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Level 1/Level 2 VCSE Creative and Media Production, and Technology

Draft Specification

For teaching from September 2027
First Award 2029

This is a DRAFT specification. Centres should therefore expect some changes in the final version published in September 2026.

Qualification title	WJEC Level 1/Level 2 VCSE Creative and Media Production, and Technology
Qualification objective	To equip learners with sector-specific knowledge and practical skills that prepare them for further study or apprenticeships, while fostering personal development and engagement through applied learning.
WJEC Qualification Code	5689QA
QiW Number	
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:

- [VCSE Qualification Approval Criteria](#) which set out requirements for VCSE qualifications 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.

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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.

Engaging, practical, and built for progression

Our Vocational Certificate of Secondary Education (VCSE) qualifications are designed to inspire and support learners aged 14–16, 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 achieve meaningful success.

VCSEs are unitised, allowing learners to complete some assessments in Year 10 and others in Year 11. This flexible approach supports steady progress, reduces assessment pressure, and enables learners to demonstrate achievement throughout the course. For our VCSEs, external assessments are designed to assess foundational knowledge and can be completed near the start of the course, giving learners more time to focus on developing higher-level skills. This structure adds rigour and credibility to the qualification while helping to reduce teacher workload.

The compensatory nature of our VCSEs recognises learners' strengths across different units. High achievement in one area can offset lower performance in another, promoting a more inclusive and supportive assessment experience.

With content that is relevant, motivating, and tailored to learners' needs, WJEC VCSEs provide a solid foundation for progression to further study at Levels 1 to 3. 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.

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Summary of assessment

Unit 1: Introduction to the creative and media production, and technology industries

External assessment (sector test): 1 hour

20% of qualification

50 marks

Section A: multiple choice, objective test and short answer, 25 marks

Section B: multiple choice, objective test and short answer, based around applied situations, 25 marks

Unit 2: Pre-production tools, processes and skills

Non-examination assessment: 14 hours

20% of qualification

58 marks

Set and marked by WJEC.

The assessment includes a set client brief and five tasks.

The client brief will be available on the WJEC Portal during September of the first year of study. The client brief will be changed every three years.

Learners will choose **one** media product from a choice of eleven.

Unit 3: Production and post-production tools, processes and skills

Non-examination assessment: recommended time of 32 hours

60% of qualification

90 marks

Set by WJEC, marked by Centres and externally moderated by WJEC.

The assessment includes a set production brief and three tasks.

The client brief will be available on the WJEC Portal and will remain the same for the lifetime of the specification.

Learners will choose **one** event from a choice of three and will always produce a multi-modal promotional campaign for the event chosen.

The promotional campaign must contain one audio-visual/audio element and either one interactive element or one graphic design/publishing element.

This is a unitised qualification.

It is not tiered.

The qualification comprises **three mandatory** units.

The teaching order for this qualification is Unit 1 followed by Unit 2 followed by Unit 3. Unit 1 is an introductory unit and Unit 3 is a synoptic unit.

Units 1 and 2 will be available from January 2028, with Unit 3 available from summer 2029.

The first award of the qualification will be 2029.

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1. Introduction

1.1. Purpose and aims

WJEC Vocational Certificates of Secondary Education (VCSEs) 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.

They 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, VCSE qualifications 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, whether in education, training, or the world of work.

WJEC VCSEs:

- provide a broad basis for progression to post-16 study, including vocational study at Level 1 to 3 as appropriate
- allow learners to develop a range of knowledge, understanding and skills, with an emphasis on practical skills
- provide opportunities for learners to be assessed in relevant, engaging and meaningful ways, using technology where appropriate
- provide opportunities, where appropriate, for learners to develop:
 - the cross-curricular skills of literacy, numeracy and digital competence as set out in the Curriculum for Wales
 - the integral skills set out in the Curriculum for Wales
 - an understanding of sustainability in the world of work
- provides opportunities, where appropriate, for learners to engage with relevant aspects of the cross-cutting themes of:
 - local, national and international contexts
 - diversity
 - human rights
 - relationships and sexuality education (RSE)
- are aligned with Levels 1 and 2 of the Credit and Qualification Framework for Wales (CQFW)

The VCSE in Creative and Media Production, and Technology aims to:

- promote 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 learners for progression into further study, apprenticeships, or employment in creative and media production, and technology.

1.2. Curriculum for Wales

This VCSE 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](#), along with the [statements of what matters](#) in the Area of Learning and Experience 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 on p.25; the Guidance for Teaching will include further information on integrating these learning experiences into delivery.

The VCSE Creative and Media Production and Technology qualification supports the Curriculum for Wales by:

- supporting the Expressive Arts statements of what matters¹ 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, justify, present, analyse, 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 analysis and apply it to their creative development
 - identify how they can improve their creative work and respond to feedback from others.
- supporting the Expressive Arts principles of progression² by encouraging learners to:
 - develop knowledge and understanding, to increasing breadth and depth, enabling them to become confident, curious and creative individuals
 - develop the use and application of a range of technical skills, with increasing independence and sophistication, to be able to solve problems and identify solutions in the creative process
 - explore, analyse, 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 nurturing their well-being, self-esteem and resilience, helping them become healthy, confident individuals, ready to lead fulfilling lives as valued members of society.

¹ <https://hwb.gov.wales/curriculum-for-wales/expressive-arts/>

² <https://hwb.gov.wales/curriculum-for-wales/expressive-arts/principles-of-progression/>

1.3. Prior learning and progression

Although there is no specific requirement for prior learning, this qualification is designed primarily for learners between the ages of 14 and 16 and builds on the conceptual understanding learners have developed through their learning from ages 3–14. Learners may have completed a work-related Foundation qualification WRFQ in the subject prior to starting this course, which can further support their readiness and progression.

The qualification allows learners to develop a strong foundation of knowledge, skills and understanding which supports progression to post-16 study and prepares learners for life, learning and work. It provides a suitable basis for progression to further study at levels 1 to 3, such as Creative and Media Production at Level 3 and to apprenticeships in the creative, design and media sector such as a Marketing Apprentice at Level 3. 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 (GLH) and Total Qualification Time (TQT)

VCSE Creative and Media Production and Technology has been designed to be delivered within 120 – 140 guided learning hours. 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 and its weighting within the qualification provides an indication of the anticipated percentage of GLH that may be required for each unit.

	Weighting	GLH
Unit 1	20%	24 hours
Unit 2	20%	24 hours
Unit 3	60%	72 hours
Totals	100%	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.

The TQT for this qualification has been calculated as 140-180 hours. This includes:

- 120-140 hours of guided learning and/or supervised assessment
- 20-40 hours of self-directed study which may include additional assignments and tasks set by the teacher (homework) and independent use of online learning resources.

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 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 further amendments 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.
Contribution to qualification grade	Indicates the contribution this unit makes to the overall grade of the qualification.
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.
Topics	Lists the topics learners will study as part of the unit.
Summary of assessment	Summarises the assessment methods for the unit.
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.
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. How to read the amplification

The amplification provided in the right-hand column uses the following four stems to indicate the expected depth of learning.

'Learners should be aware of' is used when learners only need a general awareness of the specified content, without detailed understanding. Teachers should refer to Guidance for Teaching documents for more detailed guidance on the depth and of coverage.

'Learners should know' is used when learners are required to demonstrate basic knowledge and understanding of content.

'Learners should understand' signifies that learners must show a deeper level of knowledge and understanding, including the ability to apply knowledge familiar or unfamiliar contexts, or to analyse and evaluate information for a given purpose.

'Learners should be able to' is used when learners are expected to use their knowledge and understanding in practical situations or demonstrate application of practical skills and techniques.

2.3. Content

Content is provided for each topic, outlining the knowledge, understanding, and skills that learners need to be taught.

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.

DRAFT

Unit 1 Introduction to the creative and media production, and technology industries

GLH	24 hours
Contribution to qualification grade	20%
Overview of unit	<p>The creative media production and technology sector is innovative and fast evolving. It spans areas such as film, television, digital content creation, animation, and interactive media, combining artistic vision with cutting-edge technology to engage audiences worldwide.</p> <p>This unit introduces learners to the sector in Wales. It builds knowledge of sector structures, roles, and practices, alongside ethical, legal, and technological considerations. Learners will develop an understanding of how creative and media products are shaped by purpose, audience, and emerging trends.</p> <p>It supports pathways into further study, apprenticeships, and employment by fostering:</p> <ul style="list-style-type: none"> • Understanding of industry structures and audience dynamics. • Awareness of Welsh cultural and economic contributions. • Adaptability to technological change and ethical practice. <p>Learners completing this unit will be prepared for further study in creative and media, with a strong foundation in industry knowledge, practical awareness, and future-facing skills.</p>
Topics	<p>1.1 The creative and media production and technology industries in Wales</p> <p>1.2 Working in the creative and media production and technology industries</p> <p>1.3 Ethical and legal considerations in creative and media production and technology</p> <p>1.4 Developments in the creative and media production and technology industries</p>
Summary of assessment	<p>1 hour written sector test 50 marks</p> <p>Section A: multiple choice, objective test and short answer questions, 25 marks</p> <p>Section B: multiple choice, objective test and short answer questions, based around applied situations, 25 marks</p>
Resources required for assessment	<p>There are no specific requirements for assessment. Centres entering learners for on-screen assessment should refer to the WJEC website for information on any system requirements:</p> <p>https://www.wjec.co.uk/home/administration/e-assessment/</p>

Links to other WJEC units and qualifications

The following Skills for Life and Work units could complement the delivery of this unit:
 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

1.1 The creative and media production and technology industries in Wales

In this topic learners will gain knowledge, understanding and skills in the following areas:

- 1.1.1 Creative and media sectors and their products
- 1.1.2 Purpose and target audience in creative and media products
- 1.1.3 The Welsh creative and media landscape

Section

Amplification

1.1.1
 Creative and media sectors and their products

Learners should know the different creative and media industry sectors and what they typically produce:

- Film, including:
 - feature-length films
 - short films
 - documentaries
- Television (TV), including:
 - serial programmes
 - docuseries
 - news
 - limited series
 - reality programmes
- Radio (live content and pre-recorded), including:
 - music radio programmes
 - talk radio programmes
 - podcasts
- Magazines, including:
 - online publications
 - print publications
- News, including:
 - online publications
 - print publications
 - social media content
- Video games, including:
 - console games
 - mobile apps
 - PC games
 - virtual reality
 - social media gaming
- Advertising and marketing promoting products, services, or causes, including:
 - TV and radio advertisements
 - online campaigns
 - social media campaigns

	<ul style="list-style-type: none"> • posters • Branded storytelling • social media influencer advertising. <p>Learners should understand:</p> <ul style="list-style-type: none"> • the content of creative and media products is affected by: <ul style="list-style-type: none"> • formats of the production: such as, print, online, audio-visual including short or long form, live or recorded • levels of audience interactivity • distribution platforms, including cinema, TV, radio, print, social and participatory media, and streaming platforms • the multimodal nature of creative and media products, including: <ul style="list-style-type: none"> • that media products often combine different modes such as text, images, audio and audio-visual • how multimodality can support effective communication • how multimodality can enhance audience engagement • examples of multimodality across various platforms.
<p>1.1.2 Purpose and target audience in creative and media products</p>	<p>Learners should understand the different purposes of products produced by the creative and media industries, including:</p> <ul style="list-style-type: none"> • to inform • to advise • to entertain • to educate • to persuade • to raise awareness • to promote and advertise • to facilitate or promote interpersonal connection. <p>Learners should know why producers create content, such as:</p> <ul style="list-style-type: none"> • creative expression and artistic storytelling • achieving commercial objectives like generating profit or building a brand • fulfilling a specific client or project brief • promoting a message, cause, or social campaign • reaching new or targeted audiences • contributing to cultural, social, or political dialogue and debate. <p>Learners should understand:</p> <ul style="list-style-type: none"> • how purpose influences products produced by the creative and media industries, including: <ul style="list-style-type: none"> • the style, tone, and format of creative and media content • the choices creative and media producers make in creating and distributing products • the prosumer media cycle, including: <ul style="list-style-type: none"> • the meaning of the term prosumer

	<ul style="list-style-type: none"> • how audiences engage with and interpret different creative and media products • how media consumption and creation can happen simultaneously, especially on social and participatory platforms like YouTube, TikTok and Instagram • that audiences are not always passive; they also actively produce, share, and interact with content • the continuous cycle of watching, making, and sharing media • how the prosumer cycle has impacted the creative and media landscape • that media content is increasingly shaped by trends, audience feedback, and user participation. <p>Learners should know what a target audience is.</p> <p>Learners should understand:</p> <ul style="list-style-type: none"> • how target audiences are categorised, including: <ul style="list-style-type: none"> • age • location • education • gender • income • lifestyle and interests • cultural background • media consumption habits • how to identify target audiences using tools such as demographics and psychographics • how producers make choices about production, promotion and distribution to target different audiences, including: <ul style="list-style-type: none"> • format • distribution platforms • choices about content, such as: <ul style="list-style-type: none"> • construction of representations • use of genre codes and conventions • tone • style • that audiences consume creative and media products in different ways, based on: <ul style="list-style-type: none"> • wants and needs of the audience • distribution platforms, including cinema, TV, radio, print, social and participatory media, and streaming platforms.
<p>1.1.3 The Welsh creative and media landscape</p>	<p>Learners should be aware:</p> <ul style="list-style-type: none"> • of creative and media trends and industries growth in Wales • that the creative and media industries in Wales differ by region and that regions develop specialised skills and focus on different types of creative and media production. <p>Learners should know:</p>

- examples of Welsh creative and media companies, for example:
 - Boom Cymru
 - ITV Wales
 - Media Cymruand examples of their products.
- how Welsh settings and landmarks are used in creative and media work, including:
 - as filming locations for television shows and feature films
 - in marketing materials and promotional campaigns.

Learners should understand the remit and purpose of the Welsh-language public broadcaster S4C, including how its programmes are funded, commissioned and distributed.

Learners should know examples of creative and media products produced by S4C and their viewing figures and audience reach.

Learners should understand how the Welsh creative and media industries help the Welsh economy by:

- attracting investment
- creating employment opportunities
- promoting Welsh culture locally and internationally.

1.2 Working in the creative and media production and technology industries

In this topic learners will gain knowledge, understanding and skills in the following areas:

1.2.1 Job roles and their key responsibilities

1.2.2 Entry employment opportunities and post-16 study, and sources of support in Wales

1.2.3 Working practices in creative and media

Section	Amplification
<p>1.2.1 Job roles and their key responsibilities</p>	<p>Learners should know a range of job roles within the creative and media industries and their key responsibilities, including:</p> <ul style="list-style-type: none"> • producer • director • editor • camera operator • sound engineer (including Foley artist) • writer • graphic designer • content creator • photographer • web designer • game designer • presenter/performer/model.
<p>1.2.2 Entry employment opportunities and post-16 study, and sources of support</p>	<p>Learners should know relevant entry employment opportunities and post-16 study within the creative and media industries, including:</p> <ul style="list-style-type: none"> • creative and media courses, including those delivering general media and film qualifications and vocational, skills-based qualifications • apprenticeships • volunteering/work experience • entry-level jobs and the suitability of each route for different individuals. <p>Learners should know sources of support in Wales that can help people start or grow a career in creative and media and understand how they would be useful to new business and professionals, for example:</p> <ul style="list-style-type: none"> • organisations supporting creative and media in Wales such as Welsh Government Creative and Sector Fund, Creative Wales and Ffilm Cymru Wales • funding opportunities such as Creative Wales and Media Cymru • training and development programmes, such as Tech Wales and Creative Skills Wales • additional support such as industry networks and sector specific groups.

1.2.3

Working practices in creative and media

Learners should know how people work in the creative and media industries, including:

- employment types, such as:
 - full-time
 - part-time
 - freelance
 - contract work
- working conditions, such as:
 - project-based work
 - location
 - variable hours
 - working environments
- professional behaviours and transferable skills, such as:
 - collaboration
 - time-management
 - professionalism
 - managing client relationships
 - respectfulness
 - reliability
 - effective communication
 - problem-solving
 - creativity.

1.3 Ethical and regulatory considerations in creative and media production and technology

In this topic learners will gain knowledge and understanding in the following areas:

1.3.1 Ethical considerations in creative and media

1.3.2 Regulations and regulatory bodies

Section	Amplification
<p>1.3.1 Ethical considerations in creative and media</p>	<p>Learners should understand ethical considerations that arise in creative and media, including:</p> <ul style="list-style-type: none"> • respecting privacy • avoiding harm • fair representation and diversity • preventing misinformation • sustainability.
<p>1.3.2 Regulations and regulatory bodies</p>	<p>Learners should be aware of key legal regulations that impact the creative and media industries.</p> <p>Learners should know the role of regulatory bodies including:</p> <ul style="list-style-type: none"> • Ofcom • Advertising Standards Agency (ASA) • BBFC • PEGI • IPSO <p>and understand how creative and media products are regulated.</p> <p>Learners should be aware of the challenges for creative and media regulation presented by 'new' digital technologies.</p> <p>Learners should know:</p> <ul style="list-style-type: none"> • why compliance with legal regulations and regulatory bodies is important, for example: <ul style="list-style-type: none"> • ensures fair competition • maintains public trust • protects intellectual property • the consequences of non-compliance, for example: <ul style="list-style-type: none"> • loss of licence • reputational damage • fines.

1.4 Developments in the creative and media production and technology industries

In this topic learners will gain knowledge, understanding and skills in the following areas:

1.4.1 Current and emerging trends in the creative and media industries

1.4.2 The impact of technology and AI on the creative and media industries

Section	Amplification
<p>1.4.1 Current and emerging trends in the creative and media industries</p>	<p>Learners should understand current and emerging trends in the creative and media industries and their impact, including:</p> <ul style="list-style-type: none"> • types of media and services • streaming services • immersive media (virtual reality (VR)/augmented reality (AR)) • social media platforms • mobile-first content • personalised advertising • changing audience behaviours. <p>Learners should be aware of how creative and media companies make choices to respond to changing audience behaviours.</p>
<p>1.4.2 The impact of technology and AI on the creative and media industries</p>	<p>Learners should understand how technology impacts the way creative and media is:</p> <ul style="list-style-type: none"> • produced, including: <ul style="list-style-type: none"> • smartphones • editing software • digital cameras and drones • distributed, including: <ul style="list-style-type: none"> • streaming platforms • social and participatory media platforms • websites • apps. <p>Learners should know:</p> <ul style="list-style-type: none"> • how AI is being used in the creative and media industries, including: <ul style="list-style-type: none"> • automated editing • content generation • recommendation systems such as on streaming platforms • data analysis, such as for analysis of audience consumption and behaviours <p>Learners should understand the advantages and disadvantages of using AI in the creative and media sectors, such as:</p> <ul style="list-style-type: none"> • advantages: <ul style="list-style-type: none"> • faster and more cost-effective production • automated production • personalisation of content • disadvantages: <ul style="list-style-type: none"> • AI replacement of human employees • may lead to an over-reliance on technology

	<ul style="list-style-type: none">• risks related to security and privacy <p>Learners should be aware of the ethical considerations that come with using AI in creative and media.</p>
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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 undertake professional film and digital media experiences, such as studio visits, visiting professionals, or masterclasses – either in person or on-screen
- confidence in giving and receiving feedback, promoting independent thinking, originality and creative resilience
- opportunities to explore media technologies and media forms and to make, reflect on and refine creative choices
- opportunities to investigate, take risks and overcome creative challenges.

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.

For opportunities to develop cross-cutting themes, cross-curricular skills and integral skills please see Appendix A.

Unit 2 Pre-production tools, processes and skills

GLH	24 hours
Contribution to qualification grade	20%
Overview of unit	<p>This unit develops learners' ability to plan and prepare creative and media projects effectively. It focuses on generating ideas, creating proposals, and applying pre-production tools and techniques to meet client briefs. Learners gain practical skills in organisation, project management, and adapting content for different audiences and purposes.</p> <p>This unit is essential for progression in creative and media careers as it builds the foundation for successful production workflows. Learners develop transferable skills such as research, planning, communication, and problem-solving, which are critical for roles in media, design, and content creation.</p> <p>Completion of this unit supports advancement to production-focused units, further study, and entry-level roles in creative and media industries. It ensures learners can confidently plan and manage projects, meeting professional standards and client expectations.</p>
Topics	<p>2.1 Pre-production creative processes</p> <p>2.2 Pre-production tools</p> <p>2.3 Idea refinement and evaluation</p>
Summary of assessment	<p>14-hour non-examination assessment</p> <p>58 marks</p> <p>The assessment includes a set client brief and five tasks. Learners will choose one media product from a choice of eleven</p>
Resources required for assessment	<p>As a minimum, the following resources are required to deliver the assessment:</p> <ul style="list-style-type: none"> • video recording equipment, for example, mobile phone, video camera • audio recording equipment, for example, mobile phone, microphone, headphones • appropriate software for production of documentation, for example, Adobe Creative Suite • audio and audio-visual editing software/application.
Links to other WJEC units and qualifications	<p>The following Skills for Life and Work units could complement the delivery of this unit:</p> <p>Skills for Life: Digital Film and Media</p>

Content

2.1 Pre-production creative processes

In this topic learners will gain knowledge, understanding and skills in the following areas:

- 2.1.1 Generating and developing ideas
- 2.1.2 Creating a media proposal
- 2.1.3 Purpose and target audience for a specific media product
- 2.1.4 Job roles and key responsibilities in pre-production

Section	Amplification
<p>2.1.1 Generating and developing ideas</p>	<p>Learners should be able to:</p> <ul style="list-style-type: none"> • research creative and media products to analyse how they target audiences and achieve their purpose. • use research to generate and develop ideas in response to a brief in a range of media forms, such as: <ul style="list-style-type: none"> • audio-visual • audio • digital • multi-modal • interactive media • create and use a range of pre-production tools to present their ideas in a clear and appropriate format, such as: <ul style="list-style-type: none"> • production schedule • call sheet • budget sheet • location recce form • script • storyboard • shot list • mood board • mind map • mock ups • set design • wireframe • evaluate a range of ideas to select the most appropriate, considering a range of factors such as: <ul style="list-style-type: none"> • purpose • target audience • brief context • budget.
<p>2.1.2 Creating a media proposal</p>	<p>Learners should be able to:</p> <ul style="list-style-type: none"> • produce a range of draft materials as part of a media production proposal in response to a brief, including consideration of: <ul style="list-style-type: none"> • client requirements, including target audience and purpose • research findings • media form and platform • content • personnel and budgetary constraints

	<ul style="list-style-type: none"> • explain their creative choices in response to a brief, such as: <ul style="list-style-type: none"> • style, design and layout • location and set design • representations (such as of individuals, groups, places) • content, such as audio-visual footage, images and written text • script.
<p>2.1.3 Purpose and target audience for a specific media product</p>	<p>Learners should understand the target audiences of different creative and media products.</p> <p>Learners should be able to:</p> <ul style="list-style-type: none"> • adapt creative and media products for different purposes • consider a range of demographic factors, such as: <ul style="list-style-type: none"> • age • location • education • gender • income and be able to adapt creative and media products for different demographic groups • consider a range of psychographic factors, such as: <ul style="list-style-type: none"> • lifestyle and interests • cultural background • media consumption habits and be able to adapt creative and media products for different psychographic groups. <p>Learners should understand:</p> <ul style="list-style-type: none"> • the characteristics of a range of media platforms and media forms and their suitability in meeting the requirements of a brief. • the advantages and disadvantages of different media platforms and media forms related to: <ul style="list-style-type: none"> • purpose • audience • brief context • budget.

2.1.4

Job roles and key responsibilities in pre-production

Learners should be able to identify the job roles required for planning different creative and media products.

Learners should understand the key responsibilities of a range of job roles as part of the pre-production process, such as:

- producer
- director
- editor
- camera operator
- sound engineer (including Foley artist)
- writer
- graphic designer
- content creator
- photographer
- web designer
- game designer
- presenter/performer/model.

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2.2 Pre-production tools

In this topic learners will gain knowledge, understanding and skills in the following areas:

2.2.1 Pre-production tools for planning and organisation

2.2.2 Technical equipment and software used in creative and media production

2.2.3 Project management

Section	Amplification
<p>2.2.1 Pre-production tools for planning and organisation</p>	<p>Learners should understand:</p> <ul style="list-style-type: none"> • the function of pre-production tools for planning and organising creative and media projects • how pre-production tools are used in planning and organising creative and media projects. <p>Learners should be able to select and use appropriate tools to plan for and organise a creative and media product, such as:</p> <ul style="list-style-type: none"> • Storyboarder • Canva / Miro • Audacity / Soundtrap / Adobe Audition • Google Docs / Microsoft Word • Google Slides / PowerPoint.
<p>2.2.2 Technical equipment and software used in creative and media production</p>	<p>Learners should understand:</p> <ul style="list-style-type: none"> • how a range of technical equipment is used in creative and media production, such as: <ul style="list-style-type: none"> • smartphones • DSLR Cameras • lighting equipment • audio recorders • how a range of software is used is used in creative and media production, such as: <ul style="list-style-type: none"> • web designers • editing software and apps • animation software • desktop publishing.
<p>2.2.3 Project management</p>	<p>Learners should understand aspects of project management in pre-production and be able to apply these when planning a creative and media project, including:</p> <ul style="list-style-type: none"> • timeline – including key milestones of pre-production, production, post-production and release • budget – such as for staff, equipment, talent, props, costume, locations, software, licensing, post-production and marketing and distribution • resources – such as, personnel and equipment • health and safety – including risk assessment and contingency planning • legal and ethical considerations – including, copyright, data protection, permissions, licenses, representation, consent and privacy and accuracy of content.

2.3 Idea refinement and evaluation

In this topic learners will gain knowledge, understanding and skills in the following areas:
2.3.1 Idea refinement and evaluation

Section	Amplification
2.3.1 Idea refinement and evaluation	<p>Learners should be able to:</p> <ul style="list-style-type: none"> refine their creative ideas by incorporating feedback to make improvements, such as <ul style="list-style-type: none"> focus group feedback peer feedback self-evaluation analyse the strengths and weaknesses of their creative ideas in relation to the requirements of a brief, including: <ul style="list-style-type: none"> the effectiveness of an idea in how it meets the requirements of the brief suitability for a target audience strengths of pre-production materials areas for improvement of pre-production materials how an idea could be developed further for production.

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 undertake professional creative and media production, and technology experiences, such as studio visits, visiting professionals, or masterclasses – either in person or on-screen
- confidence in giving and receiving feedback, promoting independent thinking, originality and creative resilience
- opportunities to explore media technologies and media forms and to make, reflect on and refine creative choices
- opportunities to investigate, take risks and overcome creative challenges.

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.

For opportunities to develop cross-cutting themes, cross-curricular skills and integral skills please see Appendix A.

Unit 3 Production and post-production tools, processes and skills

GLH	72 hours
Contribution to qualification grade	60%
Overview of unit	<p>This unit enables learners to apply creative, technical, and production skills to produce creative and media products. It focuses on documenting processes, managing resources, and refining outputs through feedback and evaluation, ensuring learners can deliver high-quality, multi-modal media content.</p> <p>This unit is critical for progression into creative and media roles as it develops practical production skills and professional working practices. Learners gain experience in managing projects from concept to completion, preparing them for employment or further study in creative and media production.</p> <p>Completion of this unit equips learners with hands-on experience and transferable skills for further study or entry-level roles in creative and media industries. It ensures awareness of professional environments where planning, technical execution, and quality control are essential.</p>
Topics	<p>3.1 Applying production and creative processes</p> <p>3.2 Creating media products</p> <p>3.3 Refining creative and media products</p>
Summary of assessment	<p>Non-examination assessment with a recommended time of 32 hours for completion.</p> <p>90 marks</p> <p>The assessment includes a set production brief and three tasks.</p> <p>Learners will choose one event from a choice of three and will always produce a multi-modal promotional campaign for the event chosen.</p> <p>The promotional campaign must contain one audio-visual/audio element and either one interactive element or one graphic design/publishing element.</p>
Resources required for assessment	<p>As a minimum, the following resources are required to deliver the assessment:</p> <ul style="list-style-type: none"> • video recording equipment, for example, mobile phone, video camera • audio recording equipment, for example, mobile phone, microphone, headphones • appropriate software for production of documentation, for example, Adobe Creative Suite • audio and audio-visual editing software/application.
Links to other WJEC units and qualifications	<p>The following Skills for Life and Work units could complement the delivery of this unit:</p> <p>Skills for Life: Digital Film and Media</p>

Content

3.1 Applying production and creative processes

In this topic learners will gain knowledge, understanding and skills in the following areas:

3.1.1 Documenting and applying creative, production and post-production processes

3.1.2 Review and reflect on the production and post-production processes

Section	Amplification
<p>3.1.1 Documenting and applying creative, production and post-production processes</p>	<p>Learners should be able to:</p> <ul style="list-style-type: none"> • document and follow processes involved in creative and media production and post-production. • keep a production journal to record: <ul style="list-style-type: none"> • creative decision-making and processes • following production and post-production processes • finding, organising and managing resources, such as: <ul style="list-style-type: none"> • cast or models • crew • equipment • hardware • software • managing time and deadlines • working independently • working with others (where relevant, for example as crew) • respecting copyright and the creative work of others • observing legal and ethical considerations • using appropriate documentation to follow production processes, such as: <ul style="list-style-type: none"> • production schedule • call sheets • recce logs • risk assessments • witness statements • audio recordings • video recordings • test shots.
<p>3.1.2 Review and reflect on the production and post-production processes</p>	<p>Learners should be able to:</p> <ul style="list-style-type: none"> • review and reflect on the development of their own work to identify areas for refinement • review their work in progress to identify areas for refinement, for example: <ul style="list-style-type: none"> • reviewing drafts/rough cuts/mock-ups etc. • proofreading • checking • testing • use feedback on their work in progress to identify areas for refinement, for example: <ul style="list-style-type: none"> • surveys • focus groups • peer feedback • audience feedback

	<ul style="list-style-type: none">• client feedback• teacher feedback• compare their work in progress to other media products to identify areas for refinement, for example:<ul style="list-style-type: none">• media products with a similar purpose• media products with a similar context• media products with a similar target audience• media products that use similar creative techniques.
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3.2 Creating media products

In this topic learners will gain knowledge, understanding and skills in the following areas:

- 3.2.1 Make choices to create a media production appropriate to a specified audience, purpose and context
- 3.2.2 Applying creative techniques and technical skills in audio-visual production and post-production
- 3.2.3 Applying creative techniques and technical skills in audio production and post-production
- 3.2.4 Applying creative techniques and technical skills in graphic design/publishing production and post-production
- 3.2.5 Applying creative techniques and technical skills in interactive media production and post-production

Section	Amplification
<p>3.2.1 Make choices to create a media production appropriate to a specified audience, purpose and context</p>	<p>Learners should be able to:</p> <ul style="list-style-type: none"> • make choices about creative techniques that are appropriate to: <ul style="list-style-type: none"> • the target audience • the purpose • the context • make choices about creative techniques to communicate to an audience: <ul style="list-style-type: none"> • creating meanings or messages • creating styles or moods • creating effects. <p>Learners should be able to produce audio-visual or audio and graphic design/publishing or interactive media outcomes in response to a brief.</p>
<p>3.2.2 Applying creative techniques and technical skills in audio-visual production and post-production</p>	<p>Learners should be able to use a range of technical skills and creative techniques in audio-visual production, such as:</p> <ul style="list-style-type: none"> • camera, for example: <ul style="list-style-type: none"> • shot type • framing and composition • focus • lighting, for example: <ul style="list-style-type: none"> • position • natural/artificial • effects • animation, for example: <ul style="list-style-type: none"> • stop frame • cel • Claymation. <p>Learners should be able to use a range of technical skills and creative techniques in audio-visual post-production, for example:</p> <ul style="list-style-type: none"> • image editing • transitions • effects.
<p>3.2.3</p>	<p>Learners should be able to use a range of technical skills and creative techniques in audio production, such as:</p>

<p>Applying creative techniques and technical skills in audio production and post-production</p>	<ul style="list-style-type: none"> • audio production, for example: <ul style="list-style-type: none"> • live sound • sound effects • dialogue • audio recording, for example: <ul style="list-style-type: none"> • use of recording equipment • use, position and type of microphone sound levels and checks • sound quality. <p>Learners should be able to use a range of technical skills and creative techniques in audio post-production, for example:</p> <ul style="list-style-type: none"> • sound editing • cutting/trimming • layering
<p>3.2.4 Applying creative techniques and technical skills in graphic design/publishing production and post-production</p>	<p>Learners should be able to use a range of technical skills and creative techniques in graphic design/publishing production, such as:</p> <ul style="list-style-type: none"> • photography, for example: <ul style="list-style-type: none"> • composition • point of view • lighting • text, for example: <ul style="list-style-type: none"> • written language (for example, style, tone, lexis) • typography (for example, font style) • layout and design, for example: <ul style="list-style-type: none"> • composition • columns and margins • use of white space. <p>Learners should be able to use a range of technical skills and creative techniques in graphic design/publishing post-production, for example:</p> <ul style="list-style-type: none"> • manipulation of images, such as: <ul style="list-style-type: none"> • layers • adjustments • filters • effects • file types • resolution • formats • exporting material.
<p>3.2.5 Applying creative techniques and technical skills in interactive media production and post-production</p>	<p>Learners should be able to use a range of technical skills and creative techniques in interactive media production, such as:</p> <ul style="list-style-type: none"> • multimedia, for example: <ul style="list-style-type: none"> • images • combination of images • moving images • interactive media, for example:

- menus
- navigation bar
- scrolling
- photography, for example:
 - composition
 - point of view
 - lighting
- text, for example:
 - written language (for example, style, tone, lexis)
 - typography (for example, font, style)
- layout and design, for example:
 - composition
 - grids
 - use of white space.

Learners should be able to use a range of technical skills and creative techniques in interactive media post-production, for example:

- manipulation of images, such as:
 - layers
 - adjustments
 - filters
 - effects
- file types
- resolution
- formats
- exporting material.

3.3 Refining creative and media products

In this topic learners will gain knowledge, understanding and skills in the following areas:

3.3.1 Refining a creative and media product

Section	Amplification
3.3.1 Refining a creative and media product	<p>Learners should be able to reflect on their work-in-progress, considering opportunities to refine and improve their outcomes.</p> <p>Learners should be able to use existing media products support a review of their own work, comparing aspects such as:</p> <ul style="list-style-type: none"> • use of genre conventions • targeting audience • purpose • technical and creative skills. <p>Learners should be able to refine a creative and media product during the production and post-production processes, such as by:</p> <ul style="list-style-type: none"> • producing new material • redeveloping/reworking existing material • editing existing material.

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 undertake professional creative and media production, and technology experiences, such as studio visits, visiting professionals, or masterclasses – either in person or on-screen
- confidence in giving and receiving feedback, promoting independent thinking, originality and creative resilience
- opportunities to explore media technologies and media forms and to make, reflect on and refine creative choices
- opportunities to investigate, take risks and overcome creative challenges.

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.

For opportunities to develop cross-cutting themes, cross-curricular skills and integral skills please see Appendix A.

3. Assessment

The Assessment Pack will include all detailed information relating to assessment.

3.1. Assessment objectives and weightings

Below are the assessment objectives for this qualification. Learners must:

AO1

Demonstrate knowledge and understanding of the creative and media production and technology industries

AO2

Apply knowledge and understanding of the creative and media production and technology industries

AO3

Interpret and evaluate outcomes of own and/or others work to explore and/or refine creative ideas or media products

AO4

Demonstrate practical skills through application of creative tools, production processes and technology to:

- develop creative ideas
- develop media products for specified contexts and media forms.

The table below shows the weighting of each assessment objective for each unit and for the qualification as a whole.

	AO1	AO2	AO3	AO4	Total
Unit 1	10%	10%	-	-	20%
Unit 2	-	-	9%	11%	20%
Unit 3	-	-	12%	48%	60%
Overall weighting	10%	10%	21%	59%	100%

3.2. Assessment overview

Unit 1

This unit is assessed through an externally set and marked sector test available in the January and summer series. Learners are required to complete a short, one-hour sector test designed to assess underpinning knowledge and understanding (AO1 and AO2 only).

The test will be marked out of 50 and have two sections each worth 25 marks. Section A covers AO1 and will include a range of objective question types, such as multiple choice, multiple response, fill-in-the-blank, drag-and-drop, and hot spot questions. Section B covers AO2 and includes short answer questions some of each could be based on short industry scenarios.

The test must be taken under invigilated examination conditions in accordance with JCQ requirements (see <http://www.jcq.org.uk/exams-office/ice---instructions-for-conducting-examinations>).

The first assessment will take place in January 2028. Centres may enter candidates for either a hard copy or an onscreen version of the test.

This test contributes 20% of the overall qualification grade and is externally set and marked by WJEC.

Unit 2

This unit is assessed through an externally set and marked non-examination assessment. Learners are required to complete a series of tasks based on an externally set brief.

The brief will be released through Portal during the first week of September 2027 and will be live for three academic years. A new brief will then be released every three academic years. It is the centre's responsibility to ensure that they are using the correct version of the assessment as published on Portal. Centres have the flexibility to schedule the assessment at any point during the academic year.

This non-examination assessment contributes to 20% of the overall qualification grade and is designed to take 14 hours to complete. Centres may choose to deliver the assessment in a single sitting or across multiple shorter sessions, depending on learners' needs and the length of the tasks. The assessment will be marked out of 58 marks.

The assessment must be submitted digitally, either as scanned handwritten responses or completed digitally.

Unit 3

This unit is assessed through an externally set non-examination assessment, which is marked by the centre and externally moderated by WJEC. Learners are required to complete a series of tasks based on an externally set brief.

The brief will be released through Portal and is not intended to change for the lifetime of the qualification. Centres have the flexibility to schedule the assessment at any point during the academic year.

This non-examination assessment contributes 60% of the overall qualification grade and is designed to take approximately 32 hours to complete. Centres may choose to deliver the assessment in a single sitting or across multiple shorter sessions, depending on learner needs and the length of the tasks. The assessment will be marked out of 90 marks.

The assessment must be submitted digitally, either as scanned handwritten responses or completed electronically.

3.3. Managing non-examination assessment

Non-examination assessment is structured across three key stages: task setting, task taking, and task marking.

All non-examined assessment (NEA) must adhere to the principles set out in JCQ's Instructions for Conducting Non-Examination Assessments (Vocational and Technical Qualifications), and the [JCQ Artificial Intelligence \(AI\) Use in Assessments: Protecting the Integrity of Qualifications](#). Please note that the JCQ guidance for GCE and GCSE Specifications is **not** applicable to this qualification.

Task Setting

Assessment packs are provided for each unit in line with the arrangements set out in 3.2.

Task Taking

The completion of non-examined assessment is guided by two phases:

- the research phase
- the NEA phase.

Learners may be asked to conduct research as part of the research phase, information about research phase including research approach and referencing, can be found in the assessment pack.

During the NEA phase information about the assessment conditions, categorised as high, medium and low can be found in the assessment pack. Information about resources, categorised as none, specified and permitted can also be found in the assessment pack.

Further information on the research phase and the NEA phase, including information on the use of AI can be found in Conducting Non-examination Assessment in National 14–16 Qualifications Guide for Teachers and Conducting Non-examination Assessment in National 14–16 Qualifications Guide for Candidates.

Other consideration when task taking, include:

- Time: Each assessment pack specifies the total time available; a suggested time per task is provided although candidates may allocate this time across tasks as appropriate
- Supervision and authentication: The assessment pack specifies the supervision requirements. In most cases, learners will be supervised by a teacher while completing assessment tasks. Teachers may clarify task requirements but must not provide feedback on the evidence being produced. Both learners and teachers must sign declarations confirming the authenticity of submitted work.

Task Marking

For centre-marked non-examination assessment, all marking must be carried out by a designated teacher with appropriate subject expertise, using the marking criteria provided in the assessment pack. Evidence must align with the expectations set out in the assessment pack.

Written evidence must be annotated to show how it meets the marking criteria.

Where required, performance evidence (for example, presentations) must be documented using observation records that include descriptive and summative comments.

Teachers are responsible for ensuring that:

- assessment is conducted in line with the expectations of the assessment pack and JCQ guidance
- judgements are made solely against the performance band statements
- evidence is authentic, clearly annotated, and accurately recorded
- when used, observation records contain sufficient detail to support assessment decisions.

3.4. Resubmission of centre-marked non-examination assessments

Before final marks are submitted for moderation, teachers may allow a learner one opportunity to improve their evidence and resubmit it for marking. This process is referred to as resubmission.

Internal assessment must be scheduled to allow sufficient time for this resubmission window, where needed, prior to external moderation. Learners must complete the full assessment before their work is initially marked, and any resubmission is authorised.

Any feedback provided to learners must:

- be factual, based on what has been observed in their work
- avoid directing learners on how to improve their mark
- 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 marked.

Learners are not required to produce an entirely new set of evidence for a resubmission. They should focus only on the areas where they did not achieve the desired mark. As a result, they may not need the full time indicated in the assessment pack, although they can use up to the full allocation if necessary. The assessment pack indicates the approximate amount of time that learners should spend completing each task. Where learners are focusing on specific tasks for resubmission, the time allowed should not exceed the total suggested time allocated to those tasks.

There is no need to create a separate candidate mark submission sheet for resubmission; the original sheet can be updated with revised marks and additional comments. Centres should maintain internal records of resubmissions to provide a clear audit trail, which will be helpful if queries arise. Only the final marks and evidence need to be submitted for external moderation.

Once marks have been submitted for moderation, no further resubmission of the same assessment is permitted. Learners have one opportunity to resit the assessment in a future assessment series. When resitting an assessment, centres must ensure that learners are using the assessment brief released for that series. (see Section 5.4).

3.5. 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 VCSE Creative and Media Production and Technology.

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 the JCQ booklet [Suspected Malpractice: Policies and Procedures](#).

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4. Technical information

4.1. Unit entries

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

Assessment opportunities will be available in the spring and summer assessment period for Unit 1 and Unit 2 and the summer assessment period for Unit 3 each year, until the end of the life of the qualification.

Unit 1 and Unit 2 will be available in January 2028 (and every June and January series thereafter). Unit 3 will be available in summer 2029 (and every June series thereafter).

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

		Entry Codes	
		English medium	Welsh medium
Unit 1	External assessment (sector test)		
Unit 2	External non-examination assessment		
Unit 3	Non-examination assessment		

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		

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

4.3. Grading, awarding and reporting

VCSE qualifications and the units within them are reported on a six point scale: Level 2 Distinction* (L2D*), Level 2 Distinction (L2D), Level 2 Merit (L2M), Level 2 Pass (L2P), Level 1 Merit (L1M), Level 1 Pass (L1P).

Individual unit results are reported on a uniform mark scale (UMS) with the following grade equivalences:

	Max.	L2D*	L2D	L2M	L2P	L1M	L1P
Unit 1	80	72	64	56	48	40	32
Unit 2	80	72	64	56	48	40	32
Unit 3	240	216	192	168	144	120	96

The uniform marks obtained for each unit are added up and the qualification grade is based on this total.

	Max.	L2D*	L2D	L2M	L2P	L1M	L1P
Qualification	400	360	320	280	240	200	160

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

4.4. Resitting unit assessments

Candidates may resit each externally assessed (WJEC marked) unit assessments twice (three attempts in total). The better uniform mark score from the three attempts will be used in calculating the final overall grade.

Candidates may resit each internally assessed (centre marked) unit assessment once (two attempts in total). The better uniform mark score from the two attempts will be used in calculating the final overall grade.

When resitting an assessment, the candidate must submit a new assessment, completed within the same levels of control. They cannot improve previously submitted work.

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

If a candidate is recorded as being awarded '0' marks, then it will be assumed that the evidence generated for assessment was not worthy of credit; this will be counted as an attempt.

When resitting an assessment, provided that the candidate has not exceeded the maximum number of attempts, marks from the other units will be carried forward.

If a candidate exceeds the number of attempts for any of the assessments, they will be required to retake the qualification.

4.5. Retaking the qualification

If a candidate enters an external (WJEC marked) unit assessment for a fourth time or an internal (centre marked) unit assessment for a third time, they must re-enter and retake all assessments.

When retaking a qualification, a candidate may have up to three attempts at each WJEC marked assessment and up to two attempts at each centre marked non-examination assessment. However, no results from units taken prior to the retake can be used in aggregating the new grade(s).

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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	Unit 3
Cross-cutting Themes			
Local, National & International Contexts	1.1.1, 1.1.2, 1.1.3, 1.2.1, 1.2.2, 1.3.2, 1.4.1, 1.4.2	2.1.1, 2.1.2, 2.1.3, 2.1.4, 2.2.3, 2.3.1	3.1.1, 3.1.2, 3.2.1, 3.3.1
Sustainability	1.1.2, 1.1.3, 1.2.1, 1.3.1, 1.4.1, 1.4.2	2.1.1, 2.2.3	3.2.1
Relationships and Sexuality Education	1.3.1, 1.3.2	2.1.3, 2.2.3	3.2.1
Human Rights Education	1.1.2, 1.2.3, 1.3.1, 1.3.2, 1.4.2	2.1.3, 2.2.3	
Careers and Work-Related Experiences	1.1.1, 1.1.2, 1.2.1, 1.2.3, 1.3.1, 1.3.2, 1.4.1, 1.4.2	2.1.1, 2.1.2, 2.1.3, 2.1.4, 2.2.1, 2.2.2, 2.2.3, 2.3.1	3.1.1, 2.1.2, 3.2.1, 3.2.2, 3.2.4, 3.2.5, 3.3.1
Cross-curricular Skills - Literacy			
Listening	All sections	All sections	All sections
Reading	All sections	All sections	All sections

Curriculum for Wales Strands	Unit 1	Unit 2	Unit 3
Speaking	All sections	All sections	All sections
Writing	All sections	All sections	All sections
Cross-curricular Skills - Numeracy			
Developing Mathematical Proficiency	1.1.2, 1.1.3, 1.2.2, 1.4.2	2.1.1, 2.1.2, 2.2.1, 2.2.2, 2.2.3	3.1.1, 3.2.2, 3.2.4, 3.2.5
Understanding the number system helps us to represent and compare relationships between numbers and quantities	1.1.2, 1.1.3, 1.4.1	2.1.2, 2.2.3	3.2.4, 3.2.5
Learning about geometry helps us understand shape, space and position and learning about measurement helps us quantify in the real world		2.2.1, 2.2.2	3.2.2, 3.2.4, 3.2.5
Learning that statistics represent data and that probability models chance help us make informed inferences and decisions	1.1.2, 1.4.1, 1.4.2	2.1.2, 2.2.3	3.1.1
Digital Competence			
Citizenship	1.3.1, 1.3.2, 1.4.1, 1.4.2	2.1.2, 2.2.1, 2.2.2, 2.2.3	3.1.1, 3.2.1
Interacting and Collaborating	1.1.2	2.3.1	3.1.1, 3.1.2

Curriculum for Wales Strands	Unit 1	Unit 2	Unit 3
Producing		2.1.1, 2.1.2, 2.1.3, 2.1.4, 2.2.1, 2.2.2, 2.3.1	All sections
Data and Computational Thinking	1.1.1, 1.1.2, 1.1.3, 1.4.2	2.1.1, 2.1.2, 2.1.3, 2.1.4, 2.2.1, 2.2.2	3.1.1, 3.1.2, 3.2.1, 3.2.5
Integral Skills			
Creativity and Innovation	1.1.3, 1.4.1	2.1.1, 2.1.2, 2.1.3, 2.1.4, 2.2.1, 2.2.2, 2.3.1	All sections
Critical Thinking and Problem Solving	1.1.2, 1.3.1, 1.3.2, 1.4.2	2.1.1, 2.1.2, 2.1.3, 2.1.4, 2.2.1, 2.2.2, 2.2.3, 2.3.1	All sections
Planning and Organisation		2.1.1, 2.1.2, 2.1.3, 2.1.4, 2.2.1, 2.2.3	3.1.1, 3.1.2, 3.2.2, 3.2.3, 3.2.4, 3.2.5, 3.3.1
Personal Effectiveness	1.1.3, 1.3.1, 1.3.2, 1.4.2	2.1.1, 2.1.2, 2.1.4, 2.2.1, 2.2.2, 2.2.3, 2.3.1	All sections

Appendix B: Minimum resources required for delivery of the qualification

The following resources should be available as a minimum to be able to deliver the qualification:

- video recording equipment, for example, mobile phone, video camera
- audio recording equipment, for example, mobile phone, microphone, headphones
- appropriate software for production of documentation, for example, Adobe Creative Suite
- audio and audio-visual editing software/application.

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