

Digital Film and Media

Entry Level 1 – Level 2

Skills for Life and Work
Unit Specification

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Unit Aim

This unit is part of the Skills for Life and Work suite. It has been designed primarily for learners aged 14-16 years old in Wales to be studied as part of 'Skills for Life' or 'Skills for Life and Work' qualifications.

The 'Digital Film and Media' unit has been created to develop Learners' knowledge and practical skills in digital film and media, providing opportunities for expressing their ideas and applying their creativity and imagination.

Units from Other Awarding Organisations

Only units that form part of the approved Open Awards Skills for Life, Skills for Work, and Skills for Life and Work qualifications may contribute towards achievement of this qualification.

Units certificated by other Awarding Organisations, or units taken from other Open Awards qualifications, cannot contribute to the achievement of this qualification. This requirement applies across all levels and qualification sizes.

Qualification Documentation

This Unit Specification is a mandatory document and must be read and applied alongside the relevant Qualification Guide (level-specific) and the Open Awards Provider Handbook.

Progression Across Levels

This suite of units has been designed for learners ranging from Entry Level 1 – Level 2. Learners may progress through the levels throughout their education journey, or start at a higher level as appropriate to their level of learning, education targets and aspirations.

The table below summarises the areas of learning included within the units and how these are treated at each level.

Concept	Entry 1	Entry 2	Entry 3	Level 1	Level 2
Use of digital media tools	Recognise and use basic equipment with support	Use digital devices for simple tasks	Use equipment to create media content	Apply techniques to produce media content safely	Use equipment with control to produce quality media
Understanding media	Recognise familiar media content	Know purposes of basic media tools	Identify purposes and features of media products	Understand purpose and audience of media products	Explain genres, formats, and production components
Planning media content	Participate in simple activity	Identify simple sequence (start/end)	Outline a simple plan for a project	Prepare a structured plan for a project	Develop a concept and produce detailed planning
Creating media	Participate in capturing media	Create simple media content	Produce a simple media product	Produce a planned media product	Produce a coherent media product using appropriate techniques
Editing media	Apply simple changes (e.g., filter)	Add simple effects or sound	Edit media to create a simple outcome	Produce a finished product following a plan	Edit media using appropriate tools to meet purpose

Review and evaluation	State simple preference or response	Identify what worked well	Describe own contribution	Review strengths and improvements	Evaluate effectiveness against intent
Cognitive Demand	Recognise, respond, participate	Identify, state, use	Identify, outline, produce	Describe, apply, review	Explain, plan, produce, evaluate

Delivery Requirements

Before delivery, providers must have an approved Delivery and Assessment Plan that maps teaching, learning and assessment to all (level-specific) assessment criteria in this Unit Specification.

Providers are expected to plan and deliver learning and assessment activities within standard school/college/training providers facilities. This unit should be accessible and deliverable without requiring specialist infrastructure, high-cost resources or restrictive entry conditions.

Staffing Resources

Providers must ensure suitably qualified and experienced teachers are available to deliver and assess this unit.

Delivery staff must:

- Have experience in digital media, creative arts, or digital skills delivery
- Be competent in basic media production tools and safe use of equipment

Formal industry qualifications are not mandatory, but staff must be occupationally competent.

Delivery staff should hold, or be working towards, a recognised teaching or training qualification where this is a requirement of the provider.

Physical Resources

Delivery must be possible using standard school/college/training provider resources. No specialist studio is required.

- **Digital Devices** e.g., Tablets, smartphones, laptops, or cameras capable of capturing photos/video
- **Audio Equipment (optional but beneficial)** e.g., Built-in microphones or simple external microphones
- **Stability Equipment (optional)** e.g., Tripods or basic stands (or improvised stable surfaces)
- **Editing Software** e.g., Simple, accessible tools (e.g., iMovie, Clipchamp, Adobe Express, Canva, CapCut or equivalent)
- **Display Equipment** e.g., Screen, projector, or interactive board for viewing and reviewing media
- **Storage** e.g., Access to shared drives, cloud storage, or local folders for saving work

Learning Resources

- Example media content (videos, adverts, short films, social media clips)
- Templates (optional) e.g., storyboard templates, simple scripts, planning sheets.
- Pre-approved asset banks (images, sounds) where needed

Health and Safety

Providers must ensure:

- Safe handling of digital equipment
- Awareness of surroundings when filming
- Appropriate use of devices and online content
- Basic data protection and privacy considerations (e.g., permission for filming others)

Entry Requirements

Learners do not require any prior learning or qualifications for any of the units within this suite. However, as the level of complexity of language increases through the levels, the provider must complete robust initial assessments to ensure the learner is able to access the content at the level they are starting.

Assessment Approach

This suite of units has been designed to be assessed through assessment tasks and activities designed by the provider.

All assessment criteria must be met in full for the learner to be awarded a 'pass'. No partial award can be made if any assessment criteria is not met.

Learners are required to collate evidence in a portfolio. This can be presented digitally (e.g., through an e-portfolio system) or as paper-based as appropriate to the individual learner. Wherever possible, e-portfolios are encouraged.

Assessors must assess the evidence collated by the learner against the assessment criteria within the unit to determine whether each has been met in full or not. All assessment decisions are subject to internal quality assurance (IQA) by the provider and external quality assurance (EQA) by Open Awards before the result is confirmed.

The following types of assessment tasks have been determined to be suitable for this unit suite.

Entry Level 1

Assessment of Digital Film and Media at Entry Level 1 should include:

Assessment Type	Examples of Tasks
Matching / Identification	Identify equipment used to capture or view media from images or real objects
Recognition Tasks	Recognise familiar images or video clips (e.g., school, local area, TV content)
Preference Tasks	Indicate a preference between two pieces of media (e.g., like/dislike, choose favourite)
Supported Practical Activity	Participate in capturing a photo or short video (e.g., press record, hold device)
Simple Editing Task	Add a simple element (e.g., sticker, filter, sound) using a digital tool
Observation	Assessor observation of participation and engagement

Entry Level 2

Assessment of Digital Film and Media at Entry Level 2 should include:

Assessment Type	Examples of Tasks
Short Responses	Identify media devices and state their purpose (e.g., camera records video)
Sorting / Matching	Match equipment to its function (e.g., microphone → sound recording)
Planning Task	Select images/props and identify basic sequence (start/end)
Practical Task	Record short clips or images using a device
Simple Editing Task	Add basic effects such as filters, text, or sound
Observation	Assessor observation of participation and basic independence

Entry Level 3

Assessment of Digital Film and Media at Entry Level 3 should include:

Assessment Type	Examples of Tasks
Short Explanation	Identify purposes and features of media products
Planning Task	Create a simple plan (e.g., 3-step storyboard or sequence outline)
Asset Selection	Select appropriate images, props, or audio for a project
Practical Project	Produce a short media product (e.g., short video, photo sequence)
Editing Task	Apply simple edits (e.g., trim clip, add title or sound)
Observation	Assessor observation of role and contribution

Level 1

Assessment of Digital Film and Media at Level 1 should include:

Assessment Type	Examples of Tasks
Descriptive Tasks	Describe purpose and audience of media products
Planning Task	Produce a simple production plan (e.g., storyboard or script)
Resource Organisation	Identify and organise equipment, roles, or locations
Practical Project	Produce a media product following a plan
Observation	Assessor observation of safe working and technical use
Review Task	Describe strengths and identify improvements in own work

Level 2

Assessment of Digital Film and Media at Level 2 should include:

Assessment Type	Examples of Tasks
Explanatory Tasks	Describe genres, formats, and pre-production documents
Concept Development	Develop a media idea based on a brief (purpose + audience)
Planning Task	Produce a structured planning document (e.g., storyboard or script)
Practical Project	Capture and produce a media product using appropriate techniques
Observation	Assessor observation of technical control and safe working
Editing Task	Edit media into a coherent final product
Evaluation Task	Evaluate how effectively the product meets its intended purpose

Unit Content

Entry level 1

Unit Title: Digital, Film and Media

Unit Reference Number: CBM046

Level: Entry Level 1

Credit Value: Two (2)

Guided Learning Hours: 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

Principles of Progression

Progression Step 1 - I can explore and experiment with a variety of creative techniques, materials, processes, resources, tools and technologies.

Learning Outcome (The Learner will):	Assessment Criterion (The Learner can):
1. Know basic digital and film equipment	1.1 Identify equipment used to capture images or film
	1.2 Identify equipment used to view digital media
2. Be able to explore digital media content	2.1 Recognise familiar media content
	2.2 Express a preference for media content
3. Be able to participate in a creative media activity	3.1 Take part in capturing a digital image or video
	3.2 Use a digital tool to change or add to media

Indicative Content

LO1	AC 1.1 Learners must identify at least one piece of equipment used to capture images or film (e.g., camera, tablet, webcam). AC 1.2 Learners must identify at least one piece of equipment used to view digital media (e.g., screen, tablet, whiteboard). This could be through pointing, naming or selecting images.
LO2	AC 2.1 could include e.g., a local landmark image, or a clip of a well-known TV show.

	AC 2.2 Learners must express at least one simple preference e.g. choosing between two clips or indicating like/dislike.
LO3	AC 3.1 Learners must participate in the simple capture of at least one digital image or short video, e.g., pressing record, holding device, framing with support.
	AC 3.2 Learners must use a digital tool to change or add to a media project, e.g. adding a sticker, filter or sound.

Area of Learning Experience	Expressive Arts
Statement of What Matters	Exploring the expressive arts is essential to developing artistic skills and knowledge and it enables learners to become curious and creative individuals.
Links to the Four Purposes	2. Enterprising, creative contributors, ready to play a full part in life and work.
Cross-curricular Skills	Digital
Integral Skills	Creativity and innovation
Understanding of sustainability in the world of work and/or everyday work	Using digital media to share messages about caring for the environment or making responsible choices.

Relevant Cross-Cutting Themes	
Theme	Rationale
Diversity	Offers creative expression and representation of varied perspectives.

Entry level 2

Unit Title: Digital, Film and Media

Unit Reference Number: CBM047

Level: Entry Level 2

Credit Value: Two (2)

Guided Learning Hours: 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

Principles of Progression

Progression Step 2- I can explore and experiment with and then select appropriate creative techniques, practices, materials, processes, resources, tools and technologies.

Learning Outcome (The Learner will):	Assessment Criterion (The Learner can):
1. Know the purpose of different digital media equipment	1.1 Identify devices used to create media 1.2 State the purpose of media equipment
2. Understand how to plan a simple media sequence	2.1 Select assets for a media sequence 2.2 Identify the structure of a simple sequence
3. Be able to create media content using digital tools	3.1 Use a device to record media content 3.2 Add simple effects or sound

Indicative Content

LO1	AC 1.1 Learners must identify at least two different devices used to create media e.g., camera, microphone, tablet, tripod. AC 1.2 Learners must state the purpose of at least two specific pieces of media equipment e.g., "microphone records sound", "tripod keeps camera still".
LO2	AC 2.1 Learners select appropriate items, e.g., images, props or sounds for a short idea. AC 2.2 Learners must identify at least two stages of a sequence e.g., start and end or simple order of events. Example 1: Sequencing two images to show a character arriving at school (start) and leaving school (end). Example 2: Describing that a film starts with a "title" and ends with "the credits."

LO3	AC 3.1 Learners must use a digital device to record at least two short film clips, e.g., pressing the 'record' and 'stop' buttons on a tablet to film a classmate speaking, using a webcam to record a 10-second clip of themselves introducing a weather report. AC 3.2 Learners must demonstrate how to add at least two simple effect or sound to a media file, e.g., navigating a menu to select a "black and white" filter for a captured photo, dragging a pre-recorded sound effect (like a "cheer") onto a video timeline in a simple editing app.
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Area of Learning Experience	Expressive Arts
Statement of What Matters	Exploring the expressive arts is essential to developing artistic skills and knowledge and it enables learners to become curious and creative individuals.
Links to the Four Purposes	2. Enterprising, creative contributors, ready to play a full part in life and work.
Cross-curricular Skills	Digital
Integral Skills	Creativity and innovation
Understanding of sustainability in the world of work and/or everyday work	Using digital media to share messages about caring for the environment or making responsible choices.

Relevant Cross-Cutting Themes	
Theme	Rationale
Diversity	Offers creative expression and representation of varied perspectives.

Entry level 3

Unit Title: Digital, Film and Media

Unit Reference Number: CBM048

Level: Entry Level Three (3)

Credit Value: Two (2)

Guided Learning Hours: 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

Principles of Progression

Progression Step 3- I can explore and experiment independently and demonstrate technical control with a range of creative materials, processes, resources, tools and technologies showing innovation and resilience.

I can explore the effects that a range of creative techniques, materials, processes, resources, tools, and technologies have on my own and others' creative work.

Learning Outcome (The Learner will):	Assessment Criterion (The Learner can):
1. Know the features of different digital media products.	1.1 Identify the purpose of different media products
	1.2 Identify features of media products
2. Be able to plan a digital media project.	2.1 Select assets for a media task
	2.2 Outline a simple sequence for a media product
3. Be able to produce a digital media project	3.1 Capture original media content
	3.2 Edit media content to create a final product

Indicative Content

- LO1 AC 1.1 Learners must identify two different purposes (in two different media products) e.g.,
- identifying that a cinema trailer is meant to persuade people to watch a movie
 - identifying that a school news broadcast is meant to inform students about events
 - identifying that a TikTok safety video is meant to instruct or warn users.

	AC 1.2 Learners must identify at least two examples of common features found in a film or digital production, e.g., music, text, camera shots, titles.
LO2	AC 2.1 Learners must select at least two assets required for a specific media task, e.g., • finding and saving two copyright-free sound effects from a school-approved website • gathering physical props needed for a scene, such as a Welsh rugby jersey and a trophy • selecting specific digital photos from a shared drive to include in a montage. AC 2.2 Learners must outline a basic structure, e.g., • using a three-frame storyboard to show what happens in the beginning, middle, and end • listing the steps of a "how-to" video in a storyboard (e.g., Step 1: Introduction, Step 2: Demonstration) • explaining that the interview question must be asked before the person can answer it.
LO3	AC 3.1 Learners must capture their own original media content e.g., • using a digital camera on a tripod to record a stable interview with a teacher • using a tablet to take a series of clear, well-lit photographs for a stop-motion animation • operating a handheld digital audio recorder to capture environmental sounds around the school. AC 3.2 Learners must produce one simple edited outcome, e.g., trimmed clip with title or sound.

Area of Learning Experience	Expressive Arts
Statement of What Matters	Exploring the expressive arts is essential to developing artistic skills and knowledge and it enables learners to become curious and creative individuals.
Links to the Four Purposes	2. Enterprising, creative contributors, ready to play a full part in life and work.
Cross-curricular Skills	Digital
Integral Skills	Creativity and innovation
Understanding of sustainability in the world of work and/or everyday work	Using digital media to share messages about caring for the environment or making responsible choices.

Relevant Cross-Cutting Themes	
Theme	Rationale
Diversity	Offers creative expression and representation of varied perspectives.

Level 1

Unit Title: Digital, Film and Media

Unit Reference Number: CBM049

Level: One (1)

Credit Value: Two (2)

Guided Learning Hours: 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

Principles of Progression

Progression Step 4 - I can explore and experiment with my own and others' creative ideas, demonstrating increasingly complex technical control, innovation, independent thinking and originality to develop my work with confidence, being able to explain my reasons behind choices made and evaluate their effectiveness on my creative work.

Learning Outcome (The Learner will):	Assessment Criterion (The Learner can):
1. Understand purpose and audience of media products	1.1 Describe the purpose of media products
	1.2 Describe how media appeals to an audience
2. Be able to prepare for a media production	2.1 Prepare a production plan
	2.2 Organise resources for a project
3. Be able to produce a digital media project	3.1 Use techniques to capture media content safely
	3.2 Produce a media product following a plan
4. Be able to review own work	4.1 Describe strengths of own work
	4.2 Identify improvements for future work

Indicative Content

LO1 AC 1.1 Learners must describe at least three different purposes (of different media products) e.g.,

- a charity advert for "Keep Wales Tidy" aims to change people's behaviour regarding litter
- a movie poster is designed to create excitement and sell tickets
- a tutorial video on YouTube is intended to teach the viewer a new skill, such as basic coding.

	AC 1.2 Learners must describe the features that are used to make media appeal to a target audience e.g., - the use of bright colours and animated characters to appeal to young children - the use of popular local music or "drill" tracks to appeal to teenagers in Wales - the use of formal language and statistics in a news report to appeal to an adult audience.
LO2	AC 2.1 Learners must prepare a production plan, which could include e.g., - creating a six-panel storyboard showing camera shots (e.g., wide shot, close-up) and basic dialogue - writing a simple script that includes "Scene" headings and character names - completing a basic "Location Recce" sheet identifying where filming will take place in the school. AC 2.2 Learners must organise key digital and physical resources required for a project e.g., equipment, location, people.
LO3	AC 3.1 Learners must use techniques for a minimum of three digital techniques to capture media content safely e.g., - setting up a tripod on level ground to ensure the camera does not fall or capture shaky footage - adjusting the "Rule of Thirds" on a tablet screen to compose a balanced interview shot - monitoring audio levels using headphones to ensure the recording is not too quiet or distorted. AC 3.2 Learners must produce a finished media product that is aligned to their plan (AC 2.1).
LO4	AC 4.1 Learners must describe what went well during the production process. This could include things they did and other factors e.g., - the lighting in the classroom was bright and made the footage look professional - the group worked well together and finished the filming on time - the "Fade to Black" transition at the end of the video worked effectively. AC 4.2 Learners must identify realistic improvements that could be made to the final product e.g., - the background noise was a bit loud and next time they would use a separate microphone - adding more varied camera angles would make the video more interesting to watch

- the text on screen was hard to read and should be a different colour next time.

Area of Learning Experience	Expressive Arts
Statement of What Matters	Exploring the expressive arts is essential to developing artistic skills and knowledge and it enables learners to become curious and creative individuals.
Links to the Four Purposes	2. Enterprising, creative contributors, ready to play a full part in life and work.
Cross-curricular Skills	Digital
Integral Skills	Creativity and innovation
Understanding of sustainability in the world of work and/or everyday work	Using digital media to share messages about caring for the environment or making responsible choices.

Relevant Cross-Cutting Themes	
Theme	Rationale
Diversity	Offers creative expression and representation of varied perspectives.

Level 2

Unit Title: Digital, Film and Media

Unit Reference Number: CBM050

Level: Level 2

Credit Value: Two (2)

Guided Learning Hours: 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

Principles of Progression

Progression Step 5- I can explore and experiment with my own creative ideas and those of others, demonstrating technical control, innovation, independent thinking and originality, showing confidence to take risks and developing resilience to overcome creative challenges.

Learning Outcome (The Learner will):	Assessment Criterion (The Learner can):
1. Understand components of digital media production	1.1 Describe genres and formats used in digital media
	1.2 Explain the purpose of pre-production documents
2. Understand how to plan a creative media project	2.1 Develop a media concept based on a brief
	2.2 Produce a planning document for the project
3. Be able to capture media content using equipment and software	3.1 Use digital equipment to capture media content
	3.2 Apply safe working practices
4. Be able to edit and evaluate a digital media product	4.1 Edit media to produce a final product
	4.2 Evaluate the finished product against the original intent

Indicative Content

LO1 AC 1.1 Learners must describe at least three genres and formats, e.g. vlog, documentary, social media video, aspect ratio. The description must include the purpose of these formats.

AC 1.2 Learners could include e.g.,

- storyboard
- script

	• shot list • risk assessment.
LO2	AC 2.1 must develop one clear idea, including purpose, audience and message. AC 2.2 Learners must produce a structured plan to develop the concept identified in 2.1 e.g., storyboard or script showing sequence.
LO3	AC 3.1 Learners must demonstrate controlled use of digital media equipment to capture media content safely e.g., • setting up a tripod on level ground to ensure the camera does not fall or capture shaky footage • adjusting the "Rule of Thirds" on a tablet screen to compose a balanced interview shot • monitoring audio levels using headphones to ensure the recording is not too quiet or distorted. AC 3.2 must include: • manual handling of equipment • awareness of environment • following safety instructions.
LO4	AC 4.1 Learners must produce an edited media product in line with their concept identified in AC 2.1. AC 4.2 Learners must evaluate how well the finished product meets its aim and purpose, how it was received by the intended audience, any strengths identified and any areas of improvement or learning identified.

Area of Learning Experience	Expressive Arts
Statement of What Matters	Exploring the expressive arts is essential to developing artistic skills and knowledge and it enables learners to become curious and creative individuals.
Links to the Four Purposes	2. Enterprising, creative contributors, ready to play a full part in life and work.
Cross-curricular Skills	Digital
Integral Skills	Creativity and innovation
Understanding of sustainability in the world of work and/or everyday work	Using digital media to share messages about caring for the environment or making responsible choices.

Relevant Cross-Cutting Themes

Theme	Rationale
Diversity	Offers creative expression and representation of varied perspectives.