

WJEC Entry Level/Level 1 Foundation Creative and Media Production, and Technology

Approved by Qualifications Wales

Specification

Teaching from September 2027

For award from September 2029



The UK Government has announced plans to restrict social media use by children under 16, which may impact some of our qualifications. We will keep our qualifications under review and make any necessary updates as further details become available.

Qualification Information

Qualification title	WJEC Entry Level / Level 1 Foundation Creative and Media Production, and Technology
Qualification objective	To introduce learners to vocational sectors through accessible, practical learning experiences that develop foundational skills, support personal development, and enable progression to further education and training.
WJEC Qualification Code	6680Q0
QiW Number	C00/5330/9
Age groups approved for	14–16, 16–19, 19+
First teaching	September 2027
First certification	Summer 2029

Version	Description	Date
Our specifications may change over time. WJEC will inform centres of any amendments and the most up to date version of the specification will always be on the website.		

This specification meets the requirements of the following regulatory documents published by Qualifications Wales:

- [Made for Wales WRFQ Qualification Approval Criteria](#) which set out requirements for any new WRFQ qualification Approved for first teaching from September 2027 and beyond.
- [Standard Conditions of Recognition](#) which contains the rules that all awarding bodies and their qualifications must meet when offering qualifications to learners in Wales.

Copyright

© WJEC CBAC Limited 2026.

Empowering learners, supporting teachers

As Wales' largest awarding body, we have over 75 years of experience in delivering trusted, high-quality qualifications that support learners, educators, and employers across Wales.

We provide a wide range of bilingual qualifications that are accessible, engaging, and designed to meet the needs of today's learners.

Our qualifications are backed by expert subject teams, high-quality resources, and responsive, specialist support. Our work is guided and shaped through close collaboration with schools, colleges, regional consortia, sector experts and Qualifications Wales.

As the only awarding body offering qualifications in every suite of the 14 –16 National Qualifications offer, we are proud to play a key role in supporting the Welsh Government's ambition to make education in Wales a source of national pride, and we remain committed to helping every learner achieve their potential and progress with confidence.

A strong foundation for future success

Our Work-Related Foundation Qualifications (WRFQs) are designed to inspire and support learners, offering a two-year programme that is accessible, engaging, and rooted in real-world learning. With a strong emphasis on practical activities and hands-on experience, these qualifications help learners build confidence, develop essential skills, and enjoy meaningful success.

A key feature of our WRFQs is their unitised structure that allows learners to complete some assessments in Year 10 and others in Year 11. This staged approach provides a manageable pace of learning, reduces assessment pressure, and supports steady, meaningful progression.

Our flexible approach to assessment empowers teachers to create meaningful, learner-centred assessment activities while ensuring that all learners have fair and appropriate opportunities to demonstrate their achievements. The combination of clearly defined assessment criteria and adaptable task design promotes purposeful learning experiences that support progress, celebrate individual strengths, and reflect the diverse ways learners develop their knowledge and skills.

Our compensatory grading approach acknowledges that learners may perform differently across the qualification. Our approach enables stronger performance in one area to counterbalance lower performance in another, contributing to a fairer and more supportive assessment experience.

With content that is relevant, motivating, and tailored to learners' needs, our WRFQs provide a solid foundation for post-16 study.

Whether learners continue in the subject or not, they will gain valuable knowledge, practical skills, and a sense of accomplishment that prepares them for life, learning, and work.

Contents

1.	Introduction	6
1.1.	Purpose and aims.....	6
1.2.	Curriculum for Wales	7
1.3.	Prior learning and progression	8
1.4.	Guided learning hours and Total Qualification Time.....	8
1.5.	Use of language.....	8
1.6.	Equality and fair access	9
2.	Units.....	10
2.1.	Unit format.....	10
2.2.	Learning outcome stems.....	11
2.3.	Content.....	11
2.4.	Assessment Tasks.....	11
	Unit 1 Introduction to Welsh creative media industries.....	12
	Unit 2 Creative and media production tools and processes	21
3.	Assessment.....	39
3.1.	Assessment tasks.....	39
3.2.	Assessment duration	39
3.3.	Evidence requirements	40
3.4.	Support and guidance.....	41
3.5.	Supervision and authentication	41
3.6.	Marking (assessment judgements)	41
3.7.	Resubmitting evidence prior to moderation	42
3.8.	Malpractice	43
4.	Technical information	44
4.1.	Unit entry	44
4.2.	Qualification entry	44
4.3.	Grading.....	45
4.4.	Resitting assessments after external moderation.....	46
4.5.	Retaking the qualification.....	46
	Appendix A: Opportunities for embedding elements of the Curriculum for Wales	47

Summary of assessment

Unit 1: Introduction to Welsh creative media industries Centre marked non-examination assessment
Portfolio of evidence – maximum assessment time of 9 hours Assessed in centre and moderated by WJEC
Unit 2: Creative media production tools and processes Centre marked non-examination assessment
Portfolio of evidence – maximum assessment time of 38 hours Assessed in centre and moderated by WJEC

This is a unitised qualification.

Unit 1 is an introductory unit and is intended to be taught first.

Unit 1 will be available from summer 2028, with Unit 2 available from summer 2029.

The first award of the qualification will be 2029.

1. Introduction

1.1. Purpose and aims

WJEC Work-Related Foundation Qualifications (WRFQs) are designed to meet the needs of learners aged 14 to 16, providing relevant and meaningful learning experiences that reflect their stage of development. The qualifications are firmly rooted in the context of Wales and the Welsh economy, ensuring that learners engage with content that is locally authentic and nationally significant.

WRFQs offer engaging and accessible content and assessment that supports the development of practical skills, knowledge, and understanding. By aligning with the Curriculum for Wales, these qualifications contribute to the realisation of its four purposes and principles of progression, helping learners become ambitious, capable, and ready to learn throughout life.

In addition, WRFQs support learners in developing an awareness of employment opportunities and pathways to post-16 study, including vocational courses that lead to occupational competence. This ensures that learners are well-prepared for their next steps in education or training.

The WRFQ in Creative and Media Production, and Technology aims to support learners to:

- gain an understanding of the creative and media production industries, including the sector and its products, job roles and responsibilities, ethical and legal issues, and the impact of technology
- develop the use and application of a range of creative and technical skills across pre-production, production and post-production creative processes
- foster transferable employability skills such as planning, organisation and communication within a creative and media production and technology context
- promote awareness of Welsh companies in the creative and media production and technology industries and their contribution to the Welsh economy
- prepare for progression into further study, apprenticeships, or employment in creative and media production and technology.

1.2. Curriculum for Wales

This WRFQ in Creative and Media Production, and Technology qualification is underpinned by the Curriculum for Wales framework and has been designed to ensure that learners can continue to make progress towards the four purposes whilst studying for this qualification. Central to this design are the [principles of progression](#)¹, along with the [statements of what matters](#)² in the Area of Learning and Experiences for Expressive Arts.

In developing this qualification, we have considered where there are opportunities to embed the cross-curricular themes and where there are opportunities for integral skills and cross-curricular skills to be developed. Appendix A provides a simple mapping, and information to support teachers will be provided in the Guidance for Teaching.

We have also considered where the qualification can generate opportunities for integrating the learning experiences noted in Section 2; Guidance for Teaching will include further information on integrating these learning experiences into delivery.

The WRFQ in Creative and Media Production, and Technology qualification supports the Curriculum for Wales by:

- supporting the Expressive Arts statements of what matters by giving learners the opportunity to:
 - develop creative skills and knowledge to demonstrate control in a range of creative activities
 - develop their ability to appreciate and reflect on the creative work of other people as well as their own creative talents, to inspire and ignite imagination
 - gather, present, and evaluate a range of evidence
 - explore Wales and its unique and diverse traditions, history and cultures and develop their own identity as creatives in Wales
 - develop the ability to reflect by deepening knowledge and understanding of how and why creative work is developed and produced
 - develop important skills of refinement and apply them to their creative development
 - identify how they can improve their creative work and respond to feedback from others.
- supporting the Expressive Arts principles of progression by encouraging learners to:
 - develop knowledge and understanding, with increasing breadth and depth, enabling them to become confident, curious and creative individuals
 - develop the use and application of technical skills, with increasing independence and confidence, to be able to solve problems and identify solutions in the creative process
 - explore, create, refine and communicate creative ideas for different audiences, contexts and purposes
 - develop a range of transferable employability skills such as planning, communication and collaboration, which will support them to become enterprising, creative contributors, ready to play a full part in life and work
 - engage physically, socially and emotionally in the creative process, to nurture their well-being, self-esteem and resilience, helping them become healthy, confident individuals, ready to lead fulfilling lives as valued members of society.

¹ [Expressive Arts: Principles of progression - Hwb](#)

² [Expressive Arts: Statements of what matters - Hwb](#)

1.3. Prior learning and progression

Although there is no formal requirement for prior learning, this qualification is primarily designed for learners aged 14 to 16, working at entry level of the Credit and Qualifications Framework for Wales (CQFW). It builds on basic skills and understanding developed through earlier learning experiences, typically from ages 3 to 14.

The qualification supports learners in developing essential knowledge, practical skills, and confidence, providing a solid foundation for future learning and everyday life. It also prepares learners for progression to further study, training, or employment. The inclusion of a Level 1 Pass recognises higher levels of achievement and provides a clear pathway to Level 1/2 qualifications, including VCSE Creative and Media Production, and Technology, supporting continued progression and learner aspiration. In addition, the qualification provides a coherent, satisfying and worthwhile course of study for learners who do not progress to further study in this subject.

1.4. Guided learning hours and Total Qualification Time

WRFQ Creative and Media Production, and Technology has been designed to be delivered within 120 guided learning hours (GLH). The qualification has been primarily designed as a 2-year programme for learners in years 10 and 11. Centres have flexibility in how they structure and deliver their courses within the total GLH for the qualification. The amount of content within each unit provides an indication of the anticipated percentage of GLH required for each unit.

	GLH
Unit 1	36 hours
Unit 2	84 hours
Total	120 hours

Total qualification time (TQT) is the total amount of time, in hours, expected to be spent by a learner to achieve a qualification. It includes both the GLH and additional time spent in preparation, study and some formative assessment activities.

As WRFQs are primarily designed for pre-16 entry-level learners, all learning and assessment within the qualification is intended to be guided. Accordingly, the total qualification time has been set at 120 hours.

1.5. Use of language

As our understanding of diversity, equity, and inclusion evolves, so must our language. Terminology will be updated as needed to ensure it reflects individual identities and fosters respect and accuracy. Language used will be as specific as possible. Staying informed and adaptable is crucial, as inclusive language promotes dignity and equity. Recognising that language will continue to evolve, we will remain open to making further amendments where appropriate, to ensure it accurately represents and supports all individuals. We will inform centres of any amendments and the most up to date version of the specification will always be on the website.

1.6. Equality and fair access

This qualification is designed to be accessible to all learners, regardless of gender, ethnicity, religion, culture, or any other protected characteristic as defined by the Equality Act 2010. These characteristics include age, disability, gender reassignment, pregnancy and maternity, race, religion or belief, sex, and sexual orientation. Inclusive design principles have been applied throughout the qualification, including the use of varied assessment formats, clear and unbiased language, and diverse examples that reflect the breadth and diversity of the creative and media production, and technology sector. Every effort has been made to avoid, where possible, features that could unjustifiably create barriers to access or achievement.

Access arrangements and reasonable adjustments are available for eligible learners to ensure they can participate fully in assessments and demonstrate their knowledge and skills. These adjustments do not alter the intended demand of the assessment but support fair access. Guidance on access arrangements and reasonable adjustments is provided in the Joint Council for Qualifications (JCQ) document *Access Arrangements, Reasonable Adjustments: General and Vocational Qualifications*, available at www.jcq.org.uk.

This qualification adheres to the principles outlined in the JCQ guidance. As a result of inclusive design and provision for reasonable adjustments, very few learners should encounter a complete barrier to any part of the assessment process.

2. Units

2.1. Unit format

GLH	Indicates the estimated number of hours a learner will spend under direct supervision or instruction to complete the unit. This includes classroom teaching, practical activities, and supervised study.
Overview of unit	Provides a concise summary of the unit's purpose, scope, and relevance. It outlines the key themes, skills, and knowledge areas covered, and how the unit supports progression in the vocational area.
Learning Outcomes	Lists the specific skills, knowledge, and understanding that learners are expected to demonstrate upon successful completion of the unit.
Summary of assessment	Summarises the assessment approach for the unit. This section also indicates the amount of time learners should spend completing assessments.
Resources required for assessment	Details the materials, equipment, facilities, and staffing needed to carry out the assessment effectively. This ensures consistency and fairness in delivery across centres.
Links to other WJEC units and qualifications	Identifies connections with other units or qualifications offered by WJEC, including progression routes and/or opportunities for integrated delivery.
Content	Outlines the knowledge, understanding, and skills that learners need to be taught to meet the assessment criteria.
Assessment criteria	Provides specific, observable, and measurable criteria that learners must meet to demonstrate achievement of the learning outcome. Four different bands of assessment criteria are provided, reflecting differing levels of learner ability.
Example tasks	Provides a range of suitable tasks for each level of assessment criteria. These tasks are not mandatory. Teachers should ensure that assessment tasks and activities are suitable for the needs and abilities of each group of learners.
Opportunities for integrating learning experiences relating to the world of work	Highlights learning experiences which may be generated by delivery of the unit. More information is provided in the Guidance for Teaching. Experiences will not be directly assessed.

2.2. Learning outcome stems

In WJEC WRFQs, learning outcome stems are used to indicate the depth and type of learning expected.

'Learners will know' is used when learners are expected to recall simple facts or recognise key information.

'Learners will understand' is used when learners need to show they can make sense of basic concepts and apply them in familiar, supported situations.

'Learners will be able' is used when learners are expected to carry out straightforward practical tasks, follow instructions, or demonstrate basic techniques.

These stems ensure that outcomes are accessible, achievable, and appropriate for foundation learners developing confidence in vocational areas.

2.3. Content

Content is provided for each learning outcome, outlining the knowledge, understanding, and skills that learners need to be taught to meet the assessment criteria.

All content must be delivered unless otherwise indicated:

- the use of 'including' indicates that the specified content is mandatory and may be assessed. Centres may also choose to incorporate additional content or examples beyond those listed.
- the use of 'for example' or 'such as' indicates that the specified content is provided for guidance only, and alternative examples may be used.

2.4 Assessment Tasks

Example assessment tasks are provided at the end of each unit along with any specific resource requirements. These tasks are designed to balance manageability, learner engagement, reliability, and validity.

Centres may choose to use these tasks as provided, adapt them or develop their own alternatives. Any centre-devised tasks must enable learners to meet all associated assessment criteria.

Unit 1 Introduction to Welsh creative media industries

GLH	36 hours
Overview of unit	This unit introduces learners to the Welsh creative media industries, including companies, their products and their purposes. It covers how audiences are categorised and how media products are designed to appeal to them. Learners will gain knowledge and understanding of key roles within creative media industries, alongside understanding the importance of regulatory bodies and ethical considerations. Learners will develop foundational creative media literacy skills that will support progression to practical production in Unit 2.
Learning Outcomes	By completing this unit, learners will: LO1.1 – know Welsh creative media companies, their products and their purpose LO1.2 – know how and why audiences are categorised and how creative media products appeal to audiences LO1.3 – understand about working in the creative media industries LO1.4 – understand the role of key regulatory bodies and ethical considerations in the creative media industries.
Summary of assessment	Assessment for this unit will be carried out through teacher-set activities that enable learners to demonstrate what they have learned in practical and accessible ways. To achieve each learning outcome, learners must provide evidence that meets the assessment criteria. Suggested activities and evidence are included after the unit. Centres must ensure that assessment activities do not exceed the maximum duration of 9 hours. For most learners, assessment will typically fall within the indicative range of 7–9 hours, though shorter durations may be used where appropriate, particularly for Entry Level learners. The range must not be treated as a minimum, and centres must avoid overassessment. Centres must record the approximate time each learner spends on assessment activities for moderation and quality assurance purposes.
Resources required for assessment	There are no specific requirements for assessment.
Links to other WJEC units and qualifications	Learners completing this unit may also be interested in the following Skills for Life and Work units: Skills for Life: Digital Film and Media Skills for Work: Exploring Career Pathways Skills for Work: Jobs for the Future Skills for Work: Rights and Responsibilities in the Workplace Skills for Work: Working in Wales.

Content

Learning outcome The learner will:	Taught content
LO1.1 Know Welsh creative media companies, their products and their purpose	Examples of Welsh creative media companies and their products, for example: • Boom Cymru • ITV Cymru • S4C • Wales Interactive. The purpose of Welsh creative media companies and the purpose of the products they produce, for example: • to inform and educate • to entertain • to persuade • to promote Welsh language and culture • to raise awareness.
LO1.2 Know how and why audiences are categorised and how creative media products appeal to audiences	What a target audience is and how and why audiences are categorised, for example: • age • gender • lifestyle and interests • cultural background • media consumption habits • income • location. How creative media products appeal to audiences, for example: • visuals • audio • text • interactivity • layout and design.
LO1.3 Understand about working in the creative media industries	Post-16 study, for example: • apprenticeships • Level 1–3 vocational qualifications. Key job roles in the creative media industries, for example: • producer • director • editor • camera operator • sound engineer • scriptwriter • content creator • video games designer.

	The skills required for key job roles, for example: • transferable skills, such as collaboration, meeting deadlines, problem solving • creative skills, such as idea generation and development, communicating ideas through images, design, layout and sound • technical skills, such as visual and audio editing, graphic design, use of software/artificial intelligence (AI) tools.
LO1.4 Understand the role of key regulatory bodies and ethical considerations in the creative media industries	The role of key regulatory bodies for the creative media industries, for example: • The British Board of Film Classification (BBFC) • The Pan-European Game Information age rating system (PEGI) • The Office of Communications (Ofcom) • The Advertising Standards Authority (ASA). Key ethical considerations when producing a creative media product, for example: • privacy • fair representation and diversity • accuracy • use of AI.

Assessment criteria

Each assessment criterion has been allocated points that represent the level the learner is working at. Each Entry 1 criteria is allocated **1** point, each Entry 2 criteria is allocated **2** points, each Entry 3 criteria is allocated **3** points and each Level 1 criteria is allocated **4** points.

The unit grade is awarded based on the total number of points achieved by the learner as set out in section 4.3 Grading.

Learning outcome	Assessment Criteria – the learner can:				
	Entry 1 with a high-level of support (1 point):	Entry 2 with a moderate level of support (2 points):	Entry 3 with a minimal level of support (3 points):	Level 1 independently (4 points):	Points awarded
LO1.1 The learner will know Welsh creative media companies, their products and their purpose	1.1.1 Recognise at least one Welsh creative media company.	1.1.1 Name at least two Welsh creative media companies.	1.1.1 Identify three Welsh creative media companies and their products.	1.1.1 List four Welsh creative media companies and give specific examples of their products.	/4
	1.1.2 Recognise at least one purpose of a Welsh creative media company.	1.1.2 State the purpose of two Welsh creative media companies.	1.1.2 Identify the purpose of three Welsh creative media companies.	1.1.2 List the purpose of four Welsh creative media companies.	/4
	1.1.3 Recognise at least one purpose of a Welsh creative media product.	1.1.3 State the purpose of two Welsh creative media products.	1.1.3 Identify the purpose of three Welsh creative media products.	1.1.3 List the purpose of four Welsh creative media products.	/4
LO1.2 The learner will know how and why audiences are categorised and how creative media products appeal to audiences	1.2.1 Recognise a simple definition of target audience.	1.2.1 Define target audience in their own words.	1.2.1 Define target audience and state how and why audiences are categorised.	1.2.1 Describe what a target audience is, using examples, and outline how and why audiences are categorised.	/4
	1.2.2 Recognise one way a creative media product appeals to audiences.	1.2.2 Give at least two ways a creative media product appeals to audiences.	1.2.2 State the different ways one named Welsh creative media product appeals to audiences.	1.2.2 Identify the different ways two named Welsh creative media products appeal to their target audiences.	/4

Learning outcome	Assessment Criteria – the learner can:				
	Entry 1 with a high-level of support (1 point):	Entry 2 with a moderate level of support (2 points):	Entry 3 with a minimal level of support (3 points):	Level 1 independently (4 points):	Points awarded
LO1.3 The learner will understand about working in the creative media industries	1.3.1 Recognise at least one post-16 study opportunity relevant to the creative media industries.	1.3.1 Name one post-16 study opportunity relevant to the creative media industries.	1.3.1 Describe one post-16 study opportunity relevant to the creative media industries.	1.3.1 Explain two post-16 study opportunities relevant to the creative media industries.	/4
	1.3.2 Recognise at least one key job role in the creative media industries.	1.3.2 Identify two key job roles in the creative media industries.	1.3.2 Describe two key job roles in the creative media industries.	1.3.2 Explain three key job roles in the creative media industries.	/4
	1.3.3 Recognise at least one skill required for at least one key job role in the creative media industries.	1.3.3 Identify one skill for each key job role in the creative media industries.	1.3.3 Describe two skills for each key job role in the creative media industries.	1.3.3 Explain two skills for each key job role in the creative media industries.	/4
LO1.4 The learner will understand the role of key regulatory bodies and ethical considerations in the creative media industries	1.4.1 Recognise at least one regulatory body relevant to the creative media industries.	1.4.1 Identify at least one regulatory body relevant to the creative media industries.	1.4.1 Describe the role of at least one regulatory body relevant to the creative media industries.	1.4.1 Explain the roles of at least two regulatory bodies relevant to the creative media industries.	/4
	1.4.2 Recognise at least one key ethical consideration when producing creative media products.	1.4.2 Identify at least one key ethical consideration when producing creative media products.	1.4.2 Describe at least one key ethical consideration when producing creative media products.	1.4.2 Explain at least two key ethical considerations when producing creative media products.	/4
				Total number of points awarded	/40

Examples of tasks

LO1.1

The following activities would be suitable for use with Entry Level 1 learners (with a high-level of support):

- match/sort information or image cards into categories e.g. company, purpose, product
- match/sort pictures or video examples to recognise their purpose, e.g. 'entertain', 'inform', or 'persuade'
- create an interactive digital quiz about a Welsh creative media company and their products for learners to complete
- provide learners with a list of creative media companies or logos and ask them to spot a Welsh company.

The following activities would be suitable for use with Entry Level 2 learners (with a moderate level of support):

- fill in the blank activity where learners complete sentences about Welsh creative media companies and their products
- provide learners with a Welsh creative media company name and ask them to state who they are and what they create
- create a simple poster about a Welsh creative media company, its purpose and products.

The following activities would be suitable for use with Entry Level 3 learners (with a minimal level of support):

- provide learners with factsheets for Welsh creative media companies and ask them to highlight key information about the company, purpose and products
- research Welsh creative media companies and present their findings in an appropriate way, e.g. poster, infographic, etc.
- use screenshots from Welsh creative media company websites and ask learners to label and annotate key information.

The following activities would be suitable for use with Level 1 learners (independently):

- in pairs, record a simple podcast/interview discussing Welsh creative media companies and their products
- create a presentation focusing on a case study of Welsh creative media companies and their products
- create a visual poster/diagram about Welsh creative media companies
- complete a table with key information about three different Welsh creative media companies and their products.

LO1.2

The following activities would be suitable for use with Entry Level 1 learners (with a high-level of support):

- match/sort products with their target audience
- show learners a media product and ask them to identify who the product is for
- learners identify a media product they consume and say why they like it.

The following activities would be suitable for use with Entry Level 2 learners (with a moderate level of support):

- learners discuss how creative media products can appeal to audiences, e.g. use of colour, text, images, etc.
- learners record a written or audio definition of the term target audience
- provide learners with examples of media products e.g. film posters, video game covers, social media posts and ask them to label two features that appeal to the target audience.

The following activities would be suitable for use with Entry Level 3 learners (with a minimal level of support):

- create a visual representation of how audiences can be categorised, e.g. table, mind map, diagram, etc.
- provide learners with an example of a Welsh creative media product and ask them to state/label how it appeals to audiences
- learners create a poster/diagram of their own profile as a media consumer.

The following activities would be suitable for use with Level 1 learners (independently):

- select a Welsh creative media product and in pairs/groups describe the target audience and the product's appeal
- create a simple case study looking at two Welsh creative media products
- complete a table identifying products and their target audience.

LO1.3

The following activities would be suitable for use with Entry Level 1 learners (with a high-level of support):

- provide learners with a list of job roles and ask them to identify which would be relevant to the creative media industries
- create a drag and drop interactive quiz where learners identify job roles and skills in the creative media industry
- create a list of post-16 study opportunities and ask learners to identify which ones are relevant to the creative media industries.

The following activities would be suitable for use with Entry Level 2 learners (with a moderate level of support):

- matching activity: ask learners to match job roles to their definitions or responsibilities
- roleplay a simple question and answer session for a job role in the creative media industry
- create a simple poster about one key job role in the creative media industries.

The following activities would be suitable for use with Entry Level 3 learners (with a minimal level of support):

- label an image of a job role describing what the person does and the skills they need
- roleplay creating a short video about jobs in the creative media industries, e.g. 'a day in the life of a Producer'
- write a list of skills for a job advert in creative media industries
- learners watch a video about a job in the creative media industry and describe what is involved.

The following activities would be suitable for use with Level 1 learners (independently):

- research the qualifications and skills required for roles within the creative media industries and explain their findings
- create a careers poster/infographic explaining roles and pathways in the creative media industries
- roleplay an interview task for a key job role in the creative media industries.

LO1.4

The following activities would be suitable for use with Entry Level 1 learners (with a high-level of support):

- provide learners with a list of creative media organisations and ask them to select a regulatory body
- create a true/false quiz for learners about regulatory bodies or key ethical considerations
- provide learners with a list of ethical issues relevant to the creative media industries and ask them to select one that would be considered when producing a creative media product.

The following activities would be suitable for use with Entry Level 2 learners (with a moderate level of support):

- learners record a written or audio statement identifying a regulatory body
- learners list the key ethical considerations for an example creative media production
- learners look at an example of a creative media product that exemplifies ethical issues and are asked to identify the issue.

The following activities would be suitable for use with Entry Level 3 learners (with a minimal level of support):

- match-up activity where learners match the regulatory bodies to their responsibility
- learners watch a short video clip from a regulatory body, e.g. Ofcom, and answer questions about what they do and why it is important
- create a short presentation explaining the role of regulatory bodies in the creative media industries, e.g. false advertising.

The following activities would be suitable for use with Level 1 learners (independently):

- watch a short video about one of the key ethical considerations, followed by a group discussion
- case studies/scenarios: provide learners with a creative media product and ask them to explain who is responsible and what ethical considerations are relevant
- create an advice leaflet or infographic explaining the ethical considerations of creative media products.

Opportunities for integrating learning experiences relating to the world of work

This unit generates opportunities for the following learning experiences to be developed (experiences will not be directly assessed):

- opportunities to explore professional Welsh creative media companies and products. This may be through experiences, such as studio visits, visiting professionals, or masterclasses – either in person or on-screen
- opportunities to explore media forms
- opportunities to investigate Welsh creative media industries.

The Guidance for Teaching will include further information on the opportunities provided by the qualification for teachers/centres to integrate these learning experiences and skills into delivery.

Opportunities to develop cross-cutting themes, cross-curricular skills and integral skills are signposted in Appendix A. Further information is provided in the Guidance for Teaching.

Unit 2 Creative and media production tools and processes

GLH	84 hours
Overview of unit	This unit develops learners' ability to plan for and produce a creative media product. It focuses on generating ideas and applying pre-production, production and post-production tools and processes. Learners will develop transferable skills such as research and planning and gain experience in practical production skills.
Learning Outcomes	By completing this unit, learners will: LO2.1 – be able to generate and develop ideas for a creative media product LO2.2 – be able to use pre-production tools to plan for and organise a creative media product safely LO2.3 – be able to use feedback to make changes to the pre-production of a creative media product LO2.4 – be able to use creative media production tools and processes to create a media product LO2.5 – be able to carry out media post-production processes to edit a creative media product LO2.6 – be able to use creative techniques in a media product to appeal to an audience.
Summary of assessment	Assessment for this unit will be carried out through teacher-set activities that enable learners to demonstrate what they have learned in practical and accessible ways. To achieve each learning outcome, learners must provide evidence that meets the assessment criteria. Suggested activities and evidence are included after the unit. Centres must ensure that assessment activities do not exceed the maximum duration of 38 hours. For most learners, assessment will typically fall within the indicative range of 25–38 hours, though shorter durations may be used where appropriate, particularly for Entry Level learners. The range must not be treated as a minimum, and centres must avoid overassessment. Centres must record the approximate time each learner spends on assessment activities for moderation and quality assurance purposes.

Resources required for assessment	Depending on the media form chosen by the learner, the following resources may be required to deliver the assessment: • video recording equipment, for example, smartphone, video camera • audio recording equipment, for example, smartphone, microphone, headphones • appropriate software for production of documentation, for example, Adobe Creative Suite • audio and audio-visual editing software/applications.
Links to other WJEC units and qualifications	Learners completing this unit may also be interested in the following Skills for Life unit: Skills for Life: Digital Film and Media.

Content

In this unit, learners will be required to generate and develop ideas to create and refine a creative media product in **one** of the following media forms:

- audio-visual
- audio
- interactive media
- graphic design/publishing.

Learning outcome The learner will:	Taught content
LO2.1 Be able to generate and develop ideas for a creative media product	Use of pre-production planning and idea-development tools to generate, plan and show ideas for a creative media product in one media form for a target audience, for example: • mood board – to collect colours, images, and styles • mind map – to brainstorm ideas or themes • storyboard – to show what will happen in a sequence or video • sketch or mock-up – to show what a design might look like • script or text outline – to plan what will be said or written • prompts – in AI tools to generate initial ideas.
LO2.2 Be able to use pre-production tools to plan for and organise a creative media product safely	Introduction to a range of pre-production tools that help plan for and organise creative media work, for example: • use of simple templates or examples of planning tools, for example: • storyboard • production schedule • shot list or image list • script or voice-over plan • how these tools help keep projects organised and on track • completing, labelling or adapting simple planning documents. Use of technical equipment and digital tools used in pre-production, for example: • technical equipment used in creative media production, for example: • cameras, smartphones, tablets • microphones or simple audio recorders • tripods, lights, or simple props (if available) • digital software or apps used in creative media production, for example: • graphic design/publishing software • image editing software • video editing software • audio editing software • presentation software

	• understanding that different tools are used for different creative media tasks (for example, recording sound, editing images or adding text) • working safely when using technical equipment or devices, following instructions and teacher guidance. Planning, time management and safety in creative media production projects, for example: • planning steps – for example, planning, making, checking and finishing • scheduling tasks – for example, setting short deadlines or ordering tasks in a timeline • identification of resources – for example, tools, images, sound clips and equipment • health and safety rules – for example, using equipment correctly, asking for help before using new tools, keeping files saved securely • ensuring ethical and regulatory factors have been considered – for example, using copyright-free images and asking permission before recording. Use pre-production tools to prepare for production of own creative media product, for example: • using selected tools (for example, storyboard, schedule, mind map) to help prepare for making their creative media product • keeping their planning work safe and organised (digitally or on paper) • reviewing their plan to check what they still need to do or change.
LO2.3 Be able to use feedback to make changes to the pre-production of a creative media product	How feedback helps improve creative media work, for example: • what feedback is and why it is useful • feedback can come from different people, for example: • teachers or tutors • classmates (peer feedback) • self-reflections • AI tools • examples of helpful feedback • how to respond positively to feedback and make small improvements. Use feedback to select areas for improvement, for example: • listening carefully to feedback from others • focusing on the key points to improve. Making changes to a plan based on feedback or self-reflection, for example: • visible improvements, for example:

	• changing colours, layout or text for clarity • re-recording or adjusting audio or video clips • adding missing content or correcting errors • what has been changed and why • identify areas for improvement. Produce a final set of plans or plan that could be used to produce a creative media product.
LO2.4 Be able to use creative media production tools and processes to create a media product	Learners should use pre-production work (LO2.1–2.3) to guide their creative media production. Use basic production processes involved in creating media products, such as: • organising equipment and resources • organising locations or settings • organising models/actors/interviewees • organising props and costumes • working safely • applying awareness (from pre-production content) of respecting copyright and gaining permissions • working with others. Use basic production tools to create a creative media product in one of the following media forms. Audio-visual • Recording audio-visual/moving image using a camera or smartphone, for example: • changing shot type • framing and composition • focus • lighting, such as, natural/artificial lighting, lighting effects. Audio • Recording sound using a microphone or smartphone, for example: • live sound • sound effects • dialogue. Interactive media • Creating multimedia products, for example: • still images • moving images • interactive elements, such as menus, navigation bar, scrolling • Taking photographs using a camera or smartphone, for example: • composition • lighting • Producing text, for example: • language

	• typography and font • Creating layouts and designs, for example: • colour • graphics. For interactive media, learners are not required to create websites through programming languages such as HTML. It is acceptable for learners to use web design software or templates for this option. However, learners should be responsible for the content and design of a webpage. Graphic design/publishing • Taking photographs using a camera or smartphone, for example: • composition • lighting • Producing text, for example: • language • typography and font • Creating layouts and designs, for example: • colour • graphics.
LO2.5 Be able to carry out media post-production processes to edit a creative media product	Use basic post-production tools and processes to edit creative media products, such as: • editing moving images, for example: • transitions • effects • graphics • editing audio, for example: • adjusting levels • cutting/trimming • layering • editing still images, for example: • manipulation, such as layers, adjustments, filters, effects • cropping and resizing • adjusting contrast and brightness • editing text, for example: • using review tools • re-drafting • cutting down or expanding • testing and fixing interactive media, for example: • user testing • correcting typographical errors • changing text size or colour • saving and exporting material, for example: • saving work in progress • saving in appropriate format • exporting final product.

LO2.6 Be able to use creative techniques in a media product to appeal to an audience	Use creative techniques to appeal to an audience in a media product they create, for example: • TV advert • content of images • pace of editing • use of slogan • audio advert • tone of voice • language style • use of jingle • poster • content of images • choice of typography • use of colour • webpage • choice of layout • content of images • use of graphics.
---	---

Assessment criteria

Each assessment criterion has been allocated points that represent the level the learner is working at. Each Entry 1 criteria is allocated **1** point, each Entry 2 criteria is allocated **2** points, each Entry 3 criteria is allocated **3** points and each Level 1 criteria is allocated **4** points.

The unit grade is awarded based on the total number of points achieved by the learner as set out in section 4.3 Grading.

Learning outcome	Assessment Criteria – the learner can:				
	Entry 1 with a high-level of support (1 point):	Entry 2 with a moderate level of support (2 points):	Entry 3 with a minimal level of support (3 points):	Level 1 independently (4 points):	Points awarded
LO2.1 The learner will be able to generate and develop ideas for a creative media product	2.1.1 Identify or share simple creative ideas for a media product in response to a familiar topic or theme in their chosen media form.	2.1.1 Generate creative ideas for a media product in response to a familiar topic or theme in their chosen media form.	2.1.1 Generate creative ideas for a media product in response to a simple project brief in their chosen media form.	2.1.1 Generate and develop a range of creative ideas for a media product that meet the main requirements of a project brief in their chosen media form.	/4
	2.1.2 Use one planning tool to show their idea.	2.1.2 Use at least two planning tools to show their idea.	2.1.2 Use appropriate planning tools to develop and show their ideas.	2.1.2 Select and use appropriate planning tools to develop and communicate their ideas clearly.	/4
	2.1.3 Identify one target audience for the product.	2.1.3 Identify one target audience for the product and state the purpose of the product.	2.1.3 Describe how their ideas meet the needs of the target audience and purpose.	2.1.3 Explain how their ideas meet the needs of the target audience and purpose.	/4
	2.1.4 Label or talk about what their idea includes.	2.1.4 Present their idea to others using visual or spoken methods.	2.1.4 Share their idea with others using an appropriate format, giving one reason why it is suitable for the pre-production project brief.	2.1.4 Share their chosen idea in an appropriate format, giving at least two reasons why it is suitable for the pre-production project brief.	/4

Learning outcome	Assessment Criteria – the learner can:				
	Entry 1 with a high-level of support (1 point):	Entry 2 with a moderate level of support (2 points):	Entry 3 with a minimal level of support (3 points):	Level 1 independently (4 points):	Points awarded
LO2.2 The learner will be able to use pre-production tools to plan for and organise a creative media product safely	2.2.1 Identify pre-production planning tools for a creative media product.	2.2.1 Use one pre-production planning tool to plan a creative media product.	2.2.1 Use a range of pre-production planning tools to plan a creative media product.	2.2.1 Select and use a range of suitable pre-production tools to plan and organise a creative media product.	/4
	2.2.2 Identify equipment used for their creative media product during pre-production.	2.2.2 Use equipment safely to collect images, video, or sound for their creative media product during pre-production.	2.2.2 Use a range of equipment and tools safely to plan for their creative media product during pre-production.	2.2.2 Select and use a range of suitable equipment and tools safely and responsibly to plan and organise their creative media product during pre-production.	/4
	2.2.3 Take part in planning steps during pre-production.	2.2.3 Follow a basic plan or timeline to complete simple creative tasks during pre-production.	2.2.3 Plan their project using short deadlines, checklists or simple timelines, showing some awareness of time and resources during pre-production.	2.2.3 Create and follow a plan that includes realistic timescales, resources, and responsibilities for completion of a creative media product as part of pre-production.	/4
	2.2.4 Follow simple safety instructions when using tools or equipment during pre-production.	2.2.4 Work safely when using tools and equipment, during pre-production.	2.2.4 Apply safe working practices and understand simple copyright or permission issues, during pre-production.	2.2.4 Work safely and responsibly, showing awareness of health and safety, copyright, and digital file security when planning creative work, during pre-production.	/4

Learning outcome	Assessment Criteria – the learner can:				
	Entry 1 with a high-level of support (1 point):	Entry 2 with a moderate level of support (2 points):	Entry 3 with a minimal level of support (3 points):	Level 1 independently (4 points):	Points awarded
LO2.3 The learner will be able to use feedback to make changes to the pre-production of a creative media product	2.3.1 Recognise what feedback is and where it comes from.	2.3.1 Identify different types of feedback and how it can help improve creative media work.	2.3.1 Outline what feedback was received and how it helped improve creative media work.	2.3.1 Review feedback from at least two separate sources and briefly explain how it has informed improvements to creative media work.	/4
	2.3.2 Identify one key point for improvement in response to feedback.	2.3.2 Identify at least two areas for improvement in response to feedback.	2.3.2 Select at least two areas for improvement in response to feedback or self-reflection.	2.3.2 Select and give reasons for key areas of improvement in response to feedback or evaluation.	/4
	2.3.3 Make one change to their pre-production work.	2.3.3 Make at least one improvement to their pre-production work based on feedback.	2.3.3 Make changes to improve their pre-production work, identifying what was changed and why.	2.3.3 Refine their pre-production work, clearly explaining how the changes improve quality or suitability for the audience.	/4
	2.3.4 Say what they like about their work.	2.3.4 Identify one key strength of pre-production work and one area of pre-production work that requires improvement.	2.3.4 Outline key strengths and areas for improvement in their creative work.	2.3.4 Evaluate the effectiveness of their final plan or product, explaining how it meets the purpose and audience.	/4

Learning outcome	Assessment Criteria – the learner can:				
	Entry 1 with a high-level of support (1 point):	Entry 2 with a moderate level of support (2 points):	Entry 3 with a minimal level of support (3 points):	Level 1 independently (4 points):	Points awarded
LO2.4 The learner will be able to use creative media production tools and processes to create a media product	2.4.1 Identify simple content for a partial creative media product from pre-production work.	2.4.1 Identify content for a creative media product from pre-production work.	2.4.1 Use pre-production work to create a partial creative media product.	2.4.1 Use pre-production work to create a complete creative media product.	/4
	2.4.2 Identify basic production processes needed to create content for a creative media product.	2.4.2 Identify the production processes needed to create content for a creative media product.	2.4.2 Follow appropriate production processes to create a partial creative media product.	2.4.2 Follow appropriate production processes to create a complete creative media product.	/4
	2.4.3 Use one appropriate production tool to create content for a creative media product.	2.4.3 Use appropriate production tools to create content for a creative media product.	2.4.3 Select and use appropriate production tools to create a partial creative media product.	2.4.3 Select and use appropriate production tools to create complete a creative media product.	/4
LO2.5 The learner will be able to carry out media post-production processes to edit a creative media product	2.5.1 Make one edit to a creative media product as part of post-production.	2.5.1 Make at least two edits to content for a creative media product as part of post-production.	2.5.1 Carry out a range of post-production processes to edit a partial creative media product.	2.5.1 Carry out a range of post-production processes to edit a complete creative media product.	/4

Learning outcome	Assessment Criteria – the learner can:				
	Entry 1 with a high-level of support (1 point):	Entry 2 with a moderate level of support (2 points):	Entry 3 with a minimal level of support (3 points):	Level 1 independently (4 points):	Points awarded
LO2.6 The learner will be able to use creative techniques in a media product to appeal to an audience	2.6.1 Recognise appropriate creative techniques for the target audience in a production brief.	2.6.1 State appropriate creative techniques for the target audience in a production brief.	2.6.1 Use appropriate creative techniques for the target audience in a production brief.	2.6.1 Use a range of appropriate creative techniques for the target audience in a production brief.	/4
	2.6.2 Recognise one way in which the content for the creative media product would appeal to its target audience.	2.6.2 Identify one way in which the content for the creative media product would appeal to its target audience.	2.6.2 Describe two ways in which the partial creative media product would appeal to its target audience.	2.6.2 Explain two ways in which the complete creative media product would appeal to its target audience.	/4
				Total number of points awarded	/72

Example of a scenario

You have been asked by the “Golwg Cymru” Junior Media Team to help create ideas for a new campaign celebrating what makes Wales special.

The campaign will promote Welsh places, culture or events to a young audience.

Your task is to **plan and create a creative media product** that promotes an aspect of Wales. This could relate to a place, a cultural tradition, an event, a person, a community, a hobby, a team, an animal or anything else you feel represents Wales in a positive way.

You will plan for and make the complete product during your assessment. You will:

- use pre-production tools and processes to generate ideas and plan your product
- use production and post-production tools and processes to create your product, including appropriate creative techniques to appeal to your target audience.

Examples of tasks

LO2.1

The following activities would be suitable for use with Entry Level 1 learners (with a high-level of support):

- share a simple idea for a creative media product using prompts such as images, text, videos
- learners record a written or audio description of what their idea includes
- use a planning tool template, e.g. storyboard, mock-up, to show their idea
- draw or sketch their ideas for a creative media product and label the key features
- select an appropriate target audience from a list for the product.

The following activities would be suitable for use with Entry Level 2 learners (with a moderate level of support):

- create a list, diagram or mind map of ideas for a creative media product
- use two simple planning tool templates, e.g. storyboard, mock-up, mood board, to show their ideas
- create a simple audio or audio-visual presentation outlining their ideas
- paired or group discussion where learners share their ideas.

The following activities would be suitable for use with Entry Level 3 learners (with a minimal level of support):

- look at existing creative media products and discuss what they could use as inspiration
- create visual mock-ups and diagrams to support ideas
- create a short presentation outlining their idea for a creative media product
- write an explanation of their ideas and creative decisions
- create a visual mood board to represent the colours, images and style of their ideas.

The following activities would be suitable for use with Level 1 learners (independently):

- circle the main points of the project brief and annotate it with their creative ideas
- roleplay pitching an idea for a creative media product to peers or 'clients', explaining creative decisions
- annotate their own plans explaining the product's purpose and appeal to the target audience
- paired or group discussion talking through ideas in detail with an opportunity for questions and answers.

LO2.2

The following activities would be suitable for use with Entry Level 1 learners (with a high-level of support):

- show learners a range of images of production equipment and ask them to identify what they might need to use
- select items/tools from a list of resources to use to produce a creative media product
- draw a diagram of steps needed to complete the pre-production process
- watch a video about pre-production planning and safety, and identify key ideas.

The following activities would be suitable for use with Entry Level 2 learners (with a moderate level of support):

- create a simple timeline or storyboard to complete creative tasks during pre-production
- audio/filmed discussion of safety procedures to follow whilst using tools and equipment
- taking a sample of audio/audio-visual footage for pre-production and planning.

The following activities would be suitable for use with Entry Level 3 learners (with a minimal level of support):

- experiment with equipment to determine what needs to be used in production
- create a list of tools/resources that will be used in their creative media production
- create checklists in preparation for production, including equipment, timescales, resources and responsibilities
- use appropriate digital tools to create a plan/timeline/production schedule.

The following activities would be suitable for use with Level 1 learners (independently):

- experiment with pre-production tools and equipment to decide what to use in their own work
- complete a digital record of safe working practices followed during the pre-production process
- create a detailed timeline showing the process from start to finish.

LO2.3

The following activities would be suitable for use with Entry Level 1 learners (with a high-level of support):

- identify potential feedback sources, e.g. peers, teacher, AI
- learners listen to feedback and write down one key area for improvement
- learners make one change to planning based on feedback. Examples include changing colours, layout or text, adding missing content, improving images or sounds, adjusting something to better suit the target audience
- complete a checklist review to self-assess or provide peer feedback.

The following activities would be suitable for use with Entry Level 2 learners (with a moderate level of support):

- consider/discuss the positives and negatives of different types of feedback
- listen to teacher/peer comments and make notes recording their feedback
- use prompts to ask AI tools for simple feedback on creative media work
- complete a simple self-evaluation template identifying areas of success and areas of improvement
- label/annotate work using feedback identifying areas for improvement.

The following activities would be suitable for use with Entry Level 3 learners (with a minimal level of support):

- paired discussion with peers or teacher about their work
- create an action plan based on feedback from peers/teachers/AI outlining next steps for production
- write a short evaluation outlining what they like about their work
- make small changes to planning based on feedback. Examples include changing colours, layout or text, adding missing content, improving images or sounds, adjusting something to better suit the audience. Write or say what has changed in the production and why
- take screenshots/images to document changes to pre-production planning work.

The following activities would be suitable for use with Level 1 learners (independently):

- question and answer session linked to previous roleplay pitching task (LO2.1) where audience provide feedback on ideas
- compare pre-production plans to visual examples of real-life products. Learners complete self-reflection identifying key strengths and areas for improvement
- annotate pre-production work explaining what has changed and why
- compare work before and after refinements and present the changes they have made
- write a self-evaluation explaining the strengths of their work and areas for improvement.

LO2.4

The following activities would be suitable for use with Entry Level 1 learners (with a high-level of support):

- in pairs, or with a teacher, discuss pre-production work and identifying suitable content and ideas
- list resources for the production (for example, locations, settings, models, actors, props and costumes)
- take photographs using camera equipment or smartphones
- experiment with basic camera angles, lighting setups, sound recording, or editing with support.

The following activities would be suitable for use with Entry Level 2 learners (with a moderate level of support):

- review pre-production work and select content for creative media production
- experiment with basic camera angles, lighting setups, sound recording, or editing with support
- experiment with typography, layout and design features with support
- roleplay acting out short scenes or segments of production, handling simple recording and playback.

The following activities would be suitable for use with Entry Level 3 learners (with a minimal level of support):

- roleplay acting out scenes/scenarios
- practise recording skills, handling simple recording and playback
- use pre-production planning documents to create content for a media product
- organise and schedule resources for the production (for example, locations, settings, models, actors, props and costumes).

The following activities would be suitable for use with Level 1 learners (independently):

- use pre-production planning to create a timeline for creative production
- record video/audio using appropriate lighting, camera, and sound techniques
- experiment with camera angles, lighting setups, sound recording, or editing
- experiment with typography, layout and design features.

LO2.5

The following activities would be suitable for use with Entry Level 1 learners (with a high-level of support):

- make one small change to the production. Examples include changing colours, layout or text, trimming clips or adding filters
- sequencing/layout activity – learners decide how elements of their production should be arranged with guided questions and support
- with support, save and export material into an appropriate format.

The following activities would be suitable for use with Entry Level 2 learners (with a moderate level of support):

- make small changes to the production. Examples include changing colours, layout or text, trimming clips or adding filters
- use apps or software to add captions, simple transitions, or record audio commentary with support.

The following activities would be suitable for use with Entry Level 3 learners (with a minimal level of support):

- edit video/audio using appropriate lighting, camera, and sound techniques
- make changes to the production. Examples include changing colours, layout or text, adding music or sound, adding transitions
- experiment with effects and refining production to ensure it meets the requirements of the brief and the target audience
- save, export and organise material once the production is complete.

The following activities would be suitable for use with Level 1 learners (independently):

- edit video/audio using appropriate lighting, camera, and sound techniques
- make changes to the production. Examples include changing colours, layout or text, adding music or sound, adding transitions
- experiment with effects and refining production to ensure it meets the requirements of the brief and the target audience
- save, export and organise material once the production is complete.

LO2.6

The following activities would be suitable for use with Entry Level 1 learners (with a high-level of support):

- label their production to identify how their production appeals to the target audience
- learners show their completed product content to peers and describe who the product is for
- from a list, learners identify which creative techniques they have used in their production.

The following activities would be suitable for use with Entry Level 2 learners (with a moderate level of support):

- record a short video or written statement identifying how their production meets the requirements of the familiar topic or theme and the target audience
- annotate/label their production identifying the audience appeal.

The following activities would be suitable for use with Entry Level 3 learners (with a minimal level of support):

- record a presentation or written statement explaining how their production meets the requirements of the project brief and the target audience, including creative techniques used
- research target audiences and consider how tone, style, and representation affect the message of their product.

The following activities would be suitable for use with Level 1 learners (independently):

- roleplay task where learners explain to their 'client' how they have met the project brief, including opportunities for question and answer
- conduct a review of the product explaining what creative techniques have been used and why.

Opportunities for integration of learning experiences relating to the world of work

This unit generates opportunities for the following learning experiences to be developed (experiences will not be directly assessed):

- opportunities to explore professional Welsh creative media companies and products. This may be through experiences, such as studio visits, visiting professionals, or masterclasses – either in person or on-screen
- opportunities to explore media forms
- opportunities to investigate Welsh creative media industries.

The Guidance for Teaching will include further information on the opportunities provided by the qualification for teachers/centres to integrate these learning experiences and skills into delivery.

Opportunities to develop cross-cutting themes, cross-curricular skills and integral skills are signposted in Appendix A. Further information is provided in the Guidance for Teaching.

3. Assessment

This qualification is assessed through a portfolio of evidence that is internally assessed and externally quality assured through a process of external moderation. Information on the moderation process can be found in the document [Internal Assessment: A guide for centres](#), which can be accessed from the administration section of the WJEC website.

Assessment should only be undertaken once the relevant teaching and learning has been completed. Centres must ensure that learners are not assessed continuously or prematurely.

3.1. Assessment tasks

Teachers have the flexibility to design assessment tasks and activities that best meet the needs of their learners. This approach enables assessments to be tailored to the interests, abilities, and context of each learner group. It also allows teachers to be creative and to offer learners a range of opportunities to demonstrate their knowledge, skills, and understanding.

Assessment tasks must enable learners to meet each assessment criterion for the unit at the level appropriate to their performance. Each assessment criterion is structured across four levels, from Entry 1 to Level 1, and a learner's achievement may vary across different tasks within the same unit. This approach recognises progress at every stage and values individual achievement, skills development, and growth.

To support centres in designing suitable assessments, example tasks are provided after each unit within this specification. Although these examples are presented for each individual learning outcome, teachers may devise tasks that span multiple learning outcomes, provided they enable learners to demonstrate achievement of all relevant assessment criteria at the level appropriate to their performance.

3.2. Assessment duration

Centres must ensure that assessment activities do not exceed the maximum duration stated in the unit summary for each unit. This is intended to support comparability across centres while allowing for reasonable adjustments based on learner needs and the nature of centre devised tasks.

For most learners, assessment activities should normally fall within the indicative time for each unit, though shorter durations may be used where appropriate, particularly for Entry Level learners. The range must not be treated as a minimum, and centres must avoid overassessment.

Centres must record the approximate time spent on assessment activities for each learner and each unit. These records must be retained for moderation and quality assurance purposes.

3.3. Evidence requirements

Learners may demonstrate that they have met the assessment criteria through a range of evidence types, including:

- teacher observation – direct observation of the learner carrying out a task or activity
- assignments or written tasks – structured written responses to set tasks, appropriate to the learner's level
- creative outputs – artwork, models, digital media, or other creative products that demonstrate applied skills
- group work evidence – contributions to group tasks, supported by observation notes or learner reflections
- learner statement – a written or recorded account by the learner reflecting on what they did and what they learned
- peer or self-assessment – structured opportunities for learners to evaluate their own or others' work (with guidance)
- photographic evidence – images showing the learner's work or participation in an activity, with context provided
- practical workbooks or logbooks – records of activities completed over time, including reflections and feedback
- project work – extended tasks or investigations that demonstrate planning, execution, and review
- simulated activities – tasks carried out in a controlled environment that replicate real-world scenarios
- teacher/assessor questioning – responses to structured questions, either written or oral, to confirm understanding
- video/audio recordings – recordings of the learner performing a task, giving a presentation, or participating in a discussion
- witness testimonies – statements from teachers, support staff, or others who have observed the learner's performance.

Learner evidence for each unit should be compiled into a portfolio for both internal assessment and external moderation. The term 'portfolio' refers to a structured collection of evidence and may include digital as well as paper-based materials.

The portfolio must be accompanied by a completed Learner Assessment Record, which can be accessed from the qualification page of the WJEC website. This Learner Assessment Record must be used to record:

- the assessment activities learners have completed (what they have done)
- where the evidence is located
- teacher comments
- the level of support and guidance that learners have received
- the approximate amount of time the learner has spent on assessment
- which assessment criteria the learner has met
- the grade awarded and the overall total number of assessment criteria achieved at or above the grade awarded.

All evidence must be submitted digitally. Where learners produce paper-based work or physical evidence, these should be scanned, photographed or filmed so that a clear digital version can be submitted. Information on the submission process can be found in the document [e-submission: IAMIS \(Internal Assessment Mark Input System\) Upload – Subject Guidance](#), which can be accessed from the administration section of the WJEC website.

3.4. Support and guidance

Teachers should support learners as they build their portfolio. Support should reflect the level the learner is working at.

- Entry 1 learners will require a high level of support, including verbal, visual and practical assistance, use of symbols, or assistive technology. Tasks and evidence collection should be highly structured to enable meaningful participation and achievement through supported engagement.
- Entry 2 learners should demonstrate emerging independence but may require prompts, guided questioning or scaffolded templates to plan, organise and reflect on their work.
- Entry 3 learners are expected to work with minimal support, requiring only occasional guidance to confirm understanding or review progress.
- Level 1 learners should work independently while still receiving the support they need to succeed. Teachers and tutors can provide advice on planning and structuring their answers, as well as sourcing information and presenting evidence, where appropriate. Support can also include clarifying instructions, prompting reflection or helping learners to identify next steps, without completing the work on the learner's behalf.

This graduated model of support ensures that learners develop independence, confidence, and skills as they progress through the levels.

3.5. Supervision and authentication

Learners must be supervised by a teacher while completing assessment activities. Both learners and teachers must sign declarations confirming the authenticity of submitted work.

Collaboration: group work is permitted only where specified. Individual contributions must be clearly identifiable and assessed independently to ensure fairness. Learners must provide individual responses, and evidence must be attributable to each learner. Authentication sheets must be signed by both the teacher and the learner.

3.6. Marking (assessment judgements)

To ensure consistency and reliability in assessment, all marking must be carried out by a designated teacher or assessor with appropriate subject expertise.

Teachers and assessors must ensure that:

- judgements are made solely against the assessment criteria, not based on overall impressions or learner effort
- written evidence is clearly annotated to show how it meets specific criteria
- performance evidence (for example, presentations or practical demonstrations) is documented using observation records that include both descriptive and summative comments, clearly indicating which criteria have been met and at what level
- all evidence is authentic, clearly annotated, and accurately recorded, with sufficient detail to support assessment decisions
- where used, observation records must contain enough detail to justify the grade awarded.

Each learning outcome is supported by four distinct bands of assessment criteria, which reflect a broad spectrum of learner abilities at entry level. It is recognised that a learner's performance may vary across different learning outcomes and assessment criteria within the same unit.

Evidence submitted by candidates must align with the expectations set out in the assessment criteria.

Where performance is observed by someone other than the assessor, a witness statement must be completed. The assessor is responsible for authenticating the statement through scrutiny of supporting evidence and/or questioning the learner or witness. Authenticated witness statements may contribute to the overall assessment evidence, and documentation of authentication must be included.

A standardised pro forma is provided for both observation and witness records. Learners should be provided with a copy of the pro forma in advance to support transparency and consistency.

The overall unit grade achieved by the learner is determined through the grading rules outlined in Section 4.3 Grading.

3.7. Resubmitting evidence prior to moderation

Teachers may allow a learner one opportunity to improve their evidence and resubmit it for reassessment before the final decision is submitted for moderation. This process is referred to as resubmission.

Learners may resubmit to:

- address omissions or incomplete evidence for the current level
- attempt to achieve additional or higher-level assessment criteria (for example, progressing from Entry 2 to Entry 3 or Level 1).

Internal assessment must be scheduled to allow sufficient time for resubmission, where needed, prior to external moderation.

Any feedback provided to learners must:

- be factual, based on what has been observed in their work
- indicate which assessment criteria have not been met and/or confirm the level currently achieved
- avoid giving explicit instructions on how to meet higher-level criteria
- be documented and made available for external moderation if requested.

Teachers must not:

- permit multiple resubmissions based on minor changes following feedback
- allow learners to add, amend, or remove any work after a resubmission has been assessed.

Learners are not required to produce an entirely new set of evidence. They should focus only on the areas where they aim to improve or progress.

The time allowed for resubmission should not exceed the total time provided for the initial generation of evidence.

Centres should maintain internal records of resubmissions to provide a clear audit trail, including the learner's original level and any resubmission. Only the final evidence and assessment decisions need to be submitted for external moderation.

Once assessment decisions have been submitted for moderation, no further amendments can be made to the evidence. Learners have one opportunity to resit assessment in a future assessment series (see section 4.4).

3.8. Malpractice

Before the course starts, the teacher is responsible for informing candidates of WJEC's regulations concerning malpractice. Candidates must not take part in any unfair practice in the preparation of work for their WRFQ.

Information regarding malpractice is available in our [Guide to preventing, reporting and investigating malpractice](#).

All cases of suspected or actual malpractice must be reported immediately to WJEC (malpractice@wjec.co.uk). If candidates commit malpractice, they may be penalised or disqualified from the examinations.

In all cases of malpractice, centres are advised to consult <https://www.jcq.org.uk> the JCQ booklet Suspected Malpractice: Policies and Procedures.

4. Technical information

4.1. Unit entry

This is a unitised qualification. Learners are entered for each unit separately.

Assessment opportunities will be available in summer each year until the end of the life of the qualification.

External moderation of Unit 1 will be available for the first time in summer 2028 and every summer series thereafter.

External moderation of Unit 2 will be available for the first time in summer 2029 and every summer series thereafter.

Entry for individual units must be made by submitting the relevant unit shown below.

Unit		Entry Codes	
		English medium	Welsh medium
Unit 1	Introduction to Welsh creative media industries	6680U1	6680N1
Unit 2	Creative and media production tools and processes	6680U2	6680N2

If a candidate has been entered for but is absent for a unit, the absence does not count as an attempt.

4.2. Qualification entry

The qualification will be awarded for the first time in summer 2029.

Candidates will be entered for the qualification when entering for aggregation (cash-in).

Aggregation does not take place automatically; it is necessary to enter the relevant code for aggregation to take place.

	English medium	Welsh medium
Cash-in code	6680Q0	6680C0

The current edition of our Entry Procedures and Coding Information gives up-to-date entry procedures.

4.3. Grading

WRFQs will be awarded on a four-point scale Entry 1 Pass to Level 1 Pass, where Level 1 Pass is the highest grade

Unit grades

Candidates will be awarded a summative grade for each unit determined by the total points the learner has achieved within that unit.

Each Entry 1 criteria is allocated **1** point, each Entry 2 criteria is allocated **2** points, each Entry 3 criteria is allocated **3** points and each Level 1 criteria is allocated **4** points.

To obtain Entry 1, the candidate must achieve 20% of the available points for the unit.

To obtain Entry 2, the candidate must achieve 40% of the available points for the unit.

To obtain Entry 3, the candidate must achieve 60% of the available points for the unit.

To obtain Level 1, the candidate must achieve 80% of the available points for the unit.

The table below shows the minimum number of points a candidate must achieve to be awarded each unit grade.

	Max Points	E1	E2	E3	L1
Unit 1	40	8	16	24	32
Unit 2	72	14	29	43	58

Candidates who do not achieve the minimum number of points to be awarded Entry 1 Pass will have their unit achievement reported as U (unclassified).

Qualification grade

The qualification grade will be based upon the overall points the candidate achieves across both units.

To obtain Entry 1, the candidate must achieve 20% of the total available points.

To obtain Entry 2, the candidate must achieve 40% of the total available points.

To obtain Entry 3, the candidate must achieve 60% of the total available points.

To obtain Level 1, the candidate must achieve 80% of the total available points.

The table below shows the minimum number of points a learner must achieve to be awarded each qualification grade.

	Max Points	E1	E2	E3	L1
Qualification	112	22	45	67	90

Candidates who do not achieve the points required to achieve an Entry 1 Pass will have their achievement recorded as U (unclassified) and will not receive a certificate.

4.4. Resitting assessments after external moderation

Learners may resit each unit once (two attempts in total). The highest grade achieved across the two attempts will be used in determining the final outcome for the qualification.

When resitting:

- learners may resubmit previously submitted work. Learners and teachers must ensure that new and/or amended evidence is clearly identifiable
- if a learner was entered for an assessment but recorded as absent, the absence does not count as an attempt
- if a learner submitted evidence but did not meet any assessment criteria, this will count as an attempt
- where the qualification includes multiple units, evidence and decisions from other units will be carried forward, provided the learner has not exceeded the maximum number of attempts for any unit
- if a learner exceeds the permitted number of attempts for any unit, they will be required to retake the qualification in full.

4.5. Retaking the qualification

If a candidate enters a unit for a third time, they must re-enter and retake all units.

The learner must produce a new portfolio of evidence. Learners cannot improve previously submitted work; all evidence must be generated afresh for the resit. Where centres produced a context for assessment, a new context should be used.

When retaking a qualification, a candidate may have up to two attempts at each unit. No results from units taken prior to the retake can be used in aggregating the new grade(s).

Appendix A: Opportunities for embedding elements of the Curriculum for Wales

The table below indicates where the qualification provides opportunities for embedding elements of the Curriculum for Wales. More detailed information is provided in the Guidance for Teaching: Unit Delivery Guides.

Curriculum for Wales Strands	Unit 1	Unit 2
Cross-cutting Themes		
Local, national and international contexts	LO1.1, LO1.2, LO1.3, LO1.4	LO2.1, LO2.2, LO2.4, LO2.5, LO2.6
Sustainability	LO1.1, LO1.4	LO2.2
Relationships and sexuality education	LO1.2, LO1.3	LO2.2, LO2.4, LO2.6
Human rights education	LO1.2	LO2.4, LO2.6
Careers and work-related experiences	LO1.1	LO2.1, LO2.2, LO2.3, LO2.4, LO2.5, LO2.6
Cross-curricular Skills - Literacy		
Listening	LO1.1, LO1.2, LO1.3, LO1.4	LO2.3, LO2.4, LO2.5
Reading	LO1.1, LO1.2, LO1.3, LO1.4	LO2.2, LO2.3, LO2.4, LO2.5, LO2.6
Speaking	LO1.1, LO1.2, LO1.3, LO1.4	LO2.1, LO2.2, LO2.3, LO2.4, LO2.5, LO2.6
Writing	LO1.1, LO1.2, LO1.3, LO1.4	LO2.1, LO2.2, LO2.3, LO2.4, LO2.5, LO2.6

Curriculum for Wales Strands	Unit 1	Unit 2
Cross-curricular Skills - Numeracy		
Developing mathematical proficiency	LO1.2	LO2.1, LO2.2, LO2.3, LO2.4, LO2.5
Understanding the number system helps us to represent and compare relationships between numbers and quantities	-	LO2.1, LO2.2, LO2.4, LO2.5
Learning about geometry helps us understand shape, space and position and learning about measurement helps us quantify in the real world	-	LO2.1, LO2.4, LO2.5
Learning that statistics represent data and that probability models chance help us make informed inferences and decisions	LO1.2	-
Digital Competence		
Citizenship	LO1.2, LO1.4	LO2.2, LO2.5
Interacting and collaborating	-	LO2.3
Producing	LO1.1, LO1.2, LO1.3, LO1.4	LO2.1, LO2.2, LO2.3, LO2.4, LO2.5, LO2.6
Data and computational thinking	-	-

Curriculum for Wales Strands	Unit 2	Unit 2
Integral Skills		
Creativity and innovation	LO1.1, LO1.2, LO1.3, LO1.4	LO2.1, LO2.2, LO2.3, LO2.4, LO2.5, LO2.6
Critical thinking and problem solving	LO1.1, LO1.2, LO1.3, LO1.4	LO2.1, LO2.2, LO2.3, LO2.4, LO2.5, LO2.6
Planning and organisation	LO1.1, LO1.2, LO1.3, LO1.4	LO2.1, LO2.2, LO2.3, LO2.4, LO2.5, LO2.6
Personal effectiveness	LO1.1, LO1.2, LO1.3, LO1.4	LO2.1, LO2.2, LO2.3, LO2.4, LO2.5



WJEC CBAC Ltd
245 Western Avenue, Cardiff, CF5 2YX

T: 029 2026 5465
E: info@wjec.co.uk
W: www.wjec.co.uk

Follow us on social media:

