



## Higher National Unit specification

### General information

**Unit title:** Editing: An Introduction

**Unit code:** H4A6 34

**Superclass:** KA

**Publication date:** June 2013

**Source:** Scottish Qualifications Authority

**Version:** 01

### Unit purpose

This Unit is designed to enable learners to edit pre-recorded sound and vision sequences and develop an understanding of the post-production process.

### Outcomes

On successful completion of the Unit the learner should be able to:

- 1 Set up an edit project and log and ingest material into an edit system.
- 2 Edit material to meet the technical and creative requirements of a given brief.
- 3 Export a completed video sequence in multiple formats.

### Credit points and level

1 Higher National Unit credit at SCQF level 7: (8 SCQF credit points at SCQF level 7)

### Recommended entry to the Unit

Access to this Unit is at the discretion of the centre. However, it would be beneficial if the learner had some technological competence.

## **Higher National Unit specification: General information (cont)**

**Unit title:** Editing: An Introduction

### **Core Skills**

Opportunities to develop aspects of Core Skills are highlighted in the Support Notes for this Unit specification.

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

### **Context for delivery**

If this Unit is delivered as part of a Group Award, it is recommended that it should be taught and assessed within the subject area of the Group Award to which it contributes.

### **Equality and inclusion**

This Unit specification has been designed to ensure that there are no unnecessary barriers to learning or assessment. The individual needs of learners should be taken into account when planning learning experiences, selecting assessment methods or considering alternative evidence.

Further advice can be found on our website [www.sqa.org.uk/assessmentarrangements](http://www.sqa.org.uk/assessmentarrangements)

# Higher National Unit specification: Statement of standards

**Unit title:** Editing: An Introduction

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.

Where evidence for Outcomes is assessed on a sample basis, the whole of the content listed in the Knowledge and/or Skills section must be taught and available for assessment. Learners should not know in advance the items on which they will be assessed and different items should be sampled on each assessment occasion.

## Outcome 1

Set up an edit project and log and ingest material into an edit system.

### Knowledge and/or Skills

- ◆ Setting up a project to ingest supplied video and media files
- ◆ Logging material with appropriate metadata
- ◆ Ingesting material to defined settings
- ◆ Backing up files appropriately
- ◆ File formats and settings

## Outcome 2

Edit material to meet the technical and creative requirements of a given brief.

### Knowledge and/or Skills

- ◆ Edit conventions appropriate to technical and aesthetic requirements
- ◆ Editing hardware and software
- ◆ Production of a final edit
- ◆ Legal and ethical considerations
- ◆ Health and Safety guidelines
- ◆ Working within a timescale

## Outcome 3

Export a completed video sequence in multiple formats.

### Knowledge and/or Skills

- ◆ Exporting video sequences optimised for multiple delivery platforms
- ◆ Backing up project files
- ◆ Archiving video files in specified locations

## Higher National Unit specification: Statement of standards (cont)

**Unit title:** Editing: An Introduction

### Evidence Requirements for this Unit

Learners will need to provide evidence to demonstrate their Knowledge and/or Skills across all Outcomes by the production of:

- ◆ A project in which files are logged and ingested appropriately to a defined brief with correct audio and video settings, file paths and back-ups.
- ◆ A completed edited sequence.
- ◆ Exported files for two different delivery platforms.
- ◆ The project file archived in a defined location.

Learners must also provide performance evidence to show that they can:

- ◆ Set up an edit project with appropriate settings, file paths and backups.
- ◆ Log material with appropriate metadata.
- ◆ Ingest material into an edit system.
- ◆ Edit material to acceptable technical and creative standards in response to a brief.
- ◆ Export video files to defined settings.
- ◆ Work within the timescales consistent with the given brief.

The performance evidence listed above may be recorded in an assessor's checklist.



## Higher National Unit: Support Notes

### Unit title: Editing: An Introduction

Unit Support Notes are offered as guidance and 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

The purpose of this Unit is both to introduce learners to the skills necessary to understand post production workflow and to undertake basic editing of audio and video source material to create a sequence that meets the requirement of a given brief.

The learners will learn the fundamentals of creating a narrative from video rushes, and the importance of meeting the requirements of a brief from a producer, director or client. In assessing the completed sequence required for Learning Outcome 2, the tutor should focus on both technical and creative elements of the edit, as both are of equal importance.

Because of rapid technological change in the vocational area, no specific packages or hardware resources are recommended. It will be necessary for centres to keep up to date with developments on software, hardware and delivery mechanisms as developments continue on these areas.

Creative Skillset National Occupational Standards in Post Production have been taken into account in devising this Unit, and many of their elements incorporated into the required Learning Outcomes. These include:

PP16	Managing Media in Post Production
PP17	Ingest Material for Post Production
PP20	Edit the Narrative

Although not formally assessed in the context of this Unit, an understanding of legal issues and good practice with regard to copyright, intellectual property and the appropriate crediting of contributors is required.

On completion of this Unit learners may wish to progress to the Unit Cluster *Editing: Own Programme* and *Editing to a Directors Brief*.

## Higher National Unit: Support Notes (cont)

**Unit title:** Editing: An Introduction

### Guidance on approaches to delivery of this Unit

This Unit is designed to be practical, and tutors should ensure that course delivery in relation to editing techniques and equipment should mirror the approaches and techniques of the media production industry. It is important that learners are provided with project briefs that are relevant to the real world.

Learners should be given sufficient opportunities to develop their practical editing skills and to learn about the terminology and working practices used in the television industry. They will need to learn the fundamentals of video codecs, media file types, file-based workflow and exporting video sequences optimised for different delivery platforms, which may include disk, mobile devices, television broadcast or video streaming.

It is vital that learners understand the principles of an organised post production workflow at an early stage in the Unit, and that clear guidelines are given for logging, naming, organising and storing media. The term 'metadata' refers to information about video files as they are logged and brought into the edit system — this includes appropriate naming conventions but may extend to information about shot quality, scene and take number, and any other information that will be useful in the post production process.

These elements clearly relate to Learning Outcome 1 in the Unit, but will also be important in a wide variety of Units in the HN programme.

Viewing and discussing professionally produced sequences often forms a useful starting point for learners as it can help set benchmarks against which they can compare their own work.

Learners will benefit greatly from being supplied with suitable video rushes for formative work in editing a sequence. Feedback on this formative work can be crucial in developing the learners' understanding of building a narrative. Group viewing and discussion of formative work should be encouraged as learners can often learn from their peers. Developing a participative approach to delivery will encourage learners to contribute their views. For summative assessment learners can be given rushes or use their own.

Completed edit sequences output in appropriate file types should be stored and retained as evidence of assessment.

## Higher National Unit: Support Notes (cont)

**Unit title:** Editing: An Introduction

### Guidance on approaches to assessment of this Unit

Evidence can be generated using different types of instruments of assessment. The following are suggestions only. There may be other methods that would be more suitable to learners.

Centres are reminded that prior verification of centre devised assessments would help to ensure that the national standard is being met. Where learners experience a range of assessment methods, this helps them to develop different skills that should be transferable to work or further and higher education.

Learning Outcomes 1 and 2 can be discrete tasks, or can form part of the same overall project — ie the set up, logging and ingesting task for Learning Outcome 1 can be separate from the editing task for Learning Outcome 2, or can form part of the same project.

In assessing the completed sequence required for Learning Outcome 2, the tutor should focus on both technical and creative elements of the edit, as both are of equal importance.

The files generated for Learning Outcome 3 should be versions of the completed edit required for Learning Outcome 2.

The brief for Learning Outcome 1 should be based on a preferred workflow as defined by the centre, based on real world workflow solutions used in the media industry.

The brief for Learning Outcome 2 should allow for creative and aesthetic decision making on the part of the learner and not simply be based around technical requirements.

In class assessment is recommended to ensure authenticity of the learner's work.

### Opportunities for 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 Communication Technology (ICT), such as e-testing or the use of e-portfolios or social software. Centres which wish to use e-assessment must ensure that the national standard is applied to all learner evidence and that conditions of assessment as specified in the Evidence Requirements are met, regardless of the mode of gathering evidence. The most up-to-date guidance on the use of e-assessment to support SQA's qualifications is available at [www.sqa.org.uk/e-assessment](http://www.sqa.org.uk/e-assessment)

### Opportunities for developing Core and other essential skills

Depending on the learning and teaching approaches adopted, the Unit provides opportunities to develop both components of *Information and Communication Technology* (ICT) skills through all Outcomes in the Unit. Outcome 2 also provides opportunities to develop *Problem Solving* and *Communication*, while Outcome 3 will help to enhance *Working with Others* and employability skills.

## Higher National Unit: Support Notes (cont)

**Unit title:** Editing: An Introduction

### ***Information and Communication Technology (ICT): Accessing Information at SCQF level 6***

Learners will use ICT independently, effectively and responsibly to access information and carry out a range of tasks. They will find and launch software, search for information and decide on strategies taking account of time limitations. They will evaluate information and keep data secure.

### ***Information and Communication Technology (ICT): Providing/Creating Information at SCQF level 6***

Learners will use ICT independently to use a range of equipment to evaluate information and present their findings in an appropriate format. They will manipulate and organise data in various formats from a variety of sources and evaluate it against given criteria.

### ***Problem Solving: Planning and Organising at SCQF level 6***

Learners will plan, organise and complete a complex task within which there will be different variables which will require constant review and the adaptation of planned strategies in order to achieve the desired result. They will identify necessary resources, plan the management of the task and carry it out successfully.

### ***Problem Solving: Critical Thinking at SCQF level 6***

The Unit requires learners to analyse a complex task, identify the factors involved and assess the relevance and priorities of these, developing a justifiable approach to produce the required output. The approach may be adapted to take account of changes as the work progresses but learners will be able to justify this by referring to relevant factors such as available time, resources or equipment.

### ***Problem Solving: Reviewing and Evaluating at SCQF level 6***

This Unit requires learners to review material constantly and take actions to meet the technical and creative requirements of a given brief. Throughout the Unit they will make decisions about their source materials and the factors influencing them, and draw conclusions about their suitability for inclusion in the finished product.

### **Other essential skills**

Emphasising the need to produce an edited sequence that meets the requirements of a defined client/producer/director brief may also offer opportunities to develop skills around the Core Skill of *Working with Others*.

It will also encourage the awareness and development of employability skills, since learners will come to appreciate that undertaking professional commissions will always require that editing work is approved by the person or organisation that commissions the work.

In addition, throughout the Unit learners will develop knowledge and skills which are specifically intended to enhance their employability in the Creative Industries sector. Because these and other soft skills such as punctuality, presentability and efficient time management are readily transferable, they could also be applied to many other media and/or areas of employment.

## History of changes to Unit

Version	Description of change	Date

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## General information for learners

### Unit title: Editing: An Introduction

This section will help you decide whether this is the Unit for you by explaining what the Unit is about, what you should know or be able to do before you start, what you will need to do during the Unit and opportunities for further learning and employment.

This Unit is primarily intended to give you a basic knowledge of the component elements of editing systems and the opportunity to use an editing system to create an edited sequence to a given brief.

The Unit is designed to enable you to edit pre-recorded sound and vision sequences and develop an understanding of the post-production process.

You will be given opportunities to develop your practical editing skills and to learn about the terminology and working practices used in the television industry. You will learn about the fundamentals of video codecs, media file types, file-based workflow and exporting video sequences optimised for different delivery platforms, which may include disk, mobile devices, television broadcast or video streaming.

You will also learn about the principles of an organised post production workflow at an early stage in the Unit, and will be given clear guidelines for logging, naming, organising and storing media, and the importance of metadata in setting up a project. These elements relate to Learning Outcome 1 in the Unit, but will also be helpful in a wide variety of contexts.

To achieve the Unit you will be required to set up an edit project and log and ingest material into an edit system. You will also need to edit material to meet the requirements of a given brief and export video sequences in multiple formats. Practical assignments will be used to assess the Unit.