



## **Arrangements for:**

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

**Group Award Code: G9FC 45**

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## **Acknowledgement**

SQA acknowledges the valuable contribution that Scotland's colleges have made to the development of National Qualification Group Awards.



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# 1 Introduction

This is the Arrangements Document for a *National Progression (NPA) Award in Digital Media Animation at SCQF level 5*, which was validated in May 2009. This document includes: background information on the development of the Group Award, its aims, guidance on access, details of the Group Award structure, and guidance on delivery.

The National Progression Award (NPA) in Digital Media Animation is part of SQA's national qualification framework in Digital Media Computing. More specifically it is one of a new suite of small National Progression Awards which covers both traditional subject areas (such as software and hardware) and more recent developments in the internet (social software, websites) and digital media.

The National Progression Award (NPA) in Digital Media Animation consists of three NQ Units drawn from the framework of the National Certificate in Digital Media Computing at SCQF level 5 (G8JK 45). These Units provide progression through the SCQF level 5 Units for candidates who wish to develop their knowledge and skills in the production of computer animation used in digital media. Candidates will gain fundamental knowledge and competence required in planning, creating and evaluating computer animations whilst also gaining practical skills in a range of software applications and tools used in industry. Whilst delivery of this NPA encourages the use of tools used in industry, it is important to note that this is a vendor neutral qualification. This NPA also prepares candidates for progression to level 6 Units.

Training providers have stated that the qualification could be used with a number of groups. They suggest inclusion of some or all of the Units in national programmes such as Get Ready for Work or Training for Work, where, combined with development of employability skills and appropriate work experience, the NPA would provide underpinning knowledge which would enhance work readiness.

# 2 Rationale for the development of the Group Award

The purpose of this award is to provide a qualification which offers candidates the chance to learn about the principles of computer animation and the hardware and software requirements for computer animation. Candidates will develop skills in producing both two and three dimensional animations using computer software. Candidates will also be able to develop skills in still images, audio or video depending on their choice of option. Successful candidates may proceed directly onto other courses of study.

The NPA in Digital Media Animation has been developed due to the growing use of animation in areas such as the web and multimedia platforms – games, phones, TV. The level of skill required for producing animation for these mediums is becoming more varied and less specialised in some areas e.g. web animation. Animation skills are therefore no longer unique to the film industry. The NPA in Digital Media Animation will introduce candidates to the fundamentals of animation, focusing 2D mainly on computer generated animation and introducing the techniques required to produce 3D animation. Candidates can use the NPA to progress further in the field of animation and other related industries, whether it is simple web animation or complex character animation for the film and games industries.

### **3 Aims of the Group Award**

This award is new for the sector and does not replace any existing awards. The award will provide an opportunity for centres to offer a SCQF level 5 certificated course based around a grouping of Units relating to computer animation in the area of digital media.

This National Progression Award has a range of broad aims, which are generally applicable to all equivalent National Certificate qualifications. Some of these general aims have been incorporated to develop the candidate's knowledge and skills in areas such as planning, analysing and synthesising to develop employment skills and enhance candidates' employment prospects.

#### **3.1 Principal Aims of the Group Award**

The award aims to:

- ◆ develop candidates' knowledge and understanding of the principles and processes used by industry to create computer animations
- ◆ develop candidates' skills in creating computer animations
- ◆ develop the relevant technical skills required by industry
- ◆ provide candidates' access to industry standard software
- ◆ develop an understanding of the legislative issues related to ownership of assets
- ◆ provide industry with well-qualified and competent juniors to work in the areas of computer animation and digital media
- ◆ ensure that advances in software skills are matched by advances in employability skills such as working with clients, receiving feedback and responding to change
- ◆ promote and maintain the importance of these digital elements to be included within the design and development of products being produced in media studies, computing, multimedia, interactive media, animation, websites and/or web-based media products
- ◆ to provide academic stimulus and challenge, and foster an enjoyment of the subject

All Units focus on real situations so that candidates will achieve these aims as they progress through the qualification.

#### **3.2 General Aims of the Group Award**

More general aims of the award are to:

- ◆ prepare candidates for employment particularly for entry-level employment in the range of sectors that use computer animation as part of their business
- ◆ prepare candidates for progression into an FE environment
- ◆ enable progression within the Scottish Credit and Qualifications Framework
- ◆ prepare candidates for progression to further study at National Certificate level
- ◆ provide candidates with the building blocks to achieve the National Certificate in Digital Media Computing level 5 (G8JK 45)

- ◆ prepare candidates for progression to further study at Higher National and Degree level in Interactive Media/Multimedia, Animation, Games Development, Web Development and Information Technology
- ◆ equip candidates with appropriate additional qualifications
- ◆ develop study and research skills
- ◆ develop core and transferable skills
- ◆ establish and develop best practice required for industry
- ◆ address predicted skills gaps
- ◆ produce a flexible award that is appropriate for a variety of delivery modes
- ◆ enhance the portfolio available to centres by mapping to the NOS and the vendor qualification(s)

As the Units within the award are based on the National Occupational Standards candidates completing the award will have gained some of the underpinning knowledge and understanding required by employers.

As the Units and the full award are all credit-rated and levelled on the SCQF, employers and education and training providers will be able to recognise appropriate pathways for candidates on their completion of the award.

All of the principal aims and other aims are fully compatible with the views of the employers.

### **3.3 Target groups**

Many schools already offer vocational courses to pupils in S3, 4, 5 and/or 6. These are often delivered in partnership with a college, private training provider or employer. Where these vocational courses are delivered to S3 and S4 pupils they often replace one Standard Grade. This may be even more likely with the introduction of Curriculum for Excellence, the new Scottish curriculum for 3–18 year olds. This aims to broaden the curriculum to enable each child or young person to be a successful learner, a confident individual, a responsible citizen and an effective contributor. In order to achieve this, the curriculum will allow for more flexibility. Technology is one of the eight key ‘Experiences and Outcomes’ of the Curriculum for Excellence. The NPA in Digital Media Animation will fit in naturally with this new model. It could also be incorporated as part of the Expressive Arts area of the curriculum.

The target audience for this qualification would therefore be:

- ◆ S4 schools pupils who will undertake the qualification as part of Curriculum for Excellence. For such candidates the NPA provides a good basis for progression on to any of the suite NPAs at levels 5 and 6 and to the Senior phase. In certain cases S3 pupils may also be considered for this award, eg to start it in this year of study and continue with it in S4.
- ◆ S5 and S6 school pupils who will undertake the qualification as a broadening of the curriculum and as part of the Senior phase of the Curriculum for Excellence. This is seen as the other primary target market for the qualification. This will help to provide them with more opportunities to move into positive and sustained destinations beyond school, which is one of the aims of the Curriculum for Excellence.

- ◆ Candidates at colleges who will be undertaking the NPA within full or part-time college programmes. This is seen as one of the primary target market for the qualification.
- ◆ Trainees of national programmes which prepare them to enter the workforce, such as Get Ready for Work or Training for Work.
- ◆ Existing employees within digital media, who wish to develop competence in certain areas. These candidates are likely to undertake individual Units and not the full Group Award.

### **3.4 Employment opportunities**

Candidates can use the NPA to progress further in the field of animation and other related industries, whether it is simple web animation or complex character animation for the film and games industries.

## **4 Access to Group Award**

Access to the NPA Digital Media: Animation will be at the discretion of the centre, however, the following provides guidance on what is considered to be knowledge and/or experience considered appropriate for entry to the award. It would be beneficial if candidates had the following:

- ◆ *Communication* skills at SCQF level 3 or 4 or equivalent
- ◆ *Numeracy* skills at SCQF level 3 or 4 or equivalent
- ◆ *Information Technology* skills at SCQF level 4 or equivalent
- ◆ *Problem Solving* skills at SCQF level 4 or equivalent
- ◆ appropriate industrial experience (mature candidates without formal qualifications)
- ◆ prior knowledge of computing or information technology — formal qualifications may not be necessary if suitable experience has been gained informally or through work experience
- ◆ ability to use the basic functions of an operating system
- ◆ appropriate combinations of relevant National Qualifications, Vocational Qualifications, FE/HE qualifications and equivalent qualifications from other awarding bodies or suitable vendor qualifications at an appropriate level

It is not necessary for candidates to have prior experience in the creation of animation.



## 5 Group Award structure

The NPA Digital Media Animation comprises of two mandatory Units and one optional Unit. There are four optional Units to choose from. In order to achieve the Group Award both mandatory Units and one optional Unit must be attained.

### 5.1 Framework

#### Mandatory section

Candidates must complete both mandatory Units.

Unit title	Unit Code	SCQF Credit points	SCQF level	SQA Credit value
Introduction to Computer Animation	D6RC 11	6	5	1
Computing: Animation Fundamentals	F1KB 11	6	5	1

#### Optional section

Candidates must complete one further credit from the options listed.

Unit title	Unit Code	SCQF Credit points	SCQF level	SQA Credit value
Computing: Digital Media Elements for Applications	F1KS 11	6	5	1
Digital Media: Audio Editing	FIKT 11	6	5	1
Digital Media: Video Editing	FIKV 11	6	5	1
Digital Media: Still Images Editing	FIKW 11	6	5	1
<b>Total credits required</b>		<b>18</b>		<b>3</b>

A mandatory plus options approach has been chosen in order that the content of the course can be tailored to suit the needs of the candidate. The two mandatory Units provide the essential knowledge of the processes and procedures required to create animations. The optional Units then provide the possibility of enhancing animations using specific media, whilst introducing candidates to the principles of another media format.

Digital Media Elements for Applications also allows for animations to be integrated into a working interactive product. As this is a mandatory Unit for the NC Digital Media Computing at level 5 this provides candidates with another opportunity to build the necessary credits to achieve the NC.

## 5.2 Mapping information

### Links to National Occupational Standards

The Units have been mapped to the Skillset National Occupational Standards (NOS) in Interactive Media, some of which map to the e-skills NOS. The mapping of the Units to the NOS also gives the NPA credibility with employers.

The NPA Digital Media Animation maps to elements of 17 of the 28 units in the NOS. The units with the most commonality are:

*IM 1 Work Effectively In Interactive Media*

*IM2 Obtain Assets For Use In Interactive Media Products*

*IM3 Prepare Assets For Use In Interactive Media Products*

*IM16 Plan Content For Web And Multimedia Products*

*IM24 Create 2D Animations For Interactive Media Products*

*IM25 Create Wire-Frame Models For 3D Animation*

*IM26 Texture Models For 3D Animation*

*IM28 Create Music For Interactive Media Products*

The NPA also maps to most of the areas of competency (AOC) in the supporting units of the NOS.

The six Units of the NPA Digital Media Animation have been mapped to the:

- 1 Interactive Media NOS
- 2 Skillset areas of competency (AOC) for Creative and Technical Skills
- 3 Skillset AOC and e-skills NOS
- 4 Skillset AOC in Personal Skills

As a result, elements of the following Skillset units have been identified within the Units that comprise the NPA Digital Media Animation. These elements have been identified from the three components of Skillset units — *Knowledge and Understanding, Awareness and Performance Statements*.

Details of mapping to the Skillset and e-skills NOS are on the following pages. A tick ✓ states where an element **or** elements of the NOS map to one of the Units of the NPA Digital Media Animation. It is not a statement that the whole Unit maps to the NOS unit.

### 5.2.1 Unit mapping to Skillset Interactive Media (IM) NOS

IM NOS	Mandatory Units		One optional Unit			
	1 D6RC 11	2 F1KB 11	1 F1KS 11	2 FIKT 11	3 FIKV 11	4 FIKW 11
IM1 Work Effectively In Interactive Media	✓	✓	✓	✓	✓	✓
IM2 Obtain Assets For Use In Interactive Media Products	-	✓	✓	✓	✓	✓
IM3 Prepare Assets For Use In Interactive Media Products	✓	✓	✓	✓	✓	✓
IM4 Prepare User Interface Assets For Interactive Media Products	✓	✓	✓	✓	✓	✓
IM5 Design User Interfaces For Interactive Media Products	✓	✓	-	✓	✓	-
IM8 Determine The Implementation Of Designs For Interactive Media Products	-	-	-	✓	✓	✓
IM9 Provide Creative And Strategic Direction For Interactive Media Projects	✓	✓	-	✓	✓	-
IM11 Manage Intellectual Property Rights	-	✓	✓	✓	✓	✓
IM13 Conduct User Testing Of Interactive Media Products	-	-	✓	-	-	-
IM14 Evaluate User Testing Of Interactive Media Products	-	-	-	✓	✓	✓
IM16 Plan Content For Web And Multimedia Products	✓	-	-	✓	✓	✓
IM17 Architect Interactive Media Products	✓	✓	-	-	-	-
IM20 Design Electronic Games	✓	✓	-	-	-	-
IM24 Create 2D Animations For Interactive Media Products	✓	✓	✓	-	-	-
IM25 Create Wire-Frame Models For 3D Animation	✓	-	-	-	-	-
IM26 Texture Models For 3D Animation Very basic	✓	-	-	-	-	-
IM27 Create Sound Effects For Interactive Media Products	-	-	✓	✓	-	-

## 5.2.2 Unit mapping to Skillset areas of competency (AOC) for Creative and Technical Skills

These AOC have been identified by Skillset as **supporting units** for the Interactive Media NOS. For further information see page 34 of the IM NOS. This can be downloaded from <http://www.skillset.org/standards/standards/IM/>.

AOC	Mandatory Units		One optional Unit			
	1 D6RC 11	2 F1KB 11	1 F1KS 11	2 FIKT 11	3 FIKV 11	4 FIKW 11
SKS D1–D11 Produce digital images	✓	-	✓	-	-	✓
SKS DMI30–DMI38 Produce graphics	✓	✓	-	-	-	-
SKS DMI39–DMI47 Design animations	✓	✓	-	-	-	-
SKS C12–C31 Shoot video	-	-	✓	-	✓	-
SKS E9–E17 Edit video	-	-	✓	-	✓	-
SKS S27 Make sound recordings	-	-	✓	✓	✓	-
SKS S31 Edit sound using a digital editing device	-	-	✓	✓	-	-
SKS DMI 1 Assist with the technical design process	✓	✓	-	✓	✓	✓
SKS DMI 2 Record, store and supply design information	✓	✓	✓	✓	✓	✓
SKS DMI 3 Contribute to the production of designs using IT	✓	✓	-	✓	✓	-
SKS DMI 4 Assess the technical implications of the design brief	✓	✓	-	✓	✓	✓

## 5.2.3 Unit mapping to Skillset areas of competency (AOC) and e-skills NOS

The following e-skills (ESK) units are amongst several that have been identified by Skillset as most directly relevant to the interactive media sector. They form part of the **Develop Software AOC for Creative and Technical Skills**.

These AOC have been identified by Skillset as **supporting units** for the Interactive Media NOS.

E-Skills NOS Units	Mandatory Units		One optional Unit			
	1 D6RC 11	2 F1KB 11	1 F1KS 11	2 FIKT 11	3 FIKV 11	4 FIKW 11
ESK Software development– design	✓	✓	-	-	-	-
ESK Quality management of ICT products and services	✓	✓	-	✓	✓	✓
ESK Testing ICT systems	-	-	✓	-	-	-

#### 5.2.4 Unit mapping to Skillset areas of competency (AOC) in Personal Skills

The following supporting units are amongst several that have been identified by Skillset as most directly relevant to the interactive media sector. All the Units of the NPA Digital Media Animation provide candidates with the opportunity to develop skills in each of these AOCs:

##### Manage Your Work

- ◆ MSC A1 Manage your own resources
- ◆ SFE H1 Improve your time management and delegation skills
- ◆ ESK 18 Develop personal and organisational effectiveness

##### Work With Others

- ◆ SKS DMI14 Liaise with team members to assist the production process
- ◆ ESK 33 Interpersonal and written communication
- ◆ MSC E5 Ensure your own actions reduce risks to health and safety

##### Make Effective Use Of IT

- ◆ SFE F2 Communicate using IT
- ◆ SFE F3 Choose and use computers and software
- ◆ SKS DMI3 Contribute to the production of designs using IT

##### Keep Your Skills Up To Date

- ◆ MSC A2 Manage your own resources and professional development
- ◆ SFE A3 Check your own skills
- ◆ MSC A3 Develop your personal networks

## 5.3 Articulation, professional recognition and credit transfer

### Articulation

Candidates who undertake this award could expect to progress to any of the following:

- ◆ NPA in Digital Media Basics SCQF 4
- ◆ NPA in Digital Media Editing SCQF 5
- ◆ NPA in Digital Media Production SCQF 6
- ◆ NPA in Computer Systems and Networks SCQF 5
- ◆ NPA in Software Development SCQF 5
- ◆ NPA in Website Enterprise SCQF 5
- ◆ NPA in Computers and Digital Photography SCQF 5
- ◆ PC Passport SCQF 5
- ◆ PC Passport SCQF 6

or full/part-time courses at SCQF levels 5, 6, 7 and 8 in a wide range of subject areas. (Details of the levels that candidates can progress to can be found on the next page.)

### Professional recognition

This award has been approved by Skillset, the Sector Skills Council for Interactive Media. Section 5 details links to the Skillset and e-skills NOS.

### Credit transfer

Credit transfer of Units of the same content and level are likely to be considered. SQA must be consulted about this and issue approval in order to validate the award where credit transfer has been applied.

## 6 Approaches to delivery and assessment

### 6.1 Delivery

The NPA in Digital Media Animation has been designed to equip candidates with the fundamental range of skills that are required to produce computer animations. The mandatory Units can be taught in any sequence. It may be best to deliver the Unit *Introduction to Computer Animation* first as this introduces candidates to the underpinning knowledge and skills required to produce 2D and 3D computer animation. *Computing: Animation Fundamentals* can then be used to further develop the candidates' 2D animation skills.

If the mandatory Units are being taught in tandem there are opportunities to cross deliver and assess the 2D element of both Units.

The Units can be delivered in any sequence or in tandem, depending on the requirements of the candidate and centre. If the NPA in Digital Media Animation is being delivered as part of an NC group award it is recommended that the optional Unit be taught either directly before or after the mandatory Units, if they cannot be delivered in tandem, to help to contextualise the NPA and avoid losing momentum. Delivery of the optional Unit should make reference to the animation Units, for

example if the mandatory NC Unit *Computing: Digital Media Elements for Applications* is taught at the start of the session the candidates should be made aware that this will be used later in the animation Units, and the purpose it will serve.

Whilst all the Units can be taught in isolation it may be effective to deliver one of the animation Units at the same time as the optional Unit as it will help to contextualise the audio/video/images/multimedia application that is being integrated with the animation.

It is recommended that where possible these Units are taught using a holistic approach. This approach can be best demonstrated by using project scenarios such as producing a cartoon, an animated demonstration, visual effects for a music video, animations for a simple game.

Whilst this award is vendor and hardware neutral candidates should be exposed to the relevant hardware and software used in industry.

This award can be delivered in various modes including distance learning.

**Introduction to Computer Animation** — covers the principles of computer animation. This includes the hardware and software required to create and playback animation, the various file formats that are generated and how animation is achieved through the illusion of movement. Candidates should use software applications specific to 2D and 3D animation. With regards to animation techniques the relevance of X axis, Y axis, Z axis, speed, additive, subtractive, replacement should be covered.

**Computing: Animation Fundamentals** — the overall aim of this Unit is to supply the candidate with the knowledge and skills to produce a short animation sequence using computer animation software. Candidates should be introduced to computer animation techniques and concepts such as: key frames, timelines, frame-by-frame animation, motion tweening, motion paths, button controls. In addition candidates should be exposed to a range of software tools and made aware of the different animation file formats available.

**Digital Media: Audio Editing** — the overall aim of this Unit is to enable candidates to be able to successfully capture, edit and manipulate audio files to a given brief.

This Unit could be selected as the optional Unit if the animations were going to have a narrative ie a cartoon story where speech, sound effects and music are required.

**Digital Media: Video Editing** — this Unit has been designed to enable candidates to experience the process of acquiring and editing digital video to produce a coherent narrative piece within the context of a specified brief. It has been designed to be integrated with a suite of Units, whereby the supplied brief can be written to accommodate a range of different contexts, eg animation project, website, multimedia application. Its main use is for candidates who need to include video within their work, but who are not pursuing a dedicated photographic/AV vocational pathway.

This Unit could be selected as the optional Unit if emphasis was being placed on how video can be used as a basis for animation in film and TV. Another use would be for how animation is used in music videos to create visual effects.

**Computing: Digital Media Elements for Applications** — the overall aim of this Unit is to give candidates the skills and knowledge to be able to develop a short multimedia presentation incorporating a range of media elements that they have either sourced, created or captured. The candidate should be introduced to the software tools required to create, edit and manipulate digital elements and gain familiarity with the hardware devices involved in capturing digital media elements.

This Unit could be selected as the optional Unit to illustrate how animation can form part of a multimedia application such as a website. If the NPA is being delivered as part of the group award G8JK 45 *Digital Media Computing* level 5, this is one of the mandatory Units. This provides more flexibility if centres are unable to accommodate any of the other optional Units.

**Digital Media: Still Images Editing** — This Unit has been designed to enable candidates to experience the process of acquiring (digital) stills and experience the range of possibilities for image acquisition. There will be elements of knowledge and skills which should be taught, eg how to use a simple (digital) still 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, the process.

This Unit could be selected as the optional Unit to illustrate how images can be used to develop 3D animation in particular and used as part of animated sequences.

## 6.2 Assessment

For all the Units it is recommended that, wherever possible, all Outcomes are covered by one integrated instrument of assessment. Alternatively each Outcome can be assessed separately or in any combination of the Outcomes. Where candidates are undertaking the full award of three Units, assessors are recommended to take a holistic approach to assessment and to integrate the assessment as far as possible across the Units.

Although conditions will vary between centres in terms of resources, staff and candidate profiles, timetabling constraints, etc the assessment context of each Unit has been set within a typical assessment loading for a NPA.

### Introduction to Computer Animation

Outcome 1 is assessed using a set of four short answer questions describing how the illusion of movement is created, the hardware, software, and file formats used in computer animation, including their purpose.

Outcomes 2 and 3 use the same method of assessment. Outcome 2 requires 2D animations to be planned and created, and Outcome 3 requires the same for 3D animations. These must include documentation for three animations, which meet given briefs, should include the original brief, an annotated graphical description of the proposed solution to the brief, and either hardcopy or software evidence of successful completion. Opportunities exist to cross assess Outcome 2 with *Computing: Animation Fundamentals*.



## **Computing: Animation Fundamentals**

For Outcomes 1 and 2 performance evidence supplemented by an assessor observation checklist is required which demonstrates that the candidate can apply techniques required for creating animation. Assessment 2 comprises of elements of Outcome 2 and all of Outcome 3, where product evidence in the form of a portfolio must be provided. Assessors will use observation checklists to ensure the completion of all tasks and authenticity of candidates' work.

Opportunities exist to cross assess this Unit with Outcome 2 of *Introduction to Computer Animation*.

### **Digital Media: Audio Editing**

Outcome 1 is a knowledge-based Outcome where candidates are assessed using a closed-book assessment lasting 45 minutes. The assessment consists of a sample across the range of knowledge covered in Outcome 1. It is recommended that the assessment for Outcome 1 be carried out at the end of the Unit(s), once candidates have put the knowledge into practice.

Outcomes 2, 3, 4 and 5 are combined in one assessment. Candidates have to produce evidence that they have planned, acquired, manipulated and evaluated digital audio to a given brief. Assessors will use observation checklists to ensure the completion of all tasks and authenticity of candidates' work.

### **Digital Media: Video Editing**

Outcome 1 is a knowledge-based outcome where candidates are assessed using a closed-book assessment lasting 45 minutes. The assessment consists of a sample across the range of knowledge covered in Outcome 1. It is recommended that the assessment for Outcome 1 be carried out at the end of the Unit(s), once candidates have put the knowledge into practice.

Outcomes 2, 3 and 4 are combined in one assessment. Candidates have to produce evidence that they have planned, acquired, edited and evaluated digital video to a given brief. Assessors will use observation checklists to ensure the completion of all tasks and authenticity of candidates' work.

### **Digital Media: Still Images Editing**

A holistic approach can be used to assess all Outcomes of this Unit. Outcome 1 requires candidates to produce written and/or oral evidence of identifying and planning the acquisition of digital still images to meet the requirements of a given brief. Outcomes 2, 3 and 4 require performance evidence in the form of a candidate activity log showing that they can:

- ◆ acquire digital still images to a specified brief
- ◆ select, edit and present a portfolio of digital images in a format appropriate to a specified brief
- ◆ evaluate the completed portfolio of digital images and personal contribution to meeting a specified brief

## **Computing: Digital Media Elements for Applications**

Outcome 1 is a knowledge-based Outcome where candidates are assessed using a closed-book assessment lasting 45 minutes. The assessment consists of a sample across the range of knowledge covered in Outcome 1. It is recommended that the assessment for Outcome 1 be carried out at the end of the Unit(s), once candidates have put the knowledge into practice.

Outcomes 2, 3 and 4 are combined in one assessment. Candidates have to produce evidence that they have sourced, captured, created, manipulated, edited and integrated media elements into a multimedia application. Assessors will use observation checklists to ensure the completion of all tasks and authenticity of candidates' work. The work produced in these assessments can be used as part of assessments for other Units.

### **E-assessment**

The opportunity exists to use e-assessment for these Units. These may take the form of e-testing for knowledge and understanding and/or e-portfolios (for practical abilities). There is no requirement for centres to seek prior approval if using e-assessment for either of these purposes so long as the normal standards for validity and reliability are observed. If a centre is presenting this assessment online the following assessment methods, where appropriate, may be selected:

- ◆ multiple-choice
- ◆ drag and drop
- ◆ multiple response
- ◆ mix and match
- ◆ a combination of the above

## **7 General Information for centres**

### **Disabled candidates and/or those with additional support needs**

The additional support needs of individual candidates should be taken into account when planning learning experiences, selecting assessment instruments, or considering whether any reasonable adjustments may be required. Further advice can be found on our website [www.sqa.org.uk/assessmentarrangements](http://www.sqa.org.uk/assessmentarrangements).

### **Internal and external verification**

All instruments of assessment used within this/these Group Award(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 and Quality Assurance for Colleges of Further Education* ([www.sqa.org.uk](http://www.sqa.org.uk)).

## 8 Glossary of terms

**SCQF:** This stands for the Scottish Credit and Qualification Framework, which is a new way of speaking about qualifications and how they inter-relate. We use SCQF terminology throughout this guide to refer to credits and levels. For further information on the SCQF visit the SCQF website at [www.scqf.org.uk](http://www.scqf.org.uk)

**SCQF credit points:** One SCQF credit point equates to 10 hours of learning. NQ Units at SCQF levels 2–6 are worth 6 SCQF credit points, NQ Units at level 7 are worth 8 SCQF points.

**SCQF levels:** The SCQF covers 12 levels of learning. 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.

**Dedicated Unit to cover Core Skills:** This is a non-subject Unit that is written to cover one or more particular Core Skills.

**Embedded Core Skills:** This is where the development of a Core Skill is incorporated into the Unit and where the Unit assessment also covers the requirements of Core Skill assessment at a particular level.

**Signposted Core Skills:** This refers to the opportunities to develop a particular Core Skill at a specified level that lie outwith automatic certification.

**Qualification Design Team:** The QDT works in conjunction with a Qualification Manager/Development Manager to steer the development of the National Certificate/National Progression Award from its inception/revision through to validation. The group is made up of key stakeholders representing the interests of centres, employers, universities and other relevant organisations.

**Consortium-devised National Certificates/National Progression Awards** are those developments or revisions undertaken by a group of centres in partnership with SQA.