripts |  |
| Optional unit - complete plan, scripts and CD |  |
| Reflective diary |  |
| Tutor observation |  |
| 12. Collate all evidence for SQA  Live show preparation  Last Live show  Optional Unit complete edit | Complete folder |  |
| CD |  |
| Reflective diary |  |
| Tutor observation |
|  |  |  |
|  |  |  |

SHMU Radio course timetable

**Session 1** Introduction to radio course

Radio History/Shmu History/Radio Licenses

Radio Broadcast Law

\*Break\*

Intro to Script writing - Personal Profile

Intro to Planning a show – Running Order

Take part in live show

Record Jingles – show ident and promo

**Session 2** Optional Unit discussion

Technical Operation -Basic Studio 1&2

Topic Planning for 11 weeks

\*Break\*

Intro to Research and scripting for Radio

Supported Live Radio Show

Reflective Diary and planning show for next week (spider gram)

Listen back to some of last week’s show.

**Session 3** Radio production and planning

Presenter Training

Studio Discussions

Beginner research and production

\*Break\*

Beginner Planning

Supported Live Radio Show

Intro to Adobe Audition

Reflective Diary and planning show for next week

**Session 4** Interview Skills

Sound recording

Beginner Adobe Audition

\*Break\*

Beginner researching and production

Supported Live Radio Show

Reflective Diary and planning show for next week

**Session 5** Beginner Interview Skills – plan for live guest

Beginner Research and Planning

\*Break\*

Radio show Planning

Partially supported Live Radio Show

Beginner Adobe Audition – Top and Tailing

**Session 6** Beginner/Advanced studio operation

Optional Unit - selection

Intermediate Research and Planning - encouraged to work as group to plan

\*Break\*

Radio show planning

Beginners Live Radio show

Optional Unit – Planning

**Session 7** Intermediate Interviews – organise and plan for guest in the studio

Intermediate Presentation

Intermediate Research and Scripting

\*break\*

Radio show planning

Beginners Live Radio show

Intermediate Adobe audition

Optional Unit – Research and Planning

**Session 8** Intermediate – Radio show research, scripting and planning

Intermediate - Live Broadcast

\*Break\*

Intermediate – Adobe Audition

Optional Unit –pre-recorded interviews – studio/equipment booked

**Session 9** Intermediate – Adobe Audition - Interview editing

Intermediate - Research and Scripting

Intermediate – Live Show – semi Independent

**Session 10** Advanced –Interview organise and Preparation

Advanced - Radio show research, scripting and planning

\*Break\*

Advanced – Live show – Independent

Advanced - Adobe Audition – CDs

Optional Unit - Studio booking – scripting complete

**Session 11** Advanced –Interview organise and Preparation

Advanced - Radio show research, scripting and planning

\*Break\*

Advanced – Live show – Independent

Advanced - Adobe Audition – CDs

Optional Unit - Recording of show – Studio booking if needed

**Session 12** Advanced –Interview organise and Preparation

Advanced - Radio show research, scripting and planning

\*Break\*

Advanced – Live show – Independent – Course Journey

Advanced - Adobe Audition – CDs

Optional Unit - Complete Edit

**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 table.

|  |  |  |  |
| --- | --- | --- | --- |
| **Unit** | **Learning Outcome** | **Assessment criteria** | **Learning activity** |
| U10 Self assessment | 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. |
| U10 Self assessment | Understand personal strengths and weaknesses | 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. |
| U10 Self assessment | 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. |
| U10 Self assessment | Understand the importance of recognising personal skills and qualities | 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 Workstar. Learners will also state which radio roles their skills & qualities would suit and why. |
| U10 Self assessment | Understand goal-setting | Explain why it is important to set short and long-term goals | Group activity: Long term goals & ambitions discussion – presented & filmed. |
| U10 Self assessment | Understand goal-setting | 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. |
| U10 Self assessment | Understand goal-setting | 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. |
| U10 Self assessment | Understand goal-setting | Outline ways to achieve short-term goals | 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. |
| U10 Self assessment | Understand goal-setting | Explain how own skills, qualities and strengths may help in achieving short term goals | 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. |
| U5 Searching for a Job | 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. |
| U5 Searching for a Job | Know sources of information about jobs | 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 |
| U5 Searching for a Job | 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. |
| U5 Searching for a Job | Know how to recognise own interests and skills for job roles | 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. |
| U5 Searching for a Job | 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. |
| U5 Searching for a Job | Know how to search for job vacancies | 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). |
| U7 Preparing for an Interview | 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. |
| U7 Preparing for an Interview | Know information required to prepare for an 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. |
| U7 Preparing for an Interview | 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. |
| U7 Preparing for an Interview | Be able to prepare for interview questions | 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. |
| U7 Preparing for an Interview | Be able to plan travel for an interview | Confirm the time and place where the interview will be held | Project progress: Learners will confirm interview date and time with their interviewee. |
| U7 Preparing for an Interview | Be able to plan travel for an interview | 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.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Session objectives:** | **Activities** | **Outcomes & Assessment evidence** | **Tutors:** | **Venue:** |
| **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 | SG x 2 | SG |
| **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. | SG x 2 | SG |
| **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. | SG | SG |
| **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. | SG & Radio trainer | SG |
| **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. | SG & All FM | All FM |
| **Unit completed - Unit 10: Self-assessment (1 credit)** | | | | |