

# DESIGNING AND DELIVERING DIGITAL COURSES FOR NEETS AND UNDER-REPRESENTED GROUPS



**Good practice guide #4 for training providers**  
Part of the Mayor's Digital Talent Programme

## About digital apprenticeship good practice guides

The Tech Partnership is delighted to be working with the Greater London Authority (GLA) to support the Mayor's Digital Talent Programme, on two strands of that programme:

- **Strand One:** aiming to increase the number of women and young people from Black Asian Minority Ethnic (BAME) and disadvantaged backgrounds in jobs that require digital skills, to better prepare young Londoners for digitally-skilled occupations, and to improve the pool of talent available to employers.
- **Strand Two:** co-funded by European Social Fund (ESF), the aim of which is to provide opportunities to young people aged 16 – 24 who are not in employment, education or training (NEET) or at risk of becoming NEET to undertake courses which will enable them to enter digitally-skilled occupations, in particular via apprenticeships or paid internships

This is the fourth guide in the series, commissioned from the Tech Partnership by the GLA to provide training providers with good practice guidance in relation to digital apprenticeships:

1. **Introductory guide to the new digital apprenticeship standards**
2. **Guide to engaging SMEs in digital apprenticeships**
3. **Guide to attracting under-represented groups to digital apprenticeships**
4. **Guide to designing and delivering digital courses for NEETs (people not in employment, education or training) and under-represented groups**

The guides include both generic best practice and best practice specific to digital pathways. They draw on published research, case studies and employer feedback. Links are provided for further reading.

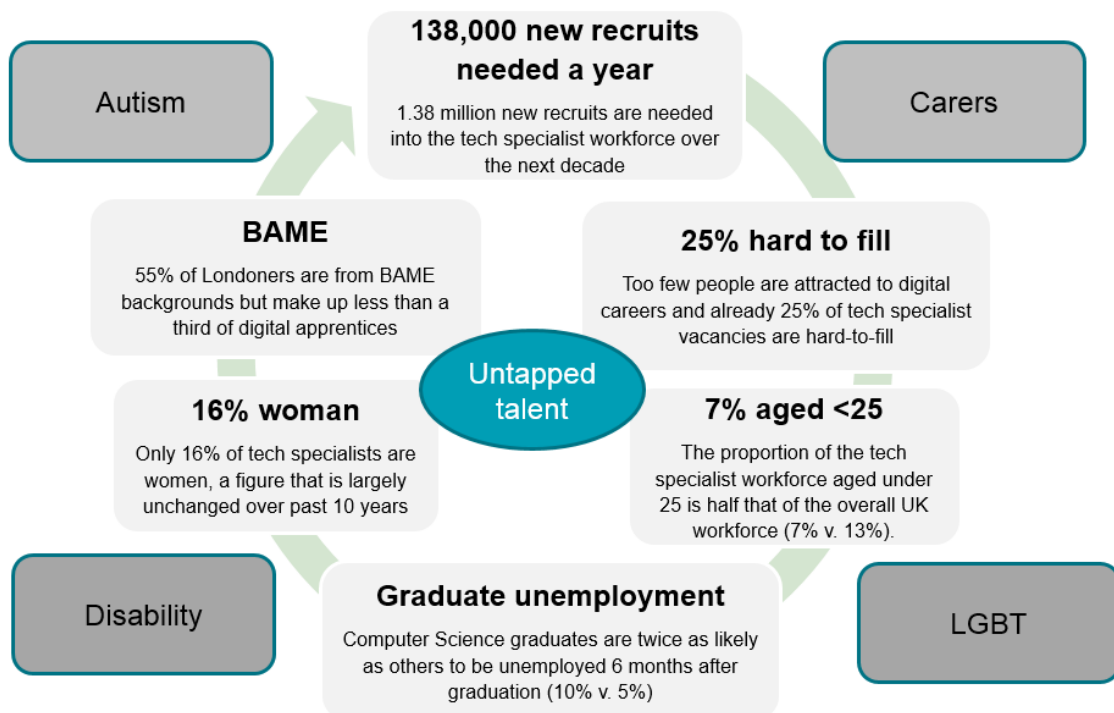
This particular Guide is aimed at training providers who want to develop courses for students who are not yet ready for an apprenticeship or other paid traineeship, to help them become ready.



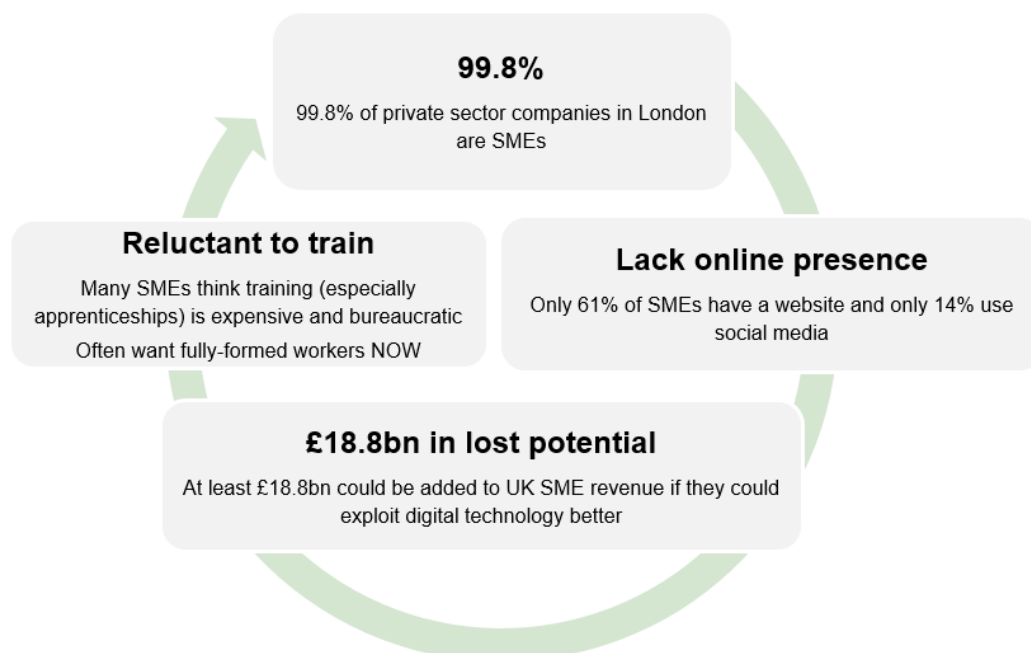
## The opportunity landscape

There are over 300,000 people employed in digital jobs in London and the average salary is £61,808. At the same time, there are severe skills shortages – over 50% of digital businesses say that a lack of digital talent is the single biggest inhibitor to their growth and nearly 25% say that sourcing talent is a ‘major challenge.’ (Tech Nation report, 2017).

Despite this, there are groups who are effectively locked out of opportunities to fill these skills shortages and pursue interesting and well-paid jobs.



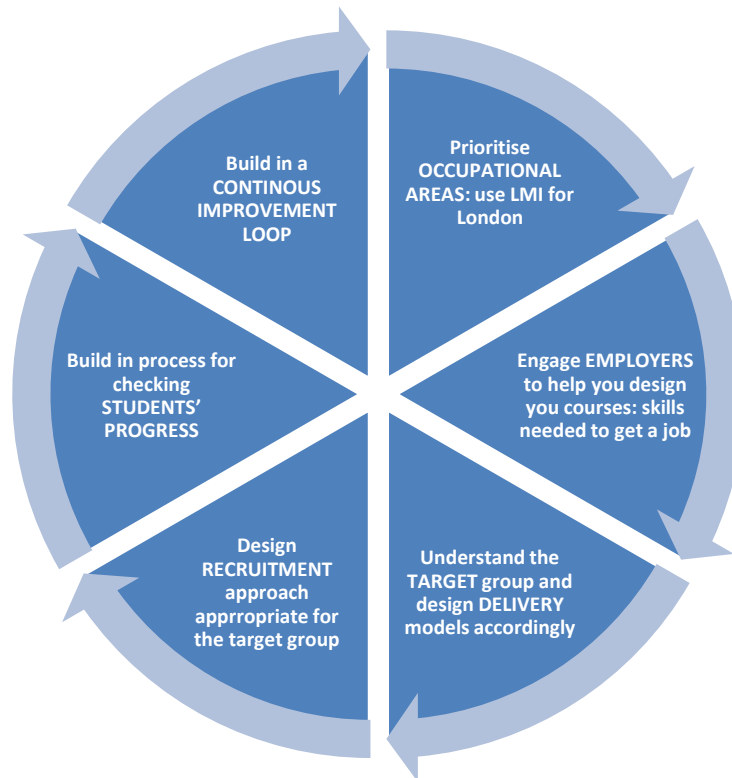
SMEs in particular are struggling to find the skills they need.



The GLA's Digital Talent Programme is designed to address these challenges by contracting training providers to design and deliver training courses to give NEETs (and those at risk of becoming NEETs) and people from under-represented groups the opportunity to train and start a digital career. This Guide draws on the lessons learnt so far from that programme, with the aim of giving the wider provider community in London practical advice on how to succeed in recruiting and retaining these groups for courses and helping them into apprenticeships or other paid traineeships.

## Process design: summary

Evidence from the GLA project shows the benefits of building a process design which starts with building courses based on local labour market intelligence, through to designing a robust continuous improvement loop. This process is illustrated in the picture below and then each element is discussed in more detail through this Guide.



## Prioritise occupational areas – labour market information about apprenticeship opportunities in London

Top digital apprenticeship opportunities in London are in the table below.

| Occupational area    | Typical job roles (when trained)  | Apprenticeship standard available                         | Anticipated number of apprenticeship vacancies per year (in London) |
|----------------------|---|---|---|
| Helpdesk support     | Help Desk Technician, First or Second Line Support, IT Infrastructure Technician, Network Support   | <a href="#">Infrastructure Technician (Level 3)</a>       | 900   |
| Technical sales      | Sales Associate, Sales Consultant, Sales Engineer, Entry Level Customer Support, Technical Retail Assistant, Technical Tele Sales, Junior Account Manager   | <a href="#">IT Technical Salesperson (Level 3)</a>        | 400   |
| Software development | Software Development Technician, Web / Junior Web Developer, Apps / Junior Apps Developer, Mobile / Junior Mobile Apps Developer, Automated Test Developer, Games Developer   | <a href="#">Software Development Technician (Level 3)</a> | 250   |
|                      |   | <a href="#">Software Developer (Level 4)</a>              | 250   |
|                      |   | <a href="#">Software Tester (Level 4)</a>                 | 60  |
| Cyber security       | Cyber Operations Manager, Security Architect, Penetration Tester, Security Analyst, Risk Analyst, Intelligence Researcher, Security Sales Engineer, Cyber Security Specialist, Information Security Analyst, Governance & Compliance Analyst, Information Security Assurance & Threat Analyst, Forensics & Incident Response Analyst, Security Engineer, Information Security Auditor, Security Administrator, Information Security Officer | <a href="#">Cyber Security Technologist (Level 4)</a>     | 250   |
|                      |   | <a href="#">Cyber Intrusion Analyst (Level 4)</a>         | 60  |
| Digital marketing    | Digital Marketing Assistant, Digital Marketing Executive, Digital Marketing Co-ordinator, Campaign Executive, Social Media Executive, Content Co-ordinator, Email Marketing Executive   | <a href="#">Digital Marketer (Level 3)</a>                | 250   |

|                     |   |   |          |
|---------------------|---|---|----------|
| Business analytics  | IS Business Analyst, IT Business Analyst, Business Systems Analyst, Requirements Analyst/Engineer, Business Process Analyst                 | <a href="#">IS Business Analyst (Level 4)</a>                         | 250      |
| Data analytics      | Data Analyst, Data Manager, Data Scientist, Data Modeller, Data Architect, Data Engineer  | <a href="#">Data Analyst (Level 4)</a>                                | 150      |
| Network engineering | Network Technician, Network Engineer, Systems Engineer, Network Administrator   | <a href="#">Network Engineer (Level 4)</a>                            | 100      |
| VFX                 | Artist Runner, Test Runner, Production Runner, Comp Assistant, FX Assistant, Production Assistant, Assistant Technical Director             | <a href="#">Assistant Technical Director (Visual Effects) Level 4</a> | 50 – 100 |
|                     |   | <a href="#">Junior 2D Artist (Visual Effects) Level 3</a>             | 50 - 100 |
| Film and TV         | Broadcast Production Assistant, Broadcast Assistant, TV Production Assistant, Production Secretary, Runner, Production Management Assistant | <a href="#">Broadcast Production Assistant (Level 3)</a>              | 250      |

**PRACTICAL TIP**

**Consider developing courses in those areas above where there are significant apprenticeship opportunities.**

## Engage with employers

Evidence from the GLA programme is that employers will often get involved in inputting to course content on a voluntary basis. The feedback from those employers is that they are committed to supporting the diversification of recruits into their industries and see getting involved in course design as a way of contributing to that aim.

The best involvement came from SMEs who actually recruit apprentices or trainees themselves.

### PRACTICAL TIP

**Target local SMEs, especially those who recruit apprentices themselves, to help you design your courses – this means they can offer fresh insights to you.**

**Focus on the diversity angle when recruiting employers to participate – this is what inspires them to get involved.**

Evidence from the GLA programme also shows that employers are often willing to get involved beyond commenting on technical content of courses.

### PRACTICAL TIPS

**Many employers are willing to be involved in the actual delivery of the courses – it is worth asking them.**

**For the target students, 1-2-1 mentoring is at least as important as classroom learning; within resource constraints, this should be reflected in course design – employers are often willing to provide mentors.**

Employers will often provide support through your course development lifecycle.

### PRACTICAL TIPS

**Develop a course outline – see Annex for a template.**

**Test it with employers (see above).**

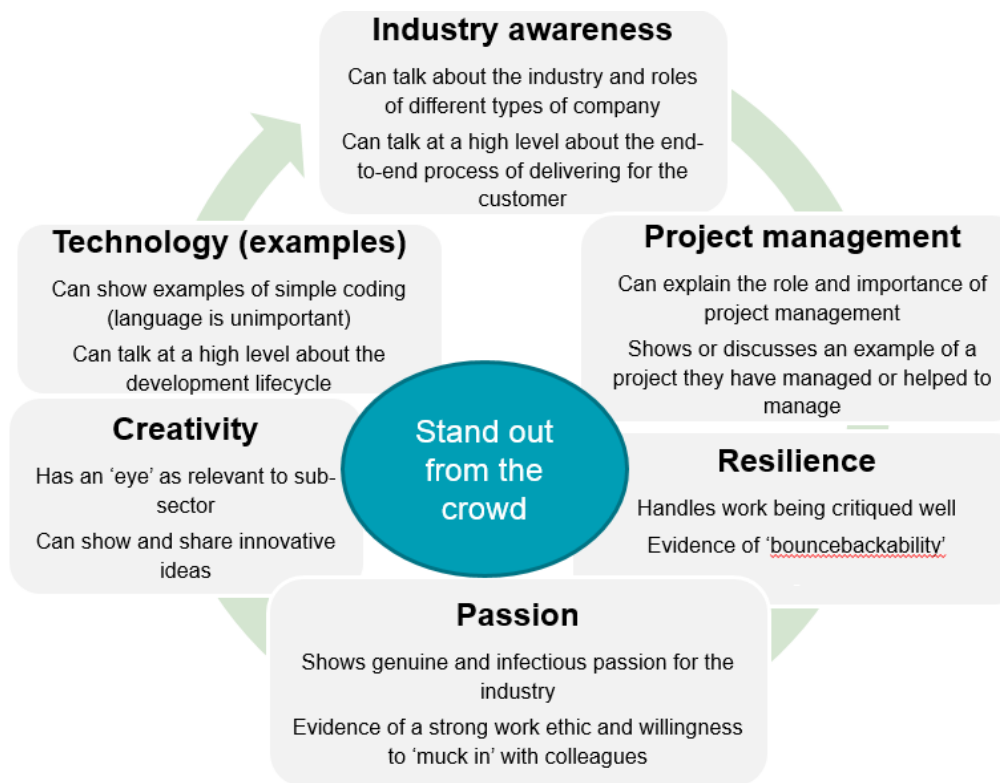
**Refine the course outline in the light of the employer input.**

**Final test with employers.**

**Implement and ask the employers to contribute to the delivery (See above).**

In the GLA programme, employers offered helpful insights in terms the skills and attributes they look for in apprenticeship and traineeship applicants. These are summarised in the picture over the page.





#### PRACTICAL TIP

**It is important to help students gain general work-readiness skills, as well as technical skills.**

The employers also gave broader feedback on the course outlines submitted by the providers for the GLA programme. These included the issues below which you will want to consider in designing your courses.

#### Specialisation versus generalist training

It is important to strike the right balance between giving young people the opportunity to develop skills in the areas that interest them, but without expecting them to specialise too early.

#### PRACTICAL TIPS

**The consensus of employers is that well-designed courses can enable students to gain broad technical skills across digital occupations, equipping them with a good mixture of generalist skills, but with a specialist flavour.**

**Key generalist technical skills the employers identified as important that all students at this level should attain were:**

- **basic project management**
- **very general appreciation of the fundamentals of coding**





### Stretch

Clearly it is important to stretch the students but it is equally important to build in flexibility so that those who might be struggling aren't over-stretched or drop out.

#### **PRACTICAL TIP**

**Think about the scope of your courses.**

**Design in a mechanism for tracking the students' progress from Day One and throughout the delivery.**

### Technical learning versus broader work-readiness skills

Whilst learning technical skills is important, it is at least as important to help the students become work-ready more generally, including developing their confidence and ability to apply for apprenticeship / traineeship jobs. In general, the employers don't expect these applicants to have many skills as such, but they do want to see behaviours and attitudes that inspire them to take the young person on.

#### **PRACTICAL TIP**

**The courses themselves should focus at least as much on work-readiness skills as with technical skills.**

### Technical and other content

Courses don't need to inculcate deep technical knowledge in the students, but rather some more generalist technical skills.

#### **PRACTICAL TIPS**

**Ensure courses include teaching the fundamentals of project management, including a general understanding about some of the methodological options available. Employers don't expect apprenticeship applicants to be able to do sophisticated project management, but they do like them to have a fundamental understanding and to recognise that there are different methodologies which need to be considered.**

**Don't neglect the basics – such as time-management, managing an email inbox, and responding promptly to queries. Employers report these basic skills and behaviours as crucial for entry-level jobs and often lacking in young recruits.**

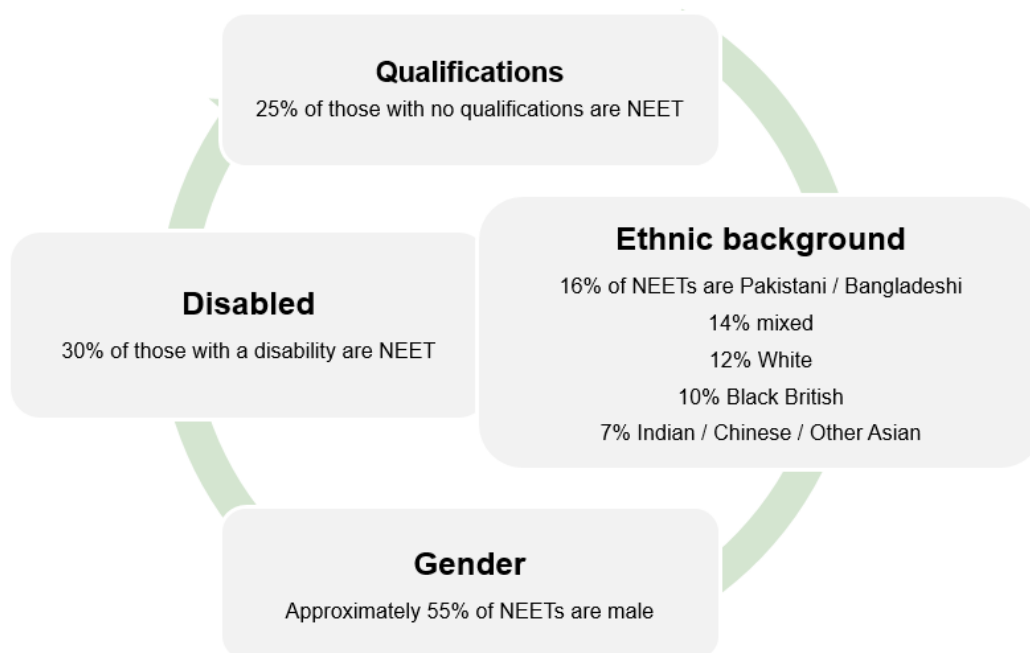
**Where programming is involved, the language is unimportant – the key is to help students develop an understanding of the basics from which they can build.**



## Understanding the target audience and designing courses and deliver models accordingly

To run successful courses and support the young people into work, it is important to understand the challenges that the target group may face and to design courses and delivery models that take those challenges into account.

Of course, each young person is an individual, but there are some typical characteristics that NEETs in particular may exhibit.



Similarly, there are number of risk factors in a young person becoming NEET. Below are the top 6 (source Audit Commission).

| Factor                                  | Increased risk of being NEET for at least six months |
|---|--|
| Been NEET before                        | 7.9 times more likely                                |
| Pregnancy or parenthood                 | 2.8  |
| Youth offender                          | 2.6  |
| Fewer than six months post-16 education | 2.3  |
| Disclosed substance abuse               | 2.1  |
| Responsibilities as a carer             | 2  |

And the evidence suggests there are some key barriers that limit opportunities for NEETS and under-represented groups as shown below.

**Lack of knowledge and understanding about:**

- **what is involved in digital careers**
- **the entry routes**

**Perceptions about whether training and digital jobs are ‘for people like me’  
(compounded by wording in job and training course adverts)**

**Recruitment and selection techniques that disadvantage certain groups**

**Entry requirements: only 50% of pupils from Black and Pakistani backgrounds  
achieve five GCSEs at A\* - C**

**Practical considerations such as travel costs**

**People shut out because courses don’t flex to meet their needs (for example those  
who can’t attend courses during school holidays due to caring responsibilities)**

There are a number of useful reports describing the issues in greater detail.

The DfE 2015 report, ‘Ethnicity, Deprivation and Educational Achievement at Age 16’ in England summarises the trends in achievement of young people from ethnic minorities:

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/439867/RR439BEthnic\\_minorities\\_and\\_attainment\\_the\\_effects\\_of\\_poverty\\_annex.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/439867/RR439BEthnic_minorities_and_attainment_the_effects_of_poverty_annex.pdf)

The TUC’s research, ‘Under-representation by Gender and Race in Apprenticeships’ provides a useful overview of the key barriers:

<https://www.tuc.org.uk/sites/default/files/UnderRepresentationInApprenticeships.pdf>



Reed in Partnership research examines barriers young people face in finding work and makes practical recommendations:

<http://www.reedinpartnership.co.uk/media/174597/young%20people%20and%20employment%20-%20reed%20in%20partnership.pdf>

Prince’s Trust research shows how the most disadvantaged young people are getting digitally left behind

<https://www.princes-trust.org.uk/about-the-trust/research-policies-reports/slipping-through-the-net>

This research and call to action highlights the need to engage more women in digital careers:



Tech Partnership report into girls' attitudes to technology, and the interventions that will make a difference to their future careers:

<https://www.thetechpartnership.com/news-events/news/new-research-my-tech-future-girls-and-technology/>

Tech Partnership research that women make up only 17% of the UK's tech workforce:

<https://www.thetechpartnership.com/news-events/news/tech-partnership-research-shows-the-digital-economy-is-booming/>



BCS & Tech Partnership research showing that numbers of women in IT has remained static:

<https://www.thetechpartnership.com/news-events/>

This article summarises 10 key areas to examine to recruit more women into the workplace:

<http://theundercoverrecruiter.com/tech-companies-recruit-retain-women/>

This website gives some practical examples of what attracts girls to digital roles:

<http://dotdiva.org/educators/messages.html>



There is also a range of practical guides on best practice for recruiting young people:



From the SFA: <https://www.gov.uk/government/publications/apprenticeship-recruitment-employers-and-training-organisations>

From the CIPD: [www.bitc.org.uk/sites/default/files/recruiting\\_young\\_people\\_top\\_tips.pdf](http://www.bitc.org.uk/sites/default/files/recruiting_young_people_top_tips.pdf)

These insights suggest a number of strategies and tactics to recruit and retain these groups on courses – ten good tips are set out below.

## **Ten practical tips for attracting NEETs or people from under-represented groups to digital apprenticeships**

### **1. Review your current practices and performance**

Review your past recruitment campaigns to establish the baseline: which groups applied by gender and ethnic background? Who progressed, who dropped out, and at what stage? If you don't have this historical data, start collecting it as it is only by understanding your current performance that you can identify where you can improve.



### **2. Review your literature and marketing materials**

#### **Illustrate the range and breadth of the roles**

- Many young people do not understand the range of different digital roles nor the variety of entry routes, progression opportunities and salaries available. Ensure your materials excite, enthuse and educate young people about their options.
- Illustrate the various benefits that a career in digital can offer – whether it is working as part of a team, travel or problem solving – rather than just the technology aspects.
- Illustrate the different sectors, sizes and types of organisations that employ people in digital roles - whether small tech businesses, creative businesses, large hospitality groups or charities etc.
- Illustrate the non-tech skills that careers in digital require – business skills, communication skills, interpersonal skills or project management skills.
- Ensure your images reflect the broader nature of the roles and illustrate the non-tech aspects of the role – as well as ensuring a good gender mix and spread of people from different ethnic backgrounds.
- Avoid tech jargon as far as possible when explaining what the job involves. High levels of tech jargon seem to have a negative effect on potential applicants' first impressions of a job, disproportionately so for females.



- Describe the role in terms of the personal characteristics required not just what the role involves, so that young people can self-identify that a digital career might suit them.
- Illustrate what a typical day in the role would be like.
- Show pathways to careers and what the careers entail rather than just job titles.
- Use your apprentices to develop, draft or review your materials.
- Remember that it is important to appeal to parents as well as students, and information about salaries, progression opportunities and the digital jobs market can help to sell the benefits of a digital career.



These websites provide some good examples of how to describe roles:

[http://www.bubble-jobs.co.uk/career\\_portal/digital-career-guides/](http://www.bubble-jobs.co.uk/career_portal/digital-career-guides/)

<https://www.fastcodesign.com/3032719/ui-ux-who-does-what-a-designers-guide-to-the-tech-industry>

#### Use appropriate language

Use accessible language – and language that appeals to young people. Research that asked young people to review the language in job advertisements found that the most attractive words were seen to be *flexible, develop, skills, opportunity, exciting, work, challenging, training*. Three of the most unattractive phrases encountered were ‘*you will be expected*’, ‘*you will be capable of*’, and ‘*can do attitude*’.



Full details of the research can be found at:

[http://www.hestem.ac.uk/sites/default/files/stem\\_language\\_in\\_job\\_adverts\\_final\\_report\\_july\\_2011.pdf](http://www.hestem.ac.uk/sites/default/files/stem_language_in_job_adverts_final_report_july_2011.pdf)

Use gender-neutral language - and be conscious of gender themed words and phrases. Female candidates are often attracted to different things in a job advert than their male counterparts. Many of these words are synonyms and can be interchanged. Using a mixture of both creates a balanced culture open to both genders. Women are more likely to respond to gender-neutral or gender-balanced job advertisements.

A recent study of 4,000 job descriptions and potential applicants found that only using masculine-themed words made job descriptions less appealing to women, compared to descriptions that also used feminine-themed words.

- Masculine-themed words include: active, competitive, dominate, decisive, and objective.
- Feminine-themed words include: community, dependable, responsible, and committed.





More on the findings of the study of masculine and feminine themed words: <https://www.govloop.com/job-description-female-friendly/>

Practical advice on how to make your job adverts and job descriptions female friendly:

<http://www.ere-media.com/ere/you-dont-know-it-but-women-see-gender-bias-in-your-job-postings>

<https://www.govloop.com/job-description-female-friendly/>

<https://www.thetechpartnership.com/news-events/news/new-research-my-tech-future-girls-and-technology/>

### ***The power of language – employers take a lead***

A group of employers including Accenture, Atos, Capgemini, CSC, Fujitsu, HP and Sopra-Steria has drawn together examples of good and bad practice in the use of language in job advertisements.

They identified the following as an example of moving from the bad to good, particularly with a view to attracting more female applicants for apprenticeship vacancies:



FROM: “We are a **dominant** engineering firm that **boasts** many **leading** clients. We are **determined** to **stand** apart from the **competition**.”

TO: “We are a **community** of engineers who have effective **relationships** with many **satisfied** clients. We are **committed** to **understanding** the sector **intimately**.”

And in terms of skills requirements:

FROM: “**Strong** communication and influencing skills. Ability to **perform individually** in a **competitive** environment. **Superior** ability to **satisfy** customers and **manage** the company’s association with them.”

TO: “**Proficient** oral and written communications skills. **Collaborates** well in a **team** environment. **Sensitive** to clients’ needs, can **develop warm client relationships**.”

### **3. Use the appropriate channels**

- Reach out to your potential audiences through the media they use (social media, magazines aimed at young women and BAME communities, local radio, social networking sites).
- Augment your usual recruiting methods by using online forums and communities that cater specifically to your audience. Many of these sites, including the Anita Borg Institute and Girls in Tech, have career boards and job postings are likely to increase the number of female candidates applying to open positions.



- Advertise your opportunities through local community and faith groups and develop regular community engagement activities, reaching out to young people, parents and other key influencers. Engage with community leaders or prominent local business people who can act as ambassadors.
- Partner with organisations who are actively helping disadvantaged young people improve their employability skills and find employment, such as the Prince's Trust, City Gateway, Catch 22, Resurgo, 2<sup>nd</sup> Chance, Street League and Think Forward.
- Role models are great for promoting real life experiences from their communities/ culture/ gender. By using 'people like them' under-represented groups feel that they will not be alone in the workplace. It can often help if the role models are similar in age to them so that they appear relevant. Use your existing apprentices or recent alumni to engage in local outreach activities and to act as ambassadors.
- Hold open days or informal events, hosted by your apprentices, to encourage young people to come and find out more.

#### 4. Review your entry requirements

Research has shown that 96% of employers prefer mind-set to skill set when recruiting.

Review your entry requirements: do your employers really want them to have GCSEs, or is it more important they have the right aptitude and attitude?

The majority of young people are digital natives and use technology in their day to day lives, so select entry requirements that focus on their digital abilities and interests, their motivations and their aspirations rather than their qualifications.



#### 5. Use strengths based approaches to assessing and selecting candidates

The UKCES *What Do Employers Want* report shows that the critical attributes employers look for in recruits is not qualifications but good personality and attitude.

Review your selection and assessment process to reflect what your employers are really looking for. Relying on qualifications, CVs and traditional application forms and tests may not identify what employers really want, and may also be inadvertently disadvantaging some young people.

Consider using strength-based assessment processes which focus on whether the applicant has the natural strengths needed for the job. Strengths-based interviews seek to discover whether the candidate would be naturally good at the role, love doing it and be energised by it.

Explore other influences and information that is not based on work experience or qualifications. Delve into their interests, hobbies and motivators to understand who they are as a person, what attributes and transferable skills they could bring to the business. Give young people



opportunities to tell you what they want to achieve and to illustrate positive capabilities such as resourcefulness, commitment and self-belief that they have demonstrated in other contexts.

Common questions include “what do you enjoy doing?”, “what is it you enjoy about x?”, “what do you like doing most”, “what would you do even if you did not get paid”, “what gives you the biggest buzz?” and “what excites you?”

Tips for strength-based assessment include:

- Gather data on the role, and the company values, to help you set the strengths -based selection criteria.
- Use the criteria to design job descriptions, person specifications and marketing materials – as well as the interview questions and assessment processes.
- Try out the assessment processes and interview questions with people who are in the role, assessing both high and low performers, to ensure the processes and questions are testing what they are supposed to be testing.
- Use realistic assessment exercises that reflect what the role typically requires.
- Note how the applicants answer the questions as well as what they say.

These articles give practical overviews of strengths based recruitment:



<http://www.hrzone.com/engage/customers/the-emerging-practice-of-strengths-based-recruitment>

<https://jobs.theguardian.com/article/strengths-based-job-interviews-what-are-they-and-how-do-they-work-/>

## 6. Help applicants do their very best at interviews

- Provide as much information in advance as possible, including the practicalities such as who they should ask for at reception and what form the interview will take.
- Be open about the recruitment process, what the stages are and the expectations during those stages. Be clear about the selection criteria.
- Ensure that the atmosphere, culture and venue for their interview makes them feel comfortable and could see themselves as 'belonging'.
- Ask existing young employees and apprentices to act as ushers during the interview process to encourage young people to ask questions they may not feel confident enough to ask the interviewer.
- Give them a tour of the office and introduce them to colleagues they'd be working with.
- Begin the interview with an informal chat to put them at ease and encourage them to be more open.
- Take time to provide honest and constructive feedback – to help them build on what they did well, and learn from those areas where improvement is needed.



## 7. Provide support

For those employers recruiting using apprenticeships, it is worth noting that retention rates for digital apprenticeships are higher than for most apprenticeships. However, retention rates of young people from under-represented groups can be improved by a number of practical actions:

- Give new apprentices a buddy or a mentor, ideally someone only slightly older or slightly more experienced than them so that they feel they can ask advice freely.
- Ensure you can bring in or signpost to specialist support agencies as appropriate – whether to help with benefits, housing or personal counselling, to make it as easy as possible for the apprentice to deal effectively with any problems, while not jeopardising their employment or training.
- Offer one-to-one coaching and peer networking so that apprentices can get extra help if they are struggling.
- Build in early opportunities for the new apprentice to succeed, perhaps with a short course or specific project. Short term achievements are a great way to get under represented and disengaged young people starting their digital careers. Short courses, with clear entry and exit points, can help a young person test something out without feeling that they are putting all their eggs into one basket.
- Build in opportunities to review, recognise and reward key steps on the journey so that the apprentice builds confidence and feels they are progressing.
- Provide opportunities for would-be apprentices to try things out before committing – whether by offering short work experience, short courses, work shadowing, engaging with existing apprentices, or through webinars and talks.
- Offer blended and flexible delivery so that apprentices can undertake training regardless of any personal circumstances which would otherwise make it difficult for them to commit.
- Embed employability support throughout the programme, so that the apprentice is increasingly confident.
- Offer opportunities to develop entrepreneurial skills – not just as valuable life skills, but recognising that a lot of young people are attracted to running their own business at some stage in the future.
- Develop a learning community allowing your apprentices to meet regularly to learn from each other and to support each other.
- Build peer networks, including creating or signposting to online networks. Young women in particular may benefit from an online tool, such as [huddle.net](#), where female apprentices can communicate with each other confidentially during their



apprenticeship. Collaborate with other local companies and training providers to link female apprentices together. Look for forums in your area / sector that support a diverse membership and make information available to all new apprentices.

- If a young person does drop out or withdraw from their employment or training, keep in touch, and make it easy for them to reengage when they are ready.

## Further reading

The following references provide more general background:

Outstanding support for disadvantaged learners, Roots and Shoots Limited, Ofsted 2012 - this report is over three years old, but still has useful content:

[www.gov.uk/government/publications/outstanding-support-for-disadvantaged-learners](http://www.gov.uk/government/publications/outstanding-support-for-disadvantaged-learners).

Helping the Inbetweeners: ensuring careers advice improves the options for all young people, Barnardos, 2013:

[https://www.barnardos.org.uk/news/Careers\\_guidance\\_services\\_are\\_failing\\_young\\_people/latest-news.htm?ref=91825](https://www.barnardos.org.uk/news/Careers_guidance_services_are_failing_young_people/latest-news.htm?ref=91825)

Breaking Down Barriers to Learning and Work for Young Adult Careers, Learning and Work Institute 2016:

<http://www.learningandwork.org.uk/our-thinking/news/breaking-down-barriers-learning-and-work-young-adult-carers-carers-week-2016>



Using behavioural insights to address the under-representation of apprentices from BAME backgrounds. May 2015. Learning and Work Institute:

<http://www.learningandwork.org.uk/>

The Skills Crunch, The Princes Trust 2014:

<https://www.princes-trust.org.uk/about-the-trust/research-policies-reports/research>

Abandoned Ambitions, The Princes Trust 2103:

<https://www.princes-trust.org.uk/about-the-trust/research-policies-reports/research>

Exploring the engagement of STEM SMEs with education: Key Findings Research Summary, NFER STEMNET 2012:

<https://www.nfer.ac.uk/publications/SMES01>

Employers and the recruitment of unemployed people: an evidence review, UKCES 2011

## Annex A: course outline template

### [XXX] draft Course Outline [Name of Provider]

***Please use the following template to prepare a rough outline of your course delivery. The draft Course Outline will be used as a discussion tool with potential future employers.***

***Employers will outline the skills that they are looking for in employees and provide feedback on the potential employability of your graduates.***

#### Overview

This is a [X]-week course that has been developed with [list the industry partners/FE/HE etc you are working with].

It will include [XX] hours of learning which will be:

- [A] hours' classroom learning
- [B] hours' online / self-study
- [C] hours' 1-2-1 mentor support
- [D] hours' paid internship
- [Any other components of your course]

By the end of the course, the 'graduate' will have developed the business and technical skills and be able to demonstrate the behaviours and attitudes needed to apply for junior-level jobs requiring them to:

- [Insert the key skills that your students will graduate with]

*For example, the key skills for a digital marketing course may be:*

- *Design, develop and implement web content for a business containing linked pages and dynamic features using standard web development approaches*
- *Create an appropriate social media presence to enhance a business presence*
- *Manage and develop existing online presence, including web content and simple databases, to meet business objectives.*

#### Entry Requirements

There are no formal entry requirements and we will recruit and retain students from who are currently NEET or at risk of being NEET.

#### Business Competencies (BC) Modules

[Please outline the core business competency modules that your course will include].

*For example:*

##### BC Module 1 – Digital Business Objectives

- *Ability to explain an organisations' business objectives, including the products, service offerings, markets and organisational structure to remain competitive*
- *Demonstrate the ability to identify the brand and values of a business and how these are portrayed to the different types of audiences*



- *Ability to explain the role of digital technology, and in particular the web and social media presence, in contributing toward achieving the objectives of a business and its different departments*

#### BC Module 2 – Implementation and Design

- *Demonstrate and understand the different types of Websites e.g. Personal, Mobile Device, blogs, informational, E-commerce*
- *Be able to contribute to the planning of the life cycle of a website for maximum business performance*
- *Contribute to a project plan for the design, development, implementation, optimisation and testing of a business website*
- *Contribute to the design of a specification for a website appropriate to the business needs*
- *Construct a project plan for the design, implementation, and optimisation of social media to meet the needs of a particular business*

#### BC Module 3 – Digital Security

- *Understand the importance of business data and of data privacy legislation, the role of analytics in providing business information, and the relationship between databases and management systems for the capture, storage and reporting of effective data*
- *Understand and implement the fundamentals of website and social media security*
- *Explain the key benefits and risks arising from the use of websites and social media in a specific business*

### **Technology Competencies (TC) Modules**

[Please outline the core technical competency modules that your course will include].

For example:

#### TC Module 1 - Web

- *Design, develop, implement and test at least two different types of web content for a business website*
- *Optimise website deployment for mobile devices (e.g. smartphones and tablets)*
- *Demonstrate how website design maximises the user experience and interaction*
- *Apply graphics to create relevant artwork for inclusion on web pages using standard tools*
- *Implement a range of relevant social media tools for a business environment (e.g. LinkedIn, Facebook, Twitter)*

#### TC Module 2 – Social Media

- *Understand and implement Social Media Optimisation for a business*
- *Understand and implement Search Engine Optimisation to maximise the use of a business website*

#### TC Module 3 – Data and Analytics

- *Create and connect simple databases for data capture for digital marketing purposes*
- *Perform basic analytics and reporting of web traffic and social media activity to optimise the productivity and performance of the website*
- *Understand and explain how to maintain and reconfigure web and social media content on an ongoing basis aligned to changing business needs*



## Behaviours and Attitudes

[Please outline the behaviours and attitudes that you will expect the students to demonstrate].

*For example:*

- *Is able to demonstrate that they have mastered basic business disciplines including ethical behaviour and business etiquette*
- *Demonstrate timeliness and focus when faced with distractions and the ability to complete tasks to a deadline with high quality.*
- *Demonstrate competency in questioning and active listening*
- *Make concise, well-structured verbal presentations which take into account the audience viewpoint*
- *Communicate effectively in producing professional customer/audience focussed text copy for the web and social media to achieve the desired business outcomes (e.g. to raise awareness of new products and services)*
- *Understand and be able to work both independently and as part of a team*
- *Give and receive feedback constructively, demonstrating how it is incorporated it into the individual's own development*

## Assessment

Assessment will be completed through:

[Please outline the assessment you intend to include in your course]

*For example:*

- *The compilation of a digital portfolio which will showcase the learner's best work (supervised and supported by the training provider and industry partners).*
- *A project the learner will complete (also supervised and supported by the training provider and industry partners).*
- *An interview in which the learner will explain how they went about their portfolio and project work. This should also help the student practice for job interviews.*

## Certification

The learner, on successful completion of the course, will be awarded a suitable certificate which may include:

- A certificate from the training provider (possibly co-branded with the Tech Partnership and GLA)
- Any accredited modules and/or badges that the learner acquires during the programme

In addition, as mentioned above, each learner builds a digital portfolio which will showcase their best work and which they can show to employers.



## Delivery programme

This is a six-week programme, as set out below.

|                                       | Week One | Week Two | Week Three | Week Four | Week Five | Week etc                            |
|---------------------------------------|----------|----------|------------|-----------|-----------|-------------------------------------|
| Module name                           |          |          |            |           |           |                                     |
| Skills and knowledge attained         |          |          |            |           |           |                                     |
| Behaviours and attitudes demonstrated |          |          |            |           |           |                                     |
| Deliverable                           |          |          |            |           |           | e.g. full digital portfolio created |

