



Department
for Education

Creative and Design Route

**Example industry placement objective
templates for:**

- **T Level in Craft and Design**
- **T Level in Media, Broadcast and Production**

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T Level: Craft and Design

Occupational Specialism: Ceramics Maker

Role Profile [INDICATIVE EXAMPLE]

Role Title	Working Pattern	To be agreed between the provider and employer
Ceramics Studio Assistant	Duration	315 hours
Objective(s)		
To work within a team under guidance to support the ceramics making process as required.		
Typical Activities		
<ol style="list-style-type: none">1. Support teams with the research required to fulfil a brief, using different sources and reference materials by<ul style="list-style-type: none">○ identifying sources for materials○ collating outcomes of research including costs○ assisting with the preparation of prototypes/maquettes sketches, samples○ setting out specific requirements for example materials, costs2. Work within a team under supervision on a daily basis to assist with various stages of the ceramics making process by<ul style="list-style-type: none">○ carrying out tasks as directed by ceramics makers such as preparing clay, assisting with throwing, hand building, mould making, slip casting, glazing, and decorating○ maintaining records of materials, techniques used3. Support the ceramics maker with a variety of day-to-day tasks including<ul style="list-style-type: none">○ assisting with the organisation of the workshop○ assisting with clay reclaim and glaze mixing○ loading kilns○ quality checking stock, stocktaking○ preparing packaging for finished products		
Learning goals	TQ Reference	
On the placement the student will need to further develop and hone through activity 1:	<i>[Insert corresponding reference]</i>	

Employability Skills

- Investigating: identifying sources, developing search criteria/queries, interrogating data, designing, and carrying out tests
- Recording: transcribing, noting, capturing, saving, storing
- Communicating: active listening, use of visual, oral, and written methods, engaging an audience, sharing, building rapport, adapting style and tone
- Presenting: conveying information to an audience to stimulate discussion and /or secure consistent understanding
- Self-managing: monitoring, reflecting, and inviting feedback on own performance, managing time, setting personal goals, referring to others for advice
- Working in a team: working with others with different skills, expertise to accomplish a task or goal.

Technical Skills

- Research skills to inform the development of the product
- Calculating costs of products
- Calculating shrinkage to determine final size of product
- Developing appropriate glaze for production

On the placement the student will need to further develop and hone through activity 2:

Employability Skills

- Physical dexterity: precise and controlled movement, agility, co-ordination, delicacy, appropriate application of force
- Self-managing: monitoring, reflecting, and inviting feedback on own performance, managing time, setting personal goals, referring to others for advice
- Working in a team: working with others with different skills, expertise, and experience to accomplish a task or goal
- Observing: self and situational awareness, monitoring and contributing where appropriate
- Solving problems: apply a logical approach to identifying issues and propose solutions

Technical Skills

- Interpreting the requirements of working drawings and specifications
- Calculating quantity of materials required to fulfil the brief
- Selecting and utilising appropriate tools, machinery, and equipment
- Handling tools, machinery, and materials safely in accordance with health and safety legislation

from the TQ content]

On the placement the student will need to further develop and hone through activity 3:

Employability Skills

- Self-managing: monitoring, reflecting, and inviting feedback on own performance, managing time, setting personal goals, referring to others for advice
- Working in a team: working with others with different skills, expertise, and experience to accomplish a task or goal
- Observing: self and situational awareness, monitoring and contributing where appropriate
- Solving problems: apply a logical approach to identifying issues and propose solutions

Technical skills

- Preparing products for the different stages of firing
- Planning effective loading of the kiln
- Presenting products to clients
- Packaging products
- Disposing of and storing of materials safely

Minimum starting requirements

- Attendance at induction day
- Introduction to organisation and members of team
- Health and Safety and security at work
- Completion of organisation’s mandatory training

Suggested prior learning

- Knowledge of key stages of the end-to-end process of ceramics making
- Knowledge of regulatory and legal requirements including health and safety when working with tools, machinery and equipment during the ceramics making process
- Knowledge of the different tools, techniques and processes used in ceramics making such as throwing, hand building, mould making, slip casting glazing and decorating
- Knowledge of materials, their physical properties, and their limitations
- How to use and maintain different hand and power tools
- Typical workplace behaviours needed for role including:
 - flexibility
 - attention to detail
 - resilience and ability to respond to feedback
 - ability to work independently and collaboratively and take initiative

T Level: Craft and Design

Occupational Specialism: Jewellery and Metalsmithing

Role Profile [INDICATIVE EXAMPLE]

Role Title	Working Pattern	To be agreed between the provider and employer
Jewellery Studio Assistant	Duration	315 hours
Objective(s)		
To work within a team under guidance to support the jewellery making process as required.		
Typical Activities		
<ol style="list-style-type: none"> 1. Support teams with the research required to fulfil a brief, using different sources and reference materials by <ul style="list-style-type: none"> ○ identifying sources for materials ○ collating outcomes of research including costs ○ assisting with the preparation of mood boards and samples ○ setting out specific requirements for example materials, costs 2. Work within a team under supervision on a daily basis to assist with various stages of the jewellery making process by <ul style="list-style-type: none"> ○ carrying out tasks as directed by jewellery makers such as assisting with preparation, creation, assembly and finishing of pieces ○ maintaining records of materials, techniques used 3. Support the jewellery maker with a variety of day-to-day tasks including <ul style="list-style-type: none"> ○ assisting with the organisation of the workshop ○ quality checking stock, stock taking ○ preparing packaging for finished products 		
Learning goals	TQ Reference	
<p>On the placement the student will need to further develop and hone through activity 1:</p> <p>Employability Skills</p> <ul style="list-style-type: none"> • Investigating: identifying sources, developing search criteria/queries, interrogating data, designing, and carrying out tests • Recording: transcribing, noting, capturing, saving, storing • Communicating: active listening, use of visual, oral, and written methods, engaging an audience, sharing, building rapport, adapting style and tone 	<p><i>[Insert corresponding reference from the TQ content]</i></p>	

- Presenting: conveying information to an audience to stimulate discussion and /or secure consistent understanding
- Self-managing: monitoring, reflecting, and inviting feedback on own performance, managing time, setting personal goals, referring to others for advice
- Working in a team: working with others with different skills, expertise to accomplish a task or goal.

Technical Skills

- Interpreting the requirements of working drawings and specifications
- Calculating quantity of materials required
- Costing a design for example wax to metal ratios

On the placement the student will need to further develop and hone through activity 2:

Employability Skills

- Physical dexterity: precise and controlled movement, agility, co-ordination, delicacy, appropriate application of force
- Self-managing: monitoring, reflecting, and inviting feedback on own performance, managing time, setting personal goals, referring to others for advice
- Working in a team: working with others with different skills, expertise, and experience to accomplish a task or goal
- Observing: self and situational awareness, monitoring and contributing where appropriate
- Creativity: lateral thinking, making novel connections, handling ambiguity, taking creative risks, forming ideas iteratively, future proofing
- Solving problems: apply a logical approach to identifying issues and propose solutions

Technical Skills

- Handling tools and materials safely in accordance with health and safety legislation
- Handling tools and materials competently in accordance with the creative brief
- Employing technical skills such as cutting, forming, wax carving, soldering, cleaning, and polishing

On the placement the student will need to further develop and hone through activity 3:

<p>Employability Skills</p> <ul style="list-style-type: none"> • Self-managing: monitoring, reflecting, and inviting feedback on own performance, managing time, setting personal goals, referring to others for advice • Working in a team: working with others with different skills, expertise, and experience to accomplish a task or goal • Observing: self and situational awareness, monitoring and contributing where appropriate • Solving problems: apply a logical approach to identifying issues and propose solutions <p>Technical Skills</p> <ul style="list-style-type: none"> • Maintaining tools and equipment • Presenting products to clients • Packaging products • Quality checking stock and stocktaking • Practising clean workshop etiquette such as safe and environmentally sound disposal of chemicals, effective preservation of metal scrap, double checking all gas-powered tools are off 	
<p>Minimum starting requirements</p>	
<ul style="list-style-type: none"> • Attendance at induction day • Introduction to organisation and members of team • Health and Safety and security at work • Completion of organisation’s mandatory training 	
<p>Suggested prior learning</p>	
<ul style="list-style-type: none"> • Knowledge of key stages of the end-to-end process of jewellery making • Knowledge of regulatory and legal requirements including health and safety when working with tools and equipment during the jewellery making process • Knowledge of the different tools, techniques and processes used in jewellery making such as cutting, joining, finishing • Knowledge of materials, their physical properties, and their limitations • Recognition and appreciation of equality and diversity in the workplace • How to use and maintain different hand and power tools <p>Typical workplace behaviours needed for role including:</p> <ul style="list-style-type: none"> ○ flexibility ○ attention to detail ○ resilience and ability to respond to feedback ○ ability to work independently and collaboratively and take initiative 	

T Level: Craft and Design

Occupational Specialism: Textiles and Fashion Maker

Role Profile [INDICATIVE EXAMPLE]

Role Title	Working Pattern	To be agreed between the provider and employer
Textiles/Clothing Assistant	Duration	315 hours
Objective(s)		
To work within a team under guidance to support the textiles/clothing making process as required.		
Typical Activities		
<ol style="list-style-type: none"> 1. Support teams with the research required to fulfil a brief, using different sources and reference materials by <ul style="list-style-type: none"> ○ identifying sources for materials ○ collating outcomes of research including costs ○ assisting with the preparation of mood boards, sketches ○ setting out specific requirements for example materials, costs 2. Work within a team under supervision on a daily basis to assist with various stages of the making process by <ul style="list-style-type: none"> ○ carrying out tasks as directed by makers such as applying processes and techniques to create samples, assemble/join items, finishing ○ maintaining accurate records of materials, techniques used ○ interpreting a technical specification/pattern 3. Support the maker with a variety of day-to-day tasks including <ul style="list-style-type: none"> ○ assisting with the organisation of the studio/workshop ○ quality checking stock/ stock taking ○ presenting products for distribution to market for example labelling ○ storing and disposal of materials safely and ecologically 		
Learning goals		TQ Reference
<p>On the placement the student will need to further develop and hone through activity 1:</p> <p>Employability Skills</p> <ul style="list-style-type: none"> ● Investigating: identifying sources, developing search criteria/queries, interrogating data, designing, and carrying out tests ● Recording: transcribing, noting, capturing, saving, storing ● Communicating: active listening, use of visual, oral, and written methods, engaging an audience, sharing, building rapport, adapting style and tone 		<p><i>[Insert corresponding reference from the TQ content]</i></p>

- Presenting: conveying information to an audience to stimulate discussion and /or secure consistent understanding
- Self-managing: monitoring, reflecting, and inviting feedback on own performance, managing time, setting personal goals, referring to others for advice
- Working in a team: working with others with different skills, expertise to accomplish a task or goal.

Technical Skills

- Researching fabric, yarn and other materials for durability and compatibility to inform the development of the product
- Costing a product
- Presenting ideas through portfolios using different tools such as toiles, mood boards, drawing and illustration
- Producing technical drawings including measurements

On the placement the student will need to further develop and hone through activity 2:

Employability Skills

- Physical dexterity: precise and controlled movement, agility, co-ordination, delicacy, appropriate application of force
- Self-managing: monitoring, reflecting, and inviting feedback on own performance, managing time, setting personal goals, referring to others for advice
- Working in a team: working with others with different skills, expertise, and experience to accomplish a task or goal
- Observing: self and situational awareness, monitoring and contributing where appropriate
- Solving problems: apply a logical approach to identifying issues and propose solutions

Technical Skills

- Interpreting a technical specification
- Create technical drawings
- Calculating quantity of materials required
- Measuring against critical measurement points
- Selecting, preparing, and operating equipment/machinery/ tools and their attachments
- Applying different techniques as appropriate to product requirement e.g., stitching, repeats, pattern drafting, finishing
- Preparing and assembling components e.g., cutting, shaping, joining
- Handling tools, machinery, and materials safely in accordance with health and safety legislation

On the placement the student will need to further develop and hone through activity 3:

Employability Skills

- Self-managing: monitoring, reflecting, and inviting feedback on own performance, managing time, setting personal goals, referring to others for advice
- Working in a team: working with others with different skills, expertise, and experience to accomplish a task or goal
- Observing: self and situational awareness, monitoring and contributing where appropriate
- Solving problems: apply a logical approach to identifying issues and propose solutions

Technical Skills

- Fitting, measurement, and form
- Presenting products to clients
- Packaging end product for different purposes
- Quality checking stock, stock taking
- Maintaining equipment

Minimum starting requirements

- Attendance at induction day
- Introduction to organisation and members of team
- Health and Safety and security at work
- Completion of organisation’s mandatory training

Suggested prior learning

- Knowledge of key stages of the end-to-end process of making and the dependencies
- Knowledge of end users for textiles/clothing and how they influence the technical specification e.g., sportswear, costumes, bespoke, interiors
- Knowledge of materials, their physical properties, and their limitations
- Knowledge of trend prediction and seasonal cycles
- Knowledge of regulatory and legal requirements including health and safety when working with tools and equipment during the making process
- Knowledge of the different tools, techniques and processes used in making such as cutting, assembling, joining, finishing
- Knowledge of design principles e.g., form, colour, shape
- How to use and maintain different tools and machinery
- Typical workplace behaviours needed for role including:
 - flexibility
 - attention to detail
 - resilience and ability to respond to feedback
 - ability to work independently and collaboratively and take initiative

T Level: Craft and Design

Occupational Specialism: Wood and Furniture Maker

Role Profile [INDICATIVE EXAMPLE]

Role Title	Working Pattern	To be agreed between the provider and employer
Furniture maker workshop assistant	Duration	315 hours
Objective(s)		
To work within a team under guidance to support the furniture making process as required.		
Typical Activities		
<ol style="list-style-type: none"> 1. Support teams with the research required to fulfil a brief, using different sources and reference materials by <ul style="list-style-type: none"> ○ identifying sources for materials ○ collating outcomes of research including costs ○ assisting with the preparation of drawings and sketches ○ setting out specific requirements for example cutting list, materials, costs 2. Work within a team under supervision on a daily basis to assist with various stages of the furniture making process by <ul style="list-style-type: none"> ○ carrying out tasks as directed by furniture makers such as assisting with preparation, assembly and finishing of pieces ○ maintaining accurate records of development stages 3. Support the furniture maker with a variety of day-to-day tasks such as <ul style="list-style-type: none"> ○ assisting with the organisation of the workshop ○ quality checking stock, stock taking ○ maintenance of machinery 		
Learning goals		TQ Reference
<p>On the placement the student will need to further develop and hone through activity 1:</p> <p>Employability Skills</p> <ul style="list-style-type: none"> • Investigating: identifying sources, developing search criteria/queries, interrogating data, designing, and carrying out tests • Recording: transcribing, noting, capturing, saving, storing • Communicating: active listening, use of visual, oral, and written methods, engaging an audience, sharing, building rapport, adapting style and tone 		<p><i>[Insert corresponding reference from the TQ content]</i></p>

- Presenting: conveying information to an audience to stimulate discussion and /or secure consistent understanding
- Self-managing: monitoring, reflecting, and inviting feedback on own performance, managing time, setting personal goals, referring to others for advice
- Working in a team: working with others with different skills, expertise to accomplish a task or goal.
- Solving problems: apply a logical approach to identifying issues and propose solutions

Technical Skills

- Evaluating different materials in terms of performance, affordance, constraints, etc
- Costing a project
- Preparing technical drawings, keeping sketch books

On the placement the student will need to further develop and hone through activity 2:

Employability Skills

- Self-managing: monitoring, reflecting, and inviting feedback on own performance, managing time, setting personal goals, referring to others for advice
- Working in a team: working with others with different skills, expertise, and experience to accomplish a task or goal
- Observing: self and situational awareness, monitoring and contributing where appropriate
- Creativity: lateral thinking, making novel connections, handling ambiguity, taking creative risks, forming ideas iteratively, future proofing
- Solving problems: apply a logical approach to identifying issues and propose solutions

Technical Skills

- Interpreting the requirements of working drawings and specifications
- Calibrating measuring equipment and using accurately
- Calculating quantity of materials required
- Handling tools, machines, and materials safely in accordance with health and safety legislation
- Setting up and operating machinery as appropriate to project
- Preparing surfaces and finishing
- Using materials and processes for the project in hand appropriately

On the placement the student will need to further develop and hone through activity 3:

<p>Employability Skills</p> <ul style="list-style-type: none"> • Self-managing: monitoring, reflecting, and inviting feedback on own performance, managing time, setting personal goals, referring to others for advice • Working in a team: working with others with different skills, expertise, and experience to accomplish a task or goal • Observing: self and situational awareness, monitoring and contributing where appropriate • Solving problems: apply a logical approach to identifying issues and propose solutions • Presenting: conveying information to an audience to stimulate discussion and /or secure consistent understanding <p>Technical Skills</p> <ul style="list-style-type: none"> • Maintaining tools and equipment • Storing and disposal of materials safely and ecologically • Packaging products for safe delivery to client • Using machines, processes, and materials for project in hand appropriately 	
<p>Minimum starting requirements</p>	
<ul style="list-style-type: none"> • Attendance at induction day • Introduction to organisation and members of team • Health and Safety and security at work • Completion of organisation’s mandatory training • How to use and maintain hand and powered tools used in workplace providing placement 	
<p>Suggested prior learning</p>	
<ul style="list-style-type: none"> • Knowledge of key stages of the end-to-end process of furniture making • Knowledge of the furniture industry: domestic, contract, office • Knowledge of regulatory and legal requirements including health and safety when working with tools and equipment during the furniture making process • Knowledge of the different tools, techniques and processes used in furniture making such as cutting, sanding, drilling, planning, jointing, • Knowledge of materials, their physical properties, and their limitations • How to use and maintain different hand and powered tools • Typical workplace behaviours needed for role including: <ul style="list-style-type: none"> ○ flexibility ○ attention to detail ○ resilience and ability to respond to feedback ○ ability to work independently and collaboratively and take initiative 	

T Level: Craft and Design

Occupational Specialism: Upholstery

Role Profile [INDICATIVE EXAMPLE]

Role Title	Working Pattern	To be agreed between the provider and employer
Upholstery maker workshop assistant	Duration	315 hours
Objective(s)		
To work within a team under guidance to support the upholstery making process as required.		
Typical Activities		
<ol style="list-style-type: none"> 1. Support teams with the research required to fulfil a brief, using different sources and reference materials by <ul style="list-style-type: none"> ○ identifying sources for materials ○ collating outcomes of research including costs ○ assisting with the preparation of drawings and sketches ○ setting out specific requirements for example materials, costs 2. Work within a team under supervision on a daily basis to assist with various stages of the upholstery making process by <ul style="list-style-type: none"> ○ carrying out tasks as directed by upholstery makers such as assisting with preparation, creation, assembly and finishing of pieces ○ maintaining accurate records of materials, techniques used ○ interpreting a technical specification 3. Support the upholstery maker with a variety of day-to-day tasks including <ul style="list-style-type: none"> ○ assisting with the organisation of the workshop ○ quality checking stock, stock taking ○ presenting products for distribution ○ Storing and disposing of materials safely and ecologically ○ maintaining machinery 		
Learning goals		TQ Reference
<p>On the placement the student will need to further develop and hone through activity 1:</p> <p>Employability Skills</p> <ul style="list-style-type: none"> • Investigating: identifying sources, developing search criteria/queries, interrogating data, designing, and carrying out tests • Recording: transcribing, noting, capturing, saving, storing 		<p><i>[Insert corresponding reference from the TQ content]</i></p>

- Communicating: active listening, use of visual, oral, and written methods, engaging an audience, sharing, building rapport, adapting style and tone
- Presenting: conveying information to an audience to stimulate discussion and /or secure consistent understanding
- Self-managing: monitoring, reflecting, and inviting feedback on own performance, managing time, setting personal goals, referring to others for advice
- Working in a team: working with others with different skills, expertise to accomplish a task or goal.

Technical Skills

- Evaluating design features and researching different materials in terms of affordance, durability constraints, etc
- Presenting ideas using different tools such as mood boards, drawing and illustrations
- Producing technical drawing including measurements

On the placement the student will need to further develop and hone through activity 2:

Employability Skills

- Physical dexterity: precise and controlled movement, agility, co-ordination, delicacy, appropriate application of force
- Self-managing: monitoring, reflecting, and inviting feedback on own performance, managing time, setting personal goals, referring to others for advice
- Working in a team: working with others with different skills, expertise, and experience to accomplish a task or goal
- Observing: self and situational awareness, monitoring and contributing where appropriate
- Creativity: lateral thinking, making novel connections, handling ambiguity, taking creative risks, forming ideas iteratively, future proofing
- Solving problems: apply a logical approach to identifying issues and propose solutions

Technical Skills

- Interpreting the requirements of working drawings and specifications
- Using measuring equipment to measure materials accurately
- Calculating quantity of materials required
- Handling tools, machines, and materials safely in accordance with health and safety legislation

<ul style="list-style-type: none"> • Selecting, preparing, and operating equipment/machinery/ tools and their attachments for example sewing machines, staplers • Applying different techniques as appropriate to product requirement e.g., stitching, repeats, finishing • Preparing and assembling components e.g., cutting, stitching shaping, joining <p>On the placement the student will need to further develop and hone through activity 3:</p> <p>Employability Skills</p> <ul style="list-style-type: none"> • Self-managing: monitoring, reflecting, and inviting feedback on own performance, managing time, setting personal goals, referring to others for advice • Working in a team: working with others with different skills, expertise, and experience to accomplish a task or goal • Observing: self and situational awareness, monitoring and contributing where appropriate • Solving problems: apply a logical approach to identifying issues and propose solutions <p>Technical Skills</p> <ul style="list-style-type: none"> • Maintaining tools and equipment • Fitting, measurement, and form • Presenting products to clients • Packaging end product for different purposes • Quality checking stock, stock taking • Maintaining equipment • Storing and disposal of materials safely and ecologically 	
<p>Minimum starting requirements</p>	
<ul style="list-style-type: none"> • Attendance at induction day • Introduction to organisation and members of team • Health and Safety and security at work • Completion of organisation’s mandatory training 	
<p>Suggested prior learning</p>	
<ul style="list-style-type: none"> • Knowledge of key stages of the end-to-end process of upholstery making • Knowledge of end users for upholstery and how they influence the technical specification • Knowledge of materials, their physical properties, and their limitations • Knowledge of regulatory and legal requirements including health and safety when working with tools, machinery and equipment during the upholstery making process • Knowledge of the different tools, techniques and processes used in upholstery making such as cutting, stitching, joining, 	

- Knowledge of design principles e.g., form, colour, shape
- Knowledge of foundation building, stripping down upholstery, springs
- Knowledge of materials, their physical properties, and their limitations
- How to use and maintain different hand and power tools
- Typical workplace behaviours needed for role including:
 - flexibility
 - attention to detail
 - resilience and ability to respond to feedback
 - ability to work independently and collaboratively and take initiative

T Level: Media, Broadcast and Production

Occupational Specialism: Content Creation and Production

Role Profile [INDICATIVE EXAMPLE]

Role Title	Working Pattern	To be agreed between the provider and employer
Junior Researcher Content Production	Duration	315 hours
Objective(s)		
To support the process of content creation by identifying, researching, and developing ideas and presenting to the team. To provide support across the creative production team as required.		
Typical Activities		
<ol style="list-style-type: none"> 1. Work within a team on a daily basis to assist with the planning, production, and maintenance of content on a variety of platforms by <ul style="list-style-type: none"> ○ meeting with team to understand their requirements ○ attending creative meetings and contributing to/assisting with ideas generation ○ carrying out tasks as directed by team members 2. Support teams with the research required when producing original content in line with brief, using a range of sources and reference materials by <ul style="list-style-type: none"> ○ identifying potential sources and reference materials ○ collating outcomes of research ○ presenting outcomes of research to team 3. Support the production team with a variety of tasks including technical/digital to meet production needs by <ul style="list-style-type: none"> ○ actively participating in team meetings to understand priorities ○ assisting with interactions with clients/contributors ○ maintaining information systems, e.g., logging rushes 		
Learning goals		TQ Reference
<p>On the placement the student will need to further develop and hone through activity 1:</p> <p>Employability Skills</p> <ul style="list-style-type: none"> ● Planning: identifying discrete steps, estimating time and resources, prioritising, coordinating, sequencing activity ● Communicating: active listening, use of visual, oral, and written methods, engaging an audience, sharing, building rapport, adapting style and tone 		<p><i>[Insert corresponding reference from the TQ content]</i></p>

- Self-managing: monitoring, reflecting, and inviting feedback on own performance, managing time, setting personal goals, referring to others for advice
- Working in a team: working with others with different skills, expertise to accomplish a task or goal

Technical Skills

- Assisting with the creation of project plans
- Assisting with management, secure storage, and transfer of content
- Assisting with capturing content

On the placement the student will need to further develop and hone through activity 2:

Employability Skills

- Investigating: identifying sources, developing search criteria/queries, interrogating data, designing, and carrying out tests
- Recording: transcribing, noting, capturing, saving, storing
- Creativity: lateral thinking, making novel connections, handling ambiguity, taking creative risks, forming ideas iteratively, future proofing
- Solving problems: apply a logical approach to identifying issues and propose solutions
- Presenting: conveying information to an audience to stimulate discussion and/or secure consistent understanding.

Technical Skills

- Finding and utilising credible sources to research ideas and intended user, platforms and/or purpose for content
- Assisting with identification of key resources for example location, facilities, contributors
- Presenting ideas to colleagues using appropriate tools and techniques

On the placement the student will need to further develop and hone through activity 3:

Employability Skills

- Self-managing: monitoring, reflecting, and inviting feedback on own performance, managing time, setting personal goals, referring to others for advice
- Working in a team: working with others with different skills, expertise, and experience to accomplish a task or goal
- Observing: self and situational awareness, monitoring and contributing where appropriate

<ul style="list-style-type: none"> • Solving problems: apply a logical approach to identifying issues and propose solutions <p>Technical skills</p> <ul style="list-style-type: none"> • Assisting with the maintenance of information systems • Assisting with collection of metadata • Updating and maintaining production documentation 	
<p>Minimum starting requirements</p>	
<ul style="list-style-type: none"> • Attendance at induction day • Introduction to organisation and members of team • Health and Safety and security at work • Completion of organisation’s mandatory training 	
<p>Suggested prior learning</p>	
<ul style="list-style-type: none"> • Knowledge of key stages of process of content development for different platforms • Knowledge of the different platforms/channels that can be used to deliver media • Knowledge of regulatory and legal requirements when using or generating media assets • Knowledge of fundamentals of project planning • Knowledge of how to manage and store content • Typical workplace behaviours needed for role including: <ul style="list-style-type: none"> ○ confidentiality ○ flexibility ○ attention to detail ○ resilience and ability to respond to feedback ○ ability to work independently and collaboratively and take initiative 	

T Level: Media, Broadcast and Production

Occupational Specialism: Creative Media Technician

Role Profile [INDICATIVE EXAMPLE]

Role Title	Working Pattern	To be agreed between the provider and employer
Media Operator	Duration	315 hours
Objective(s)		
To work within a team under guidance to support media preparation and other media manipulation services to ensure the smooth running of production and post-production creative projects.		
Typical Activities		
<ol style="list-style-type: none"> 1. Work within a team under guidance to prepare facilities and media for use in production and post-production using a range of systems as appropriate by <ul style="list-style-type: none"> ○ meeting with teams to understand their requirements ○ carrying out tasks as directed by team members 2. Support teams on a daily basis with the movement of media between the various production/post-production systems ensuring that data integrity is maintained by <ul style="list-style-type: none"> ○ meeting with team to understand their requirements ○ carrying out tasks as directed by team members ○ delivering media in a suitable format for the workflow 3. Participate in the technical production team addressing aspects of the end-to-end workflow by <ul style="list-style-type: none"> ○ actively taking part in team meetings to understand priorities ○ assisting with interactions with production staff ○ preparing deliverables such as files for dubbing, and compressed files for local or remote viewings 		
Learning goals	TQ Reference	
On the placement the student will need to further develop and hone through activity 1: Employability Skills <ul style="list-style-type: none"> • Planning: identifying discrete steps, estimating time and resources, prioritising, coordinating, sequencing activity • Communicating: active listening, use of visual, oral, and written methods, engaging an audience, sharing, building rapport, adapting style and tone 	<i>[Insert corresponding reference from the TQ content]</i>	

- Self-managing: monitoring, reflecting, and inviting feedback on own performance, managing time, setting personal goals, referring to others for advice
- Solving problems: apply a logical approach to identifying issues and propose solutions
- Working in a team: working with others with different skills, expertise, and experience to accomplish a task or a goal.

Technical Skills

- Connecting and setting-up post-production editing equipment using appropriate cables and connectors
- Performing editing functions necessary for the preparation of media and sequences for creative processes, or for mastering of finished content for delivery (e.g., adding line-up and idents, patching in quality control, fixes, audio laybacks)
- Identifying appropriate workflow hardware and software set ups for creative projects, such as single workstation operations, local area network collaboration and remote team collaboration

On the placement the student will need to further develop and hone through activity 2:

Employability Skills

- Self-managing: monitoring, reflecting, and inviting feedback on own performance, managing time, setting personal goals, referring to others for advice
- Recording: transcribing, noting, capturing, saving, storing
- Planning: identifying discrete steps, estimating time and resources, prioritising, coordinating, sequencing activity
- Solving problems: apply a logical approach to identifying issues and propose solutions
- Working in a team: working with others with different skills, expertise, and experience to accomplish a task or a goal.

Technical Skills

- Entering and retrieving structured data from databases
- Preparing assets for use across other media platforms and/or products.
- Performing catalogue, backup, and archive processes accurately
- Planning and communicating to a team the steps required to add a creative end user to a project

On the placement the student will need to further develop and hone through activity 3:

<p>Employability Skills</p> <ul style="list-style-type: none"> • Self-managing: monitoring, reflecting, and inviting feedback on own performance, managing time, setting personal goals, referring to others for advice • Working in a team: working with others with different skills, expertise, and experience to accomplish a task or goal • Observing: self and situational awareness, monitoring and contributing where appropriate • Presenting: conveying information to an audience to stimulate discussion, and/or secure consistent understanding • Working independently to meet shared team goals, when appropriate to a project or task <p>Technical Skills</p> <ul style="list-style-type: none"> • Transferring data between devices and storage systems, applying virus checks and verifying integrity of data • Ensuring data integrity when moving media between storage and systems • Implementing the steps required to add a creative end user to a project and supporting the end user to access and participate in a project 	
<p>Minimum starting requirements</p>	
<ul style="list-style-type: none"> • Attendance at induction day • Introduction to organisation and members of team • Health and Safety and security at work • Completion of organisation’s mandatory training 	
<p>Suggested prior learning</p>	
<ul style="list-style-type: none"> • Knowledge of end-to-end production workflow from content generation to distribution across a range of appropriate networks or delivery services • Knowledge of the key stages relating to image, sound, and graphics • Knowledge of common potential failure points and appropriate responses • Knowledge of fundamentals of audio and video data compression, transcoding and commonly used file formats and wrapper for audio, graphics, still and moving image • Knowledge of processes to ensure that the integrity (e.g., checksum) and security of file-based media content is maintained (e.g., to avoid hacking or theft of assets) • Typical workplace behaviours needed for role, including: <ul style="list-style-type: none"> ○ confidentiality ○ adaptability and flexibility ○ attention to detail ○ resilience and ability to respond to feedback ○ ability to work independently and collaboratively and take initiative 	

T Level: Media, Broadcast and Production

Occupational Specialism: Events and Venues Technician

Role Profile [INDICATIVE EXAMPLE]

Role Title	Working Pattern	To be agreed between the provider and employer
Events and Venues Technician	Duration	315 hours
Objective(s)		
To support technical teams to carry out the planning, preparation and running of events (so far as safely and reasonably practicable). This will include experiencing end-to-end processes and taking part in a range of typical day-to-day operations and activities.		
Typical Activities		
<ol style="list-style-type: none">1. Assist with the planning and preparation required in advance of an event/production. The nature of this will vary across different settings, but key activities may include:<ul style="list-style-type: none">○ being involved in the technical team's conversation to interpret and assess internal/external client(s) requirements for events/productions○ taking part in technical team discussions to identify the key priorities arising from the event/production documentation○ learning who the key stakeholders are, what roles will be involved, and about their interdependencies2. As directed and under adequate supervision - assist with the implementation of different stages of an event/production in accordance with the requirements (so far as safely and reasonably practicable). Key activities could include some of the examples below:<ul style="list-style-type: none">○ listening to and learning from discussions when adaptations required to reconcile event requirements with a venue, including how hazards can be dynamically identified and mitigated○ working within a team as directed with regard for the safety of self and others○ developing good working relationships within the team and with customers/external stakeholders and understand the importance of this○ under supervision and within a team using appropriate industry tools, equipment, and processes to set up, assemble, configure, and dismantle systems from component parts to production specification such as lighting, sound, video, sets/staging and rigging etc○ assisting with fault-finding of components and systems e.g., eliminating feedback in a live audio system or a rig check		

- following cueing instructions in show conditions, observing appropriate communications etiquette and terminology.
3. As directed and under adequate supervision – assisting the technical team with routine maintenance. This may include assisting with repairing, testing and preparation of relevant technical equipment. Activities may include:
- as directed, under supervision: assisting experienced staff with preparing, testing, repairing, and maintaining industry representative equipment such as sound/light, video, and control equipment, facilitating fault finding and selecting and safely using the appropriate tools for each task
 - as directed, under supervision: assisting experienced staff with maintaining the venue environment, inspecting, monitoring, keeping clean and free from obstruction, taking into account space specific factors e.g., emergency systems, first line repairs
 - as directed, under supervision, assisting with record keeping of maintenance and repairs to help ensure equipment is of the highest standard and functioning correctly before next event

Learning goals	TQ Reference
<p>On the placement the student will need to further develop and hone through activity 1:</p> <p>Employability Skills</p> <ul style="list-style-type: none"> ● Planning: identifying discrete steps, estimating time and resources, prioritising, coordinating, sequencing activity, ● Critical thinking, questioning, evaluating pros and cons, using logic and reasoned argument, synthesising, and concluding ● Communicating: active listening, use of visual, oral, and written methods, engaging an audience, sharing, building rapport, adapting style and tone ● Working in a team. Working with others with different skills, expertise, and experience to accomplish a task or goal ● Solving problems; applying a logical approach to identifying issues and propose solutions ● Assessing risks; assessing a situation, a proposal, a product, or process for potential adverse effects <p>Technical Skills</p> <ul style="list-style-type: none"> ● Interpreting event/production documentation ● Identifying some common and potential hazards and risks <p>On the placement the student will need to further develop and hone through activity 2:</p> <p>Employability Skills</p> <ul style="list-style-type: none"> ● Planning: identifying discrete steps, estimating time and resources, prioritising, coordinating, sequencing activity, 	<p><i>[Insert corresponding reference from the TQ content]</i></p>

<ul style="list-style-type: none"> • Critical thinking, questioning, evaluating pros and cons, using logic and reasoned argument, synthesising, and concluding • Communicating: active listening, use of visual, oral, and written methods, engaging an audience, sharing, building rapport, adapting style and tone • Working in a team: working with others with different skills, expertise, and experience to accomplish a task or goal • Solving problems; applying a logical approach to identifying issues and propose solutions for example fault finding • Assessing risks; assessing a situation, a proposal, a product, or process for potential adverse effects <p>Technical Skills</p> <ul style="list-style-type: none"> • Using industry representative technical tools, equipment, and techniques <p>On the placement the student will need to further develop and hone through activity 3:</p> <p>Employability Skills</p> <ul style="list-style-type: none"> • Planning: identifying discrete steps, estimating time and resources, prioritising, coordinating, sequencing activity, • Critical thinking, questioning, evaluating pros and cons, using logic and reasoned argument, synthesising, and concluding • Communicating: active listening, use of visual, oral, and written methods, engaging an audience, sharing, building rapport, adapting style and tone • Working in a team. Working with others with different skills, expertise, and experience to accomplish a task or goal • Solving problems; applying a logical approach to identifying issues and propose solutions for example fault finding <p>Technical Skills</p> <ul style="list-style-type: none"> • Using industry representative technical tools, equipment, and techniques • Maintaining technical tools and equipment • Undertaking fault finding of components and systems 	
<p>Minimum starting requirements</p>	
<ul style="list-style-type: none"> • Attendance at induction day • Introduction to organisation and members of team • Health and Safety and security at work • Completion of organisation’s mandatory training 	

Suggested prior learning

- Knowledge of vocabularies needed to accurately articulate, analyse, compare, and contrast different technical and critical characteristics of venues/spaces and events/productions
- Documentation and communication: how the features, facilities and requirements of different venues, spaces, events, and productions are technically documented and accurately communicated
- Key health and safety concepts and their implications relevant to events and venues technicians, including risk identification, assessment and controls, responsibilities and accountabilities, safe systems of work etc.
- The different stages of the end-to-end production process including the different characteristics and purposes of each stage
- Common protocols in running events and productions, including in show conditions, cueing, calls, and communications etc.
- Manual handling techniques, including the TILE method (task, individual, load, environment) and how/when to use lifting aids
- Basic electrical awareness: Ohms law and basic calculations, identification of commonly used equipment, wiring standards and connectors and the importance of common safe working practices (for example, the importance of isolating circuits before working on them)
- Product knowledge and terminology for technical equipment
- The correct tools and equipment for tasks such as assembling scenic components and truss and rigging, lighting audio and video equipment
- Basic safety awareness for hand/power tools
- Typical workplace behaviours needed for role including:
 - ability to work independently and collaboratively and take initiative
 - resilience, willing to try new things while recognising limits of own capability
 - adaptable and flexible for example when things don't initially to plan
 - responsible and honest: seek helps when needed
 - persistent and resilient when tackling big tasks