OCR
Oxford Cambridge and RSA

Unit Title:	**Multimedia software**
OCR unit number:	49
Level:	3
Credit value:	6
Guided learning hours:	45
Unit reference number:	H/502/4617

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 advanced multimedia tools and techniques effectively to produce publications that are at times non-routine or unfamiliar.

Publication tools and techniques will be described as advanced because:

* the software tools and functions used will be complex and at times require new learning, which will involve having the idea that there may be a tool or function to do something (e.g. improve efficiency or create an effect), exploring technical support, self-teaching and applying;

* the inputting, manipulating and outputting techniques will be complex, and will involve research, identification and application; and

* the user will take full responsibility for inputting, structuring, editing and presenting the information.

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. Select and use appropriate techniques to plan and communicate the content, design and layout of multimedia outcomes 1.2. Plan the use of interactive features, transitions and effects to meet needs 1.3. Explain the type of multimedia outcome needed and the specification that it must meet 1.4. Develop the design layout	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; animation

Learning Outcomes	Assessment Criteria	Examples
	for multimedia outcomes 1.5. Explain how the different elements of the content will relate and what elements of the content will be interactive 1.6. Summarise how copyright and other constraints affect use of own and others' information	Design layout: Organisation of information, size, frames, orientation, consistency, proportion, balance, symmetry 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 the relevant content 2.2 Combine information of different types or from different sources for multimedia outcomes 2.3 Select and use appropriate software to write and compress multimedia files 2.4 Store and retrieve multimedia files effectively, in line with local guidelines and conventions where available 2.5 Explain when and why to use different file formats and file compression for saving multimedia files	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; reduce file size, file properties, import and export
3 Use tools and techniques to build and edit multimedia content	3.1 Select and use appropriate techniques to edit and format multimedia outcomes 3.2 Manipulate images and graphic elements accurately 3.3 Check multimedia outcomes meet needs, using IT tools and making corrections as necessary	Edit multimedia outcomes: Size, crop and position, 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

Learning Outcomes	Assessment Criteria	Examples
	3.4 Identify and respond appropriately to quality problems to ensure that outcomes are fit for purpose and meet needs	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 (e.g. noise, volume), images (e.g. levels, contrast, unwanted content), text (e.g. clarity, spelling, grammar, structure)
4 Play and present multimedia outcomes	4.1 Explain what combination of display device and software to use that will overcome any constraints there may be in displaying different multimedia file formats 4.2 Select and use appropriate software to optimise the display of multimedia outcomes and maximise impact 4.3 Select and adjust the display settings to exploit the features of the display device and optimise the quality of the presentation	Display devices: PC, laptop, mobile device, TV Display multimedia outcomes: Thumbnail, quarter screen, full screen, screen resolution, data bandwidth, transmission speeds, output media; constraints (e.g. speed of delivery, size of files, end user hardware and software configuration) Display settings: Visual: brightness, contrast, screen resolution, colour balance, monochrome Sound: volume, treble, bass, balance; Animation: speed

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. 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).