

Unit 11: Audio and Video Editing

Unit reference number: A/505/1502

QCF level: 1

Credit value: 4

Guided learning hours: 40

Unit aim

The aim of this unit is to introduce learners to the knowledge and skills needed for editing and can be applied to audio/visual, and audio or visual-based production work.

Unit introduction

Editing techniques can be applied to audio or visual production work. Learners will develop their knowledge of when and why editing is carried out and will generate ideas for editing by collecting information and planning to edit materials. Learners will then follow their plan to edit the materials and will review their work by collecting feedback and reviewing aspects that went well and aspects that could be improved.

Much professional editing is now undertaken using digital systems and it is likely that the production work for this unit will take place using digital systems. However, learners should have an awareness of both traditional and digital techniques and this unit does not preclude the use of traditional editing equipment for production work.

Essential resources

Resources should be available for learners to watch and take part in critical evaluations of video/audio/visual materials, either in a group or in an individual context. Appropriate editing equipment is required. A suitable level of either analogue (two-machine or three-machine edit) or digital editing facilities (timeline-based or non-linear) should be available for the completion of any video process.

Learning outcomes, assessment criteria and unit amplification

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

| Learning outcomes | Assessment criteria | Unit amplification |
|---|--|--|
| 1 Understand when editing is used and why | 1.1 Identify different materials that are edited | <ul style="list-style-type: none"> • <i>Audio</i>: e.g. news, commercials, drama, commentary, music, speech/dialogue • <i>Audio-visual</i>: e.g. drama, documentary, news, commercials, music video, cinema trailers • <i>Editing techniques</i>: e.g. cut, cutaway shot, reaction shot, insert shot, fade |
| | 1.2 Explain why editing is carried out | <ul style="list-style-type: none"> • <i>Purpose of editing</i>: to construct a narrative; to meet time constraints; to improve performance |
| 2 Be able to generate ideas for editing | 2.1 Collect information from different sources to generate ideas for editing | <ul style="list-style-type: none"> • <i>Sources</i>: e.g. a news item, a drama, music • <i>Ideas</i>: e.g. drama, music video, documentary, advertisement, to improve performance, e.g. music, to shorten an item, e.g. news item, drama scene • <i>Pre-recorded and found sources</i>: types, e.g. video, audio, CD, from web, live recordings, radio recordings • <i>Self-generated materials</i>: video soundtrack; audio recordings; digital formats |
| | 2.2 Plan to edit materials | <ul style="list-style-type: none"> • <i>Plan</i>: reasons for editing; sections to be edited; techniques to be used |
| 3 Be able to edit materials | 3.1 Edit materials according to plan | <ul style="list-style-type: none"> • <i>Video and audio equipment</i>: e.g. camcorder, mobile telephone, digital sound files, e.g. MP3, wav • <i>Editing systems</i>: e.g. digital, linear, non-linear, time-based, digital audio, appropriate analogue systems • <i>Edit</i>: for pace, timing, sequence, sound balance, shortening or lengthening |

| Learning outcomes | | Assessment criteria | Unit amplification |
|-------------------|----------------------------|---------------------|---|
| 4 | Be able to review own work | 4.1 | Collect feedback on work |
| | | 4.2 | Review aspects that went well |
| | | 4.3 | Review aspects that could be improved |
| | | | <ul style="list-style-type: none"> • <i>Collecting feedback</i>: asking questions; listening to others; feedback from peers, from tutor • <i>Format of review</i>: e.g. verbal, presentation, discussion, audio, audio-visual, written annotations • <i>Performance</i>: aspects, e.g. own work, time management, fitness for purpose of process and product; what was achieved; how it was achieved; how it could be improved |

Information for tutors

Delivery

This unit is designed as an introduction to the process and practices of editing and as such should give learners a basic understanding of professional practice while encouraging them to develop an interest through experimentation.

This unit requires learners to think of, and select, ideas using investigation into professional work as a starting point, and then to plan and produce edited material. The learning programme should be balanced to allow for technical input and workshop time to give all learners an opportunity to experiment with different techniques and technology. When working as part of a group it is important that learners understand their individual roles and that work is structured in such a way as to allow individual achievement to be accurately assessed.

Briefs and topics should be agreed with the tutor and may include creating advertising such as film trailers or editing vox pops to support opinion, etc.

The learner should be encouraged to investigate professionally edited material such as television, radio, and motion picture products. The learner should be encouraged to recognise the editing techniques employed to deliver the message/meaning/story. In response to an agreed brief or topic the learner should gather appropriate materials for editing. These materials can be found, for example copyright free audio or video clips from the web, or self-generated. The materials should then be collated and organised in preparation to be edited. It is recommended that the learner is given sufficient guidelines and parameters in the agreed brief or topic so that they are able to focus their search. In response to an agreed brief or topic they should demonstrate the skills they have learned to produce an edited product in an assigned format effectively.

Outline learning plan

The outline learning plan has been included in this unit as guidance.

Topic and suggested assignments/activities

Introduction to unit and programme of learning.

Tutor-led delivery – what materials are edited? Why?

Learner investigation into professional work.

Presentation of learner findings.

Learners identify different materials that are edited and describe when editing is carried out. (learning outcome 1)

Learners research different sources to develop initial ideas. (learning outcome 2)

Workshops and mini-tasks – video and audio editing techniques, effects and exporting.

Introduction to Assignment – for example plan and produce a video 'magazine' show for 14-18 year olds.

Assignment work – as groups decide on format and produce/gather resources including individual log of work achieved.

Assignment work – as individuals edit a section of the show including log of work.

Assignment work – as groups review and edit together the final cut of show

Topic and suggested assignments/activities

including individual log of work achieved.

Presenting work. (learning outcome 3)

Group discussion with peers and tutor for learners to receive feedback and comment on own work. (learning outcome 4)

Assessment

To achieve a pass, learners should demonstrate an investigation of examples of edited materials in relation to an agreed brief or topic. Learners should gather a range of materials to be edited. Learners should undertake editing of materials and be able to comment appropriately on the process. At this level the work produced should be an appropriate response to an agreed brief or topic but will not necessarily be complete. Learners may need guidance and assistance but should make constructive use of this to be considered for a pass. When commenting on their own work they will be able to list the strengths and weaknesses of their work and suggest how it could be improved.

To achieve assessment criteria 1.1 and 1.2, learners must identify types of materials that are edited and explain why editing is carried out. Evidence can be in the form of an oral presentation, completed worksheets or a discussion with the tutor with signed witness statement.

To achieve assessment criterion 2.1, learners must show that they have used different sources to generate at least two ideas for editing. This can be evidenced through a completed log and discussion with the tutor or completed log. To achieve assessment criterion 2.2 learners must produce an initial plan for editing the materials. Assessment criterion 3.1 can be evidenced through the edited material which must follow the plan.

Assessment criteria 4.1, 4.2 and 4.3 must take the form of a presentation where the learner shows their edited work to the group or group discussion where the learner gathers feedback on work from peers and the tutor. The learner should describe two aspects which went well and at least one aspect that could be improved. Observation records and witness statements should be kept for verification purposes.

When working as part of a group it is important that learners understand their individual roles and that work is structured in such a way as to allow individual achievement to be accurately assessed.

Suggested resources

Books

Kinnaird M – *Sounds Like a Good Idea* (Continuum, 2008) ISBN 978-1855394483

McLeish R – *Radio Production, Fifth Edition* (Focal Press, 2005) ISBN 978-0240519722

Millerson G – *Video Production Handbook, Third Edition* (Focal Press, 2008) ISBN 978-0240513218

Nisbett A – *Sound Studio Audio Techniques for Radio, Television, Film and Recording Sixth Edition* (Focal Press, 2003) ISBN 9780240519111

Wells P – *Digital Video Editing: A User's Guide* (Crowood Press Ltd, 2007) ISBN 978-1861269522

Websites

www.mediacollege.com

Media college – educational and resource website for electronic media