VOCATIONAL EDUCATION & TRAINING (VET)
UNIT ASSESSMENT PACK (UAP)
COVERSHEET

Student and Trainer/Assessor Details

Student ID	
Student name	
Contact number	
Email address	
Trainer/Assessor name	

Course and Unit Details

Course code/Course name	ICT50220 Diploma of Information Technology (Front End and Back End Web Development)
Subject code/Subject name	C5ICT7V20 – Web Page & Video
Unit code/Unit name	ICTDMT501 - Incorporate and edit digital video

Assessment Submission Method

☐ Online submission via Kent Learning Management System (LMS) (**Moodle**)

☐ Submitted by any other method _____
(Please mention here)

Student Declaration

I _____ certify that by ticking the boxes below I have read and accept the statements below as being true and correct:

☐ I certify that the **work** submitted for this Unit Assessment Pack is my own. I have clearly referenced any sources used in my submission. I understand that a false declaration is a form of student misconduct and I am familiar with the Kent *Academic Misconduct Policy & Procedures (*Kent Website *MyKent Student Link> Student Policies and Forms > POLICY – Academic Misconduct Policy & Procedures – Student Login Required)* ;

☐ I have kept a copy of this *Unit Assessment Pack* and all relevant notes, attachments, and reference material that I used in the production of the Unit Assessment Pack;

☐ For the purposes of assessment, I give the Trainer/Assessor of this assessment the permission to:

- Reproduce this assessment and provide a copy to another member of staff; and
- Take steps to authenticate the assessment, including communicating a copy of this assessment to a checking service (which may retain a copy of the assessment on its database for future plagiarism checking). Refer to all details regarding Plagiarism and misconduct detailed in the Kent *Academic Misconduct Policy & Procedures* (*access link above*).

☐ **Student Declaration is accepted by ticking this box to indicate statements above are accepted.**

Date: _____/_____/_____

ASSESSMENT PLAN

To demonstrate Competence (C) in this Unit, a student must be assessed as Satisfactory (s) in each of the following assessment tasks.

Evidence recorded	Evidence Type/ Method of assessment		Sufficient evidence recorded/Outcome
Unit Assessment Task 1	Unit Knowledge Test (UKT)		☐S / ☐NS (First Attempt) ☐S / ☐NS (Second Attempt)
Unit Assessment Task 2	Unit Skills Test (UST)		☐S / ☐NS (First Attempt) ☐S / ☐NS (Second Attempt)
Unit Assessment Task 3	Unit Project (UP)		☐S / ☐NS (First Attempt) ☐S / ☐NS (Second Attempt)
Final result	☐C/☐NYC	**Date assessed**	
		Trainer/Assessor Signature	

ASSESSMENT CONDITIONS

Unit purpose/application

- This unit describes the skills and knowledge required to incorporate, and edit, digital video into interactive media presentations.
- It applies to individuals who possess a sound knowledge of digital media, are independently responsible for the workflow process and provide support and supervision within a team.
- No licensing, legislative or certification requirements apply to this unit at the time of publication.

What the student can expect to learn by studying this unit of competency

- Identify and describe the formats of digital video
- Design the digital video
- Edit the digital video
- Present a digital video sequence

Training and assessment resources required for this unit of competency

The student will have access to the following:

- Learner guide
- PowerPoint presentation
- Unit Assessment Pack (UAP)
- Access to other learning materials such as textbooks

The resources required for these assessment tasks also include:

- Access to a computer, the Internet and word-processing system such as MS Word.
- An operational business environment to implement the learning plan
- Computer technology and documentation as required
- Codes of practice and standards issued by government regulators or industry groups

Other resources also required to complete these assessments tasks:

- special purpose tools, equipment, and materials
- industry software
- the internet
- copyright and intellectual property legislation
- workplace health and safety (WHS) legislation
- enterprise policy.

Submission instructions

Your trainer/assessor will confirm assessment submission details for each assessment task.

Academic integrity, plagiarism, and collusion

Academic Integrity

Academic Integrity is about the honest presentation of your academic work. It means acknowledging the work of others while developing your own insights, knowledge, and ideas.

As a student, you are required to:

- Undertake studies and research responsibly and with honesty and integrity.
- Ensure that academic work is in no way falsified.
- Seek permission to use the work of others, where required.
- Acknowledge the work of others appropriately.
- Take reasonable steps to ensure other students cannot copy or misuse your work.

Plagiarism

Plagiarism means to take and use another person's ideas and or manner of expressing them and to pass them off as your own by failing to give appropriate acknowledgement. This includes material sourced from the internet, Kent staff, other students, and from published and unpublished work.

Plagiarism occurs when you fail to acknowledge that the ideas or work of others are being used, which includes:

- Paraphrasing and presenting work or ideas without a reference
- Copying work either in whole or in part
- Presenting designs, codes, or images as your own work
- Using phrases and passages verbatim without quotation marks or referencing the author or web page
- Reproducing lecture notes without proper acknowledgement.

Collusion

Collusion means unauthorised collaboration on assessable work (written, oral or practical) with other people. This occurs when a student presents group work as their own or as the work of someone else.

Collusion may be with another Kent student or with individuals or students external to Kent. This applies to work assessed by any educational and training body in Australia or overseas.

Collusion occurs when you work without the authorisation of the teaching staff to:

- Work with one or more people to prepare and produce work
- Allow others to copy your work or share your answer to an assessment task
- Allow someone else to write or edit your work (without RTO approval)
- Write or edit work for another student
- Offer to complete work or seek payment for completing academic work for other students.

Both collusion and plagiarism can occur in group work. For examples of plagiarism, collusion and academic misconduct in group work please refer to the Kent Academic Misconduct Policy & Procedure for details on the policy on academic integrity, plagiarism and collusion Kent Website Link (Documents> Student Policies and Forms > POLICY– Academic Misconduct Policy & Procedure – Student Login Required)

Plagiarism and collusion constitute cheating. Disciplinary action will be taken against students who engage in plagiarism and collusion as outlined in Kent's Academic Misconduct Policy & Procedure.

Proven involvement in plagiarism or collusion may be recorded on students' academic file and could lead to disciplinary action.

Other Important unit specific Information

N/A

Unit outcome

- This unit is not graded, and the student must complete and submit all requirements for the assessment task for this cluster or unit of competency to be deemed competent.
- Students will receive a 'satisfactorily completed' (S) or 'not yet satisfactorily completed (NS) result for each individual unit assessment task (UAT).
- Final unit result will be recorded as competency achieved/competent (C) or competency not yet achieved/not yet competent (NYC).

Prerequisite/s

Nil

Co-requisite/s

Nil

Foundation Skills

The Foundation Skills describe those required skills (learning, oral communication, reading, writing, numeracy, digital technology, and employment skills) that are essential to performance. Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Relevant Legislation

- Australian Human Rights Commission Act 1986
- Age Discrimination Act 2004
- Disability Discrimination Act 1992
- Racial Discrimination Act 1975
- Sex Discrimination Act 1984
- Code of ethics and codes of conduct
- Ethical Principles in the Workplace
- Codes of practice
- The Privacy Act 1988 (Privacy Act) and Australian Privacy Principles (APPs)
- Occupational Health and Safety Act 2004
- Work Health and Safety Act 2011

Principles of assessment and rules of evidence

All assessment tasks will ensure that the principles of assessment and rules of evidence are adhered to.

The principles of assessment are that assessment must be valid, fair, flexible, reliable, and consistent. The rules of evidence state that evidence must be sufficient, valid, current, and authentic.

AQF Level

AQF levels and the AQF levels criteria are an indication of the relative complexity and/or depth of achievement and the autonomy required to demonstrate that achievement.

All assessment tasks must ensure compliance with the requirements of AQF level and the AQF level criteria. For more information, please visit http://www.aqf.edu.au/

Further Information

For further information about this unit go to https://training.gov.au/Training/Details/ICTWEB514

Additional Information

- This information will be managed by the provisions of the Privacy Act and the Freedom of Information Act.)
- Students are required to satisfactorily complete and submit all assessment tasks that contribute to the assessment for a unit.
- Students will be provided with one more attempt to complete this Unit assessment pack (UAP) if trainer/assessor deems them not satisfactorily completed (NS) in any Unit assessment task (UAT).
- Unit Pre-Assessment Checklist (UPAC) will be reviewed by the trainer/assessor to ensure the student is ready for the assessment.
- Feedback regarding this Unit Assessment Pack (UAP) can be emailed to the compliance and quality assurance department/administration department in your RTO for continuously improving our assessment and student resources.

Feedback to students

Feedback on students' assessment performance is a vital element in their learning. Its purpose is to justify to students how their competency was assessed, as well as to identify and reward specific qualities in their work, to recommend aspects needing improvement, and to guide students on what steps to take.

Feedback defines for students what their trainer/assessor thinks is important for a topic or a subject. At its best, feedback should:

- Be provided for each Unit Assessment Task (UAT).
- Guide students to adapt and adjust their learning strategies.
- Guide trainers/assessors to adapt and adjust teaching to accommodate students' learning needs.
- Be a pivotal feature of learning and assessment design, not an add-on ritual.
- Focus on course and unit learning outcomes.
- Guide students to become independent and self-reflective learners and their own critics.
- Acknowledge the developmental nature of learning.

If students have not received proper feedback, they must speak to the Kent Head of Vocational Education or VET Administration or the Kent Manager Risk & Compliance who is the Kent staff members responsible for looking after the quality and compliance services for Kent.
For more information, please refer to Kent Student Handbook.

Unit Pre-Assessment Checklist (UPAC)

Purpose of the Checklist

The Pre-assessment Checklist helps students determine if they are ready for assessment. The Trainer/Assessor must review the Checklist with the student before the student attempts the assessment task. If any items on the Checklist are incomplete or not clear to the student, the Trainer/Assessor must provide relevant information to the student to ensure they understand the requirements of the assessment task. The student must ensure they are ready for the assessment task before undertaking it.

Section 1: Information for Students

- Please make sure you have completed the necessary prior learning before attempting this assessment.
- Please make sure your Trainer/Assessor clearly explained the assessment process and tasks to be completed.
- Please make sure you understand what evidence is required to be collected and how.
- Please make sure you know your rights and the Complaints and Appeal process. Refer to the Kent Complaints & Appeals Policy & Procedure *(Documents> Student Policies and Forms > POLICY– Complaints and Appeals Policy & Procedure – Student Login Required)*
- Please make sure you discuss any special needs or reasonable adjustments to be considered during the assessment (refer to the *Reasonable Adjustments Strategy Matrix* in this Unit Assessment Pack and negotiate these with your Trainer/Assessor).
- Please make sure that you have access to a computer and the internet (if you prefer to type the answers).
- Please ensure that you have all the required resources needed to complete this Unit Assessment Task (UAT).
- Due date of this assessment task is according to your timetable.
- In exceptional (compelling and compassionate) circumstances, an extension to submit an assessment can be granted by the Trainer/Assessor.
- Evidence and/or support documentation of the compelling and compassionate circumstances must be provided together with your request for an extension to submit your assessment work.
- Request for an extension to submit your assessment work must be made before the due date of this assessment task.

Section 2: Reasonable adjustments

- Students with carer responsibilities, cultural or religious obligations, English as an additional language, disability etc. can request for reasonable adjustments.
- Please note, integrity of the unit/course will not be lowered to accommodate the needs of any student, but there is a requirement to be flexible about the way in which it is delivered or assessed.
- The Disability Standards for Education requires institutions to take reasonable steps to enable the student with a disability to participate in education on the same basis as a student without a disability.
- Trainer/Assessor must complete the section below “Reasonable Adjustment Strategies Matrix” to ensure the explanation and correct strategy have been recorded and implemented.
- Trainer/Assessor must notify the VET Department for any reasonable adjustments made.

All evidence and supplementary documentation must be submitted with the Unit Assessment Pack to the Kent Academic Unit (VET).

REASONABLE ADJUSTMENT STRATEGIES MATRIX

(Trainer/Assessor to complete)

Category	Possible Issue	Reasonable Adjustment Strategy (select as applicable)
☐ LLN	☐ Speaking ☐ Reading ☐ Writing ☐ Confidence	☐ Verbal assessment ☐ Presentations ☐ Demonstration of a skill ☐ Use of diagrams ☐ Use of supporting documents such as wordlists
☐ Non-English Speaking Background	☐ Speaking ☐ Reading ☐ Writing ☐ Cultural background ☐ Confidence	☐ Discuss with the student and supervisor (if applicable) whether language, literacy and numeracy are likely to impact on the assessment process ☐ Use methods that do not require a higher level of language or literacy than is required to perform the job role ☐ Use short sentences that do not contain large amounts of information ☐ Clarify information by rephrasing, confirm understanding ☐ Read any printed information to the student ☐ Use graphics, pictures and colour coding instead of, or to support, text ☐ Offer to write down, or have someone else write, oral responses given by the student ☐ Ensure that the time available to complete the assessment, while meeting course requirements, takes account of the student's needs
☐ Indigenous	☐ Knowledge and understanding ☐ Flexibility ☐ Services ☐ Inappropriate training and assessment	☐ Culturally appropriate training ☐ Explore understanding of concepts and practical application through oral assessment ☐ Flexible delivery ☐ Using group rather than individual assessments ☐ Assessment through completion of practical tasks in the field after demonstration of skills and knowledge.
☐ Age	☐ Educational background ☐ Limited study skills	☐ Make sure font size is not too small ☐ Trainer/Assessor should refer to the student's experience ☐ Ensure that the time available to complete the assessment takes account of the student's needs ☐ Provision of information or course materials in accessible format. ☐ Changes in teaching practices, e.g. wearing an FM microphone to enable a student to hear lectures ☐ Supply of specialised equipment or services, e.g. a note-taker for a student who cannot write

		☐ Changes in lecture schedules and arrangements, e.g. relocating classes to an accessible venue ☐ Changes to course design, e.g. substituting an assessment task ☐ Modifications to physical environment, e.g. installing lever taps, building ramps, installing a lift
☐ Educational background	☐ Reading ☐ Writing ☐ Numeracy ☐ Limited study skills and/or learning strategies	☐ Discuss with the Student previous learning experience ☐ Ensure learning and assessment methods meet the student's individual needs
☐ Disability	☐ Speaking ☐ Hearing ☐ Reading ☐ Writing ☐ Numeracy ☐ Limited study skills and/or learning strategies	☐ Identify the issues ☐ Create a climate of support ☐ Ensure access to support that the student has agreed to is available ☐ Structure the assessment appropriately ☐ Provide information or course materials in accessible format, e.g. a textbook in braille ☐ Changes in teaching practices, e.g. wearing an FM microphone to enable a student to hear lectures ☐ Supply of specialised equipment or services, e.g. a note- taker for a student who cannot write ☐ Changes in lecture schedules and arrangements, e.g. relocating classes to an accessible venue ☐ Changes to course design, e.g. substituting an assessment task ☐ Modifications to physical environment, e.g. installing lever taps, building ramps, installing a lift

Explanation of reasonable adjustments strategy used (If required)

Name of Trainer/Assessor: _____

Signature of Trainer/Assessor: _____

Date: _____/_____/_____

Unit Assessment Task (UAT) 1 – Unit Knowledge Test (UKT)
Unit Pre-Assessment Checklist (UPAC)

Assessment type:

- Knowledge Test

Assessment task description:

- This is the first (1) unit of assessment task student has to successfully complete to be deemed competent in this unit of competency.
- The Unit Knowledge Test is comprised of written questions.
- Student must respond correctly to all the question and submit them to the Trainer/Assessor.
- Student must answer all questions to the required level, e.g. provide the number of points, to be deemed satisfactory in this task.
- Trainer/Assessor is required to provide the feedback within two weeks and notify students when results are available

Applicable conditions:

- All knowledge tests are untimed and are conducted as open book tests (this means a student can refer to textbooks during the test).
- A student must read and respond to all questions.
- A student may handwrite/use computers to answer the questions.
- A student must complete the task independently.
- No marks or grades are allocated for this assessment task. The outcome of the task will be Satisfactory or Not Satisfactory.
- The Trainer/Assessor must assess a student's written skills and knowledge as the student completes this assessment task.
- The Trainer/Assessor may ask a student relevant questions on this assessment task to ensure that this is the student's own work.

Resubmissions and reattempts:

- Where a student's answers are deemed not satisfactory after the first attempt, a re-submission attempt will be allowed.
- A student may speak to their Trainer/Assessor if the student is having any difficulty in completing this task and requires reasonable adjustments (e.g. can be given as an oral assessment)
- For more information, please refer to Kent Student Handbook (VET) via Kent Website Link *(MyKent Student Link> Student Policies and Forms > DOC– Kent Student Handbook (VET) – Student Login Required)*

Location:

- This assessment task may be completed in a classroom, on the Kent Learning Management System (i.e. Moodle), workplace, or independent learning environment.
- The Trainer/Assessor will provide a student with further information regarding the location for completing this assessment task.

Instructions for answering written questions:

- A student must complete a written assessment consisting of a series of questions.
- It is expected that students will correctly answer all the questions.
- Answers must demonstrate an understanding and application of relevant concepts, critical thinking, and good writing skills.

- A student must be concise and to the point and write answers according to the given word-limit to each question and do not provide irrelevant information.
- A student must not use non-discriminatory language. The language used should not devalue, demean, or exclude individuals or groups on the basis of attributes such as gender, disability, culture, race, religion, sexual preference or age. Gender inclusive language should be used.
- The Trainer/Assessor should not accept answers copied directly from texts without acknowledgement of the text.

How trainer/assessor will assess the work?

- This assessment task requires the student to answer all the questions.
- Answers must demonstrate the student's understanding and knowledge of the unit.
- If all assessment tasks are deemed Satisfactory (S), then the unit outcome is Competent (C).
- If at least one of the assessment tasks is deemed Not Satisfactory (NS), then the unit outcome is Not Yet Competent (NYC).
- Once all assessment tasks allocated to this Unit of Competency have been undertaken, the Trainer/Assessor will complete an 'Assessment Plan' to record the unit outcome. The outcome will be either Competent (C) or Not Yet Competent (NYC).
- The 'Assessment Plan' is available with the Unit Assessment Pack (UAP) – Coversheet.

Purpose of the assessment

The purpose of this assessment task is to assess the students' knowledge essential to Incorporate and edit digital video:

- explain contemporary video software
- explain the importance of and actions required to ensure continuity during the editing process
- outline editing conventions
- identify electronic digital language and other terminology
- explain the purpose of using montage as part of a presentation, and the impact of sound and visual effects
- describe principles of video production and formats
- describe the types of cutting
- explain video-editing and post-production techniques

Assessment Task 1 - Unit Knowledge Test (UKT)

Instructions

- This is an individual assessment.
- The purpose of this assessment task is to assess the students' knowledge essential to Incorporate and edit digital video.
- To make full and satisfactory responses a student should consult a range of learning resources, other information such as handouts and textbooks, learners' resources, and slides.
- All questions must be answered in order to gain competency for this assessment.
- A student may attach a separate sheet if required.
- A student must include the following particulars in the footer section of each page of the attached sheets:
  - Student ID or Student Name
  - Unit ID or Unit Code
  - Course ID or Course Code
  - Trainer and assessor name
  - Page numbers
- A student must staple the loose sheets together along with the cover page.
- A student must attach the loose sheets chronologically as per the page numbers.
- Correction fluid and tape are not permitted. Please do any corrections by striking through the incorrect words with one or two lines and rewriting the correct words.

Resources required to complete the assessment task:

- Computer
- Internet
- MS Word
- Printer or e-printer
- Adobe acrobat/reader
- Kent Learning Management System (Moodle)

Assessment Task 1 - Unit Knowledge Test (UKT)

Upon completion of this unit Assessment Task student will gain the knowledge on the following regarding the software, tools and techniques used in video editing:

- contemporary video software
- importance of and actions required to ensure continuity during the editing process
- video editing conventions
- electronic digital language and other terminology
- purpose of using montage as part of a presentation, and the impact of sound and visual effects
- principles of video production and formats
- types of cutting in video editing
- video-editing and post-production techniques

Instructions

Knowledge evidence specifies knowledge a learner must have to perform the work tasks described in the unit of competency. It also specifies what the individual must know in order to safely and effectively perform the work task described in the unit of competency. In this part of the assessment, you need to have some research skills to answer the following questions and if requires provide an example with each term. You may also consult with your PowerPoint slides and reading provided in your resources of Kent Moodle. You may read some articles, case studies and features and pros and cons of the video editing software form the following links prior to answering the questions below:

- https://alexandermoriarty.weebly.com/year-1/unit-16-editing-in-a-production-context
- https://prezi.com/gfriz2hx3a22/editing-conventions/
- https://blog.pond5.com/11099-13-creative-editing-techniques-every-video-editor-should-know/
- https://www.ourcommunity.com.au/tech/tech_article.jsp?articleId=74
- https://www.mediafrontier.ch/blog/glossary-digital-terminology/
- https://www.dataprise.com/it-glossary
- https://en.wikipedia.org/wiki/Electronic_dictionary
- https://www.studiobinder.com/blog/how-to-write-a-montage/
- https://www.studiobinder.com/blog/what-is-a-montage-definition/
- http://www.ict-academy.eu/en/3/119/principles-of-video-production
- https://www.learnaboutfilm.com/film-language/editing/
- https://www.dreamengine.com.au/podcast/7-key-principles-for-video-editing/
- https://slidetodoc.com/down-dirty-video-practical-strategies-for-producing-engaging/
- https://www.slideshare.net/LoCoMoTionProject/video-production-basic-principles
- https://scatter.co.in/basic-video-editing-cuts/
- https://www.mediacollege.com/video/editing/tutorial/definition.html#:~:text=Video%20editing%20is%20the%20process,to%20create%20a%20new%20work.&text=Rearranging%2C%20adding%20and%2For%20removing,Creating%20transitions%20between%20clips.
- https://www.skillshare.com/blog/post-production/#:~:text=Post%2Dproduction%20is%20the%20editing,sound%20effects)%20and%20visual%20effects.
- https://www.masterclass.com/articles/learn-about-the-postproduction-process-in-film
- https://www.creativebloq.com/features/best-video-editing-software-for-designers

Please explain in the spaces provided, the following terms and concepts questions regarding software, tools and techniques used in video editing, including:

Question 1: what are the special purpose tools, equipment, and materials when you are working on a special software project e.g., creating or editing videos. In no more than 50-100 words please answer the question in the spaces provided.

Question 2: With an example, please answer the term 'industry specific software'? (Please limit your answers to 50-100 words).

Question 3: With an example, please answer the term 'enterprise policy'. What are the benefits of having an enterprise policy? (Please limit your answers to 50-100 words).

Question 4: what are the use of copyright and intellectual property legislation? Why you must follow them while carrying on any IT projects? (Please limit your answers to 50-100 words)

Question 5: what is 'workplace health and safety (WHS) legislation'? why you must follow this legislation in any organisation? Please limit your answers in no more than 150 words.

Question 6: in no more than 250 words, please explain contemporary video software used in the industries to create, edit videos in their artwork, website etc. in the spaces provided.

Question 7: please explain the importance of and actions required to ensure continuity during the video editing process. Limit your answers to 200 words.

Question 8: what do you mean by video editing conventions? In no more than 200 words, please outline video editing conventions in the spaces provided.

Question 9: the electronic digital language and other terminology simply refer to the dictionary of terms, please identify some of the electronic digital language and other terminology related to incorporate and edit digital video in the spaces provided. Please limit your answers to 250 words.

Question 10: explain the purpose of using montage as part of a presentation, and the impact of sound and visual effects. Please limit your answers to 200 words.

Question 11: in no more 250 words please describe principles of video production and formats in the spaces provided.

Question 12: in video editing cutting plays an important role. In no more than 200 words, please describe the types of cutting in the spaces provided.

Question 13: what do you mean by video-editing and post-production techniques? In no more than 250 words please explain video-editing and post-production techniques in the spaces provided.

Assessment Task 1 – Unit Knowledge Test (UKT)

Performance criteria checklist for unit assessment task

(Trainer/Assessor to complete)

Assessment activities to be completed	▪ Knowledge Test		
Resources required for the unit assessment task	▪ Unit assessment guide template ▪ Access to live or simulated working environment ▪ Interaction with others		
Does the candidate meet the following criteria	**Yes**	**No**	**Trainer/Assessor Comments**
▪ explained contemporary video software			
▪ explained the importance of and actions required to ensure continuity during the editing process			
▪ outlined editing conventions			
▪ identified electronic digital language and other terminology			
▪ explained the purpose of using montage as part of a presentation, and the impact of sound and visual effects			
▪ described principles of video production and formats			
▪ described the types of cutting			
▪ explained video-editing and post-production techniques			
▪ explained enterprise policy on:			
▪ copyright and intellectual property legislation			
▪ workplace health and safety (WHS) legislation			
The student's performance was:	☐ Not yet Satisfactory ☐ Satisfactory		
Feedback to student:			
Student Signature			
Observer Signature			
Date:			

UNIT ASSESSMENT RESULT SHEET (UARS)
Assessment Task 1 – Unit Knowledge Test (UKT)
Student and Trainer/Assessor Details

Unit code	ICTDMT501
Unit name	Incorporate and edit digital video
Outcome of Unit Assessment Task (UAT)	**First attempt:** Outcome (please make sure to tick the correct checkbox): Satisfactory (S) ☐ or Not Satisfactory (NS) ☐ Date: _____(day)/ _____(month)/ _____(year) **Second attempt:** Outcome (please make sure to tick the correct checkbox): Satisfactory (S) ☐ or Not Satisfactory (NS) ☐ Date: _____(day)/ _____(month)/ _____(year)
Feedback to Student	🗨 **First attempt:** 🗨 **Second attempt:**
Student Declaration	☐ I declare that the answers I have provided are my own work. Where I have accessed information from other sources, I have provided references and or links to my sources. ☐ I have kept a copy of all relevant notes and reference material that I used as part of my submission. ☐ I have provided references for all sources where the information is not my own. I understand the consequences of falsifying documentation and plagiarism. I understand how the assessment is structured. I accept that all work I submit must be verifiable as my own. ☐ I understand that if I disagree with the assessment outcome, I can appeal the assessment process, and either re-submit additional evidence undertake gap training and or have my submission re-assessed. ☐ All appeal options have been explained to me.
Student Signature	☐ **Student Declaration above is accepted by ticking this box to indicate statements above have been read and are accepted as true and correct.**
Date	
Trainer/Assessor Name	
Trainer/Assessor	I hold:

Declaration	☐ Vocational competencies at least to the level being delivered ☐ Current relevant industry skills ☐ Current knowledge and skills in VET, *and undertake* ☐ Ongoing professional development in VET ☐ I declare that I have conducted an assessment of this candidate's submission. The assessment tasks were deemed current, sufficient, valid and reliable. ☐ I declare that I have conducted a fair, valid, reliable, and flexible assessment. ☐ I have provided feedback to the above-named candidate.
Trainer/Assessor Signature	
Date	
Office Use Only	Outcome of Assessment has been entered onto the Kent Learning Management System (Moodle) on _____ (insert date) by (insert Staff Member Name) _____

Unit Assessment Task (UAT) 2 – Unit Skills Test (UST)
Unit Pre-Assessment Checklist (UPAC)

Assessment type:

- Unit Skills Test

Assessment task description:

- This is the second (2) unit of assessment task student has to successfully complete to be deemed competent in this unit of competency.
- Student must respond correctly to all the question and submit them to the Trainer/Assessor.
- Student must answer all questions to the required level, e.g. provide the number of points, to be deemed satisfactory in this task.
- Trainer/Assessor is required to provide the feedback within two weeks and notify students when results are available

Applicable conditions:

- All knowledge tests are untimed and are conducted as open book tests (this means a student can refer to textbooks during the test).
- A student must read and respond to all questions.
- A student may handwrite/use computers to answer the questions.
- A student must complete the task independently.
- No marks or grades are allocated for this assessment task. The outcome of the task will be Satisfactory or Not Satisfactory.
- The Trainer/Assessor must assess a student's written skills and knowledge as the student completes this assessment task.
- The Trainer/Assessor may ask a student relevant questions on this assessment task to ensure that this is the student's own work.

Resubmissions and reattempts:

- Where a student's answers are deemed not satisfactory after the first attempt, a re-submission attempt will be allowed.
- A student may speak to their Trainer/Assessor if the student is having any difficulty in completing this task and requires reasonable adjustments (e.g. can be given as an oral assessment)
- For more information, please refer to Kent Student Handbook (VET) via Kent Website Link *(MyKent Student Link> Student Policies and Forms > DOC– Kent Student Handbook (VET) – Student Login Required)*

Location:

- This assessment task may be completed in a classroom, on the Kent Learning Management System (i.e. Moodle), workplace, or independent learning environment.
- The Trainer/Assessor will provide a student with further information regarding the location for completing this assessment task.

Instructions for answering written questions:

- A student must complete a written assessment consisting of a series of questions.
- It is expected that students will correctly answer all the questions.
- Answers must demonstrate an understanding and application of relevant concepts, critical thinking, and good writing skills.

- A student must be concise and to the point and write answers according to the given word-limit to each question and do not provide irrelevant information.

- A student must not use non-discriminatory language. The language used should not devalue, demean, or exclude individuals or groups on the basis of attributes such as gender, disability, culture, race, religion, sexual preference or age. Gender inclusive language should be used.
- The Trainer/Assessor should not accept answers copied directly from texts without acknowledgement of the text.

How trainer/assessor will assess the work?

- This assessment task requires the student to answer all the questions.
- Answers must demonstrate the student's understanding and knowledge of the unit.
- If all assessment tasks are deemed Satisfactory (S), then the unit outcome is Competent (C).
- If at least one of the assessment tasks is deemed Not Satisfactory (NS), then the unit outcome is Not Yet Competent (NYC).
- Once all assessment tasks allocated to this Unit of Competency have been undertaken, the Trainer/Assessor will complete an 'Assessment Plan' to record the unit outcome. The outcome will be either Competent (C) or Not Yet Competent (NYC).
- The 'Assessment Plan' is available with the Unit Assessment Pack (UAP) – Coversheet.

Purpose of the assessment

The purpose of this assessment task is to assess the students' skills essential to Create dynamic web pages:

- Integrates a range of texts and organisational information to critically analyse data and evaluate text in order to determine effective engagement methods, and to monitor the effectiveness of systems for the audience and environment
- Develops material and resources utilising knowledge of spelling, grammar, appropriate structure, and layout, to organise and record information and feedback in a sequential manner for client and staff engagement, as well as internal reference
- Participates in verbal exchanges of ideas that elicit views, opinions, and feedback from others, using appropriate professional techniques and interpersonal skills to effectively, and respectfully, convey information and establish rapport
- Interprets mathematical information embedded in technical and conceptual information
- Accepts responsibility for planning and sequencing complex tasks and workload, negotiating key aspects with others taking into account capabilities, efficiencies, and effectiveness
- Applies systematic and analytical decision-making processes for complex and non-routine situations
- Responds intuitively to problems requiring immediate resolution, drawing on past experiences in order to focus on the cause of a problem rather than the symptom
- Understands the purposes, specific functions and key features of common digital systems and tools, and operates them effectively to complete routine and non-routine tasks

Assessment Task 2 - Unit Skills Test (UST)

Instructions:

- This is an individual assessment.
- The purpose of this assessment task is to assess the students' skills essential to Incorporate and edit digital video.
- To make full and satisfactory responses a student should consult a range of learning resources, other information such as handouts and textbooks, learners' resources, and slides.
- All questions must be answered in order to gain competency for this assessment.
- A student may attach a separate sheet if required.
- A student must include the following particulars in the footer section of each page of the attached sheets:
    - Student ID or Student Name
    - Unit ID or Unit Code
    - Course ID or Course Code
    - Trainer and assessor name
    - Page numbers
- A student must staple the loose sheets together along with the cover page.
- A student must attach the loose sheets chronologically as per the page numbers.
- Correction fluid and tape are not permitted. Please do any corrections by striking through the incorrect words with one or two lines and rewriting the correct words.

Resources required to complete the assessment task:

- Computer
- Internet
- MS Word
- Printer or e-printer
- Adobe acrobat/reader
- Kent Learning Management System (Moodle)

Other resources required to complete this part of the assessment are:

- special purpose tools, equipment, and materials
- industry software
- the internet
- copyright and intellectual property legislation
- workplace health and safety (WHS) legislation
- enterprise policy

Assessment Task 2 - Unit Skills Test (UST)

Upon completion of this part of the assessment, you will be able to understand and build your skills and knowledge on the following:

- special purpose tools, equipment, and materials
- industry specific software in video production
- enterprise policy on:
  - copyright and intellectual property legislation
  - workplace health and safety (WHS) legislation
- Determine the distinguishing features and uses of a range of digital video software
- Select the current video-editing software appropriate to a range of given outcomes
- Determine the limiting factors of computer hardware on video production for a specified job
- Determine the differences of image quality and image size, required to deliver the desired outcome
- Analyse the formats employed to create a given computer video sequence for a specified outcome

Case Study Scenario

ABC Property Management System

Description of the System

ABC Property Management system is to be developed for ABC Property Management (Pt.) Ltd. The company registers all landlords who want to sell or rent their properties. Also, all tenants who want to rent or buy properties are registered within the company.

Potential tenants can make enquiries on the available properties, which match their requirements. Tenants who want to purchase/rent a house or a unit are then given a chance to see the properties they like. If a tenant likes to purchase/rent a hose he/she has to fill and application form giving their personal and income details. The applications are filtered and handed over by the sales staff of Property Company to the land load. If there are several customers to purchase/rent a house/unit, then the landlord will select a customer.

Then the tent has to make deposit to reserve the house/unit to purchase/rent. Mean time the property agent makes agreements. When agreement is made, both landlord and tenant have to sign to make it active. The property management company sign separate agreements with the landlords on managing their property. For each sale or rent they make ABC property management gets a commission from the landlord.

For rented properties the tenants have to pay rents weekly, and the ABC property management does all maintenance work done on properties. These property maintenance expenses are deducted from before payments are made to the landlords.

The problem

The property management sales staffs expects the system to keep all relevant details in their system including landlords, tenants, properties, contracts, commissions, rentals, and sales made, rents paid by tenants and etc. but unfortunately their system is not database driven, dynamic contents management-based system, so it's not possible to management to implement that into the existing system. Also, many customers complained to the management that they can't browse the system from their mobile and can't pay the rental online.

Property Manager wants to get different reports on rental and sale properties, sales and rentals done and etc. The Manager of ABC expects their systems to have good performance to make operational work efficient and make customers happy. Hence, they expect you to recommend efficient hardware, networks, and software.

Also, they expect their system to be secure enough to protect the data from unauthorized access, virus attacks, hackers and etc. Hence, you need to recommend good security measures for the system.

Organisational standards and procedures

The ABC property manage company has four branches operating in different locations of NSW. One branch has thirty employees and other branches have less than 20 employees. However, they expect to expand and have more staff in the future. Hence, they expect to have Local Area Networks (LANs) in each branch and a Wide Area Network (WAN) to connect the branches.

Currently they operate from 9:00AM to 5:00PM Monday to Friday and no after-hours office, so the client enquiry cannot be answered until the following days of work.

Legal requirements by the system

As ABC property management system is dealing with client's personal data, property name and its legal address they have to follow some strict guidelines on the legal matters like copyright, Intellectual property, privacy policy laws etc. to protect the client's personal data.

Specific System Requirements

The client expects the system to provide the following minimum features:

- Customers will be required to register once as a customer and then login to the system (the system is a web-based system).
- Customers will be able to view property currently listed for sale, with their details (images, name, address, description, category, price to buy or sell or rent per week etc).
- Make an enquiry on the property listed to get more details or asking for an appointment to see the property.
- Make an advance payment and book a property online and get a payment receipt online.
- Staff members (The manager, salespersons, accounts executive, accounts clerk, maintenance and repairs coordinator, secretary) need to perform following functions:
    - Enter new customers
    - Make a sale of a property to a customer and record those details
    - Record service details with the cost, done for property
    - Record any repairs and cost of them
    - Record new properties purchased
    - Record details of property owner.
- Manager will print different reports on sales, repairs, services, purchases, employees, customers and etc.)
- Accounts staff handles all financial records and print reports to be sent to government organisations (tax and etc)
- Also, the system Administrator of the system wants to perform following functions,
- add new staff to the system
- Give different access privileges to staff and customers.

The company currently handles these activities using a stand-alone system and they want to develop a web-based system to provide a better service to their customers. The system need to provide various functionalities and services to the customers as well as for the staff of the ABC Car Fleet.

After the successful development of their dynamic database driven website, the management of ABC property management would like to incorporate a promotional video material into their website. They have requested you to carry out this job as well. The CEO Mr. John Álvaro is very concern though about few of the things while you are going to develop their promotional video materials, he also requested you to think about few of the things like:

- enterprise policy on:
    - copyright and intellectual property legislation
    - workplace health and safety (WHS) legislation

Note: a copy of their enterprise policy is included in your resources folder for you as a guide to follow Mr. Álvaro's concern about the legal issues.

Note: Based on the organization case study scenario above and on the basis of their required video that needed to be incorporated into their website, you are hired to provide the solution for their proposed system, your tasks are to:

- Identify and describe the formats of digital video
- Design the digital video
- Edit the digital video
- Present a digital video sequence

Part A: Identify and describe the formats of digital video

Case study scenario

The best video editing software isn't just for full-time video editors. It's also vital for anyone creating video for YouTube, Vimeo, or social media, to make their clips look polished, professional, and slick.

Plus, even if you just want to share the videos you've shot on your phone with friends, such as footage of holidays, family gatherings, local events or your kids growing up, video editing software can help you edit those clips and make them all the more enjoyable to watch back in years to come.

The best free video editing software can provide an easy way to test the waters as you consider a career in videography, although they won't match the range of features offered in the best paid-for software. While there is nothing wrong with paying for a good video editing application, it is not always feasible to do so, especially when you are not sure about making a commitment. Thankfully, there's a lot of video editing software to choose from right now.

The ideal free video editor will be easy to get started with and will offer an experience that's free of ads or watermarks. It should also come with some powerful features like stylised filters and transitions, layer-based editing, and even audio editing. To carry out the required functionality to be added to the dynamic website, the management of ABC property management has requested you to do the following tasks:

Task 1: Determine the distinguishing features and uses of a range of digital video software

Note: To make sure that, you have the right kit to make the video and editing them, the management has requested you to Assess and select appropriate digital video software for their request to create a digital video for their promotional materials. They have also requested you to keep in mind to identify and select the best video editing software which can be paid, a free available software or even an online version can be used to create their video. Your task is to create a Report on Identify and describe the formats of digital video. You may include your report in the spaces provide below or a separate document can be created, your report will include the following:

Note: The following website will be a great help for you to research and identify the correct software for their purpose:

- https://www.creativebloq.com/features/best-video-editing-software-for-designers
- https://www.creativebloq.com/buying-guides/best-free-video-editing-software
- https://www.adamenfroy.com/best-video-editing-software
- https://www.musicgateway.com/blog/how-to/the-7-best-video-editing-software-programs-for-2020

Note: your report may include the following criteria:

- Introduction, background of the project, problems scenario
- special purpose tools, equipment, and materials
- industry relevant software in creating videos
- enterprise policy on:
  - copyright and intellectual property legislation
  - workplace health and safety (WHS) legislation
- distinguishing features and uses of a range of digital video software
- current video-editing software appropriate to a range of given outcomes
- limiting factors of computer hardware on video production for a specified job

- differences of image quality and image size, required to deliver the desired outcome
- Analysed the formats employed to create a given computer video sequence for a specified outcome
- Recommendation/conclusion about the appropriate software

Final Deliverables			
Required Evidence	**Evidence Submitted**		**Comments**
A Report on Identify and describe the formats of digital video created with the following:	Yes ☐	No ☐	
▪ Introduction, background of the project, problems scenario	Yes ☐	No ☐	
▪ special purpose tools, equipment, and materials	Yes ☐	No ☐	
▪ industry relevant software in creating videos	Yes ☐	No ☐	
▪ enterprise policy on:	Yes ☐	No ☐	
○ copyright and intellectual property legislation	Yes ☐	No ☐	
○ workplace health and safety (WHS) legislation	Yes ☐	No ☐	
▪ distinguishing features and uses of a range of digital video software	Yes ☐	No ☐	
▪ current video-editing software appropriate to a range of given outcomes	Yes ☐	No ☐	
▪ limiting factors of computer hardware on video production for a specified job	Yes ☐	No ☐	
▪ differences of image quality and image size, required to deliver the desired outcome	Yes ☐	No ☐	
▪ Analysed the formats employed to create a given computer video sequence for a specified outcome	Yes ☐	No ☐	

Assessment Task 2 – Unit Skills Test (UST)
Performance criteria checklist for unit assessment task

(Trainer/Assessor to complete)

Assessment activities to be completed	▪ Identify and describe the formats of digital video		
Resources required for the unit assessment task	▪ Unit assessment guide template ▪ Access to live or simulated working environment ▪ Interaction with others		
Does the candidate meet the following criteria	**Yes**	**No**	**Trainer/Assessor Comments**
▪ Determined the distinguishing features and uses of a range of digital video software			
▪ Select the current video-editing software appropriate to a range of given outcomes			
▪ Determined the limiting factors of computer hardware on video production for a specified job			
▪ Determined the differences of image quality and image size, required to deliver the desired outcome			
▪ Analysed the formats employed to create a given computer video sequence for a specified outcome			
The student's performance was	☐ Not yet Satisfactory ☐ Satisfactory		
Feedback to student			
Student Signature			
Observer Signature			
Date			

Unit Assessment Result Sheet (UARS)

Assessment Task 2 – Unit Skills Test (UST)

(Student and Trainer/ Assessor Details)

Unit code	ICTDMT501
Unit name	Incorporate and edit digital video
Outcome of Unit Assessment Task (UAT)	**First attempt:** Outcome (please make sure to tick the correct checkbox): Satisfactory (S) ☐ or Not Satisfactory (NS) ☐ Date: _____(day)/ _____(month)/ _____(year) **Second attempt:** Outcome (please make sure to tick the correct checkbox): Satisfactory (S) ☐ or Not Satisfactory (NS) ☐ Date: _____(day)/ _____(month)/ _____(year)
Feedback to Student	🗨 **First attempt:** 🗨 **Second attempt:**
Student Declaration	☐ I declare that the answers I have provided are my own work. Where I have accessed information from other sources, I have provided references and or links to my sources. ☐ I have kept a copy of all relevant notes and reference material that I used as part of my submission. ☐ I have provided references for all sources where the information is not my own. I understand the consequences of falsifying documentation and plagiarism. I understand how the assessment is structured. I accept that all work I submit must be verifiable as my own. ☐ I understand that if I disagree with the assessment outcome, I can appeal the assessment process, and either re-submit additional evidence undertake gap training and or have my submission re-assessed. ☐ All appeal options have been explained to me.
Student Signature	☐ **Student Declaration above is accepted by ticking this box to indicate statements above have been read and are accepted as true and correct.**
Date	
Trainer/Assessor Name	
Trainer/Assessor Declaration	I hold: ☐ Vocational competencies at least to the level being delivered

	☐ Current relevant industry skills ☐ Current knowledge and skills in VET, *and undertake* ☐ Ongoing professional development in VET ☐ I declare that I have conducted an assessment of this candidate's submission. The assessment tasks were deemed current, sufficient, valid and reliable. ☐ I declare that I have conducted a fair, valid, reliable, and flexible assessment. ☐ I have provided feedback to the above-named candidate.
Trainer/Assessor Signature	
Date	
Office Use Only	Outcome of Assessment has been entered onto the Kent Learning Management System (Moodle) on _____ (insert date) by (insert Staff Member Name) _____

Unit Assessment Task (UAT) 3 – Unit Project (UP)
Unit Pre-Assessment Checklist (UPAC)

Assessment type:

- Project Work

Assessment task description:

- This is the third (3) unit of assessment tasks a student has to successfully complete to be deemed competent in this Unit of Competency.
- A student must respond correctly to all the questions and submit them to the Trainer/Assessor.
- A student must answer all questions to the required level, e.g. provide the number of points, to be deemed satisfactory in this task.
- The Trainer/Assessor is required to provide the feedback within two (2) weeks and notify students when results are available.

Applicable conditions:

- All knowledge tests are untimed and are conducted as open book tests (this means a student can refer to textbooks during the test).
- A student must read and respond to all questions.
- A student may handwrite/use computers to answer the questions.
- A student must complete the task independently.
- No marks or grades are allocated for this assessment task. The outcome of the task will be Satisfactory or Not Satisfactory.
- The Trainer/Assessor must assess a student's written skills and knowledge as the student completes this assessment task.
- The Trainer/Assessor may ask a student relevant questions on this assessment task to ensure that this is the student's own work.

Resubmissions and reattempts:

- Where a student's answers are deemed not satisfactory after the first attempt, a re-submission attempt will be allowed.
- A student may speak to their Trainer/Assessor if the student is having any difficulty in completing this task and requires reasonable adjustments (e.g. can be given as an oral assessment)
- For more information, please refer to Kent Student Handbook (VET) via Kent Website Link (*Documents> Student Policies and Forms > DOC– Kent Student Handbook (VET) – Student Login Required)*

Location:

- This assessment task may be completed in a classroom, on the Kent Learning Management System (i.e. Moodle), workplace, or independent learning environment.
- The Trainer/Assessor will provide a student with further information regarding the location for completing this assessment task.

Instructions for answering written questions:

- A student must complete a written assessment consisting of a series of questions.
- It is expected that students will correctly answer all the questions.
- Answers must demonstrate an understanding and application of relevant concepts, critical thinking, and good writing skills.
- A student must be concise and to the point and write answers according to the given word-limit to each question and do not provide irrelevant information.

- A student must not use non-discriminatory language. The language used should not devalue, demean, or exclude individuals or groups on the basis of attributes such as gender, disability, culture, race, religion, sexual preference or age. Gender inclusive language should be used.
- The Trainer/Assessor should not accept answers copied directly from texts without acknowledgement of the text.

How trainer/assessor will assess the work?

- This assessment task requires the student to answer all the questions.
- Answers must demonstrate the student's understanding and knowledge of the unit.
- If all assessment tasks are deemed Satisfactory (S), then the unit outcome is Competent (C).
- If at least one of the assessment tasks is deemed Not Satisfactory (NS), then the unit outcome is Not Yet Competent (NYC).
- Once all assessment tasks allocated to this Unit of Competency have been undertaken, the Trainer/Assessor will complete an 'Assessment Plan' to record the unit outcome. The outcome will be either Competent (C) or Not Yet Competent (NYC).
- The 'Assessment Plan' is available with the Unit Assessment Pack (UAP) – Coversheet.

Purpose of the assessment

The purpose of this assessment task is to assess the students' skills essential to Create dynamic web pages:

- Integrates a range of texts and organisational information to critically analyse data and evaluate text in order to determine effective engagement methods, and to monitor the effectiveness of systems for the audience and environment
- Develops material and resources utilising knowledge of spelling, grammar, appropriate structure, and layout, to organise and record information and feedback in a sequential manner for client and staff engagement, as well as internal reference
- Participates in verbal exchanges of ideas that elicit views, opinions, and feedback from others, using appropriate professional techniques and interpersonal skills to effectively, and respectfully, convey information and establish rapport
- Interprets mathematical information embedded in technical and conceptual information
- Accepts responsibility for planning and sequencing complex tasks and workload, negotiating key aspects with others taking into account capabilities, efficiencies, and effectiveness
- Applies systematic and analytical decision-making processes for complex and non-routine situations
- Responds intuitively to problems requiring immediate resolution, drawing on past experiences in order to focus on the cause of a problem rather than the symptom
- Understands the purposes, specific functions and key features of common digital systems and tools, and operates them effectively to complete routine and non-routine tasks

Assessment Task 3 - Unit Project (UP)

Instructions

- This is an individual assessment.
- The purpose of this assessment task is to assess the students' knowledge and skills essential to incorporate and edit digital video.
- To make full and satisfactory responses a student should consult a range of learning resources, other information such as handouts and textbooks, learners' resources, and slides.
- All questions must be answered in order to gain competency for this assessment.
- A student may attach a separate sheet if required.
- A student must include the following particulars in the footer section of each page of the attached sheets:
  - Student ID or Student Name
  - Unit ID or Unit Code
  - Course ID or Course Code
  - Trainer and assessor name
  - Page numbers
- A student must staple the loose sheets together along with the cover page.
- A student must attach the loose sheets chronologically as per the page numbers.
- Correction fluid and tape are not permitted. Please do any corrections by striking through the incorrect words with one or two lines and rewriting the correct words.

Resources required to complete the assessment task:

- Computer
- Internet
- MS Word
- Printer or e-printer
- Adobe acrobat/reader
- Kent Learning Management System (Moodle)

Other Resources required to complete the assessment task:

- special purpose tools, equipment, and materials
- industry software
- the internet
- copyright and intellectual property legislation
- workplace health and safety (WHS) legislation
- enterprise policy

Assessment Task 3 Unit Project (UP)

Upon completion of this part of the assessment tasks, you will be able to understand and build your skills and knowledge on the following:

- Design the digital video
- Edit the digital video
- Present a digital video sequence

Case Study Scenario

After you have successfully completed the ABC property management Dynamic website, created the technical documents, and submitted to the management for review, the CEO Mr. John Álvaro of ABC Property management is thinking that something is missing from the website and needed to be added as an extreme business feature to the website which is the video of the current property in the market. He believes that the video of the property with their images, sound and a descriptive content about the property will add values to the website. He has requested you to carry on the following tasks to fulfill his desire in completing the dynamic website of the ABC property management. Your tasks are to:

- Design the digital video
- Edit the digital video
- Present a digital video sequence

Note: to complete the above-mentioned tasks you need to follow the instructions given in the following three (3) parts of the assessment tasks, which is clearly given in the following parts of A, B and C below:

Part A: Design the digital video

Upon completion of this part of the assessment tasks, you will be able to understand and build your skills and knowledge on the following:

- Assess and select appropriate digital video software for the job
- Use digital video-editing software to combine video assets
- Control variations in video frame rates, as required for the job to be undertaken
- Apply time-stamping techniques to the video frames, appropriate for the job to be undertaken
- Save the digital video using the appropriate file techniques

Case study scenario

Before designing the video for any professional business organisation, you need to identify and select appropriate video software with their great features and can-do attitude towards their working ability. Your tasks is to carry out the following some of the activities, which will be done to achieve the requirements from the management of the ABC property management. Please complete the following tasks with proper explanation in designing the digital videos for ABC property management.

Task 1: Assess and select appropriate digital video software for the job

Note: after you have successfully completed the report on "Identify and describe the formats of digital video", the management of ABC property management has requested you to assess and select an appropriate digital video software that can be used to create their digital video based promotional materials for their properties. Your task is to assess and select the appropriate video software and provide your assessment in the spaces provided below. Your assessment will include the following:

- Name of the editor
- Company who created the software
- Paid, free or online edition
- Features and benefits using the software

- Hardware and other peripherals requirements.
- Your thoughts about choosing the software

Note: the following website will be a guide in your assessment:

- https://www.creativebloq.com/features/best-video-editing-software-for-designers
- https://www.creativebloq.com/buying-guides/best-free-video-editing-software

Assessment report

Task 2: Use digital video-editing software to combine video assets

Note: editing video requires you to understand and implement your knowledge and skills in relation to add frames, control on the frames using time animation and frame animations, movement of the slides etc. The management of ABC property management has requested you to carry out some of the following activities while you are about to edit the videos requested by the management. Your tasks are to:

- Control variations in video frame rates, as requested by the management.
- Apply time-stamping techniques to the video frames for the requested video

** Please include your video edited techniques screenshots in the spaces provided:

Screen shots of video control:

Task 3: Save the digital video using the appropriate file techniques

Note: saving the digital video requires you to understand few things e.g., which format the files will be saved, the version control of the video as well as the location of the saved video. As you are going to incorporate the video into a website you need to clearly mention in the spaces provide the following:

- Format used
- Version control
- Saving location
- Size of the files

Part B: Edit the digital video

Upon completion of this part of the assessment tasks, you will be able to understand and build your skills and knowledge on the following:

- Edit single and multiple video tracks to achieve a defined outcome
- Join the multiple tracks of a digital video, according to specifications
- Employ digital effects to modify and integrate digital video tracks, according to specifications
- Apply time encoding to single and multiple-edited digital video tracks, according to specifications
- Insert a video track into an interactive media production, according to specifications

Case Study Scenario

A website evaluation form can help you properly assess the information that you have provided in your blog or website. Evaluating a website generally depends on these six criteria:

Task 1: Edit single and multiple video tracks to achieve a defined outcome

Note: to complete these tasks, you need to open the video you have created in the previous part of the assessment. The management of ABC property management has requested you to edit the video and add some more track like the location of the property, features and also some soundtracks, some animation, and transitions to the video. To carry out this activity you need to complete the following tasks and provide the screen shots of all the activities you are going through in the spaces provided below. The following tasks you need to carry out:

- Join the multiple tracks of a digital video, according to specifications
- Employ digital effects to modify and integrate digital video tracks, according to specifications
- Apply time encoding to single and multiple-edited digital video tracks, according to specifications

Task 2: Insert a video track into an interactive media production, according to specifications

Note: after you have successfully completed the above tasks in creating the video, successful editing of sounds, transition and animations, the management requested you to add one more track to include the agents name, his contact email and phone numbers. Your task is to open the edited video and Insert a video track where all of the above information will be added. Please provide a screenshot below to prove your carry-on task.

Screen shots of inserted video track:

Part C: Present a digital video sequence

Upon completion of this part of the assessment tasks, you will be able to understand and build your skills and knowledge on the following:

- Test the digital video, and combine with other digital imaging, sound, visual effects, and animation to create an interactive media presentation
- Save the digital media presentation, including the video, and present to the client or customer

Case Study Scenario

In your previous tasks you have successfully created and edited the video that was requested by the management of ABC property. It's now time to test the video with its quality, sound, effects and present it to the client with the test results expected, test schedule and the actual test results. Present it to the management of ABC property management and obtain their feedback on your project and collect a sign-off document. To complete this task, please carry on with the following tasks:

Task 1: Test the digital video, and combine with other digital imaging, sound, visual effects, and animation to create an interactive media presentation

Note: To complete this task, you need to create a test schedule and the checklist on test results. Your checklist will include the video images are selected properly and safely, sound, visual effects, and animation to create an interactive media presentation. Present it to the client (your facilitator will play the role as the management of ABC Property Management). As a proof of your demonstration to the management, please attach at least 5 screen shots below and label them according to the videos before and after adding sound, editing part etc. a sample test schedule and results are attached as a guide for you below:

Sample Test schedule and results for video editing

Use case Number	Test case	Test steps	Expected results	Actual results	Person responsible	Date performed
1001	Software installed, configured, and running	Software loaded	Software loaded	passed	Alfred Smith	16/11/2018
1007						

Test your video and provide the screenshots below:

Your screen shots goes here:

Task 2: Save the digital media presentation, including the video, and present to the client or customer

Note: to complete this task you need to present the digital media presentation to the management of ABC property, create a sign-off document, which will be signed by the management. Your sign-off document will include the salutation to the client, purpose of the document and confirmation checklist signed by the IT manager, evaluation checklist, test results and any amendment requested by the management or changes requested and if you have carried on the changes and collected the feedback. (a sample of the sign-off document is attached below as a guide for you).

Sample of sign-off document

Date:

Dear sir/madam,

Thank you for appointing as a web developer for ABC Property Management Database Driven Dynamic System, we have completed the website successfully and completed and completed system has been tested and we are attaching the test results with this sign-off document, including the evaluation and the confirmation checklist. We are pleased to present you with your project, if you agree with the completed presentation could you please sign-off the project.

*****Your website with the video goes here**

Feedback

Signed by management **signed by the developers**
Date **date**

Final Deliverables	Evidence submitted?	
▪ Designed the digital video and screen shots provided	Yes ☐	No ☐
▪ Edited the digital video and screen shots provided	Yes ☐	No ☐
▪ Present a digital video sequence and collected the sign-off	Yes ☐	No ☐

Assessment Task 3 – Unit Project (UP)

Performance criteria checklist for unit assessment task

(Trainer/Assessor to complete)

Assessment activities to be completed	▪ Design the digital video ▪ Edit the digital video ▪ Present a digital video sequence		
Resources required for the unit assessment task	▪ Unit assessment guide ▪ Access to live or simulated working environment ▪ Interaction with others		
Does the candidate meet the following criteria	**Yes**	**No**	**Trainer/Assessor Comments**
▪ Assessed and selected appropriate digital video software for the job			
▪ Used digital video-editing software to combine video assets			
▪ Controlled variations in video frame rates, as required for the job to be undertaken			
▪ Applied time-stamping techniques to the video frames, appropriate for the job to be undertaken			
▪ Saved the digital video using the appropriate file techniques			
▪ Edited single and multiple video tracks to achieve a defined outcome			
▪ Joined the multiple tracks of a digital video, according to specifications			
▪ Employed digital effects to modify and integrate digital video tracks, according to specifications			
▪ Applied time encoding to single and multiple-edited digital video tracks, according to specifications			
▪ Inserted a video track into an interactive media production, according to specifications			
▪ Tested the digital video, and combine with other digital imaging, sound, visual effects, and animation to create an interactive media presentation			
▪ Saved the digital media presentation, including the video, and present to the client or customer			
The student's performance was:	☐ Not yet Satisfactory ☐ Satisfactory		
Feedback to student:			
Student Signature			
Observer Signature			

Date:	

UNIT ASSESSMENT RESULT SHEET (UARS)

Assessment Task 3 – Unit Project (UP)

(Student and Trainer/Assessor Details)

Unit code	ICTDMT501
Unit name	Incorporate and edit digital video
Outcome of Unit Assessment Task (UAT)	**First attempt:** Outcome (please make sure to tick the correct checkbox): Satisfactory (S) ☐ or Not Satisfactory (NS) ☐ Date: _____(day)/ _____(month)/ _____(year) **Second attempt:** Outcome (please make sure to tick the correct checkbox): Satisfactory (S) ☐ or Not Satisfactory (NS) ☐ Date: _____(day)/ _____(month)/ _____(year)
Feedback to Student	🗨 **First attempt:** 🗨 **Second attempt:**
Student Declaration	☐ I declare that the answers I have provided are my own work. Where I have accessed information from other sources, I have provided references and or links to my sources. ☐ I have kept a copy of all relevant notes and reference material that I used as part of my submission. ☐ I have provided references for all sources where the information is not my own. I understand the consequences of falsifying documentation and plagiarism. I understand how the assessment is structured. I accept that all work I submit must be verifiable as my own. ☐ I understand that if I disagree with the assessment outcome, I can appeal the assessment process, and either re-submit additional evidence undertake gap training and or have my submission re-assessed. ☐ All appeal options have been explained to me.
Student Signature	☐ **Student Declaration above is accepted by ticking this box to indicate statements above have been read and are accepted as true and correct.**
Date	
Trainer/Assessor Name	
Trainer/Assessor Declaration	I hold: ☐ Vocational competencies at least to the level being delivered ☐ Current relevant industry skills ☐ Current knowledge and skills in VET, *and undertake*

	☐ Ongoing professional development in VET ☐ I declare that I have conducted an assessment of this candidate's submission. The assessment tasks were deemed current, sufficient, valid and reliable. ☐ I declare that I have conducted a fair, valid, reliable, and flexible assessment. ☐ I have provided feedback to the above-named candidate.
Trainer/Assessor Signature	
Date	
Office Use Only	Outcome of Assessment has been entered onto the Kent Learning Management System (Moodle) on _____ (insert date) by (insert Staff Member Name) _____