

Unit Title: Multimedia software

OCR unit number: 48
 Level: 2
 Credit value: 4
 Guided learning hours: 30
 Unit reference number: D/502/4616

Unit purpose and aim

This is the ability to use multimedia software designed to combine, manipulate and animate a variety of objects and data types in layouts appropriate for subsequent production to screen. In general, multimedia includes a combination of text, audio, still images, animation, video, and interactive content.

This unit is about the skills and knowledge required by an IT user to select and use a wide range of intermediate multimedia tools and techniques effectively to produce publications that are at times non-routine or unfamiliar.

Publication tools and techniques will be described as ‘intermediate’ because:

- the software tools and functions used will be at times non-routine or unfamiliar;
- the choice and use of input, manipulation and output techniques will need to take account of a number of factors or elements; and
- the user will take some responsibility for inputting, structuring, editing and presenting the information, which at times may be non-routine or unfamiliar.

Learning Outcomes	Assessment Criteria	Examples
The learner will: 1 Plan the content and organisation of multimedia products to meet needs	The learner can: 1.1 Describe the type of multimedia outcome needed and the specification that it must meet 1.2 Select and use appropriate techniques to plan and communicate the content, design and layout of multimedia products 1.3 Identify how the different elements of the content will be sourced and how they will relate in the design layout 1.4 Plan the use of interactive features and transitions to meet needs	Plan and communicate: Flow chart, storyboard, sketches Multimedia outcome: Website, CD ROM, animation sequence, presentation Specification: No of pages, features, audience Types of content: Text, images, graphics, video, sound, animation Interactive features and transitions: Menus, submenus, buttons, links, pop-ups, video clips, sound clips Design layout: Organisation of

Learning Outcomes	Assessment Criteria	Examples
	1.5 Describe how copyright and other constraints affect use of own and others' information	information, size, frames, orientation, consistency Copyright constraints: Effect of copyright law (e.g. on music downloads or use of other people's images), acknowledgment of sources, avoiding plagiarism
2 Obtain, input and combine content to build multimedia outcomes	2.1 Select and use an appropriate combination of input device , software and input techniques to obtain and input relevant content for multimedia outcomes 2.2 Combine information of different types or from different sources for multimedia outcomes 2.3 Describe the file format and storage media to use 2.4 Store and retrieve multimedia files effectively, in line with local guidelines and conventions where available	Input device: Keyboard skills, keyboard shortcuts, mouse Other input methods: voice recognition, touch screen, stylus, digital video or still camera, Dictaphone, microphone Combine information: Insert, size, position, wrap, order, group Types of information: Text, numbers, images, graphics File format for multimedia outcomes: Will vary according to the content, for example jpg for Internet photo display, png for Internet drawing display, svg for graphic designs (the ISO standard most likely to be fully supported by web browsers) Store and retrieve: Save, save as, find, open, close, <i>reduce file size, file properties</i>
3 Use multimedia software tools to edit and format multimedia content to meet requirements	3.1 Select and use appropriate techniques to edit and format multimedia outcomes 3.2 3.2 Manipulate images and graphic elements accurately 3.3 Check multimedia outcomes meet needs, using IT tools and making corrections as necessary 3.4 Adjust outcomes in response to any identified quality problems	Edit multimedia outcomes: Size, crop and position objects, use layout guides; Existing styles and schemes for font (typeface), size, orientation, colour, alignment Manipulate images and graphic elements: Size, crop, position, maintain proportion, border Styles, colours and font schemes: Existing styles and schemes

Learning Outcomes	Assessment Criteria	Examples
		<p>Check multimedia outcomes: Completeness, accuracy, layout, formatting, animation, sound, sequence; review against requirements</p> <p>Quality problems: Will vary according to the content, for example, sound (e.g. noise, volume), images (e.g. levels, contrast, unwanted content), text (e.g. clarity, spelling, grammar, structure)</p>
<p>4 Play and present multimedia outcomes</p>	<p>4.1 Describe what combination of display device and software to use for displaying different multimedia file formats</p> <p>4.2 Select and use appropriate software for displaying multimedia outcomes</p> <p>4.3 Select and use appropriate navigation techniques and playback controls to suit the files</p> <p>4.4 Adjust the display settings of the software and display device to present outcomes effectively</p>	<p>Display devices: PC, laptop, mobile device, TV</p> <p>Display of multimedia outcomes: Thumbnail, quarter screen, full screen, screen resolution, data bandwidth, transmission speeds, output media</p> <p>Navigation techniques: Click, scroll, menus, submenus</p> <p>Playback controls: Start, stop, fast forward, rewind, pause</p> <p>Display settings: Visual: brightness, contrast, screen resolution, colour balance, monochrome Sound: volume, treble, bass, balance; Animation: speed</p>

Assessment

All ITQ units may be assessed using any method, or combination of methods, which clearly demonstrates that the learning outcomes and assessment criteria have been met. Assessments must also take into account the additional information provided in the unit Purpose and Aims relating to the level of demand of:

- the activity, task, problem or question and the context in which it is set;
- the information input and output type and structure involved; and
- the IT tools, techniques or functions to be used.

See the Assessment and postal moderation section of the [ITQ Centre Handbook](#).

Evidence requirements

Candidates must complete the Evidence Checklist for this unit without gaps. Individual unit checklists are available to download from the qualification [webpage](#) (see forms).

Guidance on assessment and evidence requirements

Please refer to the ITQ centre handbook on our [webpage](#).

Details of relationship between the unit and national occupational standards

This unit maps fully to competences outlined in IT User National Occupational Standards version 3 (2009).