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| **Route** | **Creative and Design** |  | **T Level** | **Media, Broadcast and Production** |

Providing students with meaningful industry placement experiences is a vital part of building employability skills and provides

responsibilities linked to their T Level course.

This ***Typical Tasks Checklist*** will help you as an employer engagement colleague to work with employers to see how they can support students and identify the types of projects and tasks that a student can get involved with.

The employer may be able to offer some or all these opportunities to students. Completing the checklist will aid your discussions and help you to plan and reach decisions.

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| ***Link to the T Level outline content*** <https://www.instituteforapprenticeships.org/qualifications/t-levels/approved-t-level-technical-qualifications-and-final-outline-content/final-outline-content/>  |

| **Employability Skills** | **How might we do this?** | **Opportunities**Y / N / maybe |
| --- | --- | --- |
| **Communication skills**the ability to express or explain themselves clearly and effectively in different situations, such as speaking, writing, listening, and presenting.  | An employer or supervisor can help young workers understand what is expected of them in terms of communication by providing opportunities and feedback. Real business examples that demonstrate how to communicate effectively in different situations, the purpose, audience, tone, format, style of messages, and the channel of communication are helpful. This could be through writing an email, making a phone call, giving a presentation, or participating in a meeting.  |  |
| **Teamwork skills**the ability to collaborate and cooperate with others, such as sharing ideas, giving, and receiving feedback, resolving conflicts, and supporting group / organisational goals.  | Teamwork skills are essential transferable skills for young people to learn, as they work with others in a group or project and contribute to common goal. Employers can support this by helping students understand their roles and responsibilities within the team, and how they fit into the organisation's bigger picture. Employers can also encourage students to participate actively in team meetings and discussions, and to listen to and respect different perspectives and opinions. |  |
| **Problem-solving skills**the ability to identify, analyse, and solve problems using creative and critical thinking, such as defining the problem, generating alternatives, evaluating options, and implementing solutions. | An employer can help young workers to develop their problem-solving skills by encouraging them to think critically and analytically about issues in the workplace, to ask relevant questions and gather related information. An employer can also help young workers use various tools and methods to analyse and interpret data, such as charts, graphs, statistics, or logic models.  |  |
| **Self-management skills**the ability to plan, organise, and prioritise one's own work, such as setting goals, managing time, meeting deadlines, and being resilient.  | Providing clear and constructive feedback is essential for learning and improvement. It helps young workers identify their strengths and areas for development and guides them on how to improve their performance and skills. Setting clear and reinforcing realistic expectations will a help. The learning provider will be on hand to support or advise with this. |  |
| **Learning skills**the ability to acquire and apply new knowledge and skills in a non-educational setting, such as seeking feedback, reflecting on one's own performance, and adapting to changing situations and expectations.  | Offering training and mentoring opportunities can help young workers gain new knowledge and skills, as well as learn from the experience and advice of more senior or experienced colleagues or experts. A work culture that values learning and respects diversity, encourages collaboration and communication, and fosters trust and mutual support can help young workers feel more confident and comfortable in expressing their ideas, opinions, and concerns, and in seeking and offering help when needed. |  |
| **Digital skills**the ability to use and understand various digital tools and technologies used in the business context, such as computers, software, internet, social media, and online platforms. | Using digital tools and technologies can help young workers enhance their productivity and efficiency, as well as their ability to communicate and collaborate with others, and to effectively use information and resources in a workplace context often for the first time. Employers should think about how they can provide training and support on how to use relevant software and tools successfully and responsibly.  |  |

| **T Level Core Skills****MEDIA, BROADCAST AND PRODUCTION** | **Opportunities**Y / N / Maybe |  | **Occupational Specialism****EVENTS AND VENUES TECHNICIAN** | **Opportunities**Y / N / Maybe |
| --- | --- | --- | --- | --- |
| Undertaking research, e.g., analysing a brief, identifying sources to investigate, reviewing different cultural contexts to inform the development of an idea.  |  |  | Interpret event/production documentation such as system specifications, ground plans, model boxes, lighting plans and design drawings and visualisations to identify the implications of different venue / space factors. |  |
| Generating ideas, e.g., generating ideas appropriate for content creation, media asset generation, planning and event or production. |  |  | Identify common and potential hazards and risks in events and venues and appropriate controls.Consider the environmental impact of different options for event / venues. |  |
| Communicating ideas, e.g., presenting initial ideas clearly to a group, ensuring that communication is appropriate for the audience and purpose, justifying the method of communication.  |  |  | Read, interpret and manipulate event / production documentation including scale plans and schematics including CAD software and visualisation in 2D and 3D. |  |
| Developing ideas e.g., planning key activities, stages, selecting methods and resources.  |  |  | Develop a plan that illustrates dependencies of actions and resources, reflecting the different stages of production, taking into account roles and responsibilities, finances, supply chain and logistics, operational impact on venue, team audiences and health and safety. |  |
| Working collaboratively with others e.g., facilitating working in a group to develop ideas for a project, responding to feedback, identifying roles and responsibilities throughout a project.  |  |  | Build, develop and maintain working relationships within team, customer and external stakeholders using diplomacy and appropriate etiquette.  |  |
| Reflective practice e.g., reviewing approaches to the brief, identifying areas for further development.  |  |  | Prepare, test, repair and maintain industry-representative equipment such as sound / light, video, and control equipment, facilitating fault finding and selecting and safely using the appropriate tools for each job. |  |
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Space for notes / reminders re: ideas for tasks, resources, or queries

Notes *Blank template boxes for the remaining occupational specialisms are provided for you as an employer engagement and / or curriculum professional to complete.*

| **T Level Core Skills****MEDIA, BROADCAST AND PRODUCTION** | **Opportunities**Y / N / Maybe |  | **Occupational Specialism****CREATIVE MEDIA TECHNICIAN** | **Opportunities**Y / N / Maybe |
| --- | --- | --- | --- | --- |
| Undertaking research, e.g., analysing a brief, identifying sources to investigate, reviewing different cultural contexts to inform the development of an idea.  |  |  |  |  |
| Generating ideas, e.g., generating ideas appropriate for content creation, media asset generation, planning and event or production. |  |  |  |  |
| Communicating ideas, e.g., presenting initial ideas clearly to a group, ensuring that communication is appropriate for the audience and purpose, justifying the method of communication.  |  |  |  |  |
| Developing ideas e.g., planning key activities, stages, selecting methods and resources.  |  |  |  |  |
| Working collaboratively with others e.g., facilitating working in a group to develop ideas for a project, responding to feedback, identifying roles and responsibilities throughout a project.  |  |  |  |  |
| Reflective practice e.g., reviewing approaches to the brief, identifying areas for further development.  |  |  |  |  |
|  |  |  |  |  |

Space for notes / reminders re: ideas for tasks, resources, or queries

| **T Level Core Skills****MEDIA, BROADCAST AND PRODUCTION** | **Opportunities**Y / N / Maybe |  | **Occupational Specialism****CONTENT CREATION AND PRODUCTION** | **Opportunities**Y / N / Maybe |
| --- | --- | --- | --- | --- |
| Undertaking research, e.g., analysing a brief, identifying sources to investigate, reviewing different cultural contexts to inform the development of an idea.  |  |  |  |  |
| Generating ideas, e.g., generating ideas appropriate for content creation, media asset generation, planning and event or production. |  |  |  |  |
| Communicating ideas, e.g., presenting initial ideas clearly to a group, ensuring that communication is appropriate for the audience and purpose, justifying the method of communication.  |  |  |  |  |
| Developing ideas e.g., planning key activities, stages, selecting methods and resources.  |  |  |  |  |
| Working collaboratively with others e.g., facilitating working in a group to develop ideas for a project, responding to feedback, identifying roles and responsibilities throughout a project.  |  |  |  |  |
| Reflective practice e.g., reviewing approaches to the brief, identifying areas for further development.  |  |  |  |  |
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Space for notes / reminders re: ideas for tasks, resources, or queries