



Higher National Unit Specification

General information

Unit title: Photography: Capture, Edit and Output (SCQF level 7)

Unit code: HN7D 34

Superclass: KJ

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Source: Scottish Qualifications Authority

Version: 2

Unit purpose

This is a mandatory unit in the Professional Development Award for Moving Image. It can also be taken as a free-standing unit.

The unit is designed to develop learners' knowledge and skills in moving image production using technologies currently employed in the industry. It is suitable for learners who are looking to develop skills in producing moving image work and who have some prior knowledge of cameras used in current professional photographic practice, and the use and effects of different lenses. Learners taking this unit will develop investigative research skills and learn the technical requirements to produce moving image work.

Outcomes

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

- 1 Research specialist photographic equipment, technical requirements and camera settings used for the capture of moving image.
- 2 Investigate appropriate software and postproduction techniques used to edit moving image footage to a professional standard.
- 3 Use software to prepare, backup and output moving image files for a variety of different platforms.

Credit points and level

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

Higher National Unit Specification: General information (cont)

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Recommended entry to the unit

Entry is at the discretion of the centre, however it is recommended that learners should have some experience of working with digital cameras as might be evidenced by achieving units from the National Certificate in Photography at SCQF level 6 or equivalent.

Core Skills

Achievement of this Unit gives automatic certification of the following:

Complete Core Skill	Information and Communication Technology at SCQF level 5
Core Skill component	Critical Thinking at SCQF level 5 Planning and Organising at SCQF level 5

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.

The Assessment Support Pack (ASP) for this unit provides assessment and marking guidelines that exemplify the national standard for achievement. It is a valid, reliable and practicable assessment. Centres wishing to develop their own assessments should refer to the ASP to ensure a comparable standard. A list of existing ASPs is available to download from SQA's website (<http://www.sqa.org.uk/sqa/46233.2769.html>).

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.

Higher National Unit Specification: Statement of standards

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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

Research specialist photographic equipment, technical requirements and camera settings used for the capture of moving image.

Knowledge and/or skills

- ◆ Research methods
- ◆ Advantages and disadvantages of characteristics of various cameras.
- ◆ Key constraints
- ◆ Technical considerations
- ◆ Capture devices, tripods, support systems, microphones, and sources of artificial light.
- ◆ File types
- ◆ Appropriate file management

Outcome 2

Investigate appropriate software and postproduction techniques used to edit moving image footage to a professional standard.

Knowledge and/or skills

- ◆ Import media files and methods
- ◆ Project setup and workspace
- ◆ Use of colour, effects and transitions in editing
- ◆ Appropriate file formats, metadata, media assets and file management.
- ◆ Postproduction techniques

Outcome 3

Use software to prepare, backup and output moving image files for a variety of different platforms.

Knowledge and/or skills

- ◆ Project set up and output options
- ◆ Encoding video files
- ◆ Video formats
- ◆ Purpose and end use of moving image footage

Higher National Unit Specification: Statement of standards (cont)

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Evidence requirements for this unit

Learners will need to provide evidence to demonstrate their knowledge and/or skills across all outcomes by showing that they can:

Learners should be given a clear brief covering all of the evidence requirements. They should undertake the research and practical task to present their findings on their own at appropriate points as they develop their knowledge and skills. Centres must ensure that the research and findings are the learner's own work.

Learners are encouraged to use the Internet in research, however the evidence produced must be the learner's own words. Assessors should assure themselves of the authenticity of learner's evidence. Assessment for the unit should concentrate on the relevant skills needed for industry

Written and/or oral recorded, performance and product evidence is required which demonstrates that the learner has achieved the requirements of all of the outcomes to show that the learner has appropriate knowledge and understanding of the content of this unit.

Outcome 1

Learners will need to provide evidence, to demonstrate their knowledge and/or skills by showing that they can:

- ◆ identify suitable research methods and gather information on:
 - cameras used for moving image in a professional photographic context
 - ancillary equipment used in the application of moving image
 - technical settings required to record moving image footage
 - the effects of shutter speeds in recording moving image
 - limitations of recording video on a photographic camera
- ◆ identify file types, frame rates, and capture and compression issues.
- ◆ collate the information, images and findings in an appropriate format, for example, in a workbook, crediting all sources.

Written and/or oral recorded evidence showing knowledge will be produced in open-book conditions. This could be in the form, for example, an electronic journal capturing research, containing evaluative and personal reflective comments and annotations of diagrams/ screen grabs.

Higher National Unit Specification: Statement of standards (cont)

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Outcome 2

Learners will need to provide evidence, to demonstrate their knowledge and/or skills by showing that they can:

- ◆ compare a minimum of two software applications used in the postproduction of moving image footage.

The comparison should look at:

- project set up and file management
- software interface
- tools used in software
- transitions
- colour grading
- key framing
- output options

- ◆ collate the information and findings in an appropriate format crediting all sources.

Written and/or oral recorded evidence showing knowledge will be produced in open-book conditions. This could be in the form, for example, an electronic workbook or blog capturing research, containing evaluative and personal reflective comments and annotations of diagrams/screen grabs.

The results of the research and findings can be presented in hard copy or an electronic format.

Outcome 3

Learners will need to provide product evidence, in the form of one short moving image sequence saved in three formats that demonstrate their knowledge and/or skills by showing that they can:

- ◆ set up the project based on requirements of project brief.
- ◆ use a minimum of three clips.
- ◆ output sequence for three platforms as described on project brief.

Learners can use own footage or footage supplied by the tutor.

Product evidence showing knowledge will be produced in open-book conditions.



Higher National Unit Support Notes

Unit title: Photography: Capture, Edit and Output (SCQF level 7)

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 should be delivered within a photographic or lens-based environment and all evidence should be contextualised within this environment.

The skillset that learners may gain from this unit is designed to enhance technical understanding and equipment requirements to capture, edit and output moving image work within the photographic field.

Outcome 1 and 2

For Outcomes 1 and 2 learners are required to investigate equipment, technical requirements and software applications used by professional photographers to capture and edit moving image footage. This should inform learners of the current photographic equipment and software used by industry to capture moving image footage.

The cameras identified should be photographic cameras and could include, mirrorless, digital single-lens reflex camera (DSLR) and new and emerging camera technologies used in the photographic industry. Resolution of cameras should be investigated with learners understanding the current and emerging markets. Technical settings should be explored, eg shutter speed and the effects of rolling shutter and aliasing artifacts. Additional auxiliary equipment such as support systems, microphones, led lights, additional batteries and field monitor should also be investigated.

The software identified should be current professional applications, which allow a high level of control for complex compositing, postproduction and other effects. The emerging technologies in applications such as Photoshop to edit video could be explored. The comparison should help learners make informed choices about the software they would use to edit moving image footage to a professional standard

Outcome 3

This outcome will allow learners to demonstrate the skills and knowledge to output moving image footage for a variety of platforms. This should include settings for output for online video channels, television screens, and projections.

Higher National Unit Support Notes (cont)

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Guidance on approaches to delivery of this unit

The learner will investigate the technical requirements of equipment, software and output options for moving image within a commercial/specialised photographic context. This could be approached as a research based practical assignment and learners could gather evidence as they, capture, edit and output moving image files.

The learner will require access to photographic equipment and video editing software throughout this unit. Learners will also require time and facilities to access research materials and to create and update online or digital workbooks. Equal value should be placed on each outcome. Visits or guest speakers from organisations involved in specialist imaging areas may also add further value to the contextualisation of this field for learners.

Outcome 1

The learner will be provided with a clearly defined task to create a digital workbook. Research should include a range of photographic cameras used. The tutor could direct learners to the equipment catalogues of professional suppliers.

Learners may be presented with practical demonstrations of the effects of resolution when working with different output platforms.

Outcome 2

Learners should be encouraged to investigate software tutorials to understand the software interface and workspace options for the set up of projects. The tutor could direct learners to reliable sources of online tutorials, and demonstrate the software. Learners could take screen grabs to add to research and annotate key elements within the software. They could embed video tutorials into research or link to tutorials online.

Learners could present moving image projects and explain the setup, editing tools, post-production and effects used in their sequence

Outcome 3

Tutors should introduce issues surrounding workflow, compatibility and end use of the production. Learners should be encouraged to investigate software capabilities in terms of output options for various platforms. An investigative and experimental approach should be encouraged. Tutors may give the learners moving image clips to edit or the learner may use their own captured footage.

Higher National Unit Support Notes (cont)

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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 evidence should be contextualised within the photography-based moving image market and researched within the context of the photographic market. Assessment of this unit can be undertaken in a holistic manner if learners are given an initial brief covering all outcomes.

Assessment for the unit should concentrate on the skills needed for industry.

The assessment of this unit could be contained as part of a larger project plan or integrated with the HN Units:

Photography: Sound and Vision

Photography: Moving image Project

Delivery of the unit as a stand-alone unit could be assessed as practical research with learners experimenting with available equipment in the centre to capture edit and output moving images files. This could be in the form of a presentation/video tutorial that describes the necessary equipment, technical and software requirements to capture edit and output moving image. This would provide opportunities for holistic assessment.

This unit may also provide opportunities for group working. Where this is used, learners must be able to demonstrate their role in the production of evidence. This could be achieved by recording, photographs, witness testimony, direct observation, tutor checklist, etc.

Outcome 1

The learner should research, identify and justify camera equipment and accessories used in the creation of moving image footage. Learners are encouraged to look at photographic suppliers' websites and equipment catalogues, and to use the Internet to gather information. Learners should evaluate their research selection and may return to this outcome for further evaluation and reflection.

Outcome 2

The learner should research, identify and compare software available on the current market. Tutor led formative exercises/demonstrations could direct learners to the relevant software making use of online tutorial videos and software manufacturer's websites.

Higher National Unit Support Notes (cont)

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Outcome 3

The learner should produce a moving image sequence, which has a minimum of three clips and has been saved for a minimum of three output platforms. This could be for example for social media use, for display on a TV, You Tube, Vimeo, mobile device where a variety of output file types and resolution should be demonstrated. Learners may use original footage used for other projects, source appropriate creative commons footage or be provided with existing footage from the lecturer

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.

Opportunities for developing Core and other essential skills

This unit has the Core Skill of Information and Communication Technology embedded in it. This means that when learners achieve the unit, their Core Skills profile will also be updated to show they have achieved Information and Communication Technology at SCQF Level 5.

This unit has Critical Thinking and Planning and Organising components of Problem Solving embedded in it. This means that when learners achieve the unit, their Core Skills profile will also be updated to show they have achieved Critical Thinking at SCQF level 5, and Planning and Organising at SCQF level 5.

History of changes to unit

Version	Description of change	Date
2	Core Skill Information and Communication Technology at SCQF level 5 embedded Core Skill components Critical Thinking at SCQF level 5 and Planning and Organising at SCQF level 5 embedded	19/09/17

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General information for learners

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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.

Moving Image is now a key component of professional photographers' practice. This specialist unit is designed to enable you to develop and enhance knowledge and skills in the area of moving image, utilising the video capabilities of current cameras as used in current professional photographic practice equipment.

This is a mandatory unit in the Professional Development Award (PDA) for Moving Image at SCQF level 8.

Outcome 1

You will undertake research on cameras and additional equipment used to capture moving image footage used in photographic practice. You will identify the technical requirements needed to capture moving image footage and look at the advantages and disadvantage recording moving image using photographic cameras.

Outcome 2

You will research software used in the postproduction of moving image footage. You will look at the setup of the software and its capabilities to edit; add effects, and put together a sequence of moving image footage.

Outcome 3

You will experiment with moving image footage to put together a sequence, with added effects and output to for a variety of platforms.

This unit has the Core Skill of Information and Communication Technology embedded in it, so when you achieve this unit your Core Skills profile will be updated to show that you have achieved Information and Communication Technology at SCQF Level 5.

This unit also has the Critical Thinking and Planning and Organising components of Problem Solving embedded in it. This means that when you achieve the unit, your Core Skills profile will also be updated to show you have achieved Critical Thinking at SCQF level 5, and Planning and Organising at SCQF level 5.