



Group Award Specification for:

**National Progression Award (NPA) in Digital Media
at SCQF level 4**

Group Award Code: GN59 44

**National Progression Award (NPA) in Digital Media
at SCQF level 5**

Group Award Code: GN58 45

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1 Introduction

This document was previously known as the arrangements document. The purpose of this document is to:

- ◆ assist centres to implement, deliver and manage the qualification
- ◆ provide a guide for new staff involved in offering the qualification
- ◆ inform course managers teaching staff, assessors, learners, employers and HEIs of the aims and purpose of the qualification
- ◆ provide details of the range of learners the qualification is suitable for and progression opportunities

The *National Progression Award (NPA) in Digital Media* is available at SCQF level 4 and SCQF level 5. This award is a revision of the original *NPA Digital Media Basics*, at SCQF level 4, and *NPA Digital Media Editing* at SCQF level 5. These two awards were first introduced in 2009 to address a demand for provision of an entry-level qualification in this field, especially one that may be gained through short-course or flexible provision. They quickly became established qualifications in centres, with over a thousand learners entered since their inception (mostly in schools).

The use and creation of digital media is increasing exponentially as digitisation sweeps across the globe. Digital media skills are required from everyone but there is a growing demand for specialist skills in this area. Although digital media is included in a wide range of existing awards, this qualification was introduced to permit learners, in schools and colleges, to focus on the unique knowledge and skills that are required from specialists in this field.

The award has not been reviewed since it was introduced in 2009. A scoping exercise was carried out in early 2017 to obtain feedback from educators on how well the award met its objectives and to identify issues that needed to be addressed. The feedback allowed us to identify the main areas of concern and any changes that were required to provide a relevant, up-to-date qualification. Both qualitative and quantitative research took place to ensure that the changes were appropriate and supported by stakeholders. The qualitative research took place during the scoping exercise; the quantitative research during the formal review. The research supported the continuation of this award and the retention of its structure. It demonstrated a strong demand for updated content and provided support for the aforementioned changes.

The resulting report recommended the following changes:

- 1 Update the content and bring the award up to date with contemporary technologies.
- 2 Emphasise the importance of the development life cycle.
- 3 Better align the award at levels 4 and 5 to ensure better progression across levels and to higher level qualifications.

There was general satisfaction with the structure of the award and no demand for fundamental change to the framework or the component units. However, there was support for closer integration between levels through the introduction of a formal hierarchy.

As a result, the following changes were made to the original award:

- 1 Change to the title of the award to simplify it and make it consistent across levels.
- 2 Introduction of a formal hierarchical structure to facilitate bi-level teaching and ensure improved progression between the levels.
- 3 Changes to unit titles in order to improve consistency and facilitate the formal hierarchy.
- 4 Modernisation of the contents of the component units.

The previous titles (*Digital Media Basics* and *Digital Media Editing*) have been replaced with a single, consistent title (*Digital Media*).

The changes to unit titles within the award aim to incorporate the three main areas of digital media:

- ◆ Audio
- ◆ Moving images
- ◆ Still images

The *NPA Digital Media* will offer learners a foundation in each of these three areas of digital media and introduce them to a range of tools to acquire and edit digital media in a, mainly, practical setting.

The purpose of this award is to allow learners to develop technical skills in the creation and editing of digital media but also recognise the importance of planning and design. Learners have the opportunity to follow a development lifecycle — from planning through to design, and then on to creation and editing.

The qualification is suitable for a wide range of learners:

- ◆ learners wishing to develop and enhance their digital media skills to support their learning across a wide range of curricular areas
- ◆ senior school pupils who will undertake the qualification as a broadening of the Computing Science curriculum
- ◆ students at colleges who will be using the NPAs within full or part-time college programmes
- ◆ adults returning to education with an interest in developing digital media skills relevant to accessing a career in this field

It is also suitable to broaden the curriculum in the senior phase of school by providing all pupils, not only those with a vocational interest in computer science, to experience a contemporary technological subject and gain skills that can be used in future employment.

It is not anticipated that this award will lead directly to employment. It is primarily designed to capture the imagination and interest of learners. It is hoped that some will progress to further studies in digital media. The award may be of particular interest to women learners who are under-represented in the discipline of computer science.

The existing NPA in Digital Media at SCQF level 6 was not part of this review. It is hoped that this will be reviewed in the near future to align it with these revised awards (and bring it into the hierarchy).

2 Qualifications structure

2.1 Structure

This award is available at SCQF levels 4 and 5 and is made up of 3 SQA unit credits (18 SCQF credit points). Each award has the same structure across the levels.

Each award consists of three mandatory units. There are no optional units.

A mapping of Core Skills development opportunities is available in Section 5.3.

The following tables define the award at each level.

National Progression Award in Digital Media at SCQF level 4

4 code	2 code	Unit title	SQA credit	SCQF credit points	SCQF level
HW4W	44	Digital Media: Audio	1	6	4
HW4Y	44	Digital Media: Moving Images	1	6	4
HW4X	44	Digital Media: Still Images	1	6	4

National Progression Award in Digital Media at SCQF level 5

4 code	2 code	Unit title	SQA credit	SCQF credit points	SCQF level
HW4W	45	Digital Media: Audio	1	6	5
HW4Y	45	Digital Media: Moving Images	1	6	5
HW4X	45	Digital Media: Still Images	1	6	5

Because of the nature of the broad-based mandatory units, there is no requirement for optional units. The mandatory units span the full skillset encompassed by digital media, comprising the essential aspects of the field.

The size of the awards (three National Units, involving 120 hours of teaching time) fits well into school and college timetables and has proven popular with similar awards in the past.

The awards will be placed into a hierarchy, which permits learners to mix-and-match units and still gain a group award (at the level of the lowest unit). For example, if a learner undertakes the level 5 award but can only pass the *Digital Media: Audio* unit at level 4, then they would gain the group award at level 4.

The progression through SCQF levels 4 and 5 is accomplished by increasing the:

- ◆ **amount** of content (the higher level may contain new topics)
- ◆ **scope** of content (the higher level may expand the content of the lower level)
- ◆ **complexity** of content (the higher level includes more complex content)

3 Aims of the qualifications

The qualification aims to provide foundation knowledge and skills in digital media to foster an interest in this area with the aim of increasing the number of learners choosing this field as a future career path.

3.1 General aims of the qualifications

Each qualification aims to:

- 1 Provide an up-to-date curriculum, reflecting contemporary knowledge and skills in the subject domain.
- 2 Improve knowledge and skills in use of digital media for personal, educational, business and community purposes.
- 3 Develop key cognitive skills, such as creative thinking, communication and presentation.
- 4 Develop computational thinking.
- 5 Develop collaboration and team working skills.
- 6 Develop employment skills.
- 7 Stimulate interest in science, technology, engineering and mathematics (STEM) particularly among women.

3.2 Specific aims of the qualifications

- 1 Deliver contemporary knowledge of digital media, and develop abilities in the application of this knowledge.
- 2 Provide contexts in which to develop knowledge and skills relevant to the use of audio, moving images and still images.
- 3 Provide a recognised core of competences in digital media, while providing centres with choice to customise the award to local needs.
- 4 Develop academic rigour in design and planning in the context of digital media.
- 5 At level 5, develop academic rigour with respect to problem solving and analytical thinking in the context of digital media.
- 6 Develop vocational skills relevant to careers in digital media.
- 7 Facilitate progression to further study in digital media or related fields.
- 8 Make learners aware of the legal implications that must be considered when dealing with digital media.
- 9 Attract more women to computer science.

4 Recommended entry to the qualifications

Entry to this qualification is at the discretion of the centre. The following information on prior knowledge, skills, experience or qualifications that provide suitable preparation for this qualification has been provided by the Qualification Design Team as guidance only.

Learners would benefit from having attained the skills, knowledge and understanding required by one or more of the following or equivalent qualifications and/or experience.

- ◆ Any one of the component units, done on a free-standing basis
- ◆ National 2 Information and Communications Technology
- ◆ National 3/4/5 Computing Science

While possession of one or more of these qualifications would be advantageous to learners, they are not prerequisites.

4.1 Core Skills entry profile

The Core Skill entry profile provides a summary of the associated assessment activities that exemplify why a particular level has been recommended for this qualification. The information should be used to identify if additional learning support needs to be put in place for learners whose Core Skills profile is below the recommended entry level or whether learners should be encouraged to do an alternative level or learning programme.

National Progression Award in Digital Media at SCQF level 4

Core Skill	Recommended SCQF entry profile	Associated assessment activities
Communication	3	Communication with their audience through the digital media that the learner produces. Applicable to all units, particularly <i>Digital Media: Audio</i> .
Numeracy	3	Editing audio and video content to meet specific timescales.
Information and Communication Technology (ICT)	3	Use of a variety of hardware and software tools throughout each unit of the award.
Problem Solving	3	Creating original digital media content to meet a specific brief in each of the units.
Working with Others	3	Collaborative working opportunities when evaluating the work of others and when creating digital media.

National Progression Award in Digital Media at SCQF level 5

Core Skill	Recommended SCQF entry profile	Associated assessment activities
Communication	3/4	Communication with their audience through the digital media that the learner produces. Applicable to all units, particularly <i>Digital Media: Audio</i> .
Numeracy	3/4	Editing audio and video content to meet specific timescales.
Information and Communication Technology (ICT)	4	Use of a variety of hardware and software tools throughout each unit of the award.
Problem Solving	4	Creating original digital media content to meet a specific brief in each of the units.
Working with Others	3/4	Collaborative working opportunities when evaluating the work of others and when creating digital media.

5 Additional benefits of the qualification in meeting employer needs

This qualification was designed to meet a specific purpose and what follows are details on how that purpose has been met through mapping of the units to the aims of the qualification. Through meeting the aims, additional value has been achieved by linking the unit standards with those defined in National Occupational Standards and/or trade/professional body requirements. In addition, significant opportunities exist for learners to develop the more generic skill, known as Core Skills through doing this qualification.

5.1 Mapping of qualification aims to units

Code	Unit title	Aims															
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
HW4W 44	Digital Media: Audio (SCQF level 4)	X	X	X	X	X	X	X	X	X	X	X	-	X	X	X	X
HW4X 44	Digital Media: Still Images (SCQF level 4)	X	X	X	X	X	X	X	X	X	X	X	-	X	X	X	X
HW4Y 44	Digital Media: Moving Images (SCQF level 4)	X	X	X	X	X	X	X	X	X	X	X	-	X	X	X	X
HW4W 45	Digital Media: Audio (SCQF level 5)	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
HW4X 45	Digital Media: Still Images (SCQF level 5)	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
HW4Y 45	Digital Media: Moving Images (SCQF level 5)	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X

5.2 Mapping of National Occupational Standards (NOS) and/or trade body standards

Code	Unit title	National Occupational Standard										
		ESKITU070	ESKITU071	SKSJ26	SKSANIM11	SKSJ22	ESKIAV3	ESKIAV2	SKSE1	ESKITU072	SKSS16	SKSIM12
HW4W 44	Digital Media: Audio (SCQF level 4)	X	X				X	X	X	X	X	X
HW4X 44	Digital Media: Still Images (SCQF level 4)	X	X	X					X	X		X
HW4Y 44	Digital Media: Moving Images (SCQF level 4)	X	X		X	X	X	X	X	X		X
HW4W 45	Digital Media: Audio (SCQF level 5)	X	X				X	X	X	X	X	X
HW4X 45	Digital Media: Still Images (SCQF level 5)	X	X	X					X	X		X
HW4Y 45	Digital Media: Moving Images (SCQF level 5)	X	X		X	X	X	X	X	X		X

NOS Code	Title	Developer
ESKITU070	Create and edit digital content	e-skills
ESKITU071	Create and manipulate digital media content	e-skills
SKSJ26	Managing digital images	skillset
SKSANIM11	Set up lighting and camera for stop motion animation	Creative Skillset
SKSJ22	Record video material	skillset
ESKIAV3	Audio and video software	e-skills UK
ESKIAV2	Audio and video software	e-skills UK
SKSE1	Carry out editing projects to brief	Skillset
ESKITU072	Design and develop interactive digital content	e-skills
SKSS16	Make sound recordings	Skillset
SKSIM12	Prepare assets for use in interactive media products	Creative Skillset

5.3 Mapping of Core Skills development opportunities across the qualifications

Unit code	Unit title	Communication			Numeracy		ICT		Problem Solving			Working with Others	
		Written (Reading)	Written (Writing)	Oral	Using Number	Using Graphical Information	Accessing Information	Providing/Creating Information	Critical Thinking	Planning and Organising	Reviewing and Evaluating	Working Co-operatively with Others	Reviewing Co-operative Contribution
HW4W 44	Digital Media: Audio (SCQF level 4)	S4	S3	S4	S3		E4	E4	E4	E4		S3	
HW4X 44	Digital Media: Still Images (SCQF level 4)	S4	S3	S4			E4	E4	E4	E4		S3	
HW4Y44	Digital Media: Moving Images (SCQF level 4)	S4	S3	S4	S3		E4	E4	E4	E4		S3	
HW4W 45	Digital Media: Audio (SCQF level 5)	S4	S4		S3		E5	E5	E5	E5	E5	S3	

Unit code	Unit title	Communication			Numeracy		ICT		Problem Solving			Working with Others	
		Written (Reading)	Written (Writing)	Oral	Using Number	Using Graphical Information	Accessing Information	Providing/Creating Information	Critical Thinking	Planning and Organising	Reviewing and Evaluating	Working Co-operatively with Others	Reviewing Co-operative Contribution
HW4X 45	Digital Media: Still Images (SCQF level 5)	S4	S4				E5	E5	E5	E5	E5	S3	
HW4Y 45	Digital Media: Moving Images (SCQF level 5)	S4	S4		S3		E5	E5	E5	E5	E5	S3	

5.4 Assessment strategy for the qualifications

In all units, the evidence requirements take a holistic approach to the generation of evidence to show competence by requiring two items of evidence. These are:

- 1 evidence of cognitive competence (knowledge and understanding)
- 2 evidence of practical competence (practical abilities)

The support notes provide guidance on the instruments of assessment that could be used to generate the evidence (in the section entitled 'Guidance on approaches to assessment').

The following table summarises this guidance (and is not mandatory). Alternative forms of assessment are acceptable as long as they satisfy the evidence requirements for each unit. In most cases, the suggested approach to assessment combines all of the knowledge into one assessment and all of the practical skills into one assessment.

Unit	Assessment		
	Outcome 1	Outcome 2	Outcome 3
Digital Media: Audio (SCQF level 4)	Timed closed-book test with multiple choice questions		
	Product plan	Open-book digital audio product for a specified brief	
Digital Media: Still Images (SCQF level 4)	Timed closed-book test with multiple choice questions		
	Product plan	Open-book portfolio of still images for a specified brief	
Digital Media: Moving Images (SCQF level 4)	Timed closed-book test with multiple choice questions		
	Product plan	Open-book moving image narrative for a specified brief	

Unit	Assessment			
	Outcome 1	Outcome 2	Outcome 3	Outcome 4
Digital Media: Audio (SCQF level 5)	Timed closed-book test			
	Product plan	Open-book digital audio product for a specified brief		
Digital Media: Still Images (SCQF level 5)	Timed closed-book test			
	Product plan	Open-book portfolio of still images for a specified brief		
Digital Media: Moving Images (SCQF level 5)	Timed closed-book test			
	Product plan	Open-book moving image narrative for a specified brief		

6 Guidance on approaches to delivery and assessment

A practical hands-on approach to learning should be adopted to engage learners and exemplify key concepts. However, all practical activities should be underpinned with appropriate knowledge before learners commence these activities.

It is recommended that, as learners' progress through the units at SCQF level 4 and 5, they are encouraged to develop responsibility for their own learning and are given opportunities to gain practical experience wherever possible.

All units within this group award follow a development lifecycle: planning, acquisition, editing and, at level 5, evaluation. The stages of the lifecycle match directly with the outcomes, there are three outcomes for each of the units at level 4 (planning, acquisition and editing) and four outcomes for each of the units at level 5 (planning, acquisition, editing and evaluation). While learners should be aware of the iterative nature of developing digital media they should focus on completing each stage of the lifecycle in sequence.

The purpose of the *Digital Media: Audio* unit is to allow learners to gain/broaden their knowledge of audio creation and editing digital audio. Learners are required to acquire and edit pieces of digital audio and combine these into a single digital product. At both level 4 and level 5 project planning skills are incorporated into this unit. In addition, at level 5, learners' evaluative skills are developed.

The purpose of the *Digital Media: Moving Images* unit is to allow learners to gain/broaden their knowledge of moving image creation and editing. This may be in the form of animation or video. Learners are required to acquire and edit moving image material and combine these into a single digital product. At both level 4 and level 5 project planning skills are incorporated into this unit. In addition, at level 5, learners' evaluative skills are developed.

The purpose of the *Digital Media: Still Images* unit is to allow learners to gain/broaden their knowledge of still image creation and editing. Learners are required to acquire and edit a number of still images and then combine these into a single digital product. At both level 4 and level 5 project planning skills are incorporated into this unit. In addition, at level 5, learners' evaluative skills are developed.

Evidence of learners' underpinning knowledge from each outcome should be gathered towards the end of each unit. This may be in the form of multiple choice questions, particularly at level 4 or through short response questions. Evidence of learners' practical editing skills should be assessed through the undertaking of a single project to meet a given brief.

Briefs should be supplied to learners and, where possible, should be wide enough to allow the learner to relate it to one of their own extra-curricular interests, while still achieving the relevant performance criteria. For example, sports, music, gaming, fashion, etc.

There is scope, for those undertaking the group award, to combine assessments from two or more units. For example, this could take the form of a video with accompanying voice over that would allow a learner to achieve the performance criteria from both the *Digital Media: Moving Images* (video) and *Digital Media: Audio* (voice over) units.

6.1 Sequencing/integration of units

Units can be sequenced in any order. In general, assessment should take place towards the end of each unit once learners have developed their knowledge and skills. One approach is to deliver the units in parallel so that learners experience all forms of digital media concurrently.

There is scope for the assessment of units to be combined. For example, the assessment for the audio and video units could be combined to see learners produce one video/animation that incorporates sound and thus meets the evidence requirements for *Digital Media: Audio* and *Digital Media: Moving Images* units. Alternatively, units can be treated as standalone and assessed individually.

6.2 Recognition of prior learning

SQA recognises that learners gain knowledge and skills acquired through formal, non-formal and informal learning contexts.

In some instances, a full group award may be achieved through the recognition of prior learning. However, it is unlikely that a learner would have the appropriate prior learning and experience to meet all the requirements of a full group award.

More information and guidance on the *Recognition of Prior Learning* (RPL) may be found on our website www.sqa.org.uk.

The following sub-sections outline how existing SQA unit(s) may contribute to this group award. Additionally, they also outline how this group award may be recognised for professional and articulation purposes.

6.2.1 Articulation and/or progression

The NPAs in Digital Media have a hierarchical structure composed on three National Units at SCQF level 4 and SCQF level 5. Further to this, there is NPA in Digital Media Production at SCQF level 6. This provides a clear pathway for learners to progress through the levels.

In addition, learners may progress to external qualifications. Suitable awards for progression include:

- ◆ NPA in Computer Networks and Systems SCQF level 5
- ◆ NPA in Software Development SCQF level 4
- ◆ NPA in Digital Media Animation SCQF level 5
- ◆ NPA in Computers and Digital Photography SCQF level 5
- ◆ NPA in Cyber Security SCQF level 5/6
- ◆ NPA PC Passport SCQF level 4/5/6
- ◆ NPA Web Design SCQF level 5
- ◆ National 5 Computing Science

The above is not an exhaustive list. There are many other appropriate full/part-time courses at SCQF levels 5 and above in a wide range of subject areas.

The most relevant National Certificate (NC) programme to progress to is NC Computing with Digital Media. The NPAs are embedded within that award, so articulating learners will have at least three credits towards the NC qualification (see Section 6.2.3/4).

The most relevant Higher National Certificate (HNC) programme to progress to is HNC Computing. It should be noted that possession of any one of these NPAs (alone) is not sufficient for direct articulation to the HNC. Learners would have to progress to the corresponding NC award before progressing to the HNC.

6.2.2 Professional recognition

There is no professional recognition for these awards.

6.2.3 Transitional arrangements

The revised units will replace the existing units in August 2020. Until that time, the following transitional framework will be used for learners who possess units in the existing award.

National Progression Award in Digital Media at SCQF level 4 (transitional framework)

4 code	2 code	Unit title	SQA credit	SCQF credit points	SCQF level
HW4W	44	Digital Media: Audio or	1	6	4
HW4Y	44	Digital Media: Moving Images or	1	6	4
HW4X	44	Digital Media: Still Images or	1	6	4

National Progression Award in Digital Media at SCQF level 5 (transitional framework)

4 code	2 code	Unit title	SQA credit	SCQF credit points	SCQF level
HW4W	45	Digital Media: Audio or	1	6	5
HW4Y	45	Digital Media: Moving Images or	1	6	5
HW4X	45	Digital Media: Still Images or	1	6	5

The transitional frameworks are based on the credit transfer arrangements detailed in the following section.

6.2.4 Credit transfer

The following table defines the credit transfer arrangements between the 'old' and 'new' units.

Existing units		Revised units	
F1JT 10	Digital Media: Audio Acquisition	HW4W 44	Digital Media: Audio
F1JW 10	Digital Media: Video Acquisition	HW4Y 44	Digital Media: Moving Images
F1JY 10	Digital Media: Still Images Acquisition	HW4X 44	Digital Media: Still Images

Existing units		Revised units	
F1KT 11	Digital Media: Audio Editing	HW4W 45	Digital Media: Audio
F1KV 11	Digital Media: Video Editing	HW4Y 45	Digital Media: Moving Images
F1KW 11	Digital Media: Still Images Editing	HW4X 45	Digital Media: Still Images

The credit transfer is full and two-way. Learners who possess either existing or revised units can use them (in combination) to contribute to the group award.

6.3 Opportunities for e-assessment

If evidence is produced by means of an e-portfolio, learners are required to collate a portfolio of evidence which may take a variety of digital forms, eg text, graphics, web pages, video, audio clips. This may be stored in an appropriate online platform.

6.4 Support materials

A list of existing ASPs is available to view on SQA's website.

6.5 Resource requirements

Centres will require access to a range of hardware and software to facilitate the delivery of these awards, in addition to having teaching staff with the requisite knowledge and experience to deliver the component units.

Ideally, learners should have access to a range of different hardware and software within each unit and across the units of this group award. Specialist digital media editing software is required for each of the units, but this should be achievable through the use of freeware. Many learners will already have access to sophisticated digital media hardware and basic editing software in their personal smartphone.

The list below includes a non-exhaustive list of some of the hardware/software which could be used when delivering these units (correct at the time of writing):

Audio		Moving images		Still images	
Hardware	Software	Hardware	Software	Hardware	Software
Microphone	Audacity	Digital video camera	Windows Movie Maker	Digital camera	GIMP
Headphones/ speakers	Adobe Audition	Camcorder	I Can Animate	DSLR camera	Corel Paintshop
Digital dictaphone	Sound Forge	DSLR camera	Final Cut Pro X	Flash gun	Adobe Photoshop
		Clapperboard	Adobe Premier	Tripod	

In addition, all learners will need access to the internet and to a computer/device with suitable memory, processing power and storage capacity for the editing of digital media.

7 General information for centres

Equality and inclusion

The unit specifications making up this group award have been designed to ensure that there are no unnecessary barriers to learning or assessment. The individual needs of learners will 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.

Internal and external verification

All instruments of assessment used within this/these qualification(s) should be internally verified, using the appropriate policy within the centre and the guidelines set by SQA.

External verification will be carried out by SQA to ensure that internal assessment is within the national guidelines for these qualifications.

Further information on internal and external verification can be found in *SQA's Guide to Assessment* (www.sqa.org.uk/GuideToAssessment).

8 Glossary of terms

Embedded Core Skills: is where the assessment evidence for the unit also includes full evidence for complete Core Skill or Core Skill components. A learner successfully completing the unit will be automatically certificated for the Core Skill. (This depends on the unit having been successfully audited and validated for Core Skills certification.)

Finish date: The end of a group award's lapsing period is known as the finish date. After the finish date, the group award will no longer be live and the following applies:

- ◆ candidates may not be entered for the group award
- ◆ the group award will continue to exist only as an archive record on the Awards Processing System (APS)

Graded unit: Graded units assess learners' ability to integrate what they have learned while working towards the units of the group award. Their purpose is to add value to the group award, making it more than the sum of its parts, and to encourage learners to retain and adapt their skills and knowledge.

Lapsing date: When a group award is entered into its lapsing period, the following will apply:

- ◆ the group award will be deleted from the relevant catalogue
- ◆ the group award specification will remain until the qualification reaches its finish date at which point it will be removed from SQA's website and archived
- ◆ no new centres may be approved to offer the group award
- ◆ centres should only enter candidates whom they expect to complete the group award during the defined lapsing period

SQA credit value: The credit value allocated to a unit gives an indication of the contribution the unit makes to an SQA group award. An SQA credit value of 1 given to an SQA unit represents approximately 40 hours of programmed learning, teaching and assessment.

SCQF: The Scottish Credit and Qualification Framework (SCQF) provides the national common framework for describing all relevant programmes of learning and qualifications in Scotland. SCQF terminology is used throughout this guide to refer to credits and levels. For further information on the SCQF visit the SCQF website at www.scqf.org.uk.

SCQF credit points: SCQF credit points provide a means of describing and comparing the amount of learning that is required to complete a qualification at a given level of the Framework. One National Unit credit is equivalent to 6 SCQF credit points. One National Unit credit at Advanced Higher and one Higher National Unit credit (irrespective of level) is equivalent to 8 SCQF credit points.

SCQF levels: The level a qualification is assigned within the framework is an indication of how hard it is to achieve. The SCQF covers 12 levels of learning. HNCs and HNDs are available at SCQF levels 7 and 8 respectively. Higher National Units will normally be at levels 6–9 and graded units will be at level 7 and 8. National Qualification Group Awards are available at SCQF levels 2–6 and will normally be made up of National Units which are available from SCQF levels 2–7.

Subject unit: Subject units contain vocational/subject content and are designed to test a specific set of knowledge and skills.

Signposted Core Skills: refers to opportunities to develop Core Skills arise in learning and teaching but are not automatically certificated.

9 General information for learners

This section will help you decide whether this is the qualification for you by explaining what the qualification is about, what you should know or be able to do before you start, what you will need to do during the qualification and opportunities for further learning and employment.

This qualification is about the creation of new digital media. The qualification has three parts to cover each of the main areas of digital media:

- ◆ Audio: designed to develop and enhance your skills in audio capture and sound editing
- ◆ Still images: focused on the capture and editing of photographs
- ◆ Moving images: centred on animation and/or video capture and editing

All three units make use of a development lifecycle: planning and design, acquisition and editing, with the inclusion of evaluation at level 5.

The assessment of your skills in each area will be straightforward and will not take up a great deal of time. Both your knowledge and practical abilities will be assessed. Assessment of your knowledge may take the form of multiple-choice, oral questioning or short response questions. Your practical abilities may be assessed through the completion of one or more practical tasks.

On completion of each award you may progress to one of a number of further qualifications in this, or a related, field. The qualification is available at two levels and you may progress to the next level if you wish to continue your studies. Beyond this award, there is a range of avenues for further studies in the area of digital media and into the wider field of computing.