

# BA1 Radio Training Strategy

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## Introduction

This document sets out the strategy for training and development within BA1 Radio. We're aiming for a comprehensive training strategy that will ensure quality and structure for all volunteers.

## Training Outline

At BA1 Radio we want to have a clear and structured approach to our training. Our training will encompass both radio broadcasting and soft employability skills. This means that the training programme needs to offer both technical training in radio equipment as well as more classroom style workshops for presenting and interviews.

Training will be structured in 2 different ways. For each job role, there will be training that can be undertaken to advance in that role or skill. We call these modules. Many modules make up a level. For roles there will be levels which show your progression as you complete modules. Some roles like a presenter will require you to complete modules or reach certain levels before you can undertake the voluntary position. An example of this structure can be found in Appendix 3.

### Modules

Modules are training sessions or projects focused on a subject or skill. They should have a list of activities that will be covered and key outcomes from the module. Modules should also aim to have a duration to them for easier planning. For some, the duration may depend on a trainees progress. For some trainees, the module may take more time to complete or need to repeat in order to complete them. In some cases, modules may need to be measured over a longer time span like weeks or months.

Modules should indicate whether there are prerequisites and if they are optional or mandatory for certain roles. Some modules can be "specialist" or "masterclass" where they are led by someone with extensive industry background or accreditation. These masterclass modules could be in interviewing, public speaking, voiceovers, journalism and much more. They should not be a mandatory session for roles and will be infrequent compared to other training sessions.

Modules will be designed as lesson plans, using a similar format to conventional lesson plans used in education.

### Levels

Each role within the station should have levels of modules. These levels help to define a path of progression for volunteers that want to improve their skills and progress in the role. Levels also act as a guide for how advanced a volunteer may be and what they can assist with. For example, the role of producer might have 3 levels. Achieving level 3 could indicate that the volunteer can produce many shows or take on larger events or interviews.

## Certifications

Certifications will be given for volunteers who complete training. Certifications help to acknowledge the work that the volunteer and appreciate the commitment that is being made to the organisation. Certificates will be given for levels completed and masterclass modules. Each certificate will show what has been completed to achieve it and signed off by the lecturer and chairman.

In future, there is ambition from the board to gain accreditation for the training delivered. This could mean that the training has a UCAS points value, or be assigned levels of learning. Links are being established with local educational providers to assist with this work in the future.

## Module Plans

Modules will be planned using a template (example shown in appendix 1). The module plans are based of lesson plans that would be used in traditional educational establishments. They set out the intended outcomes of the module, the requirements before undertaking the module, resources needed and a rough timeline of the session. There is also an area for homework, but this should be casual and not a mandatory part of the module. With longer, project-based modules the module timeline will include activities that need to be completed.

With masterclass modules, each industry expert may have their own way of teaching and have their own ideas of what they would like to teach. Masterclass modules will have a plan that sets out the basics that should be taught, how the teacher chooses to do this is up to them.

## Approval process

For modules to become official and training to begin they need to be approved. This approval process (Appendix 2) begins by distributing the module plan and its resources to at least 3 people. One of these needs to be an industry expert in a field related to the training. A further meeting will be held with the volunteers to gather more feedback and work on a finalised version.

Once a finalised version of the module has been completed, a test run of the training will take place. For smaller hour-long modules, this may be with a group of volunteers who have already surpassed the training level. For longer project-based training, a review will be taken with volunteers at the end to gather feedback and ways to improve training for next time.

Once a test run has been completed, the module can be added to the training website and opened up to all volunteers.

## Appendices

### Appendix 1 – Example Module Plan/Template

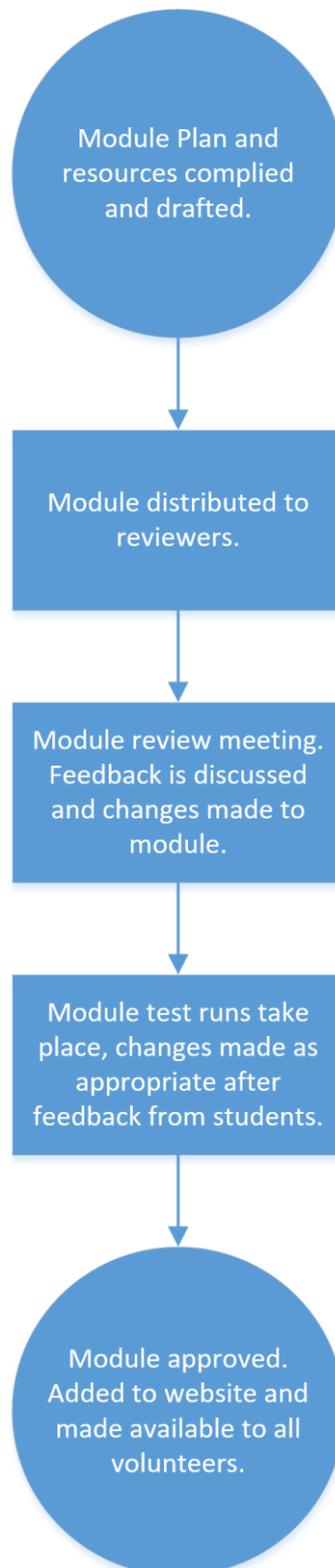
<b>Skill/Level:</b> Presenter/1	<b>Duration:</b> 1 hour 30 mins
<b>Module Title:</b> Intro to Presenting	<b>Mandatory:</b> Yes <b>Prerequisites:</b> None
Aims of module:	
Module outcomes:	Understand
Assumed prior knowledge:	None
Resources needed:	Example of Ofcom investigation. Audio clips of show formats.
Assessment/Measure:	
Soft Skills covered:	

#### Module Plan

Time	Activity/Exercise	Resource needed
0:00	Welcome & Intro to presenter training and the path ahead	
0:10	Talk about aims of this module	
0:15	Read through broadcasting code of conduct Finish with an example, with students discussing what they think OFCOM decided.	Copies of broadcasting code of conduct. Example of past Ofcom case.
0:45		
0:55	Go over studio equipment and what each bit does.	
1:05	Go over myriad and how it works and what it does.	Audio clips of show formats.
1:25	Review show formats. Chat shows, music based, games, with and without other presenters.  Finish session with discussion of some ideas for students own shows.	
Module homework:	Research and think of own show ideas.	

## Appendix 2 – Module Approval Process

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## Appendix 3 – Example Presenter Role Tree

