

Digital film and media

Unit delivery and assessment pack



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Contents

This unit delivery and assessment pack provides teachers with the information they need to deliver this unit.

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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

Unit overview

Title	Digital film and media
Suite	Skills for Life
Unit Codes	S606E1 S606E2 S606E3 S606L1 S606L2
GLH	20
Unit Aim	Develop learners' knowledge and practical skills in digital film and media, providing opportunities for expressing their ideas and applying their creativity and imagination.
Unit Summary	This unit helps learners know how digital film and media are used to convey messages and develop learners' skills in planning and creating digital film and media content. At Entry level, the emphasis is on building awareness of different types of digital film and media products, expressing simple ideas, taking part in the production process, and giving basic reflections on what worked well. At Levels 1 and 2, the focus shifts towards analysing how media products communicate messages, planning content for a specific purpose and audience, producing more refined digital film and media products, and evaluating their effectiveness and areas for improvement. Practical activities and small projects such as creating short films, adverts, or digital content for school or community contexts allow learners to apply their understanding of media formats, planning, production techniques, and reflective skills in realistic and meaningful ways.
Curriculum for Wales	Areas of learning and experience: This unit supports progress towards the following Expressive arts statements of what matters: <i>Creating combines skills and knowledge, drawing on the senses, inspiration and imagination, and Responding and reflecting, both as artist and audience, is a fundamental part of learning in the expressive arts.</i> Learners will combine creative skills, technical knowledge, and imagination to create digital film and media products, and will respond to and reflect on their own work and the work of others as both artists and audiences. It also supports progress towards the following Languages, literacy and communication statements of what matters: <i>Expressing ourselves through language is key to communication, and Literacy fires imagination and inspires creativity.</i> Learners will develop their communication and literacy skills by expressing ideas, messages, and viewpoints through spoken, written, and visual language, using

digital film and media to communicate creatively and effectively with different audiences and purposes.

Integral and cross-curricular skills: Learners will have opportunities to develop their creativity and innovation skills by creating and refining ideas and producing bespoke content for digital film and media products. They will demonstrate personal effectiveness by working independently and collaboratively and will be encouraged to use their planning and organising skills effectively. At all levels, learners will get practical opportunities to develop their digital competence as they use a wide range of digital tools and technologies such as tablets and editing software and equipment to plan, produce and enhance media products.

Cross-cutting themes: Careers and work-related experiences are developed at Entry level as learners will begin to develop basic employability skills such as working collaboratively, following instructions, using digital tools safely, and contributing to simple media projects. Level 1 and 2 learners can take on more independent roles in planning, producing and presenting, while managing tasks, and making creative and technical decisions relevant to real-world media contexts. Diversity is supported as learners discuss different audiences, perspectives, and representations in media, and work with peers from varied backgrounds. Level 1 and 2 learners may consider inclusion, representation, and cultural sensitivity when planning and creating media products, ensuring that their work reflects and respects diverse voices, identities, and experiences. Local, national and international contexts are supported as learners explore different contexts by analysing simple media examples and considering who the audience is and where the media is used. Level 1 and 2 learners can develop their understanding further by drawing on a wide range of cultural and international sources to create digital media products for different audiences and contexts, including local community campaigns, national issues, or global platforms. Learners may create digital film and media products that reflect Welsh culture, local stories, or community issues, helping them understand their place in Wales and the wider world.

Entry Level Learning Outcomes and Assessment Criteria

Learning Outcomes (the learner will)	Assessment Criteria (the learner can)		
	Entry 1	Entry 2	Entry 3
LO1 Know about different types of digital film and media products	E1 1.1 Point out a type of digital film and media product. E1 1.2 Match a type of digital film and media product to its purpose.	E2 1.1 Give a statement about different types of digital film and media products. E2 1.2 Give a statement about the purpose of a type of digital film and media product. E2 1.3 Indicate who the digital film and media product is aimed at.	E3 1.1 Give a description of different types of digital film and media products. E3 1.2 State the purpose of different types of digital film and media products. E3 1.3 Give an example of the target audiences of different types of digital film and media products.
LO2 Be able to express an idea for a digital film and media product	E1 2.1 Give a simple idea for a digital film and media product with support. E1 2.2 Match a format to express the idea. E1 2.3 Point out a feature of the idea.	E2 2.1 Present a basic idea for a digital film and media product. E2 2.2 Select a suitable format to express the idea. E2 2.3 Give two features of the idea.	E3 2.1 Express an idea for a digital film and media product. E3 2.2 State why the idea was chosen, and which format will be used to express the idea. E3 2.3 Give a description of the key features of the idea.

LO3 Be able to take part in creating a digital film and media product	E1 3.1 Point out tasks that need to be carried out when creating a digital film and media product. E1 3.2 Respond to simple instructions to take part in an agreed task. E1 3.3 Show how to use basic equipment or software with support.	E2 3.1 Give a list of tasks that need to be carried out when creating a digital film and media product. E2 3.2 Take part in an agreed task to help the production process. E2 3.3 Use equipment or software safely and appropriately with some guidance.	E3 3.1 Give a description of the tasks that need to be carried out when creating a digital film and media product. E3 3.2 Carry out tasks with others to complete the production process. E3 3.3 Use digital tools or equipment effectively to produce or edit content. E3 3.4 Give a description of the tasks completed.
LO4 Be able to reflect on the digital film and media product	E1 4.1 Show what was good about the digital film and media product created. E1 4.2 Point out one thing they learned or enjoyed about creating the product.	E2 4.1 Give a statement about what went well with creating the digital film and media product. E2 4.2 Give a statement about what could be done differently next time. E2 4.3 Give an example of something they learned from creating the digital film and media product.	E3 4.1 Give a short description of the strengths of the digital film and media product. E3 4.2 Give a short description of what could be improved next time. E3 4.3 Reflect on what skills and techniques were developed.

If not specified, then a plural reference within assessment criterion refers to a minimum of two.

Level 1 and Level 2 Learning Outcomes and Assessment Criteria

Learning Outcomes (the learner will)	Assessment Criteria (the learner can)	
	Level 1	Level 2
LO1 Understand how digital film and media products are used to communicate messages	L1 1.1 Identify different types of digital film and media products. L1 1.2 Describe how one of these types of digital film and media product could be used to communicate a message. L1 1.3 Describe how different elements work together to communicate a message to the audience. L1 1.4 Describe how the target audience influences the tone, style, or message of a digital film and media product.	L2 1.1 Describe different types of digital film and media. L2 1.2 Explain how two of these types of digital film and media products could be used to communicate messages. L2 1.3 Explain how different elements work together to communicate intended messages and create effects for the audience. L2 1.4 Explain how representation and/or target audience influences the tone, style, or message of a digital film and media product.
LO2 Be able to plan a digital film and media product	L1 2.1 Outline an idea for a digital film and media product. L1 2.2 State which format the digital film and media product will take and give a simple reason for this choice. L1 2.3 Create a plan for the digital film and media product, including content and resources required.	L2 2.1 Summarise possible ideas for a digital film and media product. L2 2.2 Explain which format is the most suitable for your chosen idea for a digital film and media product. L2 2.3 Create a detailed production plan for the digital film and media product, including key ideas, production stages, equipment and software to be used.

LO3 Be able to produce a digital film and media product	L1 3.1 Contribute to producing a digital film and media product as part of a team. L1 3.2 Use appropriate equipment and software safely. L1 3.3 Demonstrate basic use of camera, lighting, sound or editing techniques.	L2 3.1 Contribute effectively to producing a digital film and media product, suggesting ideas and completing key tasks within a team. L2 3.2 Use tools and editing software effectively to enhance the quality of the product. L2 3.3 Apply appropriate camera, lighting and sound techniques to produce a digital film and media product.
LO4 Be able to reflect on the success of the digital film and media product	L1 4.1 Describe what worked well in the digital film and media product. L1 4.2 Identify areas for improvement in the production process or outcome. L1 4.3 Reflect on feedback given about the digital film and media product.	L2 4.1 Evaluate how effectively the digital film and media product meets its intended purpose and audience. L2 4.2 Evaluate the strengths and areas for improvements in their digital film and media product. L2 4.3 Identify and describe ways to develop their different skills for future media projects.

If not specified, then a plural reference within assessment criterion refers to a minimum of two.

Delivery guidance

Planning courses

Each unit in the Skills for Life and Work suite is awarded individually. When planning courses, teachers should consider the potential qualification outcomes for individual learners.

Closely related units that might be delivered alongside Digital film and media includes Music, dance and drama, Online safety, Science and technology in everyday life, Interview and confidence techniques, and Using IT in the workplace. These units complement each other by developing creative expression, performance, collaboration, digital production skills, and an understanding of how media is created, used, and communicated in real-world and workplace contexts.

There may also be links to other WJEC qualifications, including the General Foundation Qualifications in Digital Technology, and Expressive Arts, the Work Related Foundation Qualification in Creative and Media Production and Technology, the VCSEs in Creative and Media Production, and Technology, and Performing Arts, and GCSE Digital Media and Film.

For full details of the Skills for Life and Work units and qualifications please refer to the qualification specification.

Amplification of Learning Outcomes

The amplification of the learning outcomes provided below should support teachers in developing content for delivery. Teachers can develop and tailor content as appropriate to their learners, whilst ensuring that the learners are providing with knowledge, understanding and the opportunity to develop and apply the skills needed to meet the learning outcomes and assessment criteria. Content should be considered in the context of:

- the level the learner is working at
- providing opportunities for progression
- centre facilities and resources
- local, national and international contexts as appropriate.

Teachers may find it helpful to refer to the level descriptors within the qualification specification.

Learning outcome	Amplification
LO1	Types of digital film and media products could include: • adverts • animations • photos • podcasts • short films • TV shows • videos • vlogs.

	Different purposes could include: - to entertain (for example films, TV documentaries, social media clips) - to inform (for example weather updates, news, visual information) - to express ideas or emotions (for example drama or music videos). Target audiences could include: - children - adults - gamers. For Level 1 and 2 learners: Different purposes could include: - to tell a story - to persuade - to raise awareness. Different elements that work together to convey messages could include: - visual (camera shots, framing, colour) - audio (dialogue, music/background music, sound effects) - text and subtitles (including use of animations for aesthetic or explanatory purposes).
L02	Examples of ideas and formats to be used could include: - YouTube video that encourages recycling - documentary style video promoting an anti-bullying campaign - music video that raises awareness about mental health - reel style video that explains the importance of attendance and punctuality at school - short horror film that uses camera angles, sound effects and editing to create tension - vlog or video diary on a specific theme - video advertisement for a school production, fundraising event or talent show - a silent film that uses facial expressions and music to tell a story - a bilingual video to raise awareness about Wales. Features of an idea could include: - characters: people, animals, fictional or real-life figures - setting/location: indoors, outdoors, school, home, city, fantasy world - plot/storyline: beginning, middle, end; simple problem or message - mood or tone: happy, serious, exciting, suspenseful - key messages: what the audience should understand or feel - target audience: children, teens, adults, gamers, general public.

	For Level 1 and 2 learners: A plan could include the following: • stages (pre-production, production, post-production) • detailed content (storyline, scenes, characters, dialogue, or narration) • resources needed (camera, lighting, sound, software, props, locations) • timelines or steps for completing each stage • technical and creative considerations (camera angles, lighting, sound quality, editing effects).
LO3	Agreed tasks could include: • writing a simple script or storyboard • deciding on characters, settings, and locations • preparing props, costumes, or backgrounds • setting up equipment (camera, microphone, lighting) • recording video or audio content • using lighting effectively • editing footage or audio clips together • adding titles, captions, or simple effects. Tools or equipment could include: • cameras, tablets, or mobile devices for filming • microphones or audio recorders • basic lighting equipment (lamps, ring lights) • computers or tablets for simple editing • props, costumes, or backgrounds. For Level 1 and 2 learners: Equipment or software could include: • headphones or speakers for checking sound • tripods, mounts, or stabilisers • storyboard and planning tools (digital or printed templates) • basic editing software or apps (iMovie, Canva, InShot, Audacity). Techniques could include: • camera angles and shot types (such as close-up, wide shot) • basic camera movements (pan, tilt, zoom) • framing, composition, and focus • lighting adjustments to create mood or clarity • microphone placement and audio level control • combining camera, lighting, and sound for intended effects.

LO4

Strengths could include:

- what went well in the product (for example, good camera shots, clear audio, successful editing)
- enjoyment or learning from creating the product
- tasks completed successfully
- positive teamwork or contribution to the project
- simple technical skills used effectively (camera, sound, editing).

Areas for improvement could include:

- things that could be done differently next time
- tasks that were difficult or needed more practice
- mistakes or errors in filming, sound, or editing
- how to improve collaboration or communication with others
- additional skills or techniques to develop.

For Level 1 and 2 learners:

Reflections could include:

- reflecting on independent contributions and skills developed
- identifying innovative or effective ideas used in the product
- explaining how feedback was applied or could be applied in future projects
- suggesting strategies to make future projects more successful and impactful
- considering audience engagement, representation, or clarity of message as areas for refinement.

Suggested activities

This section gives some suggested activities to support teaching and learning in a vocational context consistent with the philosophy and intent of the unit and associated qualifications. Useful resources and possible contacts that could be made in the delivery of the learning are also signposted.

The following activities would be suitable for use with Entry Level learners:

- creating posters explaining digital media use, for example content, purpose, audience
- watching clips of simple adverts, vlogs, or short films, followed by group discussion on purpose, audience, and message
- matching and sorting pictures or video examples into 'entertain', 'inform', or 'persuade' categories
- creating a diagram or mind map of their plan for a product
- storyboarding or planning a simple film, using templates to outline scenes or content
- roleplay – act out short scenes or vlog segments, handling simple recording and playback
- creating a short video, animation, or slideshow with clear guidance, such as a 'day in school' vlog
- discussing what went well and what they enjoyed during production, verbally or with simple written prompts
- experimenting with basic camera angles, lighting setups, sound recording, or editing with support

- using apps or software to add captions, simple transitions, or record audio commentary
- showing their completed clips to peers and describing who the video is for and what it communicates.

The following activities would be suitable for use with Level 1 and 2 learners:

- planning and producing a short film, animation, advert, or vlog for a school or community project
- creating a storyboard or script, showing camera angles, dialogue, and scene sequence
- using editing software to assemble clips, add transitions, titles, captions, or sound effects
- recording and editing video/audio using appropriate lighting, camera, and sound techniques
- analysing professional films or adverts to identify effective techniques and audience engagement
- comparing different media formats, software, or production approaches and justifying choices
- roleplay exercise pitching a media project to peers or 'clients', explaining creative decisions
- reflecting on strengths and areas for improvement and applying feedback to enhance the product.
- researching target audiences and considering how tone, style, and representation affect the message
- discussing ethical or responsible media production, including copyright, consent, and fair representation.

Sources of evidence

This unit is centre assessed and externally quality assured by WJEC. Assessment must be accessible, using clear language and reflecting the learner's level. Learners should demonstrate knowledge and skills through realistic activities such as roleplay, case studies, or projects. While evidence may be verbal, written, practical, or visual, extended written work is not required unless appropriate. Each unit must be assessed independently, even if tasks cover multiple criteria. Assessor judgements should focus on meeting the standard, not spelling or presentation unless specifically assessed. Full assessment guidance is available in the qualification specification.

Possible sources of evidence may include:

- final digital media product (such as short film, advert, vlog, animation, or podcast)
- storyboard, script, shot list, or planning sheet (paper-based or digital)
- mood board, poster, or social media mock-up linked to the media product
- annotated screenshots showing use of camera, sound, lighting, or editing techniques
- completed worksheet or matching activity noting media types, purposes, or audiences
- production plan or task list showing roles, stages, or equipment used
- draft versions of the media product showing development and improvements
- editing timeline or project file from media software
- reflection or evaluation sheet identifying strengths and areas for improvement
- learner log, diary, or short written or recorded reflection on the production process
- peer or audience feedback forms or discussion notes
- presentation explaining the idea, format, and intended audience for the media product
- teacher observation notes (for example teamwork, use of equipment and following instructions)
- teacher observation checklist (such as camera handling, safe working and collaboration).

Experiences

To provide a real-world context you could invite:

- a local filmmaker, videographer, or content creator (such as a freelance videographer, YouTuber, social media manager) to explain how they plan and produce digital media for clients. Learners could be given a simple brief (such as promoting a café, event, or service) and, working in groups, plan a short media product identifying purpose, audience, format, and key content. Learners could present their ideas to the guest, who can explain how they would approach the brief in real practice and discuss challenges such as time limits, client expectations, or technical issues.
- a marketing or communications officer from a local business, charity, or organisation to explain how digital film and media are used for promotion or awareness. Learners could analyse examples of adverts, social media videos, or campaign clips and identify the message, target audience, and techniques used. They could suggest how the media product could be improved or adapted for a different audience. The guest could then share how feedback, analytics, and audience response influence real-world media decisions.
- a media technician or editor (for example, someone working in film, TV, online media, or education) to deliver a practical workshop on filming or editing techniques. Learners could experiment with camera angles, lighting, sound, or editing software to create short clips. The guest could explain industry workflows, quality standards, and how skills develop over time, helping learners understand how technical and creative skills are used in real media production environments.

Resources and organisations

Resources required for delivery

Centres may need access to equipment such as cameras or smartphones, tripods, microphones, basic lighting, editing software, and computers with sufficient processing power. These resources will allow learners to plan, shoot, edit and evaluate media products, mirroring industry informed workflows and enabling valid, practical assessment.

Resources available to support delivery

Into Film	Provides resources for primary and secondary learners with several bilingual resources. Offers specific resources on the following: Film literacy: https://www.intofilm.org/resources/1222 Camera skills: https://www.intofilm.org/resources/2117 Filmmaking: https://www.intofilm.org/resources/2109 Filmmaking guides: Resource – Introduction to Mini Filmmaking Guides – Into Film Resource – 15 Minute Filmmaking – Into Film Animation: Resource – Ethel & Ernest – Into Film Analysis of sound and music (in Welsh): Resource – Cerdd Cynradd: Cyfansoddi Seinwedd – Into Film Also offers a film of the month competition and training courses to support teachers, ranging from live webinars and face to face sessions to on demand courses. To find out more, go to: https://www.intofilm.org/resources
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Future Digital	Provides course materials and information to support learners in the form of online tutorials, resource documents and videos that support and encourage a learner centred learning experience. To find out more, go to: https://www.futuredigital.education www.smartphone.film
BBC Bitesize – Media Studies	Provides simple explanations of media topics including industries, genre, narrative, representation, audiences and production skills. Includes quizzes and videos suitable for Entry Level to Level 2 learners. To find out more, go to: https://www.bbc.co.uk/bitesize/subjects/ztnygk7
Screen Alliance Wales	Offers practical activities and lesson plans to develop a range of skills related to the creative industries. Available in both Welsh and English. To find out more, go to: https://www.screenalliancewales.com/resources Case studies: https://www.screenalliancewales.com/video-resources
ScreenSkills	Provides useful information on careers as well as downloadable resources and lesson plans for teachers and career advisers in screen (yrs 5-8). To find out more, go to: https://www.screenskills.com/your-career/lesson-plans-and-classroom-resources/
Canva – Templates	An online graphic design platform that provides tools and editable templates for creating visual content, such as social media posts, presentations, videos, and websites. To find out more, go to: www.canva.com
Clipchamp	Online video editor. To find out more, go to: www.clipchamp.com
Capcut	AI video editor. To find out more, go to: https://www.capcut.com/
Adobe Rush	Free video editing app. To find out more, go to: https://www.adobe.com/uk/products/premiere-rush.html

Resources required for assessment

Assessment of this unit should not require any additional resources to those required for delivery.

References to third-party materials and links to external websites in this document are provided for convenience and informational purposes only.

We select and review these resources at the time of publication to support teaching and learning; however, their inclusion does not imply endorsement or guarantee of the organisations, content or opinions expressed.

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Any questions or concerns about external content should be directed to the original providers. If you identify any links that are no longer working or are inappropriate, you are encouraged to inform the subject team so they can be reviewed. All information in this publication is accurate at the time of publication.

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