

CURRICULUM AREA: DCI - Digital Technologies

COURSE TITLE: BTEC Level 3 Nationals Extended
Diploma in Creative Media Practice

MODULE LEAD: Bryan Robson

ASSIGNMENT WRITTEN BY: Bryan Robson

ASSESSORS: Bryan Robson, Ben Marriott, Sam Bell, Callan Dance



Assessment Unit B1: Personal Progression

PLANNING YOUR FUTURE PROGRESSION

DATE ISSUED: 02/12/2024

SUBMISSION DATE: 14/02/2025

Learner Declaration

I certify that the evidence submitted for this assignment is my own. I have clearly referenced any sources and any artificial intelligence (AI) tools used in the work. I understand that false declaration is a form of malpractice.

Learner Signature:

Photo of signature
here

Date:

Add submission date
here

Assessor Declaration

I declare that the work submitted for assessment has been carried out without assistance other than that which is acceptable according to the rules of the specification. I certify that to the best of my knowledge the evidence submitted for this assignment is the learner's own. The learner has clearly referenced any sources and any AI tools used in the work.

Assessor Signature:

Date:

Receipt

Name

Unit No. & Title

Assignment No. & Title

**Signed, Stamped or
Scanned (Staff)**

Date

Where work is submitted via email a receipt should be requested. Where work is submitted via Grade Book a digital receipt will be visible.

MODULE OUTLINE

B1 Learning Aims;

The media industry offers a wide range of careers and many routes to access them. When aiming for a career in media, you will need to advance and focus your creative skills towards a particular career pathway, but also develop the valuable underpinning skills that are needed in any career.

This module aims to help you access the industry reviewing progression routes and roles, and produce materials that reflect your ideas and creative potential.

Knowledge, Skills & Behaviours you will have the opportunity to develop within this module (these are just a few examples & often cross over into the other sub sections within KSBs);

Knowledge;

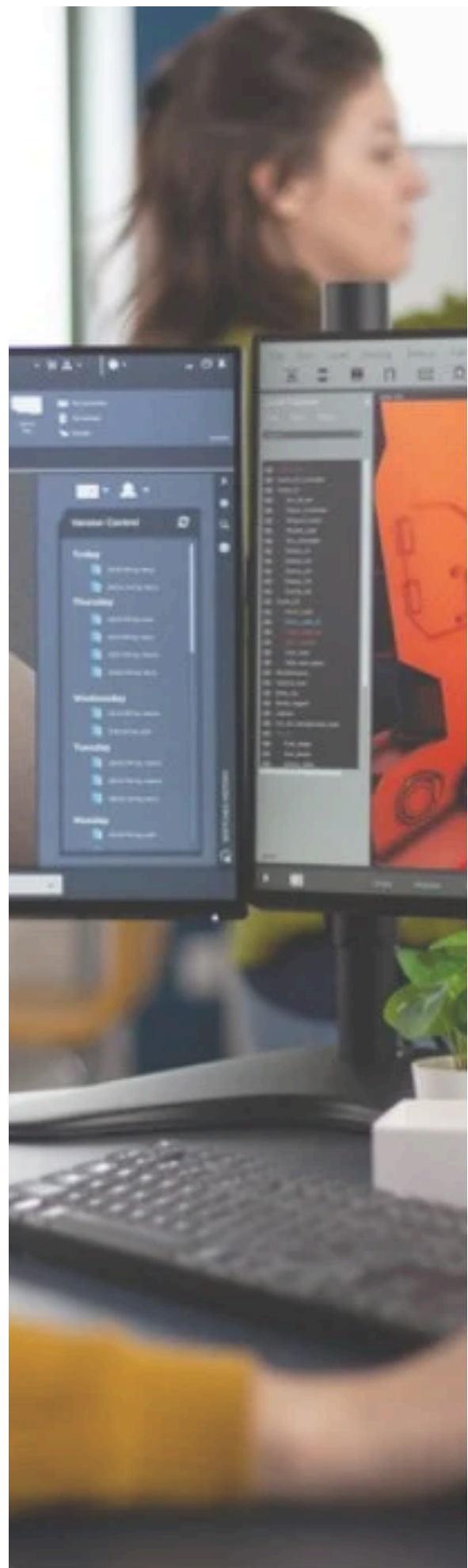
Continuous personal development, time management techniques, professional bodies and guidance for development, SMART target setting, maximising your aspirational career goals, self-promotion and career processes.

Skills;

Action planning, reflection, demonstration of career specialist skill development.

Behaviours;

Professionalism, expectations, project management, punctuality, studio respect, expansion of skills, challenging self, constructive criticism, motivation, initiative, resilience, presentation skills, organisation, independent expectations and performance.



GUIDANCE OVERVIEW

You will need to plan and organise your progression individually as part of your professional practice and problem solving.

Although there are tasks in this assessment, the criteria may cover multiple tasks at once. You will use a combination of skills relating to the criteria continuously throughout the assignment.

They criteria are equally weighted, meaning they should be given equal importance in your project.

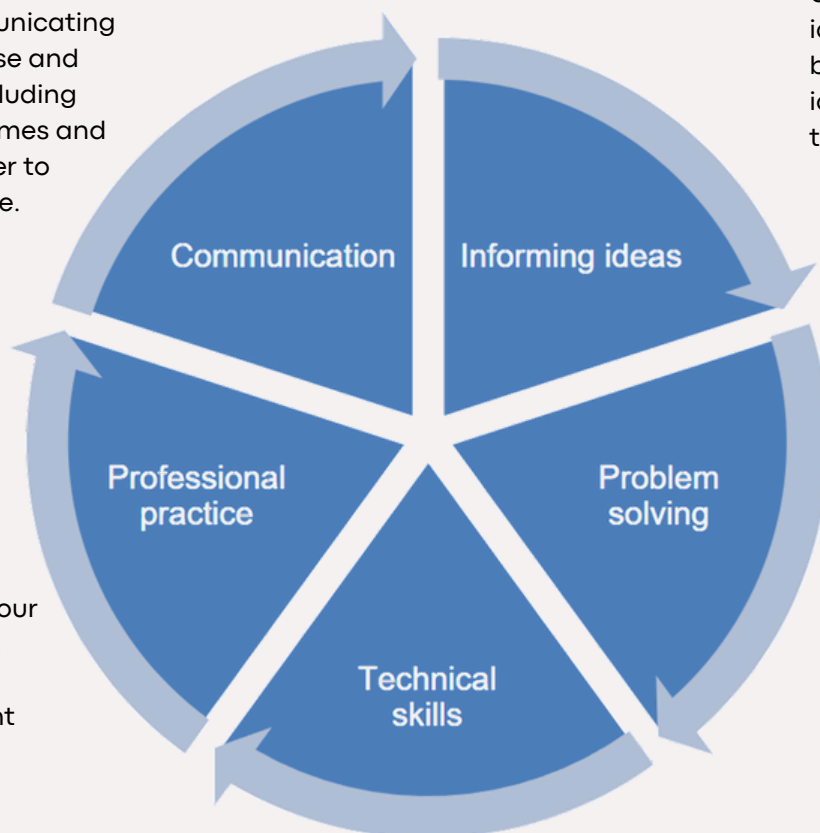
Pages 5 - 11 will outline the expectations for the assessment and the criteria that you should aim to generate.

AC5: Communication

Show skills in communicating the meaning, purpose and function of work, including development, outcomes and presentation, in order to engage the audience.

AC4: Professional Practice

Show how you apply professionalism to your assignment through technical practice, project management and working safely.



AC1: Informing Ideas

Use skills for informing ideas, interpreting the brief and developing ideas and outcomes as they progress.

AC2: Problem Solving

Show problem solving throughout by engaging with the brief and its requirements including ideas generation, experimentation, testing and reflection on the meaning, purpose function of your work.

AC3: Technical Skill

Show technical skills throughout by exploiting the potential of media, materials, techniques and processes. In early stages of the project, this might be when investigating material opportunities. Later it would be in the outcomes or their presentation.

Project Scenario

WRITTEN BY;

Erin Turnbull
HR Recruitment Lead
ZeroLight



Client Specification

"People know when it's time to move on, but some are happy to let things just happen to them. I'm not going to be one of those people. I'm going to be ahead of the game - plan my moves. They're the ones that always work out the best..."

A recent creative careers convention 'Industry Reaction' provided you the opportunity to meet with industry leaders. You are invited to pitch yourself to employers looking to recruit new talent; but you must have a portfolio available to do so.

As part of this, you have been inspired by the range of career opportunities presented and it is now time to consider your route. What is your aspiration and how will you get there?

In preparation for this, you need to research the possible opportunities available to you as well as other factors for personal progression. Following your research, a self-assessment will be vital in deciding on one opportunity to focus on and produce an outline of the skills and behaviours needed for that progression goal and then match your own skills and behaviours to the goal.

You should then produce a detailed progression plan, identifying the key areas you need to develop to meet your goals. You should then carry out this plan actioning your own progression in your chosen specialist area(s) developing a selection of self-promotional materials.

Using the developed skills and content, you should present yourself suitably in the form of a professionally developed portfolio for your chosen career path.

You are expected to submit a full documented portfolio of your research, analysis, skills development and final portfolio link.



Task 1 – Preparation

You should begin by performing an analytical review of the opportunities available to you for your personal progression.

Initial Research

Before creating a portfolio for a specific route, you want to keep an open mind about the options available so you should begin with research into industry practice. Consider the following points below:

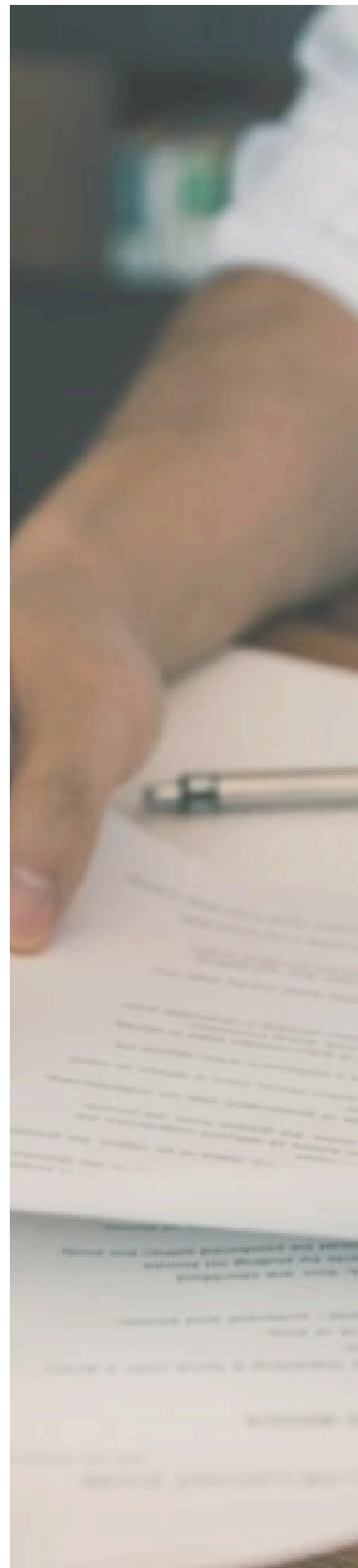
- Creative Career Roles including any requirements
- Resources available to support your development
- Professional portfolios analysing examples including advantages and disadvantages of their set up, choice of medium to present work (E.G. Blog, online portfolio, showreel, websites, printed etc.)
- Advice and analysis of work presentation (E.G. Renders, camera angles, art formats, showreel displays, resolutions etc.)
- Methods for continuous personal development including professional bodies
- Career and interview advice
- Any other areas specific to your own personal progression interests (E.G. industry specific pipelines, animation principles, coding practices, level design techniques)

You must continually create links between what you have discovered and how you might apply this within your development and portfolio. Remember to include industry examples and provided references for your sourced research.

Evidence Required for Task 1;

In your portfolio; include evidence of:

- Organised research with analysis
- Your interpretation of how the research will be applied to your own progression.



Task 2 - Self-Assessment and Proposal

Exploration and Preparation

In your portfolio, you now need to complete a self-assessment in detail justifying your responses to identify your skills gaps and overall goals for this project.

Future Career Aspirations

What career route(s) would you like to go down based on your research?

Skills Reflection

Create a table to rate yourself on a key selection of knowledge, skills and behaviours required in the creative media industry.

Example layout:

Skills Required	Good	Unsure	Poor
3D Modelling	X		

SWOT Analysis

Take a deeper dive into your personal strengths, weaknesses, opportunities and threats.

Outline of potential activities to address your key skills gaps

- What is the skill?
- What are you going to do to address this task?
- Is this something you've done before, or completely new?
- Does it build off another task you've completed before?

Evidence Required for Task 2;

In your portfolio; include evidence of:

- Your self assessment breakdown and targets

Task 3 – Target Setting

Undertaking Development and Creation of Promotional Materials

SMART Targets

To begin your development you need to set yourself a range of targets to help with the creation of suitable materials, used to promote on your portfolio.

These should be written in a SMART target format and added to your documentation.

The targets can be large scale activities or a selection of smaller goals to create quicker content entries. (Remember, quality over quantity)

You should consider suitable pipelines when planning targets and show any planning, problem solving and implementation (when completing these in the next task)

Potential Routes for Setting Targets

- Test yourself by:
 - Recreating an aspect from an existing game / design
 - Creating an original aspect or design from an existing game
 - Create an original design for an original concept
 - Take on competitions and challenges

You can work in groups to produce content but you are only to document your progression to the overall task and must highlight your areas clearly.

Evidence Required for Task 3;

In your portfolio; include evidence of:

- A selection of SMART targets written with your overall goals in mind for your development of promotional materials

Task 4 – Action Planning

Undertaking Development and Creation of Promotional Materials

With the goal(s) set and the technical career area selected, you now need to action your development.

Action Plan Template:

Following the action plan structure below showing your skill development and the actions being taken to develop promotional materials.

SMART Goal				
Add your overall SMART goal here before breaking this down into your tasks below.				
Task / Objective	Deadline	Resources (if applicable)	Evidence	Reflection
Breakdown of your goals into more manageable and organised tasks.				

You should ensure you are providing consistent updates to the tasks, sufficient breakdown of the overall goals as well as regular reflective commentary. Any problems witnessed / overcome during development should be reflected on also.

You should ensure that evidence and your final deliverables (self-promotional materials) are stored accurately in the best display possible. (E.G. High-resolution renders, optimised video formats)

Evidence Required for Task 4;

In your portfolio; include evidence of:

- Completed action plan broken down with tasks undertaken
- Regular updates and reflection of skills development
- Final promotional materials developed from your skill

Task 5 – Promotion

Portfolio

Once the skills have been developed, it is now time to promote the work undertaken.

Your first step is to develop a portfolio of your work in a relevant format (e.g. blog, online portfolio, showreel, personal website, collection of printed media) that:

- Can be a combination of online profiles, social networking, marketing materials and personal statements, including links to personal work
- Includes justification of how the work showcased relates to your career intentions and opportunities

Using your earlier research, present your work in the best form for your chosen career area.

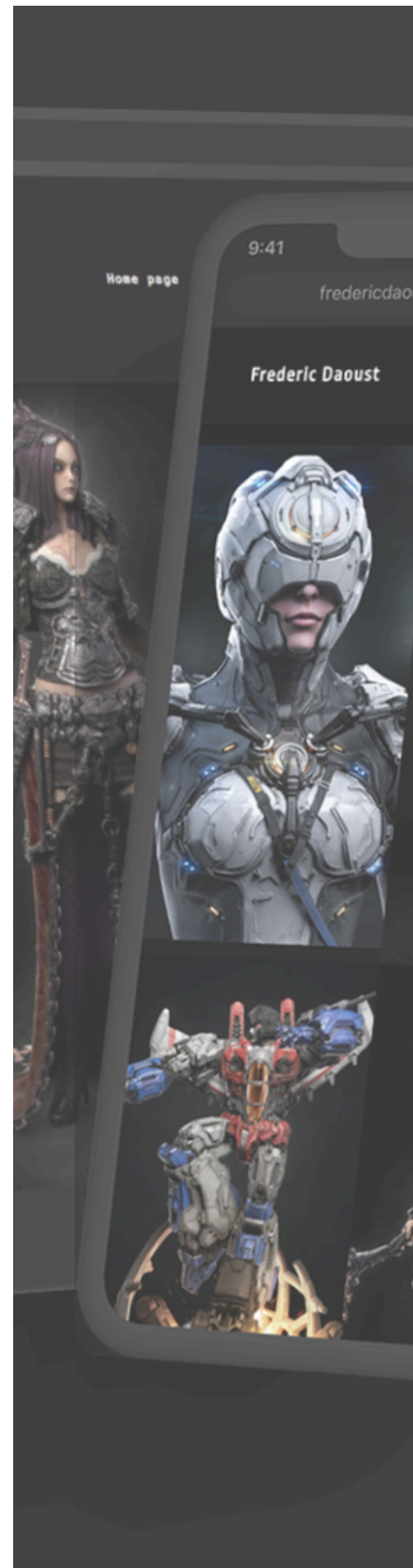
Additional Considerations:

To get the best out of your promotion, it may also be worth:

- Using social media promotion to get the most reach out of your developed work (Portfolio links)
- Complete with all relevant portfolio information (Tags, Descriptions, Summaries, Thumbnails etc.)
- Adding in your CV details to support your personal promotion

Evidence Required for Task 5;

- Link to your portfolio
- Link to your social media / networking (if included)
- Evidence of your social networking



Task 6 – Reflection

Look back at your development

Finally, you should reflect on your personal progression for all stages of your original plan and career aspirations.

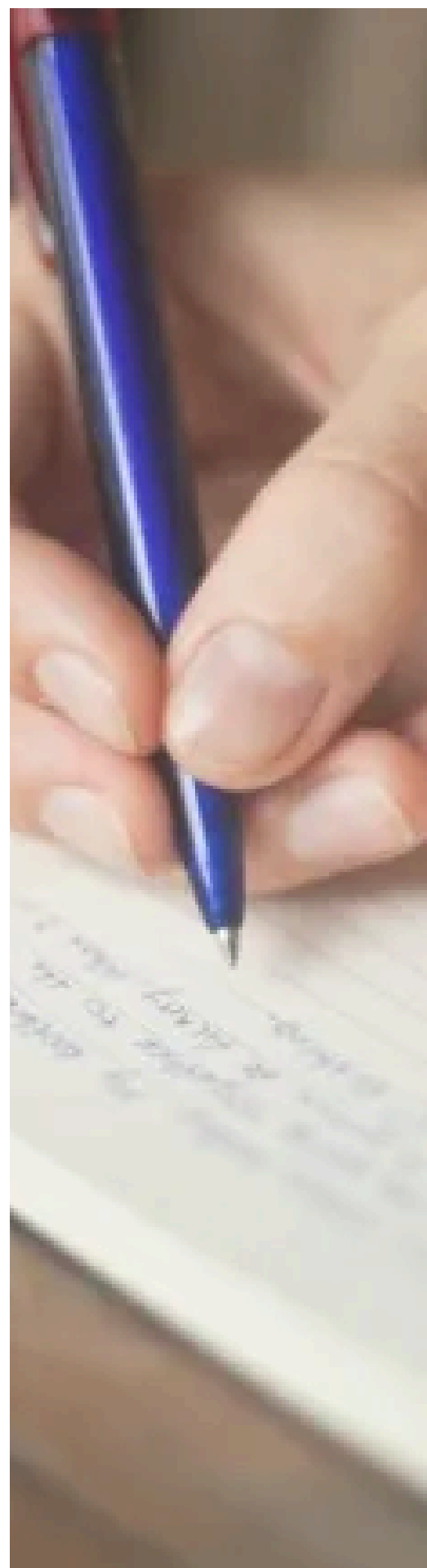
It is recommended to cover:

- What your original goal was that you set out to achieve and develop
- How effectively you have met your targets
- What strengths were highlighted in this project?
- What improvements could you make to how you have tackled any aspects within this project?
- In aiming for future career options, what might you change about your approach and what have you ultimately learnt from your personal progression?

The format for this may be in a written reflection of 500 - 1000 words or approximately a 5-minute voice recording. This may be uploaded and submitted as a link.

Evidence Required for Task 6;

- Full portfolio ready for submission
- Strong structure in your documentation
- Link and breakdown within your portfolio
- Final reflection



BTEC Level 3 540 Diploma and Extended Diploma in Creative Media Practice assessment criteria

In order to be awarded a qualification, learners must achieve a minimum of Pass in all criteria for each assessment unit. See Appendix 2 for larger version..

Assessment criteria	U Limited/insufficient	Pass Generally competent/adequate	Merit Clear/effective	Distinction Accomplished/thorough
AC1: Informing ideas	Limited or inappropriate research and investigation. Information has not been used to inform ideas or understanding.	Generally competent research and investigation used to interpret briefs, develop ideas for work and inform plans for progression, showing adequate understanding of industry and the work of others.	Effective research and investigation skills used to interpret briefs, develop ideas for work and inform plans for progression, showing a clear understanding of industry and the work of others.	Accomplished research, investigation and critical analysis skills used to interpret briefs, develop ideas for work and inform plans for progression, showing a thorough understanding of industry and the work of others.
AC2: Problem solving	Lack of clarity in use of problem-solving processes. Work does not progress coherently through appropriate stages of development in order to find solutions.	Generally competent use of development process showing sufficient ideas generation, experimentation and review to find solutions.	Sound use of ideas generation, experimentation, testing and review. Clear and consistent reflection on work showing emerging awareness of how solutions relate to intended meaning, purpose and function.	Thorough engagement and confident application of ideas generation, experimentation, testing and review used to make considered choices. Sustained use of reflection to develop a critical understanding of how solutions align with the intended meaning, purpose and function of work.
AC3: Technical skill	Limited or inappropriate evidence. Work does not show a minimum level of precision or competence with media, materials, techniques and processes.	Generally competent selection and manipulation of appropriate media, materials, techniques and processes to produce work that shows some awareness of impact in outcomes.	Effective selection and application of media, materials, techniques and processes, with a clear awareness of their effect on communication through outcomes. Mostly consistent technical competence shown through development and execution.	Accomplished selection and skilful application of media, materials, techniques and processes, showing thorough understanding of their impact on outcomes and ability to exploit them to meet intentions. Technical competence sustained throughout development and execution.
AC4: Professional practice	Limited understanding and use of professional practice skills, behaviours and approaches to working.	Adequate exploration and use of some professional practice skills, behaviours and approaches to working.	Clear understanding and application of professional practice skills, behaviours and approaches used effectively to manage and inform projects.	Thorough understanding and application of accomplished professional practice skills, behaviours and approaches used in a sustained and considered way to manage and inform projects.
AC5: Communication	Lack of clarity seen in outcomes in relation to intentions and audience. Limited use of appropriate presentation conventions.	Generally competent communication of meaning, purpose and function of work in relation to intentions and audience. Appropriate use of presentation methods, formats and conventions.	Effective communication of meaning, purpose and function of work in relation to intentions and audience. Clear understanding and use of effective presentation methods, formats and conventions used to reflect qualities and engage the audience.	Fluent and imaginative communication of meaning, purpose and function of work in relation to intentions and audience. Thorough understanding and skilful use of presentation methods, formats and conventions applied in a highly considered way to enhance qualities of work and engage the audience.