

# Unit 14: Working Freelance in the Creative Media Sector

<b>Unit code:</b>	<b>F/600/6698</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 the nature and role of freelance work within the creative media sector. Learners will cover the legal and financial aspects of freelancing, maintaining workflow and professional development.

## ● Unit introduction

There have been significant developments in the creative media sector over the last few decades. To some degree these have occurred as a consequence of technological developments and wider changes in media ownership, deregulation and shifting patterns of work. Skillsset's strategic plan 2005-08 reports how key emerging technologies will influence changes in all audio-visual industries including wireless technologies, next generation gaming consoles and mobile technologies.

These varied trends and developments have had a notable impact on the work of freelancers. On the one hand, the new organisational structures of media companies have created more opportunities for those looking to work on a freelance basis. On the other, these opportunities are counterbalanced by changes to the conditions of work for those who have had to undertake freelance contracts where they once had a full-time permanent job within the sector, and also by the large numbers of new media graduates seeking work.

This unit covers the role of freelancing as a whole without specific reference to a particular industry or media specialism, and presents the role of freelancer with all its possibilities and limitations, including the need to maintain safe working practices.

In the unit learners will gain an understanding of the nature and role of freelance work within the creative media sector. They will consider the contractual obligations and financial issues involved. Learners will also understand that one of the major requirements of being freelance is to maintain workflow and skills. The unit therefore covers the need for professional development, membership of professional organisations and feedback on work undertaken.

## ● Learning outcomes

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

- 1 Understand freelance working in the creative media sector
- 2 Understand contractual obligations and financial issues in freelance work in the creative media sector
- 3 Be able to plan for professional development and skills maintenance as a freelance worker in the creative media sector
- 4 Be able to develop a strategy to maintain workflow in a chosen freelance specialism in the creative media sector.

# Unit content

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## 1 Understand freelance working in the creative media sector

*Sector:* industries, eg film, television, radio, interactive media, interactive games, journalism; specialism, eg documentary, promotional videos, editing, web design, animation, scriptwriter, story boarder, music production, lyricist, photographer, copy writer, copy editor, sound editor, sound effects specialist

*Resources:* equipment; materials; work space; finance; time; personal

*Professionalism:* reliability; meeting deadlines; time management; commitment; personal and professional ethics; business relationships; presentation skills; communication skills; dress code

*Health and safety:* safe working practices; safety of work area; self discipline; stress management; time management; diet and exercise; planning time off; holidays; insurance

## 2 Understand contractual obligations and financial issues in freelance work in the creative media sector

*Contractual:* types of contracts; negotiating contracts; commissioning processes; working to a brief; proposals and treatments; costing and budgets; scheduling; risk management; sub-contracting; copyright; intellectual property

*Financial:* personal pay arrangements; invoicing; accounts; overheads; expenses; income tax; VAT; National Insurance; personal insurance; pensions; use of accountants; business plans and projections; funding and finance options

## 3 Be able to plan for professional development and skills maintenance as a freelance worker in the creative media sector

*Professional skills audit:* qualifications; experience; membership of professional bodies; strengths; weaknesses; training needs; skills updating (Skillset Skills Investment Fund, Skillset careers service, Freedom for Freelancers bursaries, Business Skills Training for Freelancers)

*Maintaining skills:* qualifications; experience; finding time for skills development and training; part-time learning; distance learning; short courses; learning from other professionals; networking; trade journals; professional bodies eg British Interactive Multimedia Association (BIMA), British Film Institute (BFI), British Web Design and Marketing Association, British Academy of Film and Television Arts (BAFTA), UK Film Council, National Association of Broadcasters (NAB), Radio Centre, Independent Publishers Guild (IPG), Association of Online Publishers (AOP), Association of Learned and Professional Society Publishers, Producers' Alliance for Cinema and Television (PACT), New Producers' Alliance (NPA); trade unions, eg Broadcasting Entertainment Cinematograph and Theatre Union (BECTU), National Union of Journalists (NUJ)

*Self-assessment:* feedback from clients; feedback from peers; self-review; training sessions

#### **4 Be able to develop a strategy to maintain workflow in a chosen freelance specialism in the creative media sector**

*Sources of work:* websites; agents and agencies; trade journals; trade events; networking; maintaining contacts; word of mouth

*Marketing self:* business cards; developing a website; curriculum vitae (CV); showreel; professional portfolio; networking; press releases; promotional material; film festivals; exhibitions

## 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 the nature of freelance work in the creative media sector [IE]	<b>M1</b> explain the nature of freelance work in the creative media sector with reference to detailed illustrative examples	<b>D1</b> critically consider the nature of freelance work in the creative media sector with supporting arguments and fully elucidated examples
<b>P2</b> describe contractual obligations and financial issues relevant to freelance work in the creative media sector [IE]	<b>M2</b> explain contractual obligations and financial issues relevant to freelance work in the creative media sector with reference to detailed illustrative examples	<b>D2</b> critically consider contractual obligations and financial issues relevant to freelance work in the creative media sector with supporting arguments and fully elucidated examples
<b>P3</b> prepare a professional development and skills maintenance plan for a freelance worker in the creative media sector with some assistance [RL]	<b>M3</b> competently prepare a professional development and skills maintenance plan for a freelance worker in the creative media sector with only occasional assistance	<b>D3</b> prepare to a quality that reflects near-professional standards a professional development and skills maintenance plan for a freelance worker in the creative media sector working independently to professional expectations
<b>P4</b> prepare a strategy to maintain workflow in a chosen freelance specialism in the creative media sector with some assistance. [CT]	<b>M4</b> carefully and competently prepare a strategy to maintain workflow in a chosen freelance specialism in the creative media sector with only occasional assistance.	<b>D4</b> prepare to a quality that reflects near-professional standards a strategy to maintain workflow in a chosen freelance specialism in the creative media sector working independently to professional expectations.

**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	RL – reflective learners	SM – self-managers
	CT – creative thinkers	TW – team workers	EP – effective participators

# Essential guidance for tutors

## Delivery

This unit should give learners an understanding of the role of the freelancer within any of the media industries. It can provide opportunities to consider the issues raised by freelance work within a vocational context by linking the unit to work which learners are undertaking for a specific production project.

Teaching strategies can be varied and may consist of a combination of learning activities. These might include research-based sessions which lead to and stimulate discussion around the issues of freelance work, role-play exercises such as client feedback scenarios, group work on case studies, individual tasks where learners might contact relevant agencies and professionals, and preparation of materials relevant to seeking work and promoting oneself as a freelancer.

Discussion-based sessions should encourage learners to reflect on their own skills training and development and allow them to investigate relevant sources of information with regards to further skills and professional development.

The unit provides good opportunities for learners to reflect upon and evaluate their own media production and skills to date.

## 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 structure of unit assessment.
Introduction to understanding working freelance in the creative media sector: <ul style="list-style-type: none"><li>• lecture explaining the different industries in the sector, the specialist media fields and resources required for each</li><li>• role-plays on reliability and professionalism</li><li>• visiting speaker from industry on health and safety and its importance in working practices, with question and answer session.</li></ul>
Understanding contractual obligations and financial issues: <ul style="list-style-type: none"><li>• different types of contracts</li><li>• the commissioning process</li><li>• negotiating contracts</li><li>• ensuring professional and safe working practices</li><li>• fulfilling obligations to the employer</li><li>• safeguarding intellectual property.</li></ul>
Reviewing and discussing financial arrangements relating to: <ul style="list-style-type: none"><li>• paying taxes, VAT, national insurance and pension contributions</li><li>• managing accounts, overheads, expenses and personal liability</li><li>• maintaining a business plan, considering funding and finance options.</li></ul>

## Topics and suggested assignments and activities

### Assignment 1 – Working as a Freelancer

Learners individually research and produce a guide on the role of a freelancer in a chosen specialism. Learners will:

- research the chosen specialism
- research types of work undertaken within that specialism
- research resources needed within that specialism
- research types of contract and contracting processes
- research tax and other legal obligations
- research health and safety considerations relevant to that specialism
- create guide in print format covering:
  - ◊ nature of the work and sort of work done
  - ◊ resources required
  - ◊ health and safety considerations
  - ◊ professionalism.

Understanding skills development and maintenance. Learners receive lectures on:

- how to reflect on current skills
- maintaining skills and professional development
- how to undertake and develop self-assessment.

### Assignment 2 – Professional Development and Skills Maintenance

Learners will choose a specialism and:

- map own current skills to the specialism
- map intended career pathway
- assess and analyse own professional development needs relating to skills base and pathway
- prepare report on professional development and skills maintenance
- undertake self-assessment and analysis, write a report.

Understanding how to maintain workflow. Learners receive lectures on:

- how to maintain workflow by searching for work in relevant places
- how to undertake and develop self-marketing techniques
- generating ideas for self-marketing tools.

## Topics and suggested assignments and activities

### Assignment 3 – Seeking and Obtaining Work

Learners choose a specialism and:

- prepare strategy for maintaining workflow
- create personal marketing materials
  - ◇ business card
  - ◇ website
  - ◇ CV
  - ◇ electronic portfolio
- undertake job searches and relevant job hunting practices
- gain feedback from client/peer group on their marketing materials
- assess and analyse feedback.

Unit learning and assessment review.

## Assessment

### Evidence for assessment

Evidence for the achievement of learning outcomes 1 and 2 could be research notes and case studies, though they do not necessarily have to be presented in a written format. Where oral assessments are used it is essential that there is a record taken of them. Presentations, discussions, mock interviews, scenario-based learning and role-plays upon which assessment is based must be recorded either on video or audio. In addition, learners can record ideas and notes in their own video or audio diary.

Evidence for the achievement of learning outcomes 3 and 4 are likely to be written plans and proposals supported by a range of promotional materials.

It would also be possible for learners to record interviews with freelance professionals and these could be used as evidence for achievement of part of any of the learning outcomes. Centres are required to have all such recordings available for the external verifier's visit.

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.

PI: learners will provide an accurate, though not absolutely complete, overview of the role of the freelancer in the media sector. They might overlook some of the complexities of this role in the light of financial

resources, considerations of space and also pressures to meet other commitments. Accordingly, learners may not present an encompassing evaluation of this role such as the strains on health and the pressures to ensure financial provisions in the long term to cover, for example, sickness pay and pensions. Pass grade learners will typically be unable to make distinctions between the opportunities for freelance work across different industries or to identify in any detail what the strengths and limitations are for those who work on a freelance basis. There will be little or no ability to discern and evaluate different patterns for freelancing across the creative media sector.

P2: learners will provide descriptions of contractual obligations and financial issues in which all aspects of the description are accurate and relevant, though these matters will not be covered absolutely completely. Learners will not expand in any detail on issues relating to the financial complexities which exist alongside some of the benefits of freelancing. For example, in work for this grade there will not be any evidence of learners looking at the risk management involved in the early stages of seeking new commissions and contracts. Evidence may consist of research and information which has been provided by the tutor or generated in the guided sessions rather than independently sought. It is unlikely that learners will make contact with professional freelancers to obtain a realistic understanding of their contractual and financial obligations.

P3: learners will prepare a professional development and skills maintenance plan but this will be brief and lacking in a good range of relevant detail and live examples. There will be little, if any, indication that learners appreciate the need for continuous professional development in the light of new technologies. Overall plans will reflect a limited understanding of the role of freelancing and only partially reflect how responsibility lies with them rather than with an employer or an institution. Learners will also carry out self-assessment with some assistance.

P4: learners' strategies will cover the more obvious of the pressures and obligations experienced in their chosen specialism in the creative media sector and which freelancers encounter in both finding and maintaining their workflow. They will produce some limited personal marketing materials.

P3 and P4: when engaged in practical activities, learners will need frequent assistance and support, though they will take note of and make use of this help when it is given. If they are in frequent need of such help but fail to make positive use of it they should not be considered for a pass grade for this unit.

## **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 look across the creative media sector and make observations with detailed illustrative examples on the role of freelancing which move towards an evaluation of the opportunities and limitations of this mode of working. There will be evidence that learners have considered the opportunities for specialising as a freelancer with a good understanding of the resource implications for this. Detailed illustrative examples and explanations will address issues such as the need to designate work space and work time around other commitments. There will also be a fuller and evaluative account of the risks and pressures involved gained through relevant and well-selected research and even contact of some kind with professionals. This might be evidenced through emails or even through face-to-face communication.

M2: learners will consider both financial and contractual issues substantially and will demonstrate some ability to focus on the role of freelancing with greater judgement and wide ranging examples. They will explain the risks and complications involved in the process of seeking new contracts and commissions. Evidence will consist of a good range of well-chosen scenarios, possibly from meetings with professional freelancers, so that explanations move beyond the theoretical and emerge as realistic evaluations and case studies. A good range of detail will be evidenced in terms of close attention to the financial implications involved in seeking new work opportunities such as time and financial resources needed for putting proposals and treatments together.

M3: learners will prepare a professional development and skills maintenance plan that provides a good range of examples from across the creative media sector. There will be evidence of sound and mostly independent research which looks into the sources of funding for professional and skills development. There will be specific information about a particular sector and specialism. Learners will be able to carry out self-assessment with only occasional assistance.

M4: learners will prepare a strategy that is based on a good range of examples, with reference to a specific specialism in the creative media sector. Their work will reflect relevant and mostly independent research related to maintaining workflow. For example, learners will explain within their strategies the relevance and use of particular trade journals and magazines, websites and agencies, putting this knowledge into practical use when producing their own marketing materials. There will also be evidence of learners' ability to evaluate their explanations and choice of examples. For instance, where they are citing marketing and self-assessment opportunities they will be able to offer opinions as to their possibilities and limitations with specific reference to a freelancing role in a particular specialism and sector.

M3 and M4: when engaged in practical activities, learners will need little assistance, though typically they will still need some support when dealing with more complex technology or trying to apply more sophisticated techniques. Like the pass grade learner, they respond positively to any help given.

### **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: learners will offer a critical assessment and insight into different trends and opportunities for freelancing which may vary across the sector. There will be strong and detailed examples and learners will draw out of those examples precisely what is that exemplifies the points they illustrate. Learners will be able to sustain their arguments with a critical evaluation of the role focusing on specific issues such as the financial pressures. Arguments will be informed by contact with a range of professional bodies and professional freelancers.

D2: learners will demonstrate a full and sophisticated appreciation of both financial and contractual obligations. Their assessment will cover the creative media sector and will both account for any differences across the sector and assess the advantages and disadvantages of these differences. Arguments and critical evaluations will be comparative and analytical. For example, learners will present wide ranging and sustained points which have been informed by their independent contact with professionals. There will be evidence of detailed points which refer to the resources and time required to obtain new contracts and respond to commissions. It is also expected that learners will be discerning when considering a range of industries to illustrate out how commissioning processes vary from one industry to another and from organisation to organisation. They will justify points made by using supporting arguments, evidence and carefully chosen examples, drawing out of those examples precisely what it is that exemplifies the points they illustrate.

D3: learners will produce a professional development and skills maintenance plan that assesses and evaluates fully the implications of freelancing in the light of changing technology and the need to update skills periodically. Learners will demonstrate, through supporting examples, the complexities and pressures on freelancers to address their professional development and to maintain their skills by undertaking continuous self-assessment. They will assess the opportunities for and limitations of freelancing in a sector which is experiencing rapid changes itself. There will be evidence that learners have researched and considered the full implications of taking time to meet with other professionals, address skills and training needs, and put in applications for funding for these. There may be comparisons with strong arguments across the industries indicating a high level of critical judgment based on research. It is also expected that there will be evidence of learners' own aspirations to work at a professional level. This might include their interest in a particular area or specialism within an industry and their own skills audit. Learners will have contacted relevant professional bodies and agencies for themselves, as well as freelance professionals. There will be evidence that learners fully

understand how feedback and self-assessment are integral to the role of being a professional in the media industries.

D4: learners will prepare a strategy to maintain workflow within their chosen specialism, with all its complexities. Work will be distinguished by the ability to prepare, to near-professional standards, strategies and personal marketing materials.

D3 and D4: in all practical activity distinction grade learners will be capable of working autonomously and effectively. The term 'working independently' should not be understood to mean producing poor quality work autonomously, or that learners do what they want, when they want, how they want. It means that they are able to work on their own initiative, do not need constant support or supervision, give the work their full commitment, work positively and cooperatively with others, and meet deadlines. In other words, they have the kind of self-management skills that would be expected of them in a professional context. Note also that this criterion should not be taken to mean that learners do not seek advice or that they work without discussing things with their tutor, but rather that they are not dependent upon the support of others and that when they take advice they weigh it carefully for themselves.

### 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 P2, M2, D2	Assignment 1 – Working as a Freelancer	Learners produce a guide for young people on working freelance in the creative media sector outlining: <ul style="list-style-type: none"> <li>the nature of freelance work</li> <li>contractual and legal obligations of a freelance worker.</li> </ul>	<ul style="list-style-type: none"> <li>Printed guide.</li> <li>All research notes.</li> </ul>
P3, M3, D3	Assignment 2 – Professional Development and Skills Maintenance	Learners produce a personal development plan.	<ul style="list-style-type: none"> <li>Personal development plan.</li> <li>All research notes.</li> </ul>
P4, M4, D4	Assignment 3 – Seeking and Obtaining Work	Learners produce a strategy and materials for promoting themselves as a freelancer.	<ul style="list-style-type: none"> <li>Strategy.</li> <li>Promotional materials.</li> <li>All research notes.</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
	Understanding the Computer Games Industry
	Understanding the Creative Media Sector
	Understanding the Interactive Media Industry
	Understanding the Print-Based Media Industries
	Understanding the Radio Industry
	Understanding the Sound Recording Industry
	Understanding the Television and Film Industries
	Working to a Brief in the Creative Media Industries

There are opportunities to relate the work done for this unit to Skillset National Occupational Standards as follows:

- FI Manage and market yourself as a freelancer.

### Essential resources

Learners should have access to relevant trade journals and magazines for reference purposes. Visiting professionals are vital to learners' understanding of this unit.

### Employer engagement and vocational contexts

Any contact with visiting professional freelancers will enable learners to ask questions and to gain a valuable all round perspective of this role with its benefits, opportunities and limitations.

The website of Skillset, the Sector Skills Council for the creative media sector, is an invaluable resource for information about all aspects of working in this sector – [www.skillsset.org](http://www.skillsset.org).

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 978-846906725

Baylis P, Freedman A, Procter N et al – *BTEC Level 3 National Creative Media Production, Teaching Resource Pack* (Pearson, 2010) ISBN 978-846907371

Block P – *Managing in the Media* (Focal Press, 2001) ISBN 978-0240515991

Faux M – *Successful Freelancing: The Complete Guide to Establishing and Running Any Kind of Freelance Business* (St. Martin's Press, 1994) ISBN 978-0312152154

Golzen G – *Going Freelance, 4th Edition* (Kogan Page, 1993) ISBN 978-0749412067

### Websites

[www.abi.org.uk](http://www.abi.org.uk) – Association of British Insurers

[www.bbc.co.uk](http://www.bbc.co.uk) – BBC webwise sub-directory

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

[www.gamasutra.com](http://www.gamasutra.com) – website on games development industry with industry news, jobs, education, run by Game Developer magazine

[www.hse.gov.uk](http://www.hse.gov.uk) – the Health and Safety Executive

[www.inlandrevenue.gov.uk/home.htm](http://www.inlandrevenue.gov.uk/home.htm) – the Inland Revenue

[www.skillset.org](http://www.skillset.org) – Skillset, the Sector Skills Council for the creative media sector

[www.taxguide.co.uk](http://www.taxguide.co.uk) – tax guide

## 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>	planning and carrying out research for their assignments, analysing and evaluating information, judging its relevance and value exploring issues, events or problems from different perspectives
<b>Creative thinkers</b>	asking questions during lessons to extend their thinking
<b>Reflective learners</b>	communicating their learning in relevant ways for different audiences inviting feedback on their own work and dealing positively with praise, setbacks and criticism evaluating their experiences and learning to inform future progress.

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>	managing discussions to reach agreements and achieve results
<b>Self-managers</b>	dealing with competing pressures, including personal and work-related demands.

## ● Functional Skills – Level 2

Skill	When learners are ...
<b>ICT – Use ICT systems</b>	
Select, interact with and use ICT systems independently for a complex task to meet a variety of needs	producing a website as a self marketing tool
Manage information storage to enable efficient retrieval	storing research into freelance working in the creative media sector
Troubleshoot	resolving basic software and internet search problems
<b>ICT – Find and select information</b>	
Select and use a variety of sources of information independently for a complex task	using the internet for researching information on working as a freelancer in order to write a review and to contribute to discussions
<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>	producing marketing materials undertaking self-assessments and writing up results in various formats
Bring together information to suit content and purpose	using different sources and formats to produce marketing materials
Present information in ways that are fit for purpose and audience	giving a presentation on contractual obligations using different ICT equipment
<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 a group discussion on the role and implications of working as a freelancer and giving a presentation on contractual obligations
Reading – compare, select, read and understand texts and use them to gather information, ideas, arguments and opinions	researching from different sources on financial issues for a freelancer
Writing – write documents, including extended writing pieces, communicating information, ideas and opinions, effectively and persuasively	writing a report on professional development writing a review on maintaining skills and workflow.