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# Art and design: Jewellery maker

Resources and activities  
Journey cards

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**Education and experience:** A good general education is needed. A degree or HND is not always essential, but craft skills, creative design ideas and dexterity are important. A work placement or on-the-job training is invaluable to gain experience and make contacts. Alternative training includes initiatives run by organisations supporting designer-makers by providing placements in colleges. Here, a jewellery maker may access studio space, specialist equipment and business training for craftspeople.

## **Main tasks:**

- holding meetings with clients to discuss requirements, and sketching visual ideas
- designing – may use computer-aided design (CAD)
- following production processes such as mounting, stone setting and casting and ability to use specialist equipment
- working flexible hours
- promoting and developing the business and marketing the products, including travel to trade fairs and retail outlets.

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# Skills and qualities needed to be a jewellery maker

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Jewellers should have **good creative ideas and practical craft skills**. They need to be able to **interpret others' ideas** and have a good awareness of design trends. **They work on a small scale, to a high standard.**

Most jewellers work for themselves and so it is really important to be able to **communicate well** with clients, retailers and manufacturers.

They need to **visualise** and **sketch ideas to explain their thinking to a client**. They may use computer-aided design (CAD) to develop ideas and show the final design in 3D.

Jewellers make original pieces of jewellery to a high standard and have acquired over time the **technical skills and knowledge needed for using a wide range of processes and materials**: for example, working with gold, silver or enamels by hand, or casting the design from a mould. Jewellers need good attention to detail as they work on a small scale. **Good hand-eye co-ordination and dexterity are essential.**

Many jewellers manage their own work schedule. They need to **plan and manage budgets**. It is also key **to be able to promote their design work** and develop possible contacts.

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# Art and design: 3D product designer

Resources and activities  
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**Education and experience:** A good general education is needed, which could include design technology and art and design. Product designers may have a degree or diploma in 3D spatial design or product design. Much experience is gained through work placements, and skills and knowledge continue to develop at work.

## **Main tasks:**

- designing and styling the function and appearance of 3D items such as mobile phones, tools, packaging, articles used at home and in industry
- attending briefings and presenting design proposals
- making sketches and models in a range of materials such as foam, plastic or natural materials
- researching materials and new processes, visualising ideas, making prototypes and models
- working with other specialists (for example, engineers, marketing professionals and manufacturers).

# Skills and qualities needed to be a product designer

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Product designers enjoy **solving problems** when **designing the shape, functional use and the styling or appearance** of everyday things. They may create new products or re-design existing ones.

Product designers need the ability to get a good idea made into a marketable product.

They are **creative, inventive people who can visualise ideas** and are **able to think and work in 2D and 3D** to make products feel easy to use. They make a careful **analysis following research** of how the product will be used (ergonomics), for example, when a toothbrush or a mobile phone is designed. They have a **good understanding of technical processes and materials**.

They have **good skills for drawing**, sketching ideas and **presentation**. They use **practical 3D skills** to make a foam model or prototype of the product. They also use **computer-aided design (CAD) skills** to model.

They have to **communicate well** as they **present their ideas to others**. They need to **be able to work closely with industrial designers with technical knowledge, as part of a design team**, on a range of projects.

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# Multimedia: Computer animator

Resources and activities  
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**Education and experience:** Animators usually have a degree in computer animation, animation or computer science. Another route may be to gain experience and transfer from 2D drawn animation or modelling. As their skills develop, animators move up to more senior positions.

**Main tasks:**

- working on background scenes and characters, adding details
- using 3D software to industry standards
- working supervised by a more senior animator
- researching trends and understanding design concepts of the film, programme, advertisement or computer game they are working on.

# Skills and qualities needed to be a computer animator

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Animators have **creative ability** and a talent for **thinking in 3D** and visualising movement. They are **imaginative**, with a **good understanding of the principles of animation** and **skills** for **showing movement and timing in animation**.

They have good observation skills and understand how things move. Computer animators are able to make characters come to life. For some studio work, animators need to be **able to draw well** and have a knowledge of anatomy.

As **part of a team**, junior animators work steadily to gain **skills using 3D software** and animation knowledge. They need good **communication skills**. They need to be **able to take direction** and **respond to constructive comments** about their work. They need to be able to **meet deadlines** and work in a sustained way, as **concentration** is needed for this work.

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# Art and design: Fashion designer

**Resources and activities**  
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**Education and experience:** A good general education is needed. Designers can gain experience as a design studio assistant and work their way up to designer. Many designers have a degree in fashion or maybe in a related subject such as textiles. Fashion designers can work in haute-couture, high-end, exclusive fashion, or in high-street sections of the market.

## **Main tasks:**

- designing garments and developing new ranges
- researching trends and selecting fabrics
- pattern cutting, grading (making patterns in different sizes) and making sample garments
- liaising with manufacturers and retailers.

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# Skills and qualities needed to be a fashion designer

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Fashion designers are **highly creative** and have a keen **understanding of coming trends in colours, fabrics and popular culture**. Designers **anticipate and interpret** what people will want to wear for each season. They have the ability to draw accurately, **good technical** skills and a flair for new ideas.

They **develop ideas for ranges of clothes** that vary slightly in details, for example, for womenswear, menswear or sportswear.

They need to be able to **present their ideas and communicate clearly** when team managers and clients are deciding which garments will be produced and manufactured.

Fashion designers are trained to **construct patterns in different sizes (grading) and make sample garments**. They need good **technical sewing skills** to understand how fabric can be used. **Hard work, teamwork** and **working to tight deadlines** are part of this industry. Many garments are made abroad, and designers must liaise closely with manufacturers and the shops to ensure that deadlines are met.



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# Art and design: Textile designer

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**Education and experience:** A good general education is needed, usually followed by a degree course in textiles or craft. Designers can gain valuable experience and develop practical and technical skills by working in a design consultancy or as a studio assistant.

**Main tasks:**

- meeting clients and retailers to discuss requirements and present visuals
- researching, producing visuals and meeting specifications for manufacture of items for interiors (for example, making samples for fabrics, rugs, throws)
- producing one-off original pieces for individual clients
- attending trade fairs, exhibiting and networking
- marketing their own work, especially if they are a freelance designer
- keeping up with developments in manufacturing technology.

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# Skills and qualities needed to be a textile designer

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Textile designers are highly skilled at producing one-off **original pieces, working with materials by hand**. Their **design ideas and skills** are also used extensively in manufacturing for interior decoration (for example, rugs, wallpaper, carpet design, fabrics, architectural hangings) and in fashion.

Textile designers have a **strong creative flair for using colour combinations, pattern and surface texture**. They have a good understanding of colour and its emotional impact, especially for use in interiors. Creative ideas may come from **research or using materials in an experimental way**. Designers have **good technical skills** and **understanding of a range of processes**, in weaving, screenprinting, batik and so on.

They often work freelance. **Good communication skills** and the **ability to promote** their designs are important. They need to be able to **plan and manage projects** and **manage their own finances** if working for themselves.

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# Media: Photojournalist

**Resources and activities**  
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**Education and experience:** A good general education is needed, with five GCSEs. Useful level 3 qualifications include photography, visual and media arts subjects and English. There are two main routes into the work: (1) direct entry to a newspaper, with on-the-job training and some attendance at college, or (2) completing a full-time degree or HND course and seeking employment afterwards.

## **Main tasks:**

- working freelance for a photography agency, a national newspaper or a local newspaper
- capturing the essence or heart of a story in pictures, which involves working 'in the field', wherever a story is
- maintaining an up-to-date record of photographic work to use in promotion
- meeting editors to discuss requirements and present photographic work.

# Skills and qualities needed to be a photojournalist

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Photojournalists need to be able to **capture the essence of a story in pictures**. They need to be **creative**, have a **good eye for composition** and be able to **produce images that communicate emotion or ideas**.

Photojournalists need **good technical skills** to use and **understand their equipment**, and must **keep up-to-date with technological changes** as they occur. They need to be **responsible for their own professional development**.

They often work 'in the field' and this can take them to places of conflict and to places affected by social issues in their own and other countries. They need to **understand about health and safety** and be **sensitive to other people's cultures and customs**.

Photojournalists need to be **patient, persistent** and **highly self-motivated**. They also need to be **understanding** and **good at working with other people**. They need to be **ethical** and **honest in their portrayal of people**.

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# Media: Radio journalist and reporter

**Resources and activities**  
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**Education and experience:** A good general education is needed, including English and other arts, media or perhaps social science subjects at level 3. Many radio journalists have a degree in media production, but any subject at degree level can be a starting point. It is important to gain experience and it is possible to get into local radio part-time and work your way up.

## **Main tasks:**

- attending team briefings for producing a daily topical news programme on local radio
- meeting the public, researching and writing items for broadcast, conducting interviews, presenting on air
- working for a local or national radio station
- operating basic technical sound equipment, such as microphones, and setting audio levels in the studio and 'in the field' in order to obtain the best quality recordings.

# Skills and qualities needed to be a radio journalist

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Radio journalists and reporters usually **work as part of a small team** in speech radio. They need very **good communication skills**, to be **articulate** and have a **speaking voice that is attractive and easy to listen to**. They need to **write fluently** and **accurately** and be able to **think on their feet**. In addition, radio journalists need a basic understanding of how to operate audio equipment such as microphones.

For a topical programme on local radio, they need the **skills to search out news** items that will interest listeners. **Enthusiasm** and the **ability to report stories accurately** are essential. They need to be **flexible in their attitude** and take on other roles if necessary. They need to **work hard**, have the personal qualities to **get on with people they work with** and **communicate easily with the public 'in the field'**.

Radio journalists follow codes of practice and need the **personal qualities to be fair and balanced** in their reporting.

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# Media: Vision mixer – video/television

Resources and activities  
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**Education and experience:** A good general education is needed. Vision mixers may have a degree in media or a related area such as graphics, or they may have worked as a camera operator. A wide knowledge of production is needed. Most vision mixers learn their craft 'on the job', alongside established production team members.

## **Main tasks:**

- working closely with the director to select screen images during recording or live transmission
- attending meetings to plan and interpret scripts and transitions from one shot to another, for example, selecting visual and sound effects which will make a strong impact
- following the outline of the programme from a detailed script or running order.

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# Skills and qualities needed to be a vision mixer

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Vision mixers work closely with programme directors to select the screen images. They have a **good understanding** of all aspects of **production**. They need **perfect colour vision**, as well as good **creative skills to appreciate visual images and to work with sound and music**.

On live programmes they need to be able to **multi-task, show initiative** and **react quickly to changing situations**, for example, in news bulletins. They need to **respond to different visual and sound messages** at the same time. They show **attention to detail** and are **well organised**.

Vision mixers work from a script or 'running order' planned with the director. They assist the director in selecting the 'transitions', moving from one image or part of the programme to the next. They need **good IT skills and technical knowledge** of different mixing desks and equipment.

Vision mixers need to be able to **communicate well** both verbally and in writing. They need to be **tactful** and **able to work well with others**.



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# Media: Electronic music producer

Resources and activities  
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**Education and experience:** A good general education is needed, possibly followed by a music technology or music course. Music producers may be musicians or DJs who love to experiment with technology to make original sounds or re-mix music. A good understanding of the music industry is very useful. It is essential to be familiar with a very wide range of musical genres and to have a deeper knowledge of one particular genre that you may eventually specialise in producing.

## **Main tasks:**

- creating music or re-mixing existing sounds, using electronic music hardware and software (for example, drum machines, sequencers, samplers, synthesisers)
- working freelance or in a studio
- knowing which trends are going to be popular and being innovative in their tracks
- working with artists and making sure they understand and interpret co-producers' ideas accurately
- understanding how to use a recording desk, effects and mastering techniques.

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# Skills and qualities needed to be an electronic music producer

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Electronic music producers have real talent for building and creating new sounds. Above all, they are musicians and know how to balance sound. They have a **passion for music** and **experimenting with new sound and rhythm combinations**. They are **skilled at creating music tracks or 'beats', using a range of hardware and software** specifically for the music industry. Many may also work mainly as sound engineers.

They need to have a **good understanding of the market** and a **feel for what is commercial**. They need to have an understanding of legal issues to do with sampling other people's music and getting clearance to use other artists' music in their work.

They need to develop **good technical and creative skills** and be familiar with the hardware and computer software used in the music industry (for example, synthesisers, sequencing software, drum machines, programming and recording to hard disc).

**Enthusiasm**, the **ability to be original** and **knowledge of the market** are key qualities, together with **communication skills** and **confidence to promote their work to others**.

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# Media: Web developer

Resources and activities  
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**Education and experience:** There are no specific entry requirements, although a good general education is needed and a portfolio of work should be created to show to employers or admissions tutors. An IT-related subject at level 3 would support study such as a foundation degree at a later date. Web developers are software engineers or software developers, or may be graphic or multimedia designers, who bring highly developed design skills to the role.

**Main tasks:**

- building and maintaining websites and creating software that runs on the web or which can be developed for a particular use
- controlling the web content in your organisation
- working with clients to find out what their requirements are
- testing features on different platforms before a website goes 'live'
- keeping up-to-date with web design applications and software tools.

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# Skills and qualities needed to be a web developer

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Web developers need to have **excellent web and database programming skills** and a **good appreciation and understanding of design**.

They work with technical and non-technical people and need to have **good communication skills and relate well to other people**. They need to be able to **work well as part of a team or on their own**.

They need to be able to **interpret other people's ideas** and **work to exact specifications** and **strict deadlines**. They need to have **good analytical skills** and provide **innovative and creative solutions**.

Web developers need to **be organised** but also able to **work flexibly**. They need to be **responsive to a fast-moving and constantly changing environment** and **prepared to keep up-to-date**.

Web developers often work freelance and the **ability to promote themselves** is important. They need to be able to **plan and manage projects** and their own finances.

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# Performing arts: Community theatre director

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**Education and experience:** A good general education is needed. Level 3 qualifications in English, drama, theatre studies and psychology are helpful although not essential, as entrance to drama school is by audition. Theatre directors have usually attended drama school or university.

**Main tasks:**

- having responsibility for the entire dramatic presentation, from the first rehearsals to the final performance
- helping actors and technical staff to understand and interpret the ideas in the play or production
- working with the production team (musical director, choreographer, voice coaches, stage manager, sound and lighting team) to ensure they understand your ideas and can work with you to create your ideas on stage
- in some cases, generating the original idea for a play and contributing to the script.

# Skills and qualities needed to be a community theatre director

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Community theatre directors need to have **good communication skills** and be clear about what they want to achieve. They need **excellent interpersonal skills** and must be able to **work well as part of a team** and **get the best out of others**, including professional and amateur actors and technical staff.

They need to be able to **interpret other people's ideas** and **work to exact specifications and strict deadlines**. They need to have **good analytical skills** and find **innovative and creative solutions** to financial and organisational problems as well as creative ones.

They need to **enjoy working with others** and be **patient and supportive**. A good director will be able to give feedback (known as 'notes') to his or her cast and crew in order to make changes to improve the performance, without upsetting people or seeming overly critical.

Community theatre directors also need to be **well-organised** and **prepared to lead**. As the companies they work in are usually very small, they also need to be **flexible** and **prepared to do whatever is needed** to make their work successful.

They need to **understand and have empathy with the community** in which they are based.

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# Performing arts: Actor

**Resources and activities**  
Journey cards

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**Education and experience:** A good general education is needed. Level 3 qualifications in English, drama and theatre studies are helpful although not essential, as entrance to drama school is by audition. Actors have usually attended drama school or university. Many gain experience by working on local productions and by volunteering to work in theatres in order to gain experience and contacts. Many attend auditions and casting calls until they are established enough to have an agent working for them.

## **Main tasks:**

- communicating ideas by acting in a creative and convincing way
- remembering lines of a script and technical instructions, on a stage or TV or film set
- entertaining people through media such as theatre, film, radio and television
- acting skills can also be used in theatre in education and in industry and commerce, to convey important information to an audience in an effective way.

# Skills and qualities needed to be an actor

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Actors need to be **sensitive**, have a **good memory** and be **self-disciplined**. They need to be able to **understand complex ideas**, **interpret ideas and feelings** and **manage conflicting ideas to make them understandable to an audience**.

Acting demands **self-confidence**, **dedication**, **the will to succeed**, **the ability to adapt to different creative situations** and the ability to **deal with criticism in a mature and positive way**.

**Good health and physical stamina** are essential, since actors cannot afford to become ill during rehearsals or performance times. They should be able to **project personality and emotions**. The ability to **think creatively**, **good use of language skills** and an **understanding of other languages** are additional useful qualities.

Most actors work on a freelance basis and audition for roles that are temporarily available, and so they need to be **highly motivated** and **focused on achieving results**.



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# Performing arts: Dancer

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**Education and experience:** Many dancers establish a good foundation in classical dance from an early age. A broad, general education, including music, literature, history, and the visual arts, provides a helpful background. Many dancers attend dance schools that award degrees in performing arts.

## **Main tasks:**

- communicating ideas and feelings through movement
- performing as a member of a group, made up of other dancers, musicians, and directors or choreographers
- teaching is often carried out alongside performance work
- some dancers also carry out the role of choreographer
- maintaining a CV or show reel and attending auditions
- maintaining a particular technique, such as contemporary, ballet or jazz, as well as having a good understanding and ability to perform a range of dance styles.

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# Skills and qualities needed to be a dancer

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Dancers need to be able to **interpret ideas and feelings**. They **research** to learn more about the part they are playing.

Dancers normally spend eight hours a day in class and rehearsal, keeping their bodies in shape and preparing for performances. Because of the **rigorous practice** schedules of most dancers, **self-discipline, patience, perseverance** and a **devotion to their work** are essential for success.

Dancers must also possess **good problem-solving skills** and the ability to **work with people** and **as part of a team**. **Good health and physical stamina** are necessary attributes. Dancers must have **flexibility, agility and co-ordination**, a **sense of rhythm**, a **feeling for and understanding of music** and a **creative ability to express ideas through movement**. They should be **highly motivated** and understand that employment may be for short periods only.

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# Performing arts: Theatre technician

Resources and activities  
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**Education and experience:** A good general education is helpful, with GCSEs in mathematics, English and theatre studies. Good practical ability is useful.

**Main tasks:**

- working with other technicians, under the supervision of the technical director
- taking responsibility for the production elements of the theatre and for maintaining safe working practices
- repairing and maintaining the theatre's resources and equipment in the scenery, props and lighting areas
- working evenings and weekends if necessary
- theatre technicians often specialise in sound or lighting or may act as stage managers.

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# Skills and qualities needed to be a theatre technician

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Theatre technicians need a range of **practical and technical skills** to **maintain and repair** resources and equipment in the theatre's scenery, props and lighting areas. They need to **work well on their own or with other technicians**, under the supervision of the technical director.

They have to **interpret other people's ideas** and **take instructions** to **create** theatrical devices such as **mood and atmosphere**. They need to be **inventive** and **able to communicate well** with other technicians and the performers in the theatre. They need to be **well organised** and able to **work under pressure**, to tight deadlines.

Theatre technicians must ensure that **safe working practices** are followed in their own work and by the resident company and all visiting companies to the theatre.

They need to be **energetic and interested**, show **initiative** and see ways to sort out problems: **be resourceful**.

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# Performing arts: Session musician

Resources and activities  
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**Education and experience:** A good general education and an ability to read music and to improvise are needed. Some session musicians attend college or follow specialist music courses at music schools and other higher education institutions. Session musicians need a good understanding of musical genres and the ability to pick up on ideas quickly. Many may be musicians working in bands or orchestras or as soloists, as well as working in sessions booked for studios or live work. They gain as much practical experience as possible by playing with bands and doing gigs.

**Main tasks:**

- performing at concerts and other performance settings where an established performer, band or orchestra requires additional players on a short-term basis
- attending recording sessions in studios, working with a composer or musical director
- providing backing tracks for advertisements, film, television, and so on
- appearing at live recording sessions for TV broadcasts.

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# Skills and qualities needed to be a session musician

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Session musicians need to be **highly skilled musically**. They are expected to **learn parts rapidly** and be able to read music. They also need **good listening skills**. Musicians often have to **interpret other people's ideas**.

Session musicians need to **work well on their own and with others**. They need to be **well organised** and able to **work under pressure**, to tight deadlines. They must **work hard**, often during unsocial hours, and be **reliable** and have **good time-keeping skills**.

Session musicians may be expected to **read musical scores fluently** and some companies and studios may expect them to be able to **pick up on musical ideas** as they develop.

They need to **react to the changing demands of the music industry** and be able to **work in different musical contexts**, including rock, pop, jazz, non-traditional and classical fields. Over time most musicians may **specialise in a particular musical genre**.

They need to be **persistent** and **self-motivated**. Because they are usually self-employed, they need **good business skills** to manage their finances and to market themselves.