



Australian Government

Department of Education, Employment and Workplace Relations

CUFDIG301A Prepare video assets

Revision Number: 1

CUFDIG301A Prepare video assets

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	<p>This unit describes the performance outcomes, skills and knowledge required to prepare video assets for inclusion in interactive media.</p> <p>No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.</p>
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Application of the Unit

Application of the unit	<p>The size of an organisation or project determines who undertakes the role described in this unit.</p> <p>In a large-scale environment, the person responsible for this task would typically be supervised by a video editor and an interactive media author.</p> <p>In a television production environment, the prime focus of the task involves converting television programs into podcast material or in a form appropriate to streaming or downloading, and this may be a dedicated role under the supervision of a producer.</p> <p>In a smaller organisation or project, a video editor or interactive author or programmer would absorb this task into their own role.</p> <p>In all cases, they are collaborating closely with other team members.</p> <p>Skills associated with other aspects of video production at this level are covered in:</p> <ul style="list-style-type: none"> • CUFCAM201A Assist with a basic camera shoot • CUFPOS201A Perform basic vision and sound editing.
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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

Elements describe the essential outcomes of a unit of competency.	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.
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Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Identify video assets	<ol style="list-style-type: none">1. Obtain digital sources of video2. Identify <i>file format of source video</i>3. Identify output <i>purpose, destination</i> and <i>platform</i>4. Discuss with <i>relevant personnel</i> required <i>output file format</i> and <i>codecs</i> for specified bandwidths5. Discuss with relevant personnel appropriate <i>video encoding software</i>
Prepare video assets	<ol style="list-style-type: none">6. Open appropriate video encoding software and load video file7. Ensure duration of video sequences meets that required by the specification, and clip if necessary8. Determine and apply appropriate video and audio codecs9. Batch and optimise video files where possible10. Save files in appropriate output file format using standard naming conventions
Package video assets	<ol style="list-style-type: none">11. Assign <i>metadata tags</i> if required12. Group files logically in folder system using standard naming conventions13. Store in share drive or asset repository for production team access

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Required skills

- communication and literacy skills sufficient to interpret and clarify written or verbal instructions
- ability to work as a member of a production team - both independently on assignment and under direction
- technical skills sufficient to:
 - proficiently use video software to prepare video sequences for inclusion in an interactive media product
 - manage files using standard naming conventions
 - apply appropriate metadata tags to describe files
- self-management and planning skills sufficient to:
 - prioritise work tasks
 - meet deadlines
 - seek expert assistance when problems arise

Required knowledge

- techniques for saving and preparing digital video output to optimise file size
- OHS standards as they relate to working for periods of time on computers
- industry knowledge, including:
 - roles and responsibilities of project team members, e.g. designers, content creators, information architects, programmers and coders
 - basic understanding of the relationship between technical and creative aspects and requirements of interactive media projects
 - basic knowledge of the features of a range of delivery platforms
 - basic understanding of what happens when video files are compressed for inclusion in interactive media products
 - appropriate codecs for various platforms and destinations
 - digital video source and output formats

Evidence Guide

EVIDENCE GUIDE

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.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the following is essential:

- preparation of a range of video sequences to be included in interactive media products that meet appropriate technical specifications
- proficient use of video encoding software.

Context of and specific resources for assessment

Assessment must ensure:

- access to industry-standard video encoding software
- access to appropriate learning and assessment support when required
- use of culturally appropriate processes and techniques appropriate to the language and literacy capacity of learners and the work being performed.

Method of assessment

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
- evaluation of video assets prepared by the candidate on a number of occasions
- written or oral questioning to test knowledge of codecs for various platforms and understanding of file compression.

Guidance information for assessment

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:

- CUFSOU301A Prepare audio assets.

Range Statement

RANGE STATEMENT

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.

<i>File format of source video</i> includes:	<ul style="list-style-type: none"> • Betacam, including SP and digital • DVC • DVD • miniDV • SVHS • Umatic • VHS.
<i>Purpose</i> may include:	<ul style="list-style-type: none"> • animation • e-learning resource • game • interactive application • website.
<i>Destination</i> may include:	<ul style="list-style-type: none"> • computer-based playback software, such as iTunes • downloading server • internet video players, such as: <ul style="list-style-type: none"> • QuickTime • Windows Media Player • RealPlayer • progressive downloading (buffering) server • streaming server.
<i>Platform</i> may include:	<ul style="list-style-type: none"> • CD • DVD • games console • internet • kiosk • mobile phone • other video playback devices • personal digital assistant (PDA) • video player (iPods).
<i>Relevant personnel</i> may include:	<ul style="list-style-type: none"> • client • producer

RANGE STATEMENT	
	<ul style="list-style-type: none"> • programmer and technical support people • supervisor • video editor • other specialist creative and administrative staff.
<i>Output file formats</i> include:	<ul style="list-style-type: none"> • FLV • lossless and lossy • M4V • MOV • MPEG-2 • MPEG-4 • RealMedia • WAV • WMV.
<i>Codecs</i> may include:	<ul style="list-style-type: none"> • audio codecs, including: <ul style="list-style-type: none"> • mono and stereo • bit sampling rates and bit depth • standardised and pre-set codecs • video codecs, including: <ul style="list-style-type: none"> • screen size • frame rate • bit rate (constant and variable) • one pass and double pass • standardised and pre-set codecs, such as: <ul style="list-style-type: none"> • H.261, H.263 and H.264 • MPEG • Sorenson, Cinepak, RealVideo • MMV.
<i>Video encoding software</i> may include:	<ul style="list-style-type: none"> • specialised video compression tools, such as DivX and Squeeze • video editing tools, such as: <ul style="list-style-type: none"> • Adobe Premier • Final Cut Pro • Final Cut Express • QuickTime Pro • Media 100 • iMovie • Movie Maker • WaveLab.

RANGE STATEMENT**Metadata tags** may include:

- author
- copyright
- description
- other as specified
- resolution
- version.

Unit Sector(s)

Unit sector	
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Competency field

Competency field	Visual communication - digital content and imaging
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Co-requisite units

Co-requisite units		