Group Award Specification for:

PDA in Photography: Moving Image at SCQF level 8

Group Award Code: GN00 48

Validation date: 2 June 2017

Date of original publication: March 2018

Version: 01

Contents

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

This PDA at SCQF level 8 is a specialist qualification and is aimed at learners who wish to expand their skills when using Digital Single-Lens Reflex (DSLR) camera equipment to produce moving image sequences. The PDA will provide learners with experience in current market trends and styles of moving image production and presentation and will allow experienced photographers and/or holders of the HND in Photography to acquire additional specialist skills to diversify into new areas of the profession.

1.1 Rationale for development

Current industry trends and technological advancements have seen stills photographers move into new market areas using the vehicle of moving image. A gap was identified that combines the specific aesthetic and creative skills that still photographers have when considering the production of moving image sequences. There are no existing qualifications to cover this new industry trend hence the decision to develop this specialist PDA. The commercial photography and video industry and corporate TV industry are both utilizing new technology but existing training is still largely focused on the production team model and does not adequately address the growing need for multi-functional practitioners capable of working alone and being responsible for both the creative and technical input. This qualification seeks to provide this specialist progression from existing HND and degree programmes.

Industry markets for moving image have grown in line with digital online content becoming increasingly accessible. Digital TV channels have become a huge outlet for moving image content across an equally large market. Moving image content on websites is now a necessity rather than an exception and many industry areas from corporate, manufacturing, service and social now use moving image sequencing in their online advertising presence. Commissioning clients are requesting that photographers can produce both stills and moving image sequences as part of their work. The development of high quality HD video capture built into digital single lens reflex — DSLR-camera equipment has had a huge impact on the relatively closed, extremely expensive and specialist industry of film making and video production. In the hands of skilled and talented photographers, the development of moving image DSLR technology has seen new markets emerge and stills photographers, with the added skill of compiling moving image sequences, are diversifying into these new markets.

An entire hardware/camera support industry has grown up surrounding the technology of sensor development and HD quality moving image capture, New ways to move, focus, support and track moving image sequences, traditionally owned by the film and TV industries, have found new creative outlets in the photographer's hands. This PDA will provide the specialist skills to exploit these opportunities.

2 Qualification structure

This group award is made up of three SQA unit credits. It comprises 24 SCQF credit points of which 8 are at SCQF level 7 and 16 at SCQF level 8. The qualification level is determined by the number of credit points at the given level per unit. As the majority of credit points in these units are at SCQF level 8 (16), the level of the PDA is SQCF level 8.

The minimum criteria of 16 SCQF credit points for Professional Development Award has been exceeded thus meeting the design principles.

2.1 Structure

All three units are mandatory and must be achieved

4 code	2 code	Unit title	SQA credit	SCQF credit points	SCQF level
HN7D	34	Photography: Capture, Edit and Output	1	8	7
HN7C	35	Photography: Moving Image Project	1	8	8
HN7A	35	Photography: Image and Sound	1	8	8

3 Aims of the qualification

The principal aim of the qualification is to provide learners with specialist skills in moving image production and presentation. The general and specific aims in Sections 3.1 and 3.2 below detail how this will be achieved.

This PDA level 8 qualification is aimed at learners who wish to expand their skills when using digital DSLR camera equipment to produce moving image sequences. In addition, the qualification will provide learners with experience in current market trends and styles of moving image production and presentation. The qualification can be seen as a specialist stand-alone group award and as an additional qualification to expand an HND in Photography.

3.1 General aims of the qualification

Learners will develop and/or enhance skills in:

1   Study and research skills
2   Critical and evaluative thinking
3   Expanding skills for career planning and employability
4   Exploring commercial and industrial examples of technique and construction
5   Storyboarding and sequencing for a moving image production
6   Capturing a range of moving image sequences while applying a range of DSLR camera controls and techniques
7   Successfully capture and apply appropriate sound for use in a moving image piece
8   Editing and constructing finished moving image sequences
9   Preparing sequences for presentation on a range of platforms

3.2   Specific aims of the qualification

The specific aims exemplify the general aims shown above. Learners will develop and/or enhance their skills and competence through the following specific aims:

1   Current DSLR camera equipment and ancillary camera supports
2   Application of appropriate camera controls in order to capture and save moving image sequences
3   Downloading and management of files generated when capturing footage
4   Capturing appropriate sound for use when compiling edited sequences
5   Constructing a storyboard to assist in the logistical planning of moving image sequences
6   Applying appropriate camera techniques to capture effective footage
7   Apply editing and construction of captured footage/sound in line with storyboard outlines
8   Saving and managing finished moving image sequences for a range of outputs and platforms

4   Recommended entry to the qualification

Entry to this qualification is at the discretion of the centre. This SCQF level 8 qualification is a higher level award and centres should be satisfied that applicants have appropriate qualifications and/or experience to successfully achieve the PDA.

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:

♦   Higher Photography
♦   National Certificate in Photography or similar
♦   HN level units in Photography or similar
♦   Industrial experience in stills photography, video or moving image

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.

Core Skill	Recommended SCQF entry profile	Associated assessment activities
Communication	5	Research and evaluation
Numeracy	4	
Information and Communication Technology (ICT)	5	Use of online research materials, gathering research materials online (blog) use of digital hardware/software to capture download and edit materials
Problem Solving	5	Planning, scheduling and evaluation of project work
Working with Others	5	Planning and organizing specific shoots with assistants

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 where appropriate. In addition, significant opportunities exist for learners to develop the more generic skills, known as Core Skills through doing this qualification.

This qualification has been produced to enable learners to develop new or enhance existing skills to take advantage of new and emerging industry trends and technological advancements in photography in general and moving image in particular. It has been designed to bridge an identified gap that combines the specific aesthetic and creative skills that stills photographers have when considering the production of moving image sequences to enhance their employment opportunities. The industry features many stand-alone individual/small business models where practitioners require to be multi-skilled to fully exploit the commercial opportunities available.

5.1 Mapping of qualification aims to units

Code	Unit title	Aims								
		1	2	3	4	5	6	7	8	9
General aims										
HN7D 34	Photography: Capture, Edit and Output	X	X	X	X	X	X	X	X	X
HN7C 35	Photography: Moving Image Project	X	X	X	X	X	X	X	X	X
HN7A 35	Photography: Image and Sound	X	X	X	X	X	X	X	X	X
Specific aims										
HN7D 34	Photography: Capture, Edit and Output	X	X	X	X	X	X	X	X	
HN7C 35	Photography: Moving Image Project	X	X	X	X	X	X	X	X	
HN7A 35	Photography: Image and Sound	X	X		X		X	X	X	

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

There are no relevant NOS for this sector.

5.3 Mapping of Core Skills development opportunities across the qualification

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
HN7D 34	Photography: Capture, Edit and Output	SP	SP	SP	SP	SP	SP	SP	SP	SP	SP	SP	SP
HN7C 35	Photography: Moving Image Project	SP	SP	SP	SP	SP	SP	SP	SP	SP	SP	SP	SP
HN7A 35	Photography: Image and Sound	SP	SP		SP	SP	SP	SP	SP	SP	SP	SP	SP

5.4   Assessment strategy for the qualification

Unit	Outcome 1	Outcome 2	Outcome 3
Photography: Capture, Edit and Output	Written and/or oral recorded evidence showing knowledge will be produced in open-book conditions. This could be in the form, for example, an electronic journal capturing research, containing evaluative and personal reflective comments and annotations of diagrams/ screen grabs.	Written and/or oral recorded evidence showing knowledge will be produced in open-book conditions. This could be in the form, for example, an electronic workbook or blog capturing research, containing evaluative and personal reflective comments and annotations of diagrams/ screen grabs. The results of the research and findings can be presented in hard copy or an electronic format.	A short moving image sequence saved in three formats that demonstrate their knowledge and/or skills by showing that they can: ♦ Set up the project based on requirements of project brief ♦ Use a minimum of three clips ♦ Output sequence for three platforms as described on project brief
Photography: Image and Sound	Practical and written (and/or oral) evidence to demonstrate their knowledge and skills for researching and application of current lighting and camera techniques utilized in moving image sequencing. Identify current lighting equipment and techniques from a range of current practitioners. Produce a workbook/ document/online resource of moving image examples that explore techniques that may include, light quality, colour, temperature, exposure control, mixed lighting control and application of camera techniques.	Presentation of a finished sequence demonstrating that the learner can produce, capture and apply appropriate sound to moving image sequences which contribute to their production value. Research and evaluate how sound is applied to different moving image sequences. Identify and use sound capture techniques and approaches that display an understanding of sound capture. Source effects, music or footage from appropriate sources and understand the implications of current copyright legislation	

| | Produce a series of moving image sequence exercises that show how the techniques can be applied. | Apply and edit sound to moving image sequence(s).

Use effective post production techniques to prepare the final work for presentation. | |
| --- | --- | --- | --- |
| Photography: Moving Image Project | Written and/or oral evidence covering research into relevant equipment and production techniques, the work practices of key practitioners and appropriates platforms for moving image; a completed storyboard outlining narrative and selected approach for the project and a production plan. | A completed moving image sequence demonstrating the effective use of appropriate equipment; the application of appropriate lighting and sound techniques; the application of capture and editing techniques; post-production techniques and the presentation of the moving image sequence. | |

6   Guidance on approaches to delivery and assessment

Context

This PDA level 8 qualification is designed to develop specialist skills in producing moving images in a commercial context and is aimed at students who wish to expand their skills when using digital DSLR camera equipment to produce moving image sequences. In addition, the qualification will provide learners with experience in current market trends and styles of moving image production and presentation. The qualification can be seen as a specialist stand-alone group award and as an additional qualification to expand an HND in Photography.

6.1   Sequencing/integration of units

Sequencing and integration of the units for delivery is at the discretion of centres. However, a suggested sequence of delivery is outlined below.

✦ The three units in the framework of the PDA can be viewed in a holistic manner. Integration of assessment across units is promoted and there may be opportunities to carry this out throughout the award.
♦ The units *Photography: Capture, Edit and Output* and *Photography: Image and Sound* offer learners a closer and more detailed opportunity to develop their skills and apply a further range of techniques appropriate to making moving image pieces while considering sound, lighting, camera controls and movement. These units may be best delivered in an integrated fashion and assessments may be devised to encourage an integrated delivery. Although many of the learners taking this course will have HND level Photography skills it is important to remember that their skills lie with still image and not moving image. Application of sound, lighting, storyboarding, editing and compiling sequences for presentation to a moving image sequence are skills that are perhaps still in the early stages of development for most learners. With this in mind, it is important to consider a delivery approach that encourages exploratory learning. Research is hugely important to the development of these skills and there is a wealth of information available online for learners to become aware of. Technology continues to advance in this field, and this should be viewed as offering opportunity to both tutor and learner in the research journey within this award. When making moving image work on a limited budget and often with limited equipment, it becomes important to consider the problem solving aspect of producing a finished work. Production values may not be of high end cinematic quality but discovering what is possible with the equipment and resources available is vital to the learner's experience. Approaches to delivery should consider that the understanding of what is possible with the resources available is an important creative stage when forming and considering projects. Creative use of limited resources can often result in highly engaging and effective work.
♦ The unit *Photography: Moving Image Project* could be viewed as an opportunity for learners to apply all of the skills developed across the award in a personal and in-depth self-directed project. Assessment of this project would allow learners to consolidate their developing skills that culminates in a project that demonstrates their logistical, creative and technical skills stemming from their own career interests. This project may be seen as offering added value to learners' folios and be used as an opportunity to showcase the development of their skills and creative output.
♦ Preparing final works for presentation, website use, folio show reel or the host of online platforms available are important aspects to consider when finalizing a finished piece of work.

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.

The recognition of prior learning may **not** be used as a method of assessing in the following types of units and assessments:

♦ HN Graded Units
♦ Course and/or external assessments
♦ Other integrative assessment units (which may or not be graded)
♦ Certain types of assessment instruments where the standard may be compromised by not using the same assessment method outlined in the unit
♦ Where there is an existing requirement for a licence to practice
♦ Where there are specific health and safety requirements
♦ Where there are regulatory, professional or other statutory requirements
♦ Where otherwise specified in an assessment strategy

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 award can be seen as a continuing professional development as an addition to an existing HN level qualification such as HND Photography, HND Visual Communication, HNCD Media. The knowledge and skills gained throughout the qualification will allow learners to expand their professional and creative skills. Progression may be considered to degree level programmes offering stills and moving image opportunities

6.2.2 Professional recognition

The qualification is not designed to provide professional recognition.

6.2.3 Transitional arrangements

This is a new award therefore there are no transitional arrangements to note.

6.2.4 Credit transfer

All units in this new PDA are new units, therefore, credit transfer is not applicable.

6.3   Opportunities for e-assessment

The component units of this award are largely practical and opportunities for e-assessment is limited.

6.4   Support materials

Assessment support packs — ASPs — have been developed for each of the component units and will be available.

6.5   Resource requirements

The resources required for delivery of this qualification need not be expansive — the market for ancillary equipment and software is huge — Centres delivering this qualification will require a range of resources to allow delivery of the award.

Access to DSLR equipment that allows capture of moving image files is necessary when considering this qualification. Methods of DSLR camera support should also be considered for delivery. Ancillary sound recording equipment such as microphones may also be used at times throughout delivery. Image editing software that allows compilation and construction of sequences and sound is a requirement to undertake the assessments within the qualification.

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:

♦   learners 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)

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 learners 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.

History of changes

It is anticipated that changes will take place during the life of the qualification and this section will record these changes. This document is the latest version and incorporates the changes summarised below. Centres are advised to check SQA's APS Navigator to confirm they are using the up to date qualification structure.

NOTE: Where a unit is revised by another unit:

♦   No new centres may be approved to offer the unit which has been revised.
♦   Centres should only enter learners for the unit which has been revised where they are expected to complete the unit before its finish date.

Version Number	Description	Date

Acknowledgement

SQA acknowledges the valuable contribution that Scotland's colleges have made to the development of this qualification.

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.

The PDA in Moving Image is a specialist award designed to develop and enhance skills in the use of DSLR equipment. The component units — *Photography: Moving Image Project*, *Photography: Capture, Edit and Output* and *Photography: Image and Sound* — are designed to support you to develop professional level skills and promote your career in professional photography.

The market for still photographers to produce high quality moving image sequences as part of their saleable skills has been growing for some time. A huge market for ancillary camera supports and balances has grown alongside the advancements in DSLR camera technology and quality. Large production companies making broadcast quality films have adopted the qualities possible when filming with DSLR equipment. Clients are asking photographers to make short films and compile sequences to accompany the still images they have traditionally produced as part of a commission. This exciting market allows photographers to apply their visual and narrative skills on a commercial and personal level. Expanding the range of professional skills that clients may be looking for will enhance your opportunity for success in a highly competitive market.