



National Unit Specification

General Information

Unit title: Digital Media: Moving Images (SCQF level 5)

Unit code: HW4Y 45

Superclass: KA

Publication date: February 2018

Source: Scottish Qualifications Authority

Version: 02

Unit purpose

The purpose of this unit is to allow learners to broaden their knowledge and acquire routine skills in moving image such as digital video and animations. This unit is suitable for all learners and no previous experience is required, although basic knowledge of moving image acquisition, editing and presentation would be beneficial.

Learners will gain knowledge and experience of the routine techniques involved in acquiring and editing standard moving image material and combining these into a single digital product. Product planning and presentation are also covered. Although the focus is on practical skills, learners will acquire essential underpinning knowledge. The unit also aims to develop learners' evaluative skills relating to their performance and their finished digital product to ensure that they understand the processes involved in acquiring and editing moving images.

On completion of this unit learners may wish to broaden their knowledge of digital media by completing HW4X 45 *Digital Media: Still Images* and/or HW4W 45 *Digital Media: Audio*. Alternatively, learners might wish to gain an appreciation of the body of knowledge that constitutes the discipline of moving images by completing F3T6 12 (SCQF level 6) *Digital Acquisition and Editing: Video*.

Outcomes

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

- 1 Plan a moving image narrative for a specified brief.
- 2 Acquire moving image material for the specified brief.
- 3 Produce an edited and finished moving image narrative in a format required by the specified brief.
- 4 Evaluate the final moving image narrative and own performance against the requirements of the specified brief.

National unit specification: General information (cont)

Unit title: Digital Media: Moving Images (SCQF level 5)

Credit points and level

1 National Unit credit at SCQF level 5: (6 SCQF credit points at SCQF level 5).

Recommended entry to the unit

While entry is at the discretion of the centre, it would be beneficial, but not essential, if learners possessed basic moving image knowledge. This may be evidenced by possession of HW4Y 44 *Digital Media: Moving Images* or equivalent qualifications or experience.

Core Skills

Achievement of this Unit gives automatic certification of the following:

Complete Core Skill	Problem Solving at SCQF level 5 Information & Communication Technology at SCQF level 5
Core Skill component	None

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

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.

This unit is part of the National Progression Award in Digital Media at SCQF level 5. As such, it may be delivered alongside other component units, such as HW4X 45 *Digital Media: Still Images* and HW4W 45 *Digital Media: Audio*. In this circumstance, teaching, learning and assessment may be integrated across the units. Further details are provided in the support notes.

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.

National Unit Specification: Statement of standards

Unit title: Digital Media: Moving Images (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

Plan a moving image narrative for a specified brief.

Performance criteria

- (a) Create a script and/or storyboard for a specified brief.
- (b) Create a production schedule for the acquisition of digital video/animation content within the time constraints of the specified brief.
- (c) Describe hardware and software for the acquisition of digital video and animation content.
- (d) Describe different storage media and their use in digital video and animation acquisition.
- (e) Identify legal implications, including copyright, of the acquisition of digital video/animation.

Outcome 2

Acquire moving image material for the specified brief.

Performance criteria

- (a) Identify the source of all moving image material acquired.
- (b) Acquire moving image material to meet the requirements of the specified brief.
- (c) Save digital video/animation and assets in an efficient format and size using appropriate file settings.
- (d) Label and log digital video/animation material in appropriate file formats using appropriate naming conventions to enable efficient access and retrieval.
- (e) Adhere to legal requirements relating to the acquisition and storage of digital video/animation.

Outcome 3

Produce an edited and finished moving image narrative in a format required by the specified brief.

Performance criteria

- (a) Edit the digital video/animation material to meet the requirements of the specified brief.
- (b) Save the completed moving image sequence in a format specified by the requirements of the specified brief using appropriate compression and resolution levels.
- (c) Present the completed moving image to the intended audience using appropriate software.
- (d) Describe different hardware and software solutions for digital video and animation editing.
- (e) Describe different delivery platforms for digital video and animation.
- (f) Adhere to the tasks and timescales of the production schedule.

National Unit Specification: Statement of standards (cont)

Unit title: Digital Media: Moving Images (SCQF level 5)

Outcome 4

Evaluate the final moving image narrative and own performance against the requirements of the specified brief.

Performance criteria

- (a) Evaluate the final moving image narrative against the supplied brief.
- (b) Describe solutions used to resolve issues in the production of the moving image piece.
- (c) Identify steps to improve future moving image narrative produced.

Evidence requirements for this unit

Evidence is required to demonstrate that learners have achieved all outcomes and performance criteria.

The evidence requirements for this unit will consist of two types of evidence: knowledge evidence and product evidence.

The knowledge evidence will relate to all outcomes and performance criteria. It may take any appropriate format (including oral). The evidence will relate to explicit knowledge (such as Outcome 1, Performance Criterion (b)) and underpinning knowledge (such as Outcome 2, Performance Criterion (d)). The focus of the knowledge evidence is breadth, not depth, so the amount of evidence should be the minimum consistent with the performance criteria. It may be produced with access to reference materials over the life of the unit.

Sampling of knowledge is permissible in certain contexts, such as when traditional testing is used to generate the evidence. When sampling is used, the sampling frame must be broad enough to ensure that every outcome is covered (but not every performance criterion in every outcome). In this circumstance, the test must be carried out under controlled, supervised and timed conditions, without access to reference materials.

The product evidence will consist of at least one product plan (Outcome 1) and at least one final moving image narrative (Outcomes 2 and 3). The product plan may take any acceptable format but must satisfy all associated performance criteria. Learners must produce the plan on their own, although the teacher/lecturer may provide some assistance, where required, in order to allow learners to progress to the next stage.

The moving image narrative must satisfy the brief and its production must adhere to the product plan. It must be produced under supervised, loosely controlled conditions and may be conducted over an extended period of time. For example, some parts of it may be carried out without supervision from an assessor. In this scenario, authentication will be required to ensure that the product is the work of the learner.

National Unit Specification: Statement of standards (cont)

Unit title: Digital Media: Moving Images (SCQF level 5)

Product evidence is required to demonstrate that the learner has satisfied the specified brief:

- ◆ Acquire moving image material to meet the quality requirements taking into account composition, white-balance and focus.
- ◆ Label and log moving image material in line with naming conventions to enable efficient access and retrieval.
- ◆ Capture and save moving images in appropriate file formats.
- ◆ Edit moving images to match the content plan.
- ◆ Export the edited moving images in an appropriate file format.
- ◆ Play the completed moving image to the intended audience using appropriate software.
- ◆ Confirmation that the digital video/animation material adheres to legal requirements; this should include records of any copyright clearances.
- ◆ A written and/or oral recorded evaluation indicating that the learner has read the product brief and has met the requirements.
- ◆ A written and/or oral recorded evaluation indicating next steps to improve the moving image narrative produced.

The Assessment Support Pack (ASP) for this unit provides sample assessment material including an instrument of assessment for the knowledge and a specified brief. Centres wishing to develop their own assessments should refer to the assessment support pack to ensure a comparable standard.

National Unit Support Notes

Unit title: Digital Media: Moving Images (SCQF level 5)

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 is intended for anyone with an interest in moving image who requires a basic knowledge and understanding of moving image acquisition, editing and presentation.

The aim of the unit is to show learners how to plan, acquire materials for moving image production, produce moving images and evaluate output. The unit has four outcomes. The outcomes cover both the theory and practice of planning, acquiring materials for moving image production and producing moving image material.

Please note that the following guidance is not a teaching syllabus and does not seek to explain each performance criterion, which is left to the professionalism of the teacher. This section seeks to clarify the statement of standards where it is potentially ambiguous. It also focuses on non-apparent teaching and learning issues that may be over-looked, or not emphasised, during unit delivery. As such, it is not representative of the actual time spent teaching or learning specific competences or the relative importance of each competence.

If this unit is delivered as part of the National Progression Award in Digital Media at SCQF level 5, there is significant potential for teaching, learning and assessment to be integrated across the component units.

Outcome 1

This outcome introduces learners to the stages and components required to enable acquisition of moving images. It also introduces the different file types, hardware and software that can be used.

Typical theory should include the following:

- ◆ Planning techniques, such as script, storyboard and production schedule
- ◆ Video sources, for example: video camcorders, still cameras with video capture capabilities, mobile phones and webcams
- ◆ The internet and DVDs as sources of pre-recorded digital video material
- ◆ How to use cameras and camcorders
- ◆ Types of video file systems (Mpeg 2, Mpeg 4, AVCHD, WMV, H.264, DivX)
- ◆ Types of animation file systems (GIF and SWF)
- ◆ File compression versus resolution
- ◆ The range of editing software currently available (free and paid for) and their advantages and disadvantages
- ◆ Additional equipment used by professionals to capture moving image and other assets, such as DSLR cameras, clapperboard, external microphones, boom, support rig/stabiliser, 3-point lighting system, digital recorder (eg Zoom) and graphics tablet

National Unit Support Notes (cont)

Unit title: Digital Media: Moving Images (SCQF level 5)

Learners must be able to use the correct terminology for the materials, hardware, software and file formats that they are using.

Learners will produce a detailed plan and schedule for at least one piece of moving image work (animation or digital video), outlining the materials, hardware and software that they will require and their awareness of any associated copyright issues. The plan must be a response to a brief provided by the teacher/lecturer.

The brief should provide learners with an opportunity to produce a coherent moving image narrative, ie it should contain a complete story element. A possible brief could be to create a short tour of the school/college that the learner attends, or an animation about internet safety aimed at younger learners.

Outcomes 2 and 3

These outcomes introduce the learner to the process of acquiring digital video and animation materials and producing moving images.

The practical nature of these outcomes will include the following:

- ◆ Methods used to acquire moving image materials using, for example: video camcorders, still cameras with video capture capabilities, mobile phones and webcams
- ◆ Learners should have an opportunity to use more sophisticated hardware and equipment, such as DSLR cameras, clapperboard, external microphones, boom, CPU and RAM, support rig/stabiliser, 3-point lighting system, digital recorder eg Zoom, graphics tablet where practical for the centre
- ◆ Apply naming conventions to label and store this material safely on a computer, network, portable or cloud-based storage
- ◆ How to edit this material using basic editing software. Learners must be able to:
 - import materials into their given editing software (for example Final Cut Pro X, Adobe Premiere, Windows Movie Maker, Serif MoviePlus, AutoDesk Maya, Toon Boom or I Can Animate)
 - apply standard editing procedures, such as adding titles and credits, trimming clips and adding transitions, narration, soundtracks and captions in a considered and appropriate manner
 - save the project file for future editing
- ◆ How to export the edited moving image material and present the final moving image narrative in an appropriate format
- ◆ Learners should have an opportunity to use more advanced editing features, such as chroma keying and Foley work, where practical for the centre
- ◆ Learners should have an opportunity to investigate the effect that resolution and compression setting have on file size and output quality
- ◆ An understanding of the range of distribution formats available for moving image. Learners must be able to export their project file in a format appropriate for the audience outlined in the task specification supplied by the teacher/lecturer

Learners must acquire their own materials for, and produce, at least one piece of moving image work. This piece of work can be either an animation (computer or stop-motion) or digital video.

National Unit Support Notes (cont)

Unit title: Digital Media: Moving Images (SCQF level 5)

Outcome 4

In this outcome, learners must reflect on their output and performance against the brief provided. The purpose of the outcome is to encourage learners to look for opportunities to improve on and develop their practice. The learner will not only evaluate what was produced, but how it was produced.

Suggested content for *Digital Media: Moving Images* levels 4 and 5

	Level 4	Level 5
Media lifecycle	Plan Acquire Produce	Design Acquire/edit Produce Evaluate
Hardware	Digital video cameras Smartphones Tablets Mobile gaming devices Webcams Tripod	DSLR cameras Clapperboard External microphones Boom CPU and RAM Support rig/stabiliser 3-point lighting system Digital recorder, eg Zoom Graphics tablet
Software	Open-source software Professional tools	Plug-ins
Moving image transfer	Cable Card reader Memory card Import Export	Cloud storage Bluetooth Wi-Fi HDMI Display port Digital Visual Interface (DVI)
Moving image storage	Hard disk Tape Optical media Backups	Internal and external hard disks Compression Internet, eg Vimeo and YouTube DVD Blu-ray
Video camera functions	Lens Battery Pan Tilt Zoom	Image stabilisation Composition — Rule of thirds Digital zoom Optical zoom Bit rate Frame rate Exposure

National Unit Support Notes (cont)

Unit title: Digital Media: Moving Images (SCQF level 5)

	Level 4	Level 5
File format	Mpeg Avi Mov GIF SWF	Mpeg 2 Mpeg 4 AVCHD WMV H.264 DivX
Moving image editing features	Timeline Titles Credits	Chroma-key Captions Splitting Trimming Transitions
Animation terminology	Frame Onion skinning	Lighting Rendering Rigging Modelling
Legislation	Copyright permissions	Release notice Legal implications, for example privacy issues

Learning and teaching materials

- ◆ <https://www.sqaacademy.org.uk/mod/resource/view.php?id=14821>
- ◆ <http://www.bbc.co.uk/schools/gcsebitesize/dida/multimedia/videorev1.shtml>

Equipment

- ◆ <https://www.bhphotovideo.com/explora/video/buying-guide/basic-equipment-new-filmmaking-students>

Techniques

- ◆ <https://understandingcinema.wordpress.com/>
- ◆ <https://www.youtube.com/playlist?list=PLknPDIZ9eUPAt3pc1pi4J4kyfrPyNuwzC>
- ◆ <https://www.intofilm.org/>
- ◆ <http://www.bfi.org.uk/education-research/teaching-film-tv-media-studies>
- ◆ <https://www.blopanimation.com/animation-for-beginners/>
- ◆ <http://blog.ed.ted.com/2016/07/13/animation-basics-101/>

Tools

Animation

- ◆ I Can Animate — <http://www.kudlian.net/products/icananimatev2/Home.html>
- ◆ Zu3D — <https://www.zu3d.com/>
- ◆ Blender — <https://www.blender.org/>

National Unit Support Notes (cont)

Unit title: Digital Media: Moving Images (SCQF level 5)

- ◆ Maya — <https://www.autodesk.co.uk/products/maya/overview>
- ◆ Pivot — <http://pivotanimator.net/>
- ◆ Adobe After Effects — <https://helpx.adobe.com/uk/after-effects/tutorials.html>
- ◆ Serif DrawPlus — <http://www.serif.com/Education/SerifDesignSuite/DrawPlus/>

Film-making

- ◆ Serif MoviePlus — <http://www.serif.com/Education/SerifDesignSuite/MoviePlus/>
- ◆ Windows Moviemaker — <https://support.microsoft.com/en-gb/help/13785/essentials-2012-release-notes>
- ◆ Lightworks — <https://www.lwks.com/>
- ◆ iMovie — <https://www.apple.com/uk/imovie/>
- ◆ Pinnacle — http://www.pinnaclesys.com/en/products/studio/?gclid=EAlaIQobChMI-OSR2e_T1QIVJrXtCh1_AC3EAAYASAAEgK9zPD_BwE
- ◆ Adobe Premiere — http://www.adobe.com/uk/products/premiere.html?mv=search&s_kwid=AL!3085!3!198718164123!e!!!!adobe%20premiere&ef_id=WLrStQAAAdTgAbGz:20170813092725:s

Guidance on approaches to delivery of this unit

Although this unit contains a significant body of knowledge, it is recommended that it is delivered in a practical context through exemplification of the principles and practice of moving image production in the context of each learner's preferred subject area of interest. Learners should be given a broad enough brief that allows them to produce a piece of moving image work in a subject area that interests them, for example sport, computer games or music.

The brief could provide learners with an opportunity to produce a short, coherent moving image piece which would equate, as a rough rule of thumb, to a 12-frame storyboard. Learners would not be expected, at this level, to produce an extended piece of work or a complete narrative. For example, a possible brief could be to produce (create) a series of general views of the learners' school or college, cut to a short copyright-cleared music piece which will be used as an introductory scene setter within a web page/induction video for the college student association. Alternatively, learners might produce a short piece explaining some learning or a concept from another domain, a mock TV advertisement or safety briefing.

All learners will require access to at least one device which allows them to capture digital video and/or still images (ideally, learners should be able to try more than one kind of device to enable them to compare and contrast features and quality). Learners will also require access to a computer that has sufficient processing power, memory, file storage and graphics capabilities, to allow them to edit, render and play back their moving image product. On completion of the moving image piece, learners must have sufficient file storage space, either locally, on a network, portable storage device or cloud-based system, to enable them to export the project in a suitable file format.

It is recommended that learners are given an opportunity to watch and discuss, as a group, examples of moving image work and to recognise and critique basic techniques that have been employed in the examples that are watched.

National Unit Support Notes (cont)

Unit title: Digital Media: Moving Images (SCQF level 5)

The unit could be delivered in distinct stages with learners being given the theory regarding each stage of the moving image production process, with small discrete practical tasks to reinforce the learning, after which learners are presented with a final design brief/task. Alternatively, if there are time constraints to deliver the unit, learners could be presented with all of the theory at once, with the practical work being satisfied by the planning, acquisition of materials and production of a moving image piece that meets a design/brief given by the teacher/lecturer.

At level 5, learners' moving image work should demonstrate that the learner has taken into account technical aspects, such as white-balance, zoom, focus, titles and credits, trimming clips, transitions, narration, soundtrack, sound effects and captions. Learners should also show creativity, in addition to just purely function, in their pieces by demonstrating an awareness of composition and editing techniques, such as close-up, long shot, tracking shot, long take, chroma-keying, jump cut and cut on the action.

It is recommended that the unit is delivered in the sequence of the outcomes, since each outcome requires the underpinning knowledge and skills of earlier outcomes. A suggested distribution of time across the outcomes is:

- ◆ Outcome 1: 10 hours
- ◆ Outcome 2: 14 hours
- ◆ Outcome 3: 14 hours
- ◆ Outcome 4: 2 hours

There will be opportunities for learners to collaborate by, for example, helping behind, or in front of, the camera and thereby learning from one another. The learner could participate in the production of another learner's piece of moving image work by watching it and providing constructive feedback on the evolving piece. Although collaboration with other learners taking the unit is encouraged, each learner must be able to provide their own evidence.

Although not essential to the successful completion of the unit, moving image provides an excellent platform for outdoor learning and/or interdisciplinary work.

Summative assessment should be carried out towards the end of the unit, although learners could begin to generate the evidence at an earlier stage. However, in this case, the completed moving image narrative should not be assessed until it is complete and the learner is satisfied with it.

There are opportunities to carry out formative assessment at various stages in the unit but it is recommended, for expediency and learner experience, that learners are assessed in one extended assessment once all the theory for the four outcomes has been delivered.

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.

National Unit Support Notes (cont)

Unit title: Digital Media: Moving Images (SCQF level 5)

A traditional approach to assessment would comprise a test (for knowledge evidence) and a practical assignment (for the product evidence).

The knowledge assessment should take place towards the end of the unit when learners have the knowledge to attempt the practical assignment. The test could consist of a number of selected response questions. For example, a multiple-choice test, consisting of 20 items, each with four options. In this example, the pass mark would be 12 out of 20. The items would cover every outcome but not every performance criterion. The test would be timed and carried out under controlled conditions, without access to reference material.

The test should be conducted towards the end of unit delivery although learners could begin to generate the evidence at an earlier stage. However, in this case, the completed moving image narrative should not be assessed until it is complete and the learner is satisfied with it. Learners must be able to use the correct terminology for the materials, hardware, software and file formats that they are using.

Where re-assessment is required it should contain a different sample from the range of mandatory content.

The practical assignment will require learners to individually construct a complete moving image piece on a subject of their choosing but which follows a brief supplied by the centre. The brief should include details, such as:

- ◆ quantity of work required.
- ◆ quality of the material to be acquired.
- ◆ timescale for production.

It is recommended that the moving image piece is linked to their extra-curricular interests. The moving image narrative would consist of standard components, which would be acquired and edited by the learner, and combined into a single product before presenting it to the intended audience. It may be constructed under loosely controlled conditions. For example, parts of it may not be done under the supervision of the assessor. In this scenario, authentication would be required, which could take the form of oral questioning. Alternatively, an assessor observation checklist could be used to ensure that the learner has completed the tasks along with the moving image evidence. The assessor should endorse each learner checklist with their name, signature and date.

A more contemporary (and natural) approach to assessment would be the use of a web log (blog) to record learning over the life of the unit. The blog could log, on a regular basis, learner activities, which would include their planning, acquiring and final-product work. Given the multimedia nature of blogs, individual posts could record the tasks carried out by learners, including embedded digital media, illustrating the various stages of them carrying out the supplied brief. The blog would, of course, have to include the final moving image narrative.

The resulting moving image piece should be assessed against defined criteria and these criteria should be known to the learner before they submit their evidence. The criteria should be based on the performance criteria within this unit specification and the characteristics defined in the evidence requirements section of this unit specification together with the appropriate SCQF level descriptors.

National Unit Support Notes (cont)

Unit title: Digital Media: Moving Images (SCQF level 5)

Formative assessment could be used to assess learners' knowledge at various stages in the unit. An ideal time to gauge their knowledge would be at the end of each outcome. This assessment could be delivered through an item bank of selected response questions, providing diagnostic feedback to learners (when appropriate) and opportunities for remedial action.

The assessment of this unit could be combined with the assessment of the other component units within the National Progression Award in Digital Media at SCQF level 5 by means of a project involving learners in creating a more substantial digital product comprising images and audio.

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 Skills of Problem Solving and Information & Communication Technology embedded in it, so when learners achieve this Unit their Core Skills profile will be updated to show that they have achieved Problem Solving at SCQF level 5, and Information & Communication Technology at SCQF level 5.

In this unit, learners are required to plan the acquisition of a moving image sequence. This will present opportunities for developing aspects of the Core Skill in *Communications* (SCQF level 5).

In addition, opportunities may arise for learners to work together as part of the learning process, such as composing and recording moving image or using software packages for editing.

History of changes to unit

Version	Description of change	Date
02	Core Skill Problem Solving at SCQF level 6 embedded Core Skill Information & Communication Technology at SCQF level 5 embedded.	February 2018

© Scottish Qualifications Authority 2018.

This publication may be reproduced in whole or in part for educational purposes provided that no profit is derived from reproduction and that, if reproduced in part, the source is acknowledged.

Additional copies of this unit specification can be purchased from the Scottish Qualifications Authority. Please contact the Business Development and Customer Support team, telephone 0303 333 0330.

General information for learners

Unit title: Digital Media: Moving Images (SCQF level 5)

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.

Whilst undertaking this unit, you will be required to create a script or storyboard to meet the requirements of a given brief (supplied by your teacher or lecturer), plan for the acquisition of digital video/animation material and then acquire it. You will edit and present the edited sequence in a format appropriate to the given project. The final stage for successful completion of the unit will be a self-evaluation of your work and your approach to the unit.

On the successful completion of this unit, you will have the skills and knowledge to undertake the acquisition of a short digital video or animation sequence to meet the requirements of a specified brief.

This unit is suitable for you if you have an interest in moving image and you wish to acquire routine skills and knowledge required for the acquisition and editing of moving image media. Although it is not essential, it would be beneficial if you possessed basic moving image knowledge, such as possession of HW4Y 44 *Digital Media: Moving Images* or equivalent qualifications or experience.

The unit is a mix of theory and practice. The theory includes the underpinning knowledge required to plan, acquire materials for, and produce, a piece of moving image work. The unit also covers some theoretical aspects of moving image, such as the hardware, software and techniques used in the field of moving image. The practical aspects of the unit include planning a moving image piece, acquiring and storing moving image materials, and editing and producing a complete piece of moving image work.

You will be assessed practically by creating your own piece of moving image work. You will need to provide evidence of your knowledge of moving image terminology and you may produce this throughout the unit or at the end of unit delivery; your teacher/lecturer will decide this.

On completion of this unit, you might wish to broaden your understanding of digital media by completing HW4X 45 *Digital Media: Still Images* and/or HW4W 45 *Digital Media: Audio* to gain NPA Digital Media (SCQF level 5) group award. Alternatively, you might wish to gain an appreciation of the body of knowledge that constitutes the discipline of moving images by completing F3T6 12 (SCQF level 6) *Digital Acquisition and Editing: Video*.

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