



National Unit Specification: general information

UNIT Digital Acquisition and Editing: Video (SCQF level 6)

CODE F3T6 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 video within the context of a given brief. Candidates will develop skills which will enable them to identify video requirements and plan the acquisition of the video images. Candidates will also develop skills to interpret the given brief and edit video 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 selection of video images and how to acquire them, present the finished video in a format which conforms to the proposed solution for the brief and evaluate the finished product and their own performance.

OUTCOMES

- 1 Plan the acquisition and editing of digital video images to meet the requirements of the given brief.
- 2 Acquire, edit and present digital video sequences in accordance with the given brief.
- 3 Evaluate finished product and own performance within the requirements of the given brief.

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:

- ◆ F1JW 10 *Digital Media: Video Acquisition*
- ◆ F1KV 11 *Digital Media: Video Editing*
- ◆ F1KS 11 *Computing: Digital Media Elements for Applications*

Administrative Information

Superclass: CB

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CREDIT VALUE

1 credit at 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

Plan the acquisition and editing of digital video images to meet the requirements of the given brief.

Performance Criteria

- (a) Identify the video image requirements to meet the needs of the given brief
- (b) Identify the hardware and software requirements for acquisition and editing of the video sequences
- (c) Prepare a schedule for the acquisition and editing of video sequences, taking account of potential risk
- (d) Plan a design layout for the video solution to the brief

OUTCOME 2

Acquire, edit and present digital video sequences in accordance with the given brief.

Performance Criteria

- (a) Acquire and capture digital video sequences which meet the requirements of the given brief
- (b) Label and store the video sequences to enable efficient access and retrieval
- (c) Edit and store the edited digital video sequences
- (d) Present legally sourced digital video in the planned format

OUTCOME 3

Evaluate finished product and own performance within the requirements of the given brief.

Performance Criteria

- (a) Identify any problems encountered in producing the final product and steps taken to resolve them
- (b) Evaluate the finished product against the requirements of the given brief
- (c) Justify choice of video sequences selected to meet the requirements of the given brief
- (d) Evaluate own performance against the schedule of activities

National Unit Specification: statement of standards (cont)

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EVIDENCE REQUIREMENTS FOR THIS UNIT

Evidence is required that candidates have achieved all Outcomes and Performance Criteria.

A candidate is encouraged to use the Internet in any research etc; however, the evidence produced must be the candidate's own words. Assessors should ensure themselves of the authenticity of candidate's evidence.

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

Evidence produced for **Outcomes 1, 2 and 3** relate to a brief which must have sufficient scope to allow candidates to meet all Evidence Requirements detailed below. The brief must therefore include the following:

- ◆ a common theme for the video sequences eg nature, transport, people etc
- ◆ target audience
- ◆ requirement for least six video sequences of at least 20 seconds each
- ◆ technical and quality requirements for the video
- ◆ range of image sources that must include: capture, provider
- ◆ method of presentation eg DVD, Flash (or similar) on web page or Internet video sharing site
- ◆ timescale for production

For **Outcome 1** the evidence will take the form of written and/or oral recorded evidence in the form of a plan which identifies:

- ◆ the video requirements to include
 - number of video sequences and how each will be acquired
 - technical and quality requirements of the video sequences
 - storage and presentation requirements of the video sequences
 - video editing requirements
- ◆ hardware and software requirements for the acquisition and editing
- ◆ sources of acquired video sequences
- ◆ detailed schedule of activities required to acquire, capture and prepare video sequences
- ◆ risks and risk assessment associated with the acquiring, editing and preparation of video sequences
- ◆ a design layout for the final product to be presented, including the mode of presentation

Written and/or oral recorded and product evidence is required for **Outcome 2 and 3**. Candidates are required to keep a detailed log of activities indicating how the candidate carried out each task and any problems encountered along with how the problems was resolved. All candidate evidence must relate to the given brief **and** the planning undertaken in Outcome 1.

National Unit Specification: statement of standards (cont)

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Candidates must demonstrate that they have:

- ◆ acquired at least one digital video sequence from a provider and identify copyright issues related to that video
- ◆ captured at least five digital video sequences using hardware identified in the acquisition plan
- ◆ used a range of editing techniques on digital video sequences from: trimming and cutting clips, rolling edits, split edits, audio editing, slip and slide)
- ◆ labelled and stored original and edited digital video sequences using appropriate formats
- ◆ presented the final edited video in the format specified in the plan
- ◆ stated the copyright status for each video sequence in the presentation

For **Outcome 3** evidence that the candidate has carried out an evaluation of the completed product and their own performance. The criteria for evaluation will be presented to the candidate in the form of a pro forma. Candidates must relate all evaluation to the given brief and also their own plan produced in Outcome 1. Candidates must provide justification for their responses by linking to evidence within the activity log and their plan.

The criteria for evaluation must include:

- ◆ identification of any problems encountered and how they were resolved.
- ◆ video sequence requirements stated in the given brief including theme, quantity, source, quality, format, editing, presentation.
- ◆ copyright.
- ◆ requirements of target audience.
- ◆ justification for each of the final video sequences selected.
- ◆ the effectiveness of the candidate schedule and plan of activities.
- ◆ how well the candidate feels they carried out all of the activities. This must be supported by evidence from the activity log.

National Unit Specification: support notes

UNIT Digital Acquisition and Editing: Video (SCQF level 6)

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 and editing video image sequences and experience the range of possibilities for video acquisition and editing within the context of a brief. At this level the brief should be either one which involves acquiring/sourcing a large number of video sequences from a variety of sources/locations, or complex in terms of the video manipulation or video processing tasks required of the candidate, or a combination of both.

There may be elements of knowledge and skills which should be taught, eg how to use a simple digital video camera 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, the process, ie

- ◆ the interpretation of the brief and a coherent plan to meet the requirements of the brief.
- ◆ a plan detailing how to meet these requirements through a variety of acquisition techniques (using a digital video camera, source/library materials, etc)
- ◆ recognising and working within constraints both time and technical
- ◆ delivering a finished product which has been completed to plan and that meets the requirements of the brief
- ◆ evaluating own performance and the finished product against set criteria.

Candidates could be exposed to the different acquisition sources/methods through short practical/demonstration sessions and then presented with the given brief.

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 video sequences can be a content element within a web authoring Unit or an art design folio.

A candidate centred approach should be adopted. It would be useful if the hardware and software can be demonstrated to the candidates to allow them to discuss the characteristics of each item and how it relates to the type of digital video sequence to be acquired, edited and stored. It would be useful if the practical activities used to teach the Unit included the storage of video in a variety of different formats and again candidates should be allowed to discuss the relationship between size and quality.

The specified brief should be provided to the candidate as early as possible in the Unit to allow the candidates to familiarise themselves with the requirements. Candidates could also be given exemplar briefs to allow them to practice the skills required. There may be opportunities, during teaching of this Unit, for candidates to participate in group work.

National Unit Specification: support notes (cont)

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OPPORTUNITIES FOR CORE SKILL DEVELOPMENT

In this Unit candidates are required to plan the acquisition and editing of a set of video sequences. This will present opportunities for developing aspects of the Core Skill of *Problem Solving* as well as aspects of the Core Skill in *Communication*. Candidates are also required to evaluate the final product and their own performance. This may also provide opportunities to gather evidence for the Evaluation element of the *Problem Solving* Core Skill. In addition, opportunities may arise for candidates to work together as part of the learning process, particularly when composing and taking videos or using software packages for editing. This may provide an opportunity for developing aspects of the Core Skill in *Working with Others*.

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 Instrument of Assessment for this Unit should be the given project brief and, as such, the candidates should be assessed within the framework of this project brief.

It may be appropriate for some of the evidence for this Unit to be produced using e-assessment provided the national standard is applied and the conditions of assessment are consistent for all candidates. This may take the form of e-portfolios for practical abilities. Blogs may also be used by candidates to record their log of activities.

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.

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).