

Unit 13: Job Opportunities in Creative Media

Unit reference number: J/601/2177

QCF level: 1

Credit value: 4

Guided learning hours: 40

Unit aim

The principal aim of this unit is for learners to gain knowledge of working in a media industry by exploring job opportunities across the creative media sector.

Unit introduction

The creative media sector includes a wide range of different types of company and job roles.

It is important that those who are thinking about working in the creative media industry should understand what types of jobs are available, what those jobs involve, and how they might be obtained.

In this unit, learners will explore conditions of employment and the qualifications and skills required for different jobs in the sector. Learners will have the opportunity to set realistic short- and medium-term goals for their career pathway in media.

Essential resources

Centres should develop and maintain their own library of resources containing up-to-date information on the creative media sector.

Learning outcomes, assessment criteria and unit amplification

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria	Unit amplification
1	Know job opportunities in the creative media sector	1.1 Identify at least three jobs in different industries of the creative media sector	<ul style="list-style-type: none"> • General job roles: e.g. management, creative, editorial, technical, research, financial, organisational, administrative • <i>Film and TV industry</i>: e.g. presenter, animator, art director, director, producer, autocue operator, boom operator, lighting technician, camera operator, editor, Foley artist, production assistant, grip, runner • <i>Web design and multimedia industry</i>: e.g. multimedia design, multimedia production, web developer, photo imaging, applications developer, animator, scriptwriter, Search Engine Optimisation (SEO) specialist, programmer, quality assurance tester • <i>Radio and music production industry</i>: e.g. recording engineer, producer, studio assistant, booker, studio manager, editor, service and maintenance, mastering engineer, studio administration, reporter, interviewer, researcher, script writer, presenter, studio assistant, programme scheduler, volunteer • <i>Print and advertising industry</i>: jobs, e.g. researcher; graphic designer; layout artist; photographer; journalist; copywriter; subeditor; editor; printer; production coordinator; print finisher; publisher • <i>Games design industry</i>: e.g. 3D modeller, animator, artist, audio engineer, designer, scriptwriter, level designer, programmer, games tester
		1.2 Describe at least three different job roles in the creative media sector	

Learning outcomes		Assessment criteria	Unit amplification
2	Know terms and conditions of employment within the creative media sector	2.1 Describe the terms and conditions of employment for at least three selected jobs in the creative media sector	<ul style="list-style-type: none"> <i>Work patterns:</i> self-employment; hours of work; shift work, e.g. early starts, late finishes, night work, weekend work, bank holiday work; irregular work pattern; flexitime; days off during week; annual leave <i>Pay:</i> pay patterns, e.g. weekly, monthly, salary scales, increments on completion of job <i>Benefits:</i> types of benefit, e.g. pension, bonus, overtime, training/professional development; non-PAYE
3	Know about the qualifications and skills needed for jobs in the creative media sector	3.1 Identify qualifications required for at least three selected jobs in the creative media sector	<ul style="list-style-type: none"> <i>Qualifications:</i> essential; desirable; general qualifications, e.g. GCSEs, GCEs, diplomas; work-based qualifications, e.g. NVQs; vocational qualifications, e.g. Pearson BTEC qualifications, apprenticeships; practical qualifications in, e.g. moving and lifting, first aid; higher qualifications e.g. degree
		3.2 List skills required for selected jobs in the creative media sector	<ul style="list-style-type: none"> <i>Skills and qualities:</i> personal qualities, e.g. organising self, ability to interrelate with others; work-related skills, e.g. communication, teamwork, problem solving, self-management
4	Be able to plan how to start work within the creative media sector	4.1 Plan to start work within the creative media sector	<ul style="list-style-type: none"> <i>Career planning:</i> personal skills audit, own abilities, interests, values, personal qualities, lifestyle, constraints <i>Finding out about jobs:</i> career pathways; experience requirements; methods, e.g. websites, Connexions, careers fairs, trade journals, people, e.g. family, friends, tutor <i>Making plans:</i> consider options; realistic short-term goals; medium-term goals

Information for tutors

Delivery

Tutors delivering this unit have the opportunity to use a wide range of techniques, including presentations, seminars, practical workshops, external trips and guest speakers. Additional learning resources include journals, videos, DVDs, case studies, learner presentations and group work.

The tutor could start delivering the unit by inviting guest speakers working in different jobs across the creative media sector. Learners could prepare questions to ask speakers about their job roles and conditions of employment.

Learners may be able to visit different media organisations and interview or work shadow an employee. On return to the centre, learners could create a leaflet to include information about the job role and conditions of employment as a factsheet for other learners to follow.

Videos and case studies can be used to help learners understand the range of job roles in the sector.

In groups, learners could complete web-based research into job roles in different settings and departments in media organisations, and then report back to the rest of the group.

For learning outcome 2, learners could work in groups and use the local and national press and the internet to find a variety of job advertisements and list the work patterns, pay and benefits advertised.

The opportunity to analyse real job descriptions, covering a wide range of jobs in the media sector, would help learners to understand the similarities and differences between the work patterns, pay and benefits of different jobs in the sectors.

Learners could be grouped with those who are interested in similar jobs to complete web-based research into the qualifications, skills and qualities required for their preferred jobs in the sector and then report back to the rest of the group. Learners may use PowerPoint or flipcharts to present this information.

Learners could discuss their career intentions with an advisor, or access careers advice from LearnDirect to help them begin their career plan. The need for goal setting and the difference between long- and short-term goals could be explored through a question and answer session.

Learners at this level may need support in completing a personal skills audit and identifying and setting long- and short-term goals for themselves for learning outcome 4. This may be achieved through one-to-one discussion or tutorials.

Outline learning plan

The outline learning plan has been included in this unit as guidance.

Topic and suggested assignments/activities
Introduction to unit and structure of the programme of learning.
Tutor-led discussions on job opportunities in: <ul style="list-style-type: none">• film and TV industry• web design and multimedia industry• radio and music recording industry• print and advertising industry• games design industry.
Visit by careers advisers.
Visit by professional/s in media sector.
Tutor-led discussions and worksheets on: <ul style="list-style-type: none">• working patterns• pay and benefits• qualifications, skills and qualities.
Introduction to research assignment.
Small group research on internet and newspapers/journals – learners select one of the above and gather information about the following: <ul style="list-style-type: none">• range of jobs• working patterns• pay• benefits• qualifications• skills and qualities.
Small-group presentations of information on selected media industry.
Personal skills audit, one-to-one guidance discussing opportunities and making plans.
Portfolio building, feedback and improvement.

Assessment

The assessment criteria for this unit can be combined into one assignment task as a plan to start work. This may take the form of a loose leaf folder.

To meet assessment criterion 1.1, learners will need to identify three different jobs from different industries in the media sector, this could include the following industries:

- film and TV
- web design and multimedia
- radio and music production
- print and advertising
- games design.

To meet assessment criterion 1.2, learners could select three jobs from one sector, or across the media sectors, for example a television studio, an advertising agency, a hospital radio station, and describe a total of three jobs in the selected setting/s.

To meet assessment criterion 2.1, learners could select three jobs from one sector, or across the media sectors and compare the work patterns, pay and benefits. These could be the three jobs selected for assessment criterion 1.2. This could be presented in the format of a chart.

For assessment criteria 3.1 and 3.2, learners will need to give details about the skills and qualifications required for three jobs from one sector, or across the media sectors. These could be the three jobs selected for assessment criteria 1.2 and/or 2.1.

The career plan required for assessment criterion 4.1 requires the learner to undertake a personal skills audit and identify their interests. This could be recorded using a pro forma.

Learners will need to provide evidence of their research into possible jobs in the media sector. This may be evidenced with leaflets, downloads from websites, discussions with the class group, tutors or careers advisers.

The career plan should identify one medium-term goal and two short-term goals.

Learners could produce evidence in the form of worksheets, workbooks, blogs or personal career development plans.

Suggested resources

Books

BFI Film and Television Handbook (published annually by the British Film Institute)

Branston G and Stafford R – *The Media Student's Book, Fourth Edition* (Routledge, 2006) ISBN 978-0415371438

Wallus J – *The Media (Look Ahead: a Guide to Working in)* (Heinemann Library, 2001) ISBN 978-0431094878

Websites

www.businesslink.gov.uk	Business Link – provides local and regional business links and practical advice for businesses
www.direct.gov.uk/en/youngpeople	Advice for young people, including careers advice
www.learndirect-skills.co.uk	Learndirect – advice on courses and training
www.mediaweek.co.uk	Mediaweek – media news, comment and blogs
www.media-match.com/jobtypes/	Media-Match – recruitment website job descriptions.php for the media sector, gives job descriptions for different roles
www.nebpn.org	National Education and Business Partnership network
www.skillset.org/careers/	Skillset, the Sector Skills Council for the media sector – advice on careers in the sector