

Course Design

Pre-Employment Provision

Welcome!



Course Design for Pre-Employment Provision

We aim to provide basic information about planning and developing courses to meet the needs of learners and potential employers.

In the webinar, we will cover four main points.

- Stakeholders.
- Consultation with learners and employers.
- The curriculum of the future.
- Engaging and motivating learners.

How it works



- I'm Bev and I'll be guiding you through this webinar. If you want to contribute to the discussion, please 'raise your hand' or type a message.
- There will be time at the end for questions.
- There will be set points for you to consider your current practice and to begin planning how you can an appropriate curriculum for potential learners.
- And please bear with us – we're piloting both the materials and the webinar platform!



Designing pre-employment courses requires you to think widely about who will benefit from the courses and how you can best meet their needs.

Your stakeholders will influence, directly or indirectly, what you plan and how you deliver it so it is important to map out who your stakeholders are and to consult with them before running courses.

Ask yourself:

- Who are our stakeholders?
- Do we involve them during the planning process?
- Who are the most important stakeholders and why?
- Do all stakeholders have the same influence?
- What can we do to best meet the needs of all our stakeholders?

Possible Stakeholders



- Potential learners
- Potential employers
- Local communities
- Funders
- Jobcentre Plus
- Delivery and support staff
- Senior managers
- Governors
- Local and national government
- Ofsted
- Other providers, particularly schools

Prioritising Stakeholders



Not surprisingly it's difficult to balance some of the competing interests of your stakeholders but your priorities are:

- to plan on the basis of what learners and employers need and want; and
- to put learners at the heart of planning - even though you may feel like you have to focus on what the funding bodies or inspectorate want!

Consulting with Learners and Employers



Some stakeholders will tell you exactly what they want – usually funders and government agencies.

Some stakeholders might not know what they want – often learners and employers.

Your role is to support the stakeholders who do not know what to ask for to express their needs clearly.

You need to:

- design mechanisms to consult with learners before and during courses; and
- check what has already been offered and whether or not it has worked.

For instance, there is no point offering CV writing if prospective learners have already had this input at school but it hasn't worked. Try to find a new way of providing this so that it addresses the learning needs of your potential group of learners. The best way to do this is to involve existing and/or potential learners in the design of the course, and even the delivery.

Even though this is pre-employment provision you still need to have employers involved and on board so that:

- you know you're delivering the skills they need for their workforce;
- you have relevant, contemporary resources and ideas direct from the workplace; and
- you have potential work placements for learners.

Why consult employers?



If you involve employers in planning and delivering the courses they:

- can help with practical things like simulated interviews or access to resources for specific jobs;
- may want to be involved in supporting community activities which are part of pre-employment provision; and
- help to make your courses more realistic and relevant to learners.

The Curriculum of the Future



What are the big influences on curriculum planning?

- Technology and the knowledge society.
- The global economy.
- Demographic changes.
- Local business and community needs.
- Government initiatives.
- New ways of working.

The likely impacts:

- more learning activities will take place beyond traditional college classrooms;
- technology will be a fundamental part of all jobs;
- more people are likely to be self-employed;
- new skills will be needed in order to enter and function in the workplace; and
- employability skills will require more flexibility and the ability to retrain frequently throughout a career – real lifelong learning.

Where's it happening?



Think about pre-employment learning opportunities.

- Where do they take place?
- Where could they take place?

Can anyone give examples?



Where it happens



Some of the most profound learning takes place when:

- a learner is on their own
- working on a vocational problem with others
- trying out their skills in a work-based situation

So, to address the challenges in the economy and to make best use of technology, we may need to be creative in the way we plan and deliver Pre-Employment opportunities.

Be creative!



Have you considered any of the following?

- Residential community projects – you can immerse learners in the behaviours and attitudes needed to be successful in life and work. This may be really valuable for learners from dysfunctional and chaotic backgrounds who don't have some of the basic building blocks needed to learn or gain employment.
- Targeting non-traditional learners. For example, running access type courses into childcare for young men or engineering for young women. These approaches often attract additional funding and lots of publicity.

Be creative!



Learning Mentors have had a lot of success in challenging environments. Setting up a formal system for all learners to have a named Learning Mentor - someone who has been through the system and now wants to role model positive attitudes and behaviours - is a powerful way of showing commitment to learners and keeping a track on vulnerable learners.

It also provides the Learning Mentor with useful skills and experience to support their own career aspirations.

Be creative!



- **Industry sponsored courses:** some vocational areas have shortages of staff and may be interested in working with you to develop work-placements, training materials or taster activities to give learners a more realistic idea of what specific jobs entail.
- **Enterprise days:** Pre-employment can mean preparing for self-employment so you could offer entrepreneurial training and involve local banks to talk about finance, Chamber of Commerce to give a view on local needs, self-employed people to give a realistic picture of what it takes to be successful.

Your turn



Do you have any examples of things you've already done or things you would like to try out?



Planning to be creative



To support your wider thinking, try using a SWOT Analysis or PEST Analysis

Link this to your consultations with learners and employers to maximise the impact.

Resources are from www.business.balls.com

Engaging and motivating learners



Motivational Dialogue

Fantasticat

Career/New Business Planner

Job Hunting in Tough Times

Active Learning

Resources are from either www.businessballs.com or www.excellencegateway.com

Some principles to help engage and motivate learners



- Listen to your learners – their hopes and dreams for work are relevant and your role is to guide them to be the best they can be.
- Work with your learners to find out their starting point in terms of skills, experience, knowledge and attitudes.
- Set high standards and expect your learners to achieve those high standards.
- Involve the learners in planning what will be covered.
- Use active learning approaches.
- Use real, relevant and recent resources.
- Make effective use of technology.
- Plan with the learner what they will do after the course ends.

Over to you



We've got a little time left now to take comments or questions.