



Australian Government

ICTDMT501 Incorporate and edit digital video

Release: 1

ICTDMT501 Incorporate and edit digital video

Modification History

Release	Comments
Release 1	This version first released with ICT Information and Communications Technology Training Package Version 1.0.

Application

This unit describes the skills and knowledge required to incorporate, and edit, digital video into interactive media presentations.

It applies to individuals who possess a sound knowledge of digital media, are independently responsible for the workflow process and provide support and supervision within a team.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Unit Sector

Digital media technologies

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
<i>Elements describe the essential outcomes.</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
1. Identify and describe the formats of digital video	1.1 Determine the distinguishing features and uses of a range of digital video software 1.2 Select the current video-editing software appropriate to a range of given outcomes 1.3 Determine the limiting factors of computer hardware on video production for a specified job 1.4 Determine the differences of image quality and image size, required to deliver the desired outcome 1.5 Analyse the formats employed to create a given computer video sequence for a specified outcome
2. Design the digital video	2.1 Assess and select appropriate digital video software for the

ELEMENT	PERFORMANCE CRITERIA
	job 2.2 Use digital video-editing software to combine video assets 2.3 Control variations in video frame rates, as required for the job to be undertaken 2.4 Apply time-stamping techniques to the video frames, appropriate for the job to be undertaken 2.5 Save the digital video using the appropriate file techniques
3. Edit the digital video	3.1 Edit single and multiple video tracks to achieve a defined outcome 3.2 Join the multiple tracks of a digital video, according to specifications 3.3 Employ digital effects to modify and integrate digital video tracks, according to specifications 3.4 Apply time encoding to single and multiple-edited digital video tracks, according to specifications 3.5 Insert a video track into an interactive media production, according to specifications
4. Present a digital video sequence	4.1 Test the digital video, and combine with other digital imaging, sound, visual effects and animation to create an interactive media presentation 4.2 Save the digital media presentation, including the video, and present to the client or customer

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description
Reading	1.1-1.5, 2.1, 4.1	Integrates a range of texts and organisational information to critically analyse data and evaluate text in order to determine effective engagement methods, and to monitor the effectiveness of systems for the audience and environment
Writing	2.5, 4.2	Develops material and resources utilising knowledge of spelling, grammar, appropriate structure and

		layout, to organise and record information and feedback in a sequential manner for client and staff engagement, as well as internal reference
Oral Communication	4.2	Participates in verbal exchanges of ideas that elicit views, opinions and feedback from others, using appropriate professional techniques and interpersonal skills to effectively, and respectfully, convey information and establish rapport
Numeracy	1.2, 1.4, 3.1-3.5	Interprets mathematical information embedded in technical and conceptual information
Get the work done	1.1-1.5, 2.1-2.5, 3.1-3.5, 4.1-4.2	- Accepts responsibility for planning and sequencing complex tasks and workload, negotiating key aspects with others taking into account capabilities, efficiencies and effectiveness - Applies systematic and analytical decision-making processes for complex and non-routine situations - Responds intuitively to problems requiring immediate resolution, drawing on past experiences in order to focus on the cause of a problem rather than the symptom - Understands the purposes, specific functions and key features of common digital systems and tools, and operates them effectively to complete routine and non-routine tasks

Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
ICTDMT501 Incorporate and edit digital video	ICADMT501A Incorporate and edit digital video	Updated to meet Standards for Training Packages	Equivalent unit

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=a53af4e4-b400-484e-b778-71c9e9d6aff2>

Assessment Requirements for ICTDMT501 Incorporate and edit digital video

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Performance Evidence

Evidence of the ability to:

- produce, visualise and interpret creative concepts for digital video
- demonstrate application of the principles of video-editing and production techniques
- design, compile, edit and test the digital interactive media incorporating video.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- explain contemporary video software
- explain the importance of and actions required to ensure continuity during the editing process
- outline editing conventions
- identify electronic digital language and other terminology
- explain the purpose of using montage as part of a presentation, and the impact of sound and visual effects
- describe principles of video production and formats
- describe the types of cutting
- explain video-editing and post-production techniques.

Assessment Conditions

Gather evidence to demonstrate consistent performance in conditions that are safe and replicate the workplace. Noise levels, production flow, interruptions and time variances must be typical of those experienced in the digital media field of work, and include access to:

- special purpose tools, equipment, and materials

- industry software
- the internet
- copyright and intellectual property legislation
- workplace health and safety (WHS) legislation
- enterprise policy.

Assessors must satisfy NVR/AQTF assessor requirements.

Links

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