OCR
Oxford Cambridge and RSA

Unit Title:	**Audio software**
OCR unit number:	5
Level:	2
Credit value:	3
Guided learning hours:	20
Unit reference number:	D/502/4390

Unit purpose and aim

This is the ability to use a software application designed to record and edit audio sequences.

This unit is about the skills and knowledge needed by an IT User to select and use a wide range of intermediate audio software tools and techniques to record and edit audio sequences that are at times non-routine or unfamiliar. Any aspect that is unfamiliar may require support and advice from others.

Audio software tools and techniques will be defined as 'intermediate' because:

• the software tools and functions involved will at times be 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 at times be multi-step;

• the user will take some responsibility for inputting, manipulating and outputting the information.

Learning Outcomes	Assessment Criteria	Examples
The learner will: 1 Use audio hardware and software to capture sequences	The learner can: 1.1. Identify the combination of input device and audio software to use to capture information, to avoid any compatibility issues 1.2. Select and use an appropriate combination of input device and audio software to record sequences 1.3. Describe the impact file size and file format will have on saving sequences 1.4. Identify when to use different types of information coding and compression 1.5. Store and retrieve sequences using	Audio and video compatibility issues: Between built-in codec used by input device, available editing software, file formats Input devices: Webcam, video camera, microphone, Dictaphone, mobile phone; difference between analogue and digital; low and high resolution; Input techniques: Copy and paste, screen grabs/shots, file download (e.g. connect USB lead, drag and drop) File size: Small, medium, large, link between size and quality (e.g. small – low resolution; large – high resolution) File format: Proprietary formats

Learning Outcomes	Assessment Criteria	Examples
	appropriate file formats and compression, in line with local guidelines and conventions where available	supported by software used (e.g. QuickTime, RealPlayer, iTunes). Container formats: Audio (e.g. WAV, XMF, AIFF); Audio/video (e.g. 3GP, AVI, MP4, OGG, MOV) Information coding and compression: Codec, compression, difference between lossy and lossless compression; video quality Store and retrieve: Files (e.g. create, name, open, save, save as, print, close); folders (e.g. create, name)
2 Use audio software tools and techniques to combine and edit sequences	2.1. Identify the sequences to add, keep and remove 2.2. Select and use appropriate audio software tools to mark-up and edit sequences 2.3. Organise and combine information for sequences in line with any copyright constraints, including across different software 2.4. Describe how copyright constraints affect use of own and others' information	Sequences: short (e.g. 2 mins), b&w, medium length (e.g. 10 mins, 30 mins), colour Marking-up and editing tools: Preset by software, key frames, sequences; Cut, copy, paste, sequence Combine information: Combine images with sound (e.g. dub or overlay sound track onto film sequence): Techniques: Copy and paste, insert, screen grabs/shots, file download (e.g. connect USB lead, drag and drop), file transfer protocol (FTP) Forms of information: moving images, sound; pre-recorded, live Copyright constraints: Effect of copyright law (e.g. on music downloads or use of other people's images), acknowledgment of sources, avoiding plagiarism, provisions of the Data Protection Act Quality issues: Contrast, volume, visual (e.g. brightness, colour balance, monochrome),

Learning Outcomes	Assessment Criteria	Examples
		sound (e.g. treble, bass, balance) Audio and video sequence problems: High or low contrast, volume, visual (e.g. jerkiness, dropping frames, break-up, freezes, blurriness, pixilation), sound (e.g. clicks, disjoints, noise)
3 Play and present audio sequences	3.1. Describe the features and constraints of playback software and display devices 3.2. Select and use an appropriate combination of audio playback software and display device to suit the file format 3.3. Identify the settings which could be adjusted to improve the quality of presentations 3.4. Adjust playback and display settings to enhance the quality of the presentation	Features and constraints: Software supported, memory, processing speed, screen resolution, data bandwidth, transmission speeds Display device: PC, laptop, video camera, Dictaphone, mobile phone, handheld audio or video device (e.g. mp3 player, iPod) Adjust playback and display settings: Start, stop, fast forward, rewind, pause, volume, contrast, brightness, thumbnail, quarter screen, full screen

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).