

# Unit 12: Understanding the Interactive Media Industry

<b>Unit code:</b>	<b>L/600/6686</b>
<b>QCF Level 3:</b>	<b>BTEC National</b>
<b>Credit value:</b>	<b>10</b>
<b>Guided learning hours:</b>	<b>60</b>

## ● Aim and purpose

This unit aims to give learners an understanding of organisational structures and employment opportunities in the interactive media industry. Learners will look at how to prepare personal career development plans and material. The unit also covers contractual, legal and ethical obligations and regulatory issues.

## ● Unit introduction

The interactive media industry is hard to define due to its rapid growth and overlap with many other industries. The Skillset census of 2006 indicated that the industry then employed around 50,000 people in the UK, making it the largest industry in the creative media sector. The industry creates a wide variety of multimedia content for the internet, computers, kiosks, mobile phones, DVDs, digital television, media players and other emerging technologies.

In addition to developing skills for a specific role within the industry, individuals also need to have an overview of the structure of the industry and be aware of how their role interacts with that of others. The expanding interactive media industry consists of many different types of business each requiring individuals with multi-disciplinary skills. Businesses range in size from self-employed individuals working from home to large corporate organisations with thousands of employees. Much of the work done is for other organisations and is arranged through contracts or sub-contracts often as a result of a tender process.

The success, survival and development of businesses in the interactive media industry depend not only on creative and technical skills but also on a wider understanding of the professional practices essential to working in the industry. Learners must understand that projects involve a number of individuals and are bound by technical, financial, legal and regulatory constraints. They also need to understand the different organisational structures which operate at a local, national and global level, and gain an understanding of employment opportunities, job roles and professional development in the industry.

## ● Learning outcomes

### On completion of this unit a learner should:

- 1 Understand the organisational structures and job roles in the interactive media industry
- 2 Understand current market trends within the interactive media industry
- 3 Understand contractual, regulatory and ethical obligations in the interactive media industry
- 4 Know about employment opportunities in the interactive media industry
- 5 Be able to prepare personal career development material.

# Unit content

---

## 1 Understand the organisational structures and job roles in the interactive media industry

*Organisational structures:* industry sectors; types of company; internal company structure and departments

*Job roles and responsibilities:* organisational areas, eg creative, technical, editorial, marketing, managerial, administrative, legal, financial; job types, eg multimedia design, multimedia production, web developer, photo imaging, applications developer, analyst, content strategist, information architect, animator, scriptwriter, search engine optimisation (SEO) specialist, usability specialist, 3D modeller, programmer, quality assurance tester; level of responsibility, eg team member, lead, producer, management; working patterns (office hours, irregular hours, hot-seating, freelance, fixed-term contract, staff)

*Skill sets:* creative; design; technical; business; entrepreneurship; managerial; marketing

## 2 Understand current market trends within the interactive media industry

*Market trends:* products and services; research and development; product diversity; product development cycle; profitability of product range; measure of performance against financial concerns; vision of organisation; objectives and plans of organisation; licenses and franchises; competitors; customers; organisation's attitude to risk; current international and national market trends, eg development of Web 2.0, marketing in virtual worlds

*Industry trends:* property rights; sequels; discount sales; comparison with industry benchmarks, outsourcing; mergers and acquisitions

## 3 Understand contractual, regulatory and ethical obligations in the interactive media industry

*Contractual:* types of contract; format holders (licensors, naming conventions, look and feel); negotiating contracts; non-disclosure agreements; commissioning processes; costing; scheduling; time management; risk management; subcontracting; outsourcing; working to a brief; penalties

*Regulatory issues:* access; consumer choice; freedom of information; censorship; ownership; taste and decency; regulatory requirements; compliance; copyright; trademarks; intellectual property; accessibility; implications of franchising; licensors; health and safety policy; legal requirements, eg privacy law, copyright law, intellectual property rights, libel, Obscene Publications Act 1959, Video Recordings Act 1984, Employment Equality (Age) Regulations 2006; standards, eg Worldwide Web Consortium (W3C) accessibility standards; regulatory bodies, eg Office of Communication (Ofcom), Trading Standards, Press Complaints Commission (PCC), Advertising Standards Authority (ASA), The Mobile Entertainment Forum (MEF), The International Visual Communication Association (IVCA), internet Service Providers' Association (ISPA), internet Watch Foundation (IWF), Search Engine Marketing Professional Organization (SEMPO), regulation by internet service providers; self regulation

*Professional bodies:* British Interactive Multimedia Association (BIMA); British Computer Society; British Web Design and Marketing Association; UK Web Design Association; Association of Web Design Professionals; professional body codes of practice

*Ethical:* policies and procedures; ethical requirements; social issues and sensitivities, eg representation of gender, representation of religious beliefs; emerging social concerns and expectations; cultural issues and language

#### 4 Know about employment opportunities in the interactive media industry

*Employment opportunities:* full-time; part-time; freelance; shift work;

*permanent; temporary; multi-skilled; voluntary; casual; hourly paid; piecework;*

*recruitment (careers advice, trade fairs, national press, trade press, personal contacts, networking, word of mouth, internet)*

*Methods of recruitment:* eg national press, trade press, internet, word of mouth, personal contacts, internal promotion, networking, trade fairs

*Transferable skills:* personal attributes, eg knowledge and skills, commitment, efficiency, reliability, attendance and punctuality, self-presentation; functional skills (ICT, Mathematics, English); time management; personal responsibility

*Professional development:* further education and training, eg full-time, part-time, foundation degrees, bachelor degrees, master degrees; work experience; training on the job; skills analysis (personal skills, technology skills, training needs, personal development plan); continuing professional development; sources of information, eg Skillset, Creative and Cultural Skills, trade unions, careers services

#### 5 Be able to prepare personal career development material

*Presentation for employment:* portfolio; showreel, eg CD, DVD; personal website; curriculum vitae (CV); letters of application; interviewing skills; presentation skills; self-presentation (linguistic codes, dress codes, interpersonal skills); references

## Assessment and grading criteria

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 for a pass grade describe the level of achievement required to pass this unit.

Assessment and grading criteria		
To achieve a pass grade the evidence must show that the learner is able to:	To achieve a merit grade the evidence must show that, in addition to the pass criteria, the learner is able to:	To achieve a distinction grade the evidence must show that, in addition to the pass and merit criteria, the learner is able to:
<b>P1</b> describe organisational structures and job roles in the interactive media industry with some appropriate use of subject terminology [IE]	<b>M1</b> explain organisational structures and job roles in the interactive media industry with reference to detailed illustrative examples and with generally correct use of subject terminology	<b>D1</b> comprehensively explain organisational structures and job roles in the interactive media industry with reference to elucidated examples and consistently using subject terminology correctly
<b>P2</b> describe current market trends in the interactive media industry with some appropriate use of subject terminology [IE]	<b>M2</b> explain current market trends in the interactive media industry with reference to detailed illustrative examples and with generally correct use of subject terminology	<b>D2</b> comprehensively explain current market trends in the interactive media industry with reference to elucidated examples and consistently using subject terminology correctly
<b>P3</b> describe contractual, regulatory and ethical obligations in the interactive media industry with some appropriate use of subject terminology [IE]	<b>M3</b> explain contractual, regulatory and ethical obligations in the interactive media industry with reference to detailed illustrative examples and with generally correct use of subject terminology	<b>D3</b> comprehensively explain contractual, regulatory and ethical obligations in the interactive media industry with reference to elucidated examples and consistently using subject terminology correctly
<b>P4</b> describe employment opportunities in the interactive media industry with some appropriate use of subject terminology [IE] [RL]	<b>M4</b> explain employment opportunities in the interactive media industry with reference to detailed illustrative examples and with generally correct use of subject terminology	<b>D4</b> comprehensively explain employment opportunities in the interactive media industry with supporting justification and elucidated examples and consistently using subject terminology correctly

Assessment and grading criteria		
To achieve a pass grade the evidence must show that the learner is able to:	To achieve a merit grade the evidence must show that, in addition to the pass criteria, the learner is able to:	To achieve a distinction grade the evidence must show that, in addition to the pass and merit criteria, the learner is able to:
<b>P5</b> prepare personal career development material using basic formal language. [RL]	<b>M5</b> prepare carefully produced personal career development material using generally correct formal language.	<b>D5</b> prepare personal career development material to a quality that reflects near-professional standards consistently using correct formal language.

**PLTS:** This summary references where applicable, in the square brackets, the elements of the personal, learning and thinking skills applicable in the pass criteria. It identifies opportunities for learners to demonstrate effective application of the referenced elements of the skills.

<b>Key</b>	IE – independent enquirers CT – creative thinkers	RL – reflective learners TW – team workers	SM – self-managers EP – effective participators
------------	--	---	--

# Essential guidance for tutors

---

## Delivery

This unit is intended to give learners an overview of the key facts and issues they need to be aware of as professionals working in the interactive media industry. Where possible it would be useful to make contact with media organisations and professionals and to encourage learners to be active in making contacts for themselves.

In addition to tutor-led sessions, lectures, discussions and whole group activities, sessions might adopt the vocational approach by allowing learners to form teams in order to carry out their learning. A team approach to the unit content would reinforce the professional context and endorse 'professional practice' from the outset in terms of consistent attendance, punctuality and team responsibility. This team approach would also create opportunities for learners to share tasks, hold meetings, set agendas and keep minutes. They could also undertake specific roles within their team and then rotate the roles, reflecting on and recording their experience of leading meetings, and liaising with outside bodies and professionals. Centres are encouraged to make use of guest speakers from the interactive media industry and arrange visits to local businesses where possible. To keep up to date with developments in the industry it would be useful for learners to attend trade shows and events organised by local companies. Subscriptions should be made to some of the many good publications available in print and online. The Skillset website is a good source of information, news and statistics with a section dedicated to interactive media.

Learners should be encouraged to investigate the organisational structures and current market trends relating to a range of businesses in the interactive media industry, in terms of both size and sector. This could be achieved by using case studies for local businesses or learner presentations of their research into the structure of companies. Learners could be encouraged to work in teams with each team allocated a different type and size of business.

To learn about the different job roles and employment opportunities within the interactive media industry it may be appropriate to use role play (teams may be appropriate with individuals allocated a role and a task). Learners must be encouraged to read the relevant press to keep up to date with the knowledge and skills required in this sector. This will enable them to understand that they must develop the range of skills which employers are looking for. Where centres are able to make contact with relevant organisations for the purpose of work experience learners will have opportunities to provide evidence for achievement of this outcome and also to update their work-based skills.

Formal lectures and independent study will be the main methods for teaching contractual and legal obligations and regulatory issues. Visiting speakers can add that air of authority in addressing these issues. Advantage should be taken of the websites of the regulatory and professional bodies, and learners should be encouraged to debate ethical issues in class and develop personal views. These personal views could be tested in questioning at conferences, in individual email communication or written communication with industry professionals. Professional magazines and trade journals will allow a study of topics currently debated within the industry.

This unit is designed to be of direct and immediate relevance to each learner's future career, so a practical approach is to be promoted wherever possible. All learners should be encouraged to analyse their personal attributes and to develop an appropriate action plan for personal development. This action plan should be regularly reviewed and used to help learners produce a personal development portfolio which could be offered to prospective employers and higher education institutions in support of planned career moves. Learners must treat the preparation of their personal development material seriously if they intend to work in this demanding industry. Such material may be best presented as a comprehensive portfolio. There should be regular group discussions on current trends identified in the professional press. Individual learners should learn

and practise independence of thought and how to argue strongly held views whilst respecting the rights of others to hold contrasting viewpoints.

## Outline learning plan

The outline learning plan has been included in this unit as guidance and can be used in conjunction with the programme of suggested assignments.

The outline learning plan demonstrates one way of planning the teaching and assessment of this unit.

Topics and suggested assignments and activities
Introduction to unit and unit assessment.
Lectures and discussions: organisational structure of the interactive media industry.
<b>Assignment 1 – Working in the Interactive Media Industry</b> Learners receive a commission to prepare pages for a careers website on organisational structures and job roles in the interactive media industry to advise those seeking to enter the industry. Working individually learners will: <ul style="list-style-type: none"><li>• undertake research to find case studies relating to organisational structures</li><li>• develop content for web pages</li><li>• produce web pages.</li></ul>
Talk by and discussions with a guest speaker from the industry on current market and industry trends.
<b>Assignment 2 – Current Market and Industry Trends</b> Learners receive a commission from an employer in the interactive media industry to research current market trends. Working individually learners will: <ul style="list-style-type: none"><li>• undertake research into market trends</li><li>• undertake research into industry trends</li><li>• prepare a presentation</li><li>• give presentation.</li></ul>
Talk by and discussions with a guest speaker from the industry on contractual, regulatory and ethical obligations.
<b>Assignment 3 – Contractual, Regulatory and Ethical Obligations</b> Learners receive a commission to prepare pages for a careers website to advise people seeking to enter the interactive media industry about the contractual, regulatory and ethical obligations that apply to this industry. Working individually learners will: <ul style="list-style-type: none"><li>• undertake research to find case studies relating to contractual, regulatory and ethical obligations, and regulatory issues</li><li>• investigate professional bodies and their place within the industry</li><li>• develop content for web pages</li><li>• produce web pages.</li></ul>
Talk by and discussions with a guest speaker from the industry on employment opportunities and requirements.
Group review of newspapers and websites carrying job advertisements.
Lectures and discussions on creating personal career development material.

## Topics and suggested assignments and activities

### Assignment 4 – Career Development

Working individually, learners will:

- undertake research and create portfolio of employment opportunities
- identify skills, attitudes and qualifications relevant to employment in the interactive media industry
- write report on employment and career opportunities
- prepare employment application material in response to those opportunities
- prepare DVD of own work
- add research log, report and application material to DVD.

Unit learning and assessment review.

## Assessment

### Evidence for assessment

Evidence for achievement of all the learning outcomes of this unit is likely to comprise presentations and reports describing structures, issues, trends and obligations, along with logs, portfolios and blogs demonstrating personal development planning.

More innovative approaches might be chosen. For example, learners could provide content for a website explaining legal and contractual issues to recruits to the interactive media industry, or to undergraduates on an interactive media degree programme. Learners must prepare career development material which might take the form of a promotional website or DVD.

Presentations must be recorded for the purposes of internal and external verification.

For some elements of this unit, and for some learners, a formal viva voce assessment might be appropriate. When more than one learner in a cohort is assessed in this way care must be taken to ensure that all learners are asked equivalent questions, and that all are given equal opportunities to expand or clarify their answers. Interviewers must also ensure that questions are not phrased in such a way as to provide or suggest an answer. Formal vivas should be recorded for the purposes of internal and external verification and at least 50 per cent of such assessments must be internally verified.

### Application of grading criteria

When applying the grading criteria, tutors should follow the advice given below. Please note that any examples of evidence given here are indicative only. This advice is not exhaustive and the examples need not specifically be included in a learner's work in order for that learner to achieve the exemplified grade.

#### Pass

To achieve a pass grade, learners must achieve all the criteria at pass level. For each of the criteria learners must present evidence that addresses each italicised sub-heading of the content for the learning outcome.

P1: learners will give accurate and substantially full descriptions of major organisational structures and job roles in the interactive media industry. Their descriptions will be relevant though limited in depth. Learners at this level will discuss only basic, easily found examples. For example, a learner might write, 'The interactive media industry gets bigger every year covering an increasingly wide range of specialist areas. Interactive media is the largest of the audio-visual industries in the UK worth around £2 billion. Approximately 50,000 people work in interactive media with salaries starting around 15K.'

P2: learners will give accurate and substantially full descriptions of current market trends in the interactive media industry. Their descriptions will be relevant though limited in depth. Learners at this level will discuss

only basic, easily found examples. For example, a learner might write, 'A couple of years ago the use of virtual worlds like Second Life was growing in popularity and many organisations were including it in their marketing plans, however it is now reported that usage is dropping.'

P3: learners will accurately and for the most part fully describe the most readily observable contractual, legal and ethical obligations. Their work will reveal a basic but accurate grasp of important concepts. A learner might note, for example, 'Web developers must not break copyright law. They must not use ideas or images that they did not think up themselves. ...' Or, 'When designing a website, a designer must ensure that content and web links to other sites are suitable for the target audience.'

P4: learners will carry out basic research into the range of employment opportunities and job roles. Coverage will be limited with no indication of how job roles often overlap and interconnect, or without an understanding of the increasing need to be multiskilled across the sector. In dealing with professional development learners will not show an understanding of the ways job roles evolve and develop, or of the need to constantly update knowledge and skills. Descriptions of different opportunities for professional development will be basic and it is likely that learners may not go beyond what they have been told by their tutors or the findings presented by other learners.

P1, P2, P3 and P4: evidence will show a basic understanding of technical terminology but learners will generally be unsure about this vocabulary and will make fairly frequent mistakes when they do use it.

P5: Learners will have prepared the most basic of personal career documents – a basic CV containing information on the skills and education they have achieved, and a showreel of work to date – indicating little appreciation of matching their skills to the needs of the industry and only the most elementary preparation of plans for a career in the interactive media sector. Learners will be able to create an application letter for a specific post indicating some matching of their skills to the needs of the job. When expressing themselves formally in writing, learners' skills will be basic, typically with frequent errors of spelling and punctuation and occasional lapses in grammar and syntax.

## **Merit**

To achieve a merit grade, learners must achieve all the pass and all the merit grade criteria. For each of the criteria learners must present evidence that addresses each italicised sub-heading of the content for the learning outcome.

M1: learners will describe and address organisational structures and job roles in some depth, and will refer to well-researched and appropriate examples. When discussing job roles, a learner might write, 'The web developer of *Website X* would need to have both creative and technical skills to design and implement the user interface fully. The creative skills make the interface aesthetically appealing and link to the company's products. The technical skills make the site functional by implementing interactive and data handling features.'

M2: learners will show good understanding of current market trends, revealing consideration of how or why the issues mentioned have importance. A learner might write, 'Research from *Website X* indicates that the number of global wireless subscribers is set to approach 1.8 billion by 2006, with penetration in developed markets exceeding 80 per cent. It is likely that the high bandwidth services being made available will mean that voice will be replaced with entertainment, interactive content and commerce in the second half of this decade. This will open up a whole new market for the interactive media industry.'

M3: learners will show good understanding of contractual, regulatory and ethical considerations, revealing consideration of how or why the issues mentioned have importance. When explaining these matters a typical response might be: 'Most material on the web is copyright to the creator and users would have to seek permission, and often pay, to use it. This is not always the case and some individuals and groups agree to allow others to freely use their content, as is the basis for Creative Commons'

M4: work on employment opportunities will show clearly where in the industry particular employment opportunities lie, using examples well to illustrate this. Where learners are focusing on professional development they will be able to express some of the difficulties and obstacles facing professionals in juggling

employment demands with the need to update their knowledge and skills. Typically, there will be a clear appreciation of the fact that networking and meeting people in the industry often consumes a considerable amount of time and financial resources.'

M1, M2, M3 and M4: learners will describe and address issues in some depth, and refer to well-researched examples, showing a good understanding of the topics and an ability to relate their understanding to the selected examples. Learners will use technical vocabulary for the most part correctly, but may make mistakes or be unsure about usages at times.

M5: the career development material will be thorough, will be methodically presented, and some care, thought and personal reflection will be evident throughout. When expressing themselves formally in writing, learners' skills will be sound with typically few lapses in grammar and syntax, though there might be some errors of spelling and punctuation.

### **Distinction**

To achieve a distinction grade, learners must achieve all the pass, all the merit and all the distinction grade criteria. For each of the criteria learners must present evidence that addresses each italicised sub-heading of the content for the learning outcome.

D1: when discussing job roles, a learner might write, 'The web developer working for Company X would need to have both creative visualisation skills and technical skills in CSS to design and implement the user interface fully. They would work as a part of a team of three designers who, while answerable to a senior design executive, would be expected to work on their own initiative and justify their decisions. They would however have little liaison with the client as this would be done by the senior design executive and sales account handler.'

D2: a learner might write concerning market trends, 'The move towards digital TV on demand is entering a new phase with a host of new players entering the marketplace and offering streaming and download services not only on TV and PC, but also for mobile devices and games consoles. This could open up a whole new market for broadband services in the UK and continues the trend towards convergence of technologies. Increased competition will drive prices down and it was recently reported that Amazon Video on Demand in the US are likely to offer HD episodes of current major TV series for \$2 each (approximately £2) with no subscription necessary'

D3: the full implication of legal and ethical obligations will be made clear through the considered choice of examples used. A learner might note, 'With the development of sites such as YouTube encouraging content creators to use them to host their work the situation in respect of copyright is often unclear. Some site owners have tried to take content copyright away from its creators. In 2009 Facebook changed its terms and conditions to require users to "grant Facebook an irrevocable, perpetual, non-exclusive, transferable, fully paid, worldwide license ... to use, copy, publish, stream, store, retain, publicly perform or display, transmit, scan, reformat, modify, edit, frame, translate, excerpt, adapt, create derivative works and distribute (through multiple tiers), any User Content." This was widely reported in the press and caused a backlash from users leading to Facebook's reverting to the original wording and explaining, "Facebook does not assert any ownership over your User Content.'" Standards and regulatory issues will be explained with a similar thoroughness. For example, a learner may explain web accessibility issues relating to W3C with reference to their impact on both web designers and users.

D4: learners will carry out extensive and independent work when looking into employment opportunities. They will be able to critically assess these opportunities by presenting arguments based on their contact with professionals and also their research from a wide range of resources. For example, when looking into the opportunities for a particular job role learners will be able to present justifications and supporting arguments which look at the pros and cons of this kind of work. Similarly, when demonstrating their understanding of professional development, learners will be able to weigh up the need to learn new skills against the difficulties of maintaining workflow.

D1, D2, D3 and D4: learners will justify the points they make, providing reasons for their explanations, and making clear their depth of knowledge and understanding of how the well-researched examples they provide illustrate their arguments. They will have sought carefully to find that complex example which illustrates their point exactly, and then will make fluent, confident comments which develop the points made. They will draw out of an example precisely what it is about it that exemplifies the point it illustrates. Fuller and more extensive explanation, better application of examples, and provision of argument to support points made, will discriminate between this grade and the merit. Technical vocabulary will be secure and used correctly and confidently at all times.

D5: learners will produce well-considered career development material, with mostly complete action plans for future career achievement. These learners will be able to relate their understanding of job roles to their personal career path, identifying their skill gaps, suggesting action plans to rectify, and showing how their personal skills can best be used in the industry. When expressing themselves formally in writing, learners' skills will be good with typically quite complex sentence structures, very few grammatical errors and infrequent errors in spelling and punctuation.

### Programme of suggested assignments

The table below shows a programme of suggested assignments that cover the pass, merit and distinction criteria in the assessment and grading grid. This is for guidance and it is recommended that centres either write their own assignments or adapt any Edexcel assignments to meet local needs and resources.

Criteria covered	Assignment title	Scenario	Assessment method
P1, M1, D1	Assignment 1 – Working in the Interactive Media Industry	Learners are commissioned to prepare pages for a careers website on organisational structures and job roles in the interactive media industry.	<ul style="list-style-type: none"> <li>• Research log.</li> <li>• Completed web pages.</li> </ul>
P2, M2, D2	Assignment 2 – Current Market Trends	Learners receive brief from employer in the interactive media industry to research current market trends in the industry.	<ul style="list-style-type: none"> <li>• Research log and documentation.</li> <li>• Presentation slides, speaker's notes and handouts.</li> <li>• Recording of presentation.</li> </ul>
P3, M3, D3	Assignment 3 – Contractual, Regulatory and Ethical Obligations	Learners are commissioned to prepare pages for a careers website to advise people seeking to enter the interactive media industry about the legal and ethical obligations that apply to this industry.	<ul style="list-style-type: none"> <li>• Research log.</li> <li>• Completed web pages.</li> </ul>
P4, M4, D4 P5, M5, D5	Assignment 4 – Career Development	Learner is seeking employment in the interactive media industry.	<ul style="list-style-type: none"> <li>• Portfolio of research.</li> <li>• Report.</li> <li>• All applications material on DVD.</li> </ul>

## Links to National Occupational Standards, other BTEC units, other BTEC qualifications and other relevant units and qualifications

This unit forms part of the BTEC Creative Media Production suite. This unit has particular links with the following units in the BTEC Creative Media Production suite:

Level 2	Level 3
The Creative Media Sector	Developing a Small Business in the Creative Media Industries
	Working Freelance in the Creative Media Sector

Though there are links between this unit and other units that deal with understanding the media industries (Units 7, 8, 9, 10, 11 and 13) learners would not be expected to take any of those units alongside this one in the same Creative Media Production programme.

There are opportunities to relate the work done for this unit to Skillset National Occupational Standards in Interactive Media and Computer Games as follows:

- IM1 Work effectively in interactive media.

### Essential resources

Learners will require access to information about professional practice within the interactive media industry from a variety of sources such as professional bodies, trade magazines, the internet, and visiting professionals.

### Employer engagement and vocational contexts

Centres should develop links with local interactive media production studios in order to provide visiting speakers, study visits or samples of typical products.

Skillset, the Sector Skills Council for the creative media sector, has a substantial section of its website dedicated to careers, including job descriptions – [www.skillset.org/careers/](http://www.skillset.org/careers/) and [www.skillset.org/interactive/overview](http://www.skillset.org/interactive/overview).

Further general information on work-related learning can be found at the following websites:

- [www.aimhighersw.ac.uk/wbl.htm](http://www.aimhighersw.ac.uk/wbl.htm) – work-based learning guidance
- [www.businesslink.gov.uk](http://www.businesslink.gov.uk) – local, regional business links
- [www.nebpn.org](http://www.nebpn.org) – National Education and Business Partnership Network
- [www.vocationallearning.org.uk](http://www.vocationallearning.org.uk) – Learning and Skills Network
- [www.warwick.ac.uk/wie/cei/](http://www.warwick.ac.uk/wie/cei/) – Centre for Education and Industry, University of Warwick – work experience and workplace learning frameworks.

### Indicative reading for learners

#### Textbooks

Baylis P, Freedman A, Procter N et al – *BTEC Level 3 National Creative Media Production, Student Book* (Pearson, 2010) ISBN 978-1846906725

Baylis P, Freedman A, Procter N et al – *BTEC Level 3 National Creative Media Production, Teaching Resource Pack* (Pearson, 2010) ISBN 978-1846907371

Holden G – *Starting and Running an Online Business for Dummies* (John Wiley & Sons, 2007)  
ISBN 978-0470057681

Kent S – *Careers and Jobs in the Media: 5* (Kogan Page, 2005) ISBN 978-0749442477

Llewellyn S – *A Career Handbook for TV, Radio, Film, Video and Interactive Media* (A & C Black, 2003)  
ISBN 978-0713663204

Taylor A and Parish JR – *Career Opportunities in the internet, Video Games, and Multimedia* (Facts On File Inc, 2007) ISBN 978-0816063147

### **Journals**

*New Media Journal*

*New Media Age*

### **Websites**

[www.allpm.com/](http://www.allpm.com/) – a project management site with useful resources

[www.asa.org.uk](http://www.asa.org.uk) – the Advertising Standards Authority

[www.awdp.org](http://www.awdp.org) – Association of Web Design Professionals

[www.bbc.co.uk/webwise/](http://www.bbc.co.uk/webwise/) – the BBC guide to the internet

[www.bcs.org](http://www.bcs.org) – British Computer Society

[www.bima.co.uk](http://www.bima.co.uk) – British Interactive Multimedia Association

[www.bwdma.org](http://www.bwdma.org) – British Web Design and Marketing Association

[www.dti.gov.uk](http://www.dti.gov.uk) – the Department of Trade and Industry

[www.inlandrevenue.gov.uk/home.htm](http://www.inlandrevenue.gov.uk/home.htm) – the Inland Revenue, for information about tax matters relating to both individuals and companies

[www.ipo.gov.uk/types/copy.htm](http://www.ipo.gov.uk/types/copy.htm) – information on copyright law

[www.ispa.org.uk](http://www.ispa.org.uk) – internet Service Providers Association

[www.ivca.org](http://www.ivca.org) – International Visual Communication Association

[www.iwf.org.uk](http://www.iwf.org.uk) – internet Watch Foundation

[www.m-e-f.org](http://www.m-e-f.org) – The Mobile Entertainment Forum

[www.pcc.org.uk](http://www.pcc.org.uk) – the Press Complaints Commission

[www.sempo.org](http://www.sempo.org) – Search Engine Marketing Professional Organization

[www.skillset.org/careers](http://www.skillset.org/careers) – Skillset, the Sector Skills Council for the creative media sector – impartial media careers advice for aspiring new entrants and established industry professionals

[www.skillset.org/interactive/overview/](http://www.skillset.org/interactive/overview/) – information on the interactive media industry

[www.ukwda.org](http://www.ukwda.org) – UK Web Design Association

[www.w3.org](http://www.w3.org) – Worldwide Web Consortium (W3C) – information on web standards and accessibility

## Delivery of personal, learning and thinking skills

The table below identifies the opportunities for personal, learning and thinking skills (PLTS) that have been included within the pass assessment criteria of this unit.

Skill	When learners are ...
<b>Independent enquirers</b>	researching organisational structures and current market trends researching employment opportunities and job roles researching contractual, legal and ethical obligations researching standards and regulation in the interactive media industry
<b>Reflective learners</b>	undertaking reflection necessary to prepare personal career development material.

Although PLTS are identified within this unit as an inherent part of the assessment criteria, there are further opportunities to develop a range of PLTS through various approaches to teaching and learning.

Skill	When learners are ...
<b>Team workers</b>	researching as part of a team to create a blog researching as part of a team to contribute to a group presentation
<b>Self-managers</b>	preparing personal career development material.

## ● Functional Skills – Level 2

Skill	When learners are ...
<b>ICT – Find and select information</b>	
Select and use a variety of sources of information independently for a complex task	researching organisational structures and current market trends researching employment opportunities and job roles
Access, search for, select and use ICT-based information and evaluate its fitness for purpose	researching contractual, legal and ethical obligations researching standards and regulation in the interactive media industry
<b>ICT – Develop, present and communicate information</b>	
Enter, develop and format information independently to suit its meaning and purpose including: <ul style="list-style-type: none"> <li>• text and tables</li> <li>• images</li> <li>• numbers</li> <li>• records</li> </ul>	contributing to a blog to advise people seeking to enter the interactive media industry about organisational structures and current market trends contributing to presentation on legal and ethical obligations and regulatory issues
Bring together information to suit content and purpose	
Present information in ways that are fit for purpose and audience	
Evaluate the selection and use of ICT tools and facilities used to present information	
<b>English</b>	
Speaking and listening – make a range of contributions to discussions and make effective presentations in a wide range of contexts	contributing to discussions contributing to a group presentation
Reading – compare, select, read and understand texts and use them to gather information, ideas, arguments and opinions	researching organisational structures and current market trends researching employment opportunities and job roles researching contractual, legal and ethical obligations researching standards and regulation in the interactive media industry
Writing – write documents, including extended writing pieces, communicating information, ideas and opinions, effectively and persuasively	contributing to a blog to advise people seeking to enter the interactive media industry about organisational structures and current market trends.