



National Unit Specification: general information

UNIT Digital Media: Still Images (SCQF level 6)

CODE F3T5 12

SUMMARY

The purpose of this Unit is to allow candidates to acquire knowledge and skills required to undertake the acquisition and editing of digital still images within the context of a given brief. Candidates will develop skills which will enable them to identify image requirements and plan the acquisition of the images. Candidates will also develop skills to interpret the given brief and edit still images to meet the needs of the brief. On completion of this Unit candidates should be able to confidently report on and justify reasons for their proposed solution, present the images in a format which conforms to the proposed solution for the brief and evaluate the finished product and their own performance.

OUTCOMES

- 1 Identify and present a solution for the acquisition of digital still images to meet the requirements of a given brief.
- 2 Undertake the acquisition of digital still images in accordance with the presented solution and the planned schedule.
- 3 Prepare and present an image portfolio in the format specified by the presented solution.
- 4 Evaluate the image portfolio and own performance in meeting the requirements of the given brief.

Administrative Information

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RECOMMENDED ENTRY

While entry is at the discretion of the centre, candidates would normally be expected to have attained one of the following, or equivalent:

- ◆ F1KS 11 *Computing: Digital Media Elements for Applications*
- ◆ F1KW 11 *Digital Media: Still Images Editing*

CREDIT VALUE

1 credit(s) at SQA level Higher (6 SCQF credit points at SCQF level 6*)

**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*

CORE SKILLS

While there is no automatic certification of Core Skills in this Unit there may be opportunities for developing aspects of Core Skills.

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.

OUTCOME 1

Identify and present a solution for the acquisition of digital still images to meet the requirements of a given brief.

Performance Criteria

- (a) Present a solution for the given brief to satisfy the requirements of image quality, time constraints and technical constraints
- (b) Identify all image copyright issues and state appropriate remedial action
- (c) Plan a schedule for image acquisition in line with the identified solution
- (d) Produce a risk assessment for the planned schedule

OUTCOME 2

Undertake the acquisition of digital still images in accordance with the presented solution and the planned schedule.

Performance Criteria

- (a) Acquire digital images in accordance with the planned schedule to meet the requirements of the presented solution
- (b) Label and store the acquired digital images to enable efficient access and retrieval
- (c) Complete the appropriate remedial action for all identified copyright issues
- (d) Conduct all activities in a manner consistent with identified risks

OUTCOME 3

Prepare and present an image portfolio in the format specified by the presented solution.

Performance Criteria

- (a) Select digital still images that meet the requirements of the presented solution
- (b) Manipulate (edit) selected images to meet the requirements of the presented solution
- (c) Complete and record the appropriate remedial action for all identified copyright issues
- (d) Present images in the format specified by the presented solution

National Unit Specification: statement of standards (cont)

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OUTCOME 4

Evaluate the image portfolio and own performance in meeting the requirements of the given brief.

Performance Criteria

- (a) Record all problems encountered and strategies employed to resolve problems
- (b) Evaluate the image portfolio with reference to the requirements of the brief
- (c) Evaluate own performance in planning, acquiring and manipulating the digital images for inclusion in the portfolio of images

EVIDENCE REQUIREMENTS FOR THIS UNIT

Written and/or oral recorded, performance and product evidence is required which demonstrates that the candidate has achieved the requirements of all the Outcomes and Performance Criteria to show that the candidate has appropriate knowledge and understanding of the content of this Unit.

For Outcomes 1, 2 and 3 the centre must provide the candidate with a brief which covers the following:

- ◆ a portfolio of at least 30 possible images of which at least 12 will be selected to interpret a topic set out in the brief
- ◆ the technical, time and quality constraints for the portfolio and its component images
- ◆ the medium in which the portfolio is to be presented
- ◆ at least half the images to be captured using digital equipment
- ◆ at least two monochrome images, the rest in colour
- ◆ a range of image sizes
- ◆ manipulation of images using at least four of the techniques: colour balancing; colour into monochrome; using curves; photo effects; sharpen; blur
- ◆ the file format(s) required for digital image storage and retrieval

For Outcomes 1, 2, 3 and 4 the candidate must provide written and/or oral recorded evidence in the form of:

- ◆ a plan that identifies:
 - the subject and composition of each of the images to be acquired, with details of size and quality
 - the source of each image to be acquired, including digital equipment requirements for images that are to be captured
 - the copyright status of each image and the remedial action required where there are copyright issues
 - a schedule for acquiring and storing the images required for the portfolio
 - risk assessment for the planned schedule of activities

National Unit Specification: statement of standards (cont)

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- ◆ an assessor checklist that confirms that the candidate can:
 - correctly set up digital equipment to capture images in line with schedule
 - name and store digital image files in the required formats
 - conduct all activities in a manner consistent with identified risks
 - manipulate images using at least four of the specified techniques
 - observe the laws of copyright in acquiring, manipulating and storing images
 - resolve problems that arise in the process of acquiring, manipulating and storing images

- ◆ a report that contains:
 - a record of the remedial action taken for all identified copyright issues
 - a record of all problems encountered and the remedial action taken to resolve them
 - an evaluation of how well the image portfolio meets the given brief
 - an evaluation of own performance in identifying and presenting a solution and working to the plan for acquiring, manipulating and presenting the images

For Outcomes 2 and 3 candidates are required to provide product evidence which consists of:

- ◆ a set of labelled and stored images according to the presented solution
- ◆ a subset of these stored images that have been manipulated using at least four from the following techniques: colour balancing; colour into monochrome; using curves; photo effects; sharpen; blur
- ◆ an image portfolio in an appropriate medium that comprises: at least 12 images to the required standards of quality; two monochrome images; a range of image sizes; copyright acknowledgement for all images

National Unit Specification: support notes

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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 Unit has been designed to enable candidates to experience the process of acquiring digital still images and experience the range of possibilities for image acquisition within the context of a substantial, complex brief. A complex brief can be either one which involves acquiring/sourcing a large number of images from a variety of sources/locations, or complex in terms of the image manipulation or image processing tasks required of the candidates, or a combination of both.

At level 6 the briefs devised by the centre should, in some respects, be less prescriptive and more open to interpretation on the part of the candidates in terms of approach and content so that the relationship of staff and student is close to that of client and provider, where the candidates could initially 'pitch' (present) their ideas to either their peers or the staff member in charge (client).

The emphasis at this level is on the candidate arriving at a solution which will satisfy 'client' needs whilst still providing scope for the candidate to apply their own imagination and skills to the process.

There may be elements of knowledge and skills which should be taught, eg how to use a digital camera or scanner and how to prepare the material for final presentation (file storage, labelling etc). However, the emphasis is not on technical knowledge or 'creative' competence, but rather on the process of creating the portfolio, namely:

- ◆ interpretation of the given brief and a coherent presentation of a solution to meet the requirements of the brief
- ◆ planning how to meet these requirements through a variety of acquisition techniques (such as using a camera, scanning hard copy, source/library materials)
- ◆ working within time and technical constraints
- ◆ delivering a finished product fit for purpose according to the proposed solution.
- ◆ evaluating own performance and the finished product

An important element of this Unit is the 'presentation' of the candidate's solution to the brief and the need for candidates adhere to the proposed solution in order to meet the needs of a 'client'. Candidates could be exposed to the different acquisition sources/methods through short practical/demonstration sessions and then presented with the given brief.

The Unit will also provide candidates with the knowledge and skills required to manipulate digital images to a professional standard using industry standard file types, and prepare them for insertion in a portfolio in some chosen media. The candidate will also gain knowledge of the correct use of appropriate file types and correct storage and labelling processes. The candidate will have knowledge of copyright law and its application to images. The candidate will also be made aware of risk assessments and health and safety when setting up and working with digital equipment. Any appropriate software can be used to deliver the Unit and is not prescriptive, providing that the software is capable of providing the manipulation techniques required.

National Unit Specification: support notes (cont)

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GUIDANCE ON LEARNING AND TEACHING APPROACHES FOR THIS UNIT

This Unit is best used as part of an integrated suite of units, for example, the supplied brief could be written so that the acquired and edited images can be a content element within a web authoring Unit or an art design portfolio. Its main use, therefore, is for candidates who need to include digital still images within their work, but who are not pursuing a dedicated photographic vocational pathway.

A practical hands on approach to learning should be adopted to engage learners and exemplify key concepts. Practical activities should be underpinned by appropriate knowledge before candidates commence these activities.

Outcome 1

Candidates should be introduced to a range of scheduling and planning techniques such as storyboarding. The interpretation of the brief and the presentation of the solution could be carried out as a group activity (but assessed on an individual basis).

Outcome 2

The acquisition of digital images is likely to involve group activity. Candidates should be encouraged to pay close heed to health and safety guidelines and to ensure that the images captured are of an appropriate quality. The choice of media on which to store the images should be left as open as possible and include flash drives, internal and external hard drives, optical media, magnetic caddy systems.

Outcome 3

The candidate will work with image manipulation software and become comfortable with its features such as changing colour balance, brightness and contrast including the use of curves. The software should also include photo effects (such as solarisation, polarisation, watercolour) and effects such as blur and sharpen. A hands-on approach should be adopted to give the candidate as much exposure as possible to the software to allow them to become competent in its use.

Outcome 4

Candidates may evaluate a number of existing portfolios to identify the ways in which they fulfil the associated brief. A pro forma list detailing appropriate criteria may be used to assist evaluation skills. Similarly candidates may be provided with a pro forma list of criteria to assist the evaluation of their own performance in planning and producing the portfolio.

National Unit Specification: support notes (cont)

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OPPORTUNITIES FOR CORE SKILL DEVELOPMENT

In this Unit candidates will have the opportunity to gather evidence towards Core Skills. The use of specialist image manipulation software and digital image equipment may provide opportunities to develop aspects of the Core Skill of *Information Technology* at an appropriate level. The practical activities of acquiring the images may provide opportunities to develop aspects of the Core Skill of *Working with Others* at an appropriate level. Interpreting the brief and evaluating the final portfolio and the candidate's own performance may provide opportunities to develop aspects of the Core Skill of *Problem Solving* at an appropriate level.

GUIDANCE ON APPROACHES TO ASSESSMENT FOR THIS UNIT

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)*.

The assessment for all Outcomes is based on a given brief as described in the standards. Assessment will include the assessor observing the candidate over an extended period of time during which the assessor is required to maintain a checklist of activity. It is recommended that this assessment is started at the earliest opportunity, as soon as the candidate has acquired the necessary knowledge and skills to permit him/her to commence appropriate tasks.

The candidate should be required to present his/her solutions to the assessor for approval prior to proceeding with image acquisition. Centres could consider candidates doing this through a multimedia presentation for all the class to see.

The medium to be used for the final portfolio presentation should be specified for the candidate in the brief.

In Outcome 4 a pro forma checklist may be provided to assist the candidate with the evaluation of the product and also their own performance.

If centres are offering the Unit as part of an integrated suite of units, or project led activity, then the assessment of this Unit can be integrated with other units. For example, centres could consider a common log/diary for a larger scale project and the final evaluation could be part of a larger project evaluation. However, centres will need to ensure adequate coverage of Outcomes within the larger product and the entries for the various units can be clearly identified.

National Unit Specification: support notes (cont)

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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).