



My Learning My Future

Where can studying Art & Design take you?

Highlighting the relevance of Art & design to future careers and opportunities



My Learning
My Future

THE CAREERS &
ENTERPRISE
COMPANY

Why Art & Design matters

Have you ever considered
where studying Art & Design
can take you?

Today, we'll be exploring some of
the career opportunities that are
available to you, as well as the various
pathways you can take to get there.

What pathways
can you take with
this subject?

What do you
think these roles
involve (daily
task, etc.)?

What careers can
you think of that
use Art &
Design?

Why is Art &
Design
an important
subject?

[Why Study Art? |
TateShots - YouTube](#)

What skills do
you think you
might need for
these roles?



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Explore a career as a...

Here are some
example roles and
careers linked to

Art & Design



Graphic Designer

BBC Bitesize Video

BBC Bitesize Profile



Illustrator

BBC Bitesize Profile



Digital Content Producer

BBC Bitesize case study



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Explore a career as a...

Here are some
example roles
and careers
linked to

Art & Design



Jewellery Designer

BBC Bitesize Profile



Photographer

BBC Bitesize Profile



Art Director

BBC Bitesize Video

Discover more about the role

Explore careers using [National Careers Service](#) and find out about what jobs involve and how they are right for you

Includes:

- Average salary
- Typical hours
- Work patterns
- Pathways/How to become
- Essential Skills
- Daily tasks
- Career path and progression
- Current opportunities

Research Ideas:

[Graphic Designer](#)
[Digital Content Producer](#)
[Illustrator](#)
[Jewellery Designer](#)
[Art Director](#)
[Photographer](#)

National Careers Service

We provide information, advice and guidance to help you make decisions on learning, training and work.

This service is available to people who live in England.

Skills assessment

Learn more about your skills and match them to potential new careers.

[Assess your skills](#)

Explore careers

Choose from over 800 career profiles to discover what each job involves.

[Search job profiles](#)

Find a course

Look for online learning opportunities and training courses local to you.

[Look for courses](#)

Careers advice

Making career choices

Whether starting your career, changing job or if you have been affected by COVID-19, understand and make the right choice for you.

Getting a job

Be successful in the recruitment process with tips on great CVs, interviews and graduate scheme applications.

Progressing your career

Move up in your career by developing new skills. Find opportunities like volunteering and online learning.

About us

The National Careers Service can help you with your career, learning and training choices. [Find out more](#) about the different ways we can support you.

Speak to a careers adviser

Wherever you are in your decision-making, you can call us on [0800 100 900](#) or [use webchat](#).

Follow us

[Twitter](#)
[Facebook](#)
[LinkedIn](#)
[YouTube](#)



Why not teach Art & Design?

Start in the classroom, where you go from there is up to you. Bring your passion for your subject, keep learning, and pass your knowledge onto others

- No two days are the same – and neither are the pupils
- Once qualified you can teach throughout your life
- You could teach abroad
- Progress your career into leadership and management
- Bring your outside interests into the classroom and your subject

Explore teaching

[Daniel's Story](#)

[Jem's Story](#)

[Shaniqua's Story](#)

The right skills to teach?

[Work well in a team?](#)

[Love to nurture imagination?](#)

[Love to keep learning?](#)

What makes a great teacher?



GCSE

While there are different routes you can take to be a teacher there are a few essential things that you will need:

- A minimum GCSE Grade 4 or above in English and maths (plus science if you want to teach primary)
- A degree or equivalent qualification

A level

A levels are 2 years of study

T Level

T Levels are nationally recognised, technical qualifications for 16–19-year-olds. Designed by leading employers, one T Level is equivalent in size to 3 A levels

Vocational/Technical Qualification

These include BTEC, Applied General Qualifications (AGQ) and Vocational Technical Qualifications (VTQ) – all at Level 3

Apprenticeship

Apprenticeships are jobs which combine practical work and study. Intermediate is Level 2, Advanced is Level 3

Degree

Complete a degree course

It is possible to get QTS as part of an undergraduate degree, for example:

- Bachelor of Arts (BA) with QTS
- Bachelor of Education (BEd) with QTS
- Bachelor of Science (BSc) with QTS

Level 4/5 qualifications

Complete a L4/5 course and top up to a degree – L4/5 includes Certificate of HE, Diploma of HE, Higher Technical Qualification (HTQ), HNC, HND and Foundation degrees

Top up to a degree (Level 6) in a year of full-time study

Higher apprenticeships

Higher level apprenticeship (foundation degree / Level 5)

Degree apprenticeships

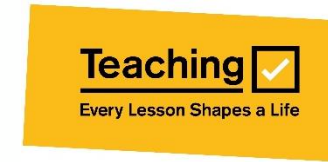
Degree apprenticeship (Level 6-7). There is a Level 6 Teaching apprenticeship programme

Initial Teacher Training (ITT) with qualified teacher status (QTS)

Teacher



Why not teach activity?



- Pick a topic in Art and Design you think you would like to try and teach
- Agree your choice of topic with your teacher and the length of session (and with which group)
(It may be the perfect opportunity to try this with a younger class lower down the school, or as a transition activity for Y6)
- Plan a short activity to cover the topic in a way you feel will be engaging and memorable for your peers as part of a lesson starter, main activity or plenary

Consider:

- What are you trying to achieve (teach)? Be clear what information you intend to impart
- How will you make it fun? How will you make it 'stick'? How long will this take?
- What type of activity will you plan for? (written/practical)
- How will you know others have learned it?
- How will you make sure everyone is stretched and challenged?
- What will the end-product be?

Once you have checked it with your teacher, try the lesson with a small group (as agreed by your teacher)

Try and get feedback during and after the session from those in the lessons and from the teacher

After, consider:

- What you enjoyed about the experience
- Whether this is something, with training, you would enjoy
- How you felt when others learned from you

5 | Non-obvious careers using Art & Design: Ever thought about..?

➔ [How to become a junior copywriter: Gail's story - BBC Bitesize](#)

➔ [How to become a prop maker: Miles' story - BBC Bitesize](#)

➔ [How to become a founder of a makeup brand: Jessica's story - BBC Bitesize](#)

➔ [Careers ideas and information - Art and Design](#)

➔ [Landscape architect | Explore careers | National Careers Service](#)

➔ [Art therapist | Explore careers | National Careers Service](#)

➔ [Florist | Explore careers | National Careers Service](#)

Everyone Can Be Creative



MYPATH Job of the week (Art and Design)



Tattoo Artist



Jewellery Designer



Visual Merchandiser



Art & Design careers in a changing world: How can I future-proof my career pathway?

The world will be changing drastically in the next few years to cope with the impact of climate change and nature loss, and the need to lower greenhouse gas emissions and unsustainable practices. How might this steer your choice of career path using your Art & Design skills?

Sustainability
means meeting our
own needs without
compromising the
ability of future
generations to
meet their own
needs.
(UN definition)



Founders4Schools



Art & Design careers in a changing world



Design for Sustainability (Textiles)



Sustainable Artist



Environmental Film-maker

Every career can be sustainable

1. Use your skills and passion for sustainability to help businesses adapt
2. Work for a company with sustainable values
3. Innovate for a sustainable future





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A spotlight on Technicians using Art and Design

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6 |



Discover here how the technical jobs related to Art and Design keep industries moving and the real difference technicians make in our lives.

R019
Building
Design
Technician

R049
Games
Designer

R057
Animation
Technician

R068
Museum and
Galleries
Technician

R089
Special
Effects
Technician



GATSBY



Technicians
We make the
difference

[Visit the Gallery here](#)

[Find further resources here](#)



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R094
Colour and
Dye
Technician

R004
Design
Technician
(CAD)

R076
Print
Technician

R041
Engineering
Manufacturin
g
Technician

R011
Architectural
Technician



GATSBY

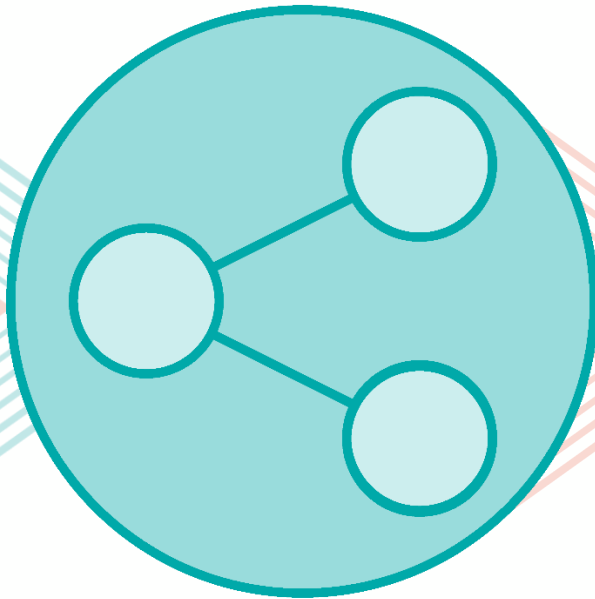


Technicians
We make the
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7 | Art & Design Pathways



Combine Study
and Work



Study



Work

7 | Combine Study and Work

Apprenticeships

- Florist
- Puppet Maker
- A Visual Effects Creator
- Furniture Designer
- Storyboards Artist
- Arts Therapist
- Curator
- Advertiser & Media Executive
- Photographic Assistant
- Junior Content Producer



[Find more >](#)

T Levels

[T Levels | National Careers Service](#)

[Craft and Design | T Levels](#)

[Digital Production, Design and Development | T Levels](#)

[Design, Surveying and Planning for Construction | T Levels](#)

[Design and Development for Engineering and Manufacturing | T Levels](#)

VTQs

[Vocational Technical Qualifications \(VTQs\) | National Careers Service](#)

- Art and Design
- Creative Media
- Digital Media



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7 | Study Pathways

HTQs (Higher Technical Qualifications)

Higher technical qualifications (HTQs) | National Careers Service

You might find courses in:

- Art and Design
- Arts Practice
- Photography
- Tattoo Illustration
- Art History and Visual Cultures
- Digital Technologies
- Fine Art
- Jewellery and Silversmithing
- Illustration, Drawing and Printmaking



A levels

A levels | National Careers Service

You might find courses in:

- Art and Design
- History of Art

You can select titles from:

- Art, Craft and Design
- Graphic Communication
- Three-dimensional Design

Higher education

Higher education | National Careers Service

You can explore undergraduate courses in Art and Design

You might find courses in:

- Fine Art
- Graphic Design
- Creative Art Practitioner
- Specialist Hair and Media Make Up
- Animation
- Fine Art
- Textile Design
- Photography



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7 | Work Pathways

Supported internships with an education, health and care plan

[Supported internships](#) | National Careers Service

[Watch Saul's story](#)

You might read about:

- [Access to Work Funding](#) (if you have a disability or health condition)
- [Preparing for Adulthood](#)
- [Talking Futures](#) (A parents' toolkit for career conversations)

School leaver schemes

[School leaver schemes](#) | National Careers Service

You might read about:

- [How to fill in an application form](#)
- [How to write a CV](#)
- [Interview help](#)
- [Progressing your career](#) (Careers Advice from NCS)



7 | University League Tables

See at a glance the university ranking for Art and Design

[Art and Design Rankings \(thecompleteuniversityguide.co.uk\)](https://thecompleteuniversityguide.co.uk)

Filter by:

- Overall score
- Entry standards
- Student satisfaction
- Research quality
- Research intensity
- Graduate prospects





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Discover Uni

**Have you ever
considered if higher
education is right
for you?**

discoveruni@officeforstudents.org.uk



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1. Go to <https://discoveruni.gov.uk/>

2. Search for a course or subject

(You should get a page of search results, you can filter these by university or college, whether you want to study full or part time or perhaps you want to see that courses are near you)

Once you have had a look at a few different courses and subjects now it is time to compare some side by side

3. Check out this video which shows you how to use our comparison tool

<https://youtu.be/dBFzCQgTp8I> - Pick 5 courses and add these as a saved course and then you can compare

4. Once you have your chosen five side by side, try to answer the following questions:

a. What kinds of qualifications do students on the course have when they start the course?

b. How many have a placement year?

c. How many courses let you study abroad?

d. Which has the highest student satisfaction rating? How do you know this?

e. What kinds of job do graduates from this course go on to?

f. Which course has the highest salary after three years? (higher/lower than national average)

g. Choose your favourite course and explain why you chose this course over the others?

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4. Once you have your chosen five side by side, try to answer the following questions:

- a. Is the data I am looking at for a course or a subject?
- b. What year, or years, does the data relate to?
- c. How many students or graduates is this data based on?
- d. Does the data represent all the students on the course or subject area?
- e. Does the data include people like me?
- f. What factors might impact the data?



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1 |



In 10 years time

Job in 10 years time (related
to Art and Design):

What GCSEs helped you get this job:

What KS5 Pathways choice did you make and what did you study:

Apprenticeship

T level

A Level

other L3 equivalent

Post 18 pathways choices did you make: explain:

Study & Work

Study

Work

Essential skills used in the job:

Progression route:



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My local option

Subject chosen (related to Art and Design):

Local college options:

Local apprenticeships options:

Other options:

The pros and cons of these options for me:

Pros:

Cons:

Consider how these will apply and explain:

Cost _____

Travel _____

Convenience _____

Aspirations _____

Personal circumstances _____

Other _____

Final choice – justify:

Next steps:



3 |



Prepare a 3 - 5 minute talk to share with a small group on any role that interests you related to Art and Design



What's the role



Where do you need to go to carry out the role



Where has the interest come from



What's the chances of getting this role



What do you need to do to become one



Who do you look up to in this role



Where can you go to study and what level of study



What might a typical day look like



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My career path....





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Skills Builder
PARTNERSHIP

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8 |



Essential Skills

Here are
three key
skills needed
for a career
that uses Art
& Design



| | Video | Skills Builder Resource KS3 | Skills Builder Resource KS4 | Skills Builder Resource Post 16 |
|--|----------------------------|--|---|--|
| Working cooperatively with others to achieve a shared goal | Watch here | Short Lesson Staying positive Step 6-8 | Short Lesson Staying Positive Step 8-10 | Short Lesson Staying Positive Step 10-12 |
| The use of imagination and the generation of new ideas | Watch here | Short Lesson Creativity Step 6-8 | Short Lesson Creativity Step 8-10 | Short Lesson Creativity Step 10-12 |
| The ability to find a solution to a situation or challenge | Watch here | Short Lesson Problem Solving Step 6-8 | Short Lesson Problem Solving Step 8-10 | Short Lesson Problem Solving Step 10-12 |



8 |



| | Staying Positive | I can do this |
|---------|---|---------------|
| Step 6 | I keep trying when something goes wrong and encourage others to keep trying too | |
| Step 7 | I look for opportunities in difficult situations | |
| Step 8 | I look for opportunities in difficult situations, and share these with others | |
| Step 9 | I look for opportunities in difficult situations, and adapt plans to use the opportunities | |
| Step 10 | I look for opportunities in difficult situations, and create new plans to use the opportunities | |
| Step 11 | I identify risks and gains in opportunities | |
| Step 12 | I identify risks and gains in opportunities, and make plans to manage them | |

My Strength (s)

My area (s) of Development



8 |



| | Creativity | I can do this |
|---------|--|---------------|
| Step 6 | I use creativity in the context of work | |
| Step 7 | I use creativity in the context of my wider life | |
| Step 8 | I develop ideas by using mind mapping | |
| Step 9 | I develop ideas by asking myself questions | |
| Step 10 | I develop ideas by considering different perspectives | |
| Step 11 | I innovate effectively when working in a group | |
| Step 12 | I innovate effectively by seeking out varied experiences and stimuli | |

My Strength (s)

My area (s) of Development



8 |



| | Problem Solving | I can do this |
|---------|---|---------------|
| Step 6 | I explore complex problems by identifying when there are no simple technical solutions | |
| Step 7 | I explore complex problems by building my understanding through research | |
| Step 8 | I explore complex problems by analysing the causes and effects | |
| Step 9 | I create solutions for complex problems by generating a range of options | |
| Step 10 | I create solutions for complex problems by evaluating the positive and negative effects of a range of options | |
| Step 11 | I analyse complex problems by logical reasoning | |
| Step 12 | I analyse complex problems by creating and testing hypotheses | |

My Strength (s)

My area (s) of Development



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