

# Unit 11: Career planning in the media industry (LEVEL 3)

## Learning outcomes

By completing this unit candidates will demonstrate understanding of employment trends within the media industry. They will research career areas and draw up a personal career plan. Candidates will describe methods of presenting personal information and will develop their practical skills by planning and taking part in an interview and presentation situation for a specific job role.

Assessment objectives	Knowledge, understanding and skills
1 Analyse national employment trends within one sector of the media industry	<p>Choose ONE sector from:</p> <ul style="list-style-type: none"> <li>• Print</li> <li>• TV</li> <li>• radio</li> <li>• film</li> <li>• new media</li> <li>• games</li> </ul> <p>Types of organisations active within the UK or worldwide            Growth areas: eg games design, computerised sets            Areas of decline: eg print setters            Cross-media working patterns            Skills surpluses, skills shortages            Working for a company, working freelance            Changing role of public service broadcasting            Increase in number of small production/publishing companies</p>
2 Carry out research, using a range of sources of information, on careers opportunities within a selected area of the media industry	<p>Sources of information on general career areas and specific job roles in the sector:</p> <ul style="list-style-type: none"> <li>• written</li> <li>• electronic</li> <li>• personal</li> </ul> <p>Career areas:</p> <ul style="list-style-type: none"> <li>• research</li> <li>• production</li> <li>• editing</li> <li>• marketing</li> <li>• print and broadcast journalism</li> </ul> <p>Information:</p> <ul style="list-style-type: none"> <li>• range of job roles within the selected sector</li> <li>• local, national and international progression opportunities</li> <li>• skills needed, training requirements</li> <li>• types of employers, eg multinational company, cross-media organisation</li> <li>• types of locations</li> <li>• likely impact of emerging technologies and economic changes</li> </ul>

Assessment objectives	Knowledge, understanding and skills
3 Produce a career plan for the next five years	<p>The career plan:</p> <ul style="list-style-type: none"> <li>• analyse personal characteristics, eg skills, achievements, preferences, aptitudes, experience, ambition</li> <li>• set career objectives/interests</li> <li>• required qualifications/skills</li> <li>• training requirements, opportunities to develop relevant skills/experience, key decision points, updating skills, time-scales</li> <li>• set targets to obtain qualifications/skills</li> <li>• set timescales</li> <li>• review progress</li> <li>• analyse implications for lifestyle, location, financial security, working patterns</li> </ul>
4 Describe the advantages and disadvantages of preparing and presenting personal information for a job situation in different formats	<p>Methods of presenting personal information:</p> <ul style="list-style-type: none"> <li>• written – letter, cv, application form, promotional document</li> <li>• interview – one-to-one, panel</li> <li>• presentation</li> <li>• portfolio of work</li> <li>• use of electronic communications, eg video conferencing</li> <li>• advantages and disadvantages of method</li> </ul>
5 Plan for an interview and a presentation for a specific job role	<p>Review job role and documentation, eg job description, person specification</p> <p>Presentation: linked to job role</p> <p>Present portfolio</p> <p>Research information on the organisation and evaluate implications</p> <p>Analyse key information and develop plan to present information</p> <p>Analyse potential questions and plan responses</p> <p>Identify questions to ask the interviewer/panel</p>
6 Take part in an interview and presentation for a specific job role and evaluate own performance	<p>Use of appropriate tone and manner</p> <p>Appropriate personal presentation</p> <p>Present relevant information</p> <p>Present portfolio (if appropriate)</p> <p>Evaluate own performance: presentation, interview</p>

## Assessment

This unit will be centre-assessed and externally moderated.

In order to achieve this unit, candidates must collate a portfolio of evidence showing that they can meet all the assessment objectives.

Portfolios of work must be produced independently. They will need to be made available, together with witness statements and any other necessary supporting documentation, to the OCR Visiting Moderator when required.

## Guidance on assessment and evidence

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Centres may, in the early stages of the candidates' course, organise a link with an occupational sector and write an assignment accordingly. More experienced/mature candidates may be expected to take greater responsibility for organising their own focus for this portfolio assignment.

Candidates may provide portfolio evidence for the assessment objectives of this unit using a range of presentation techniques. This may include written data, the use of video and audio presentation, visual software presentation, assessor testimony/witness statements (if appropriate). Where candidates demonstrate competence, centres should record skills demonstrated on appropriate recording documentation.

The assessment criteria for this unit should be met by focusing on one sector of the media industry.

## Signposting to Key Skills

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- 4 The unit contains opportunities for developing the Key Skill, and possibly for generating portfolio evidence, if teaching and learning is focused on that aim.

Key Skill reference		Key Skill reference		Key Skill reference	
C3.1a	4	N3.1		IT3.1	4
C3.1b	4	N3.2a		IT3.2	4
C3.2	4	N3.2b		IT3.3	4
C3.3	4	N3.2c			
		N3.2d			
		N3.3			

Mapping to National Occupational Standards. There is no overlap between the National Occupational Standards and this unit.

## Resources

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This section provides suggestions of suitable resources. The list is neither prescriptive nor exhaustive, and candidates should be encouraged to gather information from a variety of sources. Some suggested resources are intended for tutor use. The resources in this section were current at the time of print. For the most up-to-date list of resources please refer to our website:

[www.ocr.org.uk](http://www.ocr.org.uk)

### Publications

Brown, Liz. (Ed.) (1998)

*Media Careers: Design*  
Purple House

Chapman, Noel. (1998)

*Careers in Art & Design*  
Kogan Page

NSEAD. (2000)

*Creative Futures:  
A Guide To Courses & Careers in Art, Craft and Design*  
NSEAD

OFSTED. (Annual)

*National Survey of Careers, Education and Guidance*  
OFSTED

Trotman. (2004)

*Getting Into Art & Design*  
Trotman Group

### **Websites**

*British Design and Art Direction.* URL:<http://www.dandad.org>

*Business in the Community.* URL:<http://www.bitc.org.uk>

*Centre for Education and Industry.* URL:<http://www.warwick.ac.uk/cej>

*Department for Trade and Industry.* URL:<http://www.dti.gov.uk/enterpriseguide>

*Learning and Skills Development Agency.* URL:<http://www.lsd.gov.uk>

*National Society for Education in Art and Design.* URL:<http://www.nsead.org>

## Grading

Assessment Objective	Pass	Merit	Distinction
<b>AO1</b> Analyse national employment trends within one sector of the media industry	Candidates identify the main areas of employment within the media sector and give a limited analysis of national trends within the sector.	Candidates identify the main areas of employment within the media sector and give a well-developed analysis of national trends within the sector.	Candidates identify the main areas of employment within the media sector and give a critical analysis of national trends within the sector.
<b>AO2</b> Carry out research, using a range of sources of information, on careers opportunities within a selected area of the media industry	Candidates use sources of information to research career areas accurately. They give an overview of the career areas but the information provided is basic.	Candidates use sources of information to research career areas accurately. They give a detailed overview of the career areas, giving sound information on how technology and economic changes may impact on the chosen areas.	Candidates use sources of information to research career areas accurately. They give a detailed overview of the career areas, giving detailed information on how technology and economic changes may impact on the chosen areas and making connections.
<b>AO3</b> Produce a career plan for the next five years	Candidates draw up a career plan. The information is correct but shows a limited understanding of how the plan should progress.	Candidates draw up a well-developed career plan. The information is correct and shows a sound understanding of how the plan should progress.	Candidates draw up a well-developed career plan. The information is correct and shows an excellent understanding of how the plan should progress.
<b>AO4</b> Describe the advantages and disadvantages of preparing and presenting personal information for a job situation in different formats	Candidates produce an outline summary of the different methods of presenting personal information. They describe advantages and disadvantages but this is limited and is likely to be in the form of a list.	Candidates produce an outline summary of the different methods of presenting personal information. The description of the advantages and disadvantages of the methods shows a good understanding.	Candidates produce an outline summary of the different methods of presenting personal information. The description of the advantages and disadvantages of the methods is detailed and show candidates can make reasoned judgements about the effectiveness of the methods.

<b>Assessment Objective</b>	<b>Pass</b>	<b>Merit</b>	<b>Distinction</b>
<b>AO5</b> Plan for an interview and a presentation for a specific job role	Candidates produce a basic plan for an interview and presentation.	Candidates produce a sound plan for an interview and presentation.	Candidates produce a detailed plan for an interview and presentation.
<b>AO6</b> Take part in an interview and presentation for a specific job role and evaluate own performance	Candidates carry out the practical tasks (ie the job application, interview and presentation) at a basic level. The evaluation of their performance is limited.	Candidates carry out the practical tasks (ie the job application, interview and presentation) confidently and competently. The evaluation of their performance is a considered account.	Candidates carry out the practical tasks (ie the job application, interview and presentation) independently and competently. The evaluation of their performance is a considered and detailed account, justified with references to the interview and presentation.