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**Careers, Employability and Enterprise Audit across the Curriculum**

**Curriculum area Media Studies Curriculum Leader \_\_\_\_\_Media\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date April 2020**

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| **Year group** | **How does your subject contribute to the Careers, Employability and Enterprise curriculum?** | **What are the activities used?** | Developing yourself through careers, employability and enterprise education | Learning about careers and the world of work | Developing your career management, employability and enterprise skills |
| **7** | N/A | N/A |  |  |  |
| **8** | N/A | N/A |  |  |  |
| **9** | The Big Issue historical and political context. How is the magazine funded?  TV Production cross production/ TV budgets and how TV is funded. Costs, grants etc. | Allows students to understand how the media industry can be funded and the work of free-lance writers.  Where does the media TV industry find it funding and how the industry of the TV production can cut costs by using conglomerates help to ease the financial burden. | 1,2, , ,  , 12 | 4, 5, 8,9  4, 5, 6 | 11,12, 13  12 |
| **10** | The Big Issue historical and political context. How is the magazine funded?  TV Production cross production/ TV budgets and how TV is funded. Costs, grants etc. | Allows students to understand how the media industry can be funded and the work of free-lance writers.  Where does the media TV industry find it funding and how the industry of the TV production can cut costs by using conglomerates help to ease the financial burden. | 1,2, , , | 4, 5, 8,9  *4,5,6* | 11,12, 13 |
| **11** | The Big Issue historical and political context. How is the magazine funded? | Allows students to understand how the media industry can be funded and the work of free-lance writers. | 1,2, | ,4, 5, 8,9 | 11,12, 13, |
| **Post 16** | The Big Issue historical and political context. How is the magazine funded?  TV Production cross production/ TV budgets and how TV is funded. Costs, grants etc. | Allows students to understand how the media industry can be funded and the work of free-lance writers.  Allows students to understand how the media industry can be funded and the work of free-lance writers. | 1,2, ,  1,2 | 4, 5, 8,9  4,5,6 | 11,12, 13,  12 |

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**Careers, Employability and Enterprise Audit across the Curriculum**

The framework presents learning outcome statements for pupils and students across seventeen important areas of careers, employability and enterprise learning. These statements show progression from Key Stage 2 through to post-16 education.

**Three core elements of Careers, Employability and Enterprise:**

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| **Developing yourself through careers, employability and enterprise education** | **Learning about careers and the world of work** | **Developing your career management and employability skills** |
| 1. Self-awareness 2. Self-determination 3. Self-improvement as a learner | 1. Exploring careers and career development 2. Investigating work and working life 3. Understanding business and industry 4. Investigating jobs and labour market information (LMI) 5. Valuing equality, diversity and inclusion 6. Learning about safe working practices and environments | 1. Making the most of careers information, advice and guidance 2. Preparing for employability 3. Showing initiative and enterprise 4. Developing personal financial capability 5. Identifying choices and opportunities 6. Planning and deciding 7. Handling applications and interviews 8. Managing changes and transitions |