



Australian Government

Department of Education, Employment and Workplace Relations

ICPMM346C Incorporate video into multimedia presentations

Revision Number: 1

ICPMM346C Incorporate video into multimedia presentations

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to edit, combine and incorporate video into multimedia presentations.
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Application of the Unit

Application of the unit	This unit describes the competency required to edit, combine and incorporate video into multimedia presentations.
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Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.
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Elements and Performance Criteria Pre-Content

<p>Elements describe the essential outcomes of a unit of competency.</p>	<p>Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.</p>
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Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Identify and describe formats of digital video	1.1. The distinguishing features and uses of a range of digital video software are determined 1.2. Current video software appropriate to a range of given outcomes is selected 1.3. Limiting factors of computer hardware on video production for a specified job are determined 1.4. Differences of image quality and image size required to deliver the desired outcome are determined 1.5. Data input, processing and output relevant to video are explained 1.6. The formats employed to create a given computer video sequence for a specified outcome are analysed
2. Design digital video	2.1. Appropriate digital video software for the job is assessed and selected 2.2. Digital video editing software is used to combine video assets 2.3. Variations in video frame rates are controlled as required for the job to be undertaken 2.4. Time stamping techniques are applied to the video frames as required for the job to be undertaken 2.5. Digital video is saved using the appropriate file techniques
3. Edit digital video	3.1. Single and multiple video tracks are edited to achieve a defined outcome 3.2. Multiple tracks of digital video are joined according to job specifications 3.3. Digital effects are employed to modify and integrate digital video tracks according to job specifications 3.4. Time encoding is applied to single and multiple edited digital video tracks according to job specifications 3.5. A video track is inserted into a multimedia production sequence according to job specifications
4. Present a digital video sequence	4.1. Digital video is tested and combined with other <i>digital imaging, sound</i> and/or animation to create a multimedia sequence 4.2. The multimedia sequence including video is saved and presented to the client

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

- OHS in relation to operating machinery such as safely switching off machinery before cleaning is started
- collecting, analysing and organising information by analysing formats to create a video sequence
- planning and organising activities by determining limiting factors of computer hardware
- mathematical ideas and techniques by determining differences of image quality and image size
- problem-solving skills by determining limiting factors of computer hardware
- use of technology by incorporating video into multimedia presentations

Required knowledge

- digital video formats
- distinguishing features of a selected video software program
- limiting factors of video production on computer
- differences of image quality and image size obtained
- contemporary video software
- combining given video assets
- features and differences between current video software packages.
- principles of video production
- how variations in video frame rates are controlled
- why time stamping techniques are applied to video frames
- digital medium for video
- considerations when combining digital video with other digital imaging, sound and/or animation to create a multimedia sequence
- manuals, safety and other documentation that are relevant to this task and where are they kept and information that is included in these documents

Evidence Guide

EVIDENCE GUIDE	
<p>The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.</p>	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	<p>Evidence of the following is essential:</p> <ul style="list-style-type: none"> • design, compile, edit and test multimedia sequences incorporating video, according to job specifications and the Performance Criteria • design, compile, edit and test at least TWO multimedia sequences incorporating video, according to job specifications and the Performance Criteria • evidence for assessment may be gathered from assessment of the unit of competency alone or through an integrated assessment activity.
Context of and specific resources for assessment	<p>Assessment must ensure:</p> <ul style="list-style-type: none"> • assessment may take place on the job, off the job or a combination of these. Off the job assessment must be undertaken in a closely simulated workplace environment.
Method of assessment	<p>The following assessment method is appropriate for this unit:</p> <ul style="list-style-type: none"> • a range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate.
Guidance information for assessment	<p>Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:</p> <ul style="list-style-type: none"> • CUFMEM06A Design a multimedia product • CUFMEM07A Apply principles of visual design and communication to the development of a multimedia product.

Range Statement

RANGE STATEMENT	
<p>The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.</p>	
<i>Digital imaging</i> may include:	<ul style="list-style-type: none"> titles/text, graphic images, 2D and 3D animation, 3D modelling, opticals, transitions such as dissolves, fade ins, fade outs, supers, subtitles, special effects.
<i>Sound</i> may include:	<ul style="list-style-type: none"> sound effects, music, atmospheric, dialogue, additional dialogue, eg re-recorded and narration.
<i>Multimedia products or presentations</i> may include:	<ul style="list-style-type: none"> educational game, promotional information, training, e-commerce and a range of others.
<i>Industry standard software</i> may include:	<ul style="list-style-type: none"> a wide range of current programs examples of which are Adobe Premier, QuickTime, Media 100. Note: these programs are constantly being upgraded and replaced and appropriate up-to-date programs should be selected.
<i>Documentation</i> may include:	<ul style="list-style-type: none"> computer-generated manually written, scripts, production schedules, manufacturer's specifications/instructions, contracts, edit decision lists (EDLs), list of sequences with relevant shot numbers, assembly order, marked-up scripts, marked-up transcripts, sound sheets including timecode log sheets for location sound recordings, wild line and sound effects log sheets.
<i>Visual effects</i> may include:	<ul style="list-style-type: none"> keyers to combine, DVEs to move and distort, colour corrections to modify, texture generation to add blur, trackers to follow parts of the picture, production of titles, production of optical effects, graphic images, opticals, transitions such as dissolves, fade ins, fade outs, supers, subtitles, special effects.
<i>Video format</i> may include:	<ul style="list-style-type: none"> VHS SVHS DVC Umatic

RANGE STATEMENT	
	<ul style="list-style-type: none"> • SP • Beta-cam • Digital Beta-cam.
<i>Editing equipment</i> may include:	<ul style="list-style-type: none"> • computer hardware • non-linear digital editing and graphics software programs • monitors • keyboard and mouse • external hard drive • external disk drive • additional computer hardware • source and record machines • computer software programs • graphics computer program • digital video effects system (DVE) • digital disk recorder (DDR) • video transfer recorder (VTR).
<i>Editing consumable materials</i> may include:	<ul style="list-style-type: none"> • computer disks • paper for hardcopy • compact discs.
<i>Memory</i> may include:	<ul style="list-style-type: none"> • disk • hard drive • internal • external.

Unit Sector(s)

Unit sector	
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Competency field

Competency field	Multimedia
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Co-requisite units

Co-requisite units		