



Accredited

OCR LEVEL 3 CAMBRIDGE TECHNICAL CERTIFICATE/DIPLOMA IN MEDIA

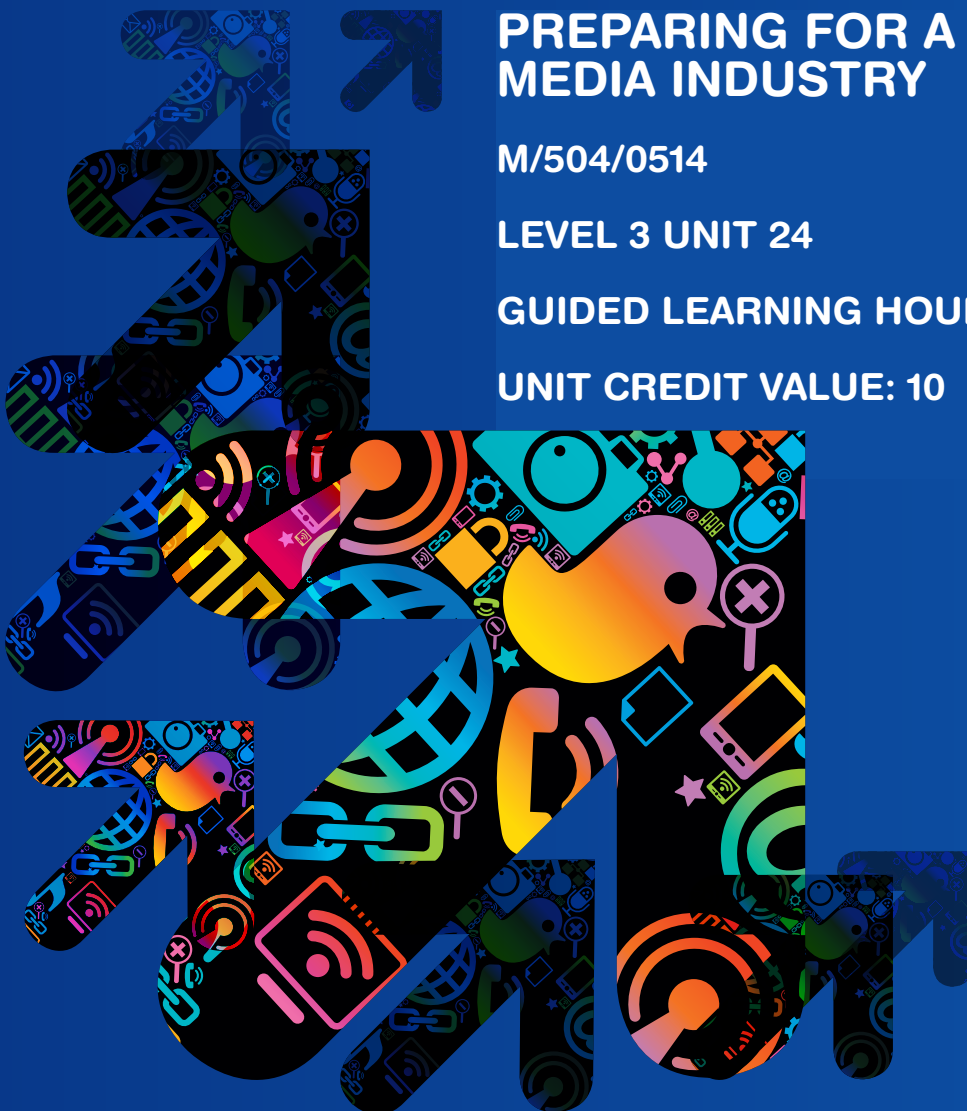
**PREPARING FOR A CAREER IN THE
MEDIA INDUSTRY**

M/504/0514

LEVEL 3 UNIT 24

GUIDED LEARNING HOURS: 60

UNIT CREDIT VALUE: 10



OCR 

PREPARING FOR A CAREER IN THE MEDIA INDUSTRY

M/504/0514

LEVEL 3

AIM OF THE UNIT

By completing this unit, learners will understand careers, employment and higher education opportunities within a selected sector of media. They will understand their own potential study and/or career routes, and be able to prepare information and a portfolio of their own media work for a business presentation or for a higher education or job interview.

ASSESSMENT AND GRADING CRITERIA

Learning Outcome (LO) The learner will:	Pass The assessment criteria are the pass requirements for this unit. The learner can:	Merit To achieve a merit the evidence must show that, in addition to the pass criteria, the learner is able to:	Distinction To achieve a distinction the evidence must show that, in addition to the pass and merit criteria, the learner is able to:
1 Understand employment and education opportunities in the media sector	P1 Learners research potential business possibilities, employment opportunities and higher education options within one sector of the media industry		
2 Be able to evaluate own personal qualities and available resources that may be used to start their own business, gain employment or move on to higher education	P2 Learners evaluate their own qualities, including: a) personal characteristics b) skills c) relevant achievements d) experience and interests		
	P3 Learners evaluate their own resources, along with other resources and/or assistance that may be available to them, in order to start their own business, gain employment or move on to higher education		
3 Understand their own potential career and/or study routes	P4 Learners produce a competent and appropriate personal plan, outlining possible career and/or study routes within a chosen media sector	M1 Learners use their evaluation of their qualities, skills, achievements and experience, along with their evaluation of their own and other resources, to inform their personal plan	
4 Be able to prepare information and a portfolio of media work for use when looking for an employment or higher education opportunity	P5 Learners prepare relevant personal information for a business opportunity, job or higher education application	M2 Learners contextualise the information they have prepared for a specific application, tailoring information appropriately	
	P6 Learners prepare a competent portfolio of their own media work for review and discussion during a business presentation, higher education or job interview	M3 Learners produce a portfolio of work that is technically of a good standard, and showcases a range of their skills in different mediums	D1 Learners select high quality work for their portfolio that is most relevant to the situation they are applying for. They are able to discuss their work and own skills with confidence

TEACHING CONTENT

The unit content describes what has to be taught to ensure that learners are able to access the highest grade.

Anything which follows an i.e. details what must be taught as part of that area of content.

Anything which follows an e.g. is illustrative, it should be noted that where e.g. is used, learners must know and be able to apply relevant examples to their work though these do not need to be the same ones specified in the unit content.

Understand employment and education opportunities in the media sector

For example:

- types of work available within the selected sector
- types of opportunity for own business/self-employment/freelancing
- skills required for different types of work
- types of organisations and how they relate to each other
- likely impact of technological developments
- growth areas, areas of decline
- developing sectors – online, IT, social sites
- work opportunities
- relevant companies
- technology and future technological development.

Sources of information on general higher education and career areas and specific job roles in the sector:

- UCAS/higher education prospectus booklets
- open days, career days, visits to higher education establishments
- work experience, internet, careers publications.

Be able to evaluate own personal qualities and available resources that may be used to start their own business, gain employment or move on to higher education

For example:

- communication – written/verbal, working in a team, leadership, organisation, decision making, managing time/finances, action planning and organisational skills, technical skills, problem solving
- preferences, aptitudes, experience, ambition
- athletic, Duke of Edinburgh Award, World Skills, music etc.
- volunteering, event organisation, mentoring, work experience.

This could be evidenced using for example: a skills grid, mind maps, research notes, etc.

For example:

- own resources – equipment, examples of own work (portfolio/show reel), transportation, location, contacts etc.
- other available resources – sources of funding/finance, sources of help/support/advice, networking opportunities, equipment required, opportunities available to showcase your own work such as competitions etc.
- SWOT analysis
- associated costs.

Understand their own potential career and/or study routes

Consider, for example:

- career interests
- necessary qualifications/skills for careers of interest
- work experience opportunities within your chosen discipline/route
- opportunities for apprenticeships, 'on the job' training
- range of higher education courses available within your chosen discipline/route
- funding implications for/locations of higher education courses.

Be able to prepare information and a portfolio of media work for use when looking for an employment or higher education opportunity

Prepare information for use in, for example:

- personal statement
- curriculum vitae
- covering letter
- business proposal
- funding/finance application
- application form.

For your portfolio, and/or show reel, consider:

- content – print-based products, pre-production material, evaluations, show reel for audio/audio-visual work
- presentation – layout, annotation, sequence of work.

DELIVERY GUIDANCE

This unit is centre-assessed and externally moderated.

In order to achieve this unit, learners must produce a portfolio of evidence showing that they can meet all the assessment criteria.

Portfolios of work must be produced independently. Portfolios put forward for moderation must be available for the OCR Visiting Moderator to access freely during the moderation visit, along with witness statements and any other necessary supporting documentation.

Centres must confirm to OCR that the evidence produced by learners is authentic.

In order to achieve this unit, learners must produce evidence that meets all the pass grading criteria. There are no other additional requirements for this unit.

Learners should gain knowledge, understanding and skills through practical tasks related to their own productions as well as professional produced media products. This unit can be linked with the other practical production units.

If working as a team, learners should ensure that they have identified their contribution to the planning and execution of any task involving teamwork. If learners are working as a team this presents the opportunity for individuals to draw on their strengths and also to develop new skills.

P1: learners could be taught through case studies looking at a range of employment and higher education possibilities within one sector of the media. Evidence could include charts and diagrams, a written report or a verbal presentation with a supporting witness statement. It is recommended that when looking at a range of employment and higher education opportunities that they talk to media practitioners and conduct visits, to higher education and media careers fairs. However if this is not possible information can be found from written sources such as company websites, written contact with companies. In particular the BBC website can be very useful on production roles, as there is information on CVs and career features. It would also be helpful for learners to attend open days at higher education establishments, and to be encouraged to prepare questions to ask during the visit, they could also look at a variety of careers publications.

P2 /P3/P4/M1: when learners start to think about their skills they may draw on their individual strengths and so may find it beneficial to look back on the work undertaken for previous units, when identifying their skills. Learners should

also be encouraged to look to the skills they have developed in all areas of their life, such as achievements e.g. Duke of Edinburgh Award. One way for learners to provide evidence could be a personal profile, skills audit, research notes and witness statements provided by the teacher. Learners should be encouraged to consider beyond their immediate skills to understand the range of resources at their disposal including physical resources such as equipment i.e. camera (stills and/or moving image), examples of their work such as films/ photographs, access to transportation and non-physical resources such as contacts in a particular industry etc. There may also be possibilities to develop these resources further through funding applications, networking opportunities etc. When producing a personal plan learners could present this in a diagrammatic format, a career schedule similar in structure to a production schedule with information such as relevant contacts, activities that need to be undertaken, skills that need to be developed. Learners also need to consider contingency plans and identify these in their personal plan.

P5/P6/M2/M3/D1: learners should be supported by tutors in understanding the importance of preparation when applying for a job or a place on a higher education course. Learners could produce a CV with a relevant personal statement, letters of application or completed application forms. Media related jobs or course applications often require a show reel or portfolio of work or both, learners need to understand the importance of selection and presentation of their work when preparing a portfolio of work for an interview for a job application or higher education course application. Learners should also try to demonstrate an understanding of the institution, company or educational establishment to which they plan to apply, which can be achieved through the use of key words, or an approach which reflects the values of the organisation, institution or educational establishment –for instance the approach for a advertising agency would be different to that for the BBC. A show reel may consist of the best clips of students audio and audiovisual work with a learner commentary, a portfolio could consist of a show reel plus photographic evidence, good written work by the learner supported by the witness statement/s from the tutor.

Learners should seek to evidence the assessment criteria through a variety of mediums, (i.e. written format, written presentations, verbal presentations, audio content, audiovisual content) which highlight their particular strengths, however learners should be encouraged to stretch their skills and knowledge by using a range of mediums to evidence their work.

RESOURCES

This section provides suggestions of suitable resources. The list is neither prescriptive nor exhaustive, and learners 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 production.

Books

Maltz, S & Grahn, B (2003)	<i>A Fork in the Road: A Career Planning Guide for Young Adults</i> Impact Publications
Gregory, G & Healy, R & Mazierska (2007)	<i>Careers in Media and Film: The Essential Guide</i> SAGE Ltd.
Kent, S (2005)	<i>Careers and Jobs in the Media: 5</i> Kogan Page

Websites

careersadvice.direct.gov.uk/

www.bfi.org.uk

www.ucas.ac.uk

www.independent.co.uk

www.skillset.org

www.bbctraining.com/

www.thestage.co.uk/

www.film-tv.co.uk/

www.mandy.com/

LINKS TO NOS

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



CONTACT US

Staff at the OCR Customer Contact Centre are available to take your call between 8am and 5.30pm, Monday to Friday.

We're always delighted to answer questions and give advice.

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