



National Unit Specification: general information

UNIT Media: Basic Video Camera Operations (SCQF level 5)

CODE F585 11

SUMMARY

The purpose of this Unit is to enable candidates to develop an understanding of basic video camera operations and processes. This is a practical Unit in which candidates will be introduced to video camera operating techniques and given the chance to shoot their own video material.

This Unit is suitable for candidates who wish to gain practical skills in operating a video camera for single video camera television or video production.

OUTCOMES

- 1 Describe basic video camera functions.
- 2 Prepare equipment to shoot video source material.
- 3 Use video camera equipment to shoot video source material in accordance with a given brief.

RECOMMENDED ENTRY

Entry is at the discretion of the centre.

CREDIT VALUE

1 credit at Intermediate 2 (6 SCQF credit points at SCQF level 5*).

**SCQF credit points are used to allocate credit to qualifications in the Scottish Credit and Qualifications Framework (SCQF). Each qualification in the Framework is allocated a number of SCQF credit points at an SCQF level. There are 12 SCQF levels, ranging from Access 1 to Doctorates.*

Administrative Information

Superclass: KF

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National Unit Specification: general information (cont)

UNIT Media: Basic Video Camera Operations (SCQF level 5)

CORE SKILLS

There is no automatic certification of Core Skills in this Unit.

There are opportunities for Core Skill development; these are highlighted in the Support Notes of this Unit Specification.

National Unit Specification: statement of standards

UNIT Media: Basic Video Camera Operations (SCQF level 5)

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

OUTCOME 1

Describe basic video camera functions.

Performance Criteria

- (a) Describe when manual and automatic mode selection would be used for focus, exposure and white balance.
- (b) Describe when battery and power supply would be used.
- (c) Describe the basic aspects of framing and composition using standard television shot sizes, video camera position, lens settings and video camera angles.

OUTCOME 2

Prepare equipment to shoot video source material.

Performance Criteria

- (a) Set up a tripod to provide a secure and stable mount for a video camera.
- (b) Attach a video camera securely to a tripod.
- (c) Power up a video camera and check operational functions prior to shoot.
- (d) Satisfy health and safety requirements.

OUTCOME 3

Use video camera equipment to shoot video source material in accordance with a given brief.

Performance Criteria

- (a) Correctly adjust the video camera position in accordance with the given brief.
- (b) Appropriately use manual and automatic technical settings for focus, exposure and white balance.
- (c) Create aesthetic aspects of framing and composition.
- (d) Record and log a range of shots suitable for editing into a video sequence.
- (e) Satisfy health and safety requirements.

National Unit Specification: statement of standards (cont)

UNIT Media: Basic Video Camera Operations (SCQF level 5)

EVIDENCE REQUIREMENTS FOR THIS UNIT

Outcome 1 — Written and/or Oral Evidence

Candidates are required to produce evidence which shows that they can:

- ◆ describe when manual and automatic mode selection would be used for focus, exposure and white balance
- ◆ describe when battery and power supply would be used
- ◆ describe the basic aspects of framing and composition using standard television shot sizes, video camera position, lens settings and video camera angles

This should be gathered at appropriate points during the Unit.

Outcome 2 — Performance evidence

Candidates are required to produce performance evidence, supported by an assessor observation checklist, which shows that they are able to:

- ◆ set up a tripod to provide a secure and stable mount for a video camera
- ◆ attach a video camera securely to a tripod and ensure manoeuvrability
- ◆ power up a video camera and check battery/power supply is charged/functioning
- ◆ check operational functions including focus, exposure, and white balance
- ◆ satisfy health and safety requirements

Evidence for this Outcome must be produced under supervised conditions at an appropriate point in the Unit.

Outcome 3 — Product and Performance Evidence

For Outcome 3, candidates will be supplied with a brief which asks them to produce a series of shots suitable for editing into a video sequence. The brief will specify:

- ◆ content/scenario/purpose of the video
- ◆ location of each shot
- ◆ direction of each shot
- ◆ angle of each shot

Candidates are required to produce product evidence in the form of:

- ◆ a video recording made up of a minimum of five shots. The series of shots must be suitable for editing into a sequence to meet the requirements of the given brief. Each shot must be technically and aesthetically acceptable.
- ◆ a video camera log of shots taken at the time of the recording.

National Unit Specification: statement of standards (cont)

UNIT Media: Basic Video Camera Operations (SCQF level 5)

Performance evidence, supported by an assessor observation checklist, is also required to show that candidates can:

- ◆ correctly adjust the video camera position in accordance with the location, height, direction and angle required
- ◆ appropriately use manual and automatic technical settings for focus, exposure and white balance
- ◆ create aesthetic aspects of framing and composition using standard television shot sizes, video camera position, lens settings and video camera angles
- ◆ satisfy health and safety requirements

Evidence for this Outcome must be produced under supervised conditions at appropriate points in the Unit.

Evidence must be gathered individually by each candidate.

National Unit Specification: support notes

UNIT Media: Basic Video Camera Operations (SCQF level 5)

This part of the Unit Specification is offered as guidance. The support notes are not mandatory.

While the exact time allocated to this Unit is at the discretion of the centre, the notional design length is 40 hours.

GUIDANCE ON THE CONTENT AND CONTEXT FOR THIS UNIT

This is an optional Unit within the National Certificate Group Award in Media (SCQF level 6), but may also be taken as a free-standing Unit.

The purpose of this Unit is to introduce candidates to the skills and work-processes necessary to operate video camera equipment to record material. This Unit is designed to be practical in nature. Candidates will be given sufficient opportunities to develop their practical video camera operation skills and to learn about the terminology and working practices used in the television industry.

This Unit is suitable for candidates with little or no experience of video camera operations.

This Unit could be taught alongside F57W 12 *Media: Lighting for Single Camera* (SCQF level 6), F58E 11 *Media: Sound Recording for Single Camera* (SCQF level 5), and other Units within this suite.

The Unit could also be integrated with other Television and Video Production Units, eg F57V 11 *Basic Video Editing*. This Unit also articulates with links to DM22 34 *Camera: An Introduction* (SCQF level 7).

A basic understanding of current laws, and good practice with regard to Health and Safety when undertaking video camera operation is required.

GUIDANCE ON LEARNING AND TEACHING APPROACHES FOR THIS UNIT

For Outcome 1, candidates should be shown how to set up a tripod to provide a secure and stable mount for a video camera. Adjustments to height and level should be demonstrated. Additionally candidates may be informed of possible deployment on various terrains eg interior/exterior, hard or soft ground — floor or grass, and level/sloping surfaces. The video camera should then be securely attached to the tripod head. A pan and tilt head is preferable and, if used, its operation should be demonstrated once the video camera is securely attached.

It is important that candidates are made aware of potential damage to equipment and also of injury to others if there is a failure in rigging the video camera competently.

Once the video camera is mounted, any additional operational accessories should be attached.

Any battery or power supply should be attached and the video camera powered-up. If a battery is to be used a check should be made on its charge status. The necessity of a charged second spare battery should be emphasised. If a mains power supply is to be used, candidates must be aware of Health and Safety issues regarding electrical hazards and potential trip hazards created by cables. Candidates should be aware of the advantages and disadvantages of both methods of supplying power.

National Unit Specification: support notes (cont)

UNIT Media: Basic Video Camera Operations (SCQF level 5)

Basic video camera functions should be demonstrated to check operational status.

Each candidate should be given several opportunities to rig the video camera to increase their competence and confidence in this initial operation.

For Outcome 2, basic video camera functions and settings should be demonstrated. Manual and automatic mode selection, and the operational reasons for using either, should be demonstrated. Manual operation should be emphasised as generally the best method of controlling the video camera to produce technically acceptable recordings.

Technical settings for Focus/Exposure/White Balance should be demonstrated. Particular emphasis should be made on manual focus control to avoid potential fluctuation of focus that can occur when in auto-focus mode.

Aesthetic aspects of framing and composition should be demonstrated with reference to standard television shot sizes (eg LS, MLS, MS, MCU, CU, and BCU), video camera position, lens settings and video camera angles (eg H/A and L/A).

Examples should be given of how to maintain basic visual continuity when devising a series of shots to edit as a sequence eg change of shot size and angle, overlap of actions, 180° degree rule/crossing-the-line.

Each candidate should be given several opportunities to operate the video camera to increase their competence and confidence. Once the candidate is sufficiently confident to carry out operations without prompting, they could shoot a formative assignment to a given brief to demonstrate basic technical and aesthetic competency. The candidate should ensure each shot will contribute to a continuous sequence when edited together. A log of each shot should be made at the time of recording. Candidates may also find it useful to log video camera settings.

Additional considerations

Timecode

On video cameras offering Timecode, it would benefit candidates to be shown how to ensure continuous TC recording, avoiding TC breaks or resetting to zero. Broken or repeated TC can have a time-consuming impact when capturing to an Editing System.

Audio

Most camcorders are also capable of recording audio as well as vision. Some video cameras have built-in microphones; others can have mics attached. If a centre uses a brief where sound recorded at source is incorporated, candidates should be shown aspects of microphone use and technically acceptable recording levels.

National Unit Specification: support notes (cont)

UNIT Media: Basic Video Camera Operations (SCQF level 5)

OPPORTUNITIES FOR CORE SKILL DEVELOPMENT

Candidates may have the opportunity to develop aspects of the Core Skill *Problem Solving* during Outcomes 1 and 2 when setting up video equipment and recording video in accordance with a given brief.

GUIDANCE ON APPROACHES TO ASSESSMENT FOR THIS UNIT

The following instruments of assessment are suggested:

- Outcome 1: Short oral Report
- Outcome 2: Practical exercise
- Outcome 3: Practical exercises

Time should be allowed for any necessary re-assessment.

Opportunities for the use of e-assessment

E-assessment may be appropriate for some assessments in this Unit. By e-assessment we mean assessment which is supported by information and communications technology (ICT), such as e-testing or the use of e-portfolios or e-checklists. Centres which wish to use e-assessment must ensure that the national standard is applied to all candidate evidence and that conditions of assessment as specified in the Evidence Requirements are met, regardless of the mode of gathering evidence. Further advice is available in *SQA Guidelines on Online Assessment for Further Education (AA1641, March 2003)*, *SQA Guidelines on e-assessment for Schools (BD2625, June 2005)*.

CANDIDATES WITH DISABILITIES AND/OR ADDITIONAL SUPPORT NEEDS

The additional support needs of individual candidates should be taken into account when planning learning experiences, selecting assessment instruments, or considering alternative Outcomes for Units. Further advice can be found in the SQA document *Guidance on Assessment Arrangements for Candidates with Disabilities and/or Additional Support Needs* (www.sqa.org.uk).