Silver - Unit 17 - Video Software

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Overview

This is the ability to use a software application designed for the creation, editing and production of video. This unit is about the skills and knowledge required by an IT User to use a range of basic video editing and recording tools and techniques to produce appropriate, straightforward or routine video files. Any aspect that is unfamiliar will require support and advice from others.
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Video tools and techniques will described as 'basic' because:

- the software tools and functions will be predetermined or commonly used; and
- the techniques needed for audio manipulation and outputting will be straightforward or routine.

Example of context: Using editing tools to produce a promotional video on YouTube.

Activities supporting the assessment of this award

Assessor's guide to interpreting the criteria

General Information

QCF general description for Level 1 qualifications

- Achievement at QCF level 1 (EQF Level 2) reflects the ability to use relevant knowledge, skills and procedures to complete routine tasks. It includes responsibility for completing tasks and procedures subject to direction or guidance.

- Use knowledge of facts, procedures and ideas to complete well-defined, routine tasks. Be aware of information relevant to
the area of study or work.

(function(i,s,o,g,r,a,m){i['GoogleAnalyticsObject']=r;i[r]=i[r]||function(){ (i[r].q=i[r].q||[]).push(arguments)},i[r].l=1*new Date();a=s.createElement(o), m=s.getElementsByTagName(o)[0];a.async=1;a.src=g;m.parentNode.insertBefore(a,m) })(window,document,'script','//www.google-analytics.com/analytics.js','ga'); ga('create', 'UA-46896377-2', 'auto'); ga('send', 'pageview');

- Complete well-defined routine tasks. Use relevant skills and procedures. Select and use relevant information. Identify whether actions have been effective.

- Take responsibility for completing tasks and procedures subject to direction or guidance as needed.

Requirements

- Standards must be confirmed by a trained Silver Level Assessor or higher.

- Assessors must at a minimum record assessment judgements as entries in the on-line mark book on the INGOTs.org Markbook Site.

- Routine evidence of work used for judging assessment outcomes in the candidates' records of their day to day work will be available from their e-portfolios and on-line work. Assessors should ensure that relevant web pages are available to their account manager on request by supply of the URL.

- When the candidate provides evidence of matching all the criteria to the specification subject to the guidance below, the assessor can request the award using the link on the certification site. The Account Manager will request a random sample of evidence from candidates' work that verifies the assessor's judgement.

- When the Account Manager is satisfied that the evidence is sufficient to safely make an award, the candidate's success will be confirmed and the unit certificate will be printable from the web site.

- This unit should take an average level 1 learner 20 hours of work to complete.

Assessment Method

Assessors can score each of the criteria L, S, H. N indicates no evidence and is the default starting position. L indicates some capability but secure capability has not yet been achieved and some help is still required. S indicates that the candidate can match the criterion to its required specification. H indicates performance that goes beyond the expected in at least some aspects. Candidates are required to achieve at least S on all the criteria to achieve the unit.

Expansion of the assessment criteria

1. The candidate will use audio hardware and software to capture sequences.

1.1 I can identify the input device and associated software to use

Candidates should be able to identify a camera and microphone as necessary input devices and the need for software to convert the sound and images to digital video files.
Evidence: from tests and tasks set that require candidates to identify these tools.

Additional information and guidance

A camera is required to provide images at a rate that makes the eye and brain interpret the information as continuous video. The microphone converts the sound into an analogue electrical signal and then an analogue to digital convertor samples this signal converting it to digital data. This analogue to digital conversion also takes place to provide each frame in the video sequence.The quality of the audio and video will depend on the quality of the microphone and camera and the resolution and sample rate of the analogue to digital conversion process. As computing power and storage have become less and less expensive and more power efficient it has become increasingly possible to build high quality mobile technologies and Smartphones can now produce good quality video and audio. Once in digital format video can be directly transferred between systems without any loss in quality. At silver level they just need to identify video recording devices and software but a basic idea of how things work is always good background.

1.2 I can use input devices and built-in video software to record information to meet needs.

Candidates should use a digital video system to record information for a purpose.

Evidence: Results of a digital video project.

Additional information and guidance
Typical set up would be a smartphone and recording software to record a promotional or information video on the web eg using You Tube. Video produced should be fit for purpose.

1.3 I can identify the file format used by the input device.

Candidates should be able to check the file format from its file extension or its name.

Evidence: Assessors checking, contents of candidate documentation of projects.

Additional information and guidance
In this case the "input device" includes the whole recording system and is the format produced by it. Video file formats are complicated! They go well beyond Level 1 but learners need to know that whatever format they have produced can probably be converted to a different format if needed e.g. in an editing system or different playback device.There are free convertors e.g. http://video.online-convert.com [3]. If the environment is such that a particular format or formats are regularly and routinely used, the candidate should be able to follow a procedure for success in practical use but for any unfamiliar file formats support will be needed. In general, the candidate should recognise .mp4, .wmv, .mov, .flv, .avi and .3gp as video files. HTML5 video has the potential to take over as the web standard simplifying things considerably. HTML5 video will enable web browsers to play back video without any particular plug-ins. It will be a royalty free open standard that all can use. The big problem is that each large proprietary company from Microsoft to Apple want to maintain their own proprietary standards.

1.4 I can store and retrieve sequences using pre-set file formats, in line with local guidelines and conventions where available.

Candidates should demonstrate that they can open/save pre-recorded files or video tracks with or without audio.

Evidence: Assessor observations, student completed projects.

Additional information
In keeping with level 1 descriptions, some practice will be needed to establish a routine supported by instructions. Assessors should be confident that candidates can repeat the procedures routinely in similar circumstances. Where file format conversions are needed candidates should be competent to follow a procedure to achieve a satisfactory outcome.

2. The candidate will use video software tools to combine and edit sequences.

2.1 I can identify the video editing software to use for the file format.

Candidates should associate the software with the file format for the application they are using.

Evidence: Assessor observations, candidate project documentation and successful projects.

Additional information and guidance
Candidates should appreciate that particular formats are associated with particular applications. For example, You Tube and .flv even though it can handle other formats.

2.2 I can cut and paste short sequences to meet needs.

Candidates should demonstrate competence in editing video in simple contexts by cut and paste for the purpose of their project.
 Evidence: Candidates finished projects and documentation of projects, assessor observations.

Additional information and guidance
Essentially cutting will be used to trim samples, remove irrelevant information. Paste will be used to link sequences together. This can be single or multi-track but getting candidates used to using multiple tracks is a good idea.

2.3 I can combine information of different forms or from different sources, in line with any copyright constraints.

Candidates should demonstrate that they can combine samples from different sources.

Evidence: Candidates' finished projects and documentation of projects, assessor observations.
 Additional information and guidance
An example might be to record video on a Smartphone, upload it to You tube and add effects and transitions to join the uploaded video to some other video file.

2.4 I can identify copyright constraints on using others' information.

Candidates should understand the need to check copyright on any video samples that they do not originate themselves.

Evidence: Candidates' work is free from copyright violation. Documentation acknowledges copyright.
 Additional information and guidance
Candidate's should be introduced to three fundamental types of license (Note there is no such thing as copyright free in that all originators of original work own the copyright, They then license it and the license might be completely free use. One exception is to put the work in the public domain). A restrictive license where no-one can use the work without paying a royalty, a liberal license where the work can be used by others usually as long as the source is acknowledged, a copyleft license where the work can be use and modified as long as the results are distributed with the same conditions. At silver level candidates will need guidance except in the simplest cases as copyright can be extremely complicated.

3. The candidate will play and present audio sequences.

3.1 I can Identify appropriate playback software to use for the sequence

Candidate's should be able to name the software they are using to play back their projects.

Evidence: Candidates' project documentation, assessor checking.

Additional information and guidance

There are many free playback applications that can handle a wide range of formats. Candidates should be encouraged to try several and appreciate that the final format of their edits has to be supported by any target playback device.

3.2 I can identify the display device to use for the sequence.

The display device could be a general purpose computer, TV, Smartphone or relevant device.

Evidence: Candidates documentation of projects, assessor observations.

Additional information and guidance
Candidates should be aware of a range of devices that can play digital video files. Most common with be TV, computer/tablets/smartphones.

3.3 I can select and use appropriate combination of software and display device to playback audio sequences.

Candidates should be able to select and use systems that support successful outcomes with awareness of cost and convenience.

Evidence: Candidates final project products and project documentation. Assessor observations.

Additional information and guidance

Candidates should be aware of cost-benefit when selecting their tools. Most straight-forward work can be achieved with high quality using free tools in Smartphones, tablets and PCs. If a professional recording system is available there is nothing to prevent it being used but it is probably overkill for anything that does not need to be of professional broadcast quality. Mobile technologies are much more important now and are likely to be key targets for many candidates.

3.4 I can adjust playback and display settings so that sequences are presented to meet needs.

The candidate should be able to adjust attributes such as screen size and resolution.

Evidence: From candidates' project documentation and assessor observations.

Additional information and guidance
The quality of the playback should be of appropriate quality for the purpose. Candidates should be aware of the factors that affect this. Sample rate and playback rate, use of sound in conjunction with the video.

Moderation/verification

The assessor should keep a record of assessment judgements made for each candidate and make notes of any significant issues for any candidate. They must be prepared to enter into dialogue with their Account Manager and provide their assessment records to the Account Manager through the on-line mark book. They should be prepared to provide evidence as a basis for their judgements through reference to candidate e-portfolios. Before authorising certification, the Account Manager must be satisfied that the assessors judgements are sound.

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Links

[1] http://theingots.org/community/ITQ_UNIT_development
[2] http://theingots.org/community/handbook2
[3] http://video.online-convert.com