



## National Unit Specification

### General information

**Unit title:** Digital Media: Still Images (SCQF level 4)

**Unit code:** HW4X 44

**Superclass:** KA

**Publication date:** October 2017

**Source:** Scottish Qualifications Authority

**Version:** 1

### Unit purpose

The purpose of this unit is to allow learners to gain foundational knowledge and acquire basic skills in still images such as simple landscapes and portraits. It is an introductory unit, suitable for all learners. No prior knowledge or experience is required.

Learners will gain knowledge and experience of the basic techniques involved in acquiring and editing simple still images and compiling these into a portfolio of still images. Basic product planning is also covered. Although the focus is on practical skills, learners will also acquire essential underpinning knowledge. The unit also aims to develop learners' technical vocabulary relating to digital media to ensure that they understand the basic terminology employed within this field.

On completion of this unit learners may wish to broaden their knowledge of digital media by completing HW4W 44 *Digital Media: Audio* and/or HW4Y 44 *Digital Media: Moving Images*. Alternatively, learners might wish to gain a deeper understanding of still images by completing HW4X 45 *Digital Media: Still Images*.

### Outcomes

On successful completion of the unit, the learner will be able to:

- 1 Plan the capture of digital still images for a specified brief.
- 2 Acquire and store digital still images for the specified brief.
- 3 Present a finished digital still images product for the specified brief.

### Credit points and level

1 National Unit credit at SCQF level 4: (6 SCQF credit points at SCQF level 4).

## National Unit Specification: General information (cont)

**Unit title:** Digital Media: Still Images (SCQF level 4)

### Recommended entry to the unit

While entry is at the discretion of the centre, learners should possess basic digital literacy skills.

This may be evidenced by possession of: C741 72 National 2 *Information and Communications Technology* or equivalent qualifications.

### Core Skills

Opportunities to develop aspects of Core Skills are highlighted in the support notes for this unit specification.

There is no automatic certification of Core Skills or Core Skill components in this unit.

### Context for delivery

If this unit is delivered as part of a group award, it is recommended that it should be taught and assessed within the subject area of the group award to which it contributes.

This unit is part of the National Progression Award in Digital Media at SCQF level 4. As such, it may be delivered alongside other component units, such as HW4W 44 *Digital Media: Audio* and HW4Y 44 *Digital Media: Moving Images*. In this circumstance, teaching, learning and assessment may be integrated across the units. Further details are provided in the support notes.

The Assessment Support Pack (ASP) for this unit provides assessment and marking guidelines that exemplify the national standard for achievement. It is a valid, reliable and practicable assessment. Centres wishing to develop their own assessments should refer to the ASP to ensure a comparable standard. A list of existing ASPs is available to download from SQA's website (<http://www.sqa.org.uk/sqa/46233.2769.html>).

### Equality and inclusion

This unit specification has been designed to ensure that there are no unnecessary barriers to learning or assessment. The individual needs of learners should 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](http://www.sqa.org.uk/assessmentarrangements).

## **National unit specification: Statement of standards**

### **Unit title:** Digital Media: Still Images (SCQF level 4)

Acceptable performance in this unit will be the satisfactory achievement of the standards set out in this part of the unit specification. All sections of the statement of standards are mandatory and cannot be altered without reference to SQA.

### **Outcome 1**

Plan the capture of digital still images for a specified brief.

#### **Performance criteria**

- (a) Identify required hardware resources to acquire digital still images for the brief.
- (b) Identify file formats used to capture digital still images for the brief.
- (c) Identify camera functions used to acquire digital still images for the brief.
- (d) Contribute to a production schedule for the acquisition of digital still images for the brief.
- (e) Identify copyright implications of digital still image acquisition for the specified brief.

### **Outcome 2**

Acquire and store digital still images for the specified brief.

#### **Performance criteria**

- (a) Identify suitable digital still images relating to the brief.
- (b) Acquire digital still images according to the schedule.
- (c) Store digital still images in appropriate locations using appropriate file names.
- (d) Store digital still images using appropriate formats for the specified brief.
- (e) Adhere to copyright requirements relating to the acquisition and storage of digital still images.

### **Outcome 3**

Present a finished digital still images product for the specified brief.

#### **Performance criteria**

- (a) Edit the original digital still images to meet the requirements of the brief.
- (b) Store the edited digital still images using appropriate file names.
- (c) Compile the digital still images into a single product that meets the requirements of the brief.
- (d) Save the final digital product in a format specified by the requirements of the brief.
- (e) Present the final digital still images product to the intended audience.
- (f) Adhere to the tasks and timescales in the production schedule.

## National unit specification: Statement of standards (cont)

**Unit title:** Digital Media: Still Images (SCQF level 4)

### Evidence requirements for this unit

Evidence is required to demonstrate that learners have achieved all outcomes and performance criteria.

The evidence requirements for this unit will consist of two types of evidence: knowledge evidence and product evidence.

The knowledge evidence will relate to all outcomes and performance criteria. It may take any appropriate format (including oral). The evidence will relate to explicit knowledge (such as Outcome 1, Performance Criterion (a)) and underpinning knowledge (such as Outcome 2, Performance Criterion (d)). The focus of the knowledge evidence is breadth, not depth, so the amount of evidence should be the minimum consistent with the performance criteria. It may be produced with access to reference materials over the life of the unit.

Sampling of knowledge is permissible in certain contexts, such as when traditional testing is used to generate the evidence. When sampling is used, the sampling frame must be broad enough to ensure that every outcome is covered (but not every performance criterion in every outcome). In this circumstance, the test must be carried out under controlled, supervised and timed conditions, without access to reference materials.

The product evidence will consist of at least one product plan (Outcome 1) and at least one final portfolio of digital still images (Outcomes 2 and 3). The product plan may take any acceptable format but must satisfy all associated performance criteria. There is no requirement for the learner to produce the plan without assistance, so long as their contribution is significant.

The portfolio of digital still images may be simple but must satisfy the brief and its production must adhere to the production schedule. At this level, some slippage is permissible within reason. It must be produced under supervised, loosely controlled conditions and may be conducted over an extended period of time. For example, parts of it may not be done under the supervision of the assessor. In this scenario, authentication will be required to ensure that the product is the work of the learner.

Product evidence is required to demonstrate that the learner has satisfied the specified brief:

- ◆ At least ten still images have been acquired and stored to meet the quality requirements.
- ◆ A presentation of at least six edited still images.
- ◆ At least one digital still image containing (an) individual(s).
- ◆ Confirmation that the portfolio of digital still images adheres to copyright requirements.

The Assessment Support Pack (ASP) for this unit provides sample assessment material including an instrument of assessment for the knowledge and a specified brief. Centres wishing to develop their own assessments should refer to the assessment support pack to ensure a comparable standard.



## National Unit Support Notes

**Unit title:** Digital Media: Still Images (SCQF level 4)

Unit support notes are offered as guidance and are not mandatory.

While the exact time allocated to this unit is at the discretion of the centre, the notional design length is 40 hours.

### Guidance on the content and context for this unit

This unit is intended for anyone with an interest in acquiring still images who wishes to gain a basic understanding of planning, acquiring and producing a portfolio of still images. The aim of the unit is to show learners how to plan, acquire and produce a portfolio of still images. The unit has three outcomes. The outcomes cover both the theory and practice of planning, acquiring and producing a portfolio of digital still images.

Please note that the following guidance is not a teaching syllabus and does not seek to explain each performance criterion, which is left to the professionalism of the teacher. This section seeks to clarify the statement of standards where it is potentially ambiguous. It also focuses on non-apparent teaching and learning issues that may be over-looked, or not emphasised, during unit delivery. As such, it is not representative of the actual time spent teaching or learning specific competences or the relative importance of each competence.

If this unit is delivered as part of the National Progression Award in Digital Media at SCQF level 4, there is significant potential for teaching, learning and assessment to be integrated across the component units.

#### Outcome 1

This outcome introduces learners to the stages and components required to enable the acquisition of digital still images. It also introduces the different hardware, camera functions and file formats that can be used.

Typical theory should include the following:

- ◆ Planning techniques — production schedule
- ◆ Hardware and accessories, for example smartphone, tablet, compact cameras and tripods
- ◆ Camera functions, for example scene modes, flash and red-eye removal
- ◆ Types of file formats (jpeg, gif and tiff)
- ◆ Copyright implications

Learners must be able to use the correct terminology for the materials, hardware, software and file formats that they are using.

Learners will produce a basic plan and schedule for the portfolio of digital still images, outlining the hardware, camera functions and file formats that they will require, and their awareness of any associated copyright issues.

## National Unit Support Notes (cont)

**Unit title:** Digital Media: Still Images (SCQF level 4)

### Outcome 2

This outcome introduces the learner to the process of acquiring still images and is a practical outcome. Learners will follow the production schedule using the hardware identified to acquire the digital still images.

The practical nature of this unit will include the following:

- ◆ Methods used to acquire still images using, for example, a smartphone, tablet and compact cameras.
- ◆ Use of an appropriate file format to label and store images safely on a computer or cloud-based storage.

### Outcome 3

This outcome introduces the learner to the process of editing still images in appropriate editing software using basic editing techniques.

The practical nature of this unit will include the following:

- ◆ Edit using basic editing techniques.
- ◆ Import images to appropriate editing software (for example Corel Paintshop, Adobe Photoshop, Gimp).
- ◆ Apply basic editing features, such as transform (scale, rotate, skew, distort), crop, brightness and contrast and red-eye removal.
- ◆ Save the still image for future editing.

### Suggested content for *Digital Media: Still Images* levels 4 and 5

	Level 4	Level 5
<b>Media Lifecycle</b>	Plan Acquire Produce	Design Acquire/edit Produce Evaluate
<b>Hardware</b>	Smartphone Smartphone accessories: <ul style="list-style-type: none"><li>◆ selfie stick,</li><li>◆ lenses that attach to smartphones,</li><li>◆ tripod for smartphone</li></ul> Tablet Compact camera (point and shoot) Tripod Built in flash Photo printer Megapixel	Bridge camera CSC camera DSLR cameras Monopod, gorilla tripod Flash gun Resolution

## National Unit Support Notes (cont)

**Unit title:** Digital Media: Still Images (SCQF level 4)

	<b>Level 4</b>	<b>Level 5</b>
<b>Image transfer</b>	Cable, card reader, memory card	Drop box (cloud storage), Bluetooth, Wi-Fi
<b>Camera functions</b>	Auto mode Common scene modes (such as portrait, landscape, sport, close-up and night) Zoom Flash and red-eye	Manual, aperture, shutter speed and program modes Autofocus, focus, lenses Focal length Half shutter depress Depth of field Exposure ISO settings
<b>File format</b>	Jpeg, gif and tiff	Compression (lossy and lossless) RAW EXIF information (metadata)
<b>Image editing features</b>	Transform — scale, rotate, skew, distort Scale Crop Rotate Brightness and contrast Red-eye removal	Colour correction Hue Saturation Gamma levels RGB CYMK
<b>Legislation</b>	Permission to take still images Photo release forms Copyright permissions	Copyright on still images Copyright notices Data Protection in relation to still images

## Useful web addresses

### SQA Academy

- ◆ <https://www.sqaacademy.org.uk/course/view.php?id=365>

### Smartphone accessories

- ◆ <http://www.hongkiat.com/blog/mobile-photography-gadgets/>

### Copyright

- ◆ [http://www.wipo.int/export/sites/www/sme/en/documents/pdf/ip\\_photography.pdf](http://www.wipo.int/export/sites/www/sme/en/documents/pdf/ip_photography.pdf)
- ◆ <http://www.techradar.com/how-to/photography-video-capture/cameras/photographers-rights-the-ultimate-guide-1320949>
- ◆ <http://www.urban75.org/photos/photographers-rights-street-shooting.html>
- ◆ <http://www.pro-imaging.org/departments/photographers-rights/copyright-law-introduction/>
- ◆ <https://www.dacs.org.uk/knowledge-base/factsheets/copyright-in-photographs>
- ◆ <https://www.gov.uk/government/publications/copyright-notice-digital-images-photographs-and-the-internet>
- ◆ [https://www.copyrightservice.co.uk/protect/p16\\_photography\\_copyright](https://www.copyrightservice.co.uk/protect/p16_photography_copyright)

## National Unit Support Notes (cont)

**Unit title:** Digital Media: Still Images (SCQF level 4)

### Guidance on approaches to delivery of this unit

Although this unit contains a significant body of knowledge, it is recommended that it is delivered in a practical context through exemplification of the principles and practice of still image acquisition in the context of each learner's preferred subject area of interest. Learners should be given a broad enough brief that allows them to produce a portfolio of digital still images in an area that interests them, for example sport, fashion, portraits, landscapes.

The brief could provide learners with an opportunity to produce a portfolio of at least ten digital still images. For example, a possible brief could be to produce a portfolio of the learner's academic staff, mounted and displayed on an information board within the academic building. Alternatively, the portfolio could be used as a product promotion in a brochure or presentation.

All learners will require access to at least one device which allows them to capture digital still images (ideally, learners should be able to try more than one kind of device to enable them to compare and contrast features and quality). Learners will also require access to a computer that has sufficient processing power, memory, file storage and graphics capabilities, to allow them to edit the still images.

It is recommended that learners are given an opportunity to research and discuss, as a group, examples of digital still images and to recognise and critique basic editing techniques.

The unit could be delivered in distinct stages with learners being given the theory related to each stage of the still image production process, with small discrete practical tasks to reinforce the learning, after which learners are presented with a final design brief/task. Alternatively, if there are time constraints to deliver the unit, learners could be presented with all of the theory at once, with the practical work being satisfied by the planning, acquisition and editing of a portfolio of digital still images that meets a brief given by the teacher/lecturer.

It is recommended that the unit is delivered in the sequence of the outcomes, since each outcome requires the underpinning knowledge and skills of earlier outcomes.

A suggested distribution of time across the outcomes is:

- ◆ Outcome 1: 15 hours
- ◆ Outcome 2: 15 hours
- ◆ Outcome 3: 10 hours

There will be opportunities for learners to collaborate by, for example, being the subject (model). The learner could participate in the acquisition of another learner's still image by viewing it and providing constructive feedback on the digital still image. Although collaboration with other learners taking the unit is encouraged, each learner must be able to provide their own evidence.

Although not essential to the successful completion of the unit, still image acquisition provides an excellent platform for outdoor learning and/or interdisciplinary work.

Summative assessment should be carried out towards the end of the unit, although learners could begin to generate the evidence at an earlier stage. However, in this case, the completed portfolio should not be assessed until it is complete and the learner is satisfied with it.



## National Unit Support Notes (cont)

**Unit title:** Digital Media: Still Images (SCQF level 4)

There are opportunities to carry out formative assessment at various stages in the unit but it is recommended, for expediency and learner experience, that learners are assessed in one extended assessment once all the theory for the three outcomes has been delivered.

### Guidance on approaches to assessment of this unit

Evidence can be generated using different types of assessment. The following are suggestions only. There may be other methods that would be more suitable to learners.

Centres are reminded that prior verification of centre-devised assessments would help to ensure that the national standard is being met. Where learners experience a range of assessment methods, this helps them to develop different skills that should be transferable to work or further and higher education.

A traditional approach to assessment would comprise a test (for knowledge evidence) and a practical assignment (for the product evidence).

The test could consist of a number of selected response questions. For example, a multiple-choice test, consisting of 20 items, each with four options. In this example, the pass mark would be 12 out of 20. The items would cover every outcome but not every performance criterion. The test would be timed and carried out under controlled conditions, without access to reference material.

A more contemporary (and natural) approach to assessment would be the use of a web log (blog) to record learning over the life of the unit. Learners would post, on a regular basis, their activities, which would include details about how they planned, acquired, edited and combined the various digital still images. Given the multimedia nature of blogs, individual posts could record the tasks carried out by learners, including embedded digital media, illustrating the various stages involved in carrying out the supplied brief. The blog would, of course, have to include the final portfolio of digital still images.

The practical assignment could require learners to individually construct a portfolio of still images on a subject of their choosing but which follows a brief supplied by the centre. The brief should include details, such as:

- ◆ quantity of still images required.
- ◆ quality of the still images to be acquired.
- ◆ timescales for production.

It is recommended that the portfolio of digital still images is linked to their extra-curricular interests.

The portfolio would consist of a few simple components, which would be identified and acquired by the learner, and then compiled into a single product. An observation checklist could be used for authentication purposes to ensure that the learner has completed the required tasks along with the digital still images evidence. The assessor should endorse each learner checklist with their name, signature and date.

The portfolio may be constructed under loosely controlled conditions. For example, parts of it may not be done under the supervision of the assessor. In this scenario, authentication would be required, which could take the form of oral questioning.

## National Unit Support Notes (cont)

### Unit title: Digital Media: Still Images (SCQF level 4)

The resulting portfolio of still images should be assessed against defined criteria and these criteria should be known to the learner before they submit their evidence. The criteria should be based on the performance criteria within this unit specification and the characteristics defined in the evidence requirements section of this unit specification together with the appropriate SCQF level descriptors.

Formative assessment could be used to assess learners' knowledge at various stages throughout the life of the unit. An ideal time to gauge their knowledge would be at the end of each outcome. This assessment could be delivered through an item bank of selected response questions, providing diagnostic feedback to learners (when appropriate) and opportunities for remedial action.

The assessment of this unit could be combined with the assessment of the other component units within the National Progression Award in Digital Media at SCQF level 4 by means of a project involving learners in creating a more substantial digital product comprising images and audio.

### Opportunities for e-assessment

E-assessment may be appropriate for some assessments in this unit. By e-assessment we mean assessment which is supported by Information and Communication Technology (ICT), such as e-testing or the use of e-portfolios or social software.

Centres which wish to use e-assessment must ensure that the national standard is applied to all learner evidence and that conditions of assessment as specified in the Evidence Requirements are met, regardless of the mode of gathering evidence. The most up-to-date guidance on the use of e-assessment to support SQA's qualifications is available at [www.sqa.org.uk/e-assessment](http://www.sqa.org.uk/e-assessment).

### Opportunities for developing Core and other essential skills

In this unit, learners are required to plan the acquisition of a portfolio of still images. This will present opportunities for developing aspects of the Core Skill of *Problem Solving* (SCQF level 4) as well as aspects of the Core Skill in *Communication* (SCQF level 4).

In addition, opportunities may arise for learners to work together as part of the learning process, such as composing and acquiring still images or using software packages for editing.

## History of changes to unit

Version	Description of change	Date

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## General information for learners

### Unit title: Digital Media: Still Images (SCQF level 4)

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

Whilst undertaking this unit, you will be required to create a portfolio of digital still images to meet the requirements of a given brief (supplied by your teacher or lecturer), plan for the acquisition of the digital still images and then acquire them. You will edit and present the edited images in a format appropriate to the given brief.

On the successful completion of this unit, you will have the skills and knowledge to undertake the acquisition of a portfolio of digital still images to meet the requirements of a given brief.

This unit is suitable for you if you have an interest in digital still images and you wish to acquire the basic skills required for the acquisition and editing of still images. No previous experience of still image acquisition is required but it may be beneficial if you possessed basic digital literacy skills, such as C741 72 National 2 *Information and Communications Technology* or equivalent qualifications or experience.

The unit is a mix of theory and practice. The theory includes the underpinning knowledge required to plan, acquire and edit digital still images. The unit also covers some theoretical aspects of still image, such as the hardware, camera functions and editing techniques used. The practical aspects of the unit include planning a portfolio of digital still images, acquiring and storing still images and editing the images.

You will be assessed practically by creating your own portfolio of digital still images. Evidence of your knowledge of still image terminology will be required and may be produced throughout the unit or at the end of unit delivery; your teacher/lecturer will decide this.

On completion of this unit, you might wish to broaden your knowledge of digital media by completing HW4Y 44 *Digital Media: Moving Images* and/or HW4W 44 *Digital Media: Audio* to gain NPA Digital Media (level 4) group award. Alternatively, you might wish to gain a deeper understanding of still images by completing HW4X 45 *Digital Media: Still Images*.