MEDIA DEVELOPER

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TRAINER GUIDE
National Vocational Certificate Level 3

Version 1 - November, 2019

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Introduction

Competence-based training helps to bridge the gap between what is taught in training and what tasks will be performed on the job. Training trainees to perform actual job functions helps to ensure that future front-line workers have the skills, knowledge and abilities required to perform their jobs properly, safely and effectively. In addition to competence-based training, assessment based on the performance of actual work competencies helps to ensure that:

- trainees are performing their work tasks as safely as possible
- performance gaps are recognized prior to serious incidents
- training can be implemented to improve competence.

There are significant benefits to competence-based training:

1. **Cost effectiveness**

   Since training activities and assessments in a competence-based approach are goal-oriented, trainers focus on clearly defined areas of skills, knowledge and understanding that their own industry has defined in the competence standards. At the same time, trainees are more motivated to learn when they realize the benefits of improved performance.

2. **Efficiency**

   The transfer gap between the training environment and working on the job is reduced substantially in a competence-based approach. This is because training and assessment are relevant to what needs to be done on the job. As a result, it takes less time for trainees to become competent in the required areas. This, in turn, contributes to improved efficiency where training and assessment are concerned.

3. **Increased productivity**

   When trainees become competent in the competence standards that their own industry has defined, when they know what the performance expectations are and receive recognition for their abilities through successful assessments, they are likely to be more motivated and experience higher job satisfaction. The result is improved productivity for organizations. The communication and constructive feedback between future employers and employees will improve as a result of a competence-based approach, which can also increase productivity.

4. **Reduced risk**

   Using a competence-based approach to training, development, and assessment, employers are able to create project teams of people with complementary skills. A trainee's record of the skills, knowledge and understanding relating to the competence standards they have achieved can be used by a future employer to identify and provide further relevant training and assessment for new skills areas. Competence standards can shape employee development and promotional paths within an organization and give employees the opportunity to learn more competencies beyond their roles. It can also provide organizations with greater ability to scale and flex as needed, thereby reducing the risk they face.

5. **Increased customer satisfaction**

   Employees who have been trained and assessed using a competence-based approach are, by the definition of the relevant competence standards, able to perform the required tasks associated with a job. The knock-on effect is that, in service-related industries, they are able to provide high service levels, thereby increasing customer satisfaction. In production or manufacturing industries, they are able to work closely to industry standards in a more effective and efficient way.

Lesson plans

This manual provides a series of lesson plans that will guide delivery of each module for the (Media Developer) "Audio/Video Editor" qualification. It is important for trainers to be flexible and be ready to adapt lesson plans to suit the context of the subject and the needs of their trainees.

Good teachers acknowledge that CBT means each and every trainee in the class learns at a different speed. The good teacher is prepared to throw aside the day's lesson plan and do something different (and unplanned) for the class even if it means 'writing' a lesson plan for each trainee to match their learning pace for that day or week.

Learning by doing is different from learning theory and then applying it. To learn to do something, trainees need someone looking over their shoulder saying 'it's not quite like that, it's like this', 'you do it like this because …', or even 'tell me why you chose to do it like this?'.

In this way, trainees learn that theoretical knowledge is meaningless if it is not seen in the context of what they are doing. In other words, if a trainee doesn't know why they do something, they will not do it competently (skills underpinned by knowledge = competent performer).

This is how a (Media Developer) "Audio/Video Editor" acquires a practical grasp of the standards expected. It's not by learning it in theory, but because those standards are acquired through correction by people who show what the standards are, and correct the trainee where they do not meet those standards, and where they repeat it correction until they have internalised those standards.

Demonstration of skill

Demonstration or modeling a skill is a powerful tool, which is used, in vocational training. The instructions for trainers for demonstration are as under:

a) Read the procedure mentioned in the Trainer Guide for the relevant Learning Unit before demonstration.
b) Arrange all tools, equipment and consumable material, which are required for demonstration of a skill.
c) Practice the skill before demonstration to trainees, if possible.
d) Introduce the skill to trainees clearly at the commencement of demonstration.
e) Explain how the skill relates to the skill(s) already acquired and describe the expected results or show the objects to trainees.
f) Carry out demonstration in a way that can be seen by all trainees.
g) Use the same tools and materials that the learner will be using.
h) Go through EACH of the steps involved in performing the skill.
i) Go SLOWLY - describe each step as it is completed.

j) Encourage the learners to move around and watch what you are doing from a number of different angles.
k) Identify critical or complex steps, or steps that involve safety precautions to be followed.
l) Explain theoretical knowledge where applicable and ask questions to trainees to test their understanding.
m) Try to involve the learners: Ask them questions about why they think the process may work that way.
n) Repeat critical steps in demonstration, if required.
o) Summarize the demonstration by asking questions to trainees.

Involvement in the process (actively seeing) is important at this stage. When you work on getting involved, getting people to participate, you make them a part of what is happening. Questions for clarification or explanation are important throughout the demonstration. It is up to the learners to ask questions about things they do not understand, but it is also important for trainers to seek out and elicit questions from learners. A trainer may need to do repeated demonstrations of difficult or complex skills.

Overview of the program

Course: National Vocational Certificate level 3, in (Media Developer) "Audio/Video Editor"	Total Course Duration: 6 months
Course Overview:	
The purpose of this training is to develop a range of skills and techniques, personal skills and attributes essential for successful performance in media sector in accordance with industry requirements. It also enables the student to pursue a media developer career path with greater employment and entrepreneurial skills progress to related general and/or vocational qualifications	

Module	Learning Unit	Duration

Module	Learning Unit	Duration
Module 1: Plan & Organize Work	**LU1:** Set objectives and plan work activities **LU2:** Plan and schedule work activities **LU3:** Implement work plans **LU4:** Monitor work activities **LU5:** Review and evaluate work plans and activities	30 Hrs
Module 2: Maintain Computer system	**LU1:** Install operating system **LU2:** Install peripheral devices **LU3:** Configure peripheral devices **LU4:** Install software applications **LU5:** Update/upgrade software application **LU6:** un-install software application **LU7:** Trouble shoot basic software errors **LU8:** Troubleshoot basic hardware faults	30 Hrs
Module 3: Develop Library	**LU1:** Collect Storyboard/Script **LU2:** Collect Stock Footage **LU3:** Grab Video **LU4:** Grab Audio	30 Hrs

Module 4: Perform Compositing	LU1: Review Project Brief LU2: Set Compositing Properties LU3: Import Media LU4: Set Compositing Duration LU5: Create Animation LU6: Make Revisions	140 Hrs
Module 5: Design Graphics	LU1: Review Design Brief LU2: Select Tools for Designing Graphics LU3: Prepare a Design Layout LU4: Use Techniques for Designing Graphic	120 Hrs
Module 6: Mix Sound	LU1: Prepare sound equipment LU2: Record sound LU3: Mix sound	100 Hrs
Module 7: Carryout Non-Liner Editing	LU1: Set project properties LU2: Import Data LU3: Set Sequence LU4: Balance Audio LU5: Perform Color Balancing/ Grading LU6: Prepare Roughcut LU7: Make Revisions LU8: Prepare Final Cut LU9: Generate Output	220 Hrs

Lesson Plan Template

Time	Content	Tutor activity	Learner activity	Resources	Outcomes / Assessment
	Introduction				
BREAK					
	Conclusion				

Lesson Plan Template - EXAMPLE

Time	Content	Tutor activity	Learner activity	Resources	Outcomes / Assessment
	Introduction	State the learning objectives for this lesson (prepare, cook and finish complex soups using moist cooking methods). Link this to the previous lesson (complex soups using dry cooking methods including simmering and boiling) and ask questions for learners to check their prior knowledge and to arouse the interest and motivation	Answer questions about the previous lesson Ask questions as required about the learning objectives for this lesson	Flip chart or similar listing the learning objectives for this lesson	Question and answer
	Presentation	Introduce, explain and demonstrate moist cooking methods for complex soups. Highlight any new pre-preparation methods.	Make notes from which cooking methods for complex soups	Appropriate food and ingredients Appropriate preparation and cooking equipment Personal protective clothing	Question and answer
	BREAK				
	Practical	Observe learners' practical activities and support as appropriate	Practice skills in using equipment and multi-stage methods independently to prepare, cook and present complex soups using moist cooking methods	Appropriate food and ingredients Recipe cards Learners' own notes Appropriate preparation and cooking equipment Personal protective clothing	Observation Question and answer Self assessment Peer assessment

Time	Content	Tutor activity	Learner activity	Resources	Outcomes / Assessment
	Conclusion	Lead feedback session with discussion and question and answer Ask learners to complete self-assessment form	Provide feedback on the activity Taste completed complex soups and comment Complete self-assessment form Ask questions	Completed complex soups prepared by learners	Question and answer Self-assessment forms Completed complex soups prepared by learners

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Module-1

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Trainer's guidelines

Module 1: 021100990 Plan & Organize Work			
Learning Unit	**Suggested Teaching/ Learning Activities**	**Delivery Context**	**Media**
LU1: Set objectives and plan work activities	Deliver an illustrated presentation set objectives and plan work activities. Ensure you address the importance of the following points: • Identify work objectives in consultation with supervisor and consistent with organizational aims. • Determine work activities are determined, consistent with, and linked to objectives and broken down into steps in accordance with set time frames. • Establish work activity priorities and deadlines in consultation with others, as appropriate, optimizing the use of time and resources. • Identify own and team responsibilities and levels of authority to ensure understanding of roles. • Develop feedback mechanisms, key dates and performance indicators for monitoring and evaluation purposes • Assess & allocate resource implications of the work activities for appropriate consistent with workplace procedures. Learners need to devise 10 quiz questions with answers based on Set objectives and plan work activities. They must make sure their questions cover key topics for Set objectives and plan work	Classroom or Computer Lab with multimedia aid	Computer Multimedia Printer

Module 1: 021100990 Plan & Organize Work

Learning Unit	Suggested Teaching/ Learning Activities	Delivery Context	Media
	activities.		
	Issue each learner with 10 blank cards. Each learner should number the cards and write their name on one side with a question about Set objectives and plan work activities. On the reverse of the card, they should write an appropriate answer to their question.		
	For the quiz, arrange learners in two equal teams. Ask one learner to keep score using a suitable score-card. Player 1 for Team A asks one of their questions to Player 1 of Team B, who needs to answer the question. Discuss the answer with the group and ask the group to determine if the answer is correct. Player 1 of Team A then confirms the answer they had devised. (You need to correct answers if the learner's answer was not wholly correct.)		
	The scorekeeper records 1 mark for a correct answer under the appropriate team's score column. Play then passes to Player 1 of Team B, who asks their question to Player 1 of Team A, and so on.		
	Total the scores at the end of the quiz to see which team won.		
	After the quiz, collect learners' question/answer cards and check that answers provided were correct. Return any incorrect answers to learners		

Module 1: 021100990 Plan & Organize Work

Learning Unit	Suggested Teaching/ Learning Activities	Delivery Context	Media
	and ask them to change their answer to the correct one.		
	Learners must be able to demonstrate their knowledge and skills relating to regarding Identify hazards in workplace environment in a practical environment. Ensure that learners have the opportunity to ask questions to support their understanding.		
LU2: Plan and schedule work activities	Begin this session with an illustrated presentation on Plan and schedule work activities. Ensure that the presentation addresses the following points, including demonstrations of equipment, preparation and methods where appropriate: • Schedule of work activities is coordinated with personnel concerned. • Conduct work within established workplace policies and the business goals of the workplace. • Schedule work tasks. Display a slide or flip chart with a key question relating to Plan and schedule work activities. **Step 1 – Think** Working on their own, each learner thinks about the question and makes notes of their responses or key points which they believe to be important. **Step 2 – Pair**	Classroom or Computer Lab with multimedia aid	Computer Multimedia Printer

Module 1: 021100990 Plan & Organize Work

Learning Unit	Suggested Teaching/ Learning Activities	Delivery Context	Media
	For the next step, each learner pairs up with a partner. The two learners exchange their ideas and make further notes to add clarity to their own ideas. **Step 3 – Share** The final step is for you to invite different pairs to share the ideas they have discussed in response to the key question relating to Plan and schedule work activities. Learners must be able to demonstrate their knowledge and skills relating to Plan and schedule work activities in a practical environment. Ensure that learners have the opportunity to ask questions to support their understanding		
LU3: Implement work plans	Deliver an illustrated presentation regarding Implement work plans. Ensure you address the importance of the following points: • Identify Work methods and practices in consultation with personnel concerned. • Implement Work plans in accordance with set time frames, resources and standards. **Visit to organisation** This activity is based on a visit to an organisation. Learners will experience the process of Implement work plans and gather information on how this is	Classroom or Computer Lab with multimedia aid	Computer Multimedia Printer

Module 1: 021100990 Plan & Organize Work

Learning Unit	Suggested Teaching/ Learning Activities	Delivery Context	Media
	completed.		
	Prepare a short case study giving background information of the organisation you have chosen to visit. The information should include:		
	- The organisation's name - Address of the organisation's premises - How long the organisation has been in business for - How many staff are employed.		
	Discuss the visit with your contact at the organisation. The organisation needs to prepare a short introduction they can deliver to the learners. The organisation will also need suitable staff to explain to the learners about Implement work plans. Ask whether there is any guidance the organisation has prepared on Implement work plans that is documented and request a copy of the document.		
	A week before the visit, provide learners with a copy of the case study you have prepared describing the organisation. Hold a discussion with the learners on the key points of Implement work plans. Record these as bullet points on a flipchart and ensure learners make a copy.		
	Ask learners to work in small groups. Each group needs to devise five questions about Implement work plans that they can ask when they visit the		

Module 1: 021100990 Plan & Organize Work

Learning Unit	Suggested Teaching/ Learning Activities	Delivery Context	Media
	organisation. Ensure that learners bring their questions with them for the visit. Visit the organisation's premises with the learners. The organisation needs to deliver a short presentation to the learners about his business. The organisation then needs to introduce the staff members that will explain to the learners about xxx. The staff members will then explain to the learners about Implement work plans. After the visit, ask learners to identify the main points identified during the visit that they found interesting or challenging. List these key points on a flip chart. Learners must be able to demonstrate their knowledge and skills relating to Implement work plans. In a practical environment. Ensure that learners have the opportunity to ask questions to support their understanding		
LU4: Monitor work activities	Lead a discussion on monitor work activities. Be sure to cover the following points: • Monitor & Compare work activities are monitored with set objectives. • Monitor work performance. • Report deviations from work activities and recommend with appropriate personnel and in accordance with set standards.	Classroom or Computer Lab with multimedia aid	Computer Multimedia Printer

Module 1: 021100990 Plan & Organize Work

Learning Unit	Suggested Teaching/ Learning Activities	Delivery Context	Media
	• Compile reporting requirements with in accordance with recommended format. • Prepare & maintain files in accordance with standard operating procedures. Prepare either: • A flip chart • A PowerPoint slide • A handout …showing the key topics about Monitor work activities. Go through all the key topics briefly and then allocate **one key topic** to each group. Learners need to work in their small groups discussing the key topic that has been allocated to their group. Each group should use a sheet of flip chart paper to record **three main points** from their discussions that relate to **their key topic**. After the discussion, begin the feedback session. Ask one group to come to the front of the class with their flipchart. Put up the flipchart where it can be easily seen by other learners. Ask the group to share the main points they have recorded for their key topic for Monitor work activities. Discuss these main points briefly with the whole group. Learners should make additional notes **on the flip chart** to record additional points their group had not identified.		

Module 1: 021100990 Plan & Organize Work

Learning Unit	Suggested Teaching/ Learning Activities	Delivery Context	Media
	Then ask the next group to share their flipchart showing the main points they have recorded for the next key topic. Repeat the discussion process. Continue until you have covered all the key topics. End the group discussion activity with a summary. Photograph or scan all the flipcharts and use these to create a handout to distribute to all learners. Learners must be able to demonstrate their knowledge and skills relating to monitor work activities. Ask questions to confirm their understanding. Provide opportunities for trainees to ask their own questions.		
LU5: Review and evaluate work plans and activities	Deliver an illustrated presentation regarding Review and evaluate work plans and activities. Ensure you address the importance of the following points: - Review work plans, strategies and implementation based on relevant and current information. - Review is based on comprehensive consultation with appropriate personnel on outcomes of work plans and reliable feedback. - Identify & Develop ways to improve competence within available opportunities accordingly to feedback. - Conduct performance appraisal in accordance with organization rules and	Classroom or Computer Lab with multimedia aid	Computer Multimedia Printer

Module 1: 021100990 Plan & Organize Work

Learning Unit	Suggested Teaching/ Learning Activities	Delivery Context	Media
	regulations. - Prepare performance appraisal report as per organization requirements. - Prepare recommendations and presented to appropriate personnel/authorities. - Prepare & Implement feedback mechanisms in line with organization policies. Display a slide or flip chart with a key question relating to Review and evaluate work plans and activities. **Step 1 – Think** Working on their own, each learner thinks about the question and makes notes of their responses or key points which they believe to be important. **Step 2 – Pair** For the next step, each learner pairs up with a partner. The two learners exchange their ideas and make further notes to add clarity to their own ideas. **Step 3 – Share** The final step is for you to invite different pairs to share the ideas they have discussed in response to the key question relating to Review and evaluate work plans and activities. Learners must be able to demonstrate their knowledge		

Module 1: 021100990 Plan & Organize Work

Learning Unit	Suggested Teaching/ Learning Activities	Delivery Context	Media
	and skills relating to Review and evaluate work plans and activities. In a practical environment. Ensure that learners have the opportunity to ask questions to support their understanding		

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Module-2

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Module 2: Maintain Computer System

Learning Unit	Suggested Teaching/ Learning Activities	Delivery Context	Media
LU1: Install operating system	Deliver an illustrated presentation install operating system. Ensure that the presentation focuses on the following key points: • Ensure that necessary precautions have been taken before installing any operating system • Install operating system in the PC / computers by following instructional manual. Prepare either: • A flip chart • A PowerPoint slide • A handout …showing key topics for Install operating system. Learners need to work in small groups discussing the key topics. Each group should make notes from their discussions that identify **three main points** that related to **each key topic**. After the discussion, begin the feedback session. Ask one group to share the main points they have recorded for the first key topic for Install operating system. Discuss these main points briefly with the whole group. Learners should make additional notes to record additional points their group had not identified. Then ask the next group to share the main points they have recorded for the second key topic.	Classroom or Computer Lab with multimedia aid	Computer Multimedia Printer Screw Driver Blower

Module 2: Maintain Computer System

Learning Unit	Suggested Teaching/ Learning Activities	Delivery Context	Media
	Repeat the discussion process. Continue until you have covered all the key topics. End the group discussion activity with a summary. Learners must be able to demonstrate their knowledge and skills relating to install operating system in a practical environment. After the practical sessions are complete, lead a feedback session. Learners must be able to practice and develop their knowledge and skills relating to Installing operating system in a simulated practical setting. Ensure that learners have the opportunity to ask questions to support their understanding. Ask questions to confirm their understanding. Provide opportunities for trainees to ask their own questions.		
LU2: Install peripheral devices	Begin this session with an illustrated presentation on install peripheral devices. Ensure the presentation addresses the following important points: - Configure peripheral devices, as per the instructions given in their respective manuals. Prepare either: - A flip chart - A PowerPoint slide - A handout	Classroom or Computer Lab with multimedia aid	Computer Multimedia Printer Screw Driver Blower

Module 2: Maintain Computer System

Learning Unit	Suggested Teaching/ Learning Activities	Delivery Context	Media
	…showing the key topics about Install peripheral devices. Go through all the key topics briefly and then allocate **one key topic** to each group. Learners need to work in their small groups discussing the key topic that has been allocated to their group. Each group should use a sheet of flip chart paper to record **three main points** from their discussions that relate to **their key topic**. After the discussion, begin the feedback session. Ask one group to come to the front of the class with their flipchart. Put up the flipchart where it can be easily seen by other learners. Ask the group to share the main points they have recorded for their key topic for Install peripheral devices. Discuss these main points briefly with the whole group. Learners should make additional notes **on the flip chart** to record additional points their group had not identified. Then ask the next group to share their flipchart showing the main points they have recorded for the next key topic. Repeat the discussion process. Continue until you have covered all the key topics. End the group discussion activity with a summary. Photograph or scan all the flipcharts and use these to create a handout to distribute to all learners.		

Module 2: Maintain Computer System

Learning Unit	Suggested Teaching/ Learning Activities	Delivery Context	Media
	Learners must be able to demonstrate their knowledge and skills relating to install peripheral devices in a practical environment. Learners must be able to practice and develop their knowledge and skills relating to Installing peripheral devices in a simulated practical setting. Ensure that learners have the opportunity to ask questions to support their understanding. After the practical sessions are complete, lead a feedback session. Ask questions to confirm their understanding. Provide opportunities for trainees to ask their own questions.		
LU3: Configure peripheral devices	Deliver an illustrated presentation on how to configure peripheral devices. Ensure that the presentation focuses on the following key points: • Ensure that necessary precautions have been taken before installing any peripheral device • Install any peripheral device, as per instructional manual. • Pass functional test for the installed peripheral device. Learners need to devise 10 quiz questions with answers based on Configure peripheral devices. They must make sure their questions cover key topics for Configure peripheral devices. Issue each learner with 10 blank cards. Each learner should number the cards and write their	Classroom or Computer Lab with multimedia aid	Computer Multimedia Printer Screw Driver Blower

Module 2: Maintain Computer System

Learning Unit	Suggested Teaching/ Learning Activities	Delivery Context	Media
	name on one side with a question about Configure peripheral devices. On the reverse of the card, they should write an appropriate answer to their question.		
	For the quiz, arrange learners in two equal teams. Ask one learner to keep score using a suitable score-card. Player 1 for Team A asks one of their questions to Player 1 of Team B, who needs to answer the question. Discuss the answer with the group and ask the group to determine if the answer is correct. Player 1 of Team A then confirms the answer they had devised. (You need to correct answers if the learner's answer was not wholly correct.)		
	The scorekeeper records 1 mark for a correct answer under the appropriate team's score column. Play then passes to Player 1 of Team B, who asks their question to Player 1 of Team A, and so on.		
	Total the scores at the end of the quiz to see which team won.		
	After the quiz, collect learners' question/answer cards and check that answers provided were correct. Return any incorrect answers to learners and ask them to change their answer to the correct one.		

Module 2: Maintain Computer System

Learning Unit	Suggested Teaching/ Learning Activities	Delivery Context	Media
	Learners must be able to demonstrate their knowledge and skills relating how to configure peripheral devices. Ask questions to confirm their understanding. Provide opportunities for trainees to ask their own questions. Learners must be able to practice and develop their knowledge and skills relating to Configuring peripheral devices in a simulated practical setting. Ensure that learners have the opportunity to ask questions to support their understanding.		
LU4: Install software applications	Deliver an illustrated presentation on install software applications. Ensure that the presentation focuses on the following key points: • Ensure that necessary precautions have been taken before installing any software application. • Register a software with the help of key. • Carefully install a software application as per given instructional manual. Prepare either: • A flip chart • A PowerPoint slide • A handout …showing key topics for Install software applications. Learners need to work in small groups discussing the key topics. Each group should make notes from their discussions that identify **three main points** that related to **each key topic**.	Classroom or Computer Lab with multimedia aid	Computer Multimedia Printer Screw Driver Blower

Module 2: Maintain Computer System

Learning Unit	Suggested Teaching/ Learning Activities	Delivery Context	Media
	After the discussion, begin the feedback session. Ask one group to share the main points they have recorded for the first key topic for Install software applications. Discuss these main points briefly with the whole group. Learners should make additional notes to record additional points their group had not identified.		
	Then ask the next group to share the main points they have recorded for the second key topic. Repeat the discussion process. Continue until you have covered all the key topics.		
	End the group discussion activity with a summary.		
	Learners must be able to demonstrate their knowledge and skills relating install software applications in a practical environment.		
	Learners must be able to practice and develop their knowledge and skills relating to installing software applications in a simulated practical setting. Ensure that learners have the opportunity to ask questions to support their understanding.		
	After the practical sessions are complete, lead a feedback session. Ask questions to confirm their understanding. Provide opportunities for trainees to ask their own questions.		

Module 2: Maintain Computer System

Learning Unit	Suggested Teaching/ Learning Activities	Delivery Context	Media
LU5: Update/upgrade software application	Begin this session with an illustrated presentation on Update/upgrade software application. Ensure the presentation addresses the following important points: • Check the registry of the application. • Use the instructional manual for updating/upgrading software applications • Update/upgrade software application with the help of CD or Online available software. • Make sure that updated features are in accordance with the specifications / requirements Display a flip chart showing the following key question related to Update/upgrade software application: *'(Insert appropriate question)'* Give each learner a sheet of paper and asked them to write their name at the top. Explain to learners that they will be sharing their work with other learners. Ask learners to write silently for 3-5 minutes answering the question displayed on the flip chart. When learners have completed writing, instruct them to pass their paper to the learner on their left. Each learner will read what their partner has passed to them and write a response. This will also be done silently. After another 2-3 minutes, instruct the learners to	Classroom or Computer Lab with multimedia aid	Computer Multimedia Printer Screw Driver Blower

Module 2: Maintain Computer System

Learning Unit	Suggested Teaching/ Learning Activities	Delivery Context	Media
	pass the paper to their left a second time. Repeat the same procedure, also done in silence.		
	At the end of the activity, ask the learners to return the paper to the original writer. Allow learners a few moments to read over the responses to their writing.		
	Ask learners to work in pairs to reflect on and discuss the responses to the question on the flip chart.		
	When this activity is concluded, collect the papers and make copies for each learner.		
	Learners must be able to demonstrate their knowledge and skills relating Update/upgrade software application. Ask questions to confirm their understanding. Provide opportunities for trainees to ask their own questions.		
	Learners must be able to practice and develop their knowledge and skills relating to Updating software application in a simulated practical setting. Ensure that learners have the opportunity to ask questions to support their understanding.		
LU6: un-install software application	Deliver an illustrated presentation on how to un-install software application. Ensure that the presentation focuses on the following key points: • Ensure that necessary precautions have been taken before uninstall any software application	Classroom or Computer Lab with multimedia aid	Computer Multimedia Printer Screw Driver

Module 2: Maintain Computer System

Learning Unit	Suggested Teaching/ Learning Activities	Delivery Context	Media
	• Uninstall any of the software applications. • Ensure that the same software application is removed • Make sure that the action done from control panel. • Check the impact of un-installing on the memory space as well. Prepare either: • A flip chart • A PowerPoint slide • A handout …showing the key topics about un-install software application. Go through all the key topics briefly and then allocate **one key topic** to each group. Learners need to work in their small groups discussing the key topic that has been allocated to their group. Each group should use a sheet of flip chart paper to record **three main points** from their discussions that relate to **their key topic**. After the discussion, begin the feedback session. Ask one group to come to the front of the class with their flipchart. Put up the flipchart where it can be easily seen by other learners. Ask the group to share the main points they have recorded for their key topic for xxx. Discuss these main points briefly with the whole group. Learners should make		Blower

Module 2: Maintain Computer System

Learning Unit	Suggested Teaching/ Learning Activities	Delivery Context	Media
	additional notes **on the flip chart** to record additional points their group had not identified. Then ask the next group to share their flipchart showing the main points they have recorded for the next key topic. Repeat the discussion process. Continue until you have covered all the key topics. End the group discussion activity with a summary. Photograph or scan all the flipcharts and use these to create a handout to distribute to all learners. Learners must be able to demonstrate their knowledge and skills relating on how to un-install software application. Ask questions to confirm their understanding. Provide opportunities for trainees to ask their own questions. Learners must be able to practice and develop their knowledge and skills relating to un-installing software application in a simulated practical setting. Ensure that learners have the opportunity to ask questions to support their understanding.		
LU7: Trouble shoot basic software errors	Begin this session with an illustrated presentation on trouble shoot basic software errors. Ensure the presentation addresses the following important points: • Select the right troubleshooting software • Troubleshoot problems of corrupted software. • Remove the errors from the PC / computers Prepare a short case study giving background	Classroom or Computer Lab with multimedia aid	Computer Multimedia Printer Screw Driver Blower

Module 2: Maintain Computer System

Learning Unit	Suggested Teaching/ Learning Activities	Delivery Context	Media
	information of the hospitality expert. The information should include: • The hospitality expert's name • Address of the hospitality expert's organisation • How long the hospitality expert has been practising for • How many staff are employed by the organisation. Discuss the topic of Trouble shoot basic software errors with the invited hospitality expert. The hospitality expert needs to prepare a short introduction about their organisation they can deliver to the learners at the beginning of their presentation. Ask the hospitality expert to bring with him/her materials that will support the presentation, for example relevant resources, photographs, records. A week before the presentation, provide learners with a copy of the case study you have prepared describing the hospitality expert's organisation. Hold a discussion with the learners on the key points of Trouble shoot basic software errors. Record these as bullet points on a flipchart and ensure learners make a copy. Ask learners to work in small groups. Each group		

Module 2: Maintain Computer System

Learning Unit	Suggested Teaching/ Learning Activities	Delivery Context	Media
	needs to devise five questions about Trouble shoot basic software errors that they can ask during the presentation. Ensure that learners bring their questions with them for the presentation. On the day of the presentation, introduce the hospitality expert to the learners. The hospitality expert needs to deliver the presentation to the learners about their organisation and how their organisation manages Trouble shoot basic software errors. Following the presentation, ask selected learners to ask the questions they had devised. Encourage discussion about the key points of Trouble shoot basic software errors. Learners must be able to demonstrate their knowledge and skills relating trouble shoot basic software errors. Ask questions to confirm their understanding. Provide opportunities for trainees to ask their own questions. Learners must be able to practice and develop their knowledge and skills relating to Trouble shooting basic software errors in a simulated practical setting. Ensure that learners have the opportunity to ask questions to support their understanding.		
LU8: Troubleshoot basic hardware faults	Deliver an illustrated presentation on how to Troubleshoot basic hardware faults. Ensure that the presentation focuses on the following key points: • Demonstrate the precautions for trouble shooting errors.	Classroom or Computer Lab with multimedia aid	Computer Multimedia Printer Screw Driver

Module 2: Maintain Computer System

Learning Unit	Suggested Teaching/ Learning Activities	Delivery Context	Media
	• Identify solution of hardware errors. • Execute the hardware troubleshooting. • Ensure that all kinds of hardware are functioning error free in the computer in his/her use. **Visit to organisation** This activity is based on a visit to an organisation. Learners will experience the process of Troubleshoot basic hardware faults and gather information on how this is completed. Prepare a short case study giving background information of the organisation you have chosen to visit. The information should include: • The organisation's name • Address of the organisation's premises • How long the organisation has been in business for • How many staff are employed. Discuss the visit with your contact at the organisation. The organisation needs to prepare a short introduction they can deliver to the learners. The organisation will also need suitable staff to explain to the learners about Troubleshoot basic hardware faults. Ask whether there is any guidance the organisation has prepared on Troubleshoot basic hardware faults that is documented and request a		Blower

Module 2: Maintain Computer System

Learning Unit	Suggested Teaching/ Learning Activities	Delivery Context	Media
	copy of the document.		
	A week before the visit, provide learners with a copy of the case study you have prepared describing the organisation. Hold a discussion with the learners on the key points of Troubleshoot basic hardware faults. Record these as bullet points on a flipchart and ensure learners make a copy.		
	Ask learners to work in small groups. Each group needs to devise five questions about Troubleshoot basic hardware faults that they can ask when they visit the organisation. Ensure that learners bring their questions with them for the visit.		
	Visit the organisation's premises with the learners. The organisation needs to deliver a short presentation to the learners about his business. The organisation then needs to introduce the staff members that will explain to the learners about Troubleshoot basic hardware faults. The staff members will then explain to the learners about Troubleshoot basic hardware faults.		
	After the visit, ask learners to identify the main points identified during the visit that they found interesting or challenging. List these key points on a flip chart.		
	Learners must be able to demonstrate their knowledge		

Module 2: Maintain Computer System

Learning Unit	Suggested Teaching/ Learning Activities	Delivery Context	Media
	and skills relating how to troubleshoot basic hardware faults in a practical environment. Learners must be able to practice and develop their knowledge and skills relating to Troubleshoot basic hardware faults in a simulated practical setting. Ensure that learners have the opportunity to ask questions to support their understanding. After the practical sessions are complete, lead a feedback session. Ask questions to confirm their understanding. Provide opportunities for trainees to ask their own questions.		

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Module-3

TRAINER GUIDE

National Vocational Certificate Level 3

Version 1 - November, 2019

Module 3: 021100991 Develop Library

Learning Unit	Suggested Teaching/ Learning Activities	Delivery Context	Media
LU1: Collect Storyboard/Script	Deliver an illustrated presentation on collect Storyboard/Script. Ensure that the presentation focuses on the following key points: • Review Script & Storyboard • Identify requirement for video editing as per script/storyboard • Make notes for editing Display a flip chart showing the following key question related to Collect Storyboard/Script: *'(Insert appropriate question)'*	Classroom or Computer Lab with multimedia aid	Computer Multimedia Adobe Creative Suit Final Cut Pro

Module 3: 021100991 Develop Library

Learning Unit	Suggested Teaching/ Learning Activities	Delivery Context	Media
	Give each learner a sheet of paper and asked them to write their name at the top. Explain to learners that they will be sharing their work with other learners.		
	Ask learners to write silently for 3-5 minutes answering the question displayed on the flip chart. When learners have completed writing, instruct them to pass their paper to the learner on their left. Each learner will read what their partner has passed to them and write a response. This will also be done silently.		
	After another 2-3 minutes, instruct the learners to pass the paper to their left a second time. Repeat the same procedure, also done in silence.		
	At the end of the activity, ask the learners to return the paper to the original writer. Allow learners a few moments to read over the responses to their writing.		
	Ask learners to work in pairs to reflect on and discuss the responses to the question on the flip chart.		
	When this activity is concluded, collect the papers and make copies for each learner.		
	Learners must be able to demonstrate their knowledge and skills relating collect Storyboard/Script in a practical environment.		

Module 3: 021100991 Develop Library

Learning Unit	Suggested Teaching/ Learning Activities	Delivery Context	Media
	Learners must be able to practice and develop their knowledge and skills relating to Collecting Storyboard/Script in a simulated practical setting. Ensure that learners have the opportunity to ask questions to support their understanding. After the practical sessions are complete, lead a feedback session. Ask questions to confirm their understanding. Provide opportunities for trainees to ask their own questions.		
LU2: Collect Stock Footage	Begin this session with an illustrated presentation on Collect Stock Footage. Ensure the presentation addresses the following important points: - Receive video shoot log sheet - Label received tapes/drives - Ensure desired quality of the footage - Prepare stock footage record - Organize footage in respective folders Prepare either: - A flip chart - A PowerPoint slide - A handout …showing the key topics about Collect Stock Footage. Go through all the key topics briefly and then allocate **one key topic** to each group. Learners need to work in their small groups discussing the key topic that has been allocated to	Classroom or Computer Lab with multimedia aid	Computer Multimedia Adobe Creative Suit Final Cut Pro

Module 3: 021100991 Develop Library

Learning Unit	Suggested Teaching/ Learning Activities	Delivery Context	Media
	their group. Each group should use a sheet of flip chart paper to record **three main points** from their discussions that relate to **their key topic**. After the discussion, begin the feedback session. Ask one group to come to the front of the class with their flipchart. Put up the flipchart where it can be easily seen by other learners. Ask the group to share the main points they have recorded for their key topic for Collect Stock Footage. Discuss these main points briefly with the whole group. Learners should make additional notes **on the flip chart** to record additional points their group had not identified. Then ask the next group to share their flipchart showing the main points they have recorded for the next key topic. Repeat the discussion process. Continue until you have covered all the key topics. End the group discussion activity with a summary. Photograph or scan all the flipcharts and use these to create a handout to distribute to all learners. Learners must be able to demonstrate their knowledge and skills relating Collect Stock Footage. Ask questions to confirm their understanding. Provide opportunities for trainees to ask their own questions. Learners must be able to practice and develop their knowledge and skills relating to Collecting Stock		

Module 3: 021100991 Develop Library

Learning Unit	Suggested Teaching/ Learning Activities	Delivery Context	Media
	Footage in a simulated practical setting. Ensure that learners have the opportunity to ask questions to support their understanding.		
LU3: Grab Video	Lead a discussion on Grab Video. Be sure to cover the following points: • Check equipment availability and performance • Verify patching / connectivity • Create project with relevant settings • Log and Capture video • Preview after capture Learners need to devise 10 quiz questions with answers based on Grab Video. They must make sure their questions cover key topics for Grab Video. Issue each learner with 10 blank cards. Each learner should number the cards and write their name on one side with a question about Grab Video. On the reverse of the card, they should write an appropriate answer to their question. For the quiz, arrange learners in two equal teams. Ask one learner to keep score using a suitable score-card. Player 1 for Team A asks one of their questions to Player 1 of Team B, who needs to answer the question. Discuss the answer with the group and ask the group to determine if the answer is correct. Player 1 of Team A then confirms the answer they had devised. (You need to correct	Classroom or Computer Lab with multimedia aid	Computer Multimedia Adobe Creative Suit Final Cut Pro

Module 3: 021100991 Develop Library

Learning Unit	Suggested Teaching/ Learning Activities	Delivery Context	Media
	answers if the learner's answer was not wholly correct.)		
	The scorekeeper records 1 mark for a correct answer under the appropriate team's score column. Play then passes to Player 1 of Team B, who asks their question to Player 1 of Team A, and so on.		
	Total the scores at the end of the quiz to see which team won.		
	After the quiz, collect learners' question/answer cards and check that answers provided were correct. Return any incorrect answers to learners and ask them to change their answer to the correct one.		
	Learners must be able to demonstrate their knowledge and skills relating grab video in a practical environment. After the practical sessions are complete, lead a feedback session. Ask questions to confirm their understanding. Provide opportunities for trainees to ask their own questions.		
	Learners must be able to practice and develop their knowledge and skills relating to grabing video in a simulated practical setting. Ensure that learners have the opportunity to ask questions to support their understanding.		

Module 3: 021100991 Develop Library

Learning Unit	Suggested Teaching/ Learning Activities	Delivery Context	Media
LU4: Grab Audio	Deliver an illustrated presentation on grab audio. Ensure that the presentation focuses on the following key points: • Check equipment availability and performance • Verify patching / connectivity • Log and capture (audio only) • Preview after capture • Import into project if audio is in digital format. Display a flip chart showing the following key question related to Grab Audio: *'(Insert appropriate question)'* Give each learner a sheet of paper and asked them to write their name at the top. Explain to learners that they will be sharing their work with other learners. Ask learners to write silently for 3-5 minutes answering the question displayed on the flip chart. When learners have completed writing, instruct them to pass their paper to the learner on their left. Each learner will read what their partner has passed to them and write a response. This will also be done silently. After another 2-3 minutes, instruct the learners to pass the paper to their left a second time. Repeat the same procedure, also done in silence.	Classroom or Computer Lab with multimedia aid	Computer Multimedia Adobe Creative Suit Final Cut Pro

Module 3: 021100991 Develop Library

Learning Unit	Suggested Teaching/ Learning Activities	Delivery Context	Media
	At the end of the activity, ask the learners to return the paper to the original writer. Allow learners a few moments to read over the responses to their writing.		
	Ask learners to work in pairs to reflect on and discuss the responses to the question on the flip chart.		
	When this activity is concluded, collect the papers and make copies for each learner.		
	Learners must be able to demonstrate their knowledge and skills relating grab audio. Ask questions to confirm their understanding. Provide opportunities for trainees to ask their own questions.		
	Learners must be able to practice and develop their knowledge and skills relating to grabing audio in a simulated practical setting. Ensure that learners have the opportunity to ask questions to support their understanding.		

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Module-4

TRAINER GUIDE

National Vocational Certificate Level 3

Version 1 - November, 2019

Module 4: 021100996 Perform Compositing

Learning Unit	Suggested Teaching/ Learning Activities	Delivery Context	Media
LU1: Review Project Brief	Deliver an illustrated presentation on how to review project brief. Ensure you address the importance of the following points: • Identify instructions & specification for compositing • Identify objective of compositing • Collect information for compositing • Arrange data (images, Elements) as per project brief Prepare a short case study giving background information of the hospitality expert. The information should include: • The hospitality expert's name • Address of the hospitality expert's organisation • How long the hospitality expert has been practising for • How many staff are employed by the organisation. Discuss the topic of Review Project Brief with the invited hospitality expert. The hospitality expert needs to prepare a short introduction about their organisation they can deliver to the learners at the beginning of their presentation. Ask the hospitality expert to bring with him/her materials that will	Classroom or Computer Lab with multimedia aid	Computer with Graphic Card Multimedia Adobe Creative Suit

Module 4: 021100996 Perform Compositing

Learning Unit	Suggested Teaching/ Learning Activities	Delivery Context	Media
	support the presentation, for example relevant resources, photographs, records.		
	A week before the presentation, provide learners with a copy of the case study you have prepared describing the hospitality expert's organisation. Hold a discussion with the learners on the key points of Review Project Brief. Record these as bullet points on a flipchart and ensure learners make a copy.		
	Ask learners to work in small groups. Each group needs to devise five questions about Review Project Brief that they can ask during the presentation. Ensure that learners bring their questions with them for the presentation.		
	On the day of the presentation, introduce the hospitality expert to the learners. The hospitality expert needs to deliver the presentation to the learners about their organisation and how their organisation manages Review Project Brief. Following the presentation, ask selected learners to ask the questions they had devised. Encourage discussion about the key points of Review Project Brief.		
	Following the presentation, learners need to write up the answers to the questions their group had		

Module 4: 021100996 Perform Compositing

Learning Unit	Suggested Teaching/ Learning Activities	Delivery Context	Media
	devised and submit these to you as part of their evidence. Learners must be able to demonstrate their knowledge and skills relating on how to review project brief. Learners must be able to practice and develop their knowledge and skills relating to reviewing project brief in a simulated practical setting. Ensure that learners have the opportunity to ask questions to support their understanding. After the practical sessions are complete, lead a feedback session. Ask questions to confirm their understanding. Provide opportunities for trainees to ask their own questions.		
LU2: Set Compositing Properties	Deliver an illustrated presentation on set compositing properties. Ensure you address the importance of the following points: • Select video format as per project requirement • Select frame rate as per project requirement • Select resolution as per project requirement • Set composition duration as per project requirement • Set Background Color as per project requirement • Set composition duration as per project	Classroom or Computer Lab with multimedia aid	Computer with Graphic Card Multimedia Adobe Creative Suit

Module 4: 021100996 Perform Compositing

Learning Unit	Suggested Teaching/ Learning Activities	Delivery Context	Media
	requirement Prepare either: - A flip chart - A PowerPoint slide - A handout …showing key topics for Set Compositing Properties. Learners need to work in small groups discussing the key topics. Each group should make notes from their discussions that identify **three main points** that related to **each key topic**. After the discussion, begin the feedback session. Ask one group to share the main points they have recorded for the first key topic for Set Compositing Properties. Discuss these main points briefly with the whole group. Learners should make additional notes to record additional points their group had not identified. Then ask the next group to share the main points they have recorded for the second key topic. Repeat the discussion process. Continue until you have covered all the key topics. End the group discussion activity with a summary.		

Module 4: 021100996 Perform Compositing

Learning Unit	Suggested Teaching/ Learning Activities	Delivery Context	Media
	Learners must be able to demonstrate their knowledge and skills relating to set compositing properties in a practical environment. Ensure that learners have the opportunity to ask questions to support their understanding. Learners must be able to practice and develop their knowledge and skills relating to Setting Compositing Properties in a simulated practical setting. Ensure that learners have the opportunity to ask questions to support their understanding.		
LU3: Import Media	Lead a discussion for how to import media. Be sure to cover the following points: • Create data folders in compositing software • Import images in compositing software as per project requirement • Import elements in compositing software as per project requirement Display a slide or flip chart with a key question relating to Import Media. **Step 1 – Think** Working on their own, each learner thinks about the question and makes notes of their responses or key points which they believe to be important. **Step 2 – Pair**	Classroom or Computer Lab with multimedia aid	Computer with Graphic Card Multimedia Adobe Creative Suit

Module 4: 021100996 Perform Compositing

Learning Unit	Suggested Teaching/ Learning Activities	Delivery Context	Media
	For the next step, each learner pairs up with a partner. The two learners exchange their ideas and make further notes to add clarity to their own ideas. **Step 3 – Share** The final step is for you to invite different pairs to share the ideas they have discussed in response to the key question relating to Import Media. Learners must be able to demonstrate their knowledge and skills relating how to import media in a practical environment. After the practical sessions are complete, lead a feedback session. Ask questions to confirm their understanding. Provide opportunities for trainees to ask their own questions. Learners must be able to practice and develop their knowledge and skills relating to importing media in a simulated practical setting. Ensure that learners have the opportunity to ask questions to support their understanding.		
LU4: Set Compositing Duration	Deliver an illustrated presentation on set compositing duration. Ensure you address the importance of the following points: • Set start frame as per project requirement • Set end frame as per project requirement Display a flip chart showing the following key question related to Set Compositing Duration:	Classroom or Computer Lab with multimedia aid	Computer with Graphic Card Multimedia Adobe Creative Suit

Module 4: 021100996 Perform Compositing

Learning Unit	Suggested Teaching/ Learning Activities	Delivery Context	Media
	'(Insert appropriate question)'		
	Give each learner a sheet of paper and asked them to write their name at the top. Explain to learners that they will be sharing their work with other learners.		
	Ask learners to write silently for 3-5 minutes answering the question displayed on the flip chart. When learners have completed writing, instruct them to pass their paper to the learner on their left. Each learner will read what their partner has passed to them and write a response. This will also be done silently.		
	After another 2-3 minutes, instruct the learners to pass the paper to their left a second time. Repeat the same procedure, also done in silence.		
	At the end of the activity, ask the learners to return the paper to the original writer. Allow learners a few moments to read over the responses to their writing.		
	Ask learners to work in pairs to reflect on and discuss the responses to the question on the flip chart.		
	When this activity is concluded, collect the papers and make copies for each learner.		

Module 4: 021100996 Perform Compositing

Learning Unit	Suggested Teaching/ Learning Activities	Delivery Context	Media
	Learners must be able to demonstrate their knowledge and skills relating to set compositing duration in a practical environment. Ensure that learners have the opportunity to ask questions to support their understanding. Learners must be able to practice and develop their knowledge and skills relating to setting composition duration in a simulated practical setting. Ensure that learners have the opportunity to ask questions to support their understanding.		
LU5: Create Animation	Begin this session with an illustrated presentation on create animation. Ensure the presentation addresses the following important points: • Place elements/images into composition as per project requirement • Use solid layer for compositing as per project requirement • Use 2D/3D layers for compositing as per project requirement • Use cameras for compositing as per project requirement • Use key frames for compositing as per project requirement • Apply effects on layers as per project requirement • Perform compositing as per project	Classroom or Computer Lab with multimedia aid	Computer with Graphic Card Multimedia Adobe Creative Suit

Module 4: 021100996 Perform Compositing

Learning Unit	Suggested Teaching/ Learning Activities	Delivery Context	Media
	requirement • Set output format as per project requirement • Perform rendering as per set out format Learners need to devise 10 quiz questions with answers based on Create Animation. They must make sure their questions cover key topics for Create Animation. Issue each learner with 10 blank cards. Each learner should number the cards and write their name on one side with a question about Create Animation. On the reverse of the card, they should write an appropriate answer to their question. For the quiz, arrange learners in two equal teams. Ask one learner to keep score using a suitable score-card. Player 1 for Team A asks one of their questions to Player 1 of Team B, who needs to answer the question. Discuss the answer with the group and ask the group to determine if the answer is correct. Player 1 of Team A then confirms the answer they had devised. (You need to correct answers if the learner's answer was not wholly correct.) The scorekeeper records 1 mark for a correct answer under the appropriate team's score column. Play then passes to Player 1 of Team B, who asks		

Module 4: 021100996 Perform Compositing

Learning Unit	Suggested Teaching/ Learning Activities	Delivery Context	Media
	their question to Player 1 of Team A, and so on. Total the scores at the end of the quiz to see which team won. After the quiz, collect learners' question/answer cards and check that answers provided were correct. Return any incorrect answers to learners and ask them to change their answer to the correct one. Learners must be able to demonstrate their knowledge and skills relating to create animation in a practical environment. Ensure that learners have the opportunity to ask questions to support their understanding. Learners must be able to practice and develop their knowledge and skills relating to creating animation in a simulated practical setting. Ensure that learners have the opportunity to ask questions to support their understanding.		
LU6: Make Revisions	Begin this session with an illustrated presentation on how to make revision. Ensure that the presentation addresses the following points, including demonstrations of equipment, preparation and methods where appropriate: • Check final output	Classroom or Computer Lab with multimedia aid	Computer with Graphic Card Multimedia Adobe Creative Suit

Module 4: 021100996 Perform Compositing

Learning Unit	Suggested Teaching/ Learning Activities	Delivery Context	Media
	• Make corrections if needed Prepare a short case study giving background information of the hospitality expert. The information should include: • The hospitality expert's name • Address of the hospitality expert's organisation • How long the hospitality expert has been practising for • How many staff are employed by the organisation. Discuss the topic of Make Revisions with the invited hospitality expert. The hospitality expert needs to prepare a short introduction about their organisation they can deliver to the learners at the beginning of their presentation. Ask the hospitality expert to bring with him/her materials that will support the presentation, for example relevant resources, photographs, records. A week before the presentation, provide learners with a copy of the case study you have prepared describing the hospitality expert's organisation. Hold a discussion with the learners on the key points of Make Revisions. Record these as bullet points on a flipchart and ensure learners make a		

Module 4: 021100996 Perform Compositing

Learning Unit	Suggested Teaching/ Learning Activities	Delivery Context	Media
	copy.		
	Ask learners to work in small groups. Each group needs to devise five questions about Make Revisions that they can ask during the presentation. Ensure that learners bring their questions with them for the presentation.		
	On the day of the presentation, introduce the hospitality expert to the learners. The hospitality expert needs to deliver the presentation to the learners about their organisation and how their organisation manages Make Revisions. Following the presentation, ask selected learners to ask the questions they had devised. Encourage discussion about the key points of Make Revisions.		
	Following the presentation, learners need to write up the answers to the questions their group had devised and submit these to you as part of their evidence.		
	Learners must be able to demonstrate their knowledge and skills relating how to make revision in a practical environment.		
	Learners must be able to practice and develop their knowledge and skills relating to making revision in a simulated practical setting. Ensure that learners have the opportunity to ask questions to support their		

Module 4: 021100996 Perform Compositing			
Learning Unit	**Suggested Teaching/ Learning Activities**	**Delivery Context**	**Media**
	understanding. Ensure that learners have the opportunity to ask questions to support their understanding.		

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Module-5

TRAINER GUIDE

National Vocational Certificate Level 3

Version 1 - November, 2019

Module 5: 021100997 Design Graphics

Learning Unit	Suggested Teaching/ Learning Activities	Delivery Context	Media
LU1: Review Design Brief	Begin this session with an illustrated presentation on Review Design Brief. Ensure the presentation addresses the following important points: • Identify instructions & specification for graphic design • Identify objective of designing graphics • Collect information for designing graphics • Prepare notes for designing graphics Prepare either: • A flip chart • A PowerPoint slide • A handout …showing key topics for Review Design Brief. Learners need to work in small groups discussing the key topics. Each group should make notes from their discussions that identify **three main points** that related to **each key topic**. After the discussion, begin the feedback session. Ask one group to share the main points they have recorded for the first key topic for Review Design Brief. Discuss these main points briefly with the whole group. Learners should make additional notes to record additional points their group had not identified. Then ask the next group to share the main points	Classroom or Computer Lab with multimedia aid	Computer with Graphic Card Multimedia Adobe Creative Suit

Module 5: 021100997 Design Graphics

Learning Unit	Suggested Teaching/ Learning Activities	Delivery Context	Media
	they have recorded for the second key topic. Repeat the discussion process. Continue until you have covered all the key topics.		
	End the group discussion activity with a summary.		
	Learners must be able to demonstrate their knowledge and skills relating to review Design Brief in a practical environment. Ensure that learners have the opportunity to ask questions to support their understanding.		
	Learners must be able to practice and develop their knowledge and skills relating to Reviewing Design Brief in a simulated practical setting. Ensure that learners have the opportunity to ask questions to support their understanding.		
LU2: Select Tools for Designing Graphics	Deliver an illustrated presentation on select tools for designing graphics. Ensure that the presentation focuses on the following key points: • Identify tools as per requirement on graphic designing software • Select tools as per requirement on graphic designing software Display a slide or flip chart with a key question relating to Select Tools for Designing Graphics. **Step 1 – Think** Working on their own, each learner thinks about the	Classroom or Computer Lab with multimedia aid	Computer with Graphic Card Multimedia Adobe Creative Suit

Module 5: 021100997 Design Graphics

Learning Unit	Suggested Teaching/ Learning Activities	Delivery Context	Media
	question and makes notes of their responses or key points which they believe to be important.		
	Step 2 – Pair		
	For the next step, each learner pairs up with a partner. The two learners exchange their ideas and make further notes to add clarity to their own ideas.		
	Step 3 – Share		
	The final step is for you to invite different pairs to share the ideas they have discussed in response to the key question relating to Select Tools for Designing Graphics.		
	Learners must be able to demonstrate their knowledge and skills relating select tools for designing graphics in a practical environment. After the practical sessions are complete, lead a feedback session. Ask questions to confirm their understanding. Provide opportunities for trainees to ask their own questions.		
	Learners must be able to practice and develop their knowledge and skills relating to Selecting Tools for Designing Graphics in a simulated practical setting. Ensure that learners have the opportunity to ask questions to support their understanding.		

Module 5: 021100997 Design Graphics

Learning Unit	Suggested Teaching/ Learning Activities	Delivery Context	Media
LU3: Prepare a Design Layout	Begin this session with an illustrated presentation on prepare a design layout. Ensure that the presentation addresses the following points, including demonstrations of equipment, preparation and methods where appropriate: • Set Size, & Resolution as per design requirement • Draw Thumbnail Sketches as per graphic requirement • Create object as per graphic requirement • Write text as per graphic requirement • Create layout as per graphic requirement • Save final layout as per requirement **Visit to organisation** This activity is based on a visit to an organisation. Learners will experience the process of Prepare a Design Layout and gather information on how this is completed. Prepare a short case study giving background information of the organisation you have chosen to visit. The information should include: • The organisation's name • Address of the organisation's premises • How long the organisation has been in business for	Classroom or Computer Lab with multimedia aid	Computer with Graphic Card Multimedia Adobe Creative Suit

Module 5: 021100997 Design Graphics

Learning Unit	Suggested Teaching/ Learning Activities	Delivery Context	Media
	• How many staff are employed.		
	Discuss the visit with your contact at the organisation. The organisation needs to prepare a short introduction they can deliver to the learners. The organisation will also need suitable staff to explain to the learners about Prepare a Design Layout. Ask whether there is any guidance the organisation has prepared on Prepare a Design Layout that is documented and request a copy of the document. A week before the visit, provide learners with a copy of the case study you have prepared describing the organisation. Hold a discussion with the learners on the key points of Prepare a Design Layout. Record these as bullet points on a flipchart and ensure learners make a copy. Ask learners to work in small groups. Each group needs to devise five questions about Prepare a Design Layout that they can ask when they visit the organisation. Ensure that learners bring their questions with them for the visit. Visit the organisation's premises with the learners. The organisation needs to deliver a short presentation to the learners about his business. The organisation then needs to introduce the staff members that will explain to the learners about		

Module 5: 021100997 Design Graphics

Learning Unit	Suggested Teaching/ Learning Activities	Delivery Context	Media
	Prepare a Design Layout. The staff members will then explain to the learners about Prepare a Design Layout. After the visit, ask learners to identify the main points identified during the visit that they found interesting or challenging. List these key points on a flip chart. Learners must be able to demonstrate their knowledge and skills relating to prepare a design layout in a practical environment. Ensure that learners have the opportunity to ask questions to support their understanding. Learners must be able to practice and develop their knowledge and skills relating to Preparing a Design Layout in a simulated practical setting. Ensure that learners have the opportunity to ask questions to support their understanding.		
LU4: Use Techniques for Designing Graphic	Deliver an illustrated presentation on how to use techniques for designing graphic. Ensure that the presentation focuses on the following key points: • Use masking techniques • Use blending modes techniques • Use Layer Styles techniques • Use typography techniques • Use filter techniques Learners need to devise 10 quiz questions with answers based on Use Techniques for Designing	Classroom or Computer Lab with multimedia aid	Computer with Graphic Card Multimedia Adobe Creative Suit

Module 5: 021100997 Design Graphics

Learning Unit	Suggested Teaching/ Learning Activities	Delivery Context	Media
	Graphic. They must make sure their questions cover key topics for Use Techniques for Designing Graphic. Issue each learner with 10 blank cards. Each learner should number the cards and write their name on one side with a question about Use Techniques for Designing Graphic. On the reverse of the card, they should write an appropriate answer to their question. For the quiz, arrange learners in two equal teams. Ask one learner to keep score using a suitable score-card. Player 1 for Team A asks one of their questions to Player 1 of Team B, who needs to answer the question. Discuss the answer with the group and ask the group to determine if the answer is correct. Player 1 of Team A then confirms the answer they had devised. (You need to correct answers if the learner's answer was not wholly correct.) The scorekeeper records 1 mark for a correct answer under the appropriate team's score column. Play then passes to Player 1 of Team B, who asks their question to Player 1 of Team A, and so on. Total the scores at the end of the quiz to see which team won. After the quiz, collect learners' question/answer		

Module 5: 021100997 Design Graphics

Learning Unit	Suggested Teaching/ Learning Activities	Delivery Context	Media
	cards and check that answers provided were correct. Return any incorrect answers to learners and ask them to change their answer to the correct one.		
	Learners must be able to demonstrate their knowledge and skills relating how to use techniques for designing graphic in a practical environment. After the practical sessions are complete, lead a feedback session. Ask questions to confirm their understanding. Provide opportunities for trainees to ask their own questions.		
	Learners must be able to practice and develop their knowledge and skills relating to Using Techniques for Designing Graphic in a simulated practical setting. Ensure that learners have the opportunity to ask questions to support their understanding.		

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Module-6

TRAINER GUIDE

National Vocational Certificate Level 3

Version 1 - November, 2019

Module 6: 021100998 Mix Sound

Learning Unit	Suggested Teaching/ Learning Activities	Delivery Context	Media
LU1: Prepare sound equipment	Lead a discussion on how to prepare sound equipment. Be sure to cover the following points: • Arrange equipment as per project requirement • Set equipment as per project requirement • Check channel levels Display a flip chart showing the following key question related to Prepare sound equipment: *'(Insert appropriate question)'* Give each learner a sheet of paper and asked them to write their name at the top. Explain to learners that they will be sharing their work with other learners. Ask learners to write silently for 3-5 minutes answering the question displayed on the flip chart. When learners have completed writing, instruct them to pass their paper to the learner on their left. Each learner will read what their partner has passed to them and write a response. This will also be done silently. After another 2-3 minutes, instruct the learners to pass the paper to their left a second time. Repeat the same procedure, also done in silence. At the end of the activity, ask the learners to return the paper to the original writer. Allow learners a	Classroom or Computer Lab with multimedia aid	Computer with M Audio/Sound Forge Sound Card Multimedia Adobe Creative Suit Sound Forge Mic with accessories 5.1 Channel Audio Speaker Headphones

Module 6: 021100998 Mix Sound

Learning Unit	Suggested Teaching/ Learning Activities	Delivery Context	Media
	few moments to read over the responses to their writing.		
	Ask learners to work in pairs to reflect on and discuss the responses to the question on the flip chart.		
	When this activity is concluded, collect the papers and make copies for each learner.		
	Learners must be able to demonstrate their knowledge and skills relating to how to prepare sound equipment in a practical environment. Ensure that learners have the opportunity to ask questions to support their understanding.		
	Learners must be able to practice and develop their knowledge and skills relating to Preparing sound equipment in a simulated practical setting. Ensure that learners have the opportunity to ask questions to support their understanding.		
LU2: Record sound	Begin this session with an illustrated presentation on Record sound. Ensure that the presentation addresses the following points, including • Connect Audio Interface as per project requirement • Record vocals as per project requirement • Record Instrument as per project requirement • Record tracks as per project requirement	Classroom or Computer Lab with multimedia aid	Computer with M Audio/Sound Forge Sound Card Multimedia Adobe Creative Suit Sound Forge Mic with accessories 5.1 Channel Audio Speaker

Module 6: 021100998 Mix Sound

Learning Unit	Suggested Teaching/ Learning Activities	Delivery Context	Media
	Prepare either: - A flip chart - A PowerPoint slide - A handout …showing key topics for **Record sound**. Learners need to work in small groups discussing the key topics. Each group should make notes from their discussions that identify **three main points** that related to **each key topic**. After the discussion, begin the feedback session. Ask one group to share the main points they have recorded for the first key topic for **Record sound**. Discuss these main points briefly with the whole group. Learners should make additional notes to record additional points their group had not identified. Then ask the next group to share the main points they have recorded for the second key topic. Repeat the discussion process. Continue until you have covered all the key topics. End the group discussion activity with a summary. Learners must be able to demonstrate their knowledge		Headphones

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Learning Unit	Suggested Teaching/ Learning Activities	Delivery Context	Media
	and skills relating record sound in a practical environment. After the practical sessions are complete, lead a feedback session. Ask questions to confirm their understanding. Provide opportunities for trainees to ask their own questions. Learners must be able to practice and develop their knowledge and skills relating to recording sound in a simulated practical setting. Ensure that learners have the opportunity to ask questions to support their understanding.		
LU3: Mix sound	Deliver an illustrated presentation on mix sound. Ensure that the presentation focuses on the following key points: • Set project format as per project requirement • Load audio layers on sequence • Perform audio treatment • Perform audio editing • Apply audio filter as per project requirement • Perform audio mixing • Select output format as project requirement • Render final project Learners need to devise 10 quiz questions with answers based on Mix sound. They must make sure their questions cover key topics for Mix sound. Issue each learner with 10 blank cards. Each learner should number the cards and write their	Classroom or Computer Lab with multimedia aid	Computer with M Audio/Sound Forge Sound Card Multimedia Adobe Creative Suit Sound Forge Mic with accessories 5.1 Channel Audio Speaker Headphones

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Learning Unit	Suggested Teaching/ Learning Activities	Delivery Context	Media
	name on one side with a question about Mix sound. On the reverse of the card, they should write an appropriate answer to their question.		
	For the quiz, arrange learners in two equal teams. Ask one learner to keep score using a suitable score-card. Player 1 for Team A asks one of their questions to Player 1 of Team B, who needs to answer the question. Discuss the answer with the group and ask the group to determine if the answer is correct. Player 1 of Team A then confirms the answer they had devised. (You need to correct answers if the learner's answer was not wholly correct.)		
	The scorekeeper records 1 mark for a correct answer under the appropriate team's score column. Play then passes to Player 1 of Team B, who asks their question to Player 1 of Team A, and so on.		
	Total the scores at the end of the quiz to see which team won.		
	After the quiz, collect learners' question/answer cards and check that answers provided were correct. Return any incorrect answers to learners and ask them to change their answer to the correct one.		

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Learning Unit	Suggested Teaching/ Learning Activities	Delivery Context	Media
	Learners must be able to demonstrate their knowledge and skills relating mix sound in a practical environment. After the practical sessions are complete, lead a feedback session. Ask questions to confirm their understanding. Provide opportunities for trainees to ask their own questions. Ask learners to work in small groups. Each group needs to devise report about mix sound. Arrange a question and answer session to clarify trainee understanding. Learners must be able to practice and develop their knowledge and skills relating to mixing sound in a simulated practical setting. Ensure that learners have the opportunity to ask questions to support their understanding.		

MEDIA DEVELOPER

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Module-7

TRAINER GUIDE

National Vocational Certificate Level 3

Version 1 - November, 2019

Module 7: 021100999 Carryout Non-Liner Editing

Learning Unit	Suggested Teaching/ Learning Activities	Delivery Context	Media
LU1: Set project properties	Deliver an illustrated presentation on set project properties. Ensure that the presentation focuses on the following key points: • Select preset/mode of project • Set video format rate as per project requirement • Set aspect ratio as per project requirement • Set field as per project requirement • Set video format as per project requirement • Set audio bit rate as per project requirement • Set audio channels as per project requirement Prepare a short case study giving background information of the hospitality expert. The information should include: • The hospitality expert's name • Address of the hospitality expert's organisation • How long the hospitality expert has been practising for • How many staff are employed by the organisation. Discuss the topic of Set project properties with the invited hospitality expert. The hospitality expert needs to prepare a short introduction about their organisation they can deliver to the learners at the beginning of their presentation. Ask the hospitality	Classroom or Computer Lab with multimedia aid	Computer with, Graphic Card & Sound Card Apple Mac Pro Multimedia Headphone 5.1 Channel Speaker Preview Monitor Adobe Creative Suit Final Cut Pro

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Learning Unit	Suggested Teaching/ Learning Activities	Delivery Context	Media
	expert to bring with him/her materials that will support the presentation, for example relevant resources, photographs, records.		
	A week before the presentation, provide learners with a copy of the case study you have prepared describing the hospitality expert's organisation. Hold a discussion with the learners on the key points of Set project properties. Record these as bullet points on a flipchart and ensure learners make a copy.		
	Ask learners to work in small groups. Each group needs to devise five questions about Set project properties that they can ask during the presentation. Ensure that learners bring their questions with them for the presentation.		
	On the day of the presentation, introduce the hospitality expert to the learners. The hospitality expert needs to deliver the presentation to the learners about their organisation and how their organisation manages Set project properties. Following the presentation, ask selected learners to ask the questions they had devised. Encourage discussion about the key points of Set project properties.		
	Following the presentation, learners need to write up the answers to the questions their group had devised and submit these to you as part of their		

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Learning Unit	**Suggested Teaching/ Learning Activities**	**Delivery Context**	**Media**
	evidence.		
	Learners must be able to demonstrate their knowledge and skills relating set project properties in a practical environment. After the practical sessions are complete, lead a feedback session.		
	Ask questions to confirm their understanding. Provide opportunities for trainees to ask their own questions.		
	Learners must be able to practice and develop their knowledge and skills relating to setting project properties in a simulated practical setting. Ensure that learners have the opportunity to ask questions to support their understanding.		
LU2: Import Data	Begin this session with an illustrated presentation on import data. Ensure that the presentation addresses the following points, including demonstrations of equipment, preparation and methods where appropriate: • Import videos as per project requirement • Import graphics as per project requirement • Import Animation as per project requirement Prepare either: • A flip chart • A PowerPoint slide • A handout …showing the key topics about Import Data. Go through all the key topics briefly and then allocate	Classroom or Computer Lab with multimedia aid	Computer with, Graphic Card & Sound Card Apple Mac Pro Multimedia Headphone 5.1 Channel Speaker Preview Monitor Adobe Creative Suit Final Cut Pro

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Learning Unit	Suggested Teaching/ Learning Activities	Delivery Context	Media
	one key topic to each group.		
	Learners need to work in their small groups discussing the key topic that has been allocated to their group. Each group should use a sheet of flip chart paper to record **three main points** from their discussions that relate to **their key topic**.		
	After the discussion, begin the feedback session. Ask one group to come to the front of the class with their flipchart. Put up the flipchart where it can be easily seen by other learners. Ask the group to share the main points they have recorded for their key topic for Import Data. Discuss these main points briefly with the whole group. Learners should make additional notes **on the flip chart** to record additional points their group had not identified.		
	Then ask the next group to share their flipchart showing the main points they have recorded for the next key topic. Repeat the discussion process. Continue until you have covered all the key topics.		
	End the group discussion activity with a summary. Photograph or scan all the flipcharts and use these to create a handout to distribute to all learners.		
	Learners must be able to demonstrate their knowledge and skills relating import data in a practical environment. Ensure that learners have the opportunity to ask questions to support their understanding.		

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Learning Unit	Suggested Teaching/ Learning Activities	Delivery Context	Media
	Learners must be able to practice and develop their knowledge and skills relating to importing data in a simulated practical setting. Ensure that learners have the opportunity to ask questions to support their understanding.		
LU3: Set Sequence	Deliver an illustrated presentation on how to set sequence. Ensure that the presentation focuses on the following key points: • Set video sequence on timeline as per project requirement • Set audio sequence on timeline as per project requirement • Set graphic sequence on timeline as per project requirement Display a slide or flip chart with a key question relating to Set Sequence. **Step 1 – Think** Working on their own, each learner thinks about the question and makes notes of their responses or key points which they believe to be important. **Step 2 – Pair** For the next step, each learner pairs up with a partner. The two learners exchange their ideas and make further notes to add clarity to their own ideas. **Step 3 – Share** The final step is for you to invite different pairs to share the ideas they have discussed in response to	Classroom or Computer Lab with multimedia aid	Computer with, Graphic Card & Sound Card Apple Mac Pro Multimedia Headphone 5.1 Channel Speaker Preview Monitor Adobe Creative Suit Final Cut Pro

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Learning Unit	Suggested Teaching/ Learning Activities	Delivery Context	Media
	the key question relating to Set Sequence. Learners must be able to demonstrate their knowledge and skills relating how to set sequence in a practical environment. Ensure that learners have the opportunity to ask questions to support their understanding. Learners must be able to practice and develop their knowledge and skills relating to setting sequence in a simulated practical setting. Ensure that learners have the opportunity to ask questions to support their understanding.		
LU4: Balance Audio	Lead a brainstorm on how to balance audio. Ensure you focus on the following key points - Set audio channel levels as per project requirement - Adjust audio gain as per project requirement - Sync audio as per project requirement - Link/unlink audio as per project requirement - Perform audio treatment as per requirement - Apply audio filter/effects as per requirement Prepare a short case study giving background information of the hospitality expert. The information should include: - The hospitality expert's name - Address of the hospitality expert's	Classroom or Computer Lab with multimedia aid	Computer with, Graphic Card & Sound Card Apple Mac Pro Multimedia Headphone 5.1 Channel Speaker Preview Monitor Adobe Creative Suit Final Cut Pro

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Learning Unit	Suggested Teaching/ Learning Activities	Delivery Context	Media
	organisation • How long the hospitality expert has been practising for • How many staff are employed by the organisation. Discuss the topic of Balance Audio with the invited hospitality expert. The hospitality expert needs to prepare a short introduction about their organisation they can deliver to the learners at the beginning of their presentation. Ask the hospitality expert to bring with him/her materials that will support the presentation, for example relevant resources, photographs, records. A week before the presentation, provide learners with a copy of the case study you have prepared describing the hospitality expert's organisation. Hold a discussion with the learners on the key points of Balance Audio. Record these as bullet points on a flipchart and ensure learners make a copy. Ask learners to work in small groups. Each group needs to devise five questions about Balance Audio that they can ask during the presentation. Ensure that learners bring their questions with them for the presentation. On the day of the presentation, introduce the hospitality expert to the learners. The hospitality		

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Learning Unit	Suggested Teaching/ Learning Activities	Delivery Context	Media
	expert needs to deliver the presentation to the learners about their organisation and how their organisation manages Balance Audio. Following the presentation, ask selected learners to ask the questions they had devised. Encourage discussion about the key points of Balance Audio. Following the presentation, learners need to write up the answers to the questions their group had devised and submit these to you as part of their evidence. Use appropriate resources (see Media column) to reinforce various points. Learners must be able to demonstrate their knowledge and skills relating how to balance audio in a practical environment. Ensure that learners have the opportunity to ask questions to support their understanding. Learners must be able to practice and develop their knowledge and skills relating to balancing audio in a simulated practical setting. Ensure that learners have the opportunity to ask questions to support their understanding.		
LU5: Perform Color Balancing/ Grading	Deliver an illustrated presentation on perform color balancing/grading. Ensure that the presentation focuses on the following key points: • Perform colour treatment as per project requirement • Apply video effects as per project	Classroom or Computer Lab with multimedia aid	Computer with, Graphic Card & Sound Card Apple Mac Pro Multimedia Headphone

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Learning Unit	**Suggested Teaching/ Learning Activities**	**Delivery Context**	**Media**
	requirement • Apply video filter as per project requirement Display a flip chart showing the following key question related to Perform Color Balancing/ Grading: *'(Insert appropriate question)'* Give each learner a sheet of paper and asked them to write their name at the top. Explain to learners that they will be sharing their work with other learners. Ask learners to write silently for 3-5 minutes answering the question displayed on the flip chart. When learners have completed writing, instruct them to pass their paper to the learner on their left. Each learner will read what their partner has passed to them and write a response. This will also be done silently. After another 2-3 minutes, instruct the learners to pass the paper to their left a second time. Repeat the same procedure, also done in silence. At the end of the activity, ask the learners to return the paper to the original writer. Allow learners a few moments to read over the responses to their writing. Ask learners to work in pairs to reflect on and discuss the responses to the question on the flip chart.		5.1 Channel Speaker Preview Monitor Adobe Creative Suit Final Cut Pro

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Learning Unit	Suggested Teaching/ Learning Activities	Delivery Context	Media
	When this activity is concluded, collect the papers and make copies for each learner.		
	Learners must be able to demonstrate their knowledge and skills relating to perform color balancing/grading in a practical environment. Ensure that learners have the opportunity to ask questions to support their understanding.		
	Learners must be able to practice and develop their knowledge and skills relating to Performing Color Balancing/ Grading in a simulated practical setting. Ensure that learners have the opportunity to ask questions to support their understanding.		
LU6: Prepare Roughcut	Begin this session with an illustrated presentation on prepare roughcut. Ensure that the presentation addresses the following points, including demonstrations of equipment, preparation and methods where appropriate: - Cut video into segment as per project requirement - Set and Adjust length of clip/scene as per project requirement - Adjust sequence of clips & tracks as per project requirement Prepare either: - A flip chart - A PowerPoint slide	Classroom or Computer Lab with multimedia aid	Computer with, Graphic Card & Sound Card Apple Mac Pro Multimedia Headphone 5.1 Channel Speaker Preview Monitor Adobe Creative Suit Final Cut Pro

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Learning Unit	Suggested Teaching/ Learning Activities	Delivery Context	Media
	• A handout …showing the key topics about Prepare Roughcut. Go through all the key topics briefly and then allocate **one key topic** to each group. Learners need to work in their small groups discussing the key topic that has been allocated to their group. Each group should use a sheet of flip chart paper to record **three main points** from their discussions that relate to **their key topic**. After the discussion, begin the feedback session. Ask one group to come to the front of the class with their flipchart. Put up the flipchart where it can be easily seen by other learners. Ask the group to share the main points they have recorded for their key topic for Prepare Roughcut. Discuss these main points briefly with the whole group. Learners should make additional notes **on the flip chart** to record additional points their group had not identified. Then ask the next group to share their flipchart showing the main points they have recorded for the next key topic. Repeat the discussion process. Continue until you have covered all the key topics. End the group discussion activity with a summary. Photograph or scan all the flipcharts and use these to create a handout to distribute to all learners.		

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Learning Unit	Suggested Teaching/ Learning Activities	Delivery Context	Media
	Learners must be able to demonstrate their knowledge and skills relating to prepare roughcut in a practical environment. Ensure that learners have the opportunity to ask questions to support their understanding. Learners must be able to practice and develop their knowledge and skills relating to Preparing Rough-cut in a simulated practical setting. Ensure that learners have the opportunity to ask questions to support their understanding.		
LU7: Make Revisions	Deliver an illustrated presentation on make revisions. Ensure that the presentation focuses on the following key points: - Review Timeline as per project requirement - Make corrections as per project requirement Prepare either: - A flip chart - A PowerPoint slide - A handout …showing key topics for Make Revisions. Learners need to work in small groups discussing the key topics. Each group should make notes from their discussions that identify **three main points** that related to **each key topic**. After the discussion, begin the feedback session. Ask one group to share the main points they have recorded for the first key topic for Make Revisions. Discuss these main points briefly with the whole	Classroom or Computer Lab with multimedia aid	Computer with, Graphic Card & Sound Card Apple Mac Pro Multimedia Headphone 5.1 Channel Speaker Preview Monitor Adobe Creative Suit Final Cut Pro

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Learning Unit	**Suggested Teaching/ Learning Activities**	**Delivery Context**	**Media**
	group. Learners should make additional notes to record additional points their group had not identified.		
	Then ask the next group to share the main points they have recorded for the second key topic. Repeat the discussion process. Continue until you have covered all the key topics.		
	End the group discussion activity with a summary.		
	Learners must be able to demonstrate their knowledge and skills relating how to make revision in a practical environment.		
	After the practical sessions are complete, lead a feedback session.		
	Ask questions to confirm their understanding. Provide opportunities for trainees to ask their own questions		
	Learners must be able to practice and develop their knowledge and skills relating to making revision in a simulated practical setting. Ensure that learners have the opportunity to ask questions to support their understanding.		
LU8: Prepare Final Cut	Deliver an illustrated presentation on prepare final cut. Ensure that the presentation focuses on the following key points: • Add video & audio transitions on timeline as per project requirement • Perform sharp cut on timeline as per project requirement	Classroom or Computer Lab with multimedia aid	Computer with, Graphic Card & Sound Card Apple Mac Pro Multimedia Headphone 5.1 Channel Speaker

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Learning Unit	Suggested Teaching/ Learning Activities	Delivery Context	Media
	• Perform timeline rendering Display a slide or flip chart with a key question relating to Prepare Final Cut. **Step 1 – Think** Working on their own, each learner thinks about the question and makes notes of their responses or key points which they believe to be important. **Step 2 – Pair** For the next step, each learner pairs up with a partner. The two learners exchange their ideas and make further notes to add clarity to their own ideas. **Step 3 – Share** The final step is for you to invite different pairs to share the ideas they have discussed in response to the key question relating to Prepare Final Cut. Learners must be able to demonstrate their knowledge and skills relating to prepare final cut in a practical environment. Ensure that learners have the opportunity to ask questions to support their understanding. Learners must be able to practice and develop their knowledge and skills relating to preparing final cut in a simulated practical setting. Ensure that learners have the opportunity to ask questions to support their understanding.		Preview Monitor Adobe Creative Suit Final Cut Pro

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Learning Unit	**Suggested Teaching/** **Learning Activities**	**Delivery Context**	**Media**
LU9: Generate Output	Deliver an illustrated presentation on generate output. Ensure that the presentation focuses on the following key points: - Select output format as per project requirement - Export timeline as per select output format Display a flip chart showing the following key question related to Generate Output: *'(Insert appropriate question)'* Give each learner a sheet of paper and asked them to write their name at the top. Explain to learners that they will be sharing their work with other learners. Ask learners to write silently for 3-5 minutes answering the question displayed on the flip chart. When learners have completed writing, instruct them to pass their paper to the learner on their left. Each learner will read what their partner has passed to them and write a response. This will also be done silently. After another 2-3 minutes, instruct the learners to pass the paper to their left a second time. Repeat the same procedure, also done in silence. At the end of the activity, ask the learners to return the paper to the original writer. Allow learners a few moments to read over the responses to their writing.	Classroom or Computer Lab with multimedia aid	Computer with, Graphic Card & Sound Card Apple Mac Pro Multimedia Headphone 5.1 Channel Speaker Preview Monitor Adobe Creative Suit Final Cut Pro

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Learning Unit	Suggested Teaching/ Learning Activities	Delivery Context	Media
	Ask learners to work in pairs to reflect on and discuss the responses to the question on the flip chart. When this activity is concluded, collect the papers and make copies for each learner. Learners must be able to demonstrate their knowledge and skills relating generate output in a practical environment. Learners must be able to practice and develop their knowledge and skills relating to generating output in a simulated practical setting. Ensure that learners have the opportunity to ask questions to support their understanding. After the practical sessions are complete, lead a feedback session. Ask questions to confirm their understanding. Provide opportunities for trainees to ask their own questions		

Frequently Asked Questions

Test Yourself (Multiple Choice Questions)