

# Next Generation Higher National Unit Specification

## Editing (SCQF level 8)

<b>Unit code:</b>	J6DR 48
<b>SCQF level:</b>	8 (16 SCQF credit points)
<b>Valid from:</b>	session 2024 to 2025

This unit specification provides detailed information about the unit to ensure consistent and transparent assessment year on year. It is for lecturers and assessors and contains all the mandatory information you need to deliver and assess the unit.

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This edition: April 2024 (version 1.0)

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## **Unit purpose**

This unit helps learners to develop editing skills and improves their understanding of the overall post-production process. Learners expand their skills as both technicians and artists through the creative interpretation of a brief and accurate editing of pre-recorded sound and vision.

Entry to the unit is at your centre's discretion. We recommend that learners have successfully completed Television Technical Production at SCQF level 7 or have practical video and audio editing experience before starting the unit.

On completion of the unit as part of the Higher National Diploma (HND) in Television, learners may have the opportunity to progress to further study, including degree-level courses, or employment.

# Unit outcomes

Learners who complete this unit can:

- 1 prepare source material for editing to meet the requirements of a given brief
- 2 develop a rough-cut edit to meet the requirements of the brief
- 3 develop a fine-cut edit to meet the requirements of the brief

## Evidence requirements

### All outcomes

Learners must provide evidence to demonstrate their knowledge and skills across all outcomes. They must provide performance evidence covering all the knowledge and skills requirements for outcomes 1, 2 and 3 in the form of:

- ◆ a script or scripts
- ◆ a rough cut
- ◆ details of sound effects
- ◆ details of music sources
- ◆ edit notes
- ◆ notes from meetings
- ◆ a final edited programme

Learners' evidence must meet the requirements of the brief and show that they can:

- ◆ produce notes from meetings, demonstrating their own input
- ◆ set up a project with appropriate settings, file paths and backups
- ◆ log material with appropriate metadata
- ◆ ingest material into an editing system
- ◆ use effective file management
- ◆ prepare source material for editing
- ◆ demonstrate knowledge of editing and post-production procedures
- ◆ produce a rough cut of edited material
- ◆ present a rough cut of edited material for review, and make changes as appropriate
- ◆ incorporate sound to support and enhance the visual image
- ◆ incorporate visual or audio effects most likely to enhance the requirements of the brief
- ◆ present a fine cut for review
- ◆ make narrative and technical decisions that enhance the quality of the edit
- ◆ export the fine cut in an appropriate format, backing up all material

### Grading

This unit contributes to learners' overall final grades.

# Knowledge and skills

Knowledge	Skills
<p><b>Outcome 1</b> Learners should understand:</p> <ul style="list-style-type: none"> <li>◆ production terminology and procedures</li> <li>◆ production requirements and their implications on the editing process</li> <li>◆ project settings</li> <li>◆ effective file management</li> <li>◆ how to log and store materials for easy retrieval</li> <li>◆ how to identify the requirements for transferring material to appropriate formats for editing, as required by the brief</li> <li>◆ technical standards</li> <li>◆ technical and creative solutions</li> </ul>	<p><b>Outcome 1</b> Learners can:</p> <ul style="list-style-type: none"> <li>◆ review production requirements and accurately identify their implications on the editing process</li> <li>◆ ingest material</li> <li>◆ set up an editing project with appropriate file formats and settings</li> <li>◆ log material</li> <li>◆ accurately assess the technical quality of all materials, and take appropriate remedial action when necessary</li> <li>◆ make constructive suggestions about technical and narrative options</li> <li>◆ back up materials appropriately</li> </ul>
<p><b>Outcome 2</b> Learners should understand:</p> <ul style="list-style-type: none"> <li>◆ creative techniques to enhance the quality of the edit</li> <li>◆ technical solutions to enhance the quality of the edit</li> </ul>	<p><b>Outcome 2</b> Learners can:</p> <ul style="list-style-type: none"> <li>◆ edit material to rough-cut stage, to meet the requirements of a brief</li> <li>◆ communicate with the director or other personnel, as appropriate</li> <li>◆ implement creative techniques to enhance the quality of the edit</li> <li>◆ implement technical solutions to enhance the quality of the edit</li> <li>◆ critically review the rough cut</li> </ul>

Knowledge	Skills
<p><b>Outcome 3</b> Learners should understand:</p> <ul style="list-style-type: none"> <li>◆ advanced editing techniques</li> <li>◆ copyright law</li> <li>◆ delivery formats</li> <li>◆ procedures for exporting and backing up fine cuts</li> </ul>	<p><b>Outcome 3</b> Learners can:</p> <ul style="list-style-type: none"> <li>◆ make a fine-cut edit that accurately meets the requirements of the brief</li> <li>◆ incorporate visual or optical effects most likely to enhance the requirements of the brief</li> <li>◆ incorporate sound to support and enhance the visual image</li> <li>◆ continually evaluate all aspects of the edit, technical and aesthetic, and revise them as required to meet the requirements of the brief</li> <li>◆ maintain technical standards throughout the fine cut and take remedial action when necessary to improve quality</li> <li>◆ comply with copyright law</li> <li>◆ export the fine cut in an appropriate format, safely backing up all material</li> </ul>

## Meta-skills

You must give learners opportunities to develop their meta-skills throughout this unit. We've suggested how to incorporate the most relevant ones into the unit content, but you may find other opportunities.

## Self-management

This includes focusing, integrity, adapting and initiative. The most relevant are:

- ◆ Focusing:
  - attention to detail
  - record keeping
  - logging and data management
- ◆ Integrity:
  - work ethic
  - timekeeping
  - reliability
  - discipline
  - trustworthiness
  - compliance
- ◆ Adapting:
  - willingness to learn
  - critical reflection
  - resilience
  - working under pressure
  - creative and technical problem solving
- ◆ Initiative:
  - self-promotion
  - showing enthusiasm and knowledge of the industry

## Social intelligence

This includes communicating, feeling, collaborating and leading. The most relevant are:

- ◆ Communicating:
  - communicating clearly and concisely in person and through digital methods, such as telephone, email and social media
  - skills in listening, storytelling and relaying accurate information
- ◆ Feeling:
  - showing empathy and using feelings to engage the audience
  - building relationships
  - understanding production etiquette

- ◆ Collaborating:
  - working as part of a team

## **Innovation**

This includes curiosity, creativity, sense-making and critical thinking. The most relevant are:

- ◆ Curiosity:
  - asking questions
  - researching
  - looking at things from a different angle
  - critical thinking
  - engaging with and understanding industry practice
- ◆ Creativity:
  - generating ideas
  - visualising
  - problem solving
- ◆ Sense-making:
  - researching
  - analysing data
  - seeing the bigger picture
  - prioritising tasks
- ◆ Critical thinking:
  - logical thinking
  - making judgements based on facts
  - decision-making

## **Literacies**

This unit provides opportunities to develop the following literacies.

### **Numeracy**

Learners can develop their numeracy skills by using shot lists and timecodes, and understanding frame rates.

### **Communication**

Learners can develop their communication skills by portraying emotions and storytelling through an edit, and demonstrating their ability to construct and communicate a narrative. We expect learners to discuss their edits and make amendments where needed. They should suggest changes and listen to feedback.

## **Digital**

Learners can develop their digital skills, including understanding metadata and post-delivery formats, by using the hardware and software available to them to create a coherent edit that meets professional standards.



# Learning for Sustainability

Throughout this unit, you should encourage learners to develop their skills, knowledge and understanding of sustainability.

This includes:

- ◆ a general understanding of social, economic and environmental sustainability
- ◆ a general understanding of the United Nations Sustainable Development Goals (SDGs)
- ◆ a deeper understanding of subject-specific sustainability
- ◆ the confidence to apply the skills, knowledge, understanding and values they develop in the next stage of their life

## **Delivery of unit**

If you deliver the unit as part of a group award, we recommend that you teach and assess it in the subject area of the group award to which it contributes.

You can deliver and assess the unit alongside Television: Collaborative Production Projects at SCQF level 8, Television: Working in Industry at SCQF level 8 and selected optional units in the Higher National Diploma (HND) Television at SCQF level 8.

You should deliver the unit using the standard approaches and editing techniques currently used in the television industry.

## **Additional guidance**

The guidance in this section is not mandatory.

### **Content and context for this unit**

This unit helps learners to gain the skills they need for editing to the fine-cut stage using audio, visual and graphics source material. The unit develops learners' knowledge of editing systems and software, along with their sense of timing and ability to creatively interpret a proposed narrative. This includes:

- ◆ developing an ability to visualise the final product
- ◆ developing analytical, communication and problem-solving skills
- ◆ accepting direction, as necessary

Learners become familiar with a range of editing techniques. They develop their knowledge of editing systems and software through editing sound, vision and graphics from various formats.

Learners' final cuts should demonstrate editing skills such as:

- ◆ attention to detail
- ◆ the ability to make creative and technical decisions
- ◆ the ability to accept direction, as necessary
- ◆ familiarity with editing techniques to incorporate effects, voice-overs, music, titles, graphics and end credits

Learners should be aware of, and comply with, law and good practice regarding copyright, compliance and acknowledgement of the contribution of others to their work.

### **Approaches to delivery**

The unit reflects the working practices of an editor working as part of a larger production team or in response to a client's brief. The unit is practical and you should deliver it using editing techniques and equipment that mirror the approaches and techniques of the television industry.

Before you assess learners, they should carry out formative exercises in editing material to a brief. Supplying them with appropriate video rushes and relevant briefs, and giving feedback on formative work, is of great benefit. Viewing and discussing professionally produced sequences is a useful starting point for learners, as it can help set benchmarks against which they can compare their own work. You should encourage group viewing and discussion of formative work, as learners can often learn from their peers. Developing a participative approach to delivery encourages learners to contribute their views.

## **Approaches to assessment**

We recommend that you assess the unit through a project that covers all three outcomes. Learners should produce their finished editing project in a format appropriate to the given brief, and submit it as evidence for assessment.

## **Equality and inclusion**

This unit is designed to be as fair and as accessible as possible with no unnecessary barriers to learning or assessment.

You should consider the needs of individual learners when planning learning experiences, selecting assessment methods or considering alternative evidence.

Guidance on assessment arrangements for disabled learners and those with additional support needs is available on the [assessment arrangements web page](#).

# Information for learners

## Editing (SCQF level 8)

This information explains:

- ◆ what the unit is about
- ◆ what you should know or be able to do before you start
- ◆ what you need to do during the unit
- ◆ opportunities for further learning and employment

## Unit information

This unit enables you to edit complete programmes and projects to given briefs. You are responsible for organising and acquiring the footage you use.

Entry to the unit is at your centre's discretion. We recommend that you have completed Television Technical Production at SCQF level 7 or have practical video and audio editing experience before starting this unit.

On completion of the unit, you can:

- 1 prepare source material for editing to meet the requirements of a given brief
- 2 develop a rough-cut edit to meet the requirements of the brief
- 3 develop a fine-cut edit to meet the requirements of the brief

In outcome 1, you prepare source material for editing. You review production information, both written and verbal, and accurately identify its implications for the editing process and the range of potentially suitable editing media and processes.

In outcome 2, you capture the relevant footage identified in outcome 1 and produce a rough-cut edit that meets the requirements of the given brief.

In outcome 3, you develop your skills and creativity in the application and use of visual and audio effects. This could include additional tracks, such as voice over, music, graphics, credits and any special effects required.

Outcome 3 provides evidence that you can manage post-production in accordance with current professionally accepted processes.

You provide performance evidence for assessment in the form of:

- ◆ a script or scripts
- ◆ a rough cut
- ◆ details of sound effects
- ◆ details of music sources
- ◆ edit notes
- ◆ notes from meetings
- ◆ a final edited programme, completed to meet the requirements of a brief

When you finish the unit as part of the Higher National Diploma (HND) in Television, you may have the opportunity to progress to further study, including degree-level courses, or employment.

## **Meta-skills**

Throughout this unit, you develop meta-skills for the television sector.

Meta-skills are transferable behaviours and abilities that help you adapt and succeed in life, study and work. There are three categories of meta-skills: self-management, social intelligence and innovation.

### **Self-management**

This meta-skill includes:

- ◆ Focusing:
  - attention to detail
  - record keeping
  - logging and data management
- ◆ Integrity:
  - work ethic
  - timekeeping
  - reliability
  - discipline
  - trustworthiness
  - compliance
- ◆ Adapting:
  - willingness to learn
  - critical reflection
  - resilience
  - working under pressure
  - creative and technical problem solving

- ◆ Initiative:
  - self-promotion
  - showing enthusiasm and knowledge of the industry

## **Social intelligence**

This meta-skill includes:

- ◆ Communicating:
  - communicating clearly and concisely in person and through digital methods, such as telephone, email and social media
  - skills in listening, storytelling and relaying accurate information
- ◆ Feeling:
  - showing empathy and using feelings to engage the audience
  - building relationships
  - understanding production etiquette
- ◆ Collaborating:
  - working as part of a team

## **Innovation**

This meta-skill includes:

- ◆ Curiosity:
  - asking questions
  - researching
  - looking at things from a different angle
  - critical thinking
  - engaging with and understanding industry practice
- ◆ Creativity:
  - generating ideas
  - visualising
  - problem solving
- ◆ Sense-making:
  - researching
  - analysing data
  - seeing the bigger picture
  - prioritising tasks
- ◆ Critical thinking:
  - logical thinking
  - making judgements based on facts
  - decision-making



## **Grading**

This unit contributes to your overall final grade.

## **Learning for Sustainability**

Throughout this unit, you develop skills, knowledge and understanding of sustainability.

You learn about social, economic and environmental sustainability principles and how they relate to the television sector. You also develop an understanding of the [United Nations Sustainable Development Goals](#).

# Administrative information

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**Published:** April 2024 (version 1.0)

**Superclass:** KJ

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## History of changes

Version	Description of change	Date

Note: please check [SQA's website](#) to ensure you are using the most up-to-date version of this document.

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