



## Higher National Unit specification

### General information

**Unit title:** Multi-camera: Camera Techniques

**Unit code:** H4AD 34

**Superclass:** KF

**Publication date:** June 2013

**Source:** Scottish Qualifications Authority

**Version:** 01

### Unit purpose

The purpose of this Unit is to provide learners with the knowledge and skills necessary to undertake the role and responsibilities of a camera operator in a multi-camera production. This Unit relates to features that are specific to multi-camera productions which may be in the Studio or on an OB (Outside Broadcast or 'Remote') at a venue.

### Outcomes

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

- 1 Explain the multi-camera production environment.
- 2 Carry out multi-camera operation tasks in the making of a production.

### Credit points and level

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

### Recommended entry to the Unit

Access to this Unit is at the discretion of the centre. No prior Knowledge and/or Skills in the use of camera are required. However, it is recommended that learners do have some prior knowledge and skills in TV production techniques.

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

**Unit title:** Multi-camera: Camera Techniques

### **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: Multi-camera: Camera Techniques

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

Explain the multi-camera production environment.

#### Knowledge and/or Skills

- ◆ Roles and responsibilities of the multi-camera production team
- ◆ Location complexities of the multi-camera studio/remote location

### Outcome 2

Carry out multi-camera operation tasks in the making of a production.

#### Knowledge and/or Skills

- ◆ Range of camera crew tasks
- ◆ Operation and functions of camera and related equipment
- ◆ Talk back communication between director and members of the production team
- ◆ Operating camera in and out of vision
- ◆ How to work safely within Health and Safety requirements.

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

**Unit title:** Multi-camera: Camera Techniques

### Evidence Requirements for this Unit

The most appropriate way of assessing this Unit is Outcome by Outcome.

All footage produced by the learner must be recorded to the appropriate storage medium.

**Outcome 1** Learners will need to provide evidence to demonstrate their Knowledge and/or Skills by showing that they can:

- ◆ Explain the multi-camera production environment for different types of productions, ie studio and Outside Broadcasts (Remote) and the roles and responsibilities of **five** members of the team.

**Outcome 2** Learners will be assessed by observation and recorded footage of a multi-camera production.

Learners will need evidence to demonstrate their Knowledge and/or Skills by showing that they can undertake multi-camera operations for one complete production.

This will include:

- ◆ Locate and set up camera equipment before rehearsal and/or recording.
- ◆ Identify, locate and solve technical problems as they relate to camera operations.
- ◆ Compose scripted shots and 'as directed' shots to meet production requirements.
- ◆ Operate the camera in either a recording or live production.
- ◆ Adjust and operate technical systems to produce the required shot.
- ◆ Carry out equipment checks.
- ◆ Carry out operational checks.



## Higher National Unit: Support Notes

**Unit title:** Multi-camera: Camera Techniques

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

This Unit relates to those features that concern a camera operator that are specific to multi-camera productions. This may be in the Studio, or on an OB (Outside Broadcast or 'Remote') at a venue.

The learner is working as a camera operator at an integrated level with other camera personnel and other production team members. He/she is involved in the decision making process for the operational camerawork and the carrying out of these operations, but does not have the final responsibility for the decisions taken.

### Guidance on approaches to delivery of this Unit

This Unit could be delivered concurrently with similar Units at this level that make up the Group Award, including: *Television Directing: Multi-Camera*, *Lighting: Multi-camera*, *Multi-camera: Vision Mixing* and *Multi-camera Production: Support Roles*.

This Unit could be assessed by means of an oral/written report of around 500 words or a short presentation with a selection of questions from the assessor for Outcome 1 and, for Outcome 2, observed practical assessment together with recorded material which involves the learner in operating a camera in a multi-camera production.

This Unit is designed to be practical in nature, and, as such, the keeping of an accurate production file will aid the assessor for this Unit. This should be generated by an/other member/s of the production team and contain all relevant paperwork pertaining to the type and location of the production, for example: Studio floor plan, minutes of meetings, amended camera cards, scripts, site reces, risk assessments, lighting plots,.

In the first instance the learner should be made aware of the complexities of the multi-camera environment both studio and OB/Remote locations, and the different types of productions such as LE (Light Entertainment), Sport, Drama and studio discussions. The roles and responsibilities of the multi-camera production team, ie the programme director, the lighting director, production assistant, vision mixer, floor manager, etc.

A range of exercises building in complexity of camera movements individually and multi-camera will build on the learner's competence and confidence.

## Higher National Unit: Support Notes (cont)

**Unit title:** Multi-camera: Camera Techniques

### Guidance on approaches to assessment of this Unit

Evidence can be generated using different types 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.

All footage produced by the learner must be recorded to the appropriate storage medium and retained as evidence for assessment. An assessor's checklist should be used to record all the required assessment information.

Learners must learn the different roles and responsibilities of other members of the Multi-camera production team such as the Floor Manager, Vision Mixer, Lighting Director, Sound Supervisor, etc.

Learners must learn about the different types of productions such as LE (Light Entertainment) Sport, Studio discussions, etc and the various types of camera shots appropriate to each one. Centres should ensure that the technical complexity of shots is sufficient to cover static shots, developing shots, camera movement on shot and camera repositioning to other areas of the set.

Learners should be familiar with audio talkback and optical features including focus and zoom and be able to work with cabling for output. They should also be able to operate both camera and pedestals and other mechanical supports.

Learners will be working as a member of a camera crew. An assessor's checklist should be used to authenticate the learner's individual contribution to the production. Additional evidence could take the form of minutes or notes of the planning meetings and associated operational documents, eg amended camera cards.

Learners need to learn about the following: knowledge of rigging of camera/support\*\*, selection of camera angle/viewpoint; use of elevation/depression; use of zoom; depth of field; focus pulls; steady static shots; movement, tracking, crabbing, simultaneous multi movements in developing shots; continuity; motivation for move; purpose and use of talkback; function of camera cards.

Learners will also require sufficient opportunities for rehearsal and recording, and there should be a minimum of three cameras on the shoot connected to a vision mixing desk.

Repositioning of the cameras will be required. Equipment checks should be confined to mobility and operational status of the camera support — ie pan and tilt, elevation/depression, tracking, cable routes, etc. Operational checks should be carried out with cables and their connections, as well as the camera — ie the viewfinder, focus, zoom, talkback.

## Higher National Unit: Support Notes (cont)

**Unit title:** Multi-camera: Camera Techniques

*\*\* Given the variety and complexity of camera mounts and supports, complete rigging and de-rigging is not likely to be feasible.*

### 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/assessment approaches adopted, this Unit will provide a number of opportunities for developing all three components of Communication at SCQF level 6, two components of *Problem Solving* at SCQF level 6 and the Working Co-operatively with Others component of *Working with Others* at SCQF level 6.

#### **Communication: Oral Communication at SCQF level 6**

Learners will need to convey information, ideas and opinions accurately, coherently and authoritatively using vocabulary and language structures appropriate to the audience. If contributing orally to discussion, they will respond to others and take account of their contributions. On occasion learners will also need to ask pertinent questions, seek clarification of instructions and consider and evaluate received responses.

Learners will have to disseminate information to other members of the production team. Health and Safety instructions and responsibilities for the production must also be communicated.

#### **Communication: Written Communication (Writing) at SCQF level 6**

Learners will record on camera crib cards any adjustment or alteration to camera shot as dictated by the programme director. The learner will also record notes on their production script information that will enable them to perform their camera operation tasks more effectively.

#### **Communication: Written Communication (Reading) at SCQF level 6**

This Unit requires learners to operate different types of equipment, which will involve reading instructions, operating manuals or other informative and explanatory text, including information about Health and Safety. Learners will use this information to make decisions about the use and selection of equipment and accessories.

## Higher National Unit: Support Notes (cont)

**Unit title:** Multi-camera: Camera Techniques

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

Learners will have to analyse a brief and identify an effective approach to the task/s in hand. Before doing this they will need to consider alternative ways of doing it and assess the advantages and disadvantages of each. Relevant information and a variety of factors will need to be identified and analysed in order to produce a satisfactory solution to the brief.

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

Before starting the task, learners will need to plan their approach and actions. This will involve generating a number of ideas and selecting the best combinations of equipment, positions, etc for including in the final set-up.

### ***Working with Others: Working Co-operatively with Others at SCQF level 6***

Throughout the Unit, learners will be required to work co-operatively with others to ensure the successful completion of the brief. During the Unit, learners will plan and organise the use of cameras, accessories and other resources. This will involve working co-operatively with other members of the production team and possibly others such as staff and contributors. This is also likely to involve negotiation with others who are providing related services.

### **Other essential skills**

Throughout the Unit learners will develop knowledge and skills which are specifically intended to enhance their employability as a camera person 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 areas of employment such as photography and film and video making.



## History of changes to Unit

Version	Description of change	Date

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## General information for learners

### **Unit title:** Multi-camera: Camera Techniques

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 will enable you to demonstrate your knowledge and skills as a camera operator on a multi-camera production either recorded in a studio or on location as a remote/Outside Broadcast (OB).

You will understand the complexities of the multi-camera studio and all the technical facilities that are required for the recording of a production together with the roles, responsibilities and functions of other members of the production team.

You will be taught how to set up and the operational tasks of the camera on the types of pedestal required for a multi-camera production.

Given a sequence of exercises varying in complexity and design you will operate the camera in a range of techniques that will aid the building upon your camera skills of tracking, crabbing, craning, zooming, panning and tilting and in some circumstances a combination of many of these movements simultaneously.

You will be made familiar with studio protocols, Health and Safety, and especially those regarding communication on open and selected talkback systems.

You will then take part as a camera operator on the recording of a multi-camera production.