

Curriculum Intent, Implementation, and Impact: BTEC Introductory Digital Media

Intent

At our specialist setting for autistic learners, the BTEC Introductory Certificate in Digital Media is designed to be accessible, structured, and engaging, allowing all learners to develop creative, technical, and vocational skills at a pace and in a manner that suits their individual learning profiles. The intent is to:

- Foster creativity and confidence in digital communication through media production.
- Develop transferable skills in planning, teamwork, and time management within a supported environment.
- Provide accessible entry to the media industry, creative sectors, or further vocational study.
- Empower learners with a sense of achievement and identity through project-based, personalised learning.
- Build communication and social interaction through collaborative tasks adapted to sensory and social needs.

This curriculum considers neurodiversity at its core, providing predictable routines, reduced sensory load, scaffolded support, and frequent positive reinforcement.

Implementation

The BTEC Introductory Digital Media course is delivered over **120 GLH** for the **Award** or **240 GLH** for the **Certificate** qualification. Our implementation is grounded in the following principles:

- **Structured Learning Environment:** Visual schedules, chunked tasks, and consistent routines support predictability and reduce anxiety.
- **Adapted Teaching:** Lessons use multimodal delivery (visual, kinaesthetic, audio), with instructions broken down into manageable steps and supported by assistive technology where required.
- **Practical Focus:** Emphasis is on hands-on learning, such as creating video clips, posters, or digital graphics, to reduce the cognitive load of abstract concepts.
- **Communication Support:** Tasks are adapted using visual aids, PECS, or assistive communication tools, ensuring accessibility for non-verbal or semi-verbal students.
- **Individualised Support:** EHCPs are used actively in lesson planning to meet sensory profiles, social communication needs, and processing preferences.

- **Unit Selection:** Students complete internally assessed units such as:
 - A1: Digital Media Sectors and Audiences
 - A2: Planning and Pitching a Digital Media Product
 - B1: Digital Production Skills
 - B4: Editing Digital Media
- **Social and Emotional Learning:** Embedded opportunities for developing resilience, turn-taking, and decision-making are built into projects.

All learners will choose modules from the following, dependent of their award or certificate route:

Pearson BTEC Level 1 Introductory Diploma in Digital Media

Learners must complete all core units and six sector units.

Pearson BTEC Level 1 Introductory Diploma in Digital Media			
Unit reference	Unit title	GLH	Type
Core	Group A units – learners must complete all units		
A1	Being Organised	30	Core
A2	Developing a Personal Progression Plan	30	Core
A3	Working with Others	30	Core
A4	Researching a Topic	30	Core
Sector	Group B units – learners must complete six units		
DM5	Creating a Storyboard	40	Sector
DM6	Designing an Interactive Presentation	40	Sector
DM7	Producing an Advert	40	Sector
DM8	Layout Design for a Digital Product	40	Sector
DM9	Creating an Animation	40	Sector
DM10	Shooting a Short Film	40	Sector
DM11	Making an Audio Recording	40	Sector
DM12	Editing and Sharing a Media Product	40	Sector

Qualifications, sizes and purposes at a glance

Title	Size and structure	Summary purpose
Pearson BTEC Level 1 Introductory Award in Digital Media	70 GLH Two units must be achieved, of which one must be taken from Core Skills (Group A), Developing a Personal Progression Plan and one unit from the sector options (Group B).	Designed for learners wishing to gain an introduction to a chosen vocation area. The Award offers the opportunity for learners to study a sector unit and plan for their next steps by completing the mandatory unit: <i>Developing a Personal Progression Plan</i> .
Pearson BTEC Level 1 Introductory Certificate in Digital Media	180 GLH Five units must be achieved, of which two must be taken from the Core Skills (Group A), and three from Sector Skills (Group B).	Designed for learners who may be ready to progress quickly to further study, the Certificate offers a basic introduction to the digital media sector. It could form part of a study programme that includes other appropriate subjects such as English and maths.
Pearson BTEC Level 1 Introductory Diploma in Digital Media	360 GLH Ten units must be achieved, of which four must be taken from the Core Skills (Group A), and six from Sector Skills (Group B).	Designed to be taken over one year, giving learners the opportunity to develop a range of skills in the digital media sector and supporting progression on to further study. It could be a substantial vocational qualification within a study programme that includes other appropriate subjects such as English and maths.

Assessment and Grading

- All units are **internally assessed** through assignments and practical projects.
- Assessment is **criterion-referenced**, meaning students are judged on whether they have met specific learning outcomes.
- Each unit is graded at **Pass, Merit, or Distinction**.
- The overall qualification grade is based on performance across all units, and learners must **achieve a Pass in all mandatory units** to be eligible for a final grade.
- Grades available for the full qualification:
 - **Level 1 Pass, Level 2 Pass, Merit, or Distinction**

- Where learners do not meet all criteria for Level 1, they may be awarded an **Entry Level 3 qualification**, providing inclusive recognition of their effort and skills.
- All grading is supported by **differentiated assignment briefs**, visual marking rubrics, and extended deadlines where appropriate, aligned with **reasonable adjustments** and the JCQ Access Arrangements.

Impact

The impact of this curriculum is measured not only in qualifications but in the personal growth, engagement, and independence of our learners. Key outcomes include:

- **Positive Progression:** Learners successfully transition to further education, supported internships, or vocational training within creative and digital sectors.
- **Recognised Achievement:** Learners achieve a BTEC qualification suited to their ability level, with internal assessments providing a clear record of success.
- **Confidence and Self-Esteem:** Learners take pride in producing and sharing media projects that reflect their interests and identity.
- **Skill Acquisition:** Tangible development in planning, using software (e.g. Adobe Spark, Canva, iMovie), and evaluating work against criteria—building lifelong learning habits.
- **Improved Communication:** Through scaffolded teamwork and peer feedback activities, learners enhance communication and collaboration in a safe, supportive environment.
- **Wellbeing:** High levels of engagement, low anxiety, and increased participation show that the curriculum meets the holistic needs of autistic learners.

Frequent formative feedback, moderated grading, and learner voice contribute to a meaningful and inclusive qualification experience.

Enrichment

At Wargrave House school we enrich our learners' experiences by providing a plethora of additional platforms to explore, demonstrate and strengthen their digital skills. Learners can access computing club each week and online digital platforms such as maths seeds, Mathletics, accelerated reader daily. Learners can also access Spike Lego, Sphero balls, scratch, voice recorders musical instruments, VR headsets and drones to complete projects across the curriculum. Learners also help to produce the Christmas and End of year presentations and productions using a variety of digital devices and software.

Community learning

At Wargrave House School, we love to encourage learning and exploration through experimentation and adventure to support and consolidate skills, qualities and life skills developed through the curriculum. Therefore, we harness community-based activities in experiences to promote the use of these said skills. Examples include using the Ipad to capture evidence of these skills; using the go pro camera to site the practical activities the learners have been involved in and use drones to capture footage for assemblies, projects and VR headsets.

Preparation for life

At Wargrave House school, we prioritise and value the development of life skills to increase the choices available to our learners in adulthood. Therefore, we promote the use of digital devices and software through independent living skills, operating appliances and using software in functional communication.

Capital of culture

In order for our learners to embrace technology and use it for the greater good, we provide opportunities for learners to access and use different and innovative technologies. This includes using an Epos system in the shop and bank; using cameras and computers to make books and newsletters; using go pro cameras to gather footage of community visits and activities; using our radio station equipment to provide culturally enriched listening experience for the school community.