NATIONAL CERTIFICATE MODULE: UNIT SPECIFICATION

GENERAL INFORMATION

-Module Number-   7290803   -Session-1993-94

-Superclass-   KF

-Title-   **VIDEO SKILLS: PRESENTATION AND PRODUCTION**

-DESCRIPTION-

GENERAL COMPETENCE FOR UNIT: Acquiring and using practical skills in Video Production as required for a video programme assignment.

OUTCOMES

1.   co-operate with other in compiling a video programme assignment;

2.   undertake a presentation role in front of camera within a video programme assignment;

3.   undertake the role and job responsibilities of a key member of video production team within a video programme assignment;

4.   observe and evaluate the processes and end product of a video programme assignment.

CREDIT VALUE: 1 NC Credit

ACCESS STATEMENT: There is no access statement for this module.

For further information contact: Committee and Administration Unit, SQA, Hanover House, 24 Douglas Street, Glasgow G2 7NQ.

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STATEMENT OF STANDARDS

UNIT NUMBER: 7290803

UNIT TITLE: VIDEO SKILLS: PRESENTATION AND PRODUCTION

Acceptable performance in this unit will be the satisfactory achievement of the standards set out in this part of the specification. All sections of the statement of standards are mandatory and cannot be altered without reference to SQA.

OUTCOME

    1.   CO-OPERATE WITH OTHERS IN COMPILING A VIDEO PROGRAMME ASSIGNMENT.

PERFORMANCE CRITERIA

    (a)   The response to others in group activity is positive in terms of promoting co-operation and effective team work.

    (b)   The presentation script for the video programme assignment is complete and includes accurate annotation and full recording of camera shots, effects and directions and storyboarding as appropriate.

RANGE STATEMENT

The range for this outcome is fully expressed within the performance criteria.

EVIDENCE REQUIREMENTS

The candidate will be required to attend and contribute to planning meetings in order to prepare scripted and graphic materials for the video programme assignment. Candidates should record evidence of personal contribution to the planning and scripting process and include self-evaluation. This may be in the form of a log book, diary or report sheets. Candidates must provide accurately annotated scripts including camera shots; effects; directions and storyboarding where appropriate.

OUTCOME   (ELEMENT OF COMPETENCE)

2.   UNDERTAKE A PRESENTATION OF ROLE IN FRONT OF CAMERA WITHIN A VIDEO PROGRAMME ASSIGNMENT

PERFORMANCE CRITERIA

(a)   The language is effective in the presentation activity in terms of volume, pace, style, and appropriateness to context.
(b)   The movement is effective in the presentation activity in terms of demonstrating appropriate facial and other physical expression and awareness of the constraints of space within a framed shot.

RANGE STATEMENT

The range for this outcome is fully expressed within the performance criteria.

EVIDENCE REQUIREMENTS

Assessment of candidate's performance will be by observation by the tutor/trainer, supported by checklist.

Products generated by participation in the presentation activity should be retained by the candidate in a folio. Products may include: the annotated script, evidence of contribution, self evaluation, and the associated video recording of the end product.

OUTCOME

3.   UNDERTAKE THE ROLE AND JOB RESPONSIBILITIES OF A KEY MEMBER OF A VIDEO PRODUCTION TEAM WITHIN A VIDEO PROGRAMME ASSIGNMENT

PERFORMANCE CRITERIA

(a)   The contribution as a key member of a video production team is effective in terms of the defined job responsibilities*.
(b)   The plot sheet(s) is (are) complete in terms of the accurate annotation of all camera shots, effects, directions and storyboarding as appropriate to the production tasks undertaken.
(c)   The use of safety procedures is effective in terms of the setting up, use and dismantling of equipment.
(d)   The use of video production terminology is accurate in terms of the working environment, equipment and job responsibilities.

*   Job responsibilities are defined in the Support Notes under Content/Context.

RANGE STATEMENT

The range for this outcome is fully expressed within the performance criteria.

EVIDENCE REQUIREMENTS

The candidate will opt to undertake and follow through the responsibilities of a key member of a video production team and will be required to maintain a folio containing plot sheets, annotated scripts, graphic material and the associated video of the recording end product. The candidate will be required to attend planning and rehearsal meetings.

OUTCOME

> **4.**   OBSERVE AND EVALUATE THE PROCESS AND END PRODUCT OF A VIDEO PROGRAMME ASSIGNMENT

PERFORMANCE CRITERIA

> (a)   The record is complete in terms of dates and brief description of the activities undertaken.
> (b)   The ongoing evaluation of the candidate's contribution is realistic and accurate in terms of his/her strengths and weaknesses in relation to the roles undertaken.
> (c)   The ongoing evaluation of the group's performance is itemised in terms of the group's strengths and weaknesses in relation to the roles undertaken.

RANGE STATEMENT

The range for this outcome is fully expressed within the performance criteria.

EVIDENCE REQUIREMENTS

Log book containing record of observation and evaluation of self and others in the video production activities.

The candidate will compile a record of observation and evaluation of self and others related to progress throughout the video production activities; a record of the roles undertaken and the group's performance in relation to the assignment using written, graphic and video-recorded materials where appropriate.

ASSESSMENT RECORDS

In order to achieve this unit, candidates are required to present sufficient evidence that they have met all the performance criteria for each outcome within the range specified. Details of these requirements are given for each outcome. The assessment instruments used should follow the general guidance offered by the SQA assessment model and an integrative approach to assessment is encouraged. (See references at the end of support notes).

Accurate records should be made of assessment instruments used showing how evidence is generated for each outcome and giving marking schemes and/or checklists, etc. Records of candidates' achievements should be kept. These records will be available for external verification.

SPECIAL NEEDS

In certain cases, modified outcomes and range statements can be proposed for certification. See references at end of Support Notes.

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SUPPORT NOTES

UNIT NUMBER   7290803

UNIT TITLE   VIDEO SKILLS: PRESENTATION AND PRODUCTION

SUPPORT NOTES: This part of the unit specification is offered as guidance. None of the sections of the support notes is mandatory.

NOTIONAL DESIGN LENGTH: SQA allocates a notional design length to a unit on the basis of time estimated for achievement of the stated standards by a candidate whose starting point is as described in the access statement. The notional design length for this unit is 40 hours. The use of notional design length for programme design and timetabling is advisory only.

PURPOSE   This introductory module enables the candidate to develop knowledge of, and practical skills in, Video Production as required for a video programme assignment. It encompasses 'front of camera' performance skills and production techniques. It also enables the candidate to develop personal social skills - such as co-operation, negotiation, compromise and team work; and to increase his/her understanding of, and interest in, video production.

SQA publishes summaries of NC units for easy reference, publicity purposes, centre handbooks, etc. The summary statement for this unit is as follows:

This module will enable you to develop the knowledge and practical skills necessary to participate in a video production.

CONTENT/CONTEXT Corresponding to Outcomes 1-4

1.   Candidates should develop a range of communication and social skills - listening to others, responding constructively to others, expressing ideas, questioning.

         The completed script should allow each member of the group to participate in a presentational role.

         In addition, the script should allow for the preparation of caption cards (titles/credits) and other graphics and cut-away shots.

2.   Candidates should develop a range of presentation skills in language and movement when rehearsing and performing within the context of a video production.

In language, these will include speaking clearly and expressively, appropriate portrayal of a role, awareness of vocal volume suitable for microphone recording, pace and style.

In movement, skills will include timing, use of space, facial and other physical expression.

3. Candidates should develop a range of technical skills when undertaking at least one of the following job responsibilities of key member of a video production team:

CAMERA OPERATOR   RESPONSIBILITIES

sets up and operates the camera and associated equipment;
liaises with others;
can frame shots using pan, tilt, and zoom;
frames and records a range of shots (eg. LS, MS, CU);
records caption card(s);
takes direction from the F.M., and follows the recording procedures.

All of the above responsibilities should be carried out with due regard to safe working practices and procedures.

SOUND OPERATOR   RESPONSIBILITIES

plots a sound cue sheet;
sets up a sound desk;
liaises with others;
tests for sound levels;
records live and pre-recorded sound;
takes direction from the F.M., and follows the recording procedure.

All of the above responsibilities should be carried out with due regard to safe working practices and procedures.

LIGHTING OPERATOR   RESPONSIBILITIES

sets up equipment;
liaises with others;
uses lighting colour filters as necessary;
plots the lantern positions in order to correctly light acting areas and caption card positions;
set up lanterns for a range of lighting positions e.g. Key, Fill, and Backlight for acting areas and caption card positions;
takes direction from the F.M., and follows the recording procedure.

All of the above responsibilities should be carried out with due regard safe to working practices and procedures.

FLOOR MANAGER   RESPONSIBILITIES

oversees the setting up of the acting area(s);
coordinates the activities of those involved in the video production assignment;
draws up required floor plans marked with acting areas, camera, lighting and microphone positions;
manages the recording procedures for the video production.

All of the above responsibilities should be carried out with due regard to safe working practices and procedures.

Candidates should be encouraged throughout the module to discuss, comment on and constructively criticise work in progress. Evaluation of individual contribution and progress should be recorded by each candidate.

APPROACHES TO GENERATING EVIDENCE The module should be taught as an integrated assignment in which all candidates will be involved in practical candidate-centred activities.

The module should be concerned with the development of skills in three main areas:

(i)   GROUP ACTIVITY;
(ii)   FRONT-OF-CAMERA PRESENTATION;
(iii)   TECHNOLOGY/PRODUCTION.

Finally each candidate should know and use basic safety procedures in a working situation relevant to basic video production.

(i)   GROUP ACTIVITY

The candidate should contribute to the group activity of planning and preparation for the development of a video programme assignment.

Through group activity the candidate should develop a range of communication and social skills - listening and responding to others, expressing ideas, questioning during the process of planning and preparing the video assignment and working as an effective member of a team.

(ii)   FRONT-OF-CAMERA PRESENTATION

The candidate should know and use basic front-of-camera techniques in order to portray ideas, emotions and attitudes through language and movement, showing appropriate use of these techniques in a video assignment context.

Awareness of the camera as the eye of the audience should be expressed by the candidate through the skills of presentation in speech and movement. The candidate should develop language skills including speaking at a suitable volume, pitch and pace for microphone recording; speaking clearly and expressively and with concentration in a manner appropriate to the video assignment.

The candidate should develop movement skills, including pace and timing, role and character portrayal, awareness of the limitations of space front-of-camera, appropriate to a video assignment.

(iii)   TECHNOLOGY/PRODUCTION

The candidate should have a knowledge and understanding of back-of-camera skills associated with a range of job roles and responsibilities in video/television production and should have a practical knowledge and experience of the key functions of one particular member of a video production team - e.g. floor manager and floor management.

Each candidate should know and use basic video/television terms and have a working knowledge of such terminology.

ASSESSMENT PROCEDURES The candidate could be set a series of tasks as part of an integrated assignment covering all outcomes. Assessment of candidate performance would be supported by observation checklists and associated products generated by these tasks. i.e. annotated scripts, log books, cue sheets, designs, caption cards, story-boards, etc. Candidate observation, comment, self and peer evaluation, and other evidence that they have understood the process of development in the assignment, should be retained - as should the video recordings of the finished end products.

EXEMPLARS There should be an initial introductory session - a description of the nature of the module and the tasks to be fulfilled.

Most of the work could be undertaken in a range of small groupings for the range of practical work, and in individual work for research, practice and maintaining evaluation checklists.

The module may comprise two or more video production assignments in order to allow each candidate opportunity to develop a script through rehearsal to performance on camera and also function as a member of a production team recording other performers.

Each assignment should allow progression in the acquisition of skills.

At the start of any assignment, stimulus material will be presented to the group for discussion, planning, selection and preparation of material for the video assignment.

At this point, groups would be assigned tasks around which each could rotate.

Practice and rehearsal of skills appropriate to the assigned aspect should be supported by initial instruction, resource material and continuing support by the tutor/trainer.

It is important that all groups show an ability to collaborate on each task with a view to completing the assignment and groupings should be constructed accordingly.

RECOGNITION   Many SQA NC units are recognised for entry/recruitment purposes. For up-to-date information see the SQA guide 'Recognised and Recommended Groupings'.

REFERENCES

1.   Guidelines for Module Writers.
2.   SQA's National Standards for Assessment and Verification.
3.   For a fuller discussion on assessment issues, please refer to SQA's Guide to Assessment.
4.   Procedures for special needs statements are set out in SQA's guide 'Students with Special Needs'.