

SVQ for IT Users (ITQ) — level 2 (SCQF level 5)

F9CN 04: Multimedia Software 2

4 SCQF credit points at SCQF level 5

Description: 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.

Outcome	Skills and Techniques	Knowledge and Understanding
On completion of this Unit the candidate should be able to:		
1 Plan the content and organisation of multimedia products to meet needs.	1 Select and use appropriate techniques to plan and communicate the content, design and layout of multimedia products. 2 Plan the use of interactive features and transitions to meet needs.	1 Describe the type of multimedia Outcome needed and the specification that it must meet. 2 Identify how the different elements of the content will be sourced and how they will relate in the design layout . 3 Describe how copyright and other constraints affect use of own and others' information.
2 Obtain, input and combine content to build multimedia Outcomes.	1 Select and use an appropriate combination of input device , software and input techniques to obtain and input relevant content for multimedia Outcomes. 2 Combine information of different types or from different sources for multimedia Outcomes. 3 Store and retrieve multimedia files effectively, in line with local guidelines and conventions where available.	1 Describe the file format and storage media to use.

Outcome	Skills and Techniques	Knowledge and Understanding
On completion of this Unit the candidate should be able to:		
3 Use multimedia software tools to edit and format multimedia content to meet requirements.	1 Select and use appropriate techniques to edit and format multimedia Outcomes . 2 Manipulate images and graphic elements accurately. 3 Check multimedia Outcomes meet needs, using IT tools and making corrections as necessary. 4 Adjust Outcomes in response to any identified quality problems .	
4 Play and present multimedia Outcomes.	1 Select and use appropriate software for displaying multimedia Outcomes . 2 Select and use appropriate navigation techniques and playback controls to suit the files. 3 Adjust the display settings of the software and display device to present Outcomes effectively.	1 Describe what combination of display device and software to use for displaying different multimedia file formats.

Note: The **emboldened** items are exemplified in the Support Notes.

Evidence Requirements

Completion of a portfolio (manual, electronic or combination) to cover all of the Skills and Techniques and Knowledge and Understanding points stated above. The evidence generated should adhere to the Assessment Strategy for this award and encompass a range of evidence types.

General information

This Unit equates to NOS (National Occupational Standards for IT Users 2009) MM: Multimedia Software level 2. It has a stated number of SCQF credit points = 4 at SCQF level 5.

Support Notes

Summary

A SCQF level 5 (ITQ level 2) user can 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
- ◆ the user will take some responsibility for inputting, structuring, editing and presenting the information, which at times may be non-routine or unfamiliar

Examples of content are given separately for highlighted text, where explanatory notes are required on terminology in the Outcomes, and do not form part of the standards. Such examples are not meant to form a prescriptive list for the purposes of assessment but rather to amplify and interpret the generic terms used in the Performance Criteria in the light of current usage of ICT systems and software. These examples are subject to change as new tools and techniques become commonplace and older ones drift out of use.

The examples given below are indicative of the learning content and are not intended to form a prescriptive list for the purpose of assessment.

Outcome 1

Plan and communicate: Flow chart, storyboard, sketches.

Multimedia Outcome: Website, CD ROM, animation sequence, presentation.

Specification: No of pages, features, audience, types of content, *interactive elements*.

Interactive features and transitions: Menus, submenus, buttons, links, pop-ups, video clips, sound clips.

Design layout: Organisation of information, size, frames, orientation, consistency.

Copyright constraints: Effect of copyright law (eg on music downloads or use of other people's images), acknowledgment of sources, avoiding plagiarism, permissions.

Outcome 2

Input device: Inputting tools and techniques will vary according to the technology being used: for example, interface devices (eg keyboard, mouse, stylus, touch screen), microphone (eg headset, built-in), camera (eg web cam, video camera, mobile phone camera).

Combine information: Insert, size, position, wrap, order, group; *import data, links and references to external data*.

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: Files (eg create, name, open, save, save as, print, close, *find, share*); *version control; import/export; file size; folders (eg create, name)*.

Outcome 3

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.

Check multimedia Outcomes: Completeness, accuracy, layout, formatting, animation, sound, sequence; review against requirements.

Quality problems: Will vary according to the content, for example, sound (eg noise, volume), images (eg levels, contrast, unwanted content), text (eg clarity, spelling, grammar, structure).

Outcome 4

Display devices: PC, laptop, mobile device, TV.

Display of multimedia Outcomes: Thumbnail, quarter screen, full screen, *screen resolution, data bandwidth, transmission speeds, output media*.

Navigation techniques: Click, scroll, menus, submenus.

Playback controls: Start, stop, fast forward, rewind, pause.

Display settings: Visual: brightness, contrast, *screen resolution, colour balance, monochrome*. Sound: volume, *treble, bass, balance*. *Animation: speed*.

Guidance on examples of evidence

Typical examples of evidence for Outcome 1

Assessor checklist demonstrating candidate competence in the planning of content and organisation of a fit for purpose multimedia product. Candidate product evidence — the plan and organisational characteristics of the proposed product. Candidate statements **or** written responses to questions to items in the knowledge and content sections.

Typical examples of evidence for Outcome 2

Assessor checklist demonstrating candidate competence in the acquisition, input and content of a fit for purpose multimedia product. Candidate product evidence — the (proposed) multimedia product. Candidate statements **or** written responses to questions to items in the knowledge and content sections not covered above.

Typical examples of evidence for Outcome 3

Assessor checklist to demonstrate candidate competence in the use of multimedia software tools to modify a multimedia product, so that it meets a required set of specifications.

Typical examples of evidence for Outcome 4

Assessor checklist to demonstrate candidate competence in the delivery of a multimedia presentation. Candidate product evidence, eg the presentation. Candidate statements explaining the choice of hardware and software employed to construct and deliver the presentation.

Disabled candidates and/or those with additional support needs

The additional support needs of individual candidates should be taken into account when planning learning experiences, selecting assessment instruments, or considering whether any reasonable adjustments may be required. Further advice can be found on our website **www.sqa.org.uk/assessmentarrangements**