



Australian Government

Department of Education, Employment and Workplace Relations

CUFSOU301A Prepare audio assets

Revision Number: 1

CUFSOU301A Prepare audio assets

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	<p>This unit describes the performance outcomes, skills and knowledge required to prepare audio 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 enterprise or project determines who undertakes the role described in this unit. In a large-scale environment, the person responsible for this task would typically be supervised by an audio asset creator or audio engineer and an audio programmer or interactive media author.</p> <p>In a radio station, the prime focus of the task involves converting radio 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 enterprise or project, an audio programmer, interactive author or audio/sound engineer would absorb this task into their role.</p> <p>In all cases, they are collaborating closely with other team members.</p> <p>Skills associated with other aspects of audio/sound production at this level are covered in:</p> <ul style="list-style-type: none">• CUSSOU201A Assist with sound recordings• CUFSOU204A Perform basic 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 audio assets	<ol style="list-style-type: none">1. Obtain analogue or digital sources of audio2. Identify the <i>source file formats</i>3. Identify the output <i>purpose, destination</i> and <i>platform</i>4. Discuss with <i>relevant personnel</i> the required <i>output file format</i> and <i>audio codecs</i> for specified bandwidths5. Discuss with relevant personnel the appropriate <i>audio encoding software</i>
Prepare audio assets	<ol style="list-style-type: none">6. Open appropriate audio encoding software and load audio file7. Eliminate or treat defects on sound recordings8. Equalise sound output levels where necessary9. Ensure duration of audio sequences meets that required by the specification, and adjust if necessary10. Determine and apply appropriate audio codecs11. Batch optimise audio files where possible12. Save files in appropriate output file format using standard naming conventions
Package audio assets	<ol style="list-style-type: none">13. Assign <i>metadata tags</i> if required14. Group files logically in folder system using standard naming conventions15. Store in share drive or 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:
 - use audio software to prepare audio sequences for inclusion in interactive media
 - 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

- 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 the technical and creative aspects and requirements of interactive media projects
 - features of a range of delivery platforms
 - basic understanding of what happens when audio files are compressed for inclusion in interactive media products
 - appropriate codecs for various platforms and destinations
 - digital audio source and output formats
 - equalisation techniques
- techniques for saving and preparing digital audio output to optimise file size
- OHS standards as they relate to working for periods of time on computers
- OHS principles of safe listening (including safeguards against hearing loss)

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

Context of and specific resources for assessment

Assessment must ensure:

- access to industry-current audio 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 audio assets prepared by the candidate on a number of occasions
- written or verbal 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:

- CUFDIG301A Prepare video 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>Source file formats</i> may include:	<ul style="list-style-type: none"> • WAV • AIFF • AU • MP3 • WMA • AAC (Apple lossless) • OGG.
<i>Purposes</i> may include:	<ul style="list-style-type: none"> • audio sequences, e.g.: <ul style="list-style-type: none"> • SFX (sound effects) • music • foley • atmospherics • dialogue • additional dialogue, e.g. rerecorded and narration • audio sequences incorporated into a: <ul style="list-style-type: none"> • website • podcast • game • learning object • interactive application • animation.
<i>Destinations</i> may include:	<ul style="list-style-type: none"> • computer-based playback software, e.g. iTunes • downloading server • internet audio players, e.g.: <ul style="list-style-type: none"> • Quicktime • Windows Media Player • RealPlayer • progressive downloading (buffering) server • streaming server.
<i>Platforms</i> may include:	<ul style="list-style-type: none"> • CD

RANGE STATEMENT	
	<ul style="list-style-type: none"> • digital audio players (e.g. iPod, MP3) • DVD • games console • internet • kiosk • mobile phone • PDA (personal digital assistant).
<i>Relevant personnel</i> may include:	<ul style="list-style-type: none"> • audio engineer • clients • producer • programmers and technical support people • supervisor • other specialist creative and administrative personnel as appropriate.
<i>Output file formats</i> include:	<ul style="list-style-type: none"> • AAC (advanced audio coding) • AMR-NB • Apple lossless • MP3 • RAM • WMA.
<i>Audio codecs</i> may include:	<ul style="list-style-type: none"> • bit depth • bit sampling rates • mono or stereo • standardised and preset codecs.
<i>Audio encoding software</i> may include:	<ul style="list-style-type: none"> • audio editing tools, e.g.: <ul style="list-style-type: none"> • Audacity • Adobe Audition • Pro Tools • specialised audio compression tools.
<i>Metadata tags</i> may include:	<ul style="list-style-type: none"> • album • artist • defaults • description • episode • resolution • track • version.

Unit Sector(s)

Unit sector	
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Competency field

Competency field	Media and entertainment production - audio/sound
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Co-requisite units

Co-requisite units		