Training Package	Information Technology ICA99	Unit Code
Title:	**Identify components of multimedia**	**ICPMM11bA**
Unit Descriptor	This unit describes the competency required to identify components of multimedia.	**HSC Indicative Hours: 15**
Field/Stream	Use Information Technology	
Related Competency Standards	The project life cycle and the IT methodology employed will determine which particular units of competency are relevant to this unit, some include the Project Management, Implementation, Support, the Teamwork functional areas and Documentation.	

Key Competencies							
Collect, Analyse, and Organise Information	Communicate Ideas and Information	Plan and Organise Activities	Work with Others and in Teams	Use Mathematical Ideas and Techniques	Solve Problems	Use Technology	Cultural Understandings
1	1	1	1	1	1	1	1

Related learning for the HSC	Resources that may be used for in training and assessment for this unit
Students may draw on skills and knowledge developed in other studies to achieve competency in this unit. This can include: • Systems Design and Development • Information Processes and Technology • Design and Technology	• Non-endorsed materials for ICPMM11bA • TAFE NSW Module 3617G – Using Multimedia Systems • Computer manuals and tutorials • Materials developed by Registered Training Organisations • Various commercially produced materials including textbooks and computer tutorials

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Element of Competency	Performance Criteria	Underpinning Skills and Knowledge	Evidence Requirements	HSC Requirements
1. Identify the electronic components of multimedia	1. Computer technology including CPU, ROM, RAM, storage devices, monitors and input devices relating to multimedia are identified and their functions explained 2. Analogue and digital devices relevant to multimedia are identified and the formats distinguished 3. The properties of digitised data are correctly defined to specifications 4. Issues relating to rapid technological change including electronic media and digital photography are discussed to deliver specific outcomes	• General knowledge of electronic components of multimedia • General knowledge of the scope of multimedia • General knowledge of the features and functions of multimedia operating systems • Broad general knowledge base of the role of multimedia • Broad knowledge base of quality assurance practices • Broad general knowledge of the client business domain	**Critical aspects of assessment** Confirm the ability to identify the digital components of multimedia and explain their distinguishing features and functions.	**Key Terms and Concepts** • graphics, animations, sound, video, text elements and associated file types • typical multimedia applications • hardware requirements for creating/capturing multimedia • hardware requirements for running multimedia • software required to create a multimedia sequence • multimedia design elements • the significance of operating systems in creating and running multimedia

2. Explore the scope of multimedia	1. The scope of multimedia for the particular project is explored and explained relevant to the industry sector 2. The authoring role of a multimedia project is identified and correctly explained 3. The components of various multimedia projects including text, graphics, photography, typography, sound, animation and video are correctly broken down into the component media 4. The use of multimedia and it's relationship to the project for delivering a specified outcome is described 5. The difference between passive and interactive multimedia is explored for application to the project 6. The features of contemporary multimedia software relevant to text, graphics, photography, typography, sound, animation and video are identified to ensure application to outcome is relevant 7. The use of multimedia with respect to a variety of outcomes including newspapers, magazines, traditional sheet-fed, digital printing, Internet WWW page, digital bill boards and CD-ROM are identified and the suitability of multimedia for such outcomes is discussed with client	• A broad knowledge base incorporating current industry multimedia products and procedures with broad knowledge of general features and capabilities and detailed knowledge in some areas	**Interdependent units of assessment** The interdependence of units of competency for assessment will vary with the particular project or scenario. This unit has importance to a range of IT multimedia services and should therefore be assessed in a holistic manner with the technical units.	**Learning experiences for the HSC must include:** • launching multimedia applications containing a variety of multimedia elements • evaluating the design of a multimedia application in terms of interface, performance and functionality • comparing and contrasting file types associated with multimedia elements including: – txt, RTF, HTML – GIF, JPEG, PNG – AU, MIDI, WAV • the use of either a scanner, digital camera or microphone to capture and save a multimedia element

3. Assess the features and functions of multimedia operating systems	1. The distinguishing features of contemporary operating systems including DOS, UNIX, OS/2, VMS, Macintosh, Windows systems and emerging systems are correctly identified 2. The disk formats of operating systems are correctly identified 3. Functions and structures of operating systems are correctly identified 4. Compression software appropriate to the operating system is identified	• Project planning skills in relation to scope, time, cost, quality, communications • Research skills for identifying, analysing and evaluating broad features of current multimedia usage and best practice in multimedia products and procedures • Financial modelling skills for identifying, analysing and evaluating a range of different solutions • Plain English literacy and communication skills in relation to analysis, evaluation and presentation of information • Problem-solving skills for a defined range of predictable problems • Group facilitation and presentation skills in relation to transferring and collecting information and gaining consensus on concepts		
4. Outline the role of multimedia	1. The attributes of a multimedia generalist are defined in relation to the industry sector 2. The attributes of multimedia specialisations are defined in relation to the industry sector 3. The importance of resolution is examined relevant to the mode of multimedia presentation			

Resources	Peers and supervisors for obtaining information on the extent and quality of the contribution made.
Consistency	Competence in this unit needs to be assessed using formative assessment to ensure consistency of performance in a range of contexts.
Context	Assessment of this unit of competence will usually include observation of real or simulated work processes and procedures; quality projects, questioning on underpinning knowledge and skills. The questioning of team members will provide valuable input to the assessment.
Range of Variables	
Variable	**Scope**
Hardware	Variables may include, but are not limited to: personal computers, networked systems, personal organisers, communications equipment; peripherals may include, printers, scanners, tape cartridges, speakers, multi media kits; keyboard equipment may include mouse, touch pad, keyboard, pens.
Technical instructions	Technical instructions for use of specific computer hardware.
Occupational health & safety	Guidelines relate to use of screen based equipment, computing equipment and peripherals, and ergonomic work stations.
Organisational	Variables may include, but are not limited to: security procedures; Occupational Health & Safety procedures; maintenance procedures
OH&S standards	As per company, statutory and vendor requirements. Ergonomic and environmental factors must be considered during the demonstration of this competency.
Organisational standards	May be based upon formal, well-documented methodologies or non-existent. For training delivery purposes, best practice examples from industry will be used.
Quality process	Some organisations may be quality certified and have well document standards for addressing quality while others will not.