Unit title:	Multimedia design and authoring
Unit number:	10
Level:	4
Credit value:	15
Guided learning hours:	60
Unit reference number:	H/601/0467

UNIT AIM AND PURPOSE

This unit will enable learners to evaluate multimedia products and create a prototype multimedia product from their own design.

LEARNING OUTCOMES AND ASSESSMENT CRITERIA

A pass grade is achieved by meeting **all** the requirements in the assessment criteria.

Learning Outcome (LO) The Learner will:	Pass The assessment criteria are the pass requirements for this unit. The Learner can:
LO1 Understand the use of existing multimedia products	1.1 critically review examples of high and low quality multimedia products 1.2 discuss what makes a good quality multimedia product
LO2 Know the importance of design discipline	2.1 explain how the design process can be applied to a multimedia product 2.2 plan an iterative design process
LO3 Be able to apply design disciplines to a multimedia production	3.1 use an appropriate combination of resources and techniques to achieve multimedia outcomes 3.2 check multimedia outcomes meet needs 3.3 analyse own use of design discipline
LO4 Be able to present a refined multimedia product prototype	4.1 produce a working multimedia product prototype 4.2 present working multimedia product prototype to a multimedia professional 4.3 evaluate the prototype

GRADING CRITERIA

A merit grade is achieved by meeting **all** the requirements in the pass criteria **and** the merit descriptors.

A distinction grade is achieved by meeting **all** the requirements in the pass criteria **and** the merit descriptors **and** the distinction descriptors.

Merit Criteria (M1, M2, M3)	Distinction Criteria (D1, D2, D3)
(M1, M2, and M3 are mandatory to achieve a merit grade. Each must be achieved at least once per unit to achieve a merit grade.)	(D1, D2, and D3 are mandatory to achieve a distinction grade. Each must be achieved at least once per unit to achieve a distinction grade.) (In order to achieve a distinction grade, all merit criteria must also have been achieved.)
MANDATORY TO ACHIEVE A MERIT GRADE	MANDATORY TO ACHIEVE A DISTINCTION GRADE
M1 Analyse concepts, theories or principles to formulate own responses to situations.	D1 Evaluate approaches to develop strategies in response to actual or anticipated situations.
M2 Analyse own knowledge, understanding and skills to define areas for development.	D2 Evaluate and apply strategies to develop own knowledge, understanding and skills.
M3 Exercise autonomy and judgement when implementing established courses of action.	D3 Determine, direct and communicate new courses of action.

TEACHING CONTENT

The Teaching Content describes what has to be taught to cover **all** Learning Outcomes.

Learners must be able to apply relevant examples to their work although these do not have to be the same as the examples specified.

LO1 Understand the use of existing multimedia products	
Review	Audience for product, access to product, system requirements, navigation and interaction, message being conveyed
Product	DVDs, interactive games/videos, websites.

LO2 Know the importance of design discipline	
Design process	User requirements, audience for product, cultural and contextual issues, structure, components, navigation, interaction, prototyping, testing
Plan	Script, structure diagram, storyboard, components required, task list, layout, navigation, platform, system requirements.

LO3 Be able to apply design disciplines to a multimedia production	
Resources and components	Text, diagrams, images, animation, sound, video
Techniques	Create, edit, obtain permission
Meet needs	Prototyping, client feedback, observation, interview, requirements, testing
Discipline	Layout, presentation, screen size and resolution, colour, font, navigation, interaction, readability, feedback, accuracy, completeness.

LO4 Be able to present a refined multimedia product prototype	
Working prototype	Buttons, hotspots, links, transitions, frames, drag and drop, input, interactivity, start/stop controls, file formats, components
Presentation	Consider issues such as file size, format, accessibility, platform, guidance, instructions
Evaluate	Requirements, components, navigation, platform, accessibility, interaction, copyright, feedback.

GUIDANCE

Delivery guidance
It will be beneficial to deliver this unit in a way that uses actual events, industry forecasts or sector specific contexts which offer the learner the opportunity to explore, develop and apply the fundamental principles of the sector or subject area. Typical delivery contexts could include working with local companies or schools to produce a multimedia product to promote the company, product or school. Learners will benefit from being encouraged to exercise autonomy and judgement to evaluate existing multimedia products and design and produce a product for a client. This will enable the learner to adapt their thinking and reach considered conclusions when analysing the production process and the components required to produce a working prototype. Learners would benefit from being presented with subject/sector-relevant problems from a variety of perspectives, and being given the opportunity to explore them using diverse approaches and schools of thought. For example, learners may find it useful to explore multimedia products produced by learners at level 2 and level 3 and compare these with commercially produced products, allowing them to appreciate the complexities of solutions at different levels and thereby analyse, plan and construct a prototype of sufficient complexity.

Assessment evidence guidance
Evidence must be produced to show how a learner has met each of the Learning Outcomes. This evidence could take the form of assignments, project portfolios, presentations or, where appropriate, reflective accounts. Where group work/activities contribute to assessment evidence, the individual contribution of each learner must be clearly identified. All evidence must be available for the visiting moderator to review. Where learners are able to use real situations or observations from work placement, care should be taken to ensure that the record of observation accurately reflects the learner's performance. This should be signed, dated, and included in the evidence. It is best practice to record another individual's perspective of how a practical activity was carried out. Centres may wish to use a witness statement as a record of observation. This should be signed and dated and included in the evidence.

RESOURCES

Books

White Space is Not Your Enemy: A Beginner's Guide to Communicating Visually Through Graphic, Web & Multimedia Design by Rebecca Hagen, Kim Golombisky , Focal Press, 2013, ISBN 9780240824147

Multimedia Foundations: Core Concepts for Digital Design by Vic Costello, Ed Youngblood, Susan Youngblood, Focal Press, 2012, ISBN 9780240813943
HTML5 Multimedia: Develop and Design by Ian Devlin, Peachpit Press Publications, 2011, ISBN 9780321793935

The Design and Implementation of Multimedia Software with Examples in Java (Paperback) by David Bernstein , Jones and Bartlett Publishers, 2010, ISBN 9780763778125

Journals

Journal of Multimedia Processing and Technologies
Journal of Multimedia (JMM, ISSN 1796-2048)

Websites

Interactive Multimedia and e-Learning Authoring
www.trainingmultimedia.co.uk/authoring_multimedia.htm

70 Tutorials Using Photoshop To Design A Website
http://creativenerds.co.uk/tutorials/70-tutorials-using-photoshop-to-design-a-website/

Planet of Tunes - Multimedia authoring
www.planetoftunes.com/multi/

Flash Classroom tutorials on building interactive multimedia projects
www.flashclassroom.com/cms/flashclassroom/index.php?vsite=1&Area=306&SubSectionOf=265